

# WHERE RESEARCH MEETS PRACTICE:

CLASSROOM MANAGEMENT FOR THE  
MODERN MIDDLE SCHOOL BAND DIRECTOR

**Robert J.Grogan, Ph.D.**

The Midwest Clinic

December 20<sup>th</sup>, 2023

12:00 P.M. / Room W176

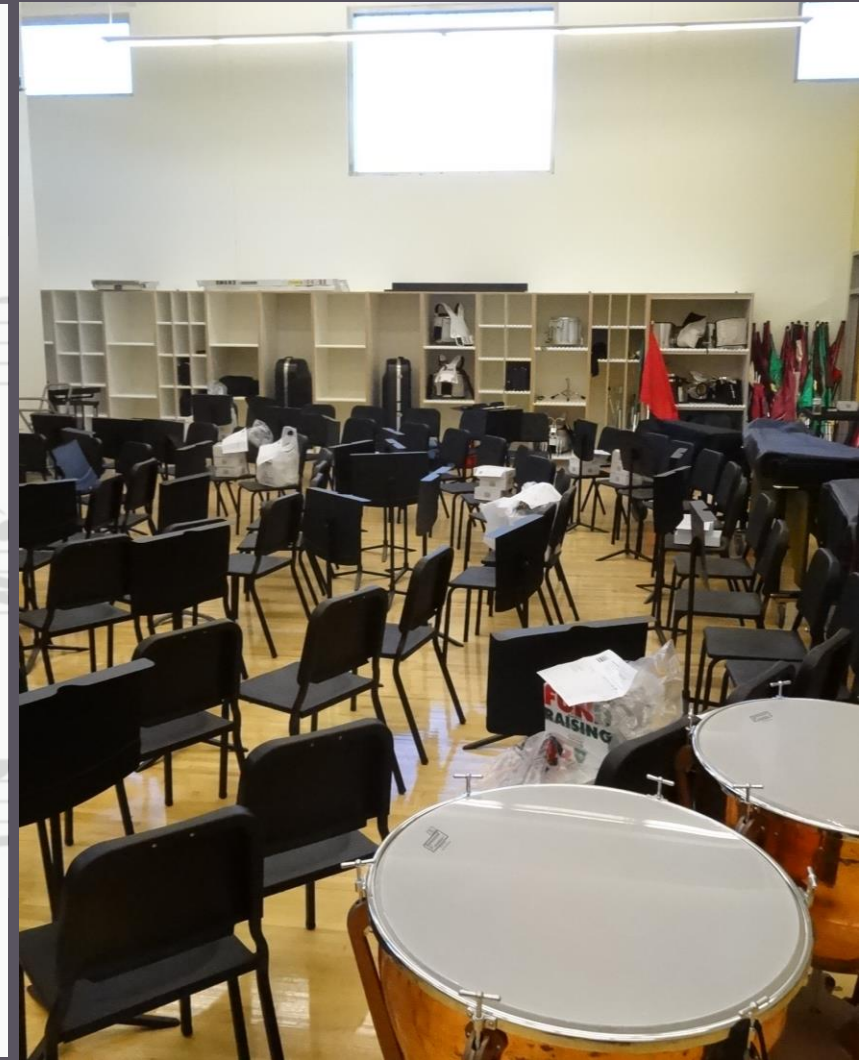
McCormick Place, Chicago, IL



**The Midwest Clinic**  
International Band and Orchestra Conference

# Agenda

1. Introduction
2. Classroom Environment
3. Expectations and Procedures
4. Accountability and Intervention
5. Student Engagement and Motivation
6. Conclusion



# Introduction

## **Dr. Robert J. Grogan III**

Director of Bands

Barber Middle School

Cobb County School District



- PhD in Music Ed. at Auburn University
- MM from University of Georgia
- BM from Columbus State University
- 16 years Teaching Experience – Mostly Title 1's schools
- Research Interests: *student motivation and teaching students in at-risk or marginalized communities*
- Marine Corps veteran and performer with the Albany Marine Band

# Introduction

## Barber Middle School

Acworth, GA



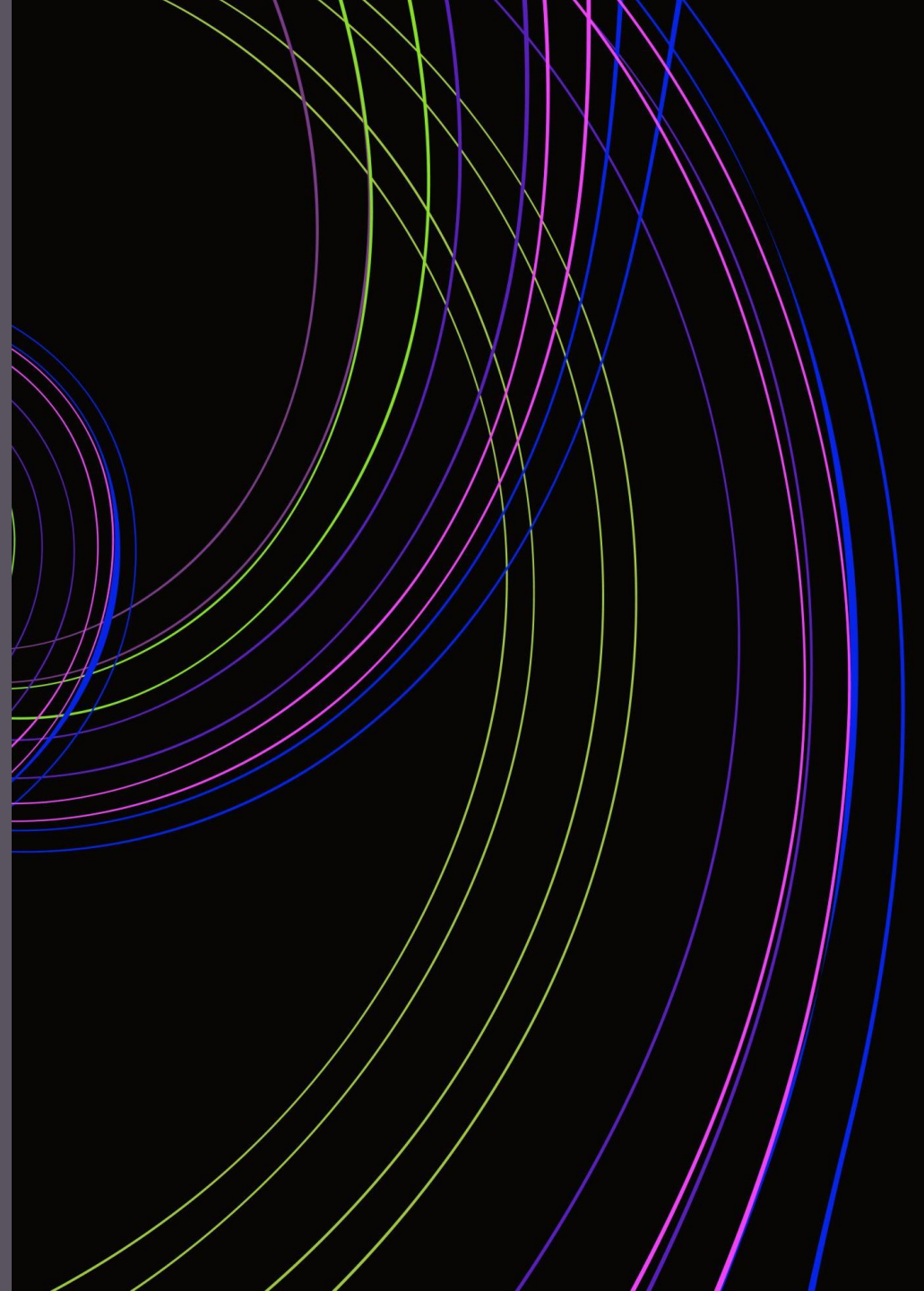
- 100% Feeder to North Cobb High School
- 53% free and/or reduced lunch
- School enrollment: approximately 850
- Band enrollment: approximately 400
- Fine Arts courses offered: Band, Orchestra, Chorus, and Dance
- 2022 National Winner of the William P. Foster Award for Excellence



# CLASSROOM ENVIRONMENT

## PART II

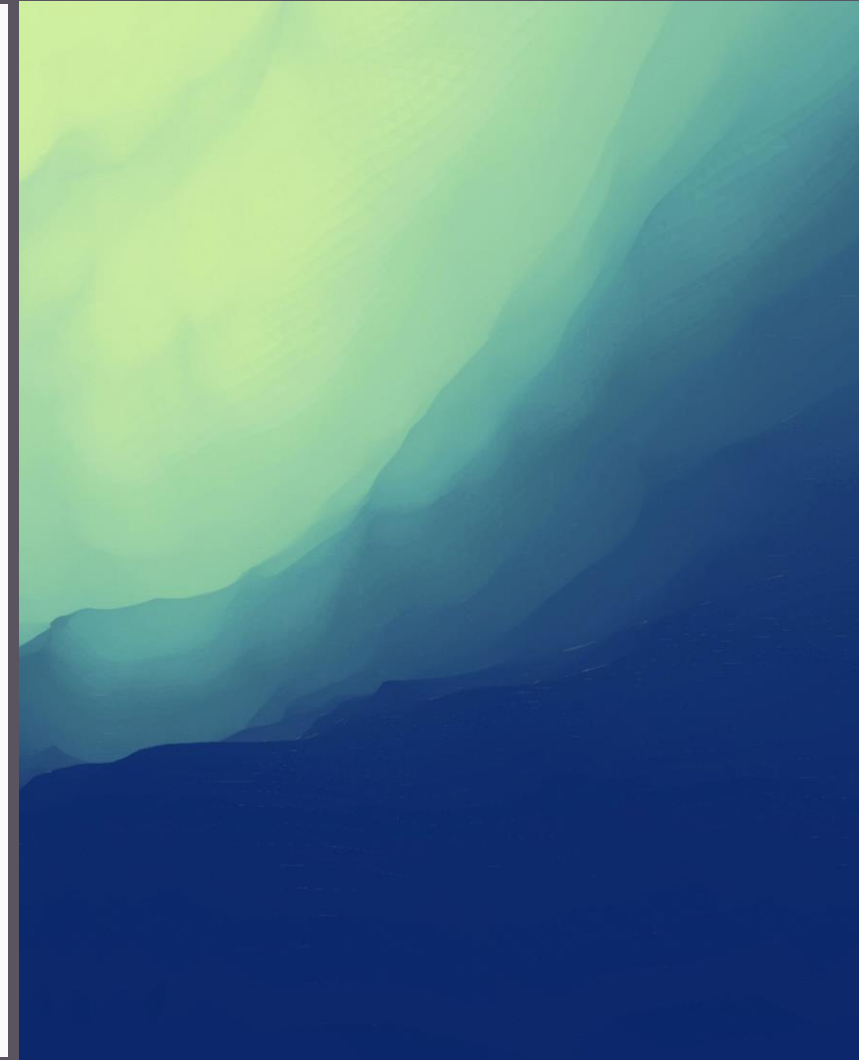
“What you can expect from a  
child is proportional to the  
trust you build”



# Classroom Environment

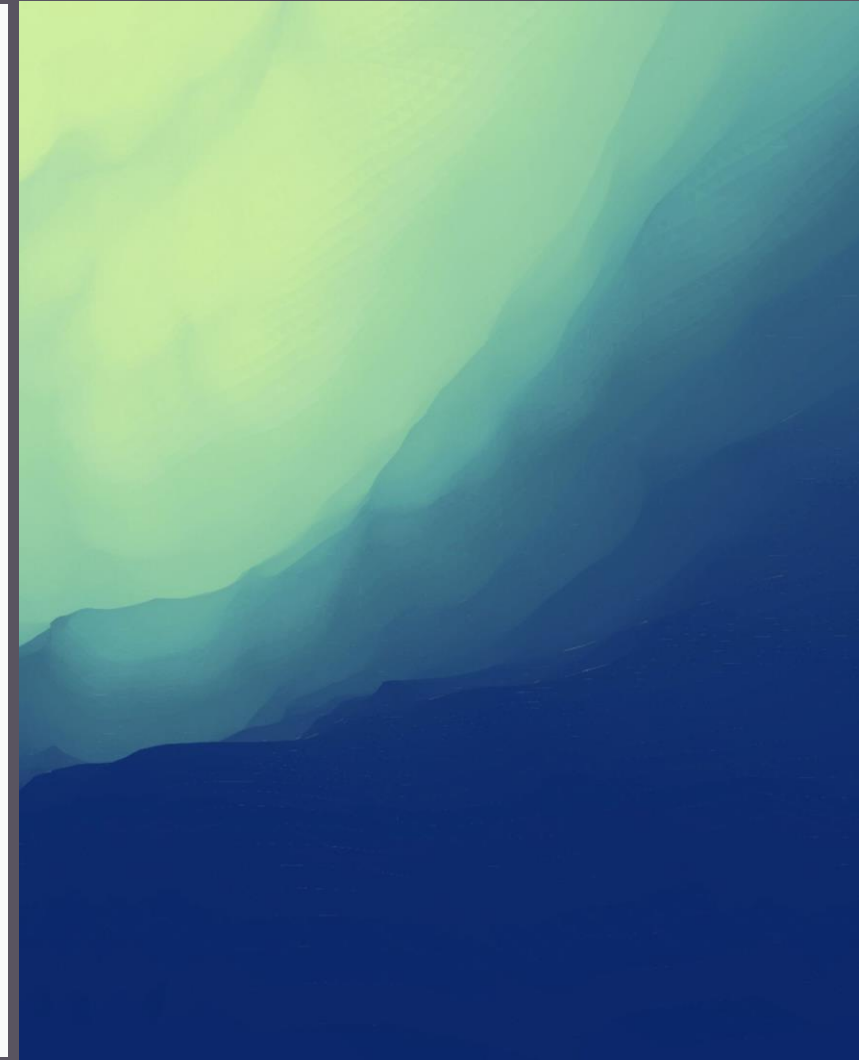
## **Do you take responsibility for your classroom environment?**

- The classroom environment is a reflection of your ability to management (relative to the students' base-line)
- Have the attitude that you are in control – Teacher Efficacy
- Everything in the room needs to happen with your approval
- Teachers who do not take responsibility for their classroom environments are often the ones who complain the most about students and have poor management skills



# Classroom Environment

- Is your band room **SAFE**?
- Make yourself consistent and predictable
- Work to make your tone calm, welcoming, respectful, and free of condescension?
  - Avoid talking over children
- Talk about failure and embrace it as part of the process
  - Students need to feel free to fail



# Classroom Environment

- **Do you focus on the positive?**
  - Thank classroom pro-social behaviors
  - Focus on what you want to do rather than not to do
  - Deliver frequent acknowledgement for positive behaviors
    - Students who receive frequent praise demonstrate higher levels of engagement (Lloyd, Bowers, & Bowers, 2010)
  - Aim for the 4-1 ratio



# Energy vs. Engagement

## High Energy High Engagement ✓

- The class means well
- Have conversations with your students about using mistakes to learn
- The band may need to practice procedures
- Can be a fun, silly atmosphere
- Students must know how to “reign it in”
- A lot can be accomplished in this state
- Frequently a 6th-grade energy



## Low Energy High Engagement ✓

- Can be difficult to achieve
- A lot can be accomplished in this state
- Be mindful that students may be afraid to make mistakes
- Students have excellent rehearsal habits
- Careful not to live exclusively in this zone

## High Energy Low Engagement ✗

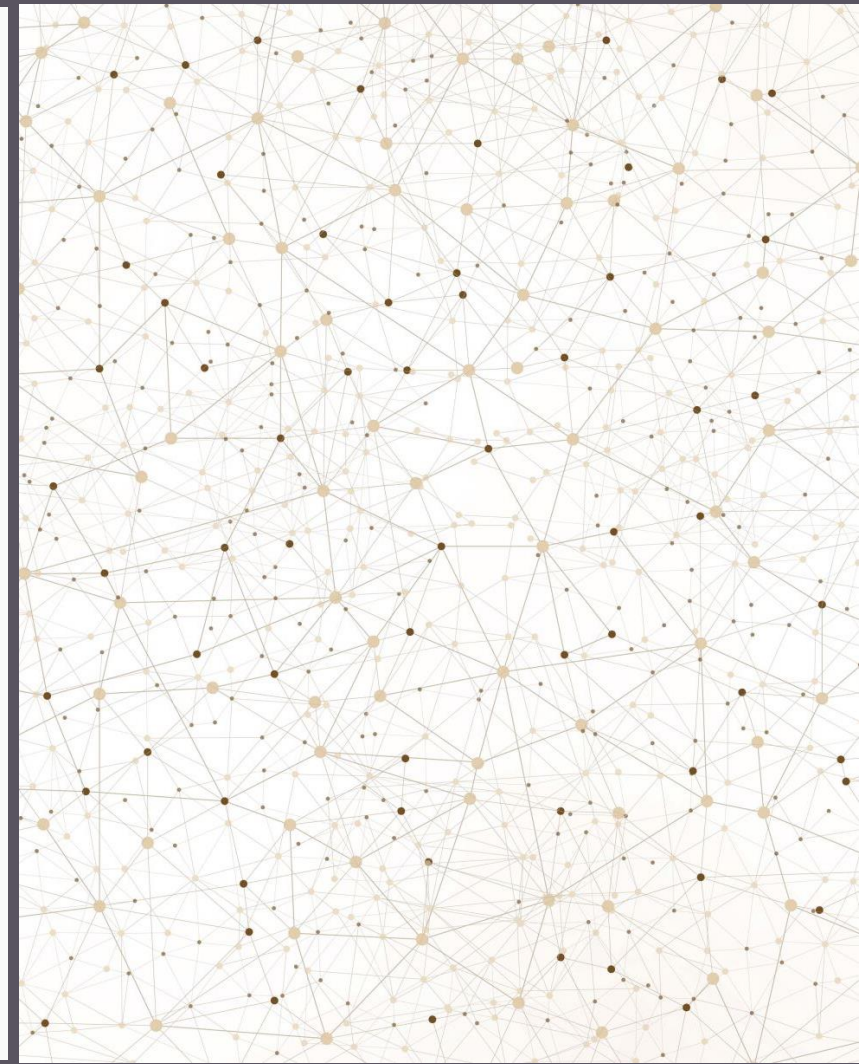
- The students are off task
- Students are often focused on electronic devices
- Focus on you being the most interesting thing happening in the room
- The students need to “rehearse the rehearsal” with extrinsic rewards

## Low Energy Low Engagement ✗

- Often mistook for high engagement
- Students are merely compliant and not necessarily learning
- Students are often missing class materials
- The students may have good rehearsal habits
- Students may make apathy-based mistakes
- Look for ways to gamify your lessons and make your class enjoyable

# Classroom Environment

- Do you work to build relationships?
  - Teachers should work to build enduring relationships that extend beyond the classroom (Ridley & Walther, 1995)
  - Relationship building can be challenging with adolescents because of their preoccupation self autonomy and self-expression. Therefore, relationship building should be authentic (Bondy et al., 2007)



# Ideas for building Relationships



**Greet students at the door**



**Let students to tell you about themselves**



**Show your sense of humor**



**Learn their names**



**Share your interests**



**Display interests that and can be conversation starters with students**





**BMS**  
BRAVES

# CLASSROOM ENVIRONMENT

Are you culturally reflexive?

- Do you see yourself in a socio-cultural context?
- Do you consider how your students perceive you?
- Learners from different backgrounds come to knowledge differently
- Educators must examine their own biases and stereotypes to prevent bullying or harassment (Boucher et al., 2010; Grogan, 2022).

# Ideas for ethnic and cultural inclusiveness

1

**Print programs and send emails in English and the language predominately spoken by the students at home – (Brian Nichols)**

2

**Listen and speak with parents – understand how they may support their child's education**

3


**Understand parents' beliefs regarding expectations and discipline**

4

**Find opportunities to program music that the student's enjoy or represent the students' ethnicities**

# EXPECTATIONS AND PROCEDURES

## Part III



Look for opportunities to  
create structure and  
PRACTICE, PRACTICE,  
PRACTICE!



# Procedures and Expectations

- **Procedures over pedagogy!**
- **Both procedures and expectations are best taught and practiced at the beginning of the school year**
- **You cannot effectively teach pedagogy unless your classroom has a “groove” with its procedures. The kids will learn to feel comfortable, safe, and will enjoy the rhythm of your classroom once the procedures are in place.**
- **Examples of classroom procedures**
  - How to enter the room
  - What to do with bookbags and instrument cases
  - How to manage lockers
  - How to treat the equipment
  - Dismissal

# Procedures and Expectations

Classroom  
Procedures and  
Expectations  
need to be:

- Clear
- Concise
- No more than 3 to 5
- On display
- Repeated VERY frequently
- Phrased in the positive



## **Barber Band Members...**



**Give the podium 100%  
of their attention**



**Only worry about  
themselves**



**Are content without  
others' attention**



**Respond  
Appropriately**



**Are respectful of  
everyone's time**



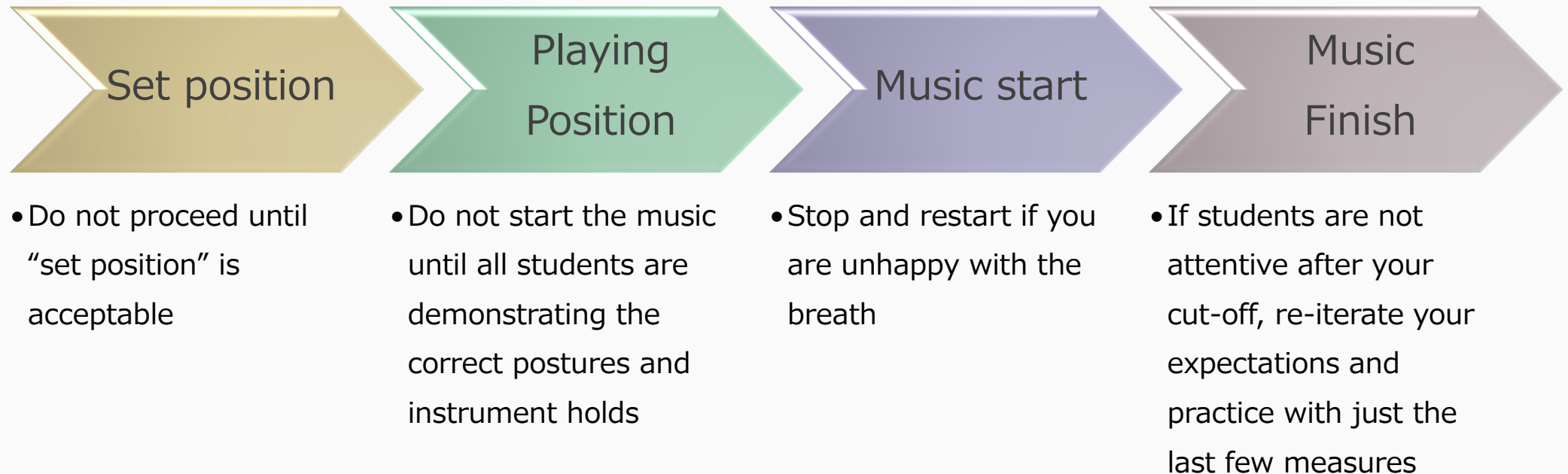
# PROCEDURES AND EXPECTATIONS

## **Additional Expectations:**

- **Expectations for when you are on the podium**
- **Define posture, set position, and playing position**
- **Music cut-offs**
- **Items needed for class**
  - Tuner w/ pickup mic
  - Pvc pipe breathing tubes and/or balloons
  - Pencil
  - Folder with all music
  - Instrument



# Procedures and Expectations - Example



\*note: you need dogmatic consistency for this to work





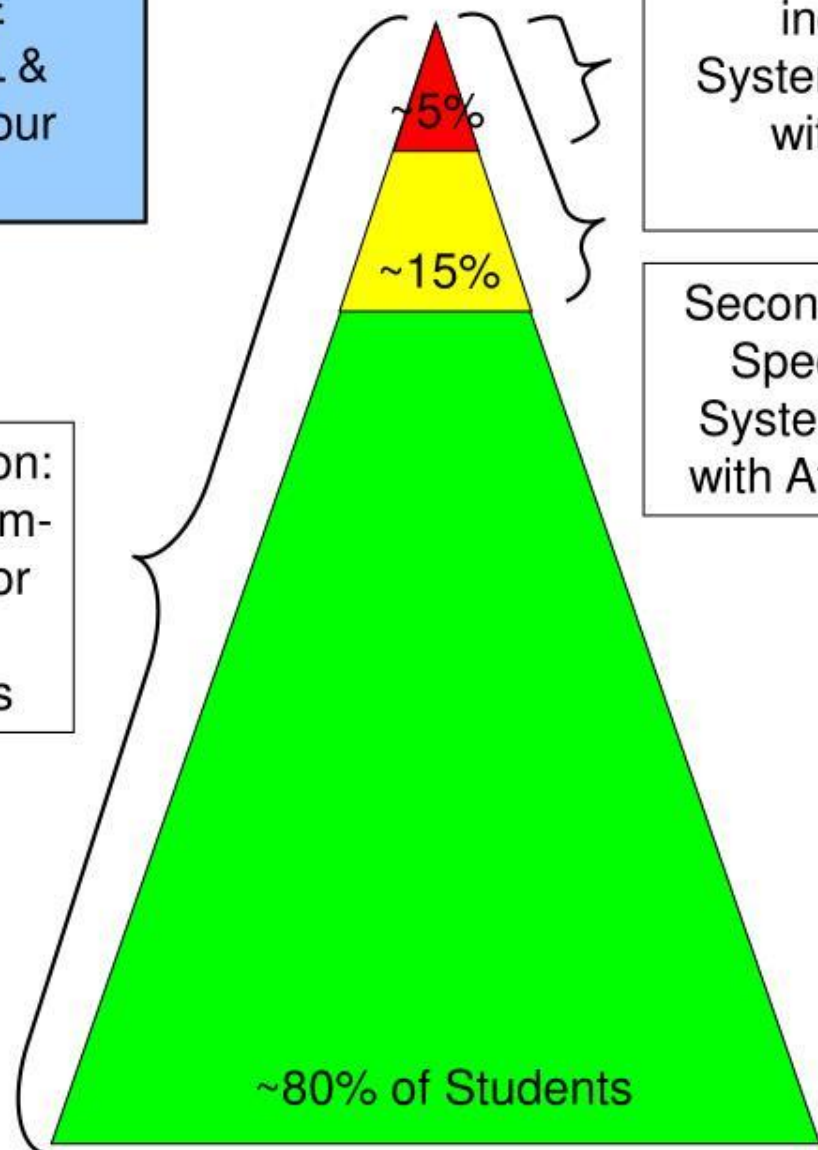
# ACCOUNTABILITY AND INTERVENTION

## Part IV



CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE behaviour  
SUPPORT

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
individualised  
Systems for Students  
with High-Risk  
behaviour

Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk behaviour

# Accountability and Intervention

- **Always work to understand the “Why?”**
- **You need to be consistent with your accountability and interventions**
  - you must be resilient!
- **Students need to feel it is more convenient for them to follow procedures and expectations than not to**
  - Easier to “play ball”
- **Behavioral Interventions should never be:**
  - Petty
  - Embarrassing
  - Without the possibility of learning and redemption

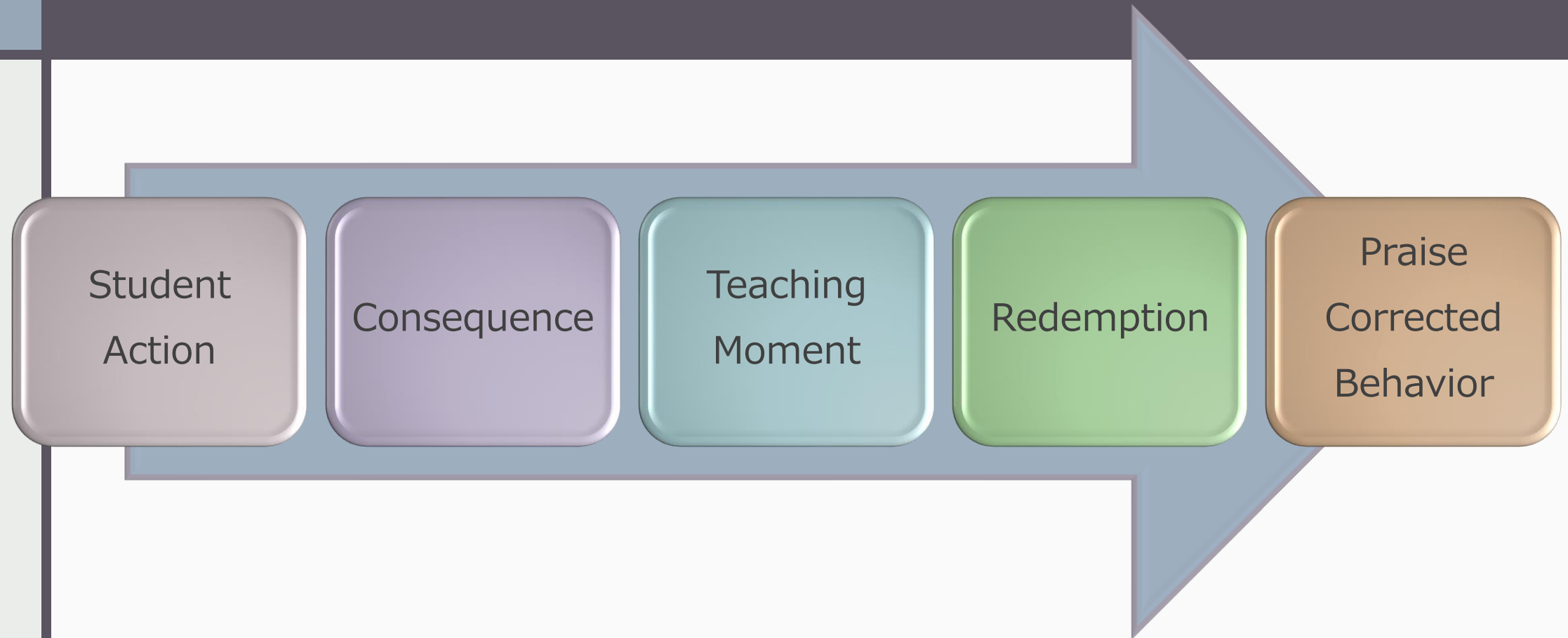
# Accountability and Intervention

- **Common behavioral interventions**
  - Redirection
  - Proximity
  - Eye contact
- **Create a visual cue specific to the child that reminds them to self-monitor**
- **Make sure that you are the most interesting happening in the room.**
  - Far more interesting than an electronic device or friends next to them

# Accountability and Intervention

- **Create a hierarchy of interventions – Try your best to avoid singling out students**
  1. Thanking neighbors for appropriate behaviors
  2. Broad generalizations – ie. “Trumpets, it is important everyone sits with good posture so we can make our best sounds.”
  3. Make eye contact – wait for appropriate behaviors
  4. Notify the individual and issue consequence – try your best to do this in private

## Steps for following through with a Behavioral Intervention





# STUDENT ENGAGEMENT AND MOTIVATION

## PART V

**“Children become engaged learners when they VALUE your content. Look for ways to connect things to the greater picture”**



# STUDENT ENGAGEMENT AND MOTIVATION

## Incentives

- Intrinsic v. Extrinsic Rewards
- Incentives meet children where they are at
- Extrinsic rewards are not bad – they are crucial for behavior modification (Deci & Ryan, 2000)
- We should work to use extrinsic rewards as a means to teach children to internalize their motivations (Grogan, 2022)
- There is a hierarchy of extrinsic rewards

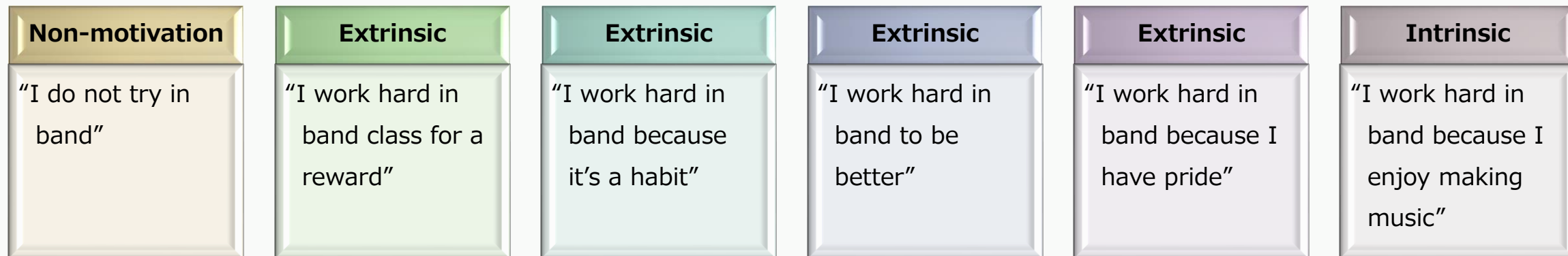
Self-Determination Theory (Deci & Ryan, 2000)



# Hierarchy of Intrinsic and Extrinsic Motivation

	Non Self Determined →					Self Determined
Source	Impersonal	External (Extrinsic)	Somewhat External	Somewhat Internal	Internal (Intrinsic)	Internal (Intrinsic)
Example	There is no real point in doing this because my success is unlikely or impossible.	I'm doing this because of a reward I might receive or because I'm being forced.	I'm doing this because I feel guilty or think that I ought to do this.	I'm doing this because I personally value the goal.	I'm doing this because it is important to my self worth.	I'm doing this because I really want to do it.

# Hierarchy of Intrinsic and Extrinsic Motivation



# Building Positive Classroom Environments and Increasing Student Engagement



- Student engagement is positively correlated with less frequent classroom disruptions (Skaalvik & Skaalvik, 2017; Wang et al., 1993).
- Children become engaged when they value the content (National Research Council, 2012).
- When students are held accountable for their learning via assessments, they are more likely to value the instructional content and achieve at a higher level (Lepper & Henderlong, 2000; Pekrun et al., 2009).

# Building Positive Classroom Environments and Increasing Student Engagement



- When students perceive they have high ability for an activity, they are more likely to have positive self-efficacy and motivation (Bandura, 1997; Wigfield & Eccles, 2002).

In short: A band that plays well, behaves well.

Focus on building ability through accountability to create a positive classroom environment with motivated young musicians.



# Where Research Meets Practice:

Classroom Management for the  
Modern Middle School Band Director



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