



# *Classroom Management: Who's In Charge?*

*Senseney Music: Total Band Director V*  
*July 29, 2009*

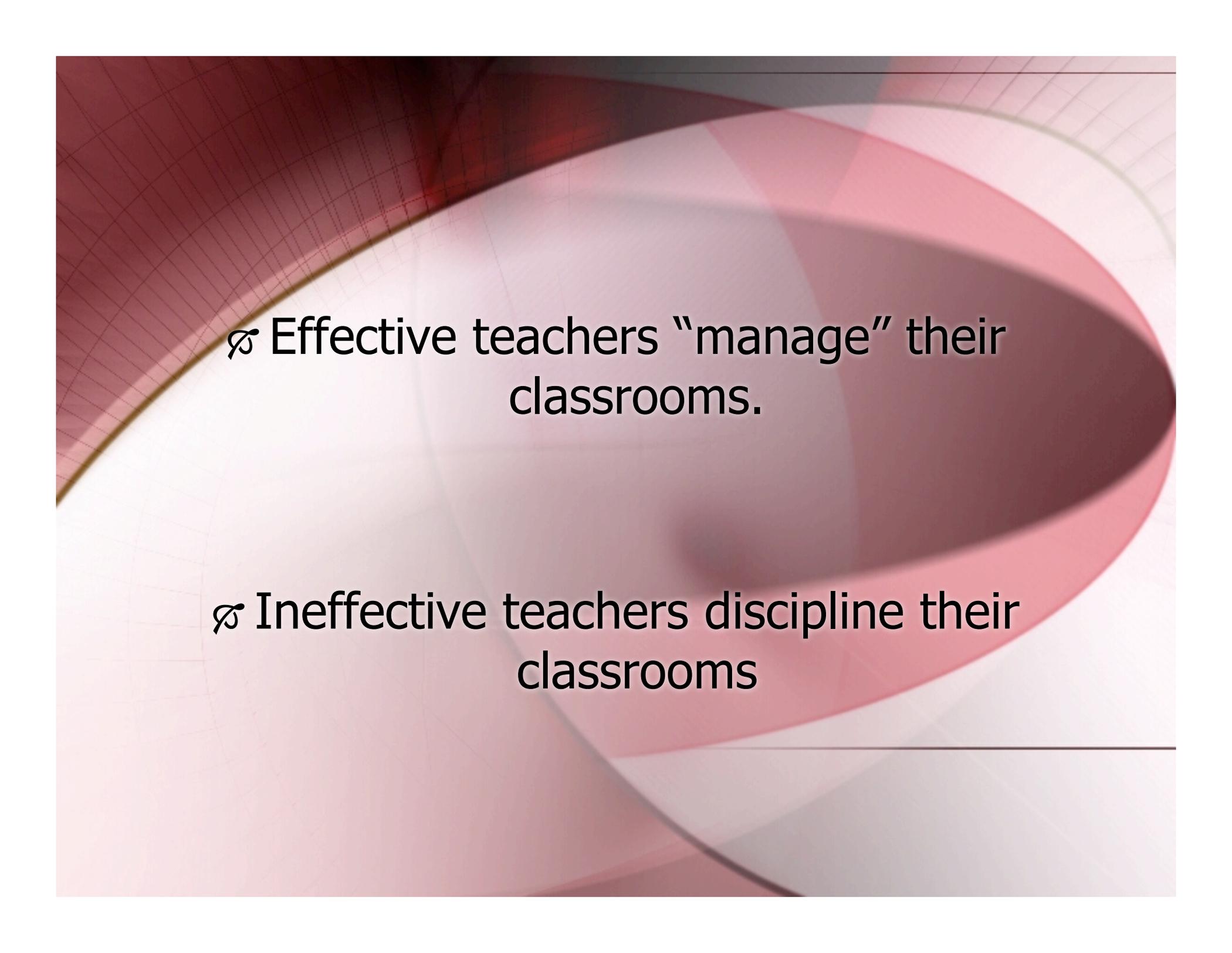
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## *What is Good Classroom Management?*

- ⌘ Prepared
- ⌘ Organized
- ⌘ Orderly
- ⌘ Efficient
- ⌘ Effective
- ⌘ Thorough
- ⌘ Visionary

# *Good Classroom Managers...*

- ⌘ Have management skills
- ⌘ Teach for mastery
- ⌘ Practice positive expectations



Effective teachers “manage” their classrooms.

Ineffective teachers discipline their classrooms

# *Keys to Success*

⌘ Student learning is drastically enhanced in a task-oriented environment.

⌘ Consistency!!!!

## *Characteristics of a "Well-Managed" Rehearsal*

- ⌘ The "room" - layout, organization, cleanliness.
- ⌘ The "goods" - instruments, stands, equipment are accessible and available.
- ⌘ The "rehearsal manager" - efficiency, knowledge, and demeanor/personality.

## *The "Look" of a Well Managed Rehearsal*

- ⌘ Students are deeply involved with instruction.
- ⌘ Students know what is expected and are successful.
- ⌘ Very little wasted time, confusion or disruption.
- ⌘ Climate is task oriented but has a positive flow.

# *Where to "Begin":*

## *The Rehearsal Room*

- ∅ Set Up
- ∅ Equipment

# *Where to "Begin":*

## *Bulletin Boards*

∅ Content

∅ "Look"

∅ Location

# *Where to "Begin":*

"You"

∅ Plan

∅ Technique

∅ "Look"

∅ Voice

# *Where to "Begin":*

## First Impressions

- ∅ Establish control
- ∅ Rehearse "routine"
- ∅ When and Where to talk

# *Know Your "Stuff"*

Personality

+

Talents

+

Technique

+

Presentation

=

Your Ensemble!!!!

# *"Nuts and Bolts"*

You must research and decide:

1. How to introduce yourself
2. Seating? Why?
3. Set/Post schedule
4. Attendance procedures
5. Record keeping
6. Effective discipline plan:
  - ó Rules
  - ó Consequences
  - ó Procedures

# *Age-Tested Advice*

- ⌘ Use procedures to help learning
- ⌘ Seek respect - not friendship
- ⌘ Spend time teaching “your way”
- ⌘ Be consistent
- ⌘ Quality planning increases chances for quality rehearsals.

# *Components of "The Rehearsal"*

## Entry to Room

- ∞ Warm-up/tuning/sight reading

## Transition to Repertoire

- ∞ Literature/sections to rehearse

## Teach for Concept Transfer

- ∞ End BIG, all inclusive, positive

## Warm Down/Closure

- ∞ Review?

# *Teacher's Creed*

- ⌘ Tell them what you are going to teach them.
- ⌘ Teach them
- ⌘ Tell them what you taught them.

# *Our Altar: "The Podium"*

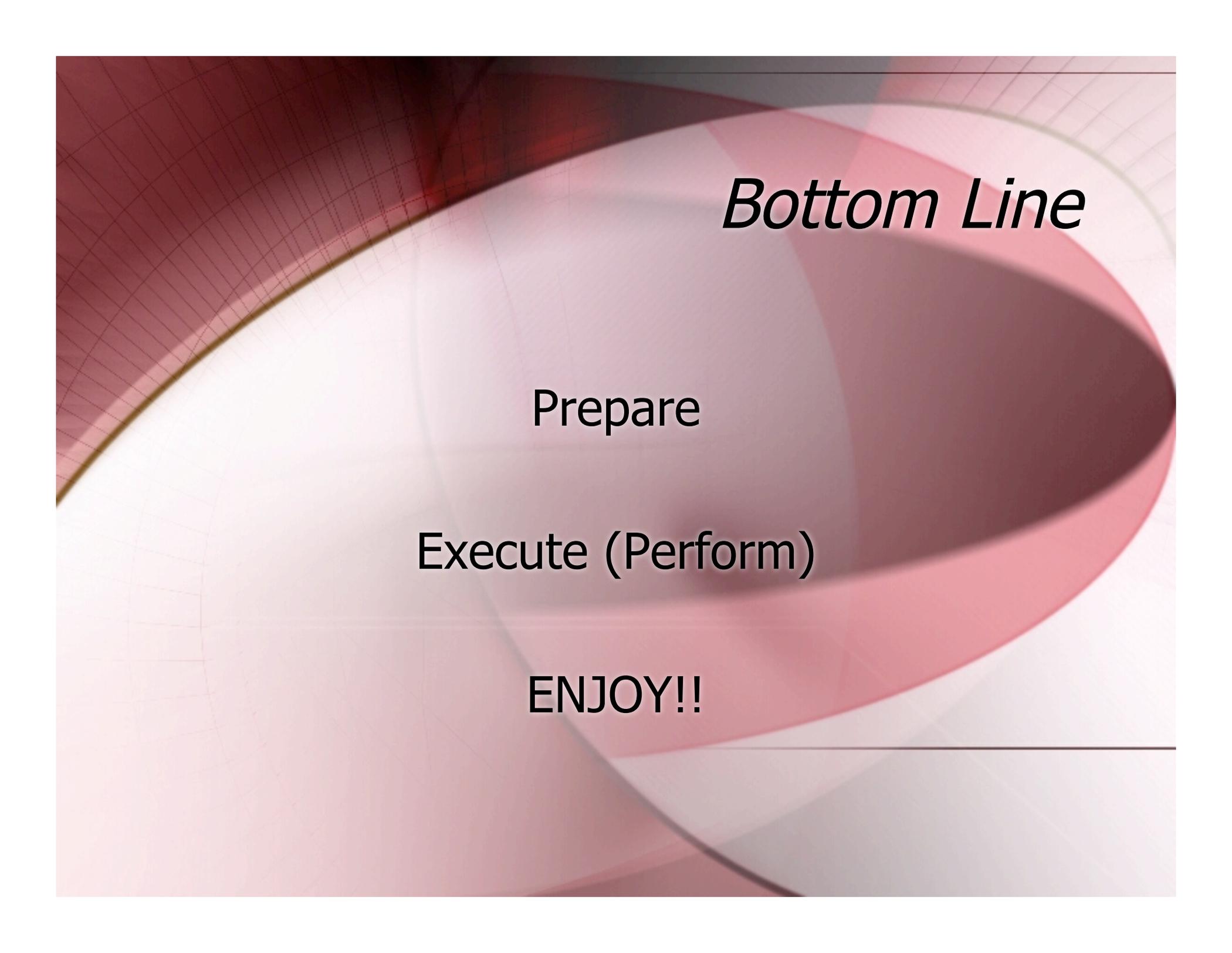
Purpose

Function

Process

# *Things to Consider...*

- ∅ Baton/no baton
- ∅ Non-verbal communication
- ∅ Proximity
- ∅ Talk vs. playing
- ∅ Pacing
- ∅ Changing it up?
- ∅ Literature
- ∅ Delivery
- ∅ Psychology
- ∅ Behavior Modification
- ∅ Kids!!



*Bottom Line*

Prepare

Execute (Perform)

ENJOY!!

# *Books to Consider*

Teaching Techniques and Insights

Joseph L. Casey

Conductor, Teacher, Leader

Ed Lisk

Teaching Band and Orchestra

Lynn G. Cooper

Habits of a Successful Band Director

Scott Rush

The First Days of School

Harry and Rosemary Wong



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