

Mission Statement: My music room will be a welcoming environment for collaborative learning and independent growth. Students will have opportunities for creative development in a structured atmosphere so long as they show respect for each other's time and property, and try their best at all times.

1. Establish positive relationships among all learners

- From day one, my students will learn how to choose partners. If someone asks, "would you like to be my partner?" the only answer my students will be allowed to give is a, "absolutely!" with a smile and without any sighs or eye rolls.
- I will take time to know my students and their strengths through questionnaires and games.
- I will get to know parents to better understand students' backgrounds.
- I will provide opportunities for collaborative interaction.

2. Prevent attention-seeking and work-avoidance behavior

- I will establish clear, reasonable classroom rules and be consistent with enforcing them.
- I will stay near to students who have a more difficult time by placing their desks close to mine.
- I will do my best to anticipate possible conflicts with lesson plans and adjust accordingly.
- I will work to keep my students engaged so they are not tempted to distract their neighbors and motivated so they are not inclined to avoid work.
- I will give students who seem to distract others responsibilities so they can take ownership in something, especially if music is not something they have chosen to take part in.
- I will post my office hours if students have questions.
- I will establish a system for student feedback, whether that be a suggestion box or elected representatives to be the voice of the students.
- If a student has an issue or an unresolved question during class, I will write their name on the board and ask them to speak with me after class.

3. Quickly and unobtrusively redirect

- I will quickly and calmly let students know when they have broken a rule, write their name on the board and ask them to meet with me after class.
- I will quickly make a reasonable decision whether or not a behavior needs to be addressed.
- I will do my best to anticipate probable conflicts with lessons and take proper steps to prevent them.

4. Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently

- I will be consistent with the expectations I have for my students. When they do something I do not approve of, I will let them know quickly and in an appropriate manner.
- I will work to see the situation from my misbehaving student's point of view and handle the situation accordingly.
- I will prepare for and try my best to avoid conflict rather than wasting my students' time later when conflict arises.
- I will visit with parents to try to understand why the child may be misbehaving.
- I will be sure to praise student for good character.
- I will visit with parents when good behavior occurs.

5. Teach self-control

- I will guide my students to make decisions on their own in order to learn appropriate behavioral strategies.
- If a student displays a lack of self-control, I will thoroughly review the situation with the child to help them discern what went wrong and how they could have handled themselves differently, or what they could do if the situation comes up again.
- I will teach my students how to give encouraging feedback to others and respond positively to feedback given to them by others.
- I will instruct my students to take a walk or sit in the cool-off zone to help them settle down.
- I will give opportunities for students to take ownership and feel responsible for something.

6. Respect cultural differences.

- I will visit with my students' parents in order to get an understanding of my students' backgrounds.
- I will offer chances for my students to share about themselves. For example, I can ask them what genres of music they like to listen to or what sort of family traditions they may have.
- I will do my best to understand that what may be acceptable in some cultures could be seen as offensive in another, and I will stray away from nonverbal gestures, topics of conversation, or types of music that may upset certain students.
- As a music teacher, this could be difficult at times because of the large amount of religious music and its historical roots. So, if I am in a public school, I will need to come up with an objective reason for choosing a religious song.