

CLASSROOM MANAGEMENT PLAN

High School Dance – New Jersey Public School- 90 minute technique course grades 9-12
Aligned with Wong & Wong: “The First Days of School” (Chapters. 10-17), Danielson Framework, and NJ Student Learning Standards for Dance

I. Philosophy of Classroom Management

(Danielson Domain 2: Classroom Environment | Domain 3: Instruction, 2026)

My classroom management approach is grounded in the belief that clear procedures, consistent expectations, student accountability, and strong/positive teacher-student relationships create the conditions for student success. I prioritize consistent personalized engagement and teaching routines and procedures explicitly, allowing for individual autonomy, and instructional time to be maximized and disruptions minimized.

The dance classroom is a structured, respectful environment where students develop both technical skills and artistic expression. Students are expected to take responsibility for their learning, demonstrate discipline, and kinesthetically and intellectually engage fully in all activities. I ensure to meet student needs in a number of varied teaching styles. This environment supports the goals of the New Jersey Student Learning Standards for Dance, particularly in developing technique, performance quality, and artistic literacy in a safe space for all types of learners.

II. Physical Environment & Organization

(Danielson Domain 2: Managing Classroom Procedures & Environment, 2026)

The classroom is organized to promote **safety, efficiency, and focus**:

- **Designated Areas:**
 - Primary instructional space: sprung-wood dance floor, mirror with curtain, dual level ballet barres, hand drum, stereo system, bench, proper cords for stereo hook-up

- Warm-up/stretch area: yoga mats, block, bolsters/blankets, therabands of varied strengths, Pilates balls, fold up chairs and table, extra shoe bin, hula hoops, cones, gymnastic mats, singing bowl, rhythm sticks, scarves, poly spots
 - Personal belongings storage (off-floor): cubbies with storage and hooks, bins with extra hair ties, measuring tapes, safety pins, varied colored hair bun kits (hair net, elastics x 2 hair pin x 4, bobby pin x 4), bin of garment bags and hangers/extra costume supply bins, prop storage
 - Teacher instruction/demonstration space: projection screen and hook up system, white board & dry erase markers, erasers & solution, skeleton-*full body*, foot bone, books, desk, rolling chair, ruler, writing utensils, tacks, tape, stapler, arts & craft bins, dance game supplies, my shoe/warm up bin, spike and gaff tape, cleaning supplies, teaching binders, sewing materials, scissors, sharpies, name tags, glue dots, sani-wipes, sanitizer gel, paper towels, tissues, Student “WIN” board w/velcro names, analog clock, all reading printouts, muscle coloring sheets, colored pencils, erasers, rosin spray, dance specific first aid kit/ice packs, waste bin
- **Safety & Readiness:**
 - Proper/fitted dance attire and footwear required- no jewelry, hair secured back, water bottle and class supplies on dance floor only
 - Clean, clear, unobstructed floors, mirrors and cubbies
 - Adherence to physical safety expectations- no hands-on with out permission or instruction, no gymnastics without permission, no hanging on the barres (classroom etiquette and preparedness), proper warm-up format
 - No food or beverages (other than water), phones away and on silent for the duration of the class, unless given specific permission in special circumstance
 - Stay out of “moat”/ Privilege vs Right
 - How to give feedback/ Your role as a student vs My role as a director
 - Actions and consequences (**Stüde Rüz- studio rules*)
 - *Nutrition and Injury Prevention*
- **Posted Materials:**
 - Daily agenda (aligned to learning objectives)
 - Class procedures- Entering, working in, exiting the space “*The Golden Rule*”/ *Transitions/Silent signals/Raising quiet hands and how to ask a question in dance class*
 - Rules & Expectations- “*Stüde Rüz*”/ Studio & Barre Etiquette (*how to take class*)
 - Monthly student assigned setup/break down responsibilities

- ROTATING POSTERS: Muscle/Bone groups, LMA, Nutrition for dancers, Planes of Movement, Dancewear & Shoes, Dance History Timelines (ballet, modern, vernacular jazz & tap, hip hop, etc...), Music & Rhythm, Dance Vocabulary, Audition prep, Trivia, Choreo/Comp/Improv, 16 Ways to modify a motif, Somatics/Yoga
- Liz Lerman's Critical Response Process
- Various Ways We Can Learn & Retain Information
- *SET YOUR OBJECTIVE* poster
- "Look them up" Wall of famous/important choreographers/dancers
- School Event/Lesson Plan Calendar w/ project due dates
- Local performance and Master Class/Intensive/Studio information
- Analog clock
- DAILY PARTICIPATION METER (25pts- A, 15pts- C+, 5pts- D)
- CONSEQUENCE SYSTEM 1-6
- Nutrition and Injury Prevention
- Positive Thoughts Board

This set-up supports **efficient movement, safety, and uninterrupted instructional flow**, key components of both Wong & Wong and Danielson Domain 2.

III. Classroom Procedures

(Danielson Domain 2c: Managing Classroom Procedures 2026)

Procedures are **taught, practiced, and reinforced consistently** until they become automatic.

Entry Routine- Greet students at the door/Intros (*"Shah-booyah Roll Call"*)

- Students enter, circle time, **"Question of the Day" Attendance** taken
- **"Do Now"** task
- Prepare for movement, and begin a **learned/lead or posted warm-up within 2–3 minutes.**
- This supports **maximized instructional time** and readiness for learning.

Warm-Up Expectations

- A **Safe, structured** warm-up aligned to dance standards (**technique, alignment, flexibility**)/ Strength

- Students demonstrate **focus, spacing, and correct form** (circles, lines, building block body points)
- Supports NJ Standards: **Creating, Performing, and Responding**

Transitions

- **Clear cues** (verbal, music, countdown, silent signals)
- **Efficient movement between lesson segments**- transition timer/music/water break song/clean up song
- **Maintains pacing and minimizes downtime**- lead activity/Constructive rest- Kundalini breathing/Shambalah meditation/timer

Equipment Procedures

- **Safe use of barres** (barre etiquette lesson), **mats, and props**- wipe down w/ sani-wipes
- **Student responsibility for setup and cleanup/Proper storage**- rewards & consequences

End-of-Class Routine

- **Cool-down or reflection** (supports artistic literacy and self-assessment)
- **Ask a question/“Tell Me ONE Thing”**- learning assessment
- **Studio reset**- student assigned task
- **Teacher-led dismissal/** reverence, following specific directions

IV. Rules & Expectations

(Danielson Domain 2d: Managing Student Behavior, 2026)

The classroom operates on four core expectations:

1. Be prepared and on time- lateness or unpreparedness will result in an observation day (*safety first!*)
2. Respect others, yourself, and the space- *Stüde Rüz*
3. Participate fully and safely
4. Follow directions the first time- *“Repeat After Me”*

These expectations support:

- A respectful learning environment- *“The GOLDEN RULE”*
- Student accountability- *“Try your BEST”*

- Alignment with NJ standards emphasizing **discipline, collaboration, and performance readiness**, as well as individual creativity, safety

V. Teaching and Reinforcing Procedures

(Danielson Domain 3a: Communicating with Students, 2026)

Procedures are:

- Clearly explained- use different modalities
- Modeled by the teacher- *“I do, then You do”/ “Seeing eyes, Listening ears, Swallowed voice, Calm bodies”*
- Practiced by students- Specific amount of personal work time- circle and check in
- Reinforced through feedback- Constructive Criticism/Positive feedback- AWARENESS

This ensures students understand **how to succeed**, not just what is expected.

*Explain the concept and process of “Feedback in the Dance Classroom”- *Why I can’t let you think $2+2=7$.

VI. Student Engagement & Instructional Flow

(Danielson Domain 3c: Engaging Students in Learning, 2026)

Lessons are designed to:

- Maximize active participation
- Maintain consistent pacing (signals, sound, clock!- *“Rule of Three”*)
- Incorporate varied instructional methods (technique, choreography, improvisation, somatics, *Read & Discuss*)

Students are actively engaged in:

- **Creating** (choreography/improvisation)

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

- **Performing** (movement execution)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

- **Responding** (reflection and critique)

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

- **Connecting** (how the foundations work together)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

This model directly aligns with the 4 **NJ Student Learning Standards for Dance and the artistic process.**

Teacher strategies include:

- Proximity and movement
- Non-verbal cues- *“Can you figure out what I’m saying/asking for through silent mime only in 10 seconds”*
- Specific, actionable feedback- Liz Lerman Critical Response Process, What is “FEEDBACK in dance class? Why it is Important & A Positive Thing” (*awareness to address, no work made in a bubble*)
- Clear modeling of movement (Required Reading: Gail Grant’s “Technical Manual & Dictionary of Classical Ballet” [*third revised addition of higher*])
- Wall of inspiration
- Games and Play/ Improvisation

VII. Discipline Plan/ EXPECTATIONS, REWARDS & CONSEQUENCES - POSITIVE & NEGATIVE

(Danielson Domain 2d: Managing Student Behavior, 2026)

Discipline is consistent, respectful, and focused on behavior improvement:

SYSTEM of CONSEQUENCES for NEGATIVE BEHAVIOR:

1. Non-verbal redirection- 1st Warning- An opportunity to correct behavior
2. Verbal reminder- 2nd Warning- One loss of privilege eg: Restricted participation of a fun activity, Choice with consequence etc..
3. Private conference with Teacher- 3rd Warning- Personal conversation defining issues and enforcing expectations and identifying solutions
4. Documentation of Personal Reflection/Additional Assignment- 4th Warning- Extra assignment to be completed outside of instructional time, Written personal reflection on behavior and its effects on the classroom, Adopting a personalized Behavior Contract.
5. Parent/guardian contact- 5th Warning- Direct communication with family to relay behaviors and create tangible solutions
6. Administrative referral (*as necessary*) - 6th and FINAL Warning- Report to high-ups for repeated and serious behavioral issues, in alignment with school policies

This system ensures:

- Consistency/ Accountability
- Preservation of student dignity
- Minimal disruption to instruction

All consequences are implemented respectfully, with the goal of helping students develop autonomy, respect for the space they share themselves, and others, self-discipline, decision-making and life skills, and accountability for their actions.

VIII. Positive Reinforcement & Motivation

(Danielson Domain 2a: Creating an Environment of Respect & Rapport)

Students are recognized for:

- Effort- Trying their Best, active participation, asking relevant question
- Growth- Technical, Intellectual, Emotion, Creative, Personal
- Focus- Standing in Front, quiet work, listening to and applying corrections
- Leadership- Taking initiative, kindness, group mentality, team captain, volunteering

Strategies include:

- Specific verbal praise- “Great job”
- Leadership roles- Team Leader
- Performance opportunities- Soloist/ Principle roles
- Recognition of improvement- “That has *Really* gotten better in A) B) C) ways”

This fosters a **growth mindset** (no FIXED mindsets!) and intrinsic motivation aligned with artistic development.

IX. Managing Special Situations

(Danielson Domain 2c & 2d)

Absences

Doctor’s notes- 3 unexcused absences due to injury, then must provide a doctor’s note and be present to OBSERVE.

- Make-up work includes written or video-based assignments.

This may need to include after school work in the studio, learning from videos, and loss of larger roles in performance

- Supports continued progress toward standards.

Checking in with what the student may need so they don’t get overwhelmed, but understand the importance of staying caught up and on track to promote learning standards

Injuries

Understanding Injury Prevention and Care is one of the first lessons!

- Alternative participation:
 - Observation tasks- Be IN the classroom taking notes- you can learn a lot by observing!
 - Movement Modifications- No jumping, turning, relevés, grand plies, use demi port de bras etc...Once ICE is out you must Sit out!
 - Written reflections- Observation sheet with 4 questions:

STUDENT OBSERVATION FORM

Students who are injured or ill but not contagious are invited to attend and observe class. Students should first notify the instructor that they need to observe and then complete the following assignment. Observation Forms count towards your participation for the day and must be submitted by the end of class.

- You are allowed three non-medical observations/absences and will need to bring a doctor's note if you need any more observations.
- These observations must be submitted at the end of class for credit

While observing today's class, please respond to the following questions. Answers should utilize complete sentences with proper spelling and grammar. PICK ONE DANCER IN CLASS TO FOCUS ON AND ANSWER THERE FOLLOWING:

1. Note at least three corrections that were given during class and explain how they might apply to your own dancing.
2. In witnessing your classmate, describe at least two qualities or strengths that you admire or wish to emulate within your own dancing.
3. Were there any moments in class that stood out or had an impact on you?
4. Reflect on what you gained from observing today's class that you might not have gained had you been dancing.

Substitute Plans

- Clear procedures and structured lessons maintain continuity
- Providing music needed for running rehearsals
- Assigning a student leader to assist in learned choreography each month (*privilege*)
- *A space set up for Success*

X. Communication

(Danielson Domain 4c: Communicating with Families)

- **Students:** Clear daily objectives and feedback- ALL POSTED
- **Families:** INTRODUCTION and MY BIO! Syllabus, progress updates, Positive and Negative communication as needed, Important date eg: Performances, Rehearsals, BTSN
- **Administration:** Alignment with school and state expectations, "Must/Dream Haves" for success, Clear Lesson plans, Important performance and rehearsal dates, Budget

XI. First Days of School Plan

(Wong & Wong Critical Practice | Danielson Domain 2)

The first days focus on:

- Teaching all procedures explicitly- Attendance, Question of the Day, Expectations and Consequences- *The Stüde Rüz* , Syllabus, Important dates, Me & My BIO, Getting to Know each other activity *(be sure to move a little on day 1, any audition information.
- Practicing routines -Welcome, entry, warm-up, transitions, Reverence, clean-up, respecting the room.)
- Establishing expectations and tone- “Hold the Space” “Clean, Clear & Under Control” Students constantly rehearse procedures until they are consistent, ensuring a strong foundation for the year. *“This is all for YOU to succeed!”*

XII. Reflection & Professional Responsibility

(Danielson Domain 4a: Reflecting on Teaching)

The effectiveness of classroom management is continuously evaluated through:

- **Student performance and engagement-** has there been progress, in what way? Crawl, walk, RUN approach
- **Efficiency of procedures-** timing, timing, timing- make the most of studio time- it is a gift- this time is for YOU to work on YOU
- **Classroom environment-** Professional, Fun, Safe, Supportive, Productive

Adjustments are made to better support student learning and alignment with NJ standards.

XIII. Alignment to New Jersey Student Learning Standards for Dance

This classroom management plan supports student achievement in:

- **Creating:** Students develop choreography and movement phrases
- **Performing:** Students demonstrate technique, alignment, and expression
- **Responding:** Students reflect on their own and others’ work
- **Connecting:** Students understand dance within cultural and historical contexts

The structured environment ensures students can:

- Safely participate in movement-based learning, enhancing a life long love of the arts
- Build technical proficiency, balancing flexibility and strength- building SMART dancers
- Develop individual artistic voices, cultural/historical knowledge, and discipline

References-

1) Danielson Group. (2022). Framework for Teaching 2022. The Danielson Group.
<https://danielsongroup.org>

2) Wong, H. K., & Wong, R. T. (2009). The First Days Of School: How To Be An Effective Teacher (4th ed.). Harry K. Wong Publications

3) New Jersey Department of Education. (2020). New Jersey student learning standards for visual and performing arts: Dance 9-12. <https://www.nj.gov/education/standards/vpa/Docs/2020/NJSLS-VPA 9-12.docx>