

## **Classroom Management Stance**

Emily E. Smith

Old Dominion University

TLED 360

Dr. Demetrice Smith-Mutegi

07/26/2023

### **Classroom Management Stance**

I believe in having and maintaining a student-centered classroom that encourages growth and learning, where students are not afraid to ask questions. Putting the students' needs as the first priority in the classroom is mandatory. It is vital that students feel they are safe to make mistakes so that they may learn from them. As the teacher, I must constantly and critically assess how I approach my lessons and notice how the students react and engage during the lessons. All of these things are integral to my stance on classroom management.

Using Total Participation Techniques will allow me, as the teacher, to assess the student's comprehension as I am teaching a lesson. Using TPT tools such as quick write half sheets, appointment agendas, think-pair-share, chalkboard splash, etc., will help me actively assess my student's comprehension. (Himmele & Himmele, 2017) A study conducted at a small independent school in Minneapolis, Minnesota, observed a class of twenty-two students using TPTs. The research found that on three separate dates, there was a high participation rate over 50% of the time when TPTs were used. On two separate dates, when TPTs were not utilized, they found only a high participation rate of 36% (Mintz, 2020, p.23). This study shows that students are more actively engaged when TPTs are used. Utilizing these tools in real-time during class will help me more adequately educate my students.

I will engage in critical reflective practices such as written reflections and discussing my lessons with colleagues. This process will help me better understand how my students engage and comprehend the lesson. Associate professor Jelena Maksimović and Teaching assistant Jelena Osmanović from the University of Niš observed how students perceive their professors'

practice or whether they recognize the reflective elements to be important to improve teaching quality. According to Maksimović and Osmanović, "Based on the obtained results, we confirmed all hypothesis of the research, considering the fact that the students' answers on the research questions were usually *I agree* and *I totally agree*, regardless of the year of studies and the faculty. Lower number of respondents answered with *I neither agree nor disagree*, and the lowest number answered with *I do not agree* and *I do not agree at all*." (Maksimović & Osmanović) The information gathered from my reflections will heavily influence how I approach teaching the lesson to the class. This will help me better understand students better and help create an environment conducive to learning.

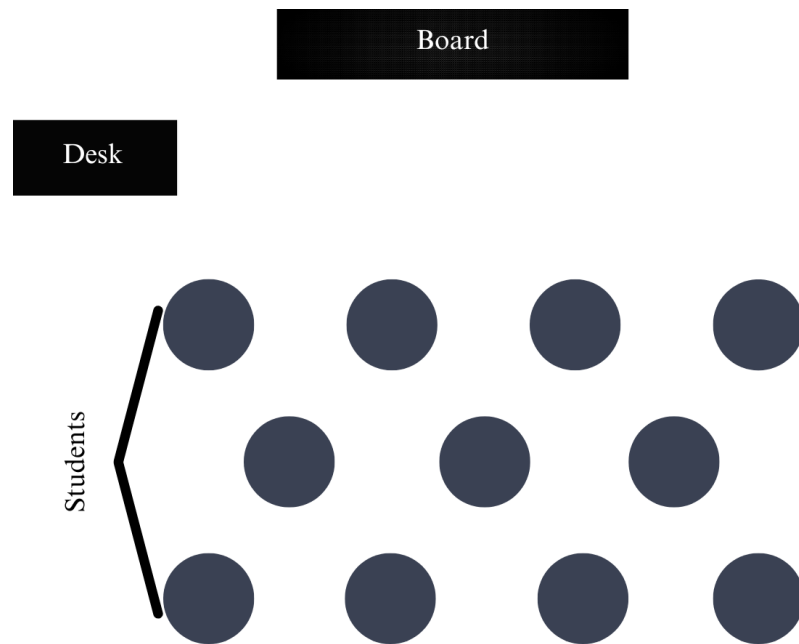
I will create a healthy and positive classroom environment by setting high expectations. Maintaining high expectations is known to affect academic success among students positively. (Rist, 1970) I will foster healthy student-student and teacher-student relationships by utilizing TPTs and relationship-building activities, for example, the "Who Am I" worksheet (*Who am I worksheet for adults* 2020). This activity asks the student professional personal questions. This assignment will help me better understand my students as people and not just as students. This is important because every student is different in many ways. In order to cater to every student's needs, it requires a conscious effort from me as the teacher to understand them as people and not only students.

Discipline is crucial in the classroom, but it can also be destructive to the classroom environment when not done properly. By employing restorative discipline, which the Milner text describes as "a disposition, a mindset, and an approach to discipline that builds upon the

foundational idea that schools are places where students are expected to make errors and learn from them." As the teacher, this method will help me understand and grow from conflicts rather than putting all of the focus on the student. (Milner et al., 2019) I will demonstrate restorative discipline by using affective language to help students understand that difficult emotions and circumstances happen and that their actions affect not just themselves. As stated in an article written by Nathalie Kirsch, "The Oakland Unified School District has seen positive results implementing restorative practices at its schools. Beginning in 2006, the more than 35,000-student district used the practices at a failing middle school and found an 87 percent decrease in suspensions." (Kirsch, 2023). Using restorative discipline practices allows students to remain a part of the classroom so they do not miss instruction and so that they do not feel excluded.

Below is a graphic I designed of the basic layout I have planned for an Elementary Music classroom. In many elementary classrooms, students sit on a rug or on the bare floor to provide space for movement-based activities. Also, it makes it simpler when I have my students work in small groups because they can get up and move around the room without having to worry about desks and chairs. I have the students sitting staggered so they can all see the board and me at all times. The staggered setting also makes it easy for students to turn and talk to one another when prompted. These seats will be assigned by me so that I can monitor behavior and student relationships. This setup is basic and missing many things, all music education classrooms look different, and this is the most basic setup.

### Elementary Music Classroom Layout



Classroom management is a wide-ranging topic with lots of intricacies. My stance on classroom management is student-centered and promotes healthy relationships, healthy classroom culture, and a healthy learning environment while maintaining high expectations and utilizing restorative discipline. My goal with my classroom management stance is to make every student feel supported and safe within the walls of my classroom while maintaining high expectations.

## References

- Himmele, P., & Himmele, W. (2017). *Total participation techniques: Making every student an active learner*. ASCD.
- Kirsch, N. (2023, April 21). *Restorative practices for school discipline, explained*. FutureEd.  
<https://www.future-ed.org/restorative-practices-for-school-discipline-explained/>
- Maksimović, J., & Osmanović, J. (n.d.). Reflective Practice as a Changing Factor of Teaching Quality. <https://files.eric.ed.gov/fulltext/EJ1201813.pdf>
- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Association for Supervision and Curriculum Development.
- Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). *“These kids are out of control”: Why we must reimagine “Classroom management” for equity* (1st ed.). Corwin, a SAGE Company.
- Mintz, P. (2020). St. Catherine University SOPHIA.  
<https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1380&context=maed>
- Rist, R. (1970). In *Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education* (pp. 411–451). essay, Harvard Educational Review.
- worksheet. (2020, September 7). *Who am I worksheet for adults*. worksheet.  
<https://novenalunasolitaria.blogspot.com/2019/12/who-am-i-worksheet-for-adults.html>