Classroom Management Stance

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TLED 640: The Management of Learning and Instruction

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April 20, 2025

Reflecting on the readings from this semester, I believe in maintaining an engaging classroom that challenges and supports students as well as provides them with necessary structure for educational and personal growth. Having engaging instruction in my classroom will not only allow me to deliver course content more effectively, but it will also enhance my students' experience (Milner et al., 2019, p. 70). A supportive learning environment from me as the teacher as well as fellow students is necessary to achieve academic and personal growth (Milner et al., 2019, p. 84). Additionally, it is vital for students to have structure in any classroom, and part of achieving that framework is through the organization of the classroom (Milner et al., 2019, p. 89). Ultimately, I want to strive to have a classroom that is rigorous, supportive, and organized to help my students flourish.
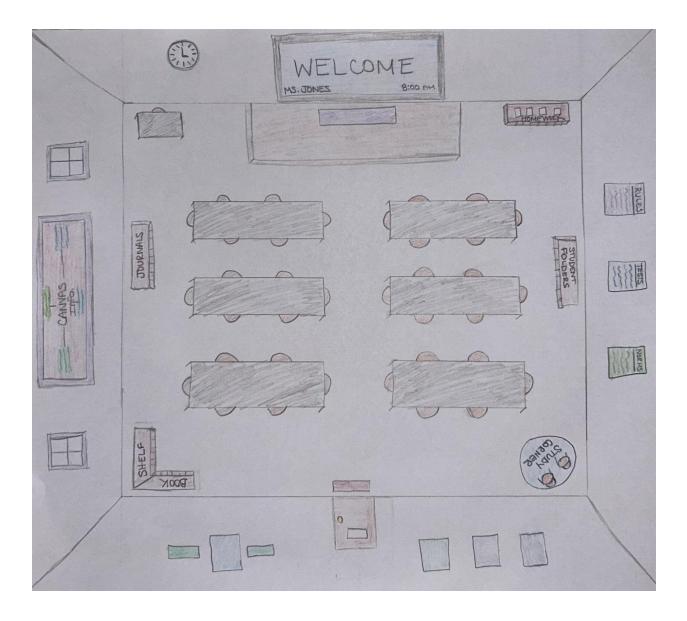
After indulging in the readings over the semester, I have established my beliefs about leading my own classroom. I believe that having engaging instruction as well as useful artifacts will be most effective and help my students to learn and build critical thinking skills throughout my time with them (Himmele & Himmele, 2017, p. 4; Milner et al., 2019, p. 99). Utilizing Total Participation Techniques (TPTs) and other engaging instruction artifacts that will involve students in the lesson can provide structure and stability within the classroom (Himmele & Himmele, 2017, p. 4; Milner et al., 2019, p. 57). In addition, engaging instruction will help maintain effective classroom management by having all students participating with little to no distractions (Milner et al., 2019, p. 99). In short, I feel that engaging instruction will be extremely important in my classroom and contribute to challenging my students and promoting classroom structure (Himmele & Himmele, 2017, p. 4; Milner et al., 2019, p. 57).

Student learning and progress will be of utmost importance in my classroom, especially after everything I have learned this semester. I believe that students learn best when the

environment is supportive, and there are relationships built to foster student success (Milner et al., 2019, p. 84). As important as it is for me to have positive relationships with my students, it is equally as imperative for students to have supportive relationships with one another in order to improve educational and personal growth (Marzano et al., 2003, p. 42; Milner et al., 2019, p. 86). Building relationships will be critical in my classroom to keep students engaged and participating during lessons, where they feel safe and respected to, in turn, promote effective classroom management (Marzano et al., 2003, p. 42). In summary, I believe students learn best when they feel supported by not only me as the teacher but other students in my classroom as well.

Providing my students with the structure that they need will be crucial in my classroom. I believe part of this structure can be achieved through the design and organization of my classroom (Milner et al., 2019, p. 89). I visualize my classroom as having a calming color scheme that allows students to engage in class content and feel positive (Milner et al., 2019, p. 89). Also, my classroom will be organized so that each student knows where something they need is, such as where to turn in homework if done on paper, journals, student folders, and books (Milner et al., 2019, p. 89). My classroom will have tables with a group of students sitting around each of them to encourage discussion and working together collaboratively when applicable (Milner et al., 2019, p. 89). Additionally, there will be posters and a bulletin board on the walls with various important information regarding my classroom for students (Milner et al., 2019, p. 89). Furthermore, I believe how I envision my classroom will set my students up for success, while also maintaining a stable classroom environment (Marzano et al., 2003, p. 5; Milner et al., 2019, p. 89).

Referring back to the readings from the semester, it is pivotal to work towards effective classroom management using different techniques as an educator (Marzano et al., 2003, p. 5; Himmele & Himmele, 2017, p. 4). I believe that keeping students engaged through academic challenges, while supporting them and providing necessary classroom structure will help each one of them grow personally and academically. Utilizing engaging instruction in my classroom will promote critical thinking and keep students wanting to learn (Milner et al., 2019, p. 70). Maintaining a supportive classroom environment through relationship building of not only me and my students but each of them towards each other will encourage student success (Marzano et al., 2003, p. 42; Milner et al., 2019, p. 86). Additionally, it is important to have my classroom organized in a way that promotes structure as well as positivity (Milner et al., 2019, p. 89). Overall, I believe in maintaining a classroom environment that is engaging, supportive, and gives students the structure they need to succeed academically and personally.

WELCOME

MS. JONES   8:00 AM

HOMEWORK

RULES

JOURNALS

STUDENT FOLDERS

TESTS

CANVAS

NORMS

SHELF

BOOK

STUDY CENTER

References

Himmele, P., & Himmele, W. (2017). Total participation techniques: Making every student an active learner (2nd ed.). *ASCD*.

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD.

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. *Corwin*.