

CLASSROOM MANAGEMENT REFLECTION
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LISA M. BARBI
DREXEL UNIVERSITY

In assessing and analyzing the multitudinous amount of resources discussing classroom management over the past two years I have participating in this Master's program, I have found the most valuable resource has been observing my cooperating teacher, teacher mentor, colleagues, and principal within the school I teach. Observing these consummate professionals seamlessly apply and implement Marzano's strategies (taking a personal interest in students, setting clear expectations/goals/consequences) aligned with domain two of Danielson's Framework has provided me with invaluable tools. Fostering a nurturing, safe, and a conducive environment for students to academically achieve, emotionally and physically development and grow is the foundation of an effective and efficient classroom. In order to create a classroom conducive for such growth, development, and learning, a code of conduct that clearly and succinctly lists behavioral policies and procedures, must be established by the teacher and understood by the students. The code of conduct should be posted and discussed in addition to specified rewards and consequences that positively reinforce the expectations of the teacher.

Such codes of conduct begin with the classroom teacher, meaning the teacher must live the code of conduct prior to expecting the students to follow suit. In the ASCD Express article from Mary Sullivan explains this principle exactly. Look for the positive or "looking for what is right," is the objective of a code of conduct and/or any behavioral expectation. For instance, to expect students to respect each other, they must recognize the positive aspects of their classmates' personalities. This is essential in managing an effective and efficient classroom. Encouraging positive encounters, as discussed by Sullivan, is also a perfect strategy to model expectations to children, while setting the stage for a successful teaching and learning experience.

Larry Ferlazzo's article from the ASCD website listed 10 key actions that would convert a negative classroom environment into a positive instructional atmosphere. Many of the key actions mentioned in this article, I have witnessed my cooperating teacher model, especially self-reflection and evaluation. Another great strategy was a well-organized seating chart. In my opinion, the best way to organize seating is to use clustering and group students by ability collaboration is natural and encouraged and students can learn from each other. Another great strategy that Ferlazzo discussed and my school supports is starting with an A. When students start with a "clean slate" in conduct and effort, such as in my school each trimester, students are positively motivated to start anew instead of adopting a "who cares" attitude because things cannot be changed.

In establishing my own classroom, I will implement each of the strategies I mentioned above and be sure to perform self-reflection and self-evaluation in order to ensure that I am fostering and nurturing student growth and development in a well-organized, learning environment. Creating a respectful rapport with students and encouraging such respect among the students, is one of the most essential aspects of classroom management. Getting to know the students and taking an interest in each, individual student will assist me conveying a message to the students that exhibits mutual respect and a natural desire to learn and achieve. Each day, I will set forth to identify individual student needs and verbalize positive aspects of student behavior I have identified. This recognition serves as motivation for students to continue exhibiting positive behaviors and eliminating negative habits.

References

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