Classroom Management Narrative Analysis

I believe classroom management has been a strength of mine. I am a very organized person who sets high expectations and expects students to always give their best effort. During my time as a university student, I have witnessed several classroom management strategies. Some have been effective. Others, in my opinion, have been extremely ineffective. When reflecting upon my CAP 3 classroom management plan and considering my student teaching experiences this semester, I fully support my original drafted plan. Both of my cooperating teachers strongly believed in the power of both reinforcement and consequences. Neither of my cooperating teachers implemented logical consequences in their classroom. Experiencing classrooms lacking the use of logical consequences further inspired me to implement them in my future classroom. Having the opportunity to practice my classroom management skills each day allowed me to professionally grow in many different areas.

I set high expectations for myself; therefore, I set high expectations for my students. Teachers must challenge students in new ways each and every day. During my second placement, I quickly learned the importance of setting high expectations for all students regardless of ability. My lowest ability students were the ones who exceeded my expectations the most. They often surprised me with their skills. I must remember to establish high expectations for every single one of my students.

Personally, I consider myself a very positive person. I strive to have my positivity overflow into the classroom. My students often fed off of my positivity. It is a beautiful moment when you make a student laugh or smile. Both of my cooperating teachers commented on my high energy level and fun spirit. I believe the vast majority of my students would state that I helped create a very positive learning environment during my stay in their classroom.

Student diversity was minimal at my first placement. However, my second placement was very diverse. The main area of diversity was the academic ability of the students. The students at my second placement were grouped according to ability. Therefore, I was required to support the individual needs of each group of students. I tried my best to meet the needs of all students. It was difficult at times due to the large number of students I interacted with each day. I know I effectively valued and supported student diversity. As I start teaching in my own classroom in August, I would like to better focus on meeting the needs of individual students.

Respect is not something to be earned. Respect is to be offered. Each day I offered respect to my students. I made sure that each student felt valued and appreciated. The main area of disrespect I encountered was the failure of students to listen the first time. This level of disrespect was most apparent among my fourth graders instead of first graders. Students were expected to be respectful to each other. Respect was an attribute we discussed almost daily in first grade.

The environment I created within both classrooms was safe and inviting. Students who don’t feel safe cannot learn. As my classroom management plan details, I was sure to address both physical and emotional safety. My student teaching experiences taught me the importance of watching out for students and providing support whenever needed.

Creating my classroom management plan last semester was a great experience that encouraged me to really think how I want my future classroom to look. However, actually practicing classroom management strategies in two different classrooms provided me great insight. I learned a lot about what works and what doesn’t work. I look forward to creating a classroom that encourages learning, creativity, imagination, friendship, and sacrifice.