

Signature Assignment: Classroom Management Part 1

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### **Introduction**

The purpose of this paper is to uncover and apply educational strategies within the scope of my observations at Boulder Ridge Elementary School. Moreover, this paper will establish procedures and plans that aim to accomplish effective classroom management. Along with this, this assignment is designed to reveal the behavioral expectations of my students, the implementation of classroom rules, and a unique grading policy. Imperatively, this paper intends to discover ways in which my future classroom can prevail as a positive, properly functioning, and inclusive environment.

### **Behavioral Expectations in the Classroom**

More often than not, teachers tend to have wishful thinking around the topic of student behavior. Whether a student has maladaptive behaviors or adaptive behaviors, it is crucial to understand and accept the variance of behaviors from student to student. Similarly to adults, all children have unique experiences and coping strategies which lead to an abundance of opposing energies. Certain observations have given me essential tools to navigate my own behavioral expectations within my future classroom. For instance, the use of a reward system as an act of accountability between teacher and student is fundamental in terms of building a successful behavior management plan. In order to ensure my students are respectful of themselves and others, punctual, and kind, there will be a written behavior contract signed by all students and their parents. The specific guidelines of what behaviors are expected and unwelcomed in the classroom will be determined by and voted on by each student. There will be recommendations from the teacher to engage the students to think about behavioral expectations. After the behavior goals are determined, the written expectations will be sent home for the student to go over with their parent(s) or guardian(s). Finally, a signature will contractually bind each student

to the plan; their signatures can be used as a reminder throughout the school year to represent something they have committed to. This, therefore, holds students accountable for their behaviors. If any maladaptive behaviors arise, there will be a leveled chart to determine the outcome of their behavior.

I am a firm believer that all choices lead to consequences, whether they are inherently good or bad. Therefore, the chart will read as follows: “Outstanding Behavior,” “Warning,” “Recess Detention,” “Call Home,” and “Letter of Apology.” Enforcing penalties must be consistent, while the consequences should remain coherent and transparent (Wong, Wong, Jondahl, & Ferguson, 2018). Along with my belief in consequences, I also accept that developing children need stability and concreteness. Not all students have the ability to control their behaviors—in this case, as an educator, I will use my best judgement and resources such as Special Education teachers, occupational therapists, behavior specialists, and school counselors to modify behavioral expectations and provide support for students with fluctuating learning abilities and social exposure. Widely accepted classroom management says that in order to “exhibit referent leadership,” one must “[instill] a sense of belonging and an unconditional belief in their potential to grow” (Borich, 2017, p. 72). That is, to receive positive behavior, the teacher must model the same expected behavior. As an educator, providing a child a with a successful education is of the utmost importance, therefore, there must be a behavior management plan in place that has the ability to reach a diversified group of students.

### **Classroom Rules and Procedures**

There is great urgency around the idea of classroom rules and procedures. They are absolutely necessary in providing students with a positive learning environment. In this regard, I have spent extensive time observing and interacting with seasoned teachers’ rules and

procedures. A huge takeaway from my observations is allowing the students to collectively procure guidelines for each class. This gives students a warm welcome, a sense of community, and a voice—but more than that, it offers a sense of accountability between the students and the educators. Everyone is entitled to their own set of beliefs, so this tactic is successful in its attempt at inclusivity. To maintain a common understanding, there should be a limit of no more than five rules per classroom (Wong et al., 2018). I have learned that rules and procedures are only followed when enforced and repeated daily. Research shows that “a greeting is a natural prelude for what is to come” (Wong et al., 2018, p. 53). This expectation lends itself to personal connections and interpersonal relationships between student and teacher. Not only should the rules be visibly displayed in the classroom, the students should recite particular rules in order to maintain balance and engrain the expected morale of the classroom. Likewise, practicing daily procedures, such as simple as a handshake, can immensely alter the outcome of respect and trustworthiness within the scope of the classroom (Wong et al., 2018).

In order to be proactive in the classroom, there will be restorative circles put in place to ensure collaboration and inclusivity regarding classroom rules. This will allow students to work together, using their own knowledge, ideas, and thoughts to establish effective rules. In practice, restorative circles rely heavily on student interaction and production rather than teacher influence. According to Bubenik (2017), “a circle facilitator is to help guide your circle, but not lead it.” Three factors that I wish to implement into my classroom include: a mission statement that aligns with the school-wide rules, five unique and applicable classroom rules, as well as an accountability wall. The accountability wall will be presented on the back wall of the classroom, and it will include examples of accountable talk. Things such as using proper vocabulary when agreeing and disagreeing with another student, wishing to add to the discussion, or clarifying

something will be presented in order to ensure that the language being practiced in the classroom is respectful and meaningful. These three strategies will be guided by myself, but ultimately created by the students. The rules will be centered around respect and responsibility and will be practiced by anyone who enters the classroom.

In terms of policies, there will be class jobs and classroom norms that will be covered on the first day of school. That said, things like raising a hand to speak or to get out of the seat will be enforced to ensure the safety of all students. To use the restroom or get a drink of water, students will be prompted to use the “r” sign language to indicate their needs. Again, the class jobs will be a product of the students. The objective of the class rules will guarantee that the students take leadership over the themselves and their classmates. As a teacher, I will create a core set of jobs that help to keep the class afloat. Practices such as having line leaders, light monitors, teachers-in-training, and emergency assistants are necessary for a functional classroom. Supplementary jobs will be created by the students at the beginning of the year and as needed as the year progresses. In all, the procedure and rules of my classroom will reflect the attitudes of the students, as well as the environment in which I deem plausible for my students.

### **Grading Policies and Procedures**

Grading strategies vary in terms of preference and relevance. I assume my grading policy will be relaxed, yet effective. Academic integrity and academia will be on a pedestal in my classroom, while responsibility and individualized growth will be essential aspects of my grading procedure. That being said, my strategy will be to observe students individually throughout the year to assess their progression in each subject. In terms of reading, writing, and math, school sites often adopt district-wide curriculum accompanied by a set of assessments. Depending on my employment, I would use the proper tools maintained by the school district. However, I plan

to use my own assessments to track the overall growth of a student rather than focusing solely on the exam scores that cover more specific comprehensive lessons.

To assess reading, writing, and math, I will provide assessments and assign weekly homework to determine the academic growth of each student. Their goals, however, will vary based on their academic abilities and levels. In some cases, English Language Learners and Specialized Academic Instruction will be required to support a diverse group of students. It is proven that “providing criterion-referenced feedback is more effective than using norm-referenced feedback” (Hill & Miller, 2013, p. 32). Simply put, this equates to tracking specific knowledge rather than merely scoring student work. According to the students’ respective goal, a one-to-four rubric scale will be used to track student achievement. On the other hand, homework will exist as a participation grade to ensure that students learn responsibility. Along with written and spoken forms of education, online resources such as iReady and Accelerated Reading keep running records for fluency, comprehension, and math that collect student data over the course of an entire school year. In relation to my preferred method of grading, these programs reiterate the idea that students learn at their own pace and with their own specialized intended targets in mind.

### **Conclusion**

Instituting appropriate and useful behavioral expectations, rules and regulations, and grading procedures is key in the development of classroom management. Although developing these methods takes time, effort, and trial, I am confident that my novice approach will be an effective way to include all students regardless of ability, race, ethnicity, age, and the like. As human beings, our differences add variety and alternate ways of thinking; in regard to a classroom environment, inclusivity and acceptance lays the foundation for a successful educational year.

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Signature Assignment: Classroom Management Part 2

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### **Introduction**

A thorough classroom management plan must encompass a consistent and applied discipline policy with procedures, as well as establish a positive and safe learning environment. This paper aims to outline the various ways in which I would implement certain policies, procedures, and promote a positive learning environment. This paper will incorporate research from this course to further reinforce my plans for classroom management, discipline policies, and a safe and positive learning environment. Planning around discipline is extremely important in providing a solid foundation for the classroom. In the same way, creating a safe space within the confines of the classroom is essential in granting students the opportunity to grow through learning, both socially and academically.

### **Discipline Policies and Procedures**

Due to the plethora of home life backgrounds, personalities, and experiences, there is bound to be a fluctuation in the behavior of all students. That being said, it is necessary for teachers to provide students with clear and concise discipline policies and procedures. Having rules comes with having consequences; in the classroom, this is necessary in preventing deviant behavior. There is a distinction between managing a classroom and disciplining a student. While discipline is essential to deescalate conflict or unwanted behaviors, procedures inflict a sense of routine. These routines are what hold students accountable for their actions. Without demonstrating to students how to respond to procedures, there is the opportunity for an influx of misbehavior. That said, providing students clear expectations results in better performance (Wong et al., 2018, p.9). To prepare my students for optimal learning, I plan to implement prevention-driven policies and procedures within my classroom. The rules regarding discipline that will be established in my classroom will be restorative; each consequence will align with the

misbehavior enacted by a student. There will be a tiered structure for consequences. Minor infractions will result in a warning, and as they progress there will be a letter of apology, a call home, and for major infractions, the student will be sent to the principal where a referral will be put into place. Along with this, I intend to comply with Positive Behavioral Intervention, while maintaining a humanist approach to communication and student behavior.

Providing students with a concrete discipline criteria is imperative to a smooth-running classroom. As previously mentioned, there will be a tiered discipline plan that holds students accountable for their misbehaviors, and all of the consequences (warning, letter of apology, call home, and referral) will be presented and repeated during the first few weeks of school. Moreover, I completely agree with strategies aligned with the idea that teachers should practice prevention rather than reaction. Not only do teachers have greater academic outcomes when such rules are clearly distinguished, but having a plan is telling of the effectiveness of a teacher (Borich, 2017). Prevention-driven procedures that I would require my students to comply by are: asking permission to leave the seat during instruction time, one bathroom pass per day, a designated backpack hanging station, and assigned traditional seating. Not only do these procedures keep students safe and accounted for, they prevent students from disruption during important lessons. The students will have other opportunities that call for movement, however, distinguishing a proper place for each student gives them a purpose. In terms of the specifics of these procedures and policies, they are to be planned weeks prior to the start of school. This proves that, as a teacher, you are prepared and serious about education. Along with anticipatory pre-planning, teachers should use repetition and provide explicit consequences to broken rules (Borich, 2017). This is where the use of an emotional accountability board comes into play. For instance, each student would be assigned a respective magnet; the magnet would be placed in its

according place which depends on the emotions or feelings of the said student. This allows the student the opportunity to “cool down.” By students placing his or her magnet on a corresponding emotion, it gives them the chance to address their emotions, and intern, correct their behavior on their own.

Restorative justice will be the main way to dispel any incidents or maladaptive behaviors that arise in the classroom. In an effort to provide positive outcomes for students affected by another student’s misbehavior and the student carrying out the misbehavior, there will be restorative justice in place. Meaning, starting with administration and faculty, the student will be welcomed with positive attitudes and a warm environment. Along with this, a counselor will work alongside the student to tackle the misbehavior. This will be followed by peer mediation, which helps students compromise and leads to common understanding. In all, these steps will be put in place in hopes that the student can learn from others and eventually diminish the misbehaviors that are affecting themselves and the rest of the students. Restorative justice is meant to be a holistic approach to diminishing behavior; it is the direct opposite of traditional discipline. It is communal, focuses on shared values, which, in turn, are a framework for accountability (Ferlazzo, 2016).

In conjunction with preventing student disruptions, I plan to incorporate the school’s adopted PBIS strategies. Along with these strategies, congruent communication will be used to ensure all student needs are being met. Using a three-tiered model of intervention, teachers can target whole-group needs, smaller groups of at-risk students, and individualized needs (Borich, 2017). While these procedures and policies are represented as prevention, PBIS also has the ability to support teachers in handling current student behavioral issues. This aspect of the program is appealing to me because it gives a universal perspective on discipline. Rather than

having an array of teachers with different discipline styles, PBIS presents secure and common expectations for all students. This procedural strategy is collaborative and really depends on the overall behavioral spectrum of the students in any particular school year.

Simultaneous to prevention tactics and teacher collaboration, I believe there must be a sense of humanism in terms of understanding student needs and their reactions to certain needs. The humanist tradition is described as “[focusing] primarily on the inner thoughts, feelings, psychological needs, and emotions of the individual learner” (Borich, 2017, p. 102). As humans, we all experience different things—this is what makes us both unique and in need of various support. Since our experiences shape us, they also have a huge effect on the way we behave. Encouraging students to participate in congruent communication is key in enhancing student self-esteem, as well as fostering self-control (Borich, 2017). Borich (2017), lists six steps in providing effective congruent communication skills and they are as follows:

1. Express sane messages.
2. Accept rather than deny feelings.
3. Avoid the use of labels.
4. Use praise with caution.
5. Elicit cooperation.
6. Communicate anger.

These steps help teachers work alongside students to identify the underlying reasons for maladaptive behavior. This also provides students with corrective intervention that can establish both who they are as learners and as functional members of society. I plan to encourage the use of humanist tradition in the classroom because I wish to promote empathy and compassion within the future generation. In addressing specific student concerns, needs, and

quirks, teachers can use positive reinforcements like setting class goals and documenting the progress. For instance, a teacher might distinguish table groups and administer table group points to students who display actions of leadership and responsibility. This strategy relies heavily on communication amongst social groups. It is something that I will highly consider integrating into my future classroom.

### **Positive and Safe Learning Environment**

Teachers should prepare and sustain a welcoming and enjoyable learning environment. This is completely necessary in yielding an attainable education for all students, regardless of their needs or abilities. Instituting an environment that nurtures students will cultivate better behavioral responses and overall educational growth. Research states that teachers who model social skills receive reciprocated social skill development from their students (Wong et al., 2018). By setting standards for how we expect students to act, teachers are able to hold students accountable. I will make it a point to always approach situations in a respectful manner, and because of that, I hope to instill positive characteristics within the scope of my classroom. My approach is zero tolerance in terms of students who fail to demonstrate respect, whether it involves verbal harassment or physical fighting. There is no room for bullying, stereotyping, or bigotry within my classroom—and this will be made clear during consistent lessons at the beginning of the school year. It is important that, regardless of age, students are able to learn in an environment that promotes respect and trust. Just as I will offer safety and comfort, my expectations of my students is that they will convey the same behavior.

Along with offering students positive affirmations and building trust within the school setting, I believe nurturing a positive physical environment is an integral part of establishing a progressive learning. There will be both a traditional seating arrangement involving group

seating, but there will also be couch spaces, a library corner, and cushions for comfortable floor seating. In other words, as a teacher, I will incorporate flexible seating to ensure that all of my students are comfortable during their learning experiences. This can aid in lessening the anxiety of students while also being a precautionary strategy to motivate student involvement.

Sometimes, students with disabilities, or English Language Learners, have an inability to express their anxiety. Having flexible seating is a way to offer support for those who might need a break to recuperate and also to encourage the entire class to have enthusiasm. By enacting a procedure for anxious students, teachers are able to minimize interruptions, deflect negative attention, and reinforce positive behaviors (Wong et al., 2018). This provides the classroom with balance and flexibility, while advocating the idea of inclusivity.

Using appropriate instructional items will further instill a positive and safe classroom environment. That is, there should be the application of “different instructional strategies to different groups of learners” (Borich, 2017, p. 37). This instructional strategy is considered adaptive teaching. This idea is closely related to differentiated instruction—a strategy that targets the individual’s own learning strengths and preferences (Borich, 2017). For instance, while a general education student might be successful working with scratch paper and pencil, a student with Special Needs may require assistive technology to complete the assignment. It is the teacher’s responsibility to adapt their lessons and tools to fit the needs of all students. In doing this, the teacher establishes a safe and inclusive learning space.

Another way teachers can choose to offer students a safe learning environment is supporting ELs in their journey to acquiring a second language. Incorporating non-linguistic representation alleviates the overall stress of ELs by providing students with alternative modes of learning. For a student who struggles with speaking publicly, offering scaffolds such as physical

models, mental pictures, hands-on illustrations, or kinesthetic activities can generate positive responses in terms of the student's comfortability (Hill & Miller, 2013). In fact, giving ELs the opportunity to become familiar with non-linguistic representations will maintain lower stress levels as well as developing higher student success rates. As a teacher, I plan to use these tools in order to uphold a sense of safety and positivity throughout my classroom.

### **Conclusion**

To conclude, there are a variety of studies around the premise of classroom management. This paper particularly considers the use of discipline plans in conjunction with a productive, dependable learning environment as an essential aspect of classroom management. By implementing structured and prepared procedures and policies, I will produce fruitful outcomes regarding behavioral expectations. Aligning discipline within the scope of classroom preparations is essential in the function of a classroom. Alongside discipline is the ability for a teacher to provide a nurturing environment. In order for a student to succeed in school, there should be room for respect and understanding as well as the proper tools for that student to do so.

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Signature Assignment: Classroom Management Part 3

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### **Introduction**

Effectively managing a classroom engages a variety of strategies and tools, however, in order to promote a positive environment, a teacher must demonstrate and encourage a cohesive sense of morality. That is, as a teacher, it is important to implement tools that result in full engagement of learners, opportunity for an equitable education, and establishing a productive and intriguing learning environment. It is crucial to prepare and invoke all three of these tactics in order to produce a proper classroom management plan that considers the needs of all learners. This includes, but is not limited to: gender, gifted learners, exceptional learners, students acquiring English, cultural diversity, educationally disadvantaged students, general education students, and students with Special Needs.

### **Engaging All Learners in the Classroom**

In terms of student engagement, it is critical to encourage collaboration and incorporate a variety of captivating activities into the classroom routine. Along with this, it is highly important to include differentiated instruction to support all learners. In order to do this, teachers should use varying modalities to introduce new topics and teach lessons (Borich, 2017). That is, teachers must incorporate various ways of presenting content in order to maintain successful student engagement.

During my observations at Boulder Ridge Elementary School, the master teacher integrated a strategy called “hand up-stand up-pair up.” This approach is a sharing activity in which the students are required to interact with one another after completing individual work. For instance, the teacher prompted the students to write a sentence using one of the weekly spelling words. After the students completed this task, they were asked to raise their hand (hand up), get out of their seat (stand up), and pair with a student of the opposite gender (pair up). The

students then have about three minutes to share their work with a partner. This routine is established at the beginning of the year, therefore, the students are well aware of the teacher's expectations. This strategy engages all learners by allowing students of different genders to intermingle and become comfortable sharing their unique ideas with one another. Along with this, students are able to absorb information that they might not have thought about. For example, an EL student might choose to pair with a gifted learner, enhancing their engagement and understanding of the lesson.

Aside from collaboration, another effective strategy to implement in the classroom is offering variety from lesson to lesson to promote engagement. Often, educators rely on traditional ways of teaching, which lacks student engagement simply because traditional strategies do not meet the needs of all learners. One basic strategy that veers from standard instruction is the use of white boards. Instead of students relying only on paper and pencils to complete assignments, teachers allow students to show their work on a white board.

Not only do children enjoy using white boards, it is a quick way to get through a lot of material. In most cases, I have seen white boards be a successful way for students to engage in activity and for teachers to check for understanding. This engages all learners because the teacher is able to scaffold questions and even provide modifications for students with learning disabilities, gifted learners, or students acquiring English as a second language. For instance, a student with a learning disability might draw pictures to provide an answer for math, while a gifted student might work on three-digit numbers rather than two-digit numbers. Since the students are not limited to a worksheet, the level of difficulty is easily adjustable when white boards are used as a medium for learning. Teachers must determine instructional strategies based

on the needs of their students (Borich, 2017). By doing so, the teacher will be successful in engaging all learners within the realm of their classroom.

### **Promoting Equity and Diversity in the Classroom**

Providing an equitable and diverse learning environment is essential in terms of what it takes to be an effective educator. There is beauty in diversity, and as educators, we are privileged to be able to expose young minds to different cultures, customs, and ways of thinking. A key component to achieving a sense of equity in the classroom is by including all students regardless of their gender, ability, language, culture, or race. No student should ever feel left out or be singled out for their differences. Teachers must be confident in their decision making to guarantee the best for a diverse group of students. Research states that teachers should model proper social behavior in order for students to reciprocate that behavior to others in the classroom (Wong et al., 2018).

In my future as an educator, I will integrate equity sticks, class jobs, talking chips, and lessons that feature a multiplicity of cultures. It is crucial for teachers to be conscious of the choices they make to avoid or eliminate biases. Equity sticks and talking chips allow unbiased whole-group participation to take place. In some of the classes I observed, I witnessed teachers use sticks or cellular applications to randomize their student involvement. This kept students excited about the material by giving them all a chance to share their learning with the class. The talking chips, on the other hand, required students to speak aloud and become comfortable in the classroom setting. This was especially helpful for students with anxiety or students learning English.

Along with holding students accountable for participation, the teacher can use cooperative grouping to challenge learners to work together, regardless of their intellectual level

or learning style (Borich, 2017). For instance, groups will be constructed to have students from different cultures and backgrounds in order to produce a collaborative assignment that plays on the strengths, skills, and talents of a diverse group of students. Cooperative grouping produces conclusive work, while also encouraging students to learn from one another. This approach not only helps students who struggle socially, but also allows students to become aware of different learning strategies that have the potential to help them.

Implementing rotating classroom jobs shows students that regardless of our backgrounds or what we look like, there is always equal opportunity. Since this is such a pivotal aspect of the American workforce, it is important to expose learners to this at a young age. The master teacher I observed had a list of approximately ten jobs. Throughout the year, each student has the opportunity to perform in each of the jobs at least once. This helps students feel involved, while also teaching students actual skills such as time management and leadership.

Lastly, teachers should include a wide range of cultures within their lessons. Whether it is a book about Native Americans, a lesson on Chinese immigrants during the Industrial Revolution, or a story about a child with a physical disability, it is important to reiterate that our differences are what bring human beings together. Educators should strive to promote a sense of unity and togetherness by revealing things such as new cultures to students. Often, students are not given the opportunity to learn about people that are different than them. It is our duty, as educators, to ensure that the education system heavily advocates for celebrating diversity.

### **Creating a Productive and Engaging Learning Environment**

Accompanied with engaging all learners and promoting an equitable, diverse environment, proper classroom management must include a productive and engaging learning environment. Meaning, the classroom activities and procedures should incorporate strategies that

create productivity and enthusiasm. Some things I have noted while observing teachers at Boulder Ridge Elementary School are: timers to promote productive learning, predictable and structured environments, as well as a plethora of opportunities for students to demonstrate their knowledge. All of these methods result in a rewarding and intriguing educational experience for all learners.

Something I wish to implement in my future classroom is the use of timers. Timers ensure that all tasks are completed within an appropriate amount of time to learn. The timeframes should be planned in advance by the teacher. These help cue students on transitioning, while also assisting the general flow of the school day. I have noticed that timers are a huge aspect of some students' routines; lack of timers can actually alter the way a student performs. Timers engage the students, especially if they are at-risk, because they help set mini goals throughout the day. For instance, I have witnessed many teachers use timers projected on the screen to control the flow of station rotations. Students are fond of predictability and structure. Teachers should strive to establish routines that accompany the needs of all learners, especially in terms of time management. This is a skill that follows through the course of a young learners life. In all, timers create a sense of engagement within the scope of the classroom. Ultimately, that engaging atmosphere leads to productivity.

Encouraging students to demonstrate knowledge in a variety of modes is essential in instituting a productive and engaging learning environment. That is, restricting students to only perform tasks in one way hinders their growth. Young learners have different ways of processing knowledge, so educators should aim to inspire students to find their own approaches for achieving goals (Borich, 2017). One strategy teachers can implement is the use of nonlinguistic representations. Using methods like nonlinguistic representations for young students or students

striving for English language acquisition, teachers will “get a fuller idea of the knowledge that students possess when they do not have the words to describe it” (Hill & Miller, 2013, p.86). We know that all people learn in an individualized ways, therefore, it is our commitment as educators to be mindful of inclusivity while planning lessons, developing goals, and writing assessments.

Throughout my observations and research of students in the classroom, I have determined that it is crucial to play on the strengths of our learners. By giving them options such as writing essays, creating art, and using multimedia, students naturally become more engaged, and in turn, more productive.

### **Conclusion**

Dynamic teachers who practice effective classroom management must engage all learners, provide equitable educational strategies, endorse diversity, and ensure that their classroom environment is both productive and engaging. By doing so, teachers will connect on a deeper level with their students. Along with this, there will be a greater sense of community. This will uplift the spirits of students and hopefully result in academic and personal successes.

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