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| Classroom Management |
| Educational Psychology  |
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Classroom Environment

In order for students to explore philosophical ideals and inquiry, I believe that a classroom, specifically an art classroom, requires both warmth and structure. Students need a sense of safety in order to feel free to express themselves through art or discussion. For my classroom, each wall will have a different task. Two walls will be dedicated to displaying artwork, one full of student work and the other exhibiting art works from famous artists. This wall will change throughout units and lessons depending on the theme or subject. The other walls will have important information for students, like prompts and due dates, and a blank space for critique. As for supplies and storage, there will be a place for everything and everything will have its place. I consider the best standard to promote is a comfortable, respectful, and inviting environment for my classroom. To create an environment, it is up to the teacher to set those standards for their room, lessons, and students, and to be consistent in implication.

Discipline Model

I would like to establish William Glasser’s Choice Theory into my classroom environment. Glasser states that to get productive results schools must: “provide a curriculum that is genuinely attractive to students, use noncoercive discipline, which teachers invite and encourage proper behavior, rather than using demands or threats, to help students make responsible choices that lead to personal success and strongly emphasized quality in all aspects of teaching and learning” (Charles, 2011, p138). The structural point of the Choice Theory is based on the idea of being unable to force students into productivity or participation. However, as a teacher we can influence students to make better decisions that lead to a greater behavior and increased success.

 Glasser’s approach has two types of teachers, a boss teacher and a lead teacher. Boss teachers are ones that “dictate procedures, order students to work and berate them when they are increasingly ineffective” (Charles, 2011, p141). There are seven deadly habits that Glasser believes boss teachers characteristically commit, which are, “criticizing, blaming, complaining, nagging, threatening, punishing and rewarding students to control them” (Charles, 2011, p141). These are so detrimental to a students’ growth, not to mention self-worth. I don’t believe any teacher including myself wants to be a boss teacher, yet without self-evaluation can occur.

 Opposing the boss teacher is the lead teacher, which everyone in education should strive to be. These teachers “provide a stimulating learning environment, encourage students, and help them as much as possible to be effective (Charles, 2011, p141).” Opposing the seven deadly habits are the seven connecting habits that are often used by a lead teacher. These habits are “caring, listening, supporting, contributing, encouraging, trusting and befriending” (Charles, 2011, p141). These are characteristics and habits that I want to promote as a teacher.

Classroom Expectations

 In my classroom, there will two majors criteria that will be stressed, respect and safety. In an art room there are certain materials and equipment than could potentially hurt someone if not handled with care. Safety rules will be discussed within the first week and displayed. If these rules are not respected, student’s consequences will align with the district’s policy and will be required to write a reflective paper on why their misconduct was a poor choice before participating in projects again.

Another aspect of my art classroom, respect for others and supplies is a necessity. This will be emphasized even more during critiques. Students will be expected to practice constructive criticism techniques. My greatest expectation is that my students will follow the golden rule, treat other would you wish to be treated.

References

Charles, C. M. (2011). *Building Classroom Discipline*. (10th ed.). Boston, MA: Pearson

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