California State University, Monterey Bay

Digital Commons @ CSUMB

5-2023

Classroom Management in Our Brave New World

Raquel Spaulding

Classroom Management in Our Brave New World

Raquel Spaulding

Department of Liberal Studies, California State University Monterey Bay

LS 400: Capstone

Dr. Patricia Whang

May 24, 2023

Abstract

The focus of my Capstone Project is Classroom Management in the K-8 classroom. It is an important issue because classroom management is a fundamental part of providing a safe and enriched learning experience for students. An argument can be made that without consistent and effective classroom management strategies, a student's learning experience can be challenging. The primary stakeholders for this project are the leadership team, teachers, and students of the school. Three teachers and one student were interviewed, and three emerging themes were established. After careful consideration, the plan of action combined all of the themes that may inspire educators in their development of a classroom management framework.

Setting the Stage - Classroom Management

The first day of school, picture this if you will: a caring, resourceful teacher and a bright class full of students eager and ready to learn! It sounds wonderful and it can be. Alas, fast forward a couple of months later: a weary teacher, overwhelmed, and disillusioned. The students are bored, disinterested, and distracted. Some students are checking out their cell phones, throwing paper planes, and yelling. Yikes, what happened? There can be several variables, however, most boil down to effective classroom management. What can we learn about classroom management strategies that work? How can we objectively look at ourselves as educators, and seek to improve our classroom climate? To answer these questions, I sought teachers to give insight into the issue, provide me with a rough road map (it may have some unpaved surfaces) for ideas, and get me to my destination of successful classroom management.

There is a lot of research about classroom management, but few studies are contemporary, that is, dating 2022 or after. Newer studies are critical, as in 2020 our world endured a pandemic that kept most Americans at home for at least one year, struggling through work and school, using new remote technologies. This has not worked out well for our children (or for many adults), as they need to be in person in the classroom. A problem is that classroom management now has one more thing to address…technology. What do we do about our students and their phones, laptops, and other devices that have access to the internet?   Yes, we had internet technology before, but in my opinion, since the pandemic, the abuse of technology is out of our control! This is now another variable of effective classroom management.

Digesting research on effective classroom management strategies is like a buffet, or as I prefer to call it, a smorgasbord! There are many options, I consider some, and keep on coming back to the stayed and true: consistency with class rules and regulations, building teacher-student relationships, and keeping students focused on projects that do not include time for social media and gaming during class.

Classroom Management-Literature Synthesis

Educators have been researching and discussing classroom management strategies for decades. As a first-world country, we are fortunate to have mandatory education for minors and access to free public education, paid for mostly by our tax dollars. Before 1918, many children just worked on their parents' farms or in a trade. When all American children were required to attend at least elementary school, there were noticeable learning differences and challenges within the student population. Some students that could not conform to the norm were marked as troublemakers and punished. Fortunately, since the early 70s, the focus has not been on the

student being the problem, but on the education system not meeting the needs of its students (Franklin & Harrington, 2019). Now there have been countless studies on effective teaching strategies and classroom management. According to the Franklin and Harrington review, classroom management can be described as a process that a teacher follows to create a stimulating, safe, and productive learning environment. Research has also shown that effective classroom management reduces disruptive and aggressive behavior (Oliver, Wehby, & Reschly, 2011).

Why is it an Issue/Opportunity?

There are different stages during which children have different needs, within the classroom and without. Throughout middle school, children tend to exhibit more rebellious tendencies, and it is important to reinforce habits of etiquette and respect during this time. during these "middle grade years," children experience emotional turmoil and stressful hormonal changes, they also experience some very important developmental stages. Maintaining their learning processes is essential to their retainment of knowledge. "Classroom management is critically important in the middle grade years when students are more likely to experience declines in academic motivation and self-esteem" (Beaty-O'Ferrall, Green, & Hanna, 2010, p1). When the COVID-19 pandemic ended, students returned to their actual live classrooms after attending virtual classrooms for almost two years. Unless children were fortunate enough to be enrolled in in-person programs (most of which are not free), they had not been given the opportunity to learn non-remotely. This might understandably make the transition from online learning to in-person learning more turbulent. Some classroom distractions during the day are due to problematic behavior such as aggression, bullying, and students just acting out. Contemporary research shows that these distractions have gotten worse, a trend growing

alongside the omnipresence of social media and online gaming (Shannon, Bush, Villeneuve, Hellemans, & Guimond, 2021). The increase of gaming and social media relevance – and simultaneous decrease in academic performance – suggests possible causation. This phenomenon spans from grade school through college, and we as a society must act now as our new generations are showing poorer academic achievement (Hong & Yee, 2022)

What Has and/or Should Be Done?

There have been several approaches to classroom management. Most are frameworks that are multi-tiered systems and focus on discipline, examples of which include Response to Intervention (RTI), Capturing Kid's Hearts (CKH), Positive Learning Framework (PLF), and Positive Behavior Support (Natt, 2022). No matter what approach is taken, a classroom management framework takes time to be effective. Most teachers spend the first few months of the year implementing them.

Rules and procedures are some essential groundworks when creating effective classroom management strategies, as the student needs to know what is expected of them, and what they can expect from a teacher. These foundations need to be established at the beginning of the year, so when new material is introduced to students it may come with understanding and practice with an existing routine. Most can agree that there is a certain productive, orderly environment classrooms should foster. This environment reflects a "concept of rights in the classroom -- the rights of students to have teachers help them learn in a calm, safe environment and the rights of teachers to teach without disruption" (Dustova, & Cotton, p32). Consequences of breaking rules and procedures should be clear and followed through consistently. It is fundamentally important that teachers are consistent with their strategies. Consistency is a skill that can be difficult to

master, especially when reacting to disruptions from students. "However, responding in a predictable and consistent manner builds trust and ameliorates disruptive and chaotic learning environments" (Franklin, et al, 2019, p9). Although it may seem counterintuitive to build trust with discipline, it may be hard for a child to trust and respect an authority figure if they do not behave consistently and assertively. When implemented fairly, discipline may strengthen relationships with students. Developing these personal relationships with students (e.g., asking questions) is a critical component of understanding the learner (Beaty, et al, 2010). Each human being has a different mind that has been shaped by different experiences, and getting to know them allows an educator to understand the uniqueness of a child's way of learning.

Because of the many roles a teacher has, including being a lifelong learner, curriculum and resource specialists are needed to assist teachers in creating a 'buffet' of choices in their learning plans for students. Howard Gardner (1983) developed a theory of multiple intelligences that suggests that human beings have different ways in which they process data, each brain being independent and unique. Gardner emphasized the need to create educational curricula that help students focus on their strengths rather than focusing on society's preferences: verbal and logical intelligences. The theory of multiple intelligences is used in many educational institutions. There are now 9 types of intelligence described:

1) musical-rhythmic 2) visual-spatial

3) verbal-linguistic 4) logical-mathematical

5) bodily-kinesthetic 6) interpersonal

7) intrapersonal 8) naturalistic

9) existential (Yavich & Rotnitsky, 2020).

Given the way our education system exists now, every child will not get a fully personalized learning experience. Based on Gardner's theory of multiple intelligences, however, educators can keep a few common categories of learning styles in mind and try to adapt curriculum to engage them. A goal for teachers is to incorporate this idea into lesson plans that "will engage, motivate and attract focused and sustained attention, so in this sense, students are everyday consumers" (Franklin, et al 2019, p3).

Four skills have been identified that are related to behavior management associated with school community connectedness: giving students clear instructions about how to do their work, addressing problematic behavior when it occurs, enforcing class rules consistently, and ensuring that students understand the consequences of breaking class rules. Students report a stronger sense of connectedness to both their school and peers when teachers provide clear and consistent expectations for behavior in the classroom, and take actions to promote positive, prosocial behaviors (Wilkins, Verlenden, Szucs, & Johns, 2022).

The importance of having classroom management strategies that are effective across all cultures and languages is paramount. A teacher who is not familiar with cultural nuances might interpret child behavior in the wrong manner. For example, some cultures view looking at another person directly in the eyes, or a child voicing his or her own opinion to an adult as disrespectful. From a western perspective, not looking one in the eyes or not expressing oneself to an adult can be disrespectful. There should also be awareness of student behavior being affected by migration, political shifts in the community, or drastic social and economic changes (Nolan, Houlihan, Wanzek, & Jenson, 2014). An extensive international study was done on these classroom behavioral interventions that became known as "The Good Behavior Game". This

study focused on cultural diversity and classroom intervention. In this behavioral intervention game, the teacher and the students monitor behavior. This worked well cross-culturally because students that self -monitor are shown to have a greater awareness of their own attention and environment. (Nolan, et al, 2014)

Classroom management programs need support for sustainability. A leadership team should be formed at every site. This is essential to increasing visibility to the community, securing stable and recurring funding (e.g., special education and Title I have been combined to support classroom climate and management initiatives in some states), and gaining local political support for longevity (Sugai, & Horner, 2006). Training for teachers and staff is critical. New teachers should have some formal academic training in classroom management as part of their curriculum when pursuing their B.A. or B.S. Many graduate programs have only one class devoted to classroom management, and that is only in the teacher credential program or the master's program. An approach for better training for classroom management would be for primary and secondary school districts to connect with universities and express a need for their graduating students to have some classroom management education and observation before they become interns still working on completing their teaching credential. The service learning classes required for undergrads do not specifically provide this opportunity.

The teacher's role is to initiate and instruct a student to learn, and that process should promote school connectedness: teacher caring and support, peer connection and support (e.g., collaboration), student autonomy and decision making, management of group dynamics, clarity of expectations for everyone, and behavior management (Wilkins,Verlenden, Szucs, & Johns, 2022).

Method

For this Capstone Project, I have investigated how Casa del Sol Middle School[1] faculty and students view classroom management and what they think could be done to improve it. Based on an analysis of the data and the relevant research literature, I have focused on frameworks, ideas, and techniques and what I have learned to formulate an action that responds to classroom management in a way that inspires, informs, or involves a particular audience.

Context

Casa del Sol Middle School is located in the town of Marea, California. It is part of the Kickapoo Unified School District. According to the School Accountability Report Card (SARC) of 2021-2022, of its 559 students: Casa del Sol enrollment has a 78% minority population, 15.4% have disabilities, and 74.7% are economically disadvantaged. Publicschoolreview.com reports that math and ELA scores were consistent with 45-50% proficiency until 2014, where they started to drop. As of 2021, math proficiency is 15% compared to the state average of 40%, and ELA proficiency is 32% compared to the state average of 51%.

of the LOCAL?

Participants and Participant Selection

Researcher- Raquel Spaulding

1) Why is this topic personally meaningful to you?

Effective classroom management is critical for the safe and productive learning environment. I am pursuing a teaching career after graduation, and have been in classrooms where the teacher has no effective techniques, and it can be chaotic. I also have children that are

---

[1] Pseudonyms were given to places and persons to establish anonymity.

enrolled in public schools.

2) How are you similar to and different from your participants?

I am similar to my participants in that I have been a student in the classroom, and I am different because I have not been in a classroom full-time for years. Times have changed, obstacles are different, (e.g., students' access to social media and games using their phones and the school assigned laptop computers).

3) What thoughts, feelings, or assumptions do you need to be mindful of as you move forward with this project?

I need to have an open-mind, listen carefully, and be careful not to put the interviewee on the defensive about classroom management. I do not want them to think that I am interviewing them because they are doing a bad job. It can be tricky.

Participants

I invited 3 faculty members and 1 student from Casa del Sol Middle School to participate in an interview. This group of prospective participants were invited to participate because of their relevant experience or expertise in the classroom. (See Appendix A and B for artifacts).

Teacher 1. Henri Medina. A hispanic male teacher of ELD (English language development). Mr. Medina was born and raised in another country, speaks 3 languages and is approximately 40-years old.

Teacher 2. Nicco Alexander. A white male teacher of science, and is approximately

35-years old.

Teacher 3. Terry Fleming. A white female teacher of history, and is approximately 60-years old.

Student 1. Davey McGuire. a 13-year old student at CDSMS (Casa del Sol Middle School).

Semi-Structured Interview and Survey Questions

Casa del Sol Middle School Semi-Structured "Issue" Interview (Webb, 2004)

The following questions will be asked to no fewer than three participants:

1. What do you know about classroom management techniques and strategies? What do you see as the challenges with these strategies working with such a diverse population of students with different backgrounds, cultures and needs; or What are you most concerned about when it comes to classroom management?

2. What is currently being done to address the effectiveness of classroom management styles - by whom - and what are the strengths and weaknesses of these efforts?

3. What do you think should be done about consistent classroom management among staff?

4. What do you think are the challenges to doing something about improving classroom management?

5. Is there anything else that you would like to say about classroom management and/or the improvement of strategies?

Procedure

Participants have been interviewed. All interviews have been done individually. The Face-to-Face interviews took less than one hour, and took place at Casa del Sol Middle School. A semi-structured interview format was used for face-to-face interviews, to allow for follow-up questions to unclear, interesting or unexpected responses. All interviews/surveys were scheduled at the convenience of the interviewee and took approximately 20 minutes to complete. One out of the four interviews was videotaped.

Data Analysis

Transcribed interviews are coded and analyzed for emergent themes.

Results

For this Capstone Project, three teachers and one student from Casa del Sol Middle School (CDSM) were interviewed to see what they think could be done to improve classroom management. This is important because although it is true that classroom management has always been a factor for effective teaching strategies, schools closed during the COVID-19 pandemic and children had to work remotely. During this time, consistency and routine were difficult for many teachers and families to maintain. The ubiquitous use of internet instruction by default made social media and on-line gaming more accessible and made it more difficult to keep students engaged and focused. Now students are back in school and classroom management strategies need to be revisited and amended. Based on an analysis of the data and the relevant

research literature three themes emerged (see Table 1). Evidence-based decision making required evaluating each potential Action Option by the following criteria: Impact, reach, and reasonability/sustainability. Impact should be high, as each action option will require commitment from the teacher and the student. Reach will depend on how comfortable students are communicating with their teacher. Finally, reasonability/sustainability will determine success, as there will be some resistance, as parents, students and some educators will not initially agree with the media restrictions in particular. As of May 2023, new legislation in the U.S. Congress proposed banning social media to all children under 13-years old, and limiting access to those under 18-years old. If the government is supportive of this measure and scientific research indicates this is necessary for the well being of our youth, most people will want to comply. Based on the evaluation of each Action Option an action will be recommended and justified.

Identification of Three Action Options (Emergent Themes):

1. Establish class rules, procedures, and consistent follow-up.
2. Teacher student relationship building, including multicultural connections.
3. Restricting the use of personal social media and gaming in the school.

Table 1

Evaluation of Action Options

	Impact	Reach	Reasonability Sustainability
Establish clear class rules and procedures, consistent follow-up	High	High	High
Teacher-student	High-medium	High- medium	High-medium

relationship building, including multicultural connections			
Restricting the use of personal social media and gaming in the school	Medium	Medium	Medium

Establish clear and consistent class rules and procedures, consistent follow-up

Consistency was the common word used by all four interviewees! "Consistency, Consistency, Consistency…from room to room...class to class" ~ (N. Alexander, personal communication, April 2023).

Teachers also have a similar response when discussing the particular classroom management framework their district uses. They raise their eyebrows and laugh that "there is no silver bullet!" (T. Fleming, personal communication, April 2023). It is obvious that all the teachers have had similar formal classroom management training because their answers to my questions are similar. All of the classrooms at the middle school have visual displays of class rules and procedures. Some have calendars posted and agendas for the day, the week, the month, and the semester. I have observed that T. Fleming is considered the classroom management 'guru' of the school. When asking about interviews, I was told by several to talk to Ms. Fleming. Order is helpful when it comes to the productivity of students. Students easily follow along with a consistent, ordered schedule and Flemming says that "having a seating chart and a structured plan is essential. A student likes a paced, orderly classroom" (T. Fleming, personal communication, April 2023).

Action options:

      <u>Impact</u>- Having all faculty and staff on the same page, will have a positive impact on

      successful classroom management. This has been stated over and over by teachers in the

      interview, and my research (cited in Literature Synthesis, Franklin, Harrinton, 2019).

      <u>Reach</u>- Teacher's having the same expectations of every student, and successfully

      communicating this will be effective with a similarity to the outcomes described in "the

      Good Behavior Game" (cited in Literature Synthesis, Nolan, et al, 2014)

      <u>Reasonability/sustainability</u>- effective classroom management is only sustainable through

      consistency, therefore it is very doable. Having said that, there are limitations to how

      much one teacher can do. "These are all good ideas, but if we don't have enough staff

      support, it doesn't always work out" (H. Medina, personal communication, March 2023).

Relationship building, including multicultural connections

      It can be a challenge to keep the students engaged, so you have to get to know your

students, ask how their weekend was. ~N. Alexander, personal communication, April 10, 2023

      Students that are coming from developing countries, and even students that are born here

in America by parents of developing countries can be at a disadvantage. Such disadvantages may

include language barriers and xenophobia. Having spoken with a student from Casa Del Sol, I

learned that these disadvantages can make it hard for a student to make new friends. Student

Davey McGuire recalls a particular classmate as he tells me: "Yeah, there was a new kid at our

school, and it was really hard to communicate with him, even my Spanish speaking friends

didn't understand him" (D. McGuire, personal communication, April 2023). All students do not

start school at the same level, as some of their parents are illiterate, even in their native tongue.

Something as basic as reading to your child may not be an option. Many parents, because of

language barriers and their lack of skilled labor, take on jobs that require long hours with low pay. They are unable to spend the quality time they so wish they could with their children. There are cultural norms to where children are not asked their opinions, or encouraged to debate an issue, therefore they may be uncomfortable doing so, and this could be misconstrued as disrespect or defiant behavior by a teacher, when in reality, it is the opposite (Henri Medina, personal communication, March 2023). If a child by chance has a learning disability (e.g., ADHD) it is not uncommon for a parent to not accept that possibility, and think the child will grow out of it.

Action options:

> Impact- Relationship building has a positive impact. One of my teacher interviewees was recommended by a student at the middle school, because "he cares about us, and asks how we are" (D. McGuire, personal communication, April 2023).

> Reach- How many of us have a positive story about a teacher that had a memorable impact on their lives? Almost every one of us has that teacher, therefore, reach has no limits to what good it can bring.

> Reasonability/sustainability-   This option depends on the teacher. "Yeah, that teacher has an orderly classroom", but he/she "is like a drill sergeant" and does not ask "how's it going" (D. McGuire, personal communication, April 2023).

Restricting the personal use of social media and gaming in the school.

Cell phone use is restricted in the classroom. If a student is caught using one, they get a warning to put it away. If they do not respect this warning, their phone is confiscated by a teacher or another staff member. Having said this, students still access social media and gaming

sites on their laptops. My Guardian and Securely are applications that enable teachers to monitor what students are viewing on their laptops when doing classwork. The pros are that teachers are able to freeze computers when they see a student on a forbidden site. The cons are that teachers need to be communicating with the students, walking around the class, and assisting students, "not staring at a computer screen from their desk", (Henri Medina, personal communication, March 2023). Some teachers are lax, and some students get on sites after they finish assignments; other students get on personal sites even if they are not finished with their work. Even students admit to the frequency of this, as Davey states that he has "seen students using laptops to access on-line PS games and Instagram", (D. McGuire, personal communication, April 2023). The same student interviewee, Davey McGuire was asked about his thoughts on allowing students to access social media and gaming sites if they were done with classwork; he slowly responded, "yeah, I guess, let em do what they want to do," then he paused for a few moments and said, "nah, that doesn't always turn out well".

Action options:

Impact- This action will impact students at school because they will have a break from what is arguably one of their biggest influences.

Reach- This can only be achievable during class times as students will use their phones at lunch. In fact, students' social media reach to each other is highly increased during break periods when they have access to their phones, to where fights are occurring at a dramatic increase, because students' reach is so vast with the use of social media (H. Medina, personal conversation, March 2023).

Reasonability/sustainability- Parents will be a big factor in whether this option is sustainable, as many parents prefer to text their children instead of calling the school

office. It is reasonable to assume that if parents limit social media and internet games to their kids, it will not be that difficult for the student to comply at school.

Recommendation.

The world has changed. The need for good education has not. I believe that these three emerging themes of action are all necessary to have a successful classroom learning environment. Consider this, a car engine has many critical parts. Can one choose the radiator over the fuel pump or the alternator?

School administrators are the leaders of the team and should orchestrate the framework for effective classroom management strategies. It is important that the administration alerts a teacher if an incoming student has an IEP (Individual Assessment Plan), or has some issues that might interrupt their school life (e.g., a student might be in foster care or experiencing homelessness). I recommend that faculty establish clear rules and procedures and promote the values and ethos of the school community at the beginning and throughout the year. There should be monthly communications at staff meetings, as I was told after the beginning of the new school year, classroom management is not really a topic on the agenda. N. Alexander, the teacher interviewee, believes there is room for improvement, as "there are not a lot of meetings, and professional development has been fed to us. Teachers just need to chat more" (N. Alexander, personal communication, April 10, 2023).   In regards to teacher student relations, N. Alexander went on to say that he recommends "that teachers try to reach out to students, and just take a few moments to ask how they are doing".

Social media and internet gaming should be off limits during the school day, even if assignments are complete. Years ago, when Sony Walkman or Nintendo DS handheld game consoles were popular, we didn't see students using them in the classroom, so why should we

allow personal electronic use now? The U.S. Surgeon General, Dr. Vivek Murthy, wrote an advisory in May 2023 regarding the effects of social media and adolescent mental health. He acknowledges the many uses of social media but warns about the risks as well. The advisory highlights findings of similarities in brain structure changes of those who use social media excessively and those who suffer with addiction (United States Department of Health and Human Services, May, 2023).

Three out of four interviewees want extra support to accomplish these goals that "look good on paper" (H. Medina, personal communication,March 2023) but are incredibly hard to sustain. Most teachers were very grateful when I told them that I wanted to volunteer in their class to show my appreciation for giving me an interview. The one teacher that I interviewed who does not care for additional support describes herself as a 'one woman show', (T. Fleming, personal communication, April 2023), and preferred that I did not volunteer in the classroom. There will always be that exceptional teacher.

Concessions

 I met with the principal of Casa del Sol Middle School to discuss the emerging themes from my interviews and what the teachers would like to improve. The concessions I heard teachers wanted were more opportunities to discuss and collaborate on effective classroom management techniques. The principal agreed that there could be more time put aside at staff meetings for activities to help teachers discuss how to create a more successful learning environment. Other concessions discussed was extra paraprofessional support in the classroom, and I was told new staff was just hired for that purpose.

Limitations

Prevention of social media use and gaming will have limitations. There are some parents who will not want to comply with the ban on personal electronic use, but why does the loud minority get to say what is best for the common good? There are the "concept rights in the classroom - rights of the students to have teachers help them in a calm, safe environment and the rights of teachers to teach without disruption" (Dustova, & Cotton, 2015, p.32).

Potential negative outcomes

The only negative outcome of the recommended actions would be resistance to restriction of cell phone and internet use. Most kids have cell phones and they will use social media. There is no going back, no undoing what we already know and have experienced. Some parents do not want their kids to be without phones in the schools, so there is some resistance to kids putting away their cell phones during the school day. Parents want to communicate directly with kids through the phones, whether it is about everyday routines or emergency situations, but for the most part parents understand the issue of unrestricted cell phone use.

Conclusion

There are several classroom management strategies to consider, and they should be unique to education, be consistent, provide equality and equity, and be progressive in nature. Many teachers struggle with classroom management issues resulting in a chaotic classroom where learning can be difficult. Once a teacher realizes there is a problem, "it is too late. How can you change the culture that you created?" (H. Medina, personal communication, March, 2023).

More than ever, teachers are leaving the profession for other careers, because too much is being put on their shoulders. Smaller classrooms, consistent administrative support, additional paraprofessional and curriculum support are necessary to provide better learning opportunities for our youth.   We as a community should create more awareness of our needs for students and vote for the policy makers that make quality education a top priority.

Action Documentation and Critical Reflection

For my Capstone project, I focused on effective classroom management in the post Covid-19 era and the age of social media. I was fortunate to be acquainted with several faculty members at the local junior high school, and I am a member of the site council where we plan activities, events and manage the budget. I interviewed 3 teachers and one student for my project. Three action options emerged: establishing clear class rules and procedures, positive teacher-student relationship building, and restricting use of social media and gaming at the school. One common theme is critical with these options, consistency. I did not choose one action to focus on, as I feel each was important to creating a successful classroom management plan, somewhat like a well-oiled machine.

Artifacts

Appendix A: Davey McGuire, Student interviewee photo

Appendix B: Email to academic coordinator in regards to teacher interviewees.

Appendix C: Thank you email to Casa del Sol principal.

Critical Reflection

For my Capstone project, I did research on effective management strategies in the classroom. I interviewed three middle school teachers and a middle school student at a local school. In preparation, I contacted the school administration, and arranged to volunteer in several classrooms and then do the interviews. I provided three artifacts of evidence in the appendices at the end of my paper.

It was surprising to me how the COVID-19 pandemic and the resulting quarantine and school closures impacted adolescent behavior in the classroom. The use of social media and gaming has also increased dramatically as a result. Schools are working desperately to change the negative effects it has taken on student emotional health and academic learning. My research comes at a time where policy makers are taking more actions to promote positive classroom environments and restrict social media for minors. As mentioned before in the 'Results' section, the U.S. Surgeon General recently reported in May 2023 on the effects of social media and warned of unforeseen and extreme consequences to its unrestricted use. Because of my topic and the timing of global events, my project gave me a fantastic head-start as an educator and a vision of what I need to do before my students step in the classroom on the first day of school.

Synthesis, MLOs & Integration

As an emerging educator, Liberal Studies MLOs and required coursework have helped me with the critical thinking skills as well as writing skills I needed as a researcher to polish the ideas I had in my head already about what is important for a teacher to bring into the classroom. While I already had knowledge of some of these concepts, having years of experience working in education, college courses like LS 400 have helped me articulate some of these ideas and develop them into a plan of action for when I am in a classroom of my own. I was able to access

all the scholarly resources I needed through Google. To record the information I collected, I used Google Slides and Google Docs, and other relevant applications. I also used forms of social media, such as Twitter, in order to communicate with peers and other educators.

Through volunteering at a local culturally diverse middle school and comparing it to my own educational experience, I was able to observe significant disparities in the quality of education, as well as the lack of resources, in low-income communities. While this does not always translate to diversity, it is an unfortunate reality that many multicultural communities struggle with lower socioeconomic status. Working and volunteering in schools throughout my life has given me a broader understanding of the disparities in learning and resource access among different communities. Specifically, the middle school for which I recently volunteered, serves a community with a lower socioeconomic status. Through volunteering there, I was able to gain an even better understanding of how different factors beyond a school's direct control, like funding and communal safety, can affect the learning experience of students.

Overall, the research combined with fieldwork of this project prepared me for education, supplying me with the understanding necessary to provide sufficient learning opportunities to all children equally. I plan to continue to enter each educational situation with open-mindedness and the understanding that every mind is different; that this generation faces a myriad of problems, some new and most difficult, to all of us. Doing this, I feel will continue to take me down the path to becoming a professional and effective educator.

References

Beaty-O'Ferrall, M. E., Green, A., & Hanna, F. (2010). Classroom Management Strategies for

   Difficult Students: Promoting Change through Relationships. *Middle School Journal*,

   41(4), 4–11. https://www-jstor-org.csumb.idm.oclc.org/stable/pdf/23044778

Dustova, G., & Cotton, S. (2015). Classroom Management Strategies. *The CTE Journal*, *3*(2).

   http://www.thectejournal.com/uploads/1/0/6/8/10686931/gandzhina.pdf

Franklin, H., & Harrington, I. (2019). A Review into Effective Classroom Management and

   Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms.

   Journal of Education and Training Studies, *7*(12), 1.

https://rune.une.edu.au/web/bitstream/1959.11/27556/6/openpublished/AReviewHarrington2019

   JournalArticle.pdf

Hong, J., & Yee, Eric A (2022, October 24). California student test scores plunge — but some

   achievement gaps narrow. See how your school compares. *CalMatters*.

   https://calmatters.org/education/k-12-education/2022/10/california-student-test-scores-di

   ve-district-lookup/

Natt, Charles Jr. (2022). Teacher Perceptions of Classroom Management Programs to Improve

   Whole-School Measures of Attendance, Disruptive Classroom Behaviors, and Academic

   Outcomes. Nova Southeastern University ProQuest Dissertations Publishing,

   2022. 30241971.

Retrieved Mar 20, 2023 from

   https://www.proquest.com/docview/2774212935/fulltextPDF/A28B61E5270F42B3PQ/1?

accountid=10355

Nolan, J. D., Houlihan, D., Wanzek, M., & Jenson, W. R. (2013). The Good Behavior Game: A

classroom-behavior intervention effective across cultures. *School Psychology*

International, *35*(2), 191–205.

https://journals.sagepub.com/doi/pdf/10.1177/0143034312471473?casa_token=nxSGfW

tIFMwAAAAA:yJeCGbENB-ktInccS-i3yio1aOZ6L1eH7UCTINpXP-jAL-CP2NLvHRHG6vl

YkmnHTN6mXkB1gynAog

Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices:

Effects on disruptive or aggressive student behavior. Campbell Systematic Reviews,

7(1), 1-55. https://doi.org/10.4073/csr.2011.4

Shannon, H., Bush, K., Villeneuve, P., Hellemans, K., & Guimond, S. (2021). Problematic Social

Media Use in Adolescents and Young Adults: A Meta-Analysis (Preprint). *JMIR Mental*

Health, *9*(4). https://doi.org/10.2196/33450

Sugai, G., & Horner, R. R. (2006). A Promising Approach for Expanding and Sustaining

School-Wide Positive Behavior Support. *School Psychology Review*, *35*(2), 245–259.

https://doi.org/10.1080/02796015.2006.12087989

United States Department of Health and Human Services. (2023, May). *Social Media and Youth*

Mental Health, the U.S. Surgeon General's Advisory [Review of *Social Media and Youth*

Mental Health, the U.S. Surgeon General's Advisory]. HHS.gov.

https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf

Wilkins, N. J., Verlenden, J. M. V., Szucs, L. E., & Johns, M. M. (2022). Classroom Management

and Facilitation Approaches That Promote School Connectedness. *Journal of School*

Health. https://doi.org/10.1111/josh.13279

Yavich, R., & Rotnitsky, I. (2020). Multiple Intelligences and Success in School Studies.

International Journal of Higher Education, *9*(6), 107.
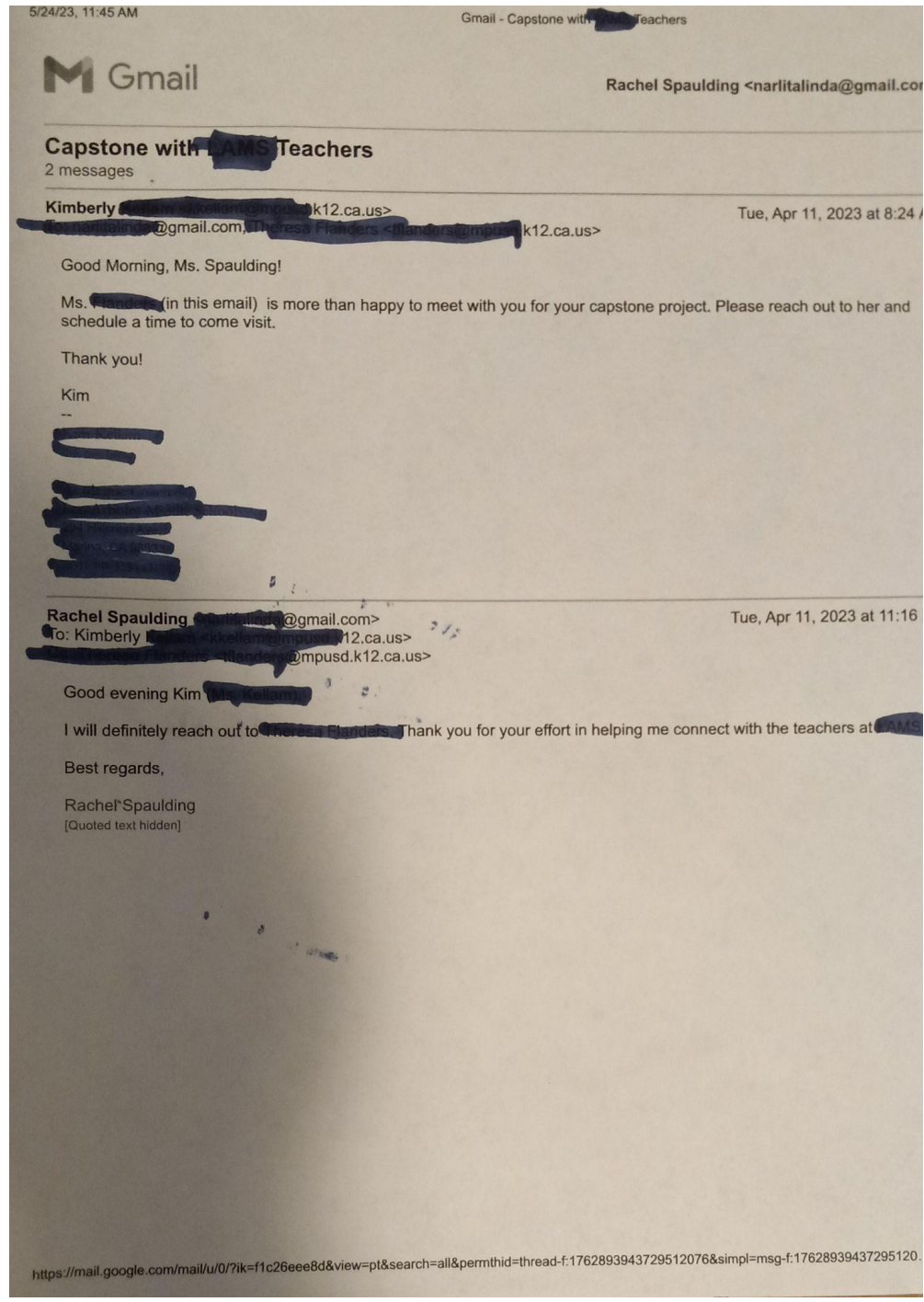
https://doi.org/10.5430/ijhe.v9n6p107

Appendix A:

Davey McGuire, Student interviewee photo

Appendix B:

Email to academic coordinator in regards to teacher interviewees.

Appendix C:

Thank you email to Casa del Sol principal.

5/24/23, 8:17 PM — Cal State Monterey Bay Mail - Thank you for the opportunity to volunteer i███████ ███████ ███████

California State University
MONTEREY BAY

Raquel Spaulding <rspaulding@csumb.edu>

Thank you for the opportunity to volunteer in ████████ classroom.
1 message

Raquel Spaulding <rspaulding@csumb.edu>
To: "████████████ ██2.ca.us" █████████████k12.ca.us>

Wed, May 24, 2023 at 8:16 PM

Hello Mr. ███████

Thank you for meeting with me this afternoon to discuss the emergent themes from my interviews with your faculty in regards to classroom management. I enjoyed the opportunity you gave me to volunteer in the classroom, as I gained more insight into middle school classroom dynamics. I was able to collect valuable data to use for my capstone project: "Classroom Management in our Brave New World", which focused on effective management strategies post the COVID-19 pandemic and in the age of ubiquitous social media use.

Best regards,

Rachel Spaulding
CSUMB senior

https://mail.google.com/mail/u/0/?ik=b448c39aa0&view=pt&search=all&permthid=thread-a:r672223536799196851&simpl=msg-a:r8344468382542566...   1/1