

# Best Classroom Management Practices

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**Abstract:** Classroom management is a cardinal element defining a flourishing teaching career. Effective classroom management is also related to prevention efforts. The progression and malleability of maladaptive behaviors is affected by classroom management practices of teachers in the early grades. The scope of functional coverage of classroom management has expanded significantly these days from the concept of traditional physical structural shape to induction of newer approaches of student participation, learner focused teaching learning, collaborative and cooperative approaches to teaching learner materials development and implementation, making classroom infrastructure and rules for teachers, students and also for parents. The purpose of the study is to develop independent knowledge and skills among students.

**Keywords:** Best classroom techniques, Classroom strategies

## CLASSROOM MANAGEMENT

Classroom management is a collection of techniques that teachers use to encourage effective learning by minimizing distractions and disruptions. Classroom management can often be a neglected part of a teacher's training. Even if classroom management is covered in a teacher-training course, new teachers may not be prepared to deal with all the real-life challenges of the classroom. A teacher can have great lesson plans and materials. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

Classroom management is defined as the ability of teachers and students to agree upon and carry forward a common framework for social and academic interaction, by creating an ethos of effort within a social fabric that is built over time, and ultimately leads to student self-discipline. Classroom management is not an end in itself but means for creating and maintaining a learning environment that is optimal, given the intended curriculum (Brophy, 2006). Since classroom management skills affect the quality and quantity of the learning and teaching core, learning for the 21st century demands acquisition of a range of classroom management skills and broad areas of knowledge, and the development of set attitudes among teachers. A teacher's primary work environment the classroom – has special qualities that are a potential source of stress. Classrooms are closed, crowded spaces in which many people with differing abilities and priorities are forced to use limited resources to achieve a broad range of personal, institutional and social goals. Teachers have to face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors and other teachers; contend with relatively low school budget; and ensure students meet increasingly strict standards (Friedman, 2006). Developments in the past few decades indicate that work in a classroom is also related to what is happening outside the classroom, such as the school's organizational environment, policy environment, new technologies, and so on. For several decades, the classroom has no longer been considered an enclosed bubble, isolated from its surroundings. For teachers to successfully manage their classrooms, they must be well-versed in the different dimensions of classroom management. For this, a paradigm shift (a) from management as a 'bag of tricks' to management as decision making that necessitates ongoing professional development, expertise in knowledge, practice and introspection; (b) from an emphasis of obedience and compliance to procedures that advance self-direction; (c) from an emphasis of rules to the social-emotional relationship that includes trust and caring; (d) from management, that is, teacher-directed work, to an active student-centered learning environment. The new paradigm does not abandon all from the past but it does modify school and classroom management to respond to the new era where the educators are moving to the level that schools as classrooms are truly trusting, caring, active, safe and dynamic places to learn which will require a paradigm shift in how educators acquire new ideas and knowledge (Weinstein, 1999). This change will require an expanded and sometimes different repertoire of skills and expertise for teacher and learner.

## REVIEW OF LITERATURE

Narang and Arora (1996) explain that for excellence in teaching one has to master over the modern methods and techniques of teaching. The lecture method is the oldest method in teaching. This method is still used wildly in American colleges and universities. Teaching is considered as a dynamic interaction of individuals and as a decision making one. Teaching must be deliberate and planned. Teachers should use modern instructional strategies to modernize class room teaching.

Bedell (1999) found that the class size reduction improves student learning and teacher morale from the teacher's perspective. This will be also useful for the effective implementation of modern instructional strategies in the classroom. The study, "The Input of Interacting on Comprehension", conducted by Pica, Young and Doughty (1987) about pre-modified input and internationally modified input has become one of the milestones in class room research. Its results supported the "theoretical claims regarding the

role played by interactional modifications in facilitating second language comprehension and also provide guidelines for different interaction patterns in the class room to serve learners' needs for comprehensible input".

Sooryamurthy (1999) made an empirical study of 23 schools in a selected region of Kerala and offered some insights in the linkage between infrastructure and performance. His major finding was that the availability of adequate basic facilities serves as a facilitating condition for the performance and academic standards of schools.

Arends (1994) gives stress to the significance of providing leadership for building productive class room environments. He describes a productive learning environment as one characterised by an overall climate where students feel positive about themselves, their peers and the class room as a group and structures and process where student's needs are satisfied and where they persist in academic tasks and work in co-operative ways with the teacher and 66 other students and a setting where students have acquired the necessary group and interpersonal skills to accomplish the academic and group demands of the class room. A productive class room structure will certainly act as a catalyst in the modernization of teaching any subjects.

Sabu (2005) reported that there is no important difference between government and private school teachers with observes to educational procedure dimensions of teacher attitude, all the other extension namely teaching profession, classroom teaching, and child centered practices, pupils and teachers attitude are important. Government school teachers have more favorable attitude than private school teachers in all the dimensions of teachers' attitude namely, teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers' attitude.

Allen (1986) personates an alternative viewpoint on classroom management. His findings regulate that the teacher's visual declaration of his or her academic and behavioral expectations of students and readiness of a co-operative classroom surrounding for students to achieve their classroom goals were recognized. He also pointed out that a classroom to forester the growth of co-operative student-teacher and student-student learning activities is a classroom in which students enjoy the classroom concert in a controlled and disciplined aspect to consolidate on learning as an individual.

Reese (2007) supported that top among four C's of prosperous classroom management, Commendation act a nuclear role strengthening the proper behavior in class. In classrooms where making unfair illustrate is lower upon, more positive approaches can precede to actual results. It was further suggested that actual reinforcement and appearance for the good in students can change the attitude of a student from disobedient form of study sick behavior to more originitive forms of attention sick manner.

Myers and Simpson (1997) investigate about Revising Teaching and Professional growth. According to them teaching as professional practice and teachers as professional practitioners. According to him School as the centre for teacher learning and teaching as examine proposition identification. Problem solving. A cultivate of interrogation? Teacher as disciple worked In his view. Professional knowledge included-(1) Subject matter extent knowledge (2) Pedagogical extent knowledge (3) curricular knowledge (4) Technical knowledge (5) Practical knowledge (6) implied knowledge Professional knowledge originate from practice and in the context of use.

French and Chopra (1999) conducted interviews with parents who describe that they expect inclusion without paraedsucators is hopeless. The parents cited reasons of healthfulness and safeness, sociable and academic engagement in support of their affirmation. Actually, these parents expect that paraedsucators are more important than teachers to their child's inclusion. But parents also emphasized that paraedsucators should "stand back a little, too" and to "become invisible in a very suited way" (French and Chopra, 1999 p. 264).

Emmer, Evertson and Anderson (1980) extended Kounin's findings by examining how teachers who are energetic managers begin the year and regulate the fundamental principles of management that highlight their teachers. The researchers observed twenty-seven self-contained classrooms during the first three weeks of a school. Detailed records of particular student behaviors were instruction. At the end of the school year, after reconsideration the data collected, the researchers went back to the information collected in the opening of the year and recognized more and less effective classroom managers and then compare with the teacher's behaviors'. Significant differences were obvious as early as the first day of school. Effective classroom managers had visible rules for common conduct and procedures or routines for carrying out particular tasks.

## **BEST CLASSROOM MANAGEMENT PRACTICES**

### **1. Build your community.**

Community building means providing opportunities for students to get to know each other. A classroom is a small community. When students don't feel anonymous, when they feel connected to their classmates, motivation increases and interaction is easier. Take time at the beginning of the course to provide activities that allow students to get to know one another.

## 2. Create a safe, supportive environment.

Learning a new language can be a scary experience. Students are often afraid of making mistakes and being laughed at. When they feel relaxed and among friends, tension decreases. The teacher also a model, respect, caring, and encouragement. Expect the same from your students. When students feel safe and cared for, they are less likely to get off-task and more likely to be involved in class activities.

## 3. Know your students

This not only helps develop bonds with your students, it also helps you to design lessons and activities that meet their needs and interests. When student needs are being met, they are more likely to be engaged in class. Also, students have different reasons for undesirable behavior in class. The students can understand the reasons for disruptive behavior and find ways to limit it. This includes finding ways to incorporate and recognize all students' strengths in some way.

## 4. Create classroom guidelines/expectations, and include students in this process.

Take time to make clear what kind of behaviors you expect from your students. How can they meet expectations if they don't know what they are? This is even more effective when students are involved in creating expectations. If they come up with the "rules," they are more likely to follow them. This can also include consequences for not following the rules. Making sure everyone knows the classroom expectations can reduce disruptive behaviors and therefore lead to effective learning.

## 5. Be fair and consistent with all students.

A teacher clearly favored some students and disliked others. teachers always have students we like more and less, those who are more motivated and prepared and those who are less motivated and prepared. The teachers treat all students equally (but you can still accommodate different student needs). Be conscious of how often you call on certain students, and make sure you don't single out students who perform well or poorly. Do recognize students who are doing a great job. Often, students who are labeled as "bad" or "poor" will live up to that label. They may engage in disruptive or other undesirable behavior.

## 6. Use praise but make it sincere.

Praise and encouragement can have a very positive effect on students and help to keep the classroom functioning effectively. Who doesn't like to be praised? But students (even very young ones) can tell when the praise is deserved and when it isn't. If a student does something well, no matter how small, recognize it. However, don't give praise without a reason because it becomes meaningless and ceases to be a motivational tool. It can actually be de-motivating for students.

## 7. Keep lessons engaging and relevant to students.

Students often cause problems in the classroom because they are not engaged. Think about your lesson plans and how to incorporate activities that keep students interested and active. Keep activities fairly short, especially for younger learners. Make sure students are doing a lot not just listening. The teacher gives a lecture; break it up into smaller pieces with practice or application activities in between. Even adult students need to be active participants in class. They can sit and listen to a long lecture, also find ways to make lessons personal and relevant. Create activities that will appeal to students based on their interests and needs. An engaged student is a managed student.

## 8. Have a clear plan for the lesson and keep students informed of the plan and its purpose.

A teacher need to be clear about objectives and how you plan to achieve them. students know what they will be expected to do and why, they are more likely to engage in the lesson. Explain the day's plan and how the activities will help them achieve the course goals or their own personal goals. If students understand where they need to go and why, they are more likely to get there. This could include writing the day's plan of activities on the board. Remember: This is particularly important for adult learners, who often have clear personal learning goals.

## 9. Deal with disruptive behavior quickly and consistently.

Engaging in arguments, scolding, and losing your temper are not effective ways to deal with disruptive behavior. All of these cause lost class time and may contribute to further disruptive behavior. For many reasons, some students may try to disrupt class on purpose. Don't let this happen! There are other options. Start by making eye contact with the student. Often this is enough. Or the teacher can call on the student to answer a question or simply indicate through positive language that the student needs to change the behavior. This could be something like: "We are just waiting for John to join the discussion." Once it happens, positive feedback is useful: "Thanks, John." The important thing is to find ways to deal with disruption in a way that does not take up a lot of class time. If these techniques do not work, talking with the student outside of class to identify the issue and work to find a solution with the student is often effective. A last resort would be sending the student to the principal's/director's office for more serious intervention. In general, make sure that any response to disruptive behavior is consistent so that students don't feel that some can get away with it while others can't.

However, many behavior issues can be avoided by identifying students who demonstrate potential for disruptive behavior and strategizing ways to overcome them before problems occur. These could include finding ways to connect with the students, giving them special tasks during class, etc. Being proactive is always better than being reactive!

## 10. Challenge students.

Think about your own experiences in school. When were you bored or off-task? Two main reasons are a lack of challenge and too much challenge. Students who find the work too easy are going to find other ways to engage themselves. Students who find the work too hard will become frustrated, give up, and find other ways to engage themselves. Work to find ways to challenge all of your students at the appropriate level as much as possible. This can be a difficult task for teachers. However, intellectual challenges that inspire student curiosity go a long way toward keeping students involved and on-task.

## 11. Start strict and relax later.

In the attempt to provide a safe and supportive environment, many teachers try to become their students' friend on the first day of class. There is nothing wrong with being friendly, but that is not the same as being a friend. It is the teacher's job to uphold classroom expectations in a consistent manner that will allow learning to happen. Starting off the course strict will help ensure that students respect the guidelines and expectations. Imagine if half your students come to class early in the course without having completed the homework and you give them another day to complete it. What is going to happen? You send the message that it's OK to finish assignments late. This will almost surely lead to many students being late with work for the duration of the course, which will affect your lessons and ability to move forward.

### Classroom management strategies:

#### 1. Model ideal behavior

A straight forward way to model certain behavior is holding a mock conversation with an admin, other teachers and student helpers in front of the class.

#### 2. Avoid punishing the class

Address isolated behavior issues instead of punishing an entire class. As the latter, can hurt your relationships with students who are on task and thereby jeopardize other classroom management efforts.

#### 3. Encourages in initiative

Promote growth mindset and inject variety into your lessons by allowing students to work ahead and deliver short presentation to share take away points.

#### 4. Offer praise

Praise students for job well done as doing so improved academic and behavior performance. According to the recent research review and study, when it is sincere and references specific examples of efforts or accomplishment, praise can be inspire the class, improve student self-esteem, reinforce rules and values you want.

#### 5. Use non-verbal communication

Compliment words with actions and visual aids to improve content delivery, helping students focus and process lessons.

#### 6. Give tangible reward

Rewards to specific students at the end of each lesson in front of the class as another motivational and behavioral reinforcement techniques

### BENEFITS OF CLASSROOM MANAGEMENT

#### 1. Fairness

Most of your class will privately cheer when you hold misbehaving students accountable. They'll appreciate you for it. So much so, they'll let you know in whispers, cards, and notes they'll squeeze into your hands or sneak onto your desk. Following your plan satisfies their inherent sense of fairness and creates an environment that allows them to enjoy school.

#### 2. Likeability

Because there is no need to rely on confrontational methods like glaring, lecturing, or scolding, your likeability will improve exponentially. And when students like you, they'll want to get to know you better which then makes building influential relationships an easygoing, organic process.

#### 3. Peace

Your students will be calmer and more comfortable in their surroundings knowing they can go about their day without the nervous stress of interruptions, drama, and tension. Fair and firm accountability brings peace to your classroom quicker and more effectively than anything else.

#### 4. Trust

When you're true to your word, your trust with students will grow stronger every day. Going back on your word by ignoring your plan, however, either by taking matters into your own hands or by doing nothing at all, will cause your students to question your intentions and grow evermore distrustful of you.

#### 5. Kindness

As a result of following your classroom management plan, you'll no longer be tempted into angry confrontation or cutting sarcasm. This frees you to model kindness without being viewed as a hypocrite. Students will only follow your example if your words line up with your actions. They can spot a phony a mile away.

**6. Respect**

Students don't respect teachers with poor classroom management or weak integrity. How could they? The room is chaotic. School is no fun. Their teacher is grouchy and noncommittal. And the students who cause trouble often get away with it. Following your plan is a guaranteed path to respect.

**7. Concentration**

With the elimination of noise, chatter, and interruptions comes better concentration and faster academic progress. Students in classrooms with strong classroom management are able to focus on their schoolwork without the ever-present possibility of yet another disruption.

**8. Time On Task**

Academic progress is largely a function of quality time spent on task and engaged in learning. In classrooms where classroom management is the top priority, where students are held accountable for every act of misbehavior, students enjoy weeks more in learning time.

**9. Fair Accountability**

When you follow your plan, you can be sure you're holding students accountable in a way that is fair to everyone. Uncertainty is thrown out the door. You can *know* that you're upholding the highest ethics while managing your classroom—without guilt or second thoughts.

**10. Parents On Your Side**

Parents appreciate the fairness of rules and consequences. A clearly defined classroom management plan makes sense to them. They're reassured knowing that their child will be safe to learn and develop without the interference of other students. Further, should their child become a behavior problem, they know when and how they'll be contacted.

**ROAD BLOCKS OF CLASSROOM MANAGEMENT:****1. Cold Calling Student**

Less-effective teachers always use the "name sticks" to randomly call upon students to answer questions. These teachers think they are keeping their students on their toes, but in all actuality they are just putting more pressure on students and intimidating them. It's OK to randomly call on students here and there, but if you use this as your only means to get students to participate, you will fail. Some students are naturally shy, and for these students you may find that the whole time that you are teaching, all they are doing is sitting at their seats praying that you don't call on them. Where is the learning when you are scared?

**2. Teaching without an Objective**

The key to effective teaching is to have clear learning objectives. Brief learning statements will not only help you know what you are going to be teaching, but they will also help your students to know what you expect of them.

**3. Never Using Visuals**

Less-effective teachers only lecture and never use visuals to accompany their lessons. Most students prefer to learn through a hands-on approach, or need to be visually stimulated to help them make a connection to what they are learning. Lecturing and text-driven teaching usually doesn't serve students well. Visuals give students a chance to physically see what you are talking about.

**4. Asking for Volunteers Before they Ask a Question**

Most students do not respond well (except maybe your select few) when a teacher asks for volunteers to answer a question. Do not say, "I need a volunteer to answer this question: Who was the 10th President of the United States?" If you do this, you will only get the same few people who always raise their hands, as well as a classroom full of students who are avoiding eye contact with you because they do not want to answer your question.

**5. Making Students Always Take Notes**

Taking notes is a great hands-on way to keep students involved in what you are teaching them, while you are teaching. But if note taking becomes the only way that you teach, and students are always just copying what you have written on the board, they will become extremely bored and unengaged. Try giving students an outline of the notes that you want them to take so they are actively involved. They can fill in the blanks as you speak and get a chance to participate while you are teaching.

**6. Failing to Mix it Up**

Less-effective teachers are monotonous in their teaching, and always teach the same boring lessons in the same boring way, year after year. These teachers never mix it up and try new things. Variety is the spice of life, which means that an effective teacher knows that the more variety you have in your activities, the more likely your students will be engaged.

## 7. Never Using Cooperative Learning

Cooperative learning is the “Super Bowl” of group work. It gives each group member individual accountability in order for their group to succeed in their task. While many teachers love to put students into groups because they think it’s a great way for them to learn, ineffective teachers fail to realize that each student needs to be accountable for themselves as well as their group work, and that is just what cooperative learning does.

## 8. Giving too Many Tests, or Too Long Tests

Assessing students’ work is an important part of learning, but your goal is to test their knowledge and skills, not speed or how many tests they can master. A 10-question test can be just as effective in determining the mastery of their skills as a 50-question test. Keep tests short and conduct them about once a week.

## 9. Being Disrespectful to Students

Just as you want to be treated with respect, so do your students. Far too often, teachers take their role as an authority figure too far, and forget to treat their students with respect because they think they are older and wiser. While this may hold true, it is still important to treat others as you want to be treated if you want your students to enjoy your class.

## 10. Failing to Connect Content to the Real World

Student motivation begins with student interest and connecting what you are teaching with the real world. Ineffective teachers fail to establish relevance that relates to what students know and see every day. Successful teachers know that they need to find out students’ interests and goals, and take that and connect it to what they are teaching and make it relevant to their lives.

## Conclusion:

Effective classroom management can be summed up in three words firm, fair and friendly. Keep these in mind ,firmness implies strength, organization , resilience and leadership rather than rigidity . Fairness implies equal respect for all kind of learners and learning styles. By studying and understand the components that make up a classroom, educators are able to evaluate their own teaching philosophies, methods and strategies for working with students. There is a wide range of aspects to consider, some may work perfectly for all classroom scenarios, while others may only work on a handful of students. By reflecting and understanding my own teaching philosophies, principles and expectations I will be better equipped to address and understand student needs. Creating my own set of ethics has caused me to reflect on not only my theories and practices for teaching, but also how I hope to impact students in order to make a positive change in society.

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