

A

Seminar report

On

Classroom Management

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Preface

I have made this report file on the topic **Classroom Management**; I have tried my best to elucidate all the relevant detail to the topic to be included in the report. While in the beginning I have tried to give a general view about this topic.

My efforts and wholehearted co-corporation of each and everyone has ended on a successful note. I express my sincere gratitude towho assisting me throughout the preparation of this topic. I thank him for providing me the reinforcement, confidence and most importantly the track for the topic whenever I needed it.

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Introduction

Classroom Management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is a difficult aspect of teaching for many teachers. Problems in this area causes some to leave teaching. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline. Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action.

Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals (Soheili, Alizadeh, Murphy, Bajestani, Ferguson and Dreikurs). In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management. Teachers do not focus on learning classroom management, because higher education programs do not put an emphasis on the teacher attaining classroom management; indeed, the focus is on creating a conducive learning atmosphere for the student (Eisenman, Edwards, and Cushman).

These tools enable teachers to have the resources available to properly and successfully educate upcoming generations, and ensure future successes as a nation. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time a teacher must take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Douglas Brooks (1985) reports seminal research on the first day of school activity selection and sequence of novice middle school teachers compared with experienced, successful classroom managers. Brooks reports that effective classroom managers organized their activities on the first day of school consistent with the emerging needs of the students. These middle school student needs were the following:

1. Am I welcome?
2. What are we going to do today?
3. Am I in the right room?
4. Is the teacher interested in me?
5. What are the rules for this classroom?
6. What are the goals, instructional methods and assessment systems for the class?
7. Is the teacher interested in how I learn best?
8. What interests does the teacher have that I can relate to?
9. What are we expected to do for tomorrow?
10. Will the teacher answer a question I have after class?

In response to these emerging and sequential student needs effective middle school teachers organize the first day activities in the following sequence:

1. Personally greet students
2. Advance organizer for the session at the bell
3. Roll and seating
4. Student information cards
5. Introduce 5 core rules (entry, listening, raising hands, leaving other's stuff alone and finally exiting the class)
6. Describe class goals, instructional methods and grading system
7. Assess preferred learning styles
8. self-disclosure
9. Preview of next session
10. Access after class.

Middle school teachers that meet these 10 student needs with specific activities tend to communicate competence and effectively communicate behavioral and academic expectations.^[5]

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman (2008), rules give students concrete direction to ensure that our expectation becomes a reality.

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful *as a result of their own efforts*. By creating this type of environment, students are much more likely to want to do well. Ideally, this transforms a classroom into a community of well-behaved and self-directed learners.

Techniques

Corporal punishment

Until recently, corporal punishment was widely used as a means of controlling disruptive behavior but it is now illegal in most schools. It is still advocated in some contexts by religious leaders such as James Dobson, but his views "diverge sharply from those recommended by contemporary mainstream experts" and are not based on empirical testing, but rather are a reflection of his faith-based beliefs.

According to studies taboo physical punishments like spanking or procedures used in Asia in the classroom such as standing do not make students or children more aggressive. Consistency seems to play a greater role on whether outcomes could be negative.

Rote discipline

Also known as "lines", rote discipline is a negative sanction used for behavior management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly. Among the many types of classroom management approaches, it is very commonly used.

Preventive techniques

Preventive approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventive approach offer warmth, acceptance, and support unconditionally – not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. One way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom. The group also decides on and agrees to what the group will do if someone violates the contract. Rather than a consequence, the group should decide how to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation.

Preventive techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. To use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that earn rewards.

Good teacher-student relationships

Some characteristics of having good teacher-student relationships in the classroom involves the appropriate levels of dominance, cooperation, and awareness of high-needs students. Dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behavior

and their academics. By creating and giving clear expectations and consequences for student behavior, this builds effective relationships. Such expectations may cover classroom etiquette and behavior, group work, seating arrangements, the use of equipment and materials, and also classroom disruptions. Assertive teacher behavior also reassures that thoughts and messages are being passed on to the student in an effective way. Assertive behavior can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action.

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Why is Classroom Management Important?

A well-organized classroom with routines and rituals helps students feel more secure. Children need structure. The routines and rituals of a well-managed classroom allow more time for learning. Teachers spend more time teaching and less time getting class started. Students are more easily engaged and less distracted in an organized, well-managed classroom, so the learning environment is greatly enhanced.

When rules and consequences are clear, teachers do not have to nag and discipline students as often. This helps prevent fatigue and teacher burnout from occurring, and it allows the teacher to have better, more positive rapport with the students. Both students and teachers enjoy the educational process more. In a well-managed classroom, discipline issues are more quickly spotted and addressed. Issues are less likely to get out of hand or become volatile.

Students are more likely to feel they are treated fairly because they understand the policies from the beginning. Classroom management gives students parameters that help them feel a measure of control over their environment. When students know the rules and consequences of breaking the rules, what happens to them is within their control.

Big Strategies: Fundamental Principles of Classroom Management

1. Follow the first step of hypnosis.

A hypnotist's first induction technique often involves directing subjects to focus on something they're already doing. "Feel your eyes getting tired" is a good opening, because *everybody's* eyes feel tired all the time, but we don't notice until someone points it out.

Teachers, like hypnotists, can string along a series of requests by asking students to do something most are already doing, then waiting for 100-percent compliance, and finally issuing another directive, etc. It's better for teachers to say, "Point your eyes toward me" and wait for compliance, instead of saying, "Stop talking, turn around, turn to page 237, take out a pencil, and head your paper with 'Geology Frame.'"

2. Keep your consequences as minimal as possible.

When a rule is broken, assign the smallest consequence possible and see if that gets the job done. Don't use up big consequences too fast.

3. Appropriate curriculum is a classroom management strategy.

For some, being thrown out of the room for backtalk has a lower social cost than appearing dumb in front of peers. Assigning appropriately difficult work (which often means differentiating) eliminates that risk.

4. Rehearse transitions.

Most disruptions occur before the bell rings and between activities. "Silent 30" was my signal for all students to clear their desks and sit silently within half a minute. A class reward occurred after 30 were completed successfully. My kids loved how visitors witnessing the routine would drop their jaws in surprise.

5. Anticipate problems and be creative.

At the beginning of one year, my middle-grade students charged into class like Mel Gibson and a thousand Scottish warriors. To solve the problem, I asked my kids to line up for class outside my door with their left arm against the wall and a foot of space between them and the person in front of them.

To enter class, each child had to answer either a content-related question or a random dumb question like, "What type of weapon would you use to battle Aquaman?" The dumb questions kept the line entertained. After answering, they were directed to take a seat, quiet as moonlight, and follow instructions on the board. Students talking or violating any of the protocol were sent to the back of the line.

6. Make positive phone calls home and send letters.

I used to send a positive note home to every student's guardians, and that note included a magnet (100 cost about \$9.00) to encourage its placement on the refrigerator. I also left complimentary voicemails. That way, parents and kids saw me as an ally.

Little Things: Quick Interventions That Support Classroom Management

1. Show students that it pays to behave.

At the end of tough classes, I'd daily give out two raffle tickets -- one for academic effort and one for good behavior. After writing their names on the tickets, kids dropped them in a jar. On Friday, I randomly drew two student names -- both received candy bars.

2. Never punish an entire class.

Even when you feel like the the entire class is misbehaving, there are always some kids following directions. Punishing the class as a group only incites further resistance.

3. Build content-related anticipation.

At the beginning of class, say, "Later today, I'll tell you. . ."

- How to cure cholera (Clean water makes all the difference.)
- What most super-geniuses have in common (They burn through acolytes.)
- How the X-Wing fighters in *Star Wars* violate Newtonian physics (Blasters and afterburners don't make sounds in space.)

The goal is to get students interested in the teacher's agenda in lieu of misbehaving.

4. Change the tone.

To interrupt a class of aggressive complainers, I cued up Katrina and the Waves on my CD player. When the first grumbling complaint occurred, I raised my palm and played "I'm walking on sunshine, woooh / And don't it feel good!" Everybody laughed. Another kid started to whine until I pressed play again. Bigger laughs. After that, complaints rarely occurred.

5. Find things to appreciate.

Instead of starting class braced for conflict, make yourself look for things to delight in: that Serena knows everything about Detroit hip-hop or that your thermos of Intelligentsia Coffee is three quarters full.

6. Ramp up your enthusiasm.

There's no downside to being 20 percent more enthusiastic.

7. Use your words.

Students sometimes miss the obvious. Say, "This class makes me glad that I teach."

8. Don't pander.

Never cueing students to meet your emotional needs is an important adult boundary. And one of life's paradoxes is that people who never obsess over being adored are often the recipients of adoration.

9. Forgive.

When students get kicked out of Katie Riley's ninth-grade English classroom, she always tells them that everything is forgiven and that the next day will be a fresh start. When a student commits a felony, he sees Ms. Riley sitting in the courtroom gallery. That's all he needs to know.

10. Give students choices.

"Do you want to do this assignment in class or as a take-home quiz?" "Should this project be group or independent work?" Choice increases students' buy-in.

11. Publicly announce classroom management goals.

Say, "Yesterday, the noise was at an 'eight' during work time. Let's shoot for a 'five' today."

12. Establish routines.

If you have a chaotic class, keep things predictable. Also post the day's schedule.

13. State the truth when things go wrong.

If students are confused and lost, don't brush over it. And when you've sent a student out of the classroom, say, "That makes me sad and frustrated, but let's get our brains focused back on the third math problem."

Conclusion

Classroom Management is the single greatest influence on student learning—greater than students' cognitive processes (such as general intelligence, prior knowledge), home environment, motivation, and socioeconomic status" (Weinstein & Mignano, 2003, p. 6, citing Wang, Haertel, & Wahlberg, 1993–1994). What are we to make of this finding? Our first reaction is likely to be shock and disbelief. Yet upon reflection, it is not so amazing.

After all, positive management practices, or what we call "classroom orchestration," are necessary for classroom harmony and productivity—essential conditions for student success. Because classroom management practices establish and maintain the quality and efficiency of the learning environment, they can either support or impede learning at every level.

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