

## Chapter 42

# Classroom Management 3.0: Moving From Now to Next

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### **ABSTRACT**

*The impact of a poorly managed classroom on the health, well-being, and instruction of students, along with commensurate effects on the educational delivery and teacher efficacy has expanded nationally across school systems. There are often dire consequences of a poorly managed classroom, which includes teacher burnout, missed educational opportunities, increase absences of both students and teachers, poor test scores, educator fatigue, increase discipline and referrals, and reports of job dissatisfaction. While information about classroom management has proliferated, the art of implementing effective classroom management strategies across multitiered grades, content areas, and activities has not occurred in a seamless consistent manner. In this chapter, the literature on effective classroom management processes with multi-system approaches for delivery are suggested for providing cogent actions and strategies to educators in their daily practice. Critical issues and trends, perceptible strategies, and methods for implementation are covered.*

### **INTRODUCTION**

The impact of a poorly managed classroom on the health, well-being, and instruction of students, along with commensurate effects on the educational delivery and teacher efficacy has expanded nationally across school systems. There are often dire consequences of a poorly managed classroom, which include, teacher burnout, missed educational opportunities, increase absences of both students and teachers, poor test scores, educator fatigue, increase in discipline and referrals, and reports of job dissatisfaction. While information about classroom management has proliferated, the art of implementing effective classroom management strategies across multitiered grades, content areas, and activities has not occurred in a seamless consistent manner. In this chapter, the literature on effective classroom management processes with multi-system approaches for delivery are suggested for providing cogent actions and strategies

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### ***Classroom Management 3.0***

to educators in their daily practice. Critical issues and trends, perceptible strategies, and methods for implementation are covered.

Many new to the teaching profession enter with lofty goals and aspirations. They often enter with passion, pedigree, and a desire to deliver instruction, which they expect their students will grasp with enthusiasm. However, some early career teachers often experience feelings of isolation and despair within the first five years of teaching. Numerous early teachers are ill-prepared for the paperwork, politics, and problems associated with current educational frameworks.

Further, several others who are new to the educational field are ill-equipped to implement an effective classroom management program. Therefore, situations such as frustration with paperwork, institutional politics, student engagement, or behavior issues only serve to worsen feelings of isolation and seclusion that some new teachers experience. More than 40% of new teachers leave the profession within the first five years. Developing a strategic plan for classroom practices goes a long way with classroom management, developing relationships, teacher efficacy, and avoiding burnout.

The term classroom management is often misconstrued or incorrectly used as a synonym for discipline. The duality of education is that it can be simultaneously considered a solo and team sport where student success requires group work, supported by individual effort. Even though teachers in the same or similar learning environment are all in it together, their expectations in their respective classes may be completely different. A curated educational experience requires forming positive social-emotional environments, practicing cultural sensitivity, engaging in trauma-informed practices, and continuous learning through development and training that is both relevant and consistent.

In this chapter, the literature on effective classroom management processes with a multi-system approach for delivery is recommended in the creation of actions and strategies for educators in their daily practice. Sections in this chapter were organized in a manner as extrapolated from the literature on effective classroom management for teachers, around a) effective management, b) culture of learning and learning environment, c) accountability and expectations, d) methods and strategies, and e) professional development and training. Critical issues and trends, perceptible strategies, and methods for implementation are covered.

## **EFFECTIVE CLASSROOM MANAGEMENT**

Classroom Management 3.0 serves to transform punitive disciplinary tactics through consensus building, accountability, and restorative practices as a part of effective classroom rituals and routines. But what exactly is it using a simplified definition, and how can it be identified, created, and replicated within different learning spaces, platforms, and for varied students? Considering the global COVID-19 pandemic and the urgent need that required traditional learning to move from a specific central location and locality to the virtual-sphere it is imperative to look at classroom management as a ubiquitous yet invisible shield that aids in the facilitation of learning and instruction (Alea, Fabrea, Roldan, & Farooqi, 2020).

The information in *Figure 1* as identifies integral parts of developing and maintaining effective classroom management practices. Each individual item will not solely lend itself to creating effective classroom management, but collectively all items systematically create a platform for the facilitation of effective classroom management practices. Let us unpack the role and benefits of infusing well-developed classroom management practices within each educational arena.

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