**Foundations of education**

**Chapter 10**

**The challenge: Creating a positive learning environment in the classroom by having in place a well-planned curriculum and effective classroom management practices.**

**When you transition between the study of teaching and actual teaching-it can be challenging. You will need to make a cohesive community of learners by**

**1.earning the respect and affection of students**

**2.be consistent, credible, and dependable**

**3.assume responsibility for seeing that students learn**

**4.value and enjoy learning and expect students to do so too**

**I.What determines the culture of the classroom?**

**-a community of learners has a strong positive culture**

**A.classroom climate**

**-the atmosphere or quality of life in a classroom and is determined by how you interact with your students and by the manner and degree to which you exercise authority, show warmth, and support, encourage competiveness or cooperation, and allow for independent judgment and choice**

**-you can take specific steps to create a classroom climate with the following eight characteristics:**

**1.productive, task-oriented focus**

**2.group cohesiveness**

**3.open, warm relationships between teacher and students**

**4.cooperative, respectful interactions among students**

**5.low levels of tension, anxiety, and conflict**

**6.humor**

**7.high expectations**

**8.frequent opportunities for student input regarding classroom activities**

**-think about rules that you make for them…should you also follow them?**

**-don’t have less expectations for yourself than you do for your students**

**B.classroom dynamics**

**-interrelations between teachers and students are at the very core of teaching**

**-your interactions with students reveals how you feel about them**

**1.communication skills**

**-successful teacher possess effective communication skills**

**-they express themselves verbally and nonverbally in a matter that is clear, concise, and interesting**

**-they relish the interactive, spontaneous dimensions of the classroom discourse**

**2.interactions among students**

**-Success-oriented interactions with their students, effective teachers foster positive, cooperative interactions among students**

**II.How can you create a positive learning environment?**

**-educational researchers have identified teacher behaviors that tend to associate with high levels of student learning**

**-effective teachers know how to use these behavior and for what purposes they are best suited for**

**A.caring classroom**

**-demonstrate caring through your efforts to help all students learn to their fullest potential**

**-become a student of your students**

**-get to know all of your students well(this is tough with large class size)**

**-how you speak and listen to students determines the extent to which they believe you care about them**

**-students must learn to care about each other**

**B.the physical environment**

**-improve your surroundings by adding in posters, plants, displays of students’ work, comfortable reading area, good seating arrangements ect…**

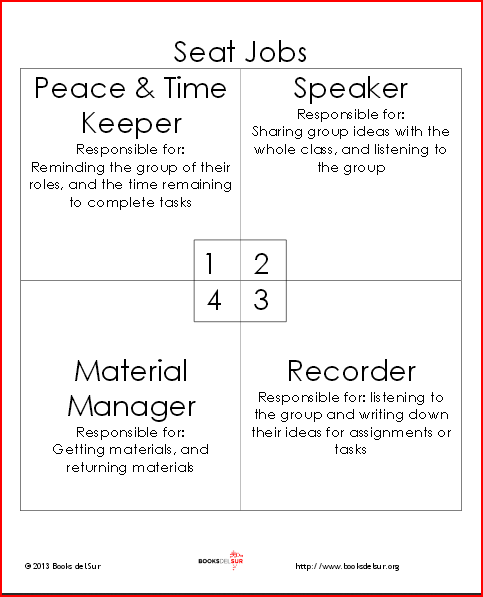
**C.classroom organization**

**-how teachers and students are grouped for instruction, how learning tasks are structured, and how other resources are used**

**1.grouping students by ability**

**-be careful**

**-I use Kagen and have all ability levels together**

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**2.Grouping students for cooperative learning**

**-includes small groups, assignments that require students to help each other, competitive groups, all group members contributing to the group**

**-it can strengthen students’ interpersonal skills**

**-great for students from different racial, ethnic, and cultural backgrounds to work together and form friendships**

**3.delivering instruction**

**-key element in creating positive learning environment**

**-authentic learning tasks-enables students to see the connections between classroom learning and the world beyond the classroom**

**4.How time is used**

**-allocated time-time teachers allocate for instruction in various areas of the curriculum**

**-time on task-amount of time students are actively engaged in learning activities**

**-Academic learning time-amount of time a student spends working on academic tasks with a high level of success**

**-block scheduling-uses longer blocks of time each period with fewer periods each day**

**III.What are the keys to successful classroom management**

**-it cannot be reduced to a cookbook recipe!**

**-establish a productive learning environment, rather than control of misbehavior**

**-refers to how teacher structure their learning environments to prevent or minimize behavior problems**

**A.democratic classroom**

**-students have more power and more responsibility than students in conventional classrooms(be careful that you have enough structure)**

**B.preventative planning**

**-the key to prevention is excellent planning and understanding of life in classrooms**

**-if you master the essential teaching skills, you will have fewer discipline problems because students will recognize that you are prepared, well organized, and have a sense of purpose**

**1.establish rules and procedures**

**-examples could be to put their name on a calendar to take attendance, move to the circle and sit down after performing an activity….**

**2.organize and plan for instruction**

**-keep your students engaged in learning, thereby reducing the need for discipline**

**-down time is DANGEROUS!!!!**

**C.Effective responses to student behavior**

**-effective teachers draw from a repertoire of problem solving strategies**

**1.severity of misbehavior**

**-your response should depend on the severity of the infraction**

**2.zero tolerance-example is bullying**

**3.construve assertiveness-helps you communicate to students that you are serious about teaching and maintaining a classroom in which everyone’s rights are respected**

**4.teacher problem solving**

**-great to have conference with a student**

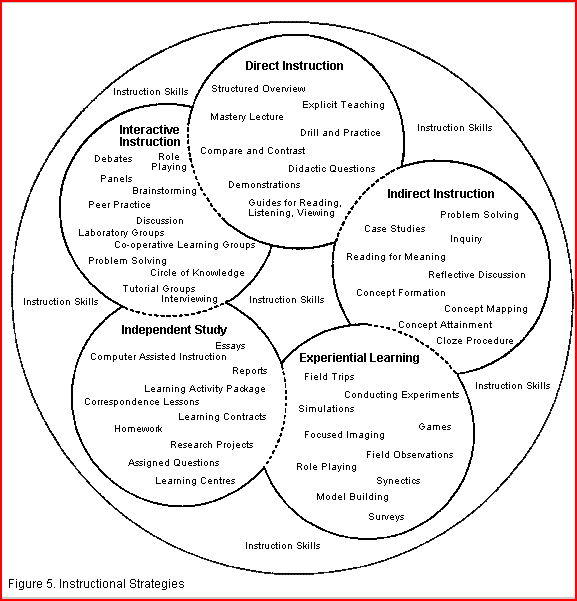
**-write up a plan for a more acceptable way to behave**

**5.devlop your own method of classroom behavior!**

**IV.What teaching methods do effective teachers use?**

**-beliefs about teaching and learning, students, knowledge, and what is worth knowing influence the instructional methods a teacher uses**

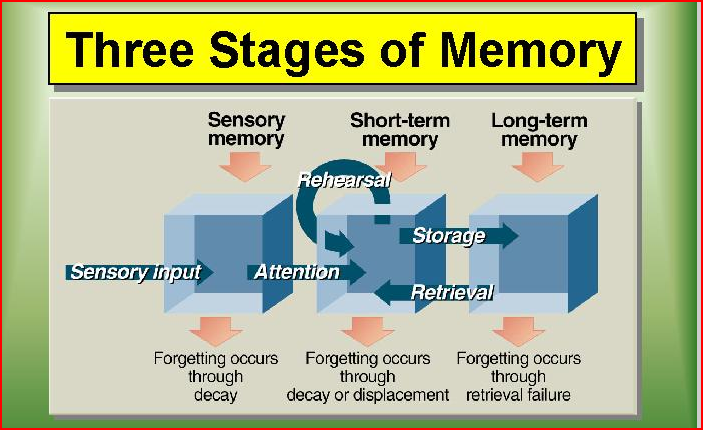
**A.methods used by teachers**

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**B.methods based on child development**

**-includes methods that are developmentally appropriate, meet students’ diverse learning needs, and recognize the importance of learning that occurs in social contexts**

**C.methods based on the thinking process**

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**D.methods based on peer-mediated instruction**

**-Peer-mediated instruction-provides teacher with option for increasing students’ learning**

**-group investigation-teacher’s role is to create an environment that allows students to determine what they will study and how(I personally think that this should be restricted in some classes**

**-peer tutoring-students are tutored by other pupils in the same class or same grade**

**-cross-age tutoring-involves older students tutoring younger students**

**V.What is taught in schools?**

**A.kinds of curricula**

**1.explicit curriculum-represents the publicly announced expectations the school has for its students**

**2.hidden curriculum-behaviors, attitudes, and knowledge the culture of the school unintentionally teaches students (like sharing)**

**3.extra-curricular programs**

**B.curriculum content**

**-the nation’s schools teach what the larger society believes that young people should learn**

**VI.How is the school curriculum developed**

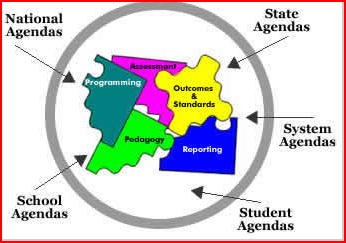
**-What educational purposes should the school seek to attain?**

**-What educational experiences can be provided that are likely to attain these purposes?**

**-How can these educational experiences be effectively organized?**

**-How can we determine whether these purposes are being attained?**

**A.Focus of curriculum planning**

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**-macro-level-decisions about content of the curriculum apply to large groups of students such as the national /state/federal goals of education**

**-micro-level-decisions about content of curriculum apply to groups of students in a particular school or classroom**

**B.student centered vs subject centered curriculum**

**-subject-centered-places primary emphasis on the logical order of the discipline students are to study-teachers help students understand facts, laws, and principles of the discipline**

**-student centered-teaches content but also emphasizes the growth and development of students**

**C.integrated curriculum**

**-draws from several different subject areas and focuses on a theme or concept rather than a single subject**

**C.Who plans the curriculum?**

**-various agencies and people outside the school**

**-textbook publishers**

**-federal government**

**-within a school, a curriculum-planning team and classroom teacher**

**D.What influences curricular decisions**

**-social issues and changing values**

**-textbook publishing**