**Teaching Methods Chapter 14**

**Teachers are to assume important leadership responsibilities at the school level, including working cooperatively with colleagues, serving on committees, and working with administrators and parents**

**Schools are Human Systems**

**Schools are human systems that are influenced not only by the people who learn and work in them but also by the larger community and society**

**Schools have unique features**

**1.Ambiguous an conflicting goals**

**-schools need to facilitate purposive learning for students**

**-schools should socialize students as good citizens who accept the values of democratic political systems and who embrace some degree of freedom in their own economic activities**

**-a big conflict is-do citizenship goals compete with academic learning goals?**

**-students are “compelled” to b there by law**

**-there is political visibility as the quality of education has become a major issue at the state and local levels**

**-schools are unique in that they are more like communities than modern bureaucracies**

**2.Norms and roles**

**Norms are the expectations that people have for one another in particular social settings**

**-autonomy norms exist where teachers have a great deal of influence in their own classrooms-this is changing and becomes an issue when a school does not meet AYP**

**-hands-off norm meaning there is an unwritten sanction for teachers in not interfering with other teachers unless they ask for help-this is CHANGING with mentoring teachers, department chairs and the concept of a learning community**

**-roles-there are roles on how teachers should behave toward students, students toward them, how teachers should interact with each other and with the principal, as well as how much teachers should participate in school wide problem solving and decision making**

**-teacher’s should teach academic content to students and evaluate their students’ progress**

**-teachers are expected to maintain a certain social distance from students so authority and discipline can be maintained**

**-teachers do know that they must form some type of bond with students in order to motivate them and help them to learn**

**-schools are loosely coupled in that what goes on in classrooms is not very tightly connected to what goes on in other parts of the school**

**Key features of effective schools**

**1.environment where student feels safe**

**2.schoolwide high expectations for every student**

**3.teacher collegiality and efficacy**

**4.respect and pervasive caring for all students**

**5.strong collegial administrative leadership**

**6.family and community support and involvement**

**Curriculum and Instructional features**

**1.clear and challenging goals**

**2.relevant and coherently organized curriculum**

**3.opportunities for students to assume responsibilities**

**4.rich repertoire of teaching strategies**

**5.high proportion of time devoted to learning**

**6.frequent monitoring of homework and provision of feedback**

**Organizational skills for teachers**

**1.working with colleagues**

**-be aware of the norms**

**-all schools will not reflect the norms in the same way**

**-observe other teachers to help you learn and self-reflect**

**-discuss educational issues with colleagues**

**-work in small groups and at meetings**

**Working with administrators**

**-observe the norms in your school**

**-some schools expect the principal to be an instructional leader**

**-get advice from other teachers when working with administration**

**Working with families**

**-children’s opportunities to learn nad be successful in schools are enhanced by the support and encouragement from parents**

**-teachers want their relationships with parents to include both concern for the child and support for their instructional program**

**-workplace for parents is greater than it use to be**

**-families have been reconfigured and the nuclear family as once defined is no longer the norm**

**Difference between culture of the home and culture of the school(not always true)**

**Home**

**1.oral language is a tradition**

**2.natural**

**3.casual**

**4.low child-adult ratios**

**5.adults may or may not be nurtures**

**Schools**

**1.written language tradition**

**2.unfamiliar**

**3.formal**

**4.high child-adult ratio**

**5.adults as leaders and managers-CHANGING with teacher becoming more of the nurturer**