



IPTE 5120-003

- ❖ Overview of course
- ❖ What helps students learn?
- ❖ Dimensions of management
- ❖ Team building



AGENDA

- ❖ Activity: Getting Acquainted
- ❖ Review: Expectations, Syllabus & Assignments
- ❖ Activity: Classroom Management Profile
- ❖ Presentation: Dimensions of Management
- ❖ Activity: Learning-Style Inventory
- ❖ Activity: High-Performance Work Teams



What Helps Students Learn?

“An analysis of 50 years of research reveals that direct influences like classroom management affect student learning more than indirect influences such as policies.”

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). What helps students learn? *Educational Leadership*, 50, 74-79.



“Issues That Make A Difference”

- ❖ Knowing what you want to accomplish
- ❖ Knowing your audience and their constraints
- ❖ Understanding how people learn
- ❖ Being familiar with learning methodologies
- ❖ Planning and executing thoroughly

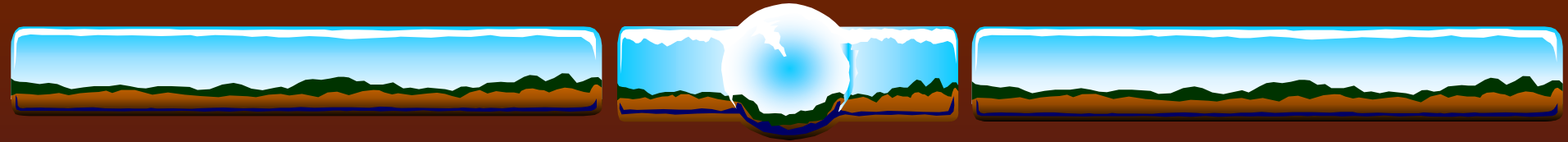
Trollip, S. (2002, November). *Designing Online Higher Education*. Paper presented at the League for Innovation in the Community College 2002 Conference on Information Technology, Long Beach, CA.



What is classroom management?

Martin & Sugarman (1993, p. 9) define classroom management as “those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur.” The authors list six common classroom management models. My personal preference is toward the social learning and cognitive approaches model that operates on the belief that “learners construct their own conception of things” (p. 97).

Martin, J. & Sugarman, J. (1993). *Models of classroom management* (2nd ed.). Calgary, Alberta: Detselig.



Dimensions of Management

- ❖ Environmental Management
- ❖ Instructional Management
- ❖ Behavioral Management
- ❖ Classroom Management



Critical factors

Research shows that positive teacher-student and peer relationships enhance teaching effectiveness significantly. Jones & Jones (2001) observe that by creating a safe and caring community of learners, we enrich the learning experience of all our students.

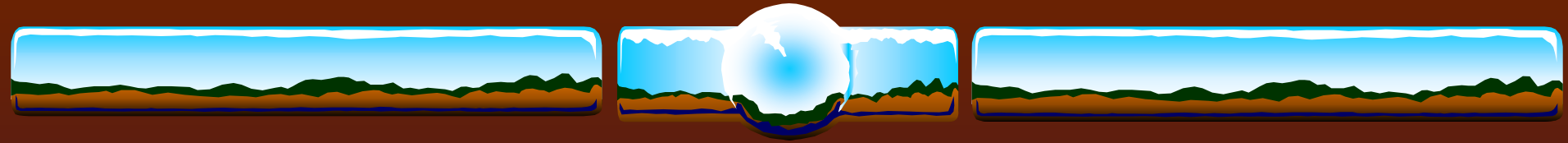
Jones, V. F. & Jones, L. S. (2001). *Comprehensive classroom management: Creating communities of support and solving problems*. Boston, MA: Allyn & Bacon.



Environmental Management

- ❖ Models of service delivery
- ❖ Understanding students' basic needs
- ❖ Influence of culture on classroom dynamics
- ❖ The larger school and community environment

(Continued. . .)



Environmental Management

- ❖ Communicating with families
- ❖ Planning and organizing your classroom
- ❖ Personal beliefs about discipline



Instructional Management

- ❖ Course and unit organizers
- ❖ Instructional decisions
- ❖ Planning for diversity of all students
- ❖ Lesson structures and delivery
- ❖ Assessment and evaluation



Behavior Management

- ❖ Models of discipline
- ❖ Teaching social skills
- ❖ Functional behavioral assessment plan



Classroom Management

- ❖ Rules and procedures
- ❖ Grouping strategies
- ❖ Non-verbal interaction
- ❖ Time interaction
- ❖ Problem-solving
- ❖ Working with para-professionals
- ❖ Class meetings



Scoring your “CM” profile

Add your responses to statements

❖ 1, 3, 9 = Authoritarian style

❖ 4, 8, 11 = Authoritative style

❖ 6, 10, 12 = Laissez-faire style

❖ 2, 5, 7 = Indifferent style