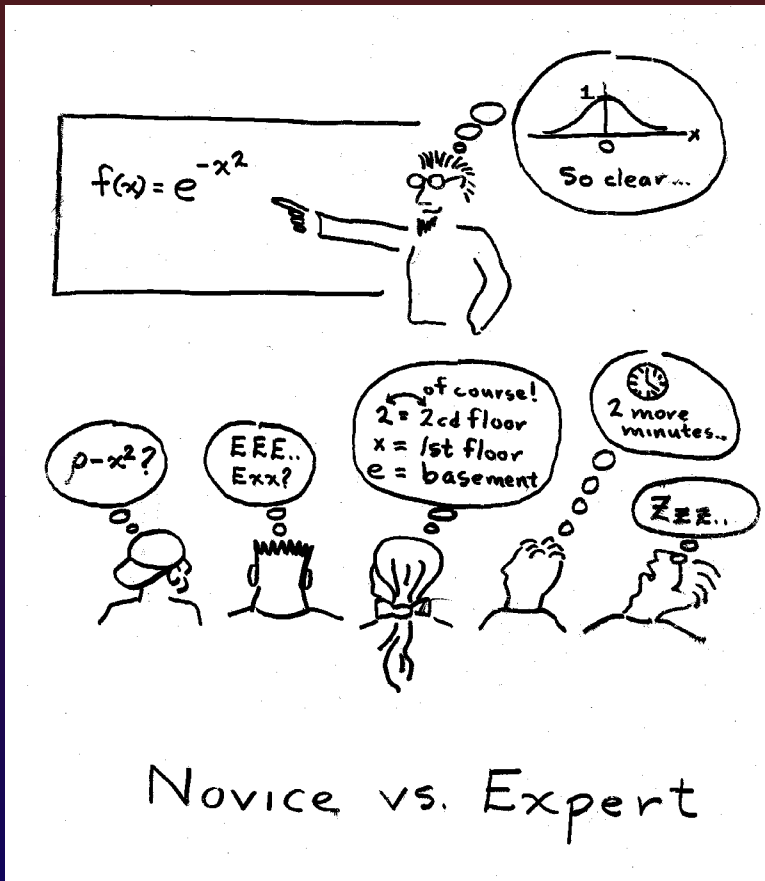




IPTE 5120-003

- ❖ Developing standards for classroom behavior
- ❖ “Catching kids being good” VIDEO
- ❖ Instructional Management: Cooperative learning

What Do You Say?



Cooperative learning?
Differentiated Instruction?
Values, rights, rules*, and responsibilities vs. Individual needs!

*=Norms, behavioral standards, and behavioral expectations



AGENDA

- ❖ Check-in: Questions & collect assignment
- ❖ Overview: Chapter 7
- ❖ Video: “*Catching kids being good*”
- ❖ Overview: Cooperative learning (Ch. 6)



Session 2

Classroom management: A proactive approach to creating an effective learning environment



Rules and Procedures alone NOT enough

Effective teachers do more than post rules or present procedures. Teachers work with students to ensure that they understand and can demonstrate rules and procedures.

(p. 248)



Classroom Management Style of PROACTIVE Teachers

Brophy and Evertson observed significant student learning gains when teachers demonstrated the following classroom management skills:

1. Planning and conducting activities in an orderly fashion
2. Keeping students actively engaged in lessons and seatwork activities
3. Minimizing disruptions and discipline problems.

(p. 271)



Zero Sum Game – Not in Classrooms

Classroom procedures should not violate students' personal needs.

Boris' failure has made it possible for Peggy to succeed; his depression is the price of her exhilaration; his misery the occasion for her rejoicing. . . because so often somebody's success has been brought at the cost of our failure.

(p. 249)



Community Building

Structure is always a means to an end and not an end in itself. Nevertheless, creating a structure is an important aspect of community building.

When students share the responsibility for developing norms and when their commitment to these norms is expected, they know they belong. They get the message that they are needed. They feel a sense of ownership in the classroom. They experience community.

(p. 250)



Developing Classroom Behavior Standards or Rules (or Norms or Behavior Expectations)

Several factors increase the likelihood that students will accept and consistently follow classroom rules.

1. Students need to be involved in developing the behavior standards
2. Rules need to be clearly stated
3. Develop few clear behavioral expectations
4. Student must accept behavior standards agreed on by the classroom group
5. Monitor student behavior frequently in classrooms to reduce conflicts with experience outside the school
6. Students accept rules that are accepted by parents and peers.

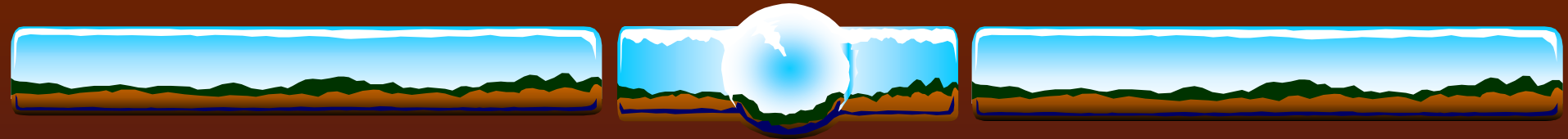
(p. 251)



Personal Philosophy Statement about Classroom Management and Instruction

Important to articulate general philosophy before
getting a commitment from home.

Example on p. 255



Student Accountability for Academic Work

1. Work Requirements
2. Communicating Assignments
3. Monitoring Student Work
4. Checking Assignments in Class
5. Grading Procedures
6. Academic Feedback

(p. 259)



Creative Examples of Teaching Rules and Procedures: Case Studies

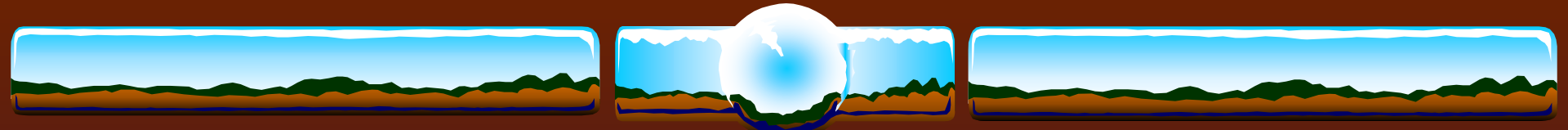
1. Dealing with the dilemma of gum chewing
2. Developmental recess
3. Teaching students to respect physical space
4. Teaching students hallway behavior in middle school
5. Changing teachers' procedures
6. Teaching rules and procedures to new students
(pp. 262-267)



Review of Classroom Rules

A student who does well in class and is respected by other students can be assigned to help new students learn classroom rules and procedures. This is particularly useful for new students to transition smoothly into a new school.

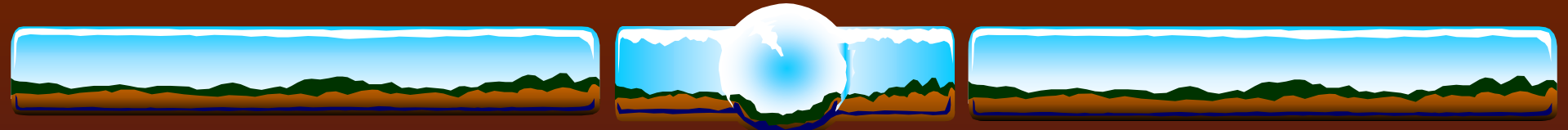
(p. 256)



Creating a positive, cohesive community of learners

- ❖ Provide a cognitive map (outline) for the year
- ❖ Define learning
- ❖ Ask students what they want to learn and what types of instructional activities best facilitate their learning
- ❖ Be inviting and help students know you
- ❖ Allow students to interview you
- ❖ Help students to become better acquainted

(Continued. . .)



Creating a positive, cohesive community of learners

7. Teach judicious discipline concepts and establish behavioral norms
8. Teach key behavioral procedures
9. Develop an approach for how you and students will respond when someone's rights are violated
10. Carefully monitor students' work and homework and provide reteaching opportunities
11. Involve students in assessing their own effort and learning
12. Involve students in assessing your teaching and their feeling about the class.

(pp. 268-270)



Kounin's Study on Classroom Discipline

Successful teachers have the ability to prevent discipline problems by being:

1. Better prepared and organized
2. Move smoothly from one activity to another
3. Maintain students' involvement in instructional activities
4. Stimulate students' interests and hold their attention
5. Use seatwork that is individualized and interesting
6. Have greater classroom awareness
7. Aware of potential problems
8. Anticipate student needs
9. Organized classrooms to minimize restlessness and boredom.

(pp. 270-271)



Other Useful Strategies

1. Give clear instructions
2. Provide sufficient wait time
3. Pace instruction
4. Summarize
5. Make smooth transitions
6. Deal with common frustrations

(pp. 272-282)



Cooperative Learning

Research seems to indicate that cooperative learning activities that include some form of competition and group rewards are more effective.

The Johns Hopkins Team Learning Project group have produced a variety of methods that combine cooperation with competition with a game or tournament activity for elementary and middle school.

(p. 228-232)



Glasser's Research

According to William Glasser (1986, 1990), implementing cooperative learning programs and small learning teams (consisting of two to five students) would provide greater opportunities for students to develop a sense of belonging. Also, students' needs for power could be fulfilled in a more positive fashion through their providing of assistance to other group members.

By displacing some of the authority of teachers to students (a natural consequence of cooperative learning), there is increased opportunity

(Continued. . .)



Glasser's Research

for students to experience a sense of personal freedom and responsibility. Glasser suggests that students' needs for power and freedom might be fulfilled by involving students in setting school and classroom rules.

(p. 123, Martin and Sugarman)



David and Roger Johnson's Process Approach to Implement Cooperative Learning

1. Positive interdependence
2. Individual accountability
3. Face-to-face interaction
4. Teaching collaborative skills
5. Processing group skills

(pp. 227-228)

Refer to Figure 6.17 on p. 229 for Group Collaborative Skills, & Figure 6.20 on pp. 230-231 for Teacher's Role in Cooperation.



Caveat

Cooperative learning is most effective when it is used to practice or work on the application of material first introduced by a teacher.

(p. 232)



Advantages of Peer Tutoring

1. Tutoring fosters the concept that asking for and offering help are positive behaviors
2. The opportunity to instruct another child can provide a student with a sense of competence and personal worth
3. The students frequently learns the material more thoroughly
4. It helps the teacher monitor and individualize instruction.

(p. 233)