

Chapter 5:

ORGANIZATION AND MANAGEMENT of the LEARNING ENVIRONMENT

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- Why is it appropriate to consider the teacher as the classroom manager?
- What changes have taken place for teachers to create this change in role?
- What is the supporting role of the paraprofessional?



ORGANIZATION AND MANAGEMENT of the LEARNING ENVIRONMENT (continued)

- How do curriculum requirements influence classroom organization?
- How do achievement standards and testing impact classroom organization?
- How does testing of student achievement influence the management of the learning environment?

Berliner's Concepts of "Teacher"

- *Teacher as Mother Earth*
- *Teacher as Information Giver*
- *Teacher as Executive*

Systemic Changes In Classrooms Which Have Affected a Teacher's Role:

- You, the paraprofessional
- Your Role
- Curriculum Requirements

Understanding the Teacher's Role

- It affects what we expect of teachers.
- It gives an indication of what training they need.
- It helps Administrators understand what resources and support they need to carry out their responsibilities.
- As paraprofessionals understand your role in the learning environment, you will be better equipped to set priorities, organize your work, and communicate with your supervising teacher.



Classroom Functions

- *Curriculum* (what we teach)
- *Instructional strategies* (how we teach)
- *Classroom management* (physical management of the learning environment)



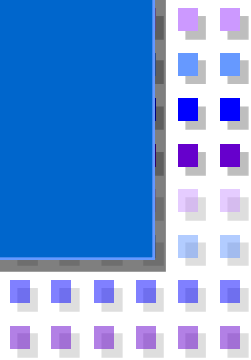
Interaction of Curriculum, Instructional Strategies, and Management Techniques

Curriculum

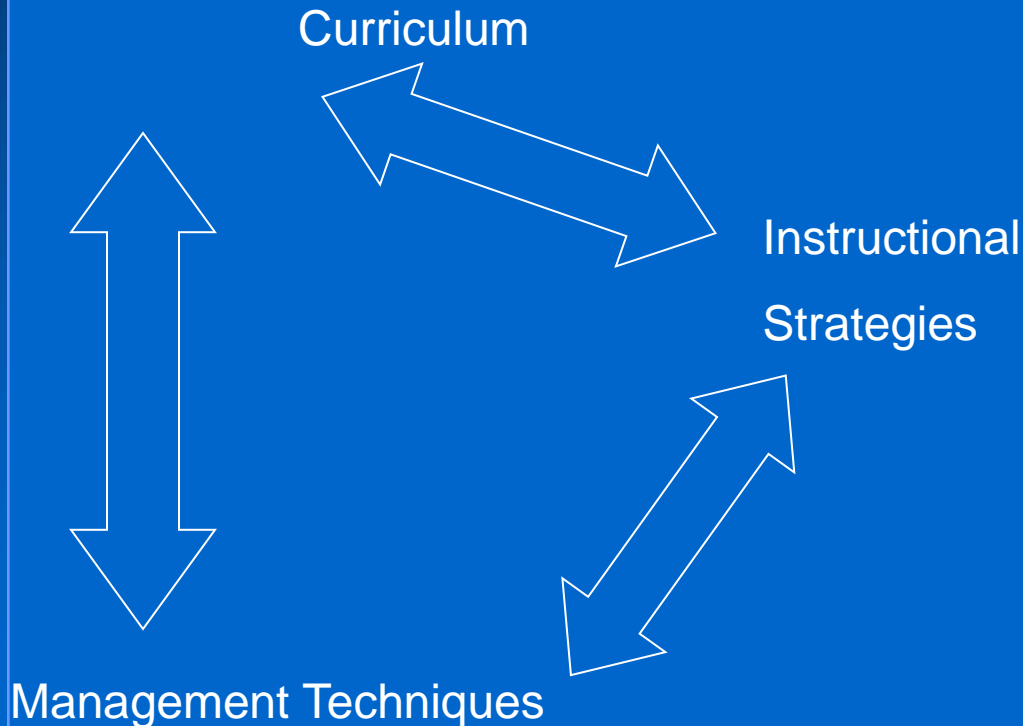
Instructional

- Strategies

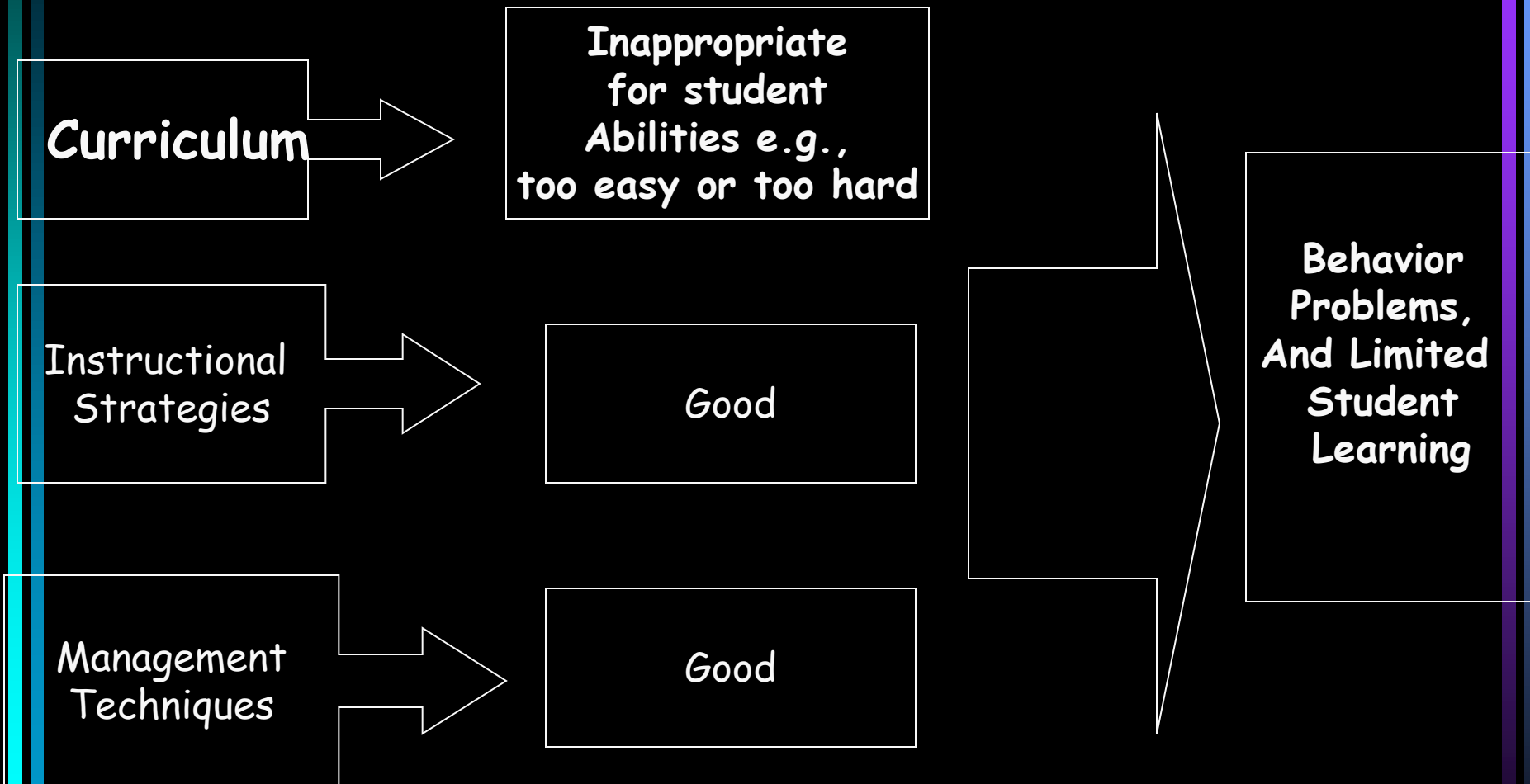
- Management Techniques



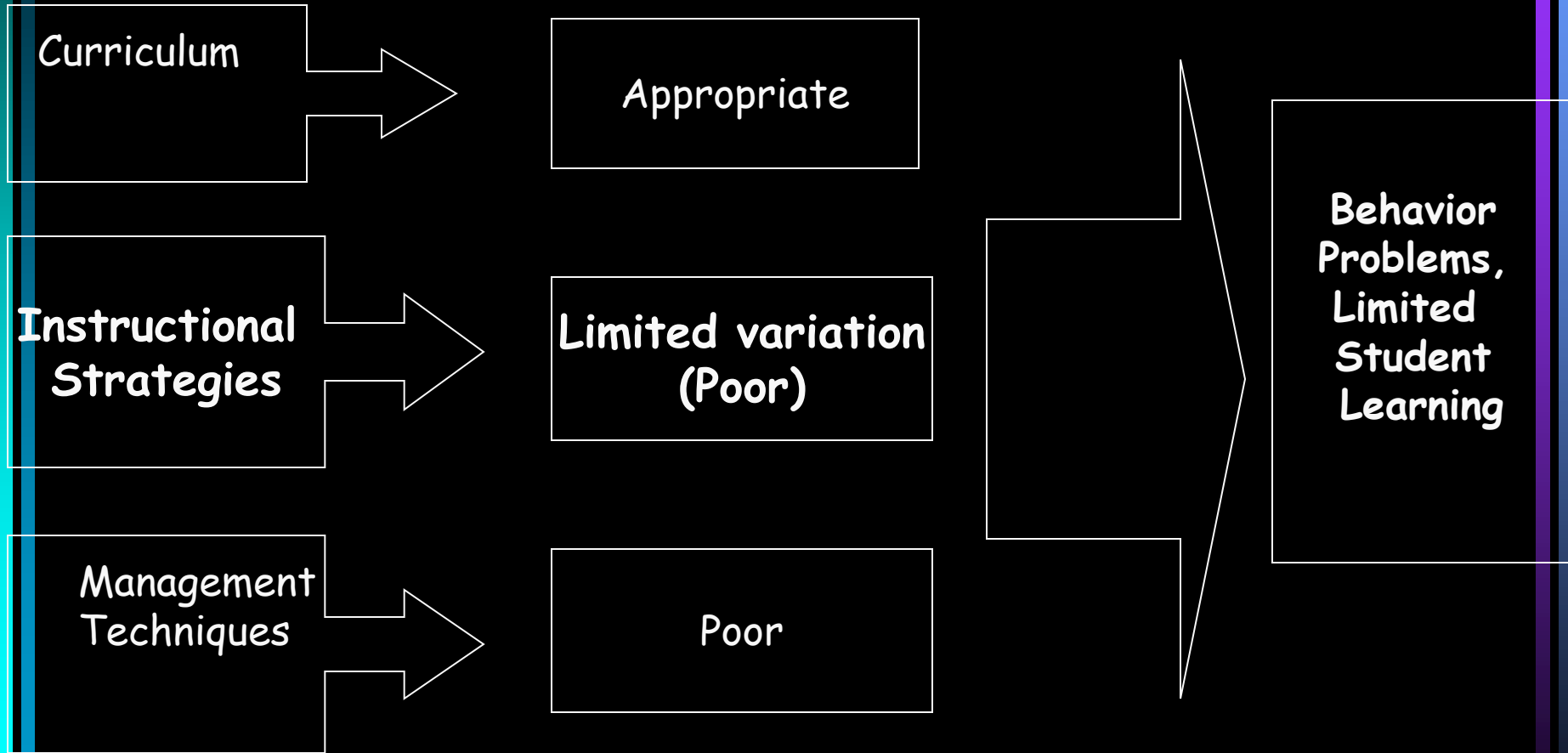
Interaction of Curriculum, Instructional Strategies, and Management Techniques



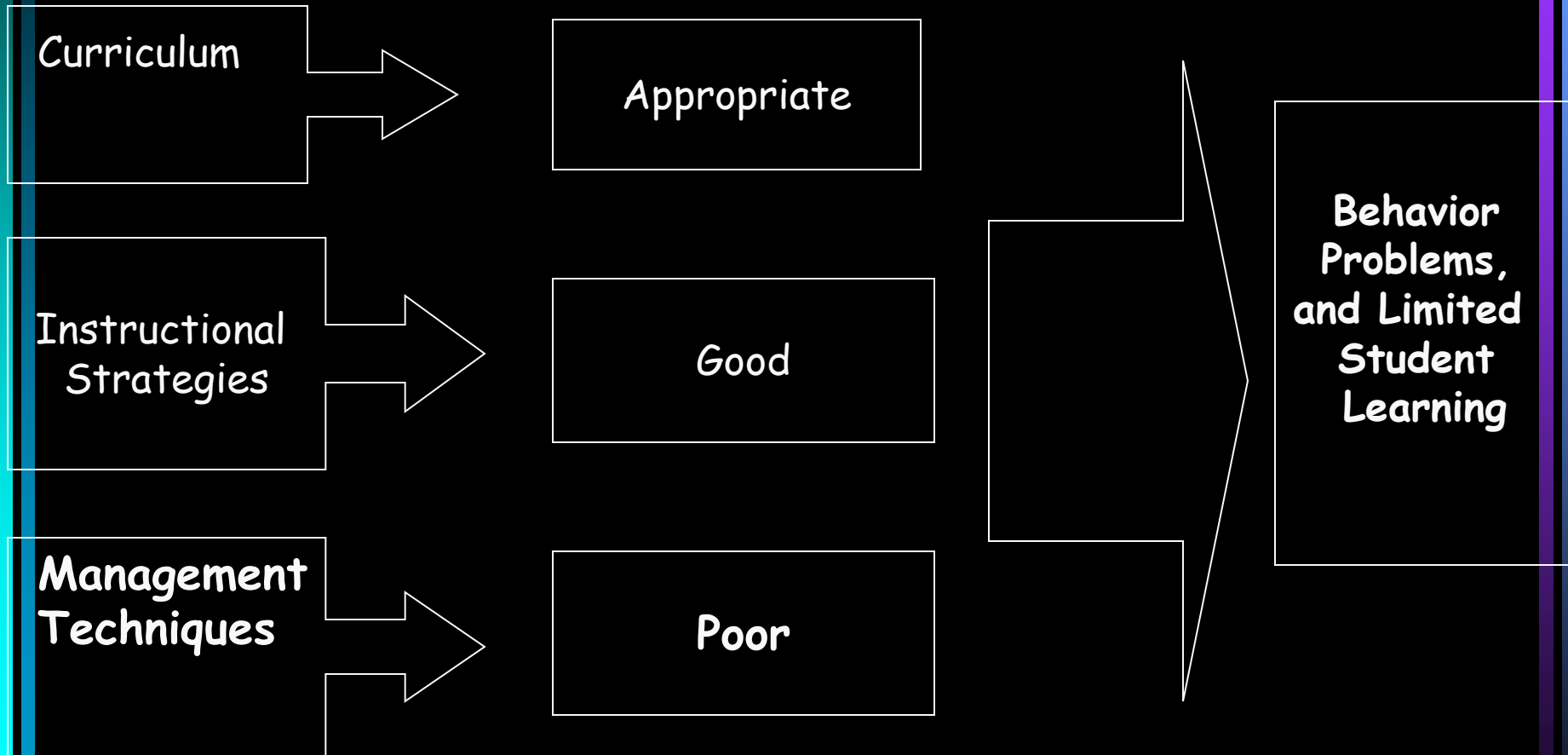
Interaction of Curriculum, Instruction, and Management I



Interaction of Curriculum, Instruction, and Management II



Interaction of Curriculum, Instruction, and Management III



CURRICULUM

- Latin: *a course of study*
- Consists of *scope* and *sequence*
 - Scope* - the range of activities, or the extent of the subject matter to be covered (*what and how much to teach*)
 - Sequence* - the process of following in space, time, or thought (*when to teach specific subject matter*).

RESPONSIBILITY FOR CURRICULUM

- School Boards
- Superintendent of Schools
- Director of curriculum
- Parents and teachers
- Curriculum selection committee
 - To identify goals for content area;
 - Review textbooks, and other materials;
 - Compose a list of adopted or approved textbooks for school use.

CURRICULUM AND MANAGEMENT

Example 1: 2nd Grade Students

Developmentally appropriate scope:

- Solve whole number problems using addition & subtraction in vertical/horizontal notation.
- Use fractions to identify parts of the whole.
 - Model and illustrate meanings of addition and subtraction and describe how they relate.

CURRICULUM AND MANAGEMENT

Example 1: 2nd Grade Students

Appropriate instructional techniques:

- Students use manipulatives (physical equipment) for some work
- They may still need to count on their fingers and talk to themselves as they work
- Often taught in small groups
- Often complete work in a workbook or on worksheets, rather than spending unnecessary time on laborious copying.

CURRICULUM AND MANAGEMENT

Example 1: 2nd Grade Students

Typical physical arrangements:

- Desks/tables grouped rather than in rows
- Storage space needed for workbooks and manipulatives
- The classroom will “buzz” with the voices of students working in groups or talking themselves through their work

CURRICULUM AND MANAGEMENT

Example 2: 9th Grade Students

Developmentally appropriate scope:

- Draw conclusions using concepts of probability after collecting organizing, and analyzing a data set
- Understand and apply measurement tools, formulas, and techniques
- Recognize, describe and identify geometric shapes; solve problems using spatial and logical reasoning; apply geometric principles; modeling

CURRICULUM AND MANAGEMENT

Example 2: 9th Grade Students

Appropriate instructional techniques:

- Taught as a whole class
- Students use calculators for basic operations, and textbooks for information
- Students copy practice problems from a textbook or chalkboard into exercise books
- Students move from one classroom to another for each class period, and are expected to bring their own books and equipment with them

CURRICULUM AND MANAGEMENT


Example 2: 9th Grade Students

Typical physical arrangements:

- Desks in orderly rows facing the front
- Students work without manipulatives to help visualize concepts
- Classes may have larger numbers of students
- Relatively little storage needed for books and equipment
- The classroom tends to be quieter, with only one voice heard at a time

CURRICULUM & SPECIAL EDUCATION: Possible Modifications

- Modify instructional materials and activities
- Reduce the level of difficulty.
- Reduce the breadth of the curriculum.
- Increased emphasis on practical and vocational skills.
- Modifications must be under the direction of a licensed teacher.



RECOMMENDATIONS FOR WORKING WITH STUDENTS WHO NEED A MODIFIED CURRICULUM

- Give clear directions, one at a time.
- Break larger tasks into their smaller components and assign one component at a time.
- Enlarge the font on worksheets, using colored paper, to make reading easier.

TESTING: KNOWING WHETHER WE ARE GETTING IT RIGHT

- **Accountability:** schools and teachers should be able to show that they are doing the job that they are paid to do.
- **Effectiveness:** teachers constantly look for evidence that their students are learning, so that they know whether to re-teach or modify teaching.

CRITERION-REFERENCED TESTS

- Designed to match the current curriculum
- Scored as a straightforward count of correct answers, or a percentage of answers correct for each individual student
- Formative - to give the teacher a level of information that allows him or her to take action to improve the student's understanding.

NORM-REFERENCED TESTS

- Developed around a very general curriculum
- "Normed" on large groups of students from different schools
- Questions answered "mostly correct" are retained; those answered mostly incorrectly are rejected or simplified
- Expensive, so almost always are developed commercially
- Usually scored by the company that produces them

NORM-REFERENCED TESTS (cont'd.)

- Scores are composite: given for the whole class or grade level, not for individuals, and expressed as averages and percentiles.
- Results are summative--they give a summary of how students have performed but do not provide enough information to help a teacher intervene and improve a student's understanding.

THE CHALLENGE OF TESTS

- Value-Added: How Much Students Have Learned
- Valid Tests: Matching Tests with Teaching

TESTING

- ▶ Takes time
- ▶ Holds teachers and schools accountable
- ▶ Enables teachers and paraprofessionals to know whether students are being successful
- ▶ This is an important part of the instructional process and must be scheduled and planned