

Chapter 7

Ecology of Teaching

*The ideal condition would be, I admit,
that men should be right by instinct;
But since we are all likely to go astray,
the reasonable thing to do is to learn
from those who can teach.*

Sophocles

Teacher Characteristics and Student Learning

Teacher's Role as a Socializing Agent

- Powerful socializing agents
- Effective teachers

Organize classroom for learning

Involve students in planning activities

Communicate high expectations for student success

Adapt learning activities to children's needs and abilities

Ensure success for students

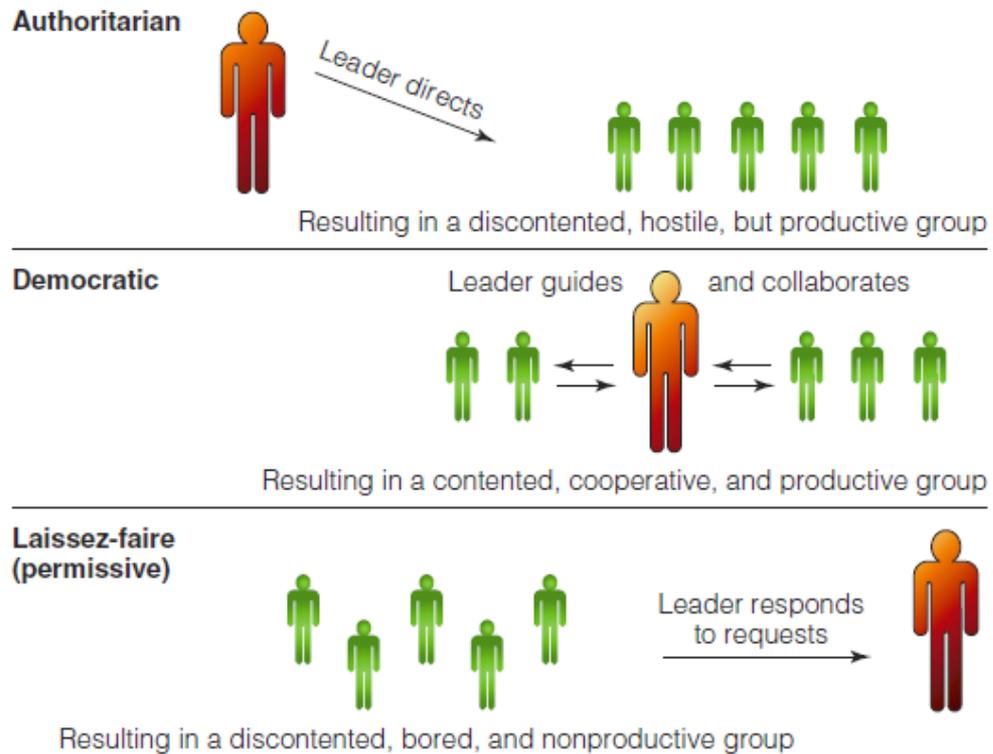


FIGURE 7.2 Teachers and Leadership Styles

Teacher Characteristics and Student Learning: Leadership Style

- Know your students and respond accordingly
- Communicate verbally
- Relate to students positively
- Be a role model
- Be democratic
- Be a collaborator
- Be a mentor

Teachers as Mentors

Zone of Proximal Development

- The space between what a learner
- can do independently and what he or she can do while participating with more capable adults

Teacher Characteristics and Student Learning: Management Style

- The difference between successful and unsuccessful managers lay in the planning and preparation of instruction.

Teacher Characteristics and Student Learning: Expectations

- Teacher expectations affect students' academic achievement.
- When teachers have higher expectations, students reach higher levels.

Student Characteristics and Teacher Interaction: Gender

- Boys receive more interaction from teachers than girls.
- Boys receive criticism for breaking rules, girls for their performance.
- Boys attribute failure to effort.
- Girls attribute failure to ability.

Student Characteristics and Teacher Interaction: Ethnicity

- Teachers need to be sensitive to differences in the classroom based on ethnic background.

Student Characteristics and Teacher Interaction: Socioeconomic Status

- **Classism**

- The differential treatment of people because of their class background and the reinforcing of those differences through values and practices of societal institutions

Student Characteristics and Teacher Interaction: Learning Styles

- **Field dependence**

- Holistic, concrete, social approach to learning
- Perceive things in terms of the whole context

- **Field independence**

- Analytical, logical approach to tasks
- Relate well to impersonal, abstract information, independent of context

Gardner's Theory of Multiple Intelligences

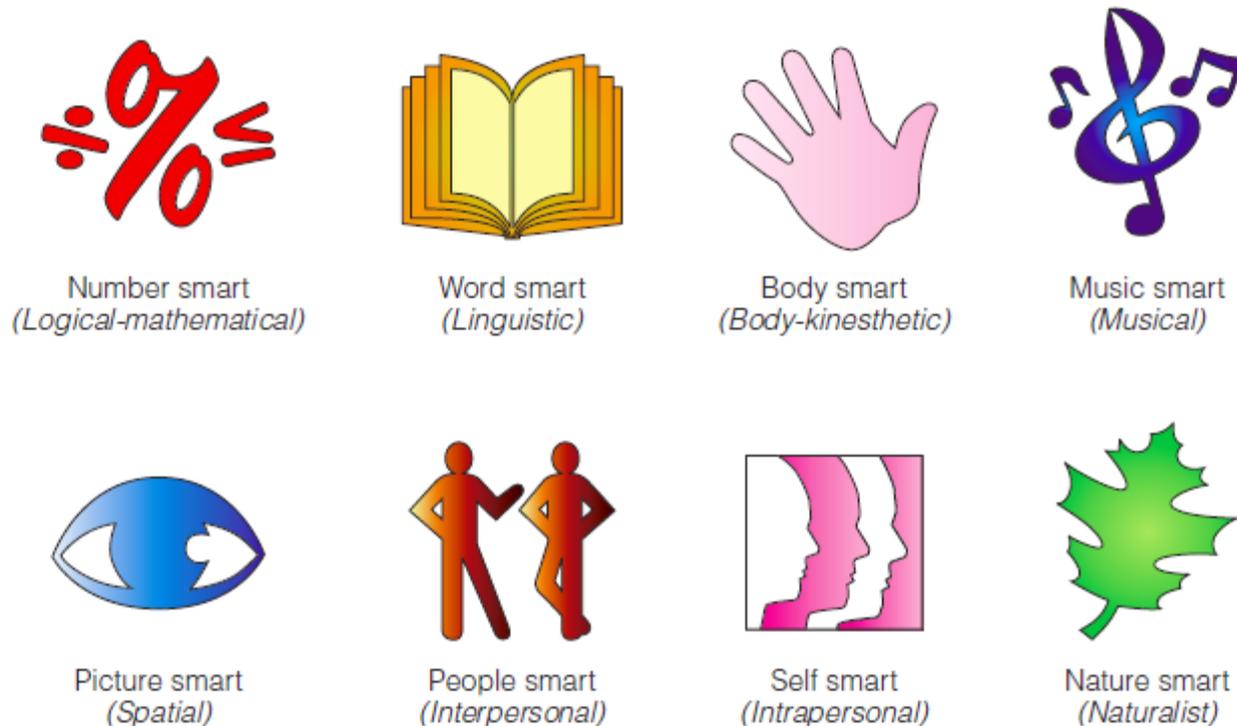


FIGURE 7.3 Gardner's Multiple Intelligences

Flipped Classroom

- Learning occurs at home.
 - Students use tablets, smart phones, and their computer to view lectures and learn the material
- Homework is done at school.
 - Class time is spent on projects, work sheets, and exercises

Student Characteristics and Teacher Interaction: Disability

- Teaching environments have changed over time in terms of
 - Individualized instruction.
 - Adaptation of the curriculum to various learning styles.
 - Collaboration among professionals.
 - Peer tutoring.

Families of Children with Disabilities and Available Public Services

- **Anecdotal records**
 - Record a child's adaptive behavior in various situations
- **Checklists and rating scales**
 - Often used to compare a child's development against norms or averages

Assessment Methods

- **Time samples**
 - Record everything a child does for a certain period of time each day
- **Measurements of behavior**
 - Record frequency of a behavior, duration of the behavior, antecedents of the behavior, and consequences of the behavior

Student Characteristics and Teacher Interaction: Risk and Resilience

- **Resilience**

- The ability to withstand and rebound from crisis or permanent challenges

- **Risk**

- Refers to endangerment or vulnerability to negative developmental outcomes.

Poor Children at Risk

- **Learned Helplessness**
 - The perception, acquired through negative experiences, that effort has no effect on outcomes

Macrosystem Influences: Philosophies of Teaching and Learning

Macrosystem

- Philosophies of teaching and learning vary by
 - Structure
 - Management.
 - Curriculum.
 - Motivation.
 - Method.

Classroom Contexts

- **Cooperative Goal Structure**
 - Students work together to accomplish shared goals.
- **Competitive Goal Structure**
 - Students work against each other to achieve goals that only a few students can obtain.

Classroom Contexts

- **Individualized Goal Structure**
 - One student's achievement of the goal is unrelated to other students' achievement of that goal.

Macrosystem Influences: Philosophies of Teaching and Learning

- Teacher-directed vs. Learner-directed
- Socialization Outcomes o Different Classroom Contexts
- School Readiness and Developmentally Appropriate Assessment

Readiness to Learn

- **Readiness** encompasses health, nutrition, and social/emotional factors.
- Families can enable children by
 - Nurturing
 - Communicating
 - Encouraging learning
 - Becoming involved in school

Macrosystem Influences: Legislation

- The No Child Left Behind Act
 - Is a model for standards based education
 - Requires annual testing in all states
 - Focuses on reading, writing, math, and science

Mesosystem Influences on Teaching

Community Support
Family Involvement

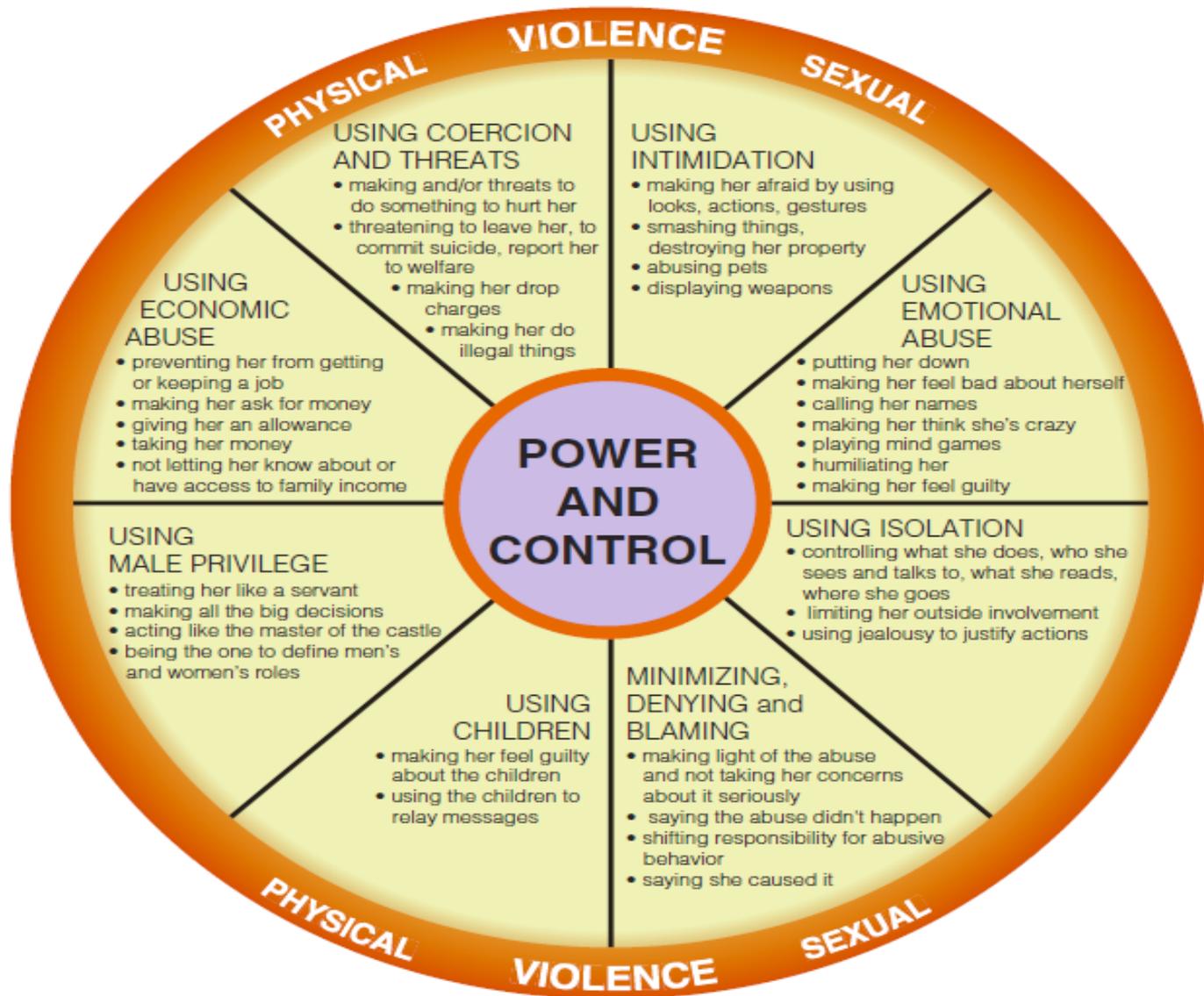


Figure 7.5 Mesosystem Influences on Teaching: Fostering Student Learning