

Gatekeeper:

The person who controls who is talking in a classroom

Tracking:

The practice of putting students in different classes based on academic ability

Transitions:

When students move from one school building to another. Typically there are two main transitions during the school years: elementary to middle, then middle to high.

Unit 7

Word Wall

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Things to Know



The Impact of Society on the Classroom





Time Management is a critical part of the teacher's job. If more time is spent on the lesson then student achievement improves.

If the teacher focuses time on the lesson, there are usually fewer interruptions and problems with student behavior.

About 74% of classroom time is typically spent on instruction. About 20% of time is usually taken up by routine tasks. By streamlining routine tasks, the teacher can shift more time to the lesson.



Nearly all schools do tracking of some kind. In elementary school, within-class tracking is often done with reading groups. In middle and high school, between class tracking is done in nearly all of the core academic classes.

Nationally, minority students and low-income students are more likely to be enrolled in low track classes.

Teachers with the least experience often teach the lower tracks.

Students are affected by their peers. In elementary school, students form peer groups by gender and are very dependent on the teacher. In middle and high school peer groups are usually mixed gender and are often formed around common interests such as athletics, band, etc.



Students are also affected by the home. Family income, marital status of the parents, family structure, and the work schedule of parents can all have an impact on a student. It is important to remember, however, that students are capable of and do overcome negative home factors in many cases, especially with teachers that provide compassion and structure.

As children grow older, some of them have issues that put them at risk.

Among these are teen pregnancy, substance abuse, suicide, alternative sexual issues, bullying, and/or dropping out. Teachers need to help students that are struggling with these issues by helping the students find the proper resources. Often the school counselor can provide support for the student.



Students who dropout are more likely to be minority and/or low-income.



Other factors are disabilities, academics, and chronic absenteeism. Teachers need to look for certain predictive factors that identify a student as "at-risk" for dropping out. These predictive factors are grade retention, poor academic performance, absenteeism, discipline problems, and/or the perception that no adult at the school cares about the student.

Some strategies to use with at-risk students involve: intervening early, identify and address causes, restructure school practices and/or offer alternative programs.

Georgia has improved its graduation rate in recent years by using graduation coaches, improving the curriculum, creating interventions and providing more options for students.