

## Chapter 11 Teacher Effectiveness

“Awakened joy in creative expression and knowledge.”

“ Make hard things easy.”

### Are Teachers born or made?

\*If you think it is a combination of both, you are in agreement with most people.

\*\*Behind the strongest teaching is usually well practiced skill at work.

\*\*Most strong teachers use proven skills – structure, motivation, clarity, high expectations, and effective questioning.

\*Most teaching is based on “tried and true” practices.

\*\*\* Research defines “best practice.”

### Academic Learning Time

\*Students who spend more time pursuing academic content achieve more.

\* Allocated time vs Engaged time vs Academic Learning Time

\* Academic Learning Time is engaged time with a high success rate

### Classroom Management

\*A well managed classroom is the result of carefully established and well maintained procedures,

\*\*Teacher vignette – pp. 431-2.

\*\*\*Be familiar with:

- Group alerting
- Withitness
- Overlapping
- Least intervention
- Fragmentation

\*\*\*Effective classroom Managers are good planners.

\*\*Most effective classrooms run on rules which are 1)few in number and 2)fair and reasonable.

\*\*Effective classroom management principles:

- Teaching eye to eye
- Teaching materials and supplies are readily available.
- High traffic areas are free of congestion.
- Procedures and routines should be actively taught in the same way that academic content is taught

\*\*Effective teachers manage student anger and aggression:

- Choice -
- Responsibilities

- Voice

### **The pedagogical cycle**

\*The pedagogical cycle is made up of four steps:

- Structure
- Question
- Respond
- React

\*\*Effective academic structure sets the stage for learning and occurs primarily at the beginning of the lesson.

\*\*\*A generic academic structure includes the following:

- Objectives
- Review
- Motivation
- Transition
- Clarification
- Scaffolding
- Examples
- Directions
- Enthusiasm
- Closure

\*\*\*You will notice that the above parallels a good lesson plan.

### **Questioning**

\*\* “To question is to teach well.” John Dewey

\*\*\*Check out Bloom’s Taxonomy in your folder of handouts.

\*Wait time – time a teacher waits after asking a question until the answer is given.

\*\*\*Wait time should be long enough for the student to feel as if they are going to be called on, but not so long as to feel they are being unduly single out.

\*\*There are benefits to increasing teacher “wait time” (p. 443).

\*Sometimes teachers give longer wait time students with higher expectations.

### **Reaction or Productive Feedback**

\*\*\*It is also very important how teachers respond to student answers.

- Praise
- Acceptance
- Remediation
- Criticism

\*\*\*”learning is enhanced when students understand what is expected of them, get recognition for their work, learn about their errors, and receive guidance in improving their performance.” John Goodlad.

\*\*\*Praise can be very effective.

1. Praise is contingent upon student performance.
2. Praise is specific
3. Praise is sincere
4. Praise lets students know about their competence and the importance of their accomplishments.
5. Praise attributes success to ability or effort.
6. Praise uses past performance as a context for describing present performance

\*\*\*feedback for when students are not performing well

1. Corrective feedback is specific and contingent on student performance.
2. Critical comments focus on student performance and are not of a personal nature,
3. Feedback provides a clear blueprint for improvement.
4. An environment is established that lets student know it is acceptable to make mistakes.
5. Corrective feedback relates eventual success to effort.
6. Corrective feedback recognizes when students have made improvements in their performance.

Variety in Process and Content

\*\*\*Effective teachers provide variety in both content and process.

\*\*\*Check out the variety of methods and strategies on p. 448.

## **Models for Effective Instruction**

### **Direct Teaching**

\*\*This may be known as systematic, active, or explicit teaching.

\*Direct teaching is usually a structured lesson with the teacher being in 'control' and the students being somewhat 'passive. Examples of uses of direct teaching methods and strategies include:

1. Daily review
2. New material
3. Guided practice
4. Specific feedback
5. Independent practice
6. Weekly and monthly reviews

### **Cooperative Learning**

\*\*\*Students work on activities in small, heterogeneous groups.

\*\*Cooperative Learning may be a form of 'constructivism' where students are asked to 'construct' knowledge.

\*\*\*When students are asked to construct knowledge in a social setting, it is referred to as 'social constructivism.'

\*Requirements for Cooperative Learning

- Heterogeneous
- 3-4 members

- Assigned task
- Each member has individual accountability
- Time limit

\*\*\*Research shows that cooperative learning promotes intellectual and emotional growth.

- Students make higher achievement gains – especially in math at the elementary level
- Students have higher levels of self esteem
- Students have a stronger sense that classmates have positive regard for one another
- A tolerance for different student backgrounds is achieved

\*\*\*There are challenges

- Accurate grading
- Takes more time than direct teaching

### **Mastery Learning**

\*\*\*Produced by Benjamin Bloom

\*\*\*Given the right tools, all students can learn.

\*\*\*This is closely tied to “No Child Left Behind” – ‘All students can and shall learn.’

\*\*Mastery Learning programs require specific and carefully sequenced learning objectives.

\*\*\*The first step is producing a BEHAVIORAL OBJECTIVE. “Students will be able to.....”

\*\*\*Instructional alignment means that there must be a close match between what is taught and what is tested.

\*\*Students may be able to work at their own pace.

\*\*\*The role of the teacher is to be a facilitator.

\*Studies show that mastery learning can be beneficial across grade levels and subject levels.

\*\*\*Teachers are generally more positive – students are more positive – and students achieve more and remember it better.

### **Problem-Based Learning**

\*\*This is also known as experience-based education, project-based education, and anchored instruction. (anchored in the “real world”)

[Check examples on p. 452.]

\*\*\*Project based learning is good for motivating students and fosters the following:

Learner cooperation

Higher-order thinking

Cross-disciplinary work

Artifacts and exhibits

\*\*challenges include communication among all parties and outside partnering issues.

### **Cooperative Learning and Scaffolding**

\*\*\*Basically, this deals with students and others working together to put an organization in place. This may be enhanced through technology.

## **Mastery Learning**

\*\*\*Students work at their own pace mastering certain concepts before moving on.

\*\*Mastery learning matched with traditional in-class learning is called Integrated Learning System (ILS).

\*We will be putting a Learning Management System in place at YHC that will accomplish some of these same goals.

## **Classroom Interactions and Teacher Feedback**

\*\*\*Technology may be used to enhance student participation and to expand the parameters of that participation.

\*\*\*Technology should never serve as a barrier between student and teacher.

\*\*\*Direct teaching can be enhanced by technology. Ex. Calculators, cad programs, etc.

## **Effective and Reflective Teaching**

\*\*Innovative, engaged, and reflective teaching is the key to effective teaching.

\*\*\*Good teaching limits the amount of content taught, but develops that sufficiently for students to gain and indepth knowledge.(counter to NCLB in many ways)

\*\*\*Differentiated Instruction organizes instructional activities not around content standards but individual differences in class.

\*\*This is somewhat counter to ‘Standards based’ education – Georgia Performance Standards.

\*\*\*Differentiation shows us how to teach the same standards to diverse learners by employing a variety of teaching and learning modes.

\*\*The teacher becomes the facilitator in the learning community.

\*\*Looping ‘promotes’ teachers with students.

\*\*block scheduling increases student teach contact time.

\*\*\*Reflective teaching

- What did I do today? Was it effective? Can I do better?
- Were my students engaged and motivated?
- How did I assess student learning today?
- How can I build on today for later classes?