EFFECTIVE TEACHING SKILLS

<table>
<thead>
<tr>
<th>TIME</th>
<th>EFFECTIVE TEACHING PRACTICES</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td><em><strong>:</strong></em></td>
<td>Clerical procedures (Standards: Teaching-10)</td>
<td>Records attendance, Reviews homework</td>
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<td><em><strong>:</strong></em></td>
<td>Lesson Introduction (Standards: Academics-6, Service-3)</td>
<td>Informs learners of language, skills, or understandings expected at end of lesson</td>
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<td>Provides learners with an advance organizer with which to place lesson content in perspective</td>
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<td>Checks for task-relevant prior learning at beginning of lesson and reteaches when necessary</td>
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<td>Uses attention-getting devices</td>
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<td>Uses individualized or attention-getting strategies to promote interest among special types of learners when appropriate</td>
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<td><em><strong>:</strong></em></td>
<td>Lesson Development (Standards: Leadership-8, Academics-5)</td>
<td>Gives directives slowly and distinctly; checks for understanding along the way</td>
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<td>Knows learners’ ability levels and teaches at or slightly above their current level of functioning</td>
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<td>Uses examples, illustrations, or demonstrations to explain and to clarify content in text and workbooks</td>
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<td>Shows enthusiasm and animation through variation in eye contact, voice, and gestures</td>
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<td>Varies activities with which the instructional stimuli are presented (e.g. lecturing, questioning, discussion, practice {daily})</td>
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<td>Uses student ideas and participation to foster lesson objectives when appropriate (weekly)</td>
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<td>Plans transitions to new content in small, easy-to-grasp steps</td>
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<td><em><strong>:</strong></em></td>
<td>Guided Practice (Standards: Teaching-11, 12)</td>
<td>Provides for guided practice, including use of language demands</td>
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<td>Provides correctives for guided practice in a non-evaluative atmosphere</td>
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<td><em><strong>:</strong></em></td>
<td>Checks for Understanding (Standards: Academics-6, Teaching-12)</td>
<td>Checks for task-relevant prior learning at beginning of lesson and reteaches when necessary</td>
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<td>Monitors seatwork by circulating and frequently checking progress</td>
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<td>Administers correctives immediately after initial response</td>
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<td><em><strong>:</strong></em></td>
<td>Procedure to end period (Standards: Teaching-10, 11)</td>
<td>Ends lesson with review or summary</td>
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**EFFECTIVE TEACHING PRACTICES**

**Planning** (Standards: Academics-4, Leadership-7, Teaching-10)
- Unit and lesson organization reflects task-relevant prior learning
- Establishes end products (e.g. reviews, tests) that are clearly visible to students
- Generally, uses direct instruction strategies for teaching Type 1 behaviors and indirect instruction strategies for teaching Type 2 behaviors
- Develops unit/lesson plans in accordance with Common Core, text & curriculum guide
- Divides lesson into small easily digestible pieces

**Other Effective Practices** (Standards: Leadership-7, 8, Teaching-11)
- Uses mix of rewards and reinforcers (weekly, monthly)
- Varies types of Questions - convergent & divergent
- Varies types of Probes - to clarify to solicit to redirect
- Stops misbehavior with a minimum of disruption to the class
- Uses meaningful verbal praise
- Establishes momentum (e.g., pacing and intensity gradually build toward major milestones)

**Which habits of mind will I teach or apply in this lesson?** (Habits of Mind, Costa and Kallick, 2000)
- Persisting
- Gathering data through all the senses
- Taking responsible risks
- Questioning and posing problems
- Thinking interdependently
- Remaining open to continuous learning
- Listening and understanding with empathy
- Striving for accuracy
- Responding with wonderment and awe
- Finding humor
- Creating, imagining, innovating
- Managing impulsivity
- Thinking flexibly
- Thinking about thinking (metacognition)
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision

**Which research-based instructional strategies to increase the rate and degree of learning, motivation, retention, or transfer will I incorporate into this lesson?** (A Handbook For Classroom Instruction What Works, Marzano, et al., 2001)

1. Identifying similarities and differences:
   - Comparing
   - Classifying
   - Creating metaphors
   - Creating Analogies

2. Summarizing and note-taking:
   - Summarizing
   - Note-taking

3. Reinforcing effort and providing recognition:
   - Reinforcement
   - Responding to student

4. Homework and practice
   - Guided Practice
   - Independent Practice

5. Representing knowledge:
   - Nonlinguistic representations
     - diagrams     grids
     - charts     clusters
     - flowcharts     maps

6. Learning Process
   - Think-Pair Share
   - Think-Write-Pair-Share
   - Jigsaw
   - Cooperative Learning Groups

7. Setting objectives and providing feedback:
   - Setting objectives
   - Providing feedback

8. Generating and testing hypotheses:
   - Systems analysis
   - Experimental inquiry
   - Historical investigation
   - Decision making
   - Problem solving
   - Invention

9. Cues
   - Cues and questions
   - Advance organizers

**COMMENTS:**