

Effective Teaching Behaviors

Organizational Development Skills:

- ◆ Lesson plans are specific:
 - ◆ Plans contain objectives, activities, assessment, and materials
- ◆ Teacher has daily warm-up activity for students while teacher takes care of administrative - roll, monies, etc.
- ◆ Teacher has materials in order, minimal time spent passing out papers, etc.
- ◆ Teacher begins classwork promptly
- ◆ Teacher specifies purpose and objectives to students
- ◆ Teacher indicates change of activity - smooth transition

Presentation of Subject Matter Skills:

- ◆ Teacher is knowledgeable of subject matter
- ◆ Teacher uses a variety of teaching strategies that impacts all modalities of learning - visually, auditorally, and kinesthetically. Teaching strategies and methodologies support school educational philosophy.
- ◆ Teacher conducts lesson initiating review, summary within the lesson, and end of lesson review
- ◆ Teacher talks on subject matter- teacher does not get distracted by irrelevant student talk
- ◆ Teacher uses effective questioning skills
 - ◆ Asks low and high order questions
 - ◆ Asks question, pauses 3-5 seconds, calls on reciter
 - ◆ Does not ask multiple questions
 - ◆ Involve as many students as possible
- ◆ Teacher uses effective feedback techniques with students
 - ◆ Gives correct feedback for incorrect response - Never ignore or give harsh feedback
 - ◆ Probes, amplifies, restates students response
 - ◆ Involves as many students as possible

Seatwork/Homework Skills:

- ◆ Teacher gives homework/seatwork directions and due date
- ◆ Teacher checks comprehension of directions
- ◆ Teacher circulates and assists students
- ◆ Teacher checks and gives feedback on homework/seatwork - Do not give if not checked (busywork)

Assessment Skills:

- ◆ Teacher prepares students for assessment
- ◆ Teacher provides a conducive atmosphere during assessment
 - ◆ Do not disturb sign- Controls noise and interruptions
 - ◆ Clarifies directions
 - ◆ Clarifies student 's questions
 - ◆ Arranges furniture appropriately
 - ◆ Monitors students during assessment - Teacher does not leave the classroom
- ◆ Teacher gives feedback from the assessment
 - ◆ Clarifies misconceptions
 - ◆ Listens to alternative responses
 - ◆ Makes positive comments about student ideas
- ◆ Teacher uses a variety of authentic assessment strategies - not just paper and pencil
 - ◆ Exhibits, Performances, Portfolios, Rubrics, Products, Demonstrations, Learning Logs, Journals,

Etc.

◆ **Peaceful Environment:**

- ◆ Inviting classroom - well decorated with appropriate decors- bare walls are not appropriate
- ◆ Assignments on board
- ◆ Student's work displayed
- ◆ Furniture arrangement conducive to learning
- ◆ Teacher listens carefully to what students say
- ◆ Teacher gives students ample opportunities to work together
- ◆ Teacher reads body language and implements energizers when necessary
- ◆ Teacher uses effective specific praise

◆ **Classroom Management Skills:**

- ◆ Teacher has a classroom management plan, including rules, rewards, and consequences
 - ◆ Plan is posted in the classroom
 - ◆ Teacher has taught, demonstrated, modeled, and practiced, the elements of the plan
 - ◆ Teacher is consistent in implementation of the plan
 - ◆ Teacher has shared plan with students, parents, and administration
- ◆ Teacher uses low-level intervention skills (proximity, eye contact, name-dropping, proximity-praise, etc.)
- ◆ Teacher circulates in the classroom
- ◆ Teacher does not yell at, embarrass, or put-down students
- ◆ Teacher has procedures in place that have been taught, demonstrated, modeled and practiced
 - ◆ Procedures = students knowing what to do and when to do it, correctly and on-time
 - ◆ Procedures = standards and routines that become habits

Examples: sharpening pencils, using rest-room, lining-up, heading paper, answering and asking questions, how students enter the class, etc.

◆ **Communication Skills:**

- ◆ Teacher is enthusiastic
- ◆ Teacher varies tone, pace and volume - not monotone
- ◆ Teacher displays positive body language - smiles, eye contact
- ◆ Teacher gives academic directions auditorally, visually, and kinesthetically (do an example)
- ◆ Teacher asks students for a comprehension check after any set of instructions

◆ **Professionalism:**

- ◆ Teacher conducts him/herself as a role model for students
- ◆ Teacher dresses in appropriate attire- "How we dress is how we are perceived, how we are perceived is how we are treated."
- ◆ Teacher is punctual to work
- ◆ Teacher does not bring personal problems constantly to work
- ◆ Teacher uses appropriate channels to convey concerns
- ◆ Teacher does not gossip or spread rumors
- ◆ Teacher never discusses fellow teachers with students
- ◆ Teacher is willing to put in the time required in order to be effective
- ◆ Teacher is a life-long learner always wishing to improve