Effective Teaching

1. Introduction

 The classroom performance assessments criteria, was derived over an extended period of time.

 This framework is intended to be used for classroom observation and evaluation and can be an effective tool for professional conversations.

 The framework for teaching divides the complex act of teaching into four (4) broad realms of activity or domains. Each domain consists of five or six components. Each component includes several elements.

1. Domain I: Planning and Preparation:

 Shulman: We expect teachers to understand what they teach and to understand it in several ways.

 To intercept the content and pedagogy, the teacher must transform the content knowledge into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students. (cognitive approach).

The National Board for professional Teaching Standards:

Teachers know the subjects they teach and how to teach those subjects to students.

The importance of being familiar with and building on students knowledge and skills is the focus of the research and writing…(Sykes and Bird(1992). Competent teachers lessons that enable students to connect what they know to new information. To engage students with the new knowledge, it is essential to know what they understand already of that content.

The American Psychological Association publication (McCombs 1992)…Defined Learning----An individual process of constructing meaning from information and experience, filtered through each individuals unique perceptions, thoughts, and feelings.

Jones (1992)---Importance of clear learning goals, coherent instruction, logically sequenced.

Clark and Yinger (1979)---Link between teacher effectiveness, planning of learning activities, and selection of appropriate materials.

Brophy and Good (1986)---Assessing student learning for enhancing achievement. Effective teachers plan for the evaluation of student progress in relation to the stated learning goals.(Brophy 1987)

1. Domain II: The Classroom Environment:

 Effective teachers attend to elements of the classroom environment, creating and obtaining an atmosphere of respect, caring, and commitment to important work.

 (Adams and Biddle 1970)-Important factors for student learning involve student participation, student-teacher contacts, time on task, attention, and engagement.

 Well arranged classrooms contribute positively to student engagement with learning tasks. (Morine-Dershimer 1977)

 There is positive link between routines and procedures and the time available for learning. Teachers must maximize the time that students spend actively engaged in worthwhile academic activities.

1. Domain III: Instruction

The 1990’s has emphasized constructivists learning and teaching; teaching for understanding and conceptual learning. A greater skill in problem solving.

Edmonds and Frederickson: effective teachers communicate clearly about goals, learning expectations, and specific instructions for meeting these goals.

Sharp, Cloutier and Diamond (1983)---Student engagement in learning suggests that effective teachers use questioning strategies that challenge students on several cognitive levels.

 Effective teaching requires clear and precise formulation of questions, waiting an appropriate interval for a student response, and a follow-through using the students response as a base.

 The new focus on constructivist learning builds on earlier work by Dewey and educators committed to implementing the implications of Piaget’s work in the classroom.

1. Domain 4: Professional Responsibilities (full range): Teachers are committed to students and their learning. Teachers think systematically about their practice and learn from experience. Teachers are members of learning communities. Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another’s intellectual growth…

(Griffen). An Effective teacher interacts with students, colleagues and community members purposefully and effectively. The link between involvement in schools and student learning is well established (Jones 1992).

Sensitive and respectful communication with families of minority children provide an important avenue for success.