

WHAT MAKES GOOD TEACHERS GOOD?

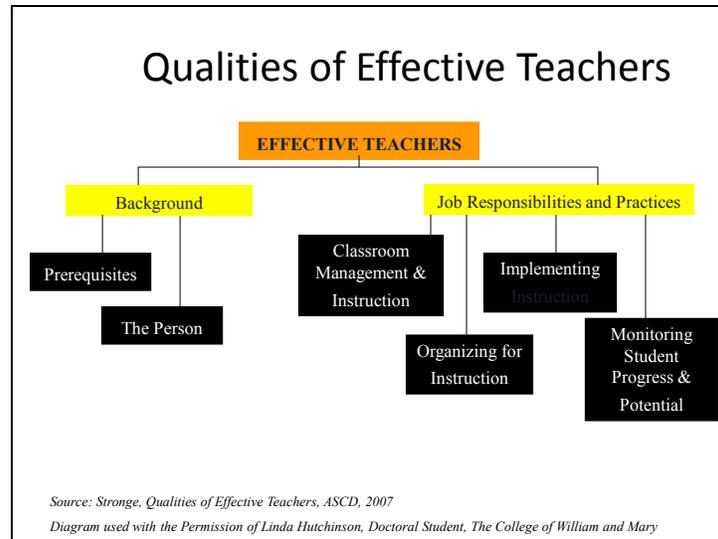


Workshop Materials

Kentucky Association of School Administrators

November 30, 2011

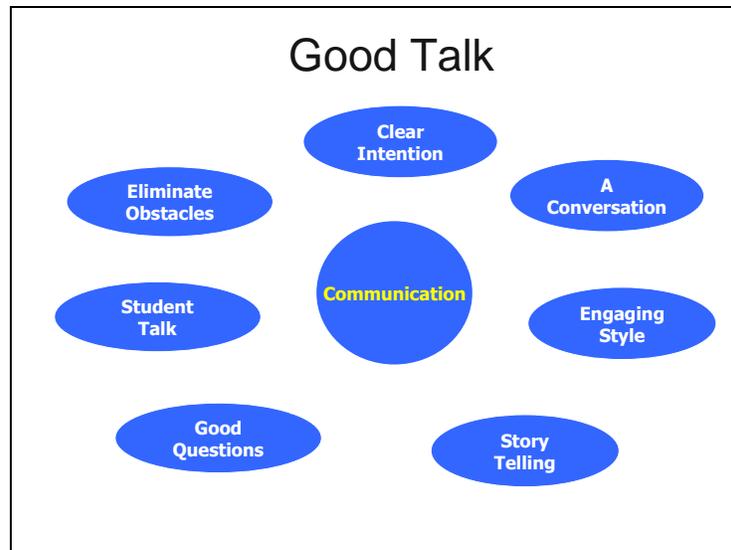
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Prerequisites of Effective Teaching

- ❖ Verbal Ability
- ❖ Content Knowledge
- ❖ Teaching Experience





The Teacher as a Person

- ❖ Caring
- ❖ Fairness & Respect
- ❖ Attitude
- ❖ Reflective Practice

A simple line drawing of a person's face, showing a wide smile and dark hair. The drawing is positioned at the bottom center of the slide.

Classroom Management and Organization

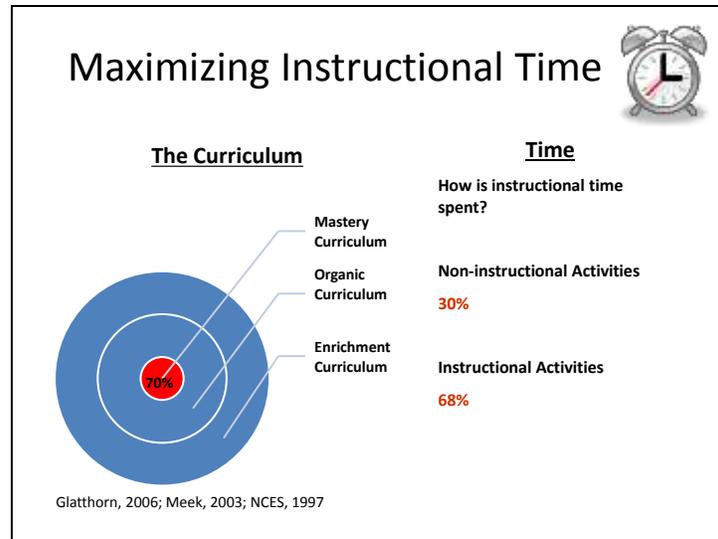
- ❖ Proactive discipline
- ❖ Maintain momentum
- ❖ Monitor & respond



Organizing for Instruction

- ❖ Thinking about instruction
- ❖ Planning for instruction

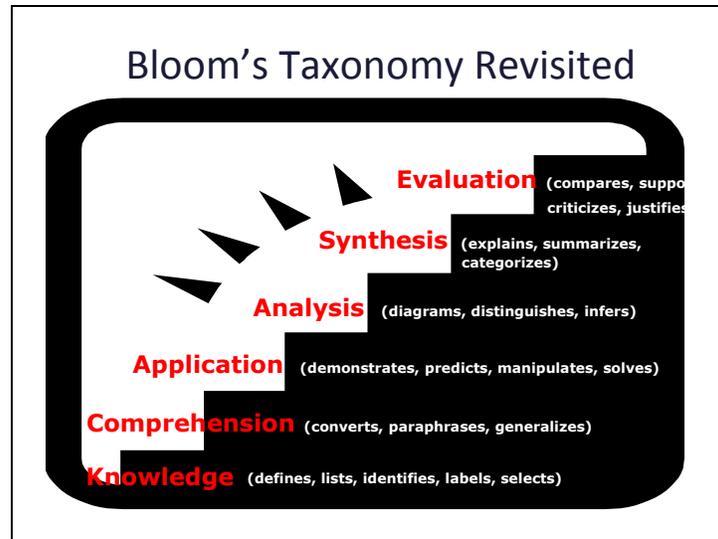




Implementing Instruction

- ❖ Effective instructional strategies
- ❖ Clear communication
- ❖ Student engagement
- ❖ Questioning skills





- ### Effective Teachers
- ❖ Ask questions that reflect an optimal match of
 - Content
 - Learning objectives
 - Students
 - ❖ Pose questions with sufficient variance to maintain momentum and interest
 - ❖ Develop questions as part of the planning process
 - ❖ Sequentially craft questions to assess understanding
 - ❖ Use wait time to encourage responses, engagement, and discussion

Monitoring Student Progress and Potential

- ❖ Test - Teach - Test
- ❖ Feedback
- ❖ Expect a lot!



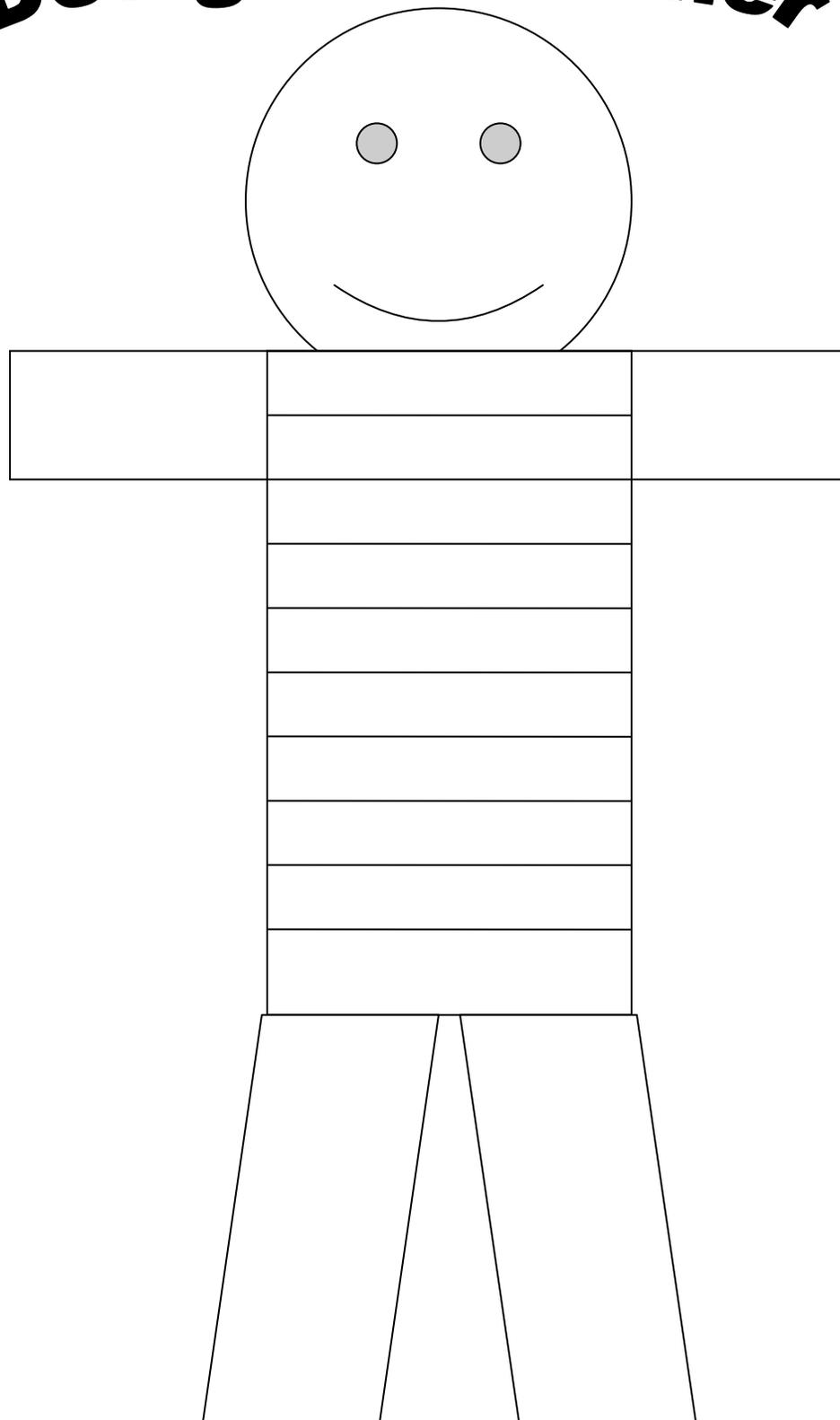


Test your knowledge on Teacher Effectiveness

Mark each statement as true or false based on your knowledge of what makes an effective teacher.

1. There are different definitions of teacher effectiveness.	True	False
2. A teacher's verbal ability has more effect on student achievement than the teacher's general ability level.	True	False
3. Content knowledge is important, but the ability to convey material is tantamount.	True	False
4. More experienced teachers are better able to apply a range of teaching strategies.	True	False
5. Effective teachers listen, understand, know their students as individuals, and love children.	True	False
6. Students consider that an effective teacher is fair and respectful if there is gender equity, opportunities for all to succeed, and a response to misbehavior at an individual level.	True	False
7. Creating a social rapport with students while maintaining the teacher-student role structure results in a supportive learning environment and student achievement.	True	False
8. A high level of motivation in effective teachers is related to high levels of achievement in students.	True	False
9. Student outcomes are a responsibility of the effective teacher.	True	False
10. Classroom management is an influential factor in teacher effectiveness.	True	False
11. Effective teachers reinforce expectations for positive behavior and achievement.	True	False
12. Effective teachers use a variety of questions that address both higher and lower levels of cognitive complexity.	True	False
13. Effective teachers recognize that student engagement is higher when they present as opposed to when students present material to the class.	True	False
14. Effective teachers list effective use of homework as a key element in their success.	True	False
15. Effective teachers are adept at managing a complex classroom environment.	True	False

Design a Teacher



***Qualities of Effective Teachers:
Demonstration
Lessons***

Kristine Hardy

Objective To secure a position where I can challenge students to advance their thinking about historical concepts, their relationship to present day events, and implications for the future.

Professional experience 1991 - present Appleton School District Appleton, AL
Teacher
Provided leadership as the history department chair since 2001
Taught Advanced Placement United States history, Advanced Placement World History, General United States history
Supported student achievement as evidenced by approximately one-third of my Advanced Placement students earning the highest score of 5, while 90% of my students on average attain scores of 3 or higher
Served as a mentor, student teacher cooperating teacher, and as a member of the school improvement team

Professional memberships Phi Alpha Theta, History honor society
National Education Association

Awards received 2004 Chamber of Commerce Mini-Grant for an oral history project
1992 Grady High School Rookie Teacher of the Year

Extracurricular activities Future Problem Solving Team Sponsor

Education 1988 – 1990 Samford University, Birmingham, AL M.Ed.
1984 – 1988 Indiana University, Bloomington, IN B.A. in history

References Charles Smith, Principal, Grady High School, 123 Gala Drive, Appleton, TX 12345 (123) 456-7898
Melody Carter, Secondary Supervisor, Appleton Central Office, POB 12, Appleton, TX 12345 (123) 456-9421
Debra Jones, School Improvement Team Chair, Grady High School, 123 Gala Drive, Appleton, TX 12345 (123) 456-7898

Yourtown Public Schools
Classroom Observation – Instruction & Assessment Skills: Form A

Teacher Candidate: Kristine Hardy

School: _____ **Date:** _____ **Time:** _____

Rate each category as follows:

- 1 = Ineffective (insufficiently evident) 2 = Developing (partially evident)
3 = Proficient (sufficiently evident) 4 = Exemplary (highly evident)

Instructional Complexity _____

Sample Performance Indicators:

- ___ The teacher emphasizes understanding of meaning rather than merely memorizing facts.
 - ___ The teacher emphasizes the students' knowledge of the world to develop understanding.
 - ___ The teacher develops students' cognitive abilities by encouraging application, comprehension, analysis, synthesis, and evaluation of new knowledge.
 - ___ The teacher fosters discovery of new understandings of concepts through stimulating activities.
-
-

Student Engagement _____

Sample Performance Indicators:

- ___ The teacher monitors student understanding and paces the lesson based on student progress.
 - ___ The teacher attends to lesson momentum and adapts to student responses.
 - ___ The teacher uses a variety of instructional strategies and types of assignments and activities to encourage student engagement.
 - ___ The teacher uses questioning strategies to engage students and promote learning.
 - ___ The teacher maximizes student learning by providing opportunities to participate actively and successfully.
 - ___ The teacher provides guided and independent practice of skills.
 - ___ The teacher summarizes and reviews major concepts from the lesson.
 - ___ The teacher solicits comments, questions, examples, demonstrations, or other contributions from students throughout the lesson.
-
-

Monitor Student Progress _____

Sample Performance Indicators:

- ___ The teacher uses oral, non-verbal, and written forms of assessment to measure student mastery of lesson objectives.
 - ___ The teacher anticipates likely misconceptions that may occur during instruction and monitors students for signs of these misconceptions.
 - ___ The teacher provides students with clear, specific, and timely feedback throughout the learning process to support student learning.
 - ___ The teacher provides students with feedback in a manner that is supportive and encouraging.
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Yourtown Public Schools
Classroom Observation – Questioning Techniques Analysis: Form B

Teacher's Name Kristine Hardy Date Time
 Started/Ended

Observer's Name Grade/Subject:

Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.

Type of Question	Total #	Percent
Low Cognitive (Recall)		
Intermediate Cognitive (Comprehension)		
Application and High Cognitive (analysis, synthesis, evaluation)		
Total of all questions		

Based on the percentages what level of thinking was targeted?

How clearly worded were the questions?

PERFORMANCE SAMPLE NO. 2

Yourtown Public Schools

Teacher Danielle Thomas Grade/Subject 2nd Grade

School Smooth Sailing Elementary School Administrator Mrs. Literacy

Setting

Smooth Sailing Elementary School is located in an urban setting and has an enrollment of 296 students in grades K-5 with an average daily attendance of 95% and a Free/Reduced Lunch rate of 72%. In 200- -200-, 67 % of the students passed the state English proficiency test (compared to 58% in the previous year) and 54% of the students passed the Mathematics proficiency test (compared to 44% the previous year)

What was the performance level of the students at the beginning of the year?

Based on the Standardized Reading Inventory results, 4 out of 9 students were on grade level in August and 5 were below grade level. Of those below grade level, two students were found to be non-readers.

Lesson

Danielle is teaching an inter-disciplinary lesson that is centered on language development for her 2nd grade students. Among other content, she will incorporate math and geography concepts in the lesson.

Yourtown Public Schools
Classroom Observation – Qualities of Effective Teachers: Form C

Applicant Observed: Danielle Thomas

Location:

Yourtown Elementary School

Medium:

Video Classroom visit

Date: _____ **Length of Class:** _____

Note evidence of all areas associated with qualities of effective teachers may be evidenced in the demonstration lesson.

<p>PREREQUISITES OF EFFECTIVE TEACHING</p> <ul style="list-style-type: none"> ◆ Accurate content knowledge ◆ Teaching methods 	SPECIFIC EXAMPLES:
<p>TEACHER AS A PERSON</p> <ul style="list-style-type: none"> ◆ Caring ◆ Humor ◆ Rapport with Students ◆ Correct language usage ◆ Clear directions and explanations 	SPECIFIC EXAMPLES:
<p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> ◆ Climate of trust and respect ◆ Diversity appreciation ◆ Continuous improvement ◆ Classroom rules/routines ◆ Active listening, Caring, fair ◆ Safe and attractive area 	SPECIFIC EXAMPLES:
<p>INSTRUCTIONAL PLANNING</p> <ul style="list-style-type: none"> ◆ Clear, logical, integrated plans ◆ Content alignment ◆ Coherent instructional plans ◆ Curriculum materials prepared ◆ Differentiates instruction 	SPECIFIC EXAMPLES:
<p>INSTRUCTIONAL DELIVERY</p> <ul style="list-style-type: none"> ◆ Varied strategies ◆ Variety of resources ◆ Appropriate pacing ◆ Student involvement ◆ Relevance of instruction 	SPECIFIC EXAMPLES:
<p>MONITORING STUDENT PROGRESS AND POTENTIAL</p> <ul style="list-style-type: none"> ◆ Pre/post assessment ◆ Timely feedback ◆ Verbal and nonverbal feedback ◆ Teacher records ◆ Student ownership ◆ Re-teaches/accelerates 	SPECIFIC EXAMPLES:

Additional Notes

Observer/Interviewer's Signature: _____

The More We Change...

Elementary School Example

A Bear of a Problem

Jane Grayson graduated from State College with a B.A. in Education. Her license is for elementary education. Jane has been teaching for 28 years, the first 20 years were at Hillvale Elementary before it was replaced by Pioneer Elementary School where she has been for the last eight years. She has always taught first grade. To say the least, Jane knows her way around the school, her classroom, and *her* first grade curriculum. Actually, she is a committed teacher – hard working and caring toward her children. However, she really does believe she owns the curriculum. She helped develop it several years ago and has continued with it – with her own twist on particulars – ever since.

One of Jane’s favorite lesson series is the bear unit. Included in this well-loved unit are several good pre-reading and early reading books such as *Brown Bear, Brown Bear, Corduroy*, and *Blackberries for Sal*. Also, she fills the room with teddy bears and invites the children to bring their favorite stuffed animals. She uses the bear unit every September (and actually, sometimes well into October) to acclimate her students to first grade and to “help them get ready to read.”

There isn’t anything inherently wrong with the bear unit. In fact, it could be used quite effectively to do just what Jane intends – orientation and initiating the development of reading skills. However, she simply takes far too long to help the children “get ready to read.” By the time she’s tired of bears, the class is dragging. The children for the most part are bored rather than excited about reading. Also, she’s well behind the other first grade classes. Further, the way she’s using the bear unit, there is minimal, at best, match with the state standards.

Assets	Needs	Actions to Take

The More We Change...

High School Example

Teaching to the Block

Billy Wizenbaum worked for several years as an interpreter for a local historical site after earning a B.A. from the university with a double major in history and philosophy. He also has a Master's degree in American Studies. Five years ago, he entered the classroom on an emergency certificate. He took evening classes and completed the coursework for a regular teaching license.

Billy teaches American history at Central High School. In fact, Billy loves teaching American history. He is a walking encyclopedia and it is too bad that he has not been invited to appear on an "all history" version of Jeopardy. He even spends part of every summer vacation traveling around the country to explore historical sites. In addition to knowing his subject, Billy generally follows the curriculum. He just never follows it far enough! His students know (or, at least, they have been well exposed to) U.S. History through Reconstruction. When it comes to the twentieth and twenty-first centuries, however, it is as if they don't exist. The problem is not that Billy doesn't care about recent history, or that he does not want to teach it. He just cannot get to it. He spends too long lecturing on the American Revolution and the Civil War. And the operable word is lecture.

When the high school changed to a 4x4 block schedule three years ago, the administration made a concerted effort to get Billy to mend his ways. He attended several workshops related to effective instruction in a block schedule. This past year, at your request, the school system social studies curriculum supervisor visited his classroom several times and attempted to mentor him into the twenty-first century. Unfortunately, the only thing that has changed is that Billy now lectures for about 90 minutes a day instead of 42. And, he has just ended the year and barely entered the twentieth century. In response, you ended the year by giving him a negative evaluation.

Assets	Needs	Actions to Take

Focusing on the Teacher

Teacher Scenario	Teacher Quality
<p>Grace runs a well-organized structured classroom where students clearly are engaged in learning. The principal asked Grace if she would be willing to have a cluster group of identified gifted students assigned to her room at the end of last school year, and she agreed. The heterogeneously grouped classroom is not running as smoothly this year, and Grace is frustrated. Her lower ability students don't get it, her gifted students are bored, and only the average kids seem to be okay. She does not want to draw attention to students by singling them out with "special lessons".</p>	
<p>Carol taught physical science for seven years. This year the school district adopted a new textbook series that has a spiral curriculum that addresses biology, chemistry, environmental sciences, and physics each academic year. The science lead teacher has come to you for advice because Carol is still using the old textbook. While Carol's lessons are aligned with the state eighth grade standards, they are not consistent with the district's adopted spiral curriculum. The lead teacher wants your assistance as Carol has continued to use the old books and lesson plans even after the lead teacher spoke with her.</p>	
<p>Jocelyn just graduated with a degree in chemistry and had a great interview with the principal, department chair, and parent representative. She has returned to the rural community where she grew up to save money to attend medical school in a couple of years. The high school is excited to have someone who actually majored in chemistry teach the subject. Before deciding to hire Jocelyn, the department chair and principal spoke about the types of supports Jocelyn would need. It is the first marking period and it is clear that she knows her content, but the teaching components are weak.</p>	

Suggestions for Improvement for _____

Teacher Quality Domains

Quality 1. Prerequisites of teaching	Quality 4. Organizing for instruction (planning)
Quality 2. Teacher as a person	Quality 5. Implementing instruction
Quality 3. Classroom management and organization	Quality 6. Monitoring student progress and potential

Reporting out Situation Table KEY

Directions: Identify the issue and record the group's suggestions to addressing it

Teacher	Quality	Domain	Key Issue	Suggestions
Jocelyn	Prerequisites of Effective Teaching	<i>Professionalism</i>	Lacks pedagogical knowledge	NOTE: mentoring alone is not enough <ul style="list-style-type: none"> • College pedagogy classesⁱ • Peer observation of a teacher in a neighboring school who teaches chemistry • Divide the mentoring up e.g., • Professional development on instructional methods
Barbara	Teacher as a Person	<i>Communication</i>	Does not understand an unfamiliar culture	<ul style="list-style-type: none"> • Workshops on specific populations (e.g., at-risk) • Attend events in the community to get to know the students outside of schoolⁱⁱ • Home visits (e.g., deliver good news in person) • Tour the neighborhood/attendance zone by going on a bus route BENEFIT –study found that if teachers are sensitive to cultures and special needs students perform one grade above peers in less sensitive classes ⁱⁱⁱ
Mandrel	Classroom Management and Organization	<i>Learning Environment</i>	Classroom discipline	<ul style="list-style-type: none"> • establish and reinforce rules^{iv} • use appropriate consequences^v • use positive praise and reward desired behaviors^{vi} • Observe teachers who have established student-teacher ownership of the to promote a positive climate.^{vii}
Carol	Organizing for Instruction	<i>Instruction</i>	Old lessons, not aligned to current curriculum	<ul style="list-style-type: none"> • Collaboratively construct a blueprint of how to address the curriculum during the instructional time.^{viii} • Facilitates planning units in advance to make intra and interdisciplinary connections.^{ix} • Examine how the teacher's role in the spiral impacts for the next year, so the teacher needs to plan for the context of the lesson, to help students relate, organize, and make knowledge become a part of students' long-term memory.^x

Grace	Implementing Instruction	Instruction	Lack of differentiation for ability levels	<ul style="list-style-type: none"> • Workshops on remediation, skills-based instruction, and individualized instruction to differentiate for individual student's needs.^{xi} • Learn additional instructional strategies^{xii} • Workshop of questioning to align the question level with students' cognitive abilities with appropriate techniques.^{xiii} • Training in cooperative learning to enhance higher order thinking skills for all students.^{xiv}
Travis	Monitoring Student Progress and Potential	Assessment	Lack of types of assessments and alignment to what is taught	<ul style="list-style-type: none"> • Use teacher developed tests aligned to what was taught^{xv} • Use informal assessments^{xvi} • Professional development on designing and interpreting assessments^{xvii} • Take a class on assessment^{xviii} • Staff development on performance assessment.^{xix} • Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of the knowledge and skills.^{xx}

The qualities are taken from Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: ASCD

ⁱ Darling-Hammond, L. (1996). What matters most: A competent teacher for every child. *Phi Delta Kappan*, (November), 193-200. **1/4 teachers are not certified in the area they are teaching; 12% lack any formal education training;** Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Retrieved March 21, 2000 from the World Wide Web: <http://olam.ed.asu.edu/epaa/v8n1> **students of teachers without education training learn less;** Ferguson, P. & Womack, S. T. (1993). The impact of subject matter and education coursework on teaching performance. *Journal of Teacher Education*, 44 (1), 55-63. **Subject matter is important (e.g., Fetler or Goldhaber found subject matter was better than not having it) but these authors found a significantly positive relationship between education coursework and student achievement.**

ⁱⁱ Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing an ethic of care in England, Ireland, and the United States. *Journal for a Just and Caring Education*, 5 (4), 349-366.; Cruickshank, D. R. & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58 (5), 26-30.

Teachers should be diversity -responsive

ⁱⁱⁱ Blair, J. (2000). ETS study links effective teaching methods to test-score gains. *Education Week*, 20 (8), 24.

^{iv} Covino, E. A. & Iwanicki, E. (1996). Experienced teachers: Their constructs on effective teaching. *Journal of Personnel Evaluation in Education*, 11, 325-363.; Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the school year. *The Elementary School Journal*, 80 (5), 219-231.

^v Covino & Iwanicki

^{vi} Shellard & Protheroe. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*.

^{vii} Shellard & Protheroe, 2000

^{viii} McEwan, E.K. (2002). *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.

^{ix} McEwan, 2002.

^x Marzano, R. J., Pickering, D. & McTighe, J. (1993). *Assessing student outcomes: performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD.

^{xi} Shellard, & Protheroe, 2000.

^{xii} Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 58 (8), 12-17. **Students of teachers who use a variety of instructional strategies do better**

^{xiii} Cawelti, G. (1999b). *Handbook of research on improving student achievement* (2nd ed.). Arlington, VA: Educational Research Service.; Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: Association for Supervision and Curriculum Development.; Covino & Iwanicki, 1996.; Darling-Hammond, 2001; Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7th ed.). New York: Addison-Wesley.; Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475.; Shellard and Protheroe; Wang, M., Haertel, G.D., Walberg, H. (1993). What helps students learn? *Educational Leadership*, 51 (4), 74-79.

^{xiv} Shellard, E. & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*. Arlington, VA: Educational Research Service.

^{xv} Blair

^{xvi} Covino & Iwanicki

^{xvii} Covino and Iwanicki cite that effective teachers know how to design and interpret test data

^{xviii} Scherer, M. (2001). Improving the quality of the teaching force: A conversation with David C. Berliner. *Educational Leadership*, 58 (8), 6-10.

^{xix} Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80 (9), 658-660.

^{xx} Gronlund, N. E. (2002). *Assessment of student achievement* (7th ed.). Boston: Allyn & Bacon.

Reflections on Delivering Instruction and Learning Environment

This 10-minute video vignette program focuses on Mauldin High School English Teacher, Debbie Barron. The essential learning objectives of this lesson are: the students will demonstrate awareness of how parody is created and understand how stylistic elements develop themes and tones. As you watch the video, make note of evidence observed for the *Instruction* and *Environment* competencies. Then, answer the questions below based on the video and your own reflection on effective teaching practices as they relate to the two competencies.

<i>Quality</i>	<i>Evidence Observed</i>
Standard 4: The Teacher Implements and Manages Instruction. <i>The teacher introduces/implements/ manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
Standard 3: The Teacher Creates and Maintains Learning Climate <i>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	

1. What is the value of remaining involved with students during the entire class period?
2. How can teachers more directly involve students in the teaching and learning process?
3. What are some of the ways that Debbie Barron manages the classroom during in this lesson?
4. What are some of the ways that Debbi Barron maximizes instructional time in this lesson?
5. What are the instructional strategies that Debbie Barron uses in the lesson to reach her students?

Source: Qualities of Effective Teachers, Program 2, *Managing the Classroom*, Part 4, *Variety of Instructional Strategies*, ASCD DVD

Reflections on Monitoring Student Progress

Effective teachers are engaged on an ongoing basis in assessing students in one way or another. This 5-minute video vignette focuses on Mill Creek Town Elementary 1st grade teacher, Angel Manson. In this lesson, the students are learning to organize and display their data in pictograph format. While you are watching the video, make note of evidence observed for the *Planning* and *Assessment* competencies. Then, use the questions below to guide your reflections on this vignette.

<i>Performance Standard</i>	<i>Evidence Observed</i>
<p>Standard 2: The Teacher Designs and Plans Instruction <i>The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i></p>	
<p>Standard 5: The Teacher Assesses and Communicates Learning Results <i>The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i></p>	

1. What are some of the ways that Angel Mason makes her instructional planning effective?

2. Did Angel meet her lesson objectives? How do we know?

3. How could Angel have improved her lesson at the planning stage?

4. How could Angel provide help to students who are struggling with the concepts in the lesson? What can she offer as enrichment? How would these strategies be reflected in her planning?

Source: Qualities of Effective Teachers, Program 3, *Planning and Delivering Instruction*, Part 1, *Planning Lessons Based on Student Prior Knowledge*, ASCD DVD

MARIA SANCHEZ
Growth Report: STAR Reading
Smooth Sailing Elementary School

Grade: 5

Teacher: Maria Sanchez

Student	August Pre-Test GE	January Mid-Year GE	June Post-Test GE	Pre-Post Change in GE
Annie	2.7	2.8	3	0.3
Billy	4.7	5.6	6.3	1.6
Curly	5.1	4.8	5	-0.1
Dolly	3.9	4.6	5	1.1
Ellie	4.3	4.4	5	0.7
Frankie	4.6	4.8	5.8	1.2
Gilbert	3.1	3.8	3.9	0.8
Howie	6.3	6.6	7.6	1.3
Iggie	5.8	6.4	7.2	1.4
Jamal	6	6.5	7.4	1.4
Kindra	5.8	5.6	6.2	0.4
Larry	4.5	4.8	5.5	1
Moe	3.4	3.6	4	0.6
Nellie	5	4.5	4.8	-0.2
Opprah	5.2	5.8	5.9	0.7
Polly	4.9	5.5	5.7	0.8
Quenton	3	3.8	4.1	1.1
Randy	6.1	6.6	7.5	1.4
Sam	4.9	5	5.7	0.8
Average	4.7	5.0	5.6	0.9

Notes:

GE Grade Equivalent: The grade level for which a given score is the real or estimated average as compared with other students of the same grade or age on a given test.

On Grade Level = GE plus or minus 2 months

Below Grade Level = GE more than 2 months below grade placement

Above Grade Level = GE more than 2 months above grade placement

**S.T.A.R. Reading
- Growth Report -
Smooth Sailing Elementary School**

Grade: 5

Teacher: Maria Sanchez

<u>Reading Growth Summary</u>	<u>Test Dates</u>	<u>Time-of-Test Placement</u>	<u>Grade Equivalency</u>
19 students	August	5.0	4.7
	January	5.4	5.0
	June	5.9	5.6

Grade Equivalency Distribution Summary

	August		June	
Grade Equivalency*	Number of Students	Percent*	Number of students	Percent*
PP	0	0%	0	0%
P	0	0%	0	0%
1	0	0%	0	0%
2	1	5%	0	0%
3	4	21%	2	11%
4	6	32%	3	16%
5	5	26%	8	42%
6	3	16%	2	11%
7	0	0%	4	21%
8	0	0%	0	0%
9	0	0%	0	0%

* Grade equivalencies and percentages rounded to whole numbers

S. T. A. R.—The Standardized Test for Assessment of Reading

GE Grade Equivalent: The grade level for which a given score is the real or estimated average as compared with other students of the same grade or age on a given test

QUALITIES OF EFFECTIVE TEACHERS Look For's And Red Flags

Based on the qualities identified in *Qualities of Effective Teachers*¹

As a small group, generate a list of 1) observable behaviors (or evidence) that indicate that the following quality of effective teaching is being demonstrated and 2) observable behaviors (or evidence) that indicate that the quality is not addressed .

Notes:

1. What would be the best source of documentation for the evidence?

O = observation, P = portfolio, S = student performance measures

2. What school level(s) are appropriate for this evidence?

E = elementary, M = middle, H = high, A = all levels

Teacher Domains and Qualities

Quality: The teacher as a person

This quality includes:

Caring Fairness and respect Interactions with students Enthusiasm
Motivation Dedication to teaching Reflective practice

Look For's: Evidence that Quality is being addressed	Source: OPS	Level: EMHA
EX 1: active listening	OP	A
EX 2: demonstrates interest in students' lives outside of the classroom	OP	A
Red Flags: Evidence that Quality is <u>below expectations</u>		
Unwilling to consider individual student circumstances when students present concerns Refuses to participate in school events that take place outside of contract work hours		

¹ Published in 2003 by ASCD and written by James H. Stronge, Ph.D.

QUALITIES OF EFFECTIVE TEACHERS
Look For's and Red Flags

As a small group, repeat the exercise with the following Quality.

O = observation, P = portfolio, S = student performance measures

E = elementary, M = middle, H = high, A = all levels

Quality: The teacher as symphony conductor

This quality includes:

Classroom management

Organization (i.e., space, materials, routines)

Student discipline

Look For's: Evidence that Quality is being addressed	Source: OPS	Level: EMHA
Red Flags: Evidence that Quality is <u>below expectations</u>		

QUALITIES OF EFFECTIVE TEACHERS
Look For's and Red Flags

As a small group, repeat the exercise with the following Quality.

O = observation, P = portfolio, S = student performance measures

E = elementary, M = middle, H = high, A = all levels

Quality: The teacher teaching: Organizing for instruction

This quality includes:

Importance of instruction

Time allocation

Teachers' expectations

Instruction plans

Look For's: Evidence that Quality is being addressed	Source: OPS	Level: EMHA
Red Flags: Evidence that Quality is <u>below expectations</u>		

QUALITIES OF EFFECTIVE TEACHERS
Look For's and Red Flags

As a small group, repeat the exercise with the following Quality.

O = observation, P = portfolio, S = student performance measures

E = elementary, M = middle, H = high, A = all levels

Quality: The teacher teaching: Implementing instruction		
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This quality includes:

Instructional strategies

Content and expectations

Complexity

Questioning

Student engagement

Look For's: Evidence that Quality is being addressed	Source: OPS	Level: EMHA
Red Flags: Evidence that Quality is <u>below expectations</u>		

QUALITIES OF EFFECTIVE TEACHERS
Look For's and Red Flags

As a small group, repeat the exercise with the following Quality.

O = observation, P = portfolio, S = student performance measures

E = elementary, M = middle, H = high, A = all levels

Quality: The teacher teaching: Monitoring student progress and potential		
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This quality includes:

Homework

Monitoring student progress

Responding to student needs and abilities

Look For's: Evidence that Quality is being addressed	Source: OPS	Level: EMHA
Red Flags: Evidence that Quality is <u>below expectations</u>		

QUALITIES OF EFFECTIVE TEACHERS
Look For's and Red Flags

As a small group, repeat the exercise with the following Quality.

O = observation, P = portfolio, S = student performance measures

E = elementary, M = middle, H = high, A = all levels

Quality: Prerequisites to effective teaching

This quality includes:

Communication with others

Educational Coursework

Teacher Certification

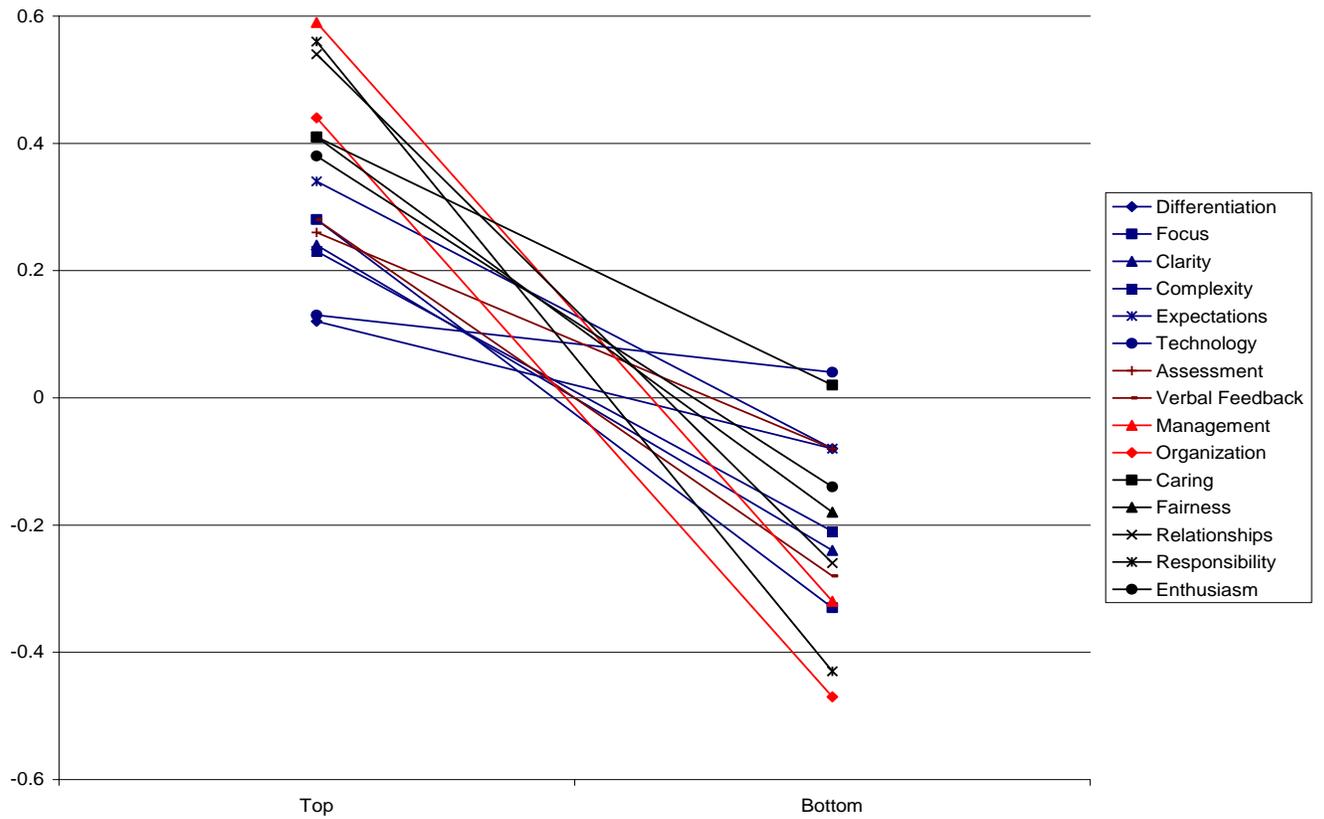
Content Knowledge

Teaching Experience

Look For's: Evidence that Quality is being addressed	Source: OPS	Level: EMHA
Red Flags: Evidence that Quality is <u>below expectations</u>		

***TOOLS YOU
CAN USE***

Teacher Effectiveness Variables





Teacher Effectiveness: Improving Schools One Classroom at a Time

Teachers have a powerful and long-lasting influence over the students they teach. Teachers directly affect children in how they learn, what they learn, how much they learn, and the ways they interact with one another and the world around them. Considering the degree of influence of the teacher, it is important to come to an understanding of what teachers should do to promote positive results in the lives of children – with regard to school achievement, positive attitudes toward school, interest in learning, and other desirable outcomes. Moreover, this understanding should be based not only on what experts and stakeholders *think* teachers should do, but also on what educational research has shown to be important in the preparation and practice of effective teachers.

“Effectiveness” is an elusive concept to define when we consider the complex task of teaching. Some researchers define teacher effectiveness in terms of student achievement; others focus on high performance ratings from supervisors; still

others rely on comments from students, administrators, and other interested stakeholders. Because of the many areas of a teacher’s influence, it is challenging to define what outcomes might be defined as evidence of effectiveness and how those outcomes should be measured. In addition, many variables outside the teacher’s control also affect each of the potential measures of effectiveness.

This synopsis seeks to shed light on the elusive concept of teacher effectiveness by compiling research results accumulated across several decades to define specific teacher traits and behaviors that contribute to student achievement and other measures of effectiveness. We focus specifically on the *teacher* and his or her preparation, personality, and practice, rather than on other influences such as student demographics, school and district administration, or organizational decision-making outside the teacher’s control.

The effective teacher

- Recognizes complexity. Teaching is a complex activity because the disciplines to be taught are complex and because students are complex.
- Communicates clearly. The teacher’s job requires clear communication of expectations, encouragement, and caring as well as of content.
- Is conscientious. The effective teacher cares about students and ensures that students recognize this caring and feel supported and encouraged. The effective teacher cares about his or her classroom and ensures an organized and positive learning environment.

Prerequisites of Effective Teaching

<p>Does intelligence relate to effective teaching?</p>	<ul style="list-style-type: none"> ☞ Studies have had mixed results. Verbal ability has been linked to student performance. ☞ The relationship of teachers' verbal ability to student achievement may be a result of the relationship between teachers' verbal ability and their abilities to convey ideas in a clear and convincing way to students.
<p>How did effective teachers gain their knowledge of teaching and learning?</p>	<ul style="list-style-type: none"> ☞ A teacher's formal pedagogical preparation has been shown to have a positive impact on student achievement in mathematics, science, and reading. ☞ Through methods courses ☞ Some studies support that content knowledge is important to effective teaching up to a point, but that beyond a certain competence level in the subject area, the ability to convey the content to students in a way that they can grasp, use, and remember is more important and is not necessarily related to additional knowledge or coursework in the content area. ☞ Teachers with formal training in meeting the needs of special populations of students (e.g., ESL, gifted and talented) have been shown to be more effective with promoting achievement within these populations.
<p>Does certification status relate to teacher effectiveness?</p>	<ul style="list-style-type: none"> ☞ Teachers with certification of some kind (standard, alternative, or provisional) tend to have students with higher achievement rates than teachers working without certification. ☞ Secondary teachers certified within their field have significantly higher achievement rates among their students than teachers working out-of-field, especially in the area of mathematics.
<p>How important is teaching experience to effectiveness?</p>	<ul style="list-style-type: none"> ☞ Teachers with more experience tend to show better planning skills, are better able to apply a range of teaching strategies, and they demonstrate more depth and differentiation in learning activities. More experienced teachers tend to know and understand their students' learning needs better. ☞ The effect of teacher experience seems to level off after a certain number of years – teachers with more than three years of experience are more effective than those with three years or fewer, but these benefits seem to level off after about five or more years.

The Teacher as a Person

<p>What role does caring play in teacher effectiveness?</p>	<p>Numerous studies asking what makes a good teacher have demonstrated the importance of caring in the eyes of teachers and students; also, supervisors who rate teachers place priority on how teachers show students they are caring and supportive. Specific characteristics are: listening, gentleness, understanding, knowledge of students as individuals, warmth and encouragement, and love for children.</p>
<p>What is the role of fairness in effective teaching?</p>	<p>Students interviewed for their views on effective teachers consistently note the importance of fairness and respect at all levels of schooling - from elementary through high school. Among the elements of fairness and respect are the following:</p> <ul style="list-style-type: none"> ☞ responding to misbehavior at an individual level rather than holding a whole class responsible for the actions of a few; ☞ demonstrating cultural respect, understanding, and racial and cultural impartiality; and ☞ offering all students opportunities to participate and to succeed.

Teacher as a Person continued

<p>How do effective teachers interact with their students?</p>	<p>Teachers who are accessible and professional towards student interact with students by:</p> <ul style="list-style-type: none"> ☞ behaving in a friendly and personable manner while still maintaining appropriate teacher-student role structure; ☞ giving students responsibility and respect, and treating secondary students in particular as adults when appropriate; ☞ demonstrating interest in students' lives beyond the classroom; ☞ paying attention to what students have to say; and ☞ demonstrating a sense of fun and a willingness to play
<p>What is the effective teacher's attitude toward the profession of teaching?</p>	<p>The dedication of effective teachers stands out in the following ways:</p> <ul style="list-style-type: none"> ☞ positive attitudes about life and teaching which have also been linked to student motivation and achievement; ☞ extra hours spent preparing and reflecting upon instruction; ☞ promotion and participation in a collegial, collaborative work environment; ☞ involvement in graduate study; and ☞ acceptance of responsibility for student outcomes.
<p>What is the role of reflective practice in effective teaching?</p>	<ul style="list-style-type: none"> ☞ Within effective schools, there is a pattern of emphasis on reflective practice individually and collectively among teachers. ☞ Effective teachers not only reflect upon their teaching, but also hold high expectations of themselves as well as their students and hold a strong positive belief in their own efficacy.

Classroom Management and Organization

<p>What are the key classroom management skills of effective teachers?</p>	<p><i>Establishing routines and procedures to limit disruption and time taken away from teaching and learning, resulting in:</i></p> <ul style="list-style-type: none"> ☞ proactive discipline—establishing and communicating clear rules and expectations for behavior from the very beginning of the school year; and ☞ establishment of procedures for routine, daily tasks and needs. <p><i>Maintaining momentum and variety, resulting in:</i></p> <ul style="list-style-type: none"> ☞ smooth orchestration of transitions and continuity of momentum throughout the day; ☞ variety and challenge in activities; and ☞ multitasking – ability to engage in more than one action at the same time. <p><i>Monitoring and responding to activity, resulting in:</i></p> <ul style="list-style-type: none"> ☞ awareness of overall activity levels in the classroom; ☞ movement around the classroom for nearness to trouble spots and to encourage attention; ☞ anticipation of potential problems to limit disruption; and ☞ resolving minor inattention and disruption before they become major disruptions.
<p>What are the important elements of organization in effective teaching?</p>	<ul style="list-style-type: none"> ☞ To have materials prepared and ready for use in advance of the lesson, including extra materials in case of unexpected problems or sudden arrivals of new students ☞ To create and maintain procedures that support students in knowing what they are to do when with a minimum of repetition of directions ☞ To be effective organization of space, including communicating to students where to store what materials

The Teacher Teaching

<i>Organizing and Orienting for Instruction</i>	
How do effective teachers think about the importance of instruction?	<ul style="list-style-type: none"> ☞ They prioritize instruction and student learning as the central purposes of schooling and communicate an enthusiasm and dedication to learning that their students reflect in their own behavior and practice. ☞ They maximize their allocated instructional time through effective classroom management and organization skills that ensure smooth transitions, maintain momentum in the lesson, and limit disruptions.
How do effective teachers plan for instruction	Identify clear lesson and learning objectives and carefully link activities to them. Some considerations include organizing content presentation, carefully selecting curriculum resources that reflect the objectives and student characteristics, incorporating graphic organizers, and preparing questions in advance to check for understanding and extend the learning.
<i>Implementing Instruction</i>	
How do effective teachers employ instructional strategies?	<ul style="list-style-type: none"> ☞ By effective use of direct teaching, including guided and independent practice ☞ By hands-on learning, especially in science ☞ By problem solving across the curriculum that draw on students' own experiences ☞ By using concept mapping and to promote understanding and retention
How do effective teachers communicate content and expectations to students?	<ul style="list-style-type: none"> ☞ Students and teachers asked about teaching effectiveness consistently note the importance of clarity in explanation of content. ☞ Step-by-step directions, clear examples, and guided practice in an activity have been shown to contribute to high levels of student engagement and student success. ☞ Through teacher and student questions a dialogue is established about the understanding of the content. ☞ Graded homework can have a positive effect on student achievement and communicates a teacher's intentions when feedback is given on it.
How do effective teachers support student engagement in learning?	<ul style="list-style-type: none"> ☞ Effective teachers vary instructional strategies, and the types of assignments and activities given to students in order to support increased student engagement. ☞ Student engagement tends to be higher when activities are led and paced by the teacher, and is lowest during presentations by other students. ☞ Student engagement is maximized when students are engaged in authentic activities related to the content under study; for example, in primary classrooms, effective teachers engage all students in a variety of reading and writing tasks throughout the day. ☞ Successful student engagement encourages a more positive attitude toward school.
<i>Monitoring Student Progress and Potential</i>	
How do effective teachers monitor student learning and how do they use their findings?	<ul style="list-style-type: none"> ☞ Teachers in schools with high achievement rates use pre-assessments effectively to support targeted teaching of skills. The effective teacher thinks through likely misconceptions that may occur during instruction and monitor students for signs of these misconceptions, re-teaches material to students who did not achieve mastery, and they offer tutoring for students who seek additional help. ☞ They demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of how academically diverse the students are.

