

SELECTED EFFECTIVE TEACHER PRACTICES AND DANIELSON FRAMEWORK

1. PLANNING AND PREPARATION

HIGH-YIELD INSTRUCTIONAL STRATEGY	SAMPLE “LOOK FORS”
<p>Setting Challenging Goals Setting Objectives Goals are a statement of what students should know and be able to do Goals set a direction for learning Goals should not be too focused that students will ignore related information. Goals should be challenging (the performances of the students who have the most challenging goals are over 250 percent higher than the performances of the students with the easiest goals).</p>	<ul style="list-style-type: none"> • Teachers identify and communicating clear learning objectives that provide a focus for the lesson to come. • Teachers structure the lesson so students can reach goals (goals should indicate what level of performance is desired). • Teachers develop challenging and relevant goals
<p>Identifying Critical Information</p>	<ul style="list-style-type: none"> • Teachers identify the critical information the students will need to achieve the goal and design cues to help students recognize important information during the lesson.
<p>Cues, Questions, and Advanced Organizer/Activating Prior Knowledge Enables students to think about the content they will encounter and activate student prior knowledge (what students already know about the topic). Cues are ways of activating prior knowledge. Questions help students identify missing information</p>	<ul style="list-style-type: none"> • Teachers develop preview questions to use prior to lesson. • Teachers design activities to activate prior knowledge concerning learning goals. • Teachers design an advanced organizer such as an outline or graphic organizer. • Teachers develop an anticipation guide. • Teachers design a motivational hook/launching activity such as anecdotes, video, etc.

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2. THE CLASSROOM ENVIRONMENT

HIGH-YIELD INSTRUCTIONAL STRATEGY	SAMPLE “LOOK FORS”
<p>Communicating High Expectations</p>	<ul style="list-style-type: none"> Teachers demonstrate verbally and through their actions that they hold high expectations for all students. Teachers consistently increase the academic demands on their students (i.e., consistently encouraging students to attempt slightly more advanced work)
<p>Teacher Clarity Teacher communicates the intentions of the lessons and the notions of what success means for these intentions.</p>	<ul style="list-style-type: none"> Teachers review objectives with students. Teachers clearly indicate the knowledge their students will need to achieve the objective. Teachers post objectives and essential questions. Teachers consistently reinforce objective of the lesson/unit Teachers clearly communicate the level of performance expected.
<p>Reinforcing Effort and Providing Recognition Reinforcing effort involves strategies that explicitly teach students about the relationship between effort and achievement and acknowledging students' efforts when they work hard to achieve a goal. When the teacher recognizes a student’s effort and progress along the way to achieving a goal the student’s resolve is strengthen to complete the task.</p>	<ul style="list-style-type: none"> Teachers regularly communicate to students that achievement requires effort (students are not likely to change their beliefs overnight) Teachers provide praise that is specific and aligned with expected performance and behaviors. Teachers ask students to keep track of their efforts
<p>Teacher Expectations Research indicates that teachers do form expectations (positive or negative) about the ability of a student or class and those expectations can influence student achievement. Such expectations are usually based on student characteristics such as past behavior, socio-economic status, ethnicity, and gender.</p>	<ul style="list-style-type: none"> Teachers provide all students with challenging goals. Teachers make sure that all students are systematically asked challenging questions. Teachers provide all students with the same wait time as regular students. Teachers regularly probe incomplete answers to questions from all student’s answers Teachers demonstrate respect for students ideas and suggestions
<p>Student-Teacher Relations Positive student-teacher relationships are characterized by open communication, as well as emotional and academic support that exist between students and teachers. Important in all grade levels but particularly important in Middle School.</p>	<ul style="list-style-type: none"> Teachers demonstrate knowledge of students e.g. interests, culture Teachers display interest in student Teachers display caring for students Teachers display patience with students Teachers demonstrate warmth, caring, high expectations Teachers are active in providing extra academic help Teachers listen to student concerns

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3. INSTRUCTION

HIGH-YIELD INSTRUCTIONAL STRATEGY	SAMPLE “LOOK FORS”
<p>Identifying Similarities and Differences This strategy focuses on the mental processes that students can use to restructure and understand information.</p>	<ul style="list-style-type: none"> Students are engaged in comparing and contrasting, creating metaphors and analogies, classify information, using graphic organizers such as Venn Diagram, Comparison Matrix, Affinity Diagrams
<p>Summarizing and Note-Taking Summarizing and note-taking promote greater comprehension of the goal by requiring students to analyze and synthesize information.</p>	<ul style="list-style-type: none"> Students sequence key events from lesson or readings Students identify main ideas and supporting details from lessons or readings Students using 2 or 3 column notes to summarize main ideas and make connections e.g. Cornell Note-Taking System Students include nonlinguistic representations of main ideas, supporting details, connections, etc. in notes
<p>Concept Mapping Concept mapping is the process of organizing and synthesizing information using graphical representation.</p>	<ul style="list-style-type: none"> Students look for key words or symbols to represent an idea, concept or question. Students link ideas together by branches in a web map, tree diagram, organizational chart, flow chart, etc.
<p>Formative Assessment Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student’s achievement of intended instructional outcomes.</p>	<ul style="list-style-type: none"> Students responding to questions designed to solicit information about student current level of understanding. Students involved in written and nonlinguistic activities that elicit evidence of learning. Students involved in effective classroom discussions, activities, and learning tasks that elicit evidence of learning Teacher providing feedback that moves learning forward.
<p>Feedback – student to teacher and teacher to student Much of the feedback that students get has little or no effect on their learning, and some kinds of feedback are actually counterproductive.</p> <p>Feedback functions formatively only if the information fed back to the learner is designed to help the learner in improving performance. If the information fed back to the learner is intended to be helpful but cannot be used by the learner in improving her performance, it is not formative.</p>	<p>Effective Feedback:</p> <ul style="list-style-type: none"> Designed to get students to think, Is specific; it relates the student’s work, specifically to the objective and avoids non-task related statements. Has a descriptive, not evaluative tone. Focuses on the critical aspects of learning by concentrating on no more than one to three critical feedback points at a time. Students often shut down emotionally if they hear too much feedback at once. Suggests small manageable change rather than a large complex one that may cause students to shut down. Is immediate or at least timely. The longer the delay, the less meaningful the feedback. Is clear and direct by succinctly communicating the strength or the gap in student learning. Provides concrete suggestions for improvement.

<p>Meta-cognitive Practices Thinking about thinking (meta-cognitive strategies) refers to higher-order thinking which involves active control over the cognitive processes engaged in learning. Meta-cognitive activities can include planning how to approach a given learning task, evaluating progress, and monitoring comprehension.</p>	<p>The student:</p> <ul style="list-style-type: none"> • Sets goals to complete a task • Selects and sequences strategies to accomplish the task • Uses background knowledge to make associations between new information and prior knowledge • Uses mental image to understand new information • Uses new information to modify prior knowledge • Anticipates information to come • Relates new information to own life • Checks progress while working on task • Evaluates how well they accomplished the task
<p>Spaced vs. Massed Practice/ Homework and Practice Homework and practice are connected because students are learning on their own and applying new knowledge Provides students opportunities to practice, review, and apply knowledge to new situations. Impact of homework increases as students move through the grades. Homework is most effective in high school.</p>	<ul style="list-style-type: none"> • Teachers communicate a clear purpose for the homework/practice • Homework and practice is focused on improving student understanding of the lesson/unit goal. • Students receive appropriate and timely feedback (instructive comments more effective than grading) on homework or practice. • Teachers space over a period of time to improve retention • Students practice fewer skills at a time but at a deeper level.
<p>Nonlinguistic Representation Students acquire and store knowledge in two primary ways: by reading or listening and nonlinguistic (visual imagery, kinesthetic, etc.) Enables students to represent and elaborate on knowledge using mental images effectively creating a model of their thinking Enables students to understand new knowledge at a deeper level</p>	<ul style="list-style-type: none"> • Students are asked to generate mental images representing knowledge. • Students are asked to draw pictures or pictographs representing knowledge. • Students are engaged in constructing graphic organizers representing knowledge. • Students are engaged in acting out knowledge. • Students are engaged in constructing physical models representing knowledge. • Students are engaged in making revisions to their mental images, pictographs, graphic organizers, and physical models.
<p>Explicit Instruction Explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from research on student learning.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Clearly provides students with goals and level of achievement expected • Provides advanced organizer and activates prior knowledge • Models skills to be learned • Chunks information • Scaffolds instruction • Seeks feedback from students and provides feedback to students • Provides closure at important points in lesson (not just at end of lesson) • Provides guided practice • Provides independent practice