Highly Effective Teaching Practices
Marcia Luptak
Objectives

Participants will be able to

- Describe how to create a learning environment and explain why it is important to “set the stage” the first few classes.
- Create an effective learning objective and describe how, when, and why it should be applied to classroom instruction.
- List the steps of direct instruction and explain what they would look like in an actual lesson.
- Discuss different ways to engage students in the learning process.
- Explain the different ways that formative assessment can help improve instruction and learning.
- Detail ways they can incorporate metacognitive strategies into their classroom.
- Name different ways to differentiate in their classroom.
I. Effective Teachers Create a Learning Environment with Their Students

I teach English. What do you teach?

That’s great. I teach students.
Ways to Create a Learning Environment

Introductions
>What is your first name?
>Where are you from?
>What do you do?

Whip Around
>What are you hoping to get out of this session?
Ways to Create a Learning Environment

- Student questionnaires
- Create class norms
- Create class mottos

"The best advice I can give to a new teacher is to listen to your students with your ears and heart."

Cartoonstock.com
Ways to Create a Learning Environment

EQUALITY

EQUITY

THE DIFFERENCE MATTERS.
Ways to Create a Learning Environment

- Assign students jobs
- Engage students in collaborative activities
- Form support structures
Ways to Create a Learning Environment

>Whip Around 2: What do you do to create a learning environment in the classroom?

>2 minute pair discussion: What are the benefits of creating a learning environment?
II. Effective Teachers Create Clear Learning Objectives and Use Them to Guide Instruction

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Description</th>
</tr>
</thead>
</table>
| Audience            | • Who is the Audience?  
                      | • What is their prior knowledge? |
| Behaviour           | • What are the desired change in Behaviour? |
| Condition           | • What are the Conditions under which the objectives must be completed? |
| Degree              | • What is the Degree or standard that the learner must meet to reach acceptable performance? |

Creating Clear Learning Objectives

10

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Bloom's Taxonomy

- **Remember**
  - Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate

@cirtimooc

Creating Clear Learning Objectives

> Create: Write a learning objective that encompasses the ABCD performance elements for a class in your program.

> Discuss: How would you use that learning objective in the classroom?

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Create Clear Learning Objectives and Use Them to Guide Instruction
III. Effective Teachers Facilitate Learning

Direct Instruction

- **Introduction/Review**: Set the stage for learning.
- **Development**: Model the expected learning outcomes by providing clear explanations and examples.
- **Guided Practice**: Bring the lesson to a conclusion by highlighting what was covered.
- **Independent Practice**: Monitor and engage pupils with assigned learning tasks.
- **Evaluation**: Provide learning tasks that are independent of teacher assistance.
- **Closure**: Assess pupil progress.

http://www.worksheetlibrary.com/teachingtips/directinstruction.html
>Look at handout and discuss:

- **What do you notice about this activity?**
- **How could a teacher change this to incorporate direct instruction practices?**
Facilitating learning

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What are the characteristics of a good question?

- Short
- Thought Provoking
- Unambiguous
- Relevant
- Related to the objectives
- Clearly stated
- Straight forward
- Comprehensive
- Common Vocabulary
- Properly Directed

A good question should be

Facilitating learning

> Student centered learning

> Homework
IV. Effective Teachers Contextualize Learning

https://sharpbrains.com/blog/2008/02/26/brain-plasticity-how-learning-changes-your-brain/
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Using Assessment

- Objectives
- Learning
- Assessment
- Content
Using Assessment

Five Ways to Boost Metacognition In the Classroom

THE POWER OF METACOGNITION

Metacognition is vital for students to thrive in college, in their careers, and in lifelong learning. It helps promote autonomy and resiliency. When students improve their metacognitive skills, they are more likely to embrace a Growth Mindset and learn from mistakes.

If we want students to grow into problem-solvers and critical thinkers, we need to help them develop metacognition.

Adapted from:

Elgin Community College
Differentiation

Content

**Newsela, leveled readings, readworks, marshall education**, etc.

Ventures: multilevel worksheets

**Khan academy**: self-paced, independent work

I-pathways

**Usalearns**

**Randall’s listening lab**

**California Distance Learning Project**
Differentiation

Process

Flexible grouping

Learning centers

Interactive journals

Jigsaw activities

Manipulatives

Graphic organizers
### Examples of Product Choices

- Video
- Poster
- Web page
- Mock trial
- Letter to the editor
- Exhibit
- News report
- Written report

- Diorama
- Skit
- Puppet show
- Map
- Demonstration
- Photo essay
- Play
- Creative writing project

- Travel brochure
- Song
- Poem
- PowerPoint presentation
- Debate
- Reenactment
- Diagram
- Advertising campaign

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The School Diner - Idioms

#### Appetizer (You must do this)
- With a partner, select one idiom from the bulletin board. Discuss what you think the idiom means. Then look up the idiom in the book In a Pickle, And Other Funny Idioms, Scholastic Dictionary of Idioms, or Super Silly Sayings That Are Over Your Head: A Children's Illustrated Book of Idioms. You can find copies in the class library.

#### Entrees (You must do all)
- Read one of the following books provided by the teacher:
  - Any Amelia Bedelia book
  - Butterflies in My Stomach and Other School Hazards
  - Reaching for the Stars and Other Advice for Life's Journey
  - You Are What You Eat and Other Malaise Hazards
- Make a list of all of the idioms in the book and write their meaning.

#### Side Dishes (Select at least two)
- Write an idiom you have heard used in your life and explain what it means. Draw a picture of what the main character of the story you read might do if he or she heard it.
- Select an idiom from the bulletin board or one that you have heard used and add it to the story you read. Write at least 6 sentences.
- With a partner, create a short skit using an idiom from the bulletin board or one that you have heard used.

#### Dessert (Optional)
- Learn more about idioms from other cultures.
  - Read Jim and Hanging Noodles on Your Ears and Other Intriguing Idioms From Around the World
Review Objectives

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