

**M**entors will have opportunities throughout the year to observe new teachers teaching. The mentor must be ready to share and demonstrate a variety of effective teaching practices.

Two of the mentor's responsibilities are to assist the new teacher in understanding the attributes related to instruction (Louisiana Components of Effective Teaching, Domain III: Instruction) and to help the new teacher develop effective instructional strategies.

Attributes from Domain III are listed below. Further definitions and examples may be found in the *Louisiana Teacher Assistance and Assessment Program Assessor Training Manual*.

### **Domain III: Instruction**

#### **Component A: The teacher delivers instruction effectively.**

Attributes:

1. Uses technique(s) which develop(s) lesson objective(s)
2. Sequences lesson to promote learning
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate
5. The teacher integrates technology into instruction.

#### **Component B: The teacher presents appropriate content.**

Attributes:

1. Presents content at a developmentally appropriate level
2. Presents accurate subject matter
3. Relates relevant examples, unexpected situations, or current events to the content

#### **Component C: The teacher provides opportunities for student involvement in the learning process.**

Attributes:

1. Accommodates individual differences
2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher-order thinking at the appropriate developmental levels
4. Encourages student participation

#### **Component D: The teacher demonstrates ability to assess and facilitate student academic growth.**

Attributes

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective assessment technique(s)
3. Provides timely feedback to students regarding their progress
4. Produces evidence of student academic growth under his/her instruction

## Tips for Teachers

**M**entors will have many opportunities to share good teaching practices with their new teachers. **Effective** teaching practices are those practices that research has proven to have a positive impact on learning and achievement.

**The effective teacher understands how and why research is done.**

Harry K. and Rosemary Tripi Wong, *The First Days of School*

There has been an abundance of research on effective teaching: i.e., teaching practices that produce higher achievement. Following are lists of findings taken from the research of Berliner, Brophy, Flanders, Good, Kounin, and others.

### Instructional Planning

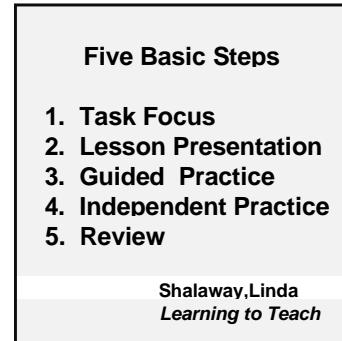
1. When too little time is allocated to a topic/subject, achievement scores in that area will be low.
2. The quicker the pace of instruction and the more content covered, the higher the achievement of students. (Plan to move quickly, but tailor the pace to the ability and past achievement levels of students.)
3. Achievement is positively related to the activity structure used. (Activities must match the intended outcomes.)

There is no research to support the following teaching method.

- Assign chapters to read.
- Answer the questions at the end of the chapter or on the worksheet.
- Take lecture notes.
- Watch a movie or do an activity.
- Take a test based on a number of points.

Harry K. and Rosemary Tripi Wong, *The First Days of School*

4. Classes with a wide range of activities occurring simultaneously often show lower achievement gains than classes where only one or two activities are going on at the same time.
5. There is no one best method of instruction; the use of a variety of methods matched to desired outcomes has greater positive influence on achievement than does continued use of the same method.



The importance of instructional planning cannot be overemphasized. Principals often require weekly lesson plans while the new teacher is still struggling with what to do after lunch. The planning for lessons, weekly units, and a productive school year is a big task for any teacher, let alone a new one.

In Linda Shalaway's *Learning to Teach*, planning is described as the key to professionalism. When the teacher plans, professional judgment is used to match ideas, activities, and materials with students' interests and abilities. Planning is deciding when, where, why, and how a certain lesson is taught. The lesson plan offers direction, confidence, and security. The plan also ensures that classroom time is used more efficiently because confusion and wasted time are reduced. Generally, the more thoroughly a lesson is planned, the less time it will take to complete it. Despite many demonstrated benefits, many new teachers feel uncertain about planning. A sample lesson and suggested lesson plan form follow.

## Teaching Practices

<p><b>Topic:</b> Friendly Letter  <b>Subject:</b> English Language Arts  <b>Objective:</b> The learner will write a friendly letter including all of its parts (i.e., heading, greeting, body, closing, and signature).  <b>Louisiana Content Standard:</b> ELA –2-E-2</p>		
Lesson Element	Procedures	Materials
<p><b>1. Task Focus</b>            The teacher will</p> <ul style="list-style-type: none"> <li>• grasp attention,</li> <li>• state purpose,</li> <li>• relate content to real life.</li> </ul>	<p>A few days before the lesson is to be presented, ask the principal to write a friendly letter to the class on chart paper. (Remind him to include a heading, greeting, body, closing, and signature.) Read the principal's letter to the class. Lead a whole class discussion about the purpose of friendly letters and the importance of knowing how to write them. (Facilitate the discussion and build upon the students' responses; avoid telling the information directly.) Relate the skill to real life and to past and future lessons. Set the purpose for the lesson by saying that today we will write and mail a friendly letter to one of our friends.</p>	<p>The principal's friendly letter to the class on chart paper</p>
<p><b>2. Lesson Presentation</b>            The teacher and students will</p> <ul style="list-style-type: none"> <li>• teach skill,</li> <li>• model skill.</li> </ul>	<p>Direct the students to read the letter carefully and assist them in analyzing the letter's five different parts (with questioning and guidance) —a heading, a greeting, a body, a closing, and a signature. Lead a discussion on the purpose of each part as it is identified. After the teacher and students have identified and discussed each part, post a diagram of the five parts and the information that must be included in each part.</p> <p>Next, MODEL writing a friendly letter to a friend in California. Think aloud as the letter is written so the students can hear thought processes, and write the letter on the overhead so everyone can see. (The students will participate as the teacher writes.)</p>	<p>Diagram of the five parts of the letter</p> <p>Overhead projector, transparency, and an overhead writing pen</p>
<p><b>3. Guided Practice</b>            Teacher and students together will....</p>	<p>Use the chart paper to write a friendly letter to the principal. The students and teacher do this activity <b>together</b>. (Tell the class that the principal will be invited to class tomorrow to share the letter.)</p>	<p>Blank chart paper</p>
<p><b>4. Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Students practice.</li> <li>• Teacher monitors.</li> </ul>	<p>The students will write a friendly letter to one of their friends. The teacher will monitor to check for understanding. The teacher will re-teach as needed.</p>	<p>Student writing paper, pencils or pens, and envelopes</p>
<p><b>5. Review</b></p>	<p>Each student will get five cards: one with an "H" for heading, one with a "G" for greeting, one with a "B" for body, one with a "C" for closing, and one with an "S" for signature. The teacher will begin with a question and answer session on writing friendly letters. Then, students will take turns reading one part (any part) of their letter and the class members will hold up the card that identifies the correct part of the letter. For instance, if a student reads, "Your friend," the class will hold up the "C" for "closing." The teacher will read parts of sample friendly letters. The teacher will monitor throughout this activity to check for understanding.</p> <p><b>Reminder: Mail the students' friendly letters.</b></p>	<p>Five labeled cards per student, stamps, and sample friendly letters</p>

Designed by Annette Breaux for the Lafourche Parish FIRST Program

**Sample Lesson Plan Form**

Identifying the essential elements of the lesson on the lesson plan form may be beneficial to the new teacher. The following form may be duplicated and used to assist the new teacher in planning.

<p><i>Topic:</i>  <i>Subject:</i>  <i>Objective:</i>  <i>Louisiana Content Standard:</i></p>		
Lesson Elements	Procedures	Materials
<p><b>1. Task Focus</b>                  The teacher will</p> <ul style="list-style-type: none"> <li>• grasp attention,</li> <li>• state purpose,</li> <li>• relate content to real life.</li> </ul>		
<p><b>2. Lesson Presentation</b>                  The teacher and students will....</p> <ul style="list-style-type: none"> <li>• teach skill,</li> <li>• model skill.</li> </ul>		
<p><b>3. Guided Practice</b>                  Teacher and students together will....</p>		
<p><b>4. Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Students practice.</li> <li>• Teacher monitors.</li> </ul>		
<p><b>5. Review</b></p>		

**Instructional Delivery**

1. An overview of the lesson mentally prepares students.
2. Academic experiences in which students can and do experience success breed more success and improved self-concept.
3. When students spend a large amount of time in low-success experiences, achievement is lower.

**“Researchers recommend a success rate of 80% during initial learning, 95-100% during independent practice.”**

Shalaway, Linda  
*Learning to Teach*

4. The achievement level of students is proportional to the amount of time that they are engaged in learning.
5. When academic learning time and assessment are closely aligned, achievement is higher.
6. When instruction is carefully structured, achievement is higher.
7. When teachers regularly monitor and interact with students during seatwork, achievement is higher.
8. When students wait for teacher help with nothing meaningful to do, engagement drops and achievement is lower. (Also, behavior problems result.)
9. Research shows that most teacher questions are recall questions, but higher-order questions lead to higher achievement.
10. Higher-order questions require time for students to think (formulate responses).
11. Students listen best when other students are talking, not when the teacher is talking.

### An Example of Educational Research That Applies to Every Teacher

John P. Richards discovered two things:

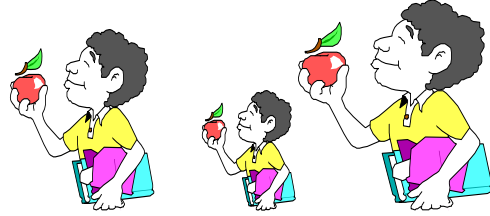
1. The most **ineffective** place to print questions is at the end of a textbook chapter.
2. It is an **ineffective** method to give a student all the questions for an assignment at one time and then to ask the student to answer all the questions and to turn them in all at one time.

⇒ **Richards found that, if you want a student to achieve high-level comprehension, you should intersperse the questions throughout the text.**

To put it another way, no doctor asks questions when the patient is dead. A doctor intersperses questions during the treatment of a patient.

⇒ **The effective teacher who wants high-level comprehension intersperses questions throughout all class activities.**

Richards, John P. "Stimulating High-Level Comprehension by Interspersing Questions in Text Passages." *Educational Technology*, November 1976, p.13. Cited in: Harry K. and Rosemary Tripi Wong, *The First Days of School*



### Feedback to Students

- The type of teacher feedback that has the highest positive correlation/ relationship to student achievement is teacher use of student ideas.
- Judicious, moderate use of praise is helpful to achievement if the praise is specific, not general. Excessive praise has a neutral or negative effect on achievement.
- Communicating high expectations for student learning influences achievement positively.
- A teacher's direct, focused instruction enhances the mastery of basic skills.
- When the teacher is working with small groups, the group members should face away from the rest of the class because this seating arrangement produces greater attentiveness to engagement in the learning task.
- Beginning and ending a lesson with a review influences achievement positively.
- Structured cooperative learning (Slavin or Johnson and Johnson models) positively impacts the achievement of all students, the social skills of all students, the self-esteem of low achievers, and the acceptance of differences among students

**“If the students know WHAT they are to learn, you increase the chances that the STUDENTS WILL LEARN!”**



Harry K. and Rosemary Tripi Wong, *The First Days of School*

## Instructional Management

**“The effective teacher has knowledge and controls all the factors related to the effective classroom that influence student success.”**

Harry K. and Rosemary Tripi Wong, *The First Days of School*

1. Holding and communicating high expectations for student learning and achievement influence achievement positively.
2. When transitions between activities are quick and smooth, engagement is higher and opportunities for behavior problems are reduced.

**“My teacher thought I was smarter than I was, so I was.”**

**Quoted from a six- year- old**

Harry K. and Rosemary Tripi Wong, *The First Days of School*

3. Teacher sarcasm almost always lowers achievement.
4. To have a positive impact on achievement, teacher feedback about incorrect answers or faulty processes must be specific: i.e., it must be corrective feedback, not general criticism.
5. Conducting frequent, formal assessments raises achievement.

**“When you have measurements, you have performance. When you have no measurements, you have excuses.”**

Peter Drucker

Harry K. and Rosemary Tripi Wong, *The First Days of School*

6. Feedback on or a discussion of returned tests influences achievement positively.
7. Homework has no positive influence on achievement unless it is collected and checked.

**“Homework should be an opportunity to practice newly learned skills that you have taught and students have practiced in class.”**

Shalaway,Linda. *Learning to Teach*

## Additional Tips for Teachers

To fulfill the needs of students, teachers require a set of powerful, generalizable practices that have a sound research base and high degree of credibility. Jay McTighe, of the University of Maryland, has shed considerable light on many of the “best practices.” Some of McTighe’s findings have been organized in the chart below. The mentor may want to share this information with the new teacher.

<p><b>Classroom Climate to Support Thinking</b></p> <p><b>Finding:</b> Teachers who establish classrooms characterized by an open, democratic climate promote learning because such a classroom climate correlates significantly with the development of critical- and creative-thinking abilities.</p>	<p><b>Creative Problem Solving</b></p> <p><b>Finding:</b> Teachers who teach creative problem-solving strategies improve learning by providing students with general purpose problem-solving tools appropriate for a variety of situations.</p>
<p><b>Cooperative Learning</b></p> <p><b>Finding:</b> Teachers who employ cooperative learning methods promote learning because these collaborative experiences engage students in an interactive approach to processing information, resulting in greater retention of subject matter, improved attitudes toward learning, and enhanced interpersonal relations among group members.</p>	<p><b>Direct Teaching of Thinking</b></p> <p><b>Finding:</b> Teachers who teach thinking skills and processes directly promote learning because such explicit instruction helps students to understand and more effectively apply the types of thinking required by the curriculum.</p>
<p><b>Multiple Intelligence</b></p> <p><b>Finding:</b> By attending to students’ strengths and helping develop all areas, teachers accommodate more learners and give students a greater repertoire of problem-solving tools.</p>	<p><b>Graphic Organizers</b></p> <p><b>Finding:</b> Teachers who utilize graphic organizers with their students promote learning because knowledge that is organized into a holistic conceptual framework is more easily remembered and understood than unstructured bits of information.</p>
<p><b>Concept Development</b></p> <p><b>Finding:</b> Teachers who teach concepts inductively through the use of examples and non-examples promote learning because this strategy actively involves students in constructing a personal understanding of a new concept.</p>	<p><b>Metacognition</b></p> <p><b>Finding:</b> Teachers who help students develop and internalize metacognitive strategies through direct instruction, modeling, and use of practice, promote learning because the effective use of such strategies is one of the primary differences between more and less able learners.</p>

### Additional Resources

- **Strategies for Effective Teaching in the 21st Century, A Professional Development Manual**, is referenced to the Louisiana Components of Effective Teaching. The manual is designed to provide effective strategies, suggestions, and resources for improvement.
- **What is HOT?** is a learning module that offers information and activities on higher-order thinking skills. Data from the Louisiana Teacher Assistance and Assessment Program show that new teachers need help in understanding thinking and how to teach higher-order thinking skills.
- **Pieces** is a learning module that addresses another area of new teacher weakness—identifying and teaching to individual differences among students. This booklet discusses types of individual differences. It provides detailed information in perceptual and cognitive learning styles and brain dominance, and it offers specific suggestions for planning instruction for individual students.

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### Web Wonders

The following electronic addresses are provided for accessing additional educational resources.

1. **<http://www.ed.gov>**

The United States Department of Education Web Site will provide information about the Department and its mission and goals for American education. One can browse for

- Funding Opportunities
- Updates on Current Legislation
- Teacher's Guide to the Department of Education
- People and Offices
- Programs and Services
- Publications

2. **<http://www.mcrel.org>**

McREL's Web Site is recognized as one of the best educational resource centers on the Web. One can browse for information about

- Technology and Learning
- Lesson Planning
- Standards-Based Reform
- Content Knowledge
- Internet Connections

3. **<http://www.ascd.org>**

The Association of Supervision and Curriculum Development's Web Site will provide information about the following:

- Educational Leadership
- Book and Video Reviews
- Curriculum/Technology Quarterly
- Professional Development
- Grant Information
- Hot Topic Resources and Database

4. **<http://www.louisianaschools.net>**

- The Louisiana Department of Education's Web Page will provide information about education news in Louisiana.
5. AskERIC Lesson Plans. <http://www.askeric.org>
  6. Awesome Library. [www.awesomelibrary.org](http://www.awesomelibrary.org)
  7. Busy Teachers' Website K-12. [www.ceismc.gatech.edu/busyt/](http://www.ceismc.gatech.edu/busyt/)
  8. Children's Literature Web Guide. [www.acs.ucalgary.ca/~dkbrown](http://www.acs.ucalgary.ca/~dkbrown)
  9. Cornell Theory Center Education Resources for K-12 Educators and Students. [www.tc.cornell.edu?Edu/CTC/EduK-12.html](http://www.tc.cornell.edu?Edu/CTC/EduK-12.html)
  10. Kathy Shrock's Guide for Educators. [www.capecod.net/schrockguide/](http://www.capecod.net/schrockguide/)
  11. Making Connections. [www.louisianaschools.net](http://www.louisianaschools.net)
  12. Marco Polo Standards-based Internet content for the K-12 teacher. [www.mciworldcom.com/marcopolo](http://www.mciworldcom.com/marcopolo)
  13. PBS Teacher Source. <http://www.pbs.org/teachersource>
  14. Preschool Teacher. [www.bv.net/~stormie/](http://www.bv.net/~stormie/)
  15. Science Lessons by Age Group. [www.eecs.umich.edu/mathscience/funexperiemnts/agesubject/age.html](http://www.eecs.umich.edu/mathscience/funexperiemnts/agesubject/age.html)
  16. Teacher Talk Forum (Middle and High School Teachers). [www.Education.educ.indiana.edu/cas/tforum/tforum.html](http://www.Education.educ.indiana.edu/cas/tforum/tforum.html)
  17. Teachers.net. [Http://teachers.net/](http://teachers.net/)
  18. United Nations CyberSchool Bus. [www.un.org/Pubs/CyberSchoolBus/](http://www.un.org/Pubs/CyberSchoolBus/)
  19. United States Department of Education, Office of Educational Technology . <http://www.ed.gov/Technology>
  20. Web Sites for Teachers. [www.sun.edu/~vceed009/index.html](http://www.sun.edu/~vceed009/index.html)
  21. World School. [www.wvaworldschool.org](http://www.wvaworldschool.org)
  22. WWW4 Teachers. <http://www.4teachers.org/home>

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