Model PLC Application: This is a publication that I write and send to teachers each Friday. Two pieces to note: The articles come from a teacher – and I am encouraged by his work with his colleagues. Further down is the agenda for a Late Start Meeting with faculty.

**The 2o Mile March**

**November 30, 2018**

**ARTICLE**

As part of his Admin program, Derek is sharing the following with you:

**Key Behaviors and Helpful Behaviors for Effective Teaching**

In *Effective Teaching Methods: Research-Based Practice*, Gary D. Borich, discusses the “key behaviors” and “helpful behaviors” that make teachers effective.   Earlier definitions of effective teaching explained that teachers simply need to be “a good person—a role model who meets the community ideal for a good citizen, good parent, and good employee” (Borich, p. 2).  This definition then faded and was replaced by a definition that set to identify the psychological characteristics of a good teacher: personality, attitude, experience, and aptitude/achievement.  These characteristics, however, proved difficult to measure and “too remote from the teacher’s day-to-day work in the classroom to contribute meaningfully to the definition of an effective teacher” (Borich, p. 5).  Finally, researchers came to a general agreement upon how to define effective teaching, a definition that highlights the importance of teacher behavior in the classroom and the effect on students.  Borich states that there are five key behaviors that make effective teachers: lesson clarity, instructional variety, teacher task orientation, engagement in the learning process, and student success rate.  There are also five helpful behaviors that are closely related to the key behaviors: using student ideas, structuring, questioning, probing, and teacher affect.

**5 Key Behaviors:**

    •        Lesson clarity: Ideas should be clear to all learners at all levels.  Ideas should be conveyed in a clear step-by-step order, they should be uncomplicated and with minimal distractions.  (Tip: using advance organizers in beginning of a lesson and summary at end of lesson are very helpful for clarity).

    •       Instructional variety:  Used a variety of teaching tools (technology, materials, activities, space, and displays).  Use a variation in voice and gestures, rewards and reinforcers. (Tip: When questioning, use a variety of questions: fact questions, process questions, convergent questions, divergent questions, etc.)

    •       Teacher task orientation: To maximize the time spent teaching, be sure to handle inevitable interruptions quickly, expedite the giving and collecting of materials, prevent or quickly put an end to distracting behavior, organize lessons well, and establish smooth transitions. (Tip: Be as prepared as possible!)

    •       Engagement in the learning process: Constantly monitor any seat work and group work, set rules for when students can leave class without disruption, keep a daily schedule to minimize confusion of students, give independent work that is interesting (Tip: have abundant resources on hand that are at or slightly above student abilities.)

    •       Student success rate: “Students should spend about 60-70% of their time on tasks that allow almost complete understanding of the material being taught with only occasional errors” (Borich, p. 15).  The content should reflect prior learning, with easy to grasp steps for the new material.

(Borich, p. 8-15)

**5 Helpful Behaviors:**

    •       Using student ideas and contributions:  Teachers should use mediated dialogues and be sure to acknowledge, modify, apply, compare, and summarize student responses as necessary.

    •       Structuring: Teachers should reinforce the learned content and place it in relation to new content. Teachers should give organized lessons of what is to come and summarize what has been taught. (Advance organizers and summaries).

    •       Questioning: Use a variety of questions, and be sure to include questions that require more thinking and problem solving.

    •       Probing: Draw more out of student responses by getting students to elaborate on their ideas (elicit clarification, solicit additional information, and redirecting the discussion).  Help the student to discover the content rather than being explicitly told.

    •       Teacher affect: Develop the teacher-learner relationship by use of enthusiasm (inflection in voice and movement, gesturing, and eye contact.

(Borich, p. 16-23)

Borich, G. D. (2010). *Effective Teaching Methods* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall

**OTHER THINGS**

1.       Monday – Full Faculty Devotions – Mark and Neil.

2.       Monday – School Improvement Team Meeting at 3:30.

3.       Tuesday – if anyone is interested, John Elcesser from INPEA will be at Andrean High School to talk about the upcoming legislative session and what it might mean for non-public schools.  I plan to attend and anyone is welcome.

4.       Late Start Wednesday

o   Brkfst from PTO 7:30 – 8:00

o   Move to STEM Room

o   Pray

o   Chapter 4 of Learning by Doing.  A big part of the chapter is made up of reproducibles - don’t worry about them, but get an idea of what the parts address.

Part One - What would Superintendent Ross think of our work?

Part Two - Are our goals of 70 @ 70 and getting our ‘A’ **smart**?  Do we have attainable goals or stretch goals?

Part Three - Is your experience with strategic planning the same as the author’s or different?

Part Four - These are our gold sheets - we’ll keep working on them.

Part Five - Which of these tips sound familiar?

Parts Six and Seven - skim these parts.

o   Mark Rinkenberger – shares from Youth Specialties Conference

o   Science Standards

o   Release by 8:30 to continue work on unpacking standards – our goal is Christmas for ELA and Math.

5. Intention forms are in your boxes.

6. Have a great weekend – building in margin – because if this week is any indicator, we’ll need lots of margin for the next couple of weeks.

Bob