

Put Slide on Overhead

1. Record
2. Prayer. Ask for special requests.
3. Sharing. Have students share about one article that they turned in today.
4. Review of yesterday's lesson.
 - A. Have students work in pairs.
 - B. Tell students to apply Bloom's taxonomies of learning by writing one behavior objective for each of the major categories.
 - C. Subject of study: Group 1 - "United States Presidents"
Group 2 - "The Planets in Our Solar System"
 - D. Give groups time to write objectives. Have them share with the rest of the class.
5. Helping Teachers to Present Instruction. (put up slide on topics of discussion; go over with students)
6. What is Effective Teaching?
 - A. I want to begin today's study by looking at the question, "What is effective teaching?"
 1. To begin that inquiry I would like to show you a video entitled, "The Effective Teacher." [LB 1025.2 E33 1987 v.4]
 2. Show video (approximately 27 minutes). As students view the video have them look and listen for qualities of effective teaching. Tell them to take notes on points to remember.
 3. THINK (individually), PAIR (partner), SHARE (entire class). After the video have students think about what they saw. What points were made? What did they agree with? What did they disagree with? What points were left out?
 - a. Give students time to individually think.
 - b. Have students pair up and discuss their thinking.
 - c. Have pairs share with the entire group.

- B. Over the past fifteen or more years a large number of studies known collectively as the "effective schools research" has sought to identify characteristics of effective schools and effective teaching.
 - 1. (Give list of researchers only if students ask:
 - 2. David Berliner, Wilbur Brookover, Jere Brophy, Ronald R. Edmonds, C.M. Everston, Thomas Good Lawrence Lezotte, Donald Medthese.
 - C. This research says to the teacher that student achievements is likely to be higher when the following occurs: (put up slide; go over list; discuss)
7. Steps in Implementation. There are three steps for presenting a lesson. (put slide up) Whether it is in the old mundane way of tell them, tell them, tell them, or if it is by the new technical language that is use, effective teachers still use these steps in the implementation of a lesson.
8. A major task of the teacher is to identify whatever resources are available for instructional purposes.
- A. A central task of the supervisor is to assist the teacher in locating, obtaining, and creating instructional aids.
 - B. This task is twofold: first, teachers must make effective use of the resources they do have, and second, teachers must uncover resources that are available but untapped.
 - C. Teachers must develop the habit of thinking beyond the confines of the school. Some communities, such as this one, are rich in educational resources.
 - D. Examples of physical resources include: stores, banks, garages, hospitals, prisons, insurance agencies, travel agencies, libraries, museums, art galleries, the ISD, the Internet, and local businesses.
 - E. The teacher should also be aware of how valuable human resources can be. There are people inside and outside the school system who can help them present particular topics.
 - F. Furthermore, some alternative educational arrangements take students outside the school's walls into the community, calling on the voluntary services of artists, tradespeople, bankers, salespeople, writers, farmers, and scientists for supplementing the traditional curriculum.
 - G. One function of the supervisor is to give these types of recommendations to teachers as they seek resources. In so doing, the supervisor can supply the teacher with some sort of an evaluating checklist. Let me give you a sample of one. (Distribute "Checklist For Use In Selecting Resources")
{Read it with class, discuss}
 - H. Clearly, the resources must relate to the predetermined objectives, for the resources are the vehicles that carry the learners to their destination. And it goes without saying, they should be stimulating and motivating.

- I. It is a duty of the supervisor to supply teachers continuously with references to new resources that have come to his or her attention and that appear worthwhile.
9. Selection of Strategies. When teachers consider the problem of selecting strategies for presenting content to students, they might well paraphrase a famous poem: "How shall I teach thee? Let me count the ways..." Many strategic avenues are open to teachers, and it is a duty of the supervisor to expose teachers to those options and to assist them in developing the necessary skills to carry them out in an effective manner.
- A. (Put slide up) A teaching strategy may be defined as a procedure or set of procedures for using resources and for deploying the central figures in the instructional process - the teacher and the learners.
 - B. With that in mind, here is what I want you to do. Pair up with someone in the room. Let's mix it up a bit. Choose someone you haven't worked with yet this quarter.
 1. First brainstorm a list of teaching strategies. Include everything you have ever learned in school, used in your classroom, seen at a convention, read about in a journal, heard about, or dreamed about.
 2. Second, determine which of those strategies can be applied to the following scenario: An elementary teacher wishes for her students during science class to become familiar with the concept of the nitrogen cycle, the process whereby nitrogen undergoes change, nitrites and nitrates are formed for nourishment of green plants, and nitrogen returns to its original state, a process vital to the maintenance of life on earth.
 3. Third, explain how you would apply them.
 3. Finally, as a supervisor what would you be looking for as each of those strategies is applied?
 - C. Give groups time to work on the project. Report. Discuss. (Put responses on board; go around circle asking for one at a time until we are exhausted!!)
 - D. How can the teacher know which of the alternative strategies would be most effective? Well the teacher can choose one strategy at random and try it. If it doesn't work, another strategy is tried and then another until one that will work is found. To some extent all teachers follow a trial-and-error procedure.

- E. Although one can never be absolutely sure that a given procedure will work until it is put to the test in the classroom, chances for success will be enhanced if the supervisor will help the teacher develop some simple guidelines. Here are some examples: (put up slide; read; discuss)
 - 1. The strategy must be right for the learners
 - 2. The strategy must be right for the teacher
 - 3. The strategy must be right for the subject matter
 - 4. The strategy must be right for the time available
 - 5. The strategy must be right for the resources available
 - 6. The strategy must be right for the facilities
 - 7. The strategy must be right for the objectives

10. The Lesson. Efforts have been made by teacher educators over the years to identify the component skills of the teaching process.

- A. These skills are generic competencies, which all teachers at all levels should be able to demonstrate. I want to share with you two different lists. (put up slides of Allen & Ryan and of Hunter and Russell; distribute handout to class as well; read together, discuss)
- B. These are the types of skills that supervisors should be looking for. They also need to help teachers gain these skills, and to recognize when these skills are being appropriately, or in appropriately applied.
- C. In more recent years another skill has been added to these lists: that of closure.
 - 1. The teacher should allow at least a few minutes before the end of the class for a wrap-up or closure.
 - 2. The students can reflect on what they have achieved that day and attempt to fix the more important learnings in their minds.

11. Steve's Struggle: A Problem With Student Motivation. A lack of motivation on the part of students can surely de-rail any efforts of the teacher in the instructional process. We are now going to look at a case study dealing with a beginning high school science teacher, frustrated by his students' lack of motivation. We'll see if we can help him!! [LB 1731.4 .M475 Guide]

- A. Distribute the Vignette and the Artifact. Have students individually read both. Tell them to take notes reflecting their personal reactions to the vignette and artifact. (7-10 minutes)
- B. Distribute the Discussion questions. Have students pair up

with each other to discuss the vignette and artifact, using the pre-role-play questions. Then discuss with whole class (10-20 minutes)

- C. Choose two students to assume the roles of Steve and Tom.
 1. Distribute a copy of the dialog to each of them. Have them quickly look over the dialog as you give instructions to the rest of the class.
 2. Tell students not participating in the dialog to take notes on new insights gained, as well as new concerns developed or new feelings experienced.
 3. Perform the role-play activity. (10 minutes)
 4. Have students work in small groups again, answering the post-role-play questions. Discuss as a whole. (10-20 minutes)
 5. Have students summarize. Come to a group consensus.

12. Closure