

Helping Teachers Present Instruction

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Topics of Discussion

- *What Is Effective Teaching?*
- *Selection of Resources*
- *Selection of Strategies*
- *Closure*
- *Observing Lesson Presentations*
- *Case Study*



What Effective Teachers Do

- *Sets clear goals for the class*
- *Holds high expectations of students*
- *Focuses on the academics*
- *Maintains an orderly classroom*
- *Uses suitable materials of instruction*
- *Monitors student performance*
- *Provides feedback to students about their performance*
- *Uses positive reinforcement*
- *Time on task/ Engaged time*
- *Strong leadership by the principal*

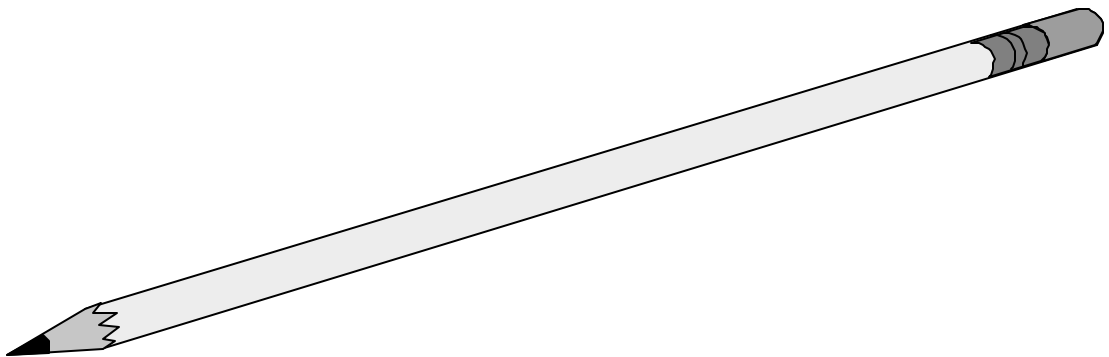
Steps In Presenting A Lesson

- *Tell them
what you are
going to tell
them (**Set
Induction**)*
- *Tell Them
(**Explaining**)*
- *Tell them
what you told
them
(**Closure**)*



Teaching Strategy

A teaching strategy may be defined as a procedure or set of procedures for using resources and for developing the central figures in the instructional process - the teacher and the learners.



Teaching Strategies - A 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.

Guidelines For Choosing A Strategy

- *The strategy must be right for the learners*
- *The strategy must be right for the teacher*
- *The strategy must be right for the subject matter*
- *The strategy must be right for the time available*
- *The strategy must be right for the resources available*
- *The strategy must be right for the facilities*
- *The strategy must be right for the objectives*

Lesson Skills

Dwight Allen & Kevin Ryan

- *Stimulus variation*
- *Set induction*
- *Closure*
- *Silence and nonverbal cues*
- *Reinforcement of student participation*
- *Fluency in asking questions*
- *Probing questions*
- *Higher-order questions*
- *Divergent questions*
- *Recognizing attending behavior*
- *Illustrating and using examples*
- *Lecturing*
- *Planned repetition*
- *Completeness of communication*

Lesson Skills

Madeline Hunter & Douglas Russell

- *Anticipatory Set*
- *Perceived objective and its purpose*
- *Input (task analysis)*
- *Modeling*
- *Checking for understanding*
- *Guided practice*
- *Independent practice*

