Eighth Edition

Methods for Effective Teaching

Meeting the Needs of All Students

Paul R. Burden | David M. Byrd

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PREFACE

The eighth edition of *Methods for Effective Teaching* provides research-based coverage of general teaching methods while emphasizing contemporary topics such as culturally responsive teaching, differentiated instruction, and data-driven decision making. The numerous features, tables, and lists of recommendations ensure that the text is reader friendly and practically oriented. Its unique content includes strategies to promote student understanding, differentiate instruction, manage lesson delivery, apply motivational techniques for instruction and assessment, and work with colleagues and parents. In addition, thorough coverage of classroom management and discipline is provided, along with ways to create a positive learning environment.

Intended Audience

This book is designed primarily as the core textbook for courses in K–12 general teaching methods, secondary/middle teaching methods, or elementary school teaching methods. The content is applicable for teachers at all levels—elementary, middle level, and high school. Additionally, it may be used as a supplementary book for other teaching methods courses. This book is also appropriate for courses and staff development programs for in-service teachers and as a handbook for teacher reference due to its comprehensive coverage of current classroom issues and practical teaching applications.

New to this Edition

There are a number of significant changes in this eighth edition:

- Major restructuring and updating of Chapter 1 on Teaching Students in Today's World
- Major restructuring and the addition of significant new content in Chapter 2 on Knowing and Connecting with Your Students
- New sections in several chapters:
  - The changing teaching environment (in Chapter 1)
  - Opportunity/achievement gaps (Chapter 2)
  - Struggling learners (Chapter 2)
  - Students in poverty (Chapter 2)
  - Seriously disengaged students (Chapter 2)
  - Students challenged with other adverse conditions (Chapter 2)
  - Planning to integrate technology into instruction (in Chapter 3)
  - Planning for assessments (in Chapter 3)
  - Planning for motivation (in Chapter 3)
  - Additional instructional approaches (in Chapter 5)
  - Flipped classrooms (in Chapter 5)
  - Blended learning (in Chapter 5)
  - Engaging students in the learning process (in Chapter 7)

  - Motivating students to learn (in Chapter 7)
  - Guiding behavior (in Chapter 8)
  - Making adjustments for student diversity (in Chapter 9)
  - Assessment technologies (in Chapter 11)
  - Differentiating instruction with assessments (in Chapter 11)
  - Electronic gradebooks (in Chapter 12)
- New and expanded content in existing chapter sections:
  - Getting to know your students (in Chapter 1)
  - Every Student Succeeds Act (in Chapter 1)
  - The linear-rational approach to planning (in Chapter 3)
  - Planning units (in Chapter 4)
  - Demonstrations (in Chapter 5)
- Updating of over 60 references to new editions
- Addition of over 90 new references to update content

Special Features

To maintain the reader's interest and to accommodate different learning styles and instructional settings, *Methods for Effective Teaching* contains a variety of pedagogical features.

- **Standards Tables.** Two tables of professional standards can be found on pages xvi–xvii. These tables feature references to the chapters in this book that address each part of the standards.
- **Objectives.** Each chapter begins with a list of objectives that identify expected reader outcomes.
- **Chapter Outline.** Each chapter begins with a graphic organizer displaying chapter headings and subheadings to provide an advance organizer for the reader.
- **Voices from the Classroom.** These features are included in each chapter to provide descriptions of ways that actual elementary, middle school, and high school teachers deal with particular topics addressed in the chapter. These teachers come from all parts of the country and different community sizes. There are over 50 Voices from the Classroom features, evenly balanced among elementary and middle/high school levels, including many from urban districts.
- **Sample Standards.** Each chapter has a Sample Standards feature that lists representative performances, essential knowledge, and critical dispositions from InTASC standards that relate to the chapter in an effort to direct the reader's attention to important content and characteristics.
- **Classroom Case Studies.** Each chapter includes a case study describing a situation that a teacher may need to confront. Two or three questions following each case study require the reader to reflect on and apply chapter concepts.
- **What Would You Decide?** Several features are placed in each chapter to help readers consider the application of the content. Each feature includes several sentences describing a classroom situation related to an issue in the chapter followed by a few questions asking the reader to make decisions about the application of the concepts.
- **Key Terms.** A list of key terms at the end of each chapter draws the reader's attention to significant terms. Each term is also highlighted in the text.
- **Major Concepts.** At the end of each chapter, a list of major concepts serves as a summary of the significant chapter ideas.

- **Discussion/Reflective Questions.** Questions at the end of each chapter promote discussion and reflection in a classroom or seminar in which a number of people are considering the chapter's content.
- **Suggested Activities.** These activities are listed at the end of each chapter both for clinical (on-campus) settings and for field (school-based) settings to enable the reader to investigate and apply issues addressed.
- **Further Reading.** An annotated list of recommended readings at the end of each chapter suggests readings for further enrichment.
- **References.** The references cited in the chapters to document the research base of the content are all listed at the end of the book.

Relating This Book to Standards

A variety of professional standards are listed, correlated to the book, and referenced throughout. Standards are used to guide the development of new teachers, help in-service teachers improve their performance, and assess both teacher preparation and teacher performance. Many teacher education programs are designed around the Interstate New Teacher Assessment and Support Consortium (InTASC) standards. Many states require a passing score on the Principles of Learning and Teaching test (a Praxis Subjects Assessment test) before granting a teaching license. The Praxis Classroom Performance Assessments (which are consistent with Danielson's Framework for Teaching domains) are used to assess and improve the teaching of in-service teachers. A brief description of these standards is provided here, and tables of these standards can be found on pages xvi–xvii.

INTASC STANDARDS

The Interstate New Teacher Assessment and Support Consortium (INTASC) was formed as a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: *An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.* With the 2011 updating of the standards, it removed the word *new* from its title and made a lowercase *n* in the acronym (now it is InTASC). More information can be found on the Council of Chief State School Officers, CCSSO, website.

PRAXIS TESTS

The Praxis tests have been developed and disseminated by the Educational Testing Service (ETS) for assessing skills and knowledge at each stage of a beginning teacher's career, from entry into teacher education to actual classroom performance. More information about the Praxis tests can be found at the Educational Testing Service, ETS, website. There are several types of Praxis tests:

- **Praxis Core Academic Skills for Educators (CORE).** These academic skills tests are designed to be taken early in a student's college career to measure reading, writing, and mathematics skills.
- **Praxis Subject Assessments.** There are several Praxis Subject Assessments, and they measure a teacher candidate's knowledge of the subjects he or she will teach, as well as general and subject-specific pedagogical skills and knowledge. One of these assessments is the *Principles of Learning and Teaching* (PLT) test, which many states require teachers to pass for their licensure.

- **Praxis Classroom Performance Assessments.** These assessments are conducted for beginning teachers in classroom settings. Assessment of teaching practice is through direct observation of classroom practice, a review of documentation prepared by the teacher, and semistructured interviews. The framework for knowledge and skills for these assessments consists of 19 assessment criteria organized within four categories: planning and preparation, the classroom environment, instruction, and professional responsibilities. Charlotte Danielson's (2007) *Enhancing Professional Practice: A Framework for Teaching* is based on the categories of the Praxis Classroom Performance Assessments.

Methods for Effective Teaching is not intended to address the preprofessional skills of reading, writing, and mathematics in Praxis CORE. However, it is designed to address the Praxis Subject Assessments test on Principles of Learning and Teaching and the Praxis classroom performance criteria areas, based on Danielson's *Framework for Teaching*.

Supplements

INSTRUCTOR'S RESOURCE MANUAL WITH TEST BANK AND POWERPOINT SLIDES

An instructor's resource manual with test bank to accompany this textbook has been developed by the authors to guide teacher educators as they use this book for their courses. This manual includes multiple-choice, true–false, short-answer, and essay/discussion questions for each chapter. It also includes a sample course syllabus that is aligned to this book and teaching suggestions to introduce content for each major section of each chapter. Additionally, about 20 PowerPoint slides are provided for each chapter.

The instructor's resource manual with test bank may be downloaded in PDF from the Instructor Resource Center at the Pearson Higher Education website (http://www.pearsonhighered.com). Your local Pearson sales representative can help you set up a password for the Instructor Resource Center.

INVIGORATE LEARNING WITH THE ENHANCED PEARSON ETEXT

The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. This enhanced eText includes video clips selected by the author that illustrate key concepts and help bridge the gap between theory and practice.

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(Please note: enhancements are only available in the Pearson eText, and not third-party eTexts such as CourseSmart or Kindle).

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We also appreciate the help from the staff at Pearson who provided editorial guidance, facilitated the preparation of the manuscript, and coordinated the production.

A number of classroom teachers provided descriptions of their professional practice, which are included in the Voices from the Classroom features. Their experiences help illustrate the issues and bring life to the content.

Finally, we would like to extend our gratitude to the following reviewers who provided constructive feedback for this edition: Dr. Sonia K. Boone, Prairie View A&M University; Joseph Cosgriff, Lincoln Memorial University; Bonnie J. Cummings, College of Education, The University of Memphis; R. Stewart Mayers, Ed.D., Southeastern Oklahoma State University; Kirk A. Swortzel, Mississippi State University.

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InTASC Model Core Teaching Standards

The following table indicates how the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards are addressed in this book.

STANDARDS	CHAPTER COVERAGE
THE LEARNER AND LEARNING	
1. **Learner Development** Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**2–7**
2. **Learning Differences** Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**2–7**
3. **Learning Environments** Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**7–10**
CONTENT KNOWLEDGE	
4. **Content Knowledge** Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.	**3**
5. **Application of Content** Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**4–7**
INSTRUCTIONAL PRACTICE	
6. **Assessment** Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**2, 11–12**
7. **Planning for Instruction** Plans instruction that supports every student in meeting rigorous learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**3–7**
8. **Instructional Strategies** Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**5–7**

STANDARDS	CHAPTER COVERAGE
PROFESSIONAL RESPONSIBILITY	
9. **Professional Learning and Ethical Practice** Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, Families, Other Professionals, and the Community), and adapts practice to meet the needs of each learner.	**1**
10. **Leadership and Collaboration** Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**13**

From Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

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1 Teaching Students in Today's World

Track5/Getty Images

This Chapter Provides Information That Will Help You To:

1.1 Describe the basic teaching functions and the key characteristics of effective teachers.

1.2 Recognize the professional teaching standards and understand the purposes they serve.

1.3 Formulate a plan to use reflection to enhance teacher decision making.

1.4 Identify ways the teaching environment is changing due to increased diversity in student populations including students with special needs and English language learners.

1.5 Describe ways that instruction of English language learners can be enhanced in all classrooms.

EFFECTIVE TEACHING
Decisions about Basic Teaching Functions

Essential Teacher Characteristics

Expectations for Effectiveness

STANDARDS FOR TEACHERS
InTASC Standards

Framework for Teaching

Principles of Learning and Teaching

THE TEACHER AS A REFLECTIVE DECISION MAKER
Reflection

Tools to Become More Reflective

Aspects of Instructional Decision Making

THE CHANGING TEACHING ENVIRONMENT

MORE ENGLISH LANGUAGE LEARNERS
Challenges of English Language Learners

Teaching English Language Learners in All Classrooms

The SIOP Model

Your journey to become a teacher continues. You want to be an effective teacher, but what are the characteristics of effective teachers? What do they need to know and do? To a large extent, effective teaching involves making good decisions to help students learn.

Even before instruction takes place, teachers think about and make decisions concerning content, instructional strategies, the use of instructional materials and technology, delivery techniques, classroom management and discipline, assessment of student learning, and a host of other related issues. During instruction, teachers must implement these decisions as they interact with students in a dynamic way.

Decision making involves giving consideration to a matter, identifying the desired end result, determining the options to get to the end result, and then selecting the most suitable option to achieve the desired purpose. Teacher decisions about the issues just mentioned ultimately will influence student learning.

To examine teacher decision making and its relationship to teaching methods, the discussion in this chapter centers on several questions: What is effective teaching? What are the standards used to guide the professional development of teachers? How can a teacher be a reflective decision maker? What are the conditions that are changing the teaching environment? How can instruction of English language learners (ELLs) be enhanced in all classrooms?

Effective Teaching

What are teachers' responsibilities, and what makes teachers effective in meeting these responsibilities? To answer these questions, it is useful to examine the basic teaching functions, essential teacher characteristics, and expectations for effectiveness.

DECISIONS ABOUT BASIC TEACHING FUNCTIONS

Teachers make countless decisions all day long in an effort to promote student learning. When you break the decisions down, they fall into three categories: planning, implementing, and assessing. Some decisions are made at the desk when preparing lesson or unit plans, designing an instructional activity, or grading papers. Other decisions are made on the spot during the dynamic interactions with students when delivering a lesson. Let's briefly examine these three basic teaching functions. Each will be considered in more detail in later chapters.

Planning. **Planning** involves teacher decisions about student needs, the most appropriate goals and objectives, the content to be taught, instructional strategies, lesson delivery techniques, instructional media, classroom climate, and student assessment. These decisions are made before actual instruction takes place. The goal of planning is to ensure student learning. Planning occurs when teachers are alone and have time to reflect and consider issues such as short-range and long-range plans, student progress, time available, and instructional materials. Planning helps arrange the appropriate flow and sequence of instructional content and events.Planning is considered in more detail in Chapters 3 and 4.

Implementing. **Implementing** involves the actual enactment of the instructional plans concerning lesson delivery and assessment. Implementation occurs when interacting with students. Teaching skills that support implementation include presenting and explaining,

questioning, listening, monitoring, giving feedback, and demonstrating. Additional skills are needed to monitor student behavior, enforce rules and procedures, use instructional technology, exhibit caring and respect, and create a positive learning environment.

As you can see, a multitude of skills are required for implementation of the instructional plans, and teachers make decisions constantly during the delivery of instruction to enact those plans and to promote student learning. Several chapters in this book relate to implementation, including topics such as differentiating instruction for diverse learners, instructional strategies, motivating students, strategies to promote student understanding, managing lesson delivery, and classroom management and discipline.

Assessing. **Assessing** involves determining the level of student learning. Actually, many aspects of assessment are determined during the planning phase when instructional goals and content are identified. The means to measure student learning include paper-and-pencil tests, portfolios, work samples, projects, reports, journals, models, presentations, demonstrations, and various other types of product and performance assessments. Once assessment data has been gathered, the information is recorded and judgments are made. Assessment is considered in more detail in Chapters 11 and 12.

Teacher decisions about planning, implementing, and assessing matter a great deal. As attempts are made to improve schools and increase student achievement, one constant has remained: Teachers are the most important factor in improving schools. Attempts to reform or improve education depend on the knowledge, skills, and commitment of teachers. This point is made emphatically in *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* (Darling-Hammond and Baratz-Snowden, 2007). Teachers need to know how to implement new practices concerning the basic teaching functions, but they must also take ownership or the innovation will not succeed.

ESSENTIAL TEACHER CHARACTERISTICS

When you reflect about the most effective teachers you have had, you may think about their warmth and caring, their creative instructional strategies, their strong command of the content, or their unique presentation skills. When examining effective teachers, the essential teacher characteristics fall into three categories: knowledge, skills, and dispositions. Let's briefly examine each of these.

Knowledge. Effective teachers must know the facts about the content they are teaching. That is vital, but it is not sufficient. Teachers also must have at least three other types of knowledge.

First, they must have professional knowledge related to teaching in general. This includes information about the historical, economic, sociological, philosophical, and psychological understanding of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Second, teachers must have pedagogical knowledge, which includes the general concepts, theories, and research about effective teaching, regardless of the content area. Thus, it involves general teaching methods.

Finally, teachers must have pedagogical content knowledge. This involves teaching methods that are unique to a particular subject or the application of certain strategies in a manner particular to a subject. For example, there may be some unique ways to teach map reading skills in a social studies class. You must have a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of the students.

Thus, teachers must possess rich knowledge about the content, foundational information about teaching and learning, information about teaching methods in general, and information about teaching techniques unique to particular subjects.

what WOULD YOU DECIDE?

DEMONSTRATING YOUR EFFECTIVE TEACHING

Teachers need to have the necessary knowledge, skills, and dispositions to be effective in the classroom. Throughout your teacher preparation program, you will learn and acquire many of these characteristics. Imagine that you are teaching a lesson in your first year of teaching.

1. How would it be evident in your lesson that you have the necessary knowledge, skills, and dispositions to be an effective teacher? What would the students observe in your teaching to identify these qualities?
2. What could you do during your teacher preparation program to acquire these qualities?

Skills. Teachers also must possess the necessary skills to use their knowledge effectively in the four areas just described to ensure that all students are learning. Teachers must be able to apply these skills as they plan, implement, and assess in diverse teaching settings. In listings of professional standards, the term *performances* is sometimes used instead of the term *skills*.

Dispositions. Teachers also must have appropriate dispositions to promote learning for all students. **Dispositions** include the necessary values, commitments, and professional ethics that influence teacher behaviors. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Dispositions are affective, thus in the mind of teachers. But dispositions show up in teacher behaviors. For example, a teacher might be willing to use a variety of instructional strategies to promote learning for all students. This disposition could be evidenced by written plans indicating the use of cooperative learning groups, demonstrations, and a role-playing activity, and by the actual use of those approaches when instruction took place.

When making decisions, you must have the necessary knowledge, skills, and dispositions to help promote learning for all students. Research has shown that teacher expertise is one of the most important factors that influences student growth and achievement. There is interest in the educational community to develop criteria for the knowledge, skills, and dispositions that teachers need to promote student achievement.

As a prospective teacher, it is important that you identify these essential teacher characteristics (knowledge, skills, dispositions) when you examine the main teaching functions of planning, implementing, and assessing. As the teaching functions are discussed in this book, several chapters have a boxed feature to indicate the knowledge, skills, and dispositions related to the chapter topic using the descriptions in the InTASC standards. For example, Chapter 3 on planning will include a box of information about representative knowledge, skills, and dispositions related to planning.

EXPECTATIONS FOR EFFECTIVENESS

Over the years, there have been calls to improve the quality of teaching, the quality and substance of the K–12 curriculum, and the performance of students on standardized tests. School districts and teachers always feel some degree of pressure from the local school district, state and federal governments, professional organizations, legislators, and the public in general. Occasionally, there are major education reports with information about student performance, and then there are new calls for improving teacher education and the quality of teaching. Effective teaching is expected.

Measures of Effectiveness. Various approaches have been used to indicate the quality of teaching and its influence on student learning. One approach has been to examine student achievement test scores over a three-year time period in a so-called value-added comparison. This value-added concept compares the performance of a student against that same student's performance at an earlier time. The difference in the two assessments is taken as a measure of student learning growth, which can also be conceptualized as the value added by the instructional effectiveness of the teacher. Students' average annual rates of improvement are then used to estimate how much value a teacher has contributed to student achievement.

A second approach to determining the quality of teaching has involved the study of teacher test scores and their relationship to the achievement of students in their classes. A series of studies correlated teachers' basic skills tests and college entrance exams with the scores of their students on standardized tests. These studies have found that high-scoring teachers are more likely to elicit significant gains in student achievement than their lower-scoring counterparts (Card & Rothstein, 2007).

A third approach to determining the quality of teaching has involved the review of teachers' content knowledge. A teacher's deep understanding of the content he/she teaches has a positive influence on student achievement. This appears to be especially true for science and mathematics teachers. In a review of research, Michael Allen, program director for the Education Commission of the States (ECS) Teaching Quality Policy Center, found support for the necessity of teachers being knowledgeable in their subjects and on how best to teach a particular subject (Allen, 2003).

In addition, teaching experience appears to have an influence on student achievement. Teachers with less teaching experience typically produce smaller learning gains in their students compared with more seasoned teachers (Murnane & Steele, 2007). However, most of those studies have also discovered that the benefits of experience level off after the first five or so years of teaching.

Every Student Succeeds Act (ESSA). While education is often considered a local and state matter, the federal government in the past two decades has increased its involvement in how teachers are prepared and certified and how education is conducted in school districts. This effort was undertaken through the "highly qualified" teacher provisions of the No Child Left Behind Act (NCLB, 2002). A new Every Student Succeeds Act (2015) rolled back many, but not all, of the provisions for accountability embedded in NCLB.

The **Every Student Succeeds Act** is a federal law that required states to develop plans that address standards, assessments, school and district accountability, and special help for struggling schools. ESSA replaced the No Child Left Behind Act and represents a shift from broad federal oversight of primary and secondary education to greater flexibility and decision making at the state and local levels.

With ESSA, states are still required to give substantial weight to accountability plans and academic indicators. With ESSA, states will:

1. Have greater flexibility in selection of goals for testing, English-language learner proficiency measures, and graduation rates.
2. Be required to include a minimum of one indicator of school quality or student success. Examples include measures of student engagement; educator engagement; access to completion of advanced coursework; postsecondary readiness; and school climate/safety.
3. Have to identify and intervene in the bottom 5 percent of low-performing schools and high schools with graduation rates at or below 67 percent.
4. Still have to test students in reading and mathematics in grades 3-8 and once at the high school level and report data on subgroups of students (e.g., English learners, students receiving special education services, racial minorities, and those in poverty).

In 2017, further changes to the federal accountability systems were passed by Congress. For example, states will no longer be required to label all schools with a summative uniform

sample STANDARDS

DECISION MAKING AND REFLECTION

There are 10 InTASC standards (see pages xvi–xvii), and each standard in the original document includes a list of performances, essential knowledge, and critical dispositions to indicate more clearly what is intended in the standard.

Because this chapter deals with decision making and reflection, some representative statements from InTASC Standard #9, Professional Learning and Ethical Practice, are listed here concerning topics in this chapter.

PERFORMANCES

- The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

ESSENTIAL KNOWLEDGE

- The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.

CRITICAL DISPOSITIONS

- The teacher sees him-/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- The teacher understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

rating system (high to low performing). In addition, the U.S. Department of Education updated the application that states submit as part of gaining federal approval for state accountability plans. The major changes focused on fewer requirements, including the elimination of the requirement that states must reach out to groups of educators and advocates in the development of an accountability plan. These changes are consistent with the recent accountability shift away from the federal government and to the states.

Standards for Teachers

Each state identifies the licensure requirements for teachers. The states do not arbitrarily select criteria—they often rely on standards proposed by professional educational agencies. The following standards are among those commonly used by states: (a) InTASC standards, (b) a Framework for Teaching, and (c) Principles of Learning and Teaching (PLT).

A state may use one set of standards, such as the InTASC standards, and then adapt them somewhat to serve as the basis for the teacher licensure requirements. Once a state establishes its teacher licensure requirements, these become the standards that colleges use to design their teacher education programs. Consequently, you may see that your teacher education program includes many of the topics listed in the standards. Let's examine these three sets of standards.

InTASC STANDARDS

Sponsored by the Council of Chief State School Officers, the Interstate New Teacher Assessment and Support Consortium (INTASC) asked a committee of teachers, teacher educators, and state agency officials to prepare a set of standards for competent beginning teachers. Its 1992 report on model standards served as a guide for states as they determined their own teacher licensure requirements. Many states found those standards appropriate and enacted state licensure requirements that were identical or very similar to the INTASC standards.

The INTASC standards were revised in 2011. The new standards are no longer intended only for beginning teachers, but as professional practice standards. To reflect this emphasis, InTASC removed *New* from its name (and made the *N* a lower-case letter), renaming itself the Interstate Teacher Assessment and Support Consortium (InTASC). The new **InTASC Teaching Standards** (Council of Chief State School Officers, 2011) outline what teachers should know and be able to do to ensure every K–12 student reaches the goal of being ready to enter college or the workforce in today's world. The standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

As shown in the table of standards on pages xvi–xvii, there are 10 InTASC standards in four areas: (1) the learner and learning—learner development, learning differences, and learning environments; (2) content knowledge—content knowledge and application of content; (3) instructional practice—assessment, planning for instruction, and instructional strategies; and (4) professional responsibility—professional learning and ethical practice and also leadership and collaboration. For each standard, InTASC outlines the performances, essential knowledge, and critical dispositions for teachers. The identification of the dispositions makes the InTASC standards unique when comparing them to standards identified by other agencies.

FRAMEWORK FOR TEACHING

The Educational Testing Service (ETS) developed the Pathwise Series of Professional Development programs as a research-based approach to advance professional learning and practice for school leaders and teachers. Charlotte Danielson (2007) worked with ETS to prepare and validate the criteria for this program and then, based on the ETS program criteria, she proposed a framework for teaching in her book *Enhancing Professional Practice: A Framework for Teaching*. Many teacher education programs give a great deal of attention to the Framework for Teaching because of its strong research support. As a result, these colleges have incorporated the domains into their teacher education programs.

Framework for Teaching is divided into four categories and provides a useful organizer for examining the important responsibilities of teachers. The first section addresses planning and preparing for teaching, and it focuses on issues such as content knowledge, knowledge of the students, instructional goals, and resources. The second section focuses on the classroom environment. This includes the interactions between the teacher and students, as well as the expectations for learning and achievement and the expectations for learning and behavior. Positive classroom environments are associated with a range of important outcomes for students related to motivation, achievement, and safety.

The third section addresses many dimensions of instruction, including issues such as instructional strategies, questioning, assessing student learning, and getting students actively involved in learning. The fourth section deals with professional responsibilities. This includes the ability to reflect accurately on the planning process and the implementation of instruction and then to think deeply about how to improve the teaching-learning

process for students. This section also addresses issues such as maintaining accurate records, seeking out professional development, and communicating with families to promote student learning.

PRINCIPLES OF LEARNING AND TEACHING

The Educational Testing Service (ETS) prepared several Praxis II tests to measure the knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge. The three Praxis II tests include Subject Assessments, Principles of Learning and Teaching, and Tests and Teaching Foundations Tests.

The **Principles of Learning and Teaching (PLT)** test assesses general pedagogical knowledge concerning (a) students as learners—student development and the learning process, students as diverse learners, and student motivation and the learning environment; (b) the instructional process—planning instruction, instructional strategies, questioning techniques, and communication techniques; (c) assessment—assessment and evaluation strategies, and assessment tools; and (d) professional development, leadership, and community. Many states require applicants for teaching licenses to take the PLT and report a passing score before they are able to receive the teaching license. Because of this, colleges with teacher education programs often give a great deal of attention to the content of the PLT and incorporate the necessary topics into their teacher education programs.

The Teacher as a Reflective Decision Maker

When teachers examine and reflect on their teaching, it opens a door to personal and professional development. The ultimate goal, of course, is to promote student learning, and teacher reflection is one way to achieve that goal. In this section, we examine reflection from several perspectives, tools to become more reflective, and aspects of instructional decision making.

What Does It Mean to Be a Reflective Practitioner?

What procedure might you set for yourself to examine each lesson that you teach? How can you consider what went well, what didn't go well, and what you want to change? How might you collect data about your students' performance to give you needed feedback?

REFLECTION

To learn requires that a person reflect on past practice. As a consequence, reflection about one's experiences is a cornerstone of professional competence (York-Barr, Sommers, Ghere, & Montie, 2016). **Reflection** can be defined as a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices. Reflection requires that teachers be introspective, open-minded, and willing to accept responsibility for decisions and actions. Reflection facilitates learning and continued professional growth, and it is an important factor in the ability of teachers to be effective throughout their careers. Educators can reflect on many things, such as their dispositions, objectives, teaching strategies, and the effect each factor has on student achievement.

As reflective practitioners, teachers need to be willing to analyze their own traits and behaviors in relation to the events that take place in the classroom. Teachers, therefore, need to observe and attempt to make sense of situations by checking their insights against prior experience. Information they receive

from their students can also be helpful. Marzano (2012) maintains that teachers must identify their strengths and weaknesses, set goals, and engage in focused practice to meet their goals, and a systemic approach to their reflection will help serve these purposes and improve instructional practice.

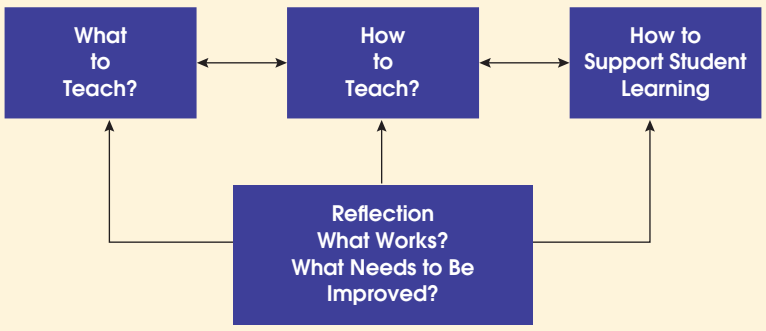
Some schools arrange for two or more teachers to meet to address issues and reflect on their practice. **Reflective practice** is a problem-solving strategy by which individuals or groups can work to improve practice by reviewing routines and the procedures and other aspects of the instructional environment. To engage in reflective practice requires an environment of support. It requires an organizational climate that encourages open communication, critical dialogue, risk taking, and collaboration (Osterman & Kottkamp, 2004).

We next examine the relationship between effective teaching and reflection, reflection in the professional standards, approaches to reflection, characteristics of reflective teachers, and benefits of reflection.

Effective Teaching and Reflection. There is a relationship between effective teaching and reflection. An effective teacher draws on education and experience to make decisions about what to teach, how to teach, and how to provide an atmosphere that supports student learning (J.M. Cooper, 2014). Thus, effective teachers reflect on and examine their own teaching and the success of their students. Each of these skills is essential to an effective teacher who is focused on students' achievement and meeting intended learning outcomes. The relationship of these topics is displayed in Figure 1.1.

1. *What to teach.* Effective teachers have a strong command of the subject matter they are assigned to teach. In addition, they have the ability to make decisions about the selection of materials and examples used to introduce the subject matter to their students.

2. *How to teach.* Effective teachers have a large collection of teaching strategies that they can draw on to maximize student achievement. Expert teachers recognize that they need to use a variety of methods and strategies to meet the varied learning needs of their students and to capture and maintain student interest and motivation. This is especially important when teachers realize that the strategy they are using has not led to success for all students and that a different strategy needs to be employed.

Figure 1.1

Effective Teaching and Reflection