



NINTH EDITION

Effective
**TEACHING
METHODS**

RESEARCH-BASED PRACTICE

GARY D. BORICH





Effective Teaching Methods

RESEARCH-BASED PRACTICE

Ninth Edition

maaf jika anda ingin full
kirim vulsa Rp.50.000
ke 087771519313

Gary D. Borich

The University of Texas at Austin

PEARSON

Boston Columbus Indianapolis New York San Francisco
Amsterdam CapeTown Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President/Editorial Director: Jeffery Johnston
Executive Editor: Meredith D. Fossel
Senior Development Editor: Max Effenson Chuck
Editorial Assistant: Maria Feliberty
Executive Marketing Managers: Krista Clark, Chris Barry
Program Manager: Miryam Chandler
Project Manager: Karen Mason
Production Coordination, Editorial Services, Text Design, Art Rendering and Electronic Page Makeup: Lumina Datamatics Inc.
Rights and Permissions Project Manager: Tania Zamora
Cover Designer: Diane Lorenzo
Cover Photos: Monkey Business Images/Shutterstock

Acknowledgements of third party content appear on the page with the material, which constitutes an extension of this copyright page.

Copyright © 2017, 2014, 2008 by Pearson Education, Inc. or its affiliates. All Rights Reserved. This digital publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise except as authorized for use under the product subscription through which this digital application is accessed. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

Many of the designations by manufacturers and sellers to distinguish their products are claimed as trademarks. Where those designations appear in this book, and the publisher was aware of a trademark claim, the designations have been printed in initial caps or all caps.

InTASC standards. Used with permission from Council of Chief State School Officers.

Library of Congress Cataloging-in-Publication Data

Borich, Gary D.

Effective teaching methods : research-based practice / Gary D. Borich, The University of Texas at Austin. — Ninth edition.

pages cm

Includes bibliographical references and index.

ISBN 978-0-13-405625-8 (alk. paper) — ISBN 0-13-405625-6 (alk. paper)

1. Effective teaching—United States. 2. Lesson planning—United States. I. Title.

LB1025.3.B67 2017

371.102—dc23

2015034036

PRINT LLV:

ISBN 10: 0-13-405625-6

ISBN 13: 978-0-13-405625-8

ETEXT:

ISBN 10: 0-13-405612-4

ISBN 13: 978-0-13-405612-8

ETEXT PLUS LLV:

ISBN 10: 0-13-405487-3

ISBN 13: 978-0-13-405487-2

PEARSON

About the Author



Gary Borich grew up on the south side of Chicago, where he attended Mendel High School and later taught in the public school system of Niles, Illinois. He received his doctoral degree from Indiana University, where he was director of evaluation at the Institute for Child Study. Dr. Borich is a professor in the College of Education at the University of Texas at Austin and a past member of the board of examiners of the National Council for the Accreditation of Teacher Education (NCATE).

Dr. Borich's other books include *Observation Skills for Effective Teaching*, seventh edition; *Educational Assessment for the Elementary and Middle School Classroom*, second edition (with M. Tombari); *Clearly Outstanding: Making Each Day Count in Your Classroom*; *Becoming a Teacher: An Inquiring Dialogue for the Beginning Teacher*; *Educational Psychology: A Contemporary Approach*, second edition (with M. Tombari); *Educational Testing and Measurement*, tenth edition (with T. Kubiszyn); *The Appraisal of Teaching: Concepts and Process*; and *Teacher Behavior and Pupil Self Concept* (with M. Kash).

Dr. Borich lives in Austin, Texas, with his wife, Kathy. His interests include training and riding Arabian horses and he is the author of *An Illustrated Introduction to Classical Horsemanship*.



Brief Contents

- 1** The Effective Teacher 1
- 2** Understanding Your Students 34
- 3** Classroom Management I: Establishing the Learning Climate 67
- 4** Classroom Management II: Promoting Student Engagement 100
- 5** Goals, Standards, and Objectives 127
- 6** Unit and Lesson Planning 157
- 7** Technology Integration in Instruction 198
- 8** Questioning Strategies 221
- 9** Teaching Strategies for Direct Instruction 250
- 10** Teaching Strategies for Indirect Instruction 282
- 11** Self-Directed and Constructivist Learning 318
- 12** Cooperative Learning and the Collaborative Process 350
- 13** Assessing Learners 374

Contents

Preface xxi

1 The Effective Teacher 1

What Is an Effective Teacher? 3

A New Direction 3

Key Behaviors Contributing to Effective Teaching 7

Lesson Clarity 7

Instructional Variety 8

Teacher Task Orientation 9

Engagement in the Learning Process 10

Student Success Rate 12

Summary of Five Key Behaviors 14

Helping Behaviors Related to Effective Teaching 14

Using Student Ideas and Contributions 14

Structuring Lesson Content 15

Questioning 16

IN PRACTICE: Focus on Constructivism 18

Probing 19

Teacher Affect 20

Effectively Teaching Learners at all Socioeconomic Levels 21

The Complexity of Teaching: Drawing on 30 Years of Professional Teaching Standards 22

Professional Teaching Standards 23

Your Transition to the Real World of Teaching 26

For Further Information 28

CASE HISTORY 28

Summing Up 29

Key Terms 30

Discussion and Practice Questions 30

Professional Practice 32



Monkey Business Images/Shutterstock

2 Understanding Your Students 34

Not All Learners Are Alike 36

- Adaptive Teaching 37
- Differentiated Instruction 38

The Effects of General Ability on Learning 39

- Misconceptions about Intelligence 40
- General versus Specific Abilities 40

The Effects of Specific Abilities on Learning 41

- Multiple Intelligences 41
- Social-Emotional Intelligence 43

IN PRACTICE: Focus on Multiple Intelligences in the Classroom 43

- Characteristics of Intelligence That You Can Teach, Encourage, and Nurture in Your Classroom 45

The Effects of Culture, Socioeconomic Status, and Language Proficiency on Learning 46

- The Effects of Culture on Learning 46
- The Effects of Socioeconomic Status on Learning 47
- The Effects of Language Proficiency on Learning 48

The Effects of Personality and Learning Style on Learning 50

- Erikson's Crises of the School Years 50
- Learning Style 52
- Cultural Differences in Learning Styles: Some Cautions 53

The Effects of the Peer Group on Learning 54

The Effects of Home Life and Social Context on Learning 55

Your Role in Improving the Academic Success of All Learners 59

The Teacher and Cultural, Linguistic, and Socioeconomic Bias in the Classroom 60

A Final Word 61

CASE HISTORY 62

Summing Up 63

Key Terms 64

Discussion and Practice Questions 65

Professional Practice 65



3 Classroom Management I: Establishing the Learning Climate 67

Connecting with Students 69

- Mutual Trust and Confidence 69
- Unconditional Acceptance of Every Learner's Potential to Learn 69
- Opportunity for Exploration and Discovery 70

Earning Trust and Becoming a Leader the Old-Fashioned Way 70



- Expert Leadership 70
- Referent Leadership 71
- Legitimate Leadership 71
- Reward Leadership 71
- Stages of Group Development 72**
 - Stage 1: Forming 72
 - Stage 2: Storming 73
 - Stage 3: Norming 74
 - Stage 4: Performing 75
- IN PRACTICE: Focus on a Democratic Approach to Classroom Management 76**
- Establishing an Effective Classroom Climate 77**
 - The Social Environment 78
 - The Organizational Environment 79
 - Establishing Rules and Procedures 81
- Problem Areas in Classroom Management 84**
 - Monitoring Students 84
 - Making Transitions 85
 - Giving Assignments 86
 - Bringing Closure 87
- Culturally Responsive Classroom Management 89**
- Planning Your First Day 92**
 - Before the Bell 92
 - Introducing Yourself 92
 - Preparing an Introductory Activity 93
 - Rules and Expectations 93
 - Introducing Your Subject 93
 - Closure 94
- Making Your Classroom and School a Professional Learning Community 94**
- CASE HISTORY 95**
- Summing Up 96**
- Key Terms 98**
- Discussion and Practice Questions 98**
- Professional Practice 99**

4 Classroom Management II: Promoting Student Engagement 100

- The Humanist Tradition in Classroom Management 102**
 - Congruent Communication 103
 - Cooperative Learning 104
- The Applied Behavior Analysis Tradition in Classroom Management 105**
 - Behavior Modification 105
 - Positive Behavioral Intervention in Schools (PBIS) 107
- The Classroom Management Tradition 107**



KidzWorld/Blend Images/Getty Images

- An Integrated Approach to Classroom Management 109**
 - Low-Profile Classroom Management 109
 - Dealing with Persistent Disruptive Behavior 112
 - Responding to Misbehavior 112
 - Rewards and Reinforcement 114
 - Incentives versus Punishment 115
- The Influence of Home and Family on Classroom Behavior 116**
- Establishing the Need for a Teacher– Family Conference 117**
- Preparing for the Teacher– Family Conference 117**
 - Conducting the Teacher–Family Conference 118
 - Evaluating the Teacher–Family Conference 119
- IN PRACTICE: Focus on Getting Parents Involved 119**
- Some Teacher–Family Conference Topics: Be Prepared 120**
 - Academic and Social/Behavioral Problems 120
 - Child Neglect or Abuse 121
 - Bullying 121
 - School Crises 121
- Culturally Responsive Classroom Management 122**
- CASE HISTORY 123**
- Summing Up 124**
- Key Terms 125**
- Discussion and Practice Questions 125**
- Professional Practice 126**

5 Goals, Standards, and Objectives 127

- Goals, Standards, and Objectives 129**
 - Tyler’s Goal Development Approach 129
- The Origin of Educational Standards 130**
 - Examples of Curriculum Standards and Essential Skills 132
 - Common Core State Standards 133
- Frames of Understanding 134**
 - The Purpose of Objectives 134
 - What Does *Behavioral* Mean? 134
- Steps in Preparing Behavioral Objectives 134**
 - Specifying the Learning Outcomes 134
 - Identifying the Conditions 136
 - Stating Criterion Levels 137
 - Keeping Objectives Simple 139
- The Cognitive, Affective, and Psychomotor Domains 140**
 - The Cognitive Domain 140
- IN PRACTICE: Focus on the New Field of Cognitive Science 144**
 - The Affective Domain 145
 - The Psychomotor Domain 147



Monkey Business Images/Shutterstock

The Rigor and Relevance Framework	149
Some Misunderstandings about Behavioral Objectives	150
Are Some Behaviors More Desirable Than Others?	150
What is an Authentic Behavior?	150
Are Less Complex Behaviors Easier to Teach?	151
Are Cognitive, Affective, and Psychomotor Behaviors Mutually Exclusive?	151
The Cultural Roots of Objectives	152
CASE HISTORY	152
Summing Up	153
Key Terms	154
Discussion and Practice Questions	155
Professional Practice	156

6 Unit and Lesson Planning 157

Teacher as Decision Maker	159
Knowledge of Instructional Goals and Objectives	159
Knowledge of Learners	159
Knowledge of Subject Matter	159
Knowledge of Teaching Methods	159
Pedagogical Content Knowledge	160
Reflective Practice and Tacit Knowledge	160
Unit and Lesson Plans	161
The System Perspective	161
Making Planning Decisions	161
Disciplinary and Interdisciplinary Unit Planning	164
Disciplinary (Vertical) Unit Plans	165
Interdisciplinary (Lateral) Unit Plans	168
Making Lesson Plans	174
IN PRACTICE: Focus on Interdisciplinary Lesson Planning	175
Determining Where to Start	176
Providing for Learning Diversity	177
Events of Instruction	179
Getting Started: Some Lesson-Planning Questions	179
1. Gaining Attention (Anticipatory Set)	180
2. Informing Learners of the Objective (Anticipatory Set, Objectives, and Purpose)	181
3. Stimulating Recall of Prerequisite Learning (Review)	182
4. Presenting the Content (Input, Modeling)	183
5. Eliciting the Desired Behavior (Checking for Understanding, Guided Practice)	184
6. Providing Feedback (Guided Practice, Closure)	185
7. Assessing the Lesson Outcome (Independent Practice)	185
Example Lesson Plans	186
CASE HISTORY	194
Summing Up	195



Key Terms 196
Discussion and Practice Questions 196
Professional Practice 197

7 **Technology Integration in Instruction** **198**

Why Teach with Technology? 200
What Technologies Can I Use to Improve My Teaching Effectiveness? 202
 Web 2.0 Technologies 202
 Web 2.0 Technologies that Promote Knowledge Construction 203
 Virtual Worlds 205
 Web 2.0 Technologies that Promote Knowledge Organization 205
IN PRACTICE: Focus on Digital Gaming in the Classroom 206
 Social Presentation 208
 Course Management Technologies 208
IN PRACTICE: Focus on Applications of Online Learning 209
 Phones 212
How Can I Integrate These Technologies Into My Instruction? 212
 Gaining Attention (Anticipatory Set) with the IWB 213
 Informing Learners of the Objective (Anticipatory Set, Objectives, Purpose) 214
 Stimulating Recall of Prerequisite Learning (Review) 214
 Presenting the Content (Input, Modeling) 214
 Eliciting the Desired Behavior (Checking for Understanding, Guided Practice) 215
 Providing Feedback (Guided Practice, Closure) 215
 Assessing the Lesson Outcome (Independent Practice) 216
 Assessing the Effectiveness of Technology Integration 216
CASE HISTORY 217
Summing Up 218
Key Terms 219
Discussion and Practice Questions 219
Professional Practice 219



Robert Kinschke/Fralia

8 **Questioning Strategies** **221**

What Is a Question? 223
 What Consumes 80 Percent of Class Time? 223
 Are We Asking the Right Questions? 224
What Are the Purposes of Questions? 224
What Are Convergent and Divergent Questions? 225
 What Does Research Say about Asking Convergent and Divergent Questions? 225
Who Are the Targets of Questions? 226
What Sequences of Questions Are Used? 227



Ann Donmack/Hot Design/Pearson Education

What Levels of Questions Are Used?	228
Knowledge	229
Comprehension	230
Application	230
Analysis	231
Synthesis	232
Evaluation	233
Summary of Question Types	234
What Is a Probe?	234
How Should Wait Time Be Used?	236
IN PRACTICE: Focus on Effective Classroom Questioning	238
What Is Culturally Responsive Questioning?	239
Wait Time	239
Rhythm	240
Participation Structure	240
Language	240
What Are Common Problems in Using Questions?	241
Do You Use Complex, Ambiguous, or Double Questions?	241
Do You Accept Only the Answers You Expect?	242
Why Are You Asking This Question?	243
Do You Answer the Question Yourself?	244
Do You Use Questions as Punishment?	244
CASE HISTORY	245
Summing Up	246
Key Terms	248
Discussion and Practice Questions	248
Professional Practice	248

9 Teaching Strategies for Direct Instruction 250

Categories of Teaching and Learning	252
Introduction to Direct Instruction Strategies	255
When Is Direct Instruction Appropriate?	258
An Example of Direct Instruction	259
IN PRACTICE: Focus on Mastery Learning	259
Direct Instruction Strategies	262
Monitoring and Diagnosing to Gauge Progress	262
Presenting and Structuring	263
Guided Student Practice	266
Feedback and Correcting Errors	269
Reaching Mastery	271
Review Over Time	273
Other Forms of Direct Instruction	275
Culturally Responsive Direct Instruction	276
CASE HISTORY	277



Summing Up 278
Key Terms 279
Discussion and Practice Questions 279
Professional Practice 280

10 Teaching Strategies for Indirect Instruction 282

The Cognitive Processes of Learning 287
 Reading 288
 Writing 289
 Mathematics and Science 289
 Social Studies 289

Comparing Direct and Indirect Instruction 290
 Teaching Strategies for Indirect and Constructivist Instruction 291
 An Example of Indirect Instruction 292

Content Organization 295
 Concept Learning 297
 Inquiry Learning 298
 Problem-Centered Learning 299

IN PRACTICE: Focus on Inquiry Learning 300

Conceptual Movement: Induction and Deduction 302
 Applying Induction and Deduction 304

Using Examples and Nonexamples 304

Using Questions 305

Learner Experience and Use of Student Ideas 307
 The Changing View 307
 Using Student Ideas Productively 307

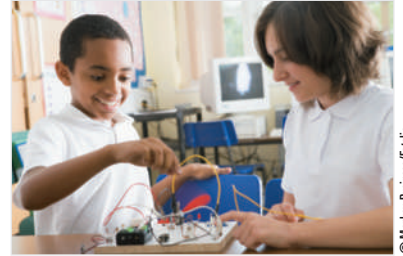
Student Self-Evaluation 308

Use of Group Discussion 308

Culturally Responsive Indirect Instruction 312

CASE HISTORY 313

Summing Up 314
Key Terms 315
Discussion and Practice Questions 315
Professional Practice 317



© Monkey Business/Fotolia

11 Self-Directed and Constructivist Learning 318

Self-Directed Learning 320

IN PRACTICE: Focus on Deep Learning and the Constructivist Approach 322

Metacognition 324

Teacher Mediation 325



2.Samara.com/Shutterstock

The Zone of Maximum Response Opportunity	326
Hitting the Zone of Maximum Response Opportunity	327
Functional Errors	328
Reciprocal Teaching	329
The Social Dialogue of the Classroom	332
The Role of Inner Speech	332
Sample Dialogues of Self-Directed Learning	333
Steps in Teaching Self-Directed Inquiry	337
Teaching Cognitive Strategies for Lifelong Learning	337
Elaboration/Organization	337
Comprehension Monitoring	338
Problem-Solving Strategies	338
Project-Based Learning Strategies	341
The Role of Tasks in Project-Based Learning	341
The Role of the Learner in Project-Based Learning	342
The Role of the Teacher in Project-Based Learning	342
IN PRACTICE: Focus on Project-Based Learning	342
Culturally Responsive Self-Directed Learning	344
CASE HISTORY	345
Summing Up	346
Key Terms	348
Discussion and Practice Questions	348
Professional Practice	349

12 **Cooperative Learning and the Collaborative Process** **350**

Outcomes of Cooperation	352
Attitudes and Values	352
Prosocial Behavior	352
Alternative Perspectives and Viewpoints	352
Integrated Identity	352
Higher Thought Processes	353
Components of a Cooperative Learning Activity	354
Teacher–Student Interaction	354
Student–Student Interaction	354
Task Specialization and Materials	354
Role Expectations and Responsibilities	355
Establishing a Cooperative Task Structure in Your Classroom	355
1. Specifying the Goal	355
2. Structuring the Task	356
3. Teaching and Evaluating the Collaborative Process	361
IN PRACTICE: Focus on Cooperative Learning	363
4. Monitoring Group Performance	364
5. Debriefing	364



- Team-Oriented Cooperative Learning Activities 366**
 - Student Teams–Achievement Division (STAD) 366
 - Teams–Games–Tournaments 367
 - Jigsaw II 367
 - Team-Assisted Individualization 367
 - Overview of Team-Oriented Cooperative Learning Activities 368
- Culturally Responsive Cooperative Learning 369**
- CASE HISTORY 370**
- Summing Up 371**
- Key Terms 372**
- Discussion and Practice Questions 372**
- Professional Practice 373**

13 Assessing Learners 374

- Norm-Referenced and Criterion-Referenced Tests 376**
 - Criterion-Referenced Tests 378
 - Norm-Referenced Tests 378
- The Test Blueprint 378**
- Objective Test Items 379**
 - True/False Items 379
 - Matching Items 380
 - Multiple-Choice Items 382
 - Higher Level Multiple-Choice Questions 383
 - Completion Items 386
 - Advantages and Disadvantages of Objective-Item Formats 386
- Essay Test Items 386**
 - Extended-Response Questions 388
 - Restricted-Response Questions 388
 - When Should You Use Essay Questions? 389
 - Some Criteria for Scoring Essay Items 390
- Validity and Reliability 392**
 - Types of Validity 392
 - Types of Reliability 393
- Marks and Grading Systems 394**
 - Comparison with Other Students 394
 - Comparison with Established Standards 394
 - Comparison with Aptitude 395
 - Comparison of Achievement with Effort 395
 - Comparison of Achievement with Improvement 395
- Standardized Tests 396**
 - Formative versus Summative Evaluation 396
 - Helping Students Prepare for Standardized Tests 398
- Performance Assessment 399**



Lisa E. Young/Fotolia

IN PRACTICE: Focus on Performance Assessment 400

The Portfolio 401

Rationale for the Portfolio 401

Building a Portfolio 403

Portfolio Assessment and Report Card Grades 405

Plan a Portfolio Conference 405

Assessing the Academic Progress of Special Learners in the Regular Classroom 409

Race to the TOP: The Transition from the No Child Left Behind Act 410

The 2004 Reauthorization of the Individuals with Disabilities Education Improvement Act 411

Response to Intervention (RTI) 413

CASE HISTORY 415

Summing Up 416

Key Terms 417

Discussion and Practice Questions 418

Professional Practice 418

Appendix A Teacher Concerns Checklist 421

Appendix B Answers to Chapter Questions and Activities 423

Appendix C Higher Order Thinking and Problem-Solving Checklist 430

Glossary 434

References 441

Name Index 450

Subject Index 453



Preface

Common Core curriculum standards, differentiated instruction, new educational technologies, special populations in the general education classroom, cognitive and academic language proficiency, and new legislative initiatives, such as Race to the Top and Response to Intervention, are but a few of the developments that continue to change the face of classroom teaching. This book has been written to help you prepare to meet these challenges and to discover the opportunities for professional growth and advancement they provide.

This ninth edition of *Effective Teaching Methods: Research-based Practice* continues to strengthen the four goals of previous editions, which are as follows:

- To present teaching practices derived from the newest classroom research selected for their effectiveness with learners. The results have made it possible to replace many age-old anecdotal suggestions for good teaching with modern-day research-based teaching practices that are empirically related to positive outcomes in learners. Describing these teaching practices and how to use them in your classroom to become an effective teacher is a major focus of this book.
- To describe these effective teaching practices in a friendly, conversational manner. The language of classrooms is informal, and there is no reason a book about teachers in classrooms should not use the same language. Therefore, this book talks straight, avoiding complicated prescriptions, rambling discussions, or pseudo-scholarly language. The intent is to get the point across quickly and in a user-friendly style so that you can immediately apply what is presented in the classroom.
- To be practical. Positive prescriptions for your classroom teaching show you how to engage students in the learning process, manage your classroom, and increase student achievement in today's diverse classrooms. This book tells you what to do to obtain these results in a succinct and orderly fashion with extensive examples from classroom videos, written classroom dialogues, and case studies.
- To be realistic. Some of the literature on effective teaching is theoretical and speculative. This book describes what the research says teachers do in real classrooms to be effective and identifies the teaching practices they have found to be effective. Nothing in this book is pie-in-the-sky theorizing about effective teaching, because most of what is presented results directly from years of research and observation of effective teaching practices in actual classrooms.

These, then, are this book's four goals: to illustrate how to apply effective, research-based teaching practices, presented in a conversational style, that are practical and realistic in today's diverse classrooms.

New to This Edition

Users of earlier editions of *Effective Teaching Methods* will notice that each chapter has been revised. The rapid pace of change and new research occurring in nearly every aspect of teaching has resulted in a ninth edition that considerably updates and extends earlier editions and provides an extensive complement of features to get beginning teachers confident and up to speed on their very first day of classroom observation and practice teaching.

These updates include new content and applications that:

- Extend the Common Core Standards and their application in the classroom. These updates discuss research-based strategies, methods, and practices used by effective teachers that can help you achieve these standards. (Chapter 5)
- Add Learning Outcomes that frame the content of the chapters and tie to each major section, and then summary statements at the end of the chapter.
- Explain and provide strategies for learners who are at risk of school failure because of their cognitive academic language proficiency (CALP). When these learning strategies are not provided, the result can be performance below the learner’s potential beginning a cycle of deficiencies that promote poor self-concept, misbehavior, and disinterest in school, contributing to a high drop-out rate. (Chapter 3)
- Provide strategies for contributing to the Positive Behavior Intervention in Schools (PBIS) program in your school. Students who engage in problem behaviors, such as disruption, noncompliance, and aggression, continue to challenge teachers. This new addition provides you with specific steps for improving a learner’s behavior consistent with this nationally recognized applied behavior intervention plan. (Chapter 4)
- Present a practical step-by-step account of the ongoing transition from No Child Left Behind (NCLB) to Race to the Top (RTT) that will affect your teaching and your learners. This update maps the transition from No Child Left Behind legislation to new mandates to evaluate the academic performance and contribute to the progress of every child with a disability in the general curriculum. (Chapter 13)
- Illustrate the Gradual Release of Responsibility Concept with several practical examples that apply the five steps of Monitoring and Diagnosing, Presenting and Structuring, Guided Student Practice, Feedback and Corrections, and Reaching Mastery. These steps allow a shift from the teacher assuming all the responsibility for presenting content to students increasingly accepting responsibility for their own learning, ending in a content mastery stage. (Chapter 9)
- Add practical examples with lesson scenarios of the use of technology-embedded lesson planning. This update begins with introducing the importance and application of technology in lesson planning (Chapter 5), situating them within the context of goals, standards, and objectives; and then applying them with practical real world lesson applications (Chapter 7).
- Provide extended examples of constructivist in theory and practice. Examples and scenarios soundly illustrate that when learners create new rules and hypotheses on their own to explain what is being observed and arrive at new meanings and understandings in nests of wider and wider embrace they add wholeness and meaning to what they are learning, called “deep learning.” (Chapter 10)

Along with these new additions we have retained and updated:

- Upfront chapters emphasizing the importance of classroom management (Chapters 3 & 4).
- A section on Connecting with Students (Chapter 3), including the importance of developing mutual trust and confidence between teacher and learner and the classroom and school in a Professional Learning Community.
- Expanded information on working with families in Chapter 4, including the influence of home and family on students and classroom behavior as well as preparing for, conducting, and evaluating the Teacher-Family conference.
- Provide helpful tips on the formative assessment of direct, indirect, constructivist, and collaborative learning.

e-Text Enhancements

This book is available as an enhanced Pearson e-text* with the following features:

- **Video Margin Notes** are available throughout the ninth edition. Two to three videos are included in most chapters. In these videos, students will listen to experts, watch footage of diverse classrooms, and listen to and watch effective teachers talk about and practice strategies that promote learning. Videos are accompanied by reflective questions.
- **Final Chapter Quizzes** align with learning outcomes and appear as a link at the end of each chapter in the e-text edition. Using multiple choice questions, the quizzes allow readers to test their knowledge of the concepts, research, strategies, and practices discussed in each section.
- **Case History Questions with Feedback** are provided at the end of each Case History to help students with licensure preparation.

**These features are only available in the Pearson eText, available exclusively from www.pearsonhighered.com/etextbooks or buy ordering the Pearson eText plus Loose-Leaf Version (ISBN 0134054873) or the Pearson eText Access Code Card (ISBN 0134056175).*

How This Book Is Organized

- **Chapter 1** introduces the characteristics of an effective teacher and what an effective teacher does in the classroom. This chapter also acquaints you with the NBPTS and InTASC standards that will be important for your certification and licensing.
- **Chapter 2** provides a discussion on understanding adaptive teaching, differentiated instruction, and how individual differences and learner diversity (prior achievement, learning style, culture and language, and home and family life) affect student learning needs and classroom management. This chapter will introduce you to the real nature and challenges of today's multicultural, diverse classrooms and the teaching of English language learners, immigrant populations, at-risk learners, and special-needs learners, including how to close the achievement gap among students of different socioeconomic levels.
- **Chapters 3 and 4** delve into classroom management and provide a complement of techniques and strategies that can quickly change your beginning days in the classroom from a concern for your own survival to a concern for the impact you are having on your learners.
- **Chapter 5** on goals, standards, and objectives shows you how to assess the extent to which you are achieving knowledge, thinking, and problem-solving behaviors in your classroom. This chapter expands the traditional taxonomies of cognitive and affective behavior to include the important higher-order objectives of metacognition, problem solving, decision making, critical thinking, and valuing. It also makes clear the relationship between state and common core standards and your classroom goals and objectives.
- **Chapter 6** on unit and lesson planning will improve your skills in linking subject-matter content to teaching methods and student outcomes in a continuous process of lesson planning. The chapter shows you how to compose thematic and interdisciplinary lessons to promote higher order thought processes and problem-solving behavior in your learners. It also provides some of the tools you can use to differentiate your instruction in a diverse classroom.
- **Chapter 7**, a newly revised chapter, illustrates with practical examples opportunities you have to infuse your lesson plans with technology for greater learning. It describes how to effectively integrate educational and web-based instructional technologies into your lesson plans. Updated chapter graphics show you how online resources can be seamlessly integrated into every step of the lesson planning process. With the many examples provided for integrating technology into your lesson planning you should be well informed in using a wide variety of online tools and resources to enrich and add an exciting constructivist addition to your lessons as presented in the following chapters.

- **Chapter 8** on teacher questioning shows you how to raise questions at different levels of cognitive complexity and how to use probes and follow-up questions to promote higher order thinking and problem-solving behavior. This chapter will help you ask questions that prepare your learners not only to engage in quick, firm, and correct responses during direct instruction but also to ask and respond to higher order questions during indirect and self-directed learning.
- **Chapters 9 and 10** provide you with an interchangeable menu of instructional activities that can be mixed and matched to the needs of your learners and objectives to help you better implement the goals of differentiating instruction in a diverse classroom. Chapter 9 offers teaching strategies that explain how to use direct instructional methods (such as explaining, presenting, drill and practice, and recitation), while Chapter 10 explores indirect instructional methods (group discussion, concept-learning, inquiry, and problem-solving activities).
- **Chapter 11** focuses on self-directed and constructivist learning and how to use metacognitive techniques, teacher mediation, and the social dialogue of the classroom to help learners control, regulate, and take responsibility for their own learning. You will learn to unleash your learners' intuitive and imaginative capacities to learn on their own, with you as a resource, leaving them with a sense of ownership in what they have explored and discovered. This chapter offers specific tools and techniques that effective teachers use to get their students to become agents of their own learning.
- **Chapter 12** discusses cooperative learning and the collaborative process for productively organizing and managing group and team activities to promote communication skills, self-esteem, and problem solving. It will introduce you to the enthusiasm, motivation, and creativity that can result from learners working together on real-world projects and performances to form a partnership of ideas and a learning community, and how to teach your students the democratic and collaborative skills they will need in and beyond your classroom.
- **Chapter 13** offers an updated and expanded treatment of criterion and standardized assessments of your students that includes what you will need to know to assess the learners with special needs in your classroom. No other development in education during the last decade has generated more controversy than the use of standardized tests for making high-stakes decisions involving grade promotion, the selection of students for advanced academic programs, high school graduation, and assessing special populations, as called for by recently authorized and updated federal legislation. The chapter explores the assessment of student achievement and interpreting student progress using the Response to Intervention model and teacher-made objective tests, essays, performance assessments, and portfolios. This chapter will not only help you assess the day-to-day understanding of all learners, but it will help you bridge the gap between your learners' daily performance and their standardized test results.
- The book *Observation Skills for Effective Teaching: Research-based practice* can serve as a companion volume or follow-up text to this edition. (Borich, G.2016. New York, NY: Taylor & Francis)

Special Features of This Text

Features that can be found in this ninth edition include:

- **Learning Outcomes** and **InTASC standards** focus you on the key aspects of each chapter.
- **In Practice** features offer practical teaching tips, strategies, and techniques that can help new teachers extend their textbook knowledge to their very first lesson plans, showing them tangible approaches to putting theory into practice and offering practical tips, strategies, and techniques. They include how to apply constructivist principles, use differentiated instruction, teach learners with special needs in a diverse classroom, integrate technology and web based instruction into lesson plans, apply the concept of multiple intelligences, write interdisciplinary unit plans, achieve mastery learning, initiate project- and problem-based learning,

and use portfolios and performance assessments to provide learners an opportunity to participate in their own assessment. Many In Practice features appear in this edition, including Focus on Applications for Online Learning, Focus on Digital Gaming in the Classroom, and Focus on Cooperative Learning.

- **A self-report survey instrument** is included in Chapter 1 and Appendix A for measuring the concerns you have about yourself as a teacher, concerns about the teaching task, and concerns about your impact on students, which can be used to chart your growth and development as a teacher over time.
- **A practical visual format** is included in Chapter 4 for organizing your unit and lesson plans, letting you graphically visualize the relationship between lessons and units and better prepare for meeting state standards and preparing your learners for their standardized assessments.
- **A Higher Order Thinking and Problem-Solving Checklist** is introduced in Chapters 5, 11, and 12 and included in Appendix C to help you achieve a curriculum in your classroom that encourages your students to problem solve, make decisions, and think critically.
- **End-of-chapter Practice OR End-of-chapter Application**
 - **End-of-chapter Summing Up** sections tie back to the learning outcomes and restate key concepts in an easy-to-follow format for easy reference during field experiences, observation assignments, and practice teaching. **Discussion and Practice Questions** review the most important content of each chapter, with keyed answers presented in Appendix B.
 - **Professional Practice** sections at the ends of chapters provide hands-on opportunities to engage you in decision making and problem solving as they are carried out in a real classroom. Together, all three sets of activities provide a menu of opportunities from which you can practice and advance the skills learned in each chapter.
 - **Field Experience and Practice Activities** at the end of each chapter encourage you to make decisions and solve practical classroom problems related to the content within each chapter with regard to lesson planning, classroom management, cultural diversity, and project-based learning.
 - **Digital Portfolio Activities** guide you in creating a professional portfolio of accomplishments with entries related to the content of each chapter. This portfolio will be a vehicle with which you can put your best foot forward to future instructors in your teacher preparation program, cooperating or supervisory teachers during student teaching, professional colleagues, and, most importantly, future employers. The portfolio will chronicle your best accomplishments in this course and beyond.
 - **A glossary of key terms and definitions** recaps all of the major definitions, concepts, and teaching practices that you will need to review for the Praxis exams and your state's certification requirements.

Support Materials for Instructors

The following resources are available for instructors to download in the Educators section of the Pearson website. Instructors enter the author or title of this book, select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

Instructor's Resource Manual and Test Bank (ISBN 0134056159)

The Instructor's Resource Manual and Test Bank includes an overview of chapter content and related instructional activities for the college classroom and for practice in the field as well as a robust collection of chapter-by-chapter test items.

PowerPoint™ Slides (ISBN 0134056299)

The PowerPoint™ slides include key concept summarizations, diagrams, and other graphic aids to enhance learning. They are designed to help students understand, organize, and reinforce core concepts and theories.

TestGen (ISBN 0134056167)

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen testbank file for the text. Assessments, including equations, graphs, and scientific notation, may be created for both print or testing online.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for use in creating a test, based on the associated textbook material.

Acknowledgments

Many individuals contributed to the preparation of this book. Not the least significant are the many professionals whose studies of classroom life have contributed to the effective teaching methods described in this text.

I also extend my gratitude to Yungwei Hao and Martin Tombari for their contributions to Chapter 7, bringing the most recent state of the art technology to the lesson planning process. And, thanks to those educators who gave their time to review this ninth edition: Dr. Audrey W. Beard, Albany State University; Dr. Deborah L. Burris, Southern Illinois University Carbondale; Maria Del Carmen Tejada-Delgado, Texas A&M – Corpus Christi; Karen Dunlap, Texas Woman's University; and Dr. Christopher E. Smith, Augsburg College.

I also wish to acknowledge those teachers who over the years have shared their insights about the teaching process with me. Among them have been teachers in the Austin, Texas, Independent School District—especially William B. Travis High School and Travis Heights Elementary School, who provided the opportunity to observe many of the effective teaching methods described herein.

GDB
Austin, Texas

This page intentionally left blank

1

The Effective Teacher

Learning Outcomes

By the time you complete this chapter, you will know and be able to:

- Explain the role that research plays in demonstrating how teaching strategies and methods contribute to student performance.
- Examine key instructional behaviors that contribute to becoming an effective teacher.
- Compare and contrast the approaches you can use as an effective teacher and discuss the ways in which you can meet each learner's diverse needs.
- Discuss the role that standards play in teaching and learning.
- Evaluate the factors that are critical to your transition into the real world of teaching.

InTASC

By the end of the chapter, you will be able to meet the following InTASC standards for effective teaching:

STANDARD 1 Learner Development. The teacher 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.

STANDARD 4 Content Knowledge. The teacher 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 assure mastery of the content.

STANDARD 6 Assessment. The teacher 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.



How easily or quickly could you answer the question, “What is an effective teacher?” This question has been asked by every teacher, young and old. It is a deceptively simple question that has many different answers. Teaching is a complex and difficult task that demands extraordinary abilities. After decades of experience and research, one of the most important questions in education today still is, “What is an effective teacher?”

This chapter offers no single definition of an effective teacher. Instead, its goal is to introduce you to practices used by effective teachers that are related to positive outcomes in learners. These effective teaching practices do not tell the whole story of what an effective teacher is, but they do form an important foundation to help you become an effective teacher and profit from reading the chapters ahead. Subsequent chapters blend these practices with classroom management, lesson planning, technology integration, problem-based and constructivist learning strategies, learner assessment, and the attitudes and dispositions you will need to build a warm and nurturing relationship with your students. These topics will give you a rich and comprehensive picture of an effective teacher and, most importantly, help you become one.

What Is an Effective Teacher?

If you had grown up a century ago, you would have been able to answer the question “What is an effective teacher?” very simply: A good teacher is a good person—a role model who meets the community ideal for a good citizen, good parent, and good employee. At that time, teachers were judged primarily on their goodness as people and only secondarily on their behavior in the classroom. They were expected to be honest, hardworking, generous, friendly, and considerate and to demonstrate these qualities in their classrooms by being organized, disciplined, insightful, and committed. Practically speaking, this meant that to be effective all a teacher needed was King Solomon’s wisdom, Sigmund Freud’s insight, Albert Einstein’s knowledge, and Florence Nightingale’s dedication!

It soon became evident that this definition of an ideal teacher lacked clear, objective standards of performance that could be consistently applied and that could be used to train future teachers.

A New Direction

Over the past several decades, a revolution has occurred in defining good teaching. We have seen that defining good teachers by community ideals proved unrealistic and that it was poorly related to what teachers actually do in the classroom. This directed researchers to study the impact of specific teacher activities on the specific cognitive and affective behaviors of their students. The term *good teaching* changed to *effective teaching*, and the research focus shifted from studying teachers exclusively to including teachers’ effects on students. These new ways of studying classroom behavior have made the teacher–student relationship in the classroom the focus of modern definitions of effective teaching.

Linking Teacher Behavior with Student Performance. During the past few decades, researchers developed new methods for studying the classroom interaction patterns of teachers and students. Their goal was to discover which patterns of teacher behavior promote desirable student performance. But before unveiling the findings of this research and their implications for your teaching, let’s see how this research was performed.

Patterns of Classroom Interaction. To collect data on the classroom interaction patterns of teachers and students, researchers often used instruments like those shown in Figures 1.1, 1.2, and 1.3. These particular instruments, devised by Good and Brophy (2007) for their research on effective teaching, record patterns of student–teacher interaction. Using the coding guide in Figure 1.1 and the response form in Figure 1.2, an observer codes both student responses to questions and the teacher’s reaction and feedback. For example, in the tenth interchange recorded on Figure 1.2, a male student fails to answer a question (coded “0” under “Student Response”), is criticized by the teacher for not answering (“--”), and then is given the answer by the teacher (“Gives Ans.”). Numbers for the interchanges are assigned as they occur, allowing the pattern of question–answer–feedback to be recorded over an entire class period across many classrooms.

On the Coding Form for Measuring Individual Praise (Figure 1.3), the observer codes the positive behavior being praised by the teacher (perseverance, progress, success, good thinking, etc.). Individual students are identified by assigning each a unique number such as 14, 23, 6, and so on. This form records not only the praise behavior of the teacher in relation to individual student behavior but also the overall pattern or sequence of action. For example, student 23 is praised twice in a row, the first time for “Success” and the second time for “Good thinking.”

With instruments such as these, a rich and varied picture of classroom activity can be captured over the course of a research study and related to various measures of school achievement. Obviously, a single observation of a single class would provide too little data to reveal a consistent pattern of interaction. However, multiple observations extending across different days, teachers,

Figure 1.1 Coding Categories for Question–Answer–Feedback Sequences

Student Gender	Definition	Explanation
Symbol Label		
M	Male	The student answering the question is male.
F	Female	The student answering the question is female.
Student Response		
+	Right	The teacher accepts the student's response as correct or satisfactory.
±	Part right	The teacher considers the student's response to be only partially correct or to be correct but incomplete.
–	Wrong	The teacher considers the student's response to be incorrect.
0	No answer	The student makes no response or says he doesn't know (code student's answer here if teacher gives feedback reaction before he is able to respond).
Teacher Feedback Reaction		
++	Praise	Teacher praises student either in words ("fine," "good," "wonderful," "good thinking") or by expressing verbal affirmation in a notably warm, joyous, or excited manner.
+	Affirm	Teacher simply affirms that the student's response is correct (nods, repeats answer, says "Yes," "OK," etc.).
0	No reaction	Teacher makes no response whatever to student's response—he or she simply goes on to something else.
–	Negate	Teacher simply indicates that the student's response is incorrect (shakes head, says "No," "That's not right," "Hm-mm," etc.).
– –	Criticize	Teacher criticizes student, either in words ("You should know better than that," "That doesn't make any sense—you better pay close attention," etc.) or by expressing verbal negation in a frustrated, angry, or disgusted manner.
Gives Ans.	Teacher gives answer	Teacher provides the correct answer for the student.
Ask Other	Teacher asks another student	Teacher redirects the question, asking a different student to try to answer it.
Other Calls	Another student calls out answer	Another student calls out the correct answer, and the teacher acknowledges that it is correct.
Repeat	Repeats question	Teacher repeats the original question, either in its entirety or with a prompt ("Well?" "Do you know?" "What's the answer?").
Clue	Rephrase or clue	Teacher makes original question easier for student to answer by rephrasing it or by giving a clue.
New Ques.	New question	Teacher asks a new question (i.e., a question that calls for a different answer than the original question called for).

Source: Good, Thomas L., *Looking in Classrooms*, 5th ed., © 1990. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

Figure 1.2 Coding Response Form

Stu. No.	Sex		Student Response				Teacher Feedback Reaction											
	M	F	+	±	-	0	++	+	0	-	--	Gives Ans.	Ask Other	Other Calls	Repeat	Clue	New Ques.	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Good, Thomas L., *Looking in Classrooms*, 5th ed., © 1990. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

or schools could reveal consistent patterns of teacher–student interactions. These patterns of classroom behavior then can be related to student outcomes—such as classroom quizzes, student projects, oral performances, portfolio assessments, and standardized tests—to determine their effects on student performance.

It was in this manner that patterns of effective teaching began to emerge in studies conducted by different researchers. As in all research, some studies provided contradictory results or found no relationships among certain types of classroom interactions and student outcomes. But many studies found patterns of interaction between teacher and learner that consistently produced desirable student outcomes in the form of greater motivation to learn, higher achievement, increased problem solving, and improved learning skills.

Now that you know how the research was conducted, let's look at a preview of the teaching strategies and methods that researchers generally agree contribute to effective teaching and that will be addressed in the following chapters.

Figure 1.3 Coding Form for Measuring Individual Praise

USE: Whenever the teacher praises an individual student

PURPOSE: To see what behaviors the teacher reinforces through praises, and to see how the teacher's praise is distributed among the students.

Behavior Categories	Student Number	Codes
1. Perseverance or effort; worked long or hard	<u>14</u>	1. <u>3</u>
2. Progress (relative to the past) toward achievement	<u>23</u>	2. <u>3,4</u>
3. Success (right answer, high score) achievement	<u>6</u>	3. <u>3</u>
4. Good thinking, good suggestions, good guess, or nice try	<u>18</u>	4. <u>3</u>
5. Imagination, creativity, originality	<u>8</u>	5. <u>1</u>
6. Neatness, careful work	<u>8</u>	6. <u>1</u>
7. Good or compliant behavior, follows rules, pays attention	<u>8</u>	7. <u>1</u>
8. Thoughtfulness, courtesy, offering to share, prosocial behavior		8. _____
9. Other (specify)		9. _____
NOTES:		10. _____
<i>All answers occurred during social studies discussion.</i>		11. _____
<i>Was particularly concerned about #8, a low-performing learner.</i>		12. _____
		13. _____
		14. _____
		15. _____
		16. _____
		17. _____
		18. _____
		19. _____
		20. _____
		21. _____
		22. _____
		23. _____
		24. _____
		25. _____

Source: Good, Thomas L., *Looking in Classrooms*, 5th ed., © 1990. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

Key Behaviors Contributing to Effective Teaching

From this research, approximately ten teacher behaviors have been identified that show promising relationships to desirable student performance, primarily as measured by classroom assessments and standardized tests. Five of these behaviors have been consistently supported by research studies (Borich, 2015; Brophy, 2002; Brophy & Good, 1986; Emmer & Evertson, 2012; Herrell & Jordan, 2011; Marzano, 2012; Marzano, Pickering, & Pollock, 2004; McNary, Glasgow, & Hicks, 2005; McTighe & Wiggins, 2013; Saunders, 2005; Krechevsky, Mardell, Rivard, & Wilson 2013; Willis, 2006). Another five have had some support and appear logically related to effective teaching. The first five are called **key behaviors**, because they are considered essential for effective teaching. The second five are called **helping behaviors**, because they can be used in combinations to implement the key behaviors. Following are the five key behaviors essential for effective teaching:

1. Lesson clarity
2. Instructional variety
3. Teacher task orientation
4. Student engagement in the learning process
5. Student success rate

Let's take a closer look at each of these.

Lesson Clarity

Lesson clarity refers to how clear a teacher's presentation is to the class, as indicated in the following points:

More Effective Teachers

- Make ideas clear to learners who may be at different levels of understanding.
- Explain concepts in ways that help students follow along in a logical, step-by-step order.
- Have an oral delivery that is direct, audible to all students, and free of distracting mannerisms.

Less Effective Teachers


- Use vague, ambiguous, or indefinite language, such as "might probably be," "tends to suggest," and "could possibly happen."
- Use overly complicated sentences, such as "There are many important reasons for the start of World War II, but some are more important than others, so let's start with those that are thought to be important, but really aren't."
- Give directions that often result in student requests for clarification.

One result from research on lesson clarity is that teachers vary considerably in this behavior. Not all teachers are able to communicate clearly and directly to their students without wandering, speaking above students' levels of comprehension, or using speech patterns that impair their presentation's clarity (Brophy, 2002; Fasset & Warren, 2010; Muijs & Reynolds, 2005; Popham, 2009).

If you teach with a high degree of clarity, you will spend less time going over material. Your questions will be answered correctly the first time, allowing more time for instruction. Clarity is a complex behavior because it is related to many other behaviors, such as your organization of the content, lesson familiarity, and delivery strategies (whether you use a discussion, recitation, question-and-answer, or small-group format). Research shows that both the cognitive and oral clarity of presentations vary substantially among teachers. This in turn produces differences in student performance on cognitive tests of achievement (Muijs & Reynolds, 2005). Table 1.1 summarizes some of the indicators of lesson clarity and teaching strategies you will learn about in this text, especially in Chapters 8 (on questioning strategies), 9 (on direct instruction), and 10 (on indirect instruction).

Table 1.1 Indicators for Clarity

Being Clear (An effective teacher . . .)	Examples of Teaching Strategies
1. Informs learners of the lesson objective (e.g., describes what behaviors will be tested or required on future assignments as a result of the lesson)	Prepare a behavioral objective for the lesson at the desired level of complexity (e.g., knowledge, comprehension, etc.). Indicate to learners at the start of the lesson in what ways the behavior will be used in the future.
2. Provides learners with an advance organizer (e.g., one that places the lesson in the perspective of past and/or future lessons)	Consult or prepare a unit plan to determine what task-relevant prior learning is required for this lesson and what task-relevant prior learning this lesson represents for future lessons. Begin the lesson by informing the learner that the content to be taught is part of this larger context.
3. Checks for task-relevant prior learning at the beginning of the lesson (e.g., determines the level of understanding of prerequisite facts or concepts and reteaches if necessary)	Ask questions of students at the beginning of a lesson or check assignments regularly to determine if task-relevant prior knowledge has been acquired.
4. Gives directives slowly and distinctly (e.g., repeats directives when needed or divides them into smaller pieces)	Organize procedures for lengthy assignments in step-by-step order, and give them as a handout as well as orally.
5. Knows ability levels and teaches at or slightly above learners' current level of understanding (e.g., knows learners' attention spans)	Determine learners' ability level from standardized tests, previous assignments, and interests, and retarget instruction accordingly.
6. Uses examples, illustrations, and demonstrations to explain and clarify (e.g., uses visuals to help interpret and reinforce main points)	Restate main points in at least one modality other than the one in which students were initially taught (e.g., visual vs. auditory).
7. Provides a review or summary at the end of each lesson	Use key phrases, repetition, or easy to memorize symbols to help students efficiently store and later recall content.

 Observe the teacher in this video as she uses a supplemental reading to provide instruction. Notice how the teacher asks various levels of questions of students in her small group.

Instructional Variety

The term **instructional variety** refers to your variability or flexibility of delivery during the presentation of a lesson (Brophy, 2002; Marzano, Pickering, & Heflebower, 2010; Marzano, 2009). One of the most effective ways of creating variety during instruction is to ask questions. As you will learn in Chapter 8, many different types of questions can be integrated into the pacing and sequencing of a lesson to create meaningful variation (Chuska, 2003; Falk & Blumenreich, 2005; Walsh & Sattes, 2011). Therefore, the effective teacher needs to know the art of asking questions and how to discriminate among different question formats—fact questions, process questions, convergent questions, and divergent questions. These question types are introduced in Chapter 8 and expanded on in Chapter 10.

Another aspect of instructional variety in teaching is perhaps the most obvious: the use of supplemental learning materials, computer software, displays, the Internet, and space in your classroom. The physical texture and visual variety of your classroom can also contribute to instructional variety. This has been shown to influence students' engagement, motivation to learn, and achievement on end-of-unit tests and performance assessments (Walqui, 2000). For example, some studies found the amount of disruptive behavior to be less in classrooms that had more varied activities and materials (Emmer & Evertson, 2016; Evertson & Emmer, 2016). Others have shown variety to be related to student attention (Borich, 2004, 2008).

Some ways to incorporate variety into your teaching are presented in Chapter 7 (on technology integration), Chapter 9 (on direct instruction), Chapter 10 (on indirect instruction), Chapter 11 (self-directed and constructivist learning strategies), and Chapter 12 (on cooperative learning and the collaborative process). Table 1.2 summarizes some of the indicators of instructional variety and teaching strategies covered in these chapters.

Table 1.2 Indicators for Variety

Using Variety (An effective teacher . . .)	Examples of Teaching Strategies
1. Uses attention-gaining devices (e.g., begins with a challenging question, visual, or example)	Begin the lesson with an activity in a modality that is different from the last lesson or activity (e.g., change from listening to seeing).
2. Shows enthusiasm and animation through variation in eye contact, voice, and gestures (e.g., changes pitch and volume, moves about during the transition to a new activity)	Change position at regular intervals (e.g., every ten minutes). Change speed or volume to indicate that a change in content or activity has occurred.
3. Varies modes of presentation (e.g., presents, asks questions, then provides for independent practice [daily])	Establish an order of daily activities that rotates cycles of seeing, listening, and doing.
4. Uses a mix of rewards and reinforcers (e.g., extra credit, verbal praise, independent study, etc. [weekly, monthly])	Establish lists of rewards and expressions of verbal praise, and choose among them randomly. Provide reasons for praise along with the expression of it.
5. Incorporates student ideas or participation in some aspects of instruction (e.g., uses indirect instruction or divergent questioning [weekly, monthly])	Occasionally plan instruction in which student opinions are used to begin the lesson (e.g., "What would you do if . . .").
6. Varies types of questions (e.g., divergent, convergent, [weekly]) and probes (e.g., to clarify, to solicit, to redirect [daily])	Match questions to the behavior and complexity of the lesson objective. Vary the complexity of the lesson objectives in accord with the unit plan.

Table 1.3 Learning Time and Student Achievement: Example from Second-Grade Reading

Reading Score at First Testing (October)		Student Engaged Time in Reading with High Success Rate		Estimated Reading Score, Second Testing (December)	
Raw Score (out of 100)	Percentile	Total Time over 5 Weeks (Minutes)	Average Daily Time (Minutes)	Raw Score (out of 100)	Percentile
36	50	100	4	37	39
36	50	573	23	43	50
36	50	1,300	52	52	66

Note: An average of 25 school days occurred between the first and second testing.

Source: Based on *Teaching and Learning in the Elementary School: A Summary of the Beginning Teacher Evaluation Study*, Beginning Teacher Evaluation Study Report VII-I, by Charles W. Fisher et al., 1978. San Francisco: Far West Laboratory for Research and Development.

Teacher Task Orientation

Teacher task orientation is a key behavior that refers to the amount of classroom time the teacher devotes to teaching an academic subject. The more time allocated to teaching a specific topic, the greater the opportunity students have to learn.

For example, Table 1.3 shows the results achieved in a second-grade reading classroom when the teacher's task orientation—or time teaching an academic subject—was increased over a five-week period. Increasing the time devoted to this instructional objective from 4 minutes to 52 minutes a day, over an average of only 25 school days, yielded an increase of 27 percentile points (from 39 to 66) on a standardized achievement test. The researchers who recorded these data indicated that although such large increases in instructional time might appear unusual, they actually were achieved by teachers in these elementary school classrooms and that improvements in standardized achievement can be achieved with even small increments of a teacher's task orientation.