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Paul R. Burden | David M. Byrd

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Methods for Effective Teaching

Meeting the Needs of All Students

Ninth Edition

Paul R. Burden

Kansas State University

David M. Byrd

University of Rhode Island



Content Development: Linda Bishop

Content Management: Brooke Nethers

Content Production: Yagnesh Jani

Product Management: Drew Bennett

Product Marketing: Krista Clark

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About the Authors



Paul R. Burden

Paul R. Burden is an emeritus professor in the College of Education at Kansas State University, Manhattan, where he was an assistant dean. Prior to his administrative service in the college, he supervised student teachers and taught courses on teaching methods, classroom management and discipline, foundations of education, and instructional leadership. Previously, he was a middle-level science teacher in Buffalo, New York, and later earned his doctoral degree at The Ohio State University. Dr. Burden received the College of Education's Outstanding Undergraduate Teaching Award at Kansas State University and the Distinguished Service Award from the National Staff Development Council.

Dr. Burden's publications include *Methods for Effective Teaching* (Pearson), *Classroom Management* (Jossey-Bass), *Countdown to the First Day of School* (National Education Association), *Powerful Classroom Management Strategies: Motivating Students to Learn* (Corwin Press), and *Establishing Career Ladders in Teaching* (Charles C Thomas Publishers). He served for 11 years as the editor of the *Journal of Staff Development*, a quarterly journal sponsored by the National Staff Development Council (now Learning Forward), and he has presented over 70 papers at regional and national educational conferences in addition to authoring numerous articles and book chapters. Dr. Burden can be contacted at burden@ksu.edu.



David M. Byrd

David M. Byrd is currently a full professor in the School of Education at the University of Rhode Island (URI). Previously he served as Director of the School of Education at URI. He is a graduate of the doctoral program in teacher education at Syracuse University. Prior to coming to URI, he was an associate professor

at Southern Illinois University. He has a long-term professional and research interest in programs for beginning teachers, methods strategies for effective teaching, and teacher professional development.

Dr. Byrd has authored over 40 articles, books, and chapters. He currently serves as co-chair of the Association of Teacher Educators (ATE) Taskforce on Clinical Standards and as coauthor for the third edition of the Association of Teacher Educators *Clinical Experience Standards*. His publications include book chapters in *Collaborative Leadership in Action: Partnering for Success in Schools* (Teacher College Press) and *Supervising Student Teachers: Issues, Perspectives, and Future Directions for Field-Based Teacher Education* (Sense Publishers). Dr. Byrd has also authored chapters in both the *Handbook of Research on Teacher Education* and the *Handbook of Research on Supervision*, both published by Macmillan, and coedited the ATE Teacher Education Yearbook series. Yearbook titles that he edited include *Preparing Tomorrow's Teachers: The Field Experience*, *Research on the Education of Our Nation's Teachers*, *Research on Career Long Teacher Education*, *Research on Professional Development Schools*, and *Research on Effective Models for Teacher Education*.

Dr. Byrd was a member on ATE's Professional Journal Committee and continues to serve as an ambassador reviewer. He has also been active in securing over \$15 million in federal and state grants to support effective teacher preparation programs and partnerships. He can be contacted at the University of Rhode Island, 701 Chafee Hall, Kingston, RI 02881 and at dbyrd@uri.edu.

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Preface

About This Book

The ninth edition of *Methods for Effective Teaching* provides research-based information about general teaching methods for K–12 classrooms. It 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 foundation of this book is the comprehensive coverage of the central concepts of effective teaching methods—knowing your students, instructional planning, instructional strategies, engagement and motivation, classroom management and discipline, assessment and reporting, and collaborating with colleagues and families. All of those topics have been thoroughly updated in this edition with information from reports of best practice in K–12 schools and research studies.

This new edition goes beyond that foundational information by examining how the teaching environment has changed and what that means for preparing teachers to meet the learning needs of students in today's world. This edition gives unique attention to three areas that are especially important and influential for K–12 schooling and classroom instruction in contemporary classrooms: (1) increasing diversity of the student population, (2) equity and social justice, and (3) student well-being. The increased diversity

of the student population in race/ethnicity, language, and religion is largely due to immigration. Concerns about equity and social justice stem from many issues such as disparities in student outcomes and the handling of discipline. Student well-being has been an increasing concern in schools due to the trauma students may have experienced in school shootings and violence, preparing for school shootings, bullying, homelessness, and a variety of other factors.

To address those new influences and conditions, this edition places new emphasis on many topics. There is more focus on knowing and understanding your students and taking actions to support them as whole persons. There is increased attention to student well-being, trauma-sensitive classrooms, and social-emotional learning. More discussion is provided about creating positive teacher–student relationships along with exhibiting caring, empathy, and compassion. There is an increased focus on engaging students and on student motivation. Equity and culturally responsive teaching is discussed in multiple chapters. The diversity gap between teachers and their students is also examined. As outlined in the next section, “New to This Edition,” there are many new chapter sections and much new content addressing these topics and providing guidance to novice teachers to meet student needs in today’s schools.

Another hallmark of this book, contributing to its usefulness and effectiveness, is the organization and presentation of the content. The numerous features, tables, lists of recommendations, and headings and subheadings ensure that the text is reader friendly and accessible. The content is discussed with the perspective of providing information and guidance to the novice teacher in a

practical manner, as compared to a theoretical or essay-type discussion of the issues.

New to This Edition

- **A NEW Chapter on Connecting with and Supporting Your Students.** **Chapter 2**  includes almost entirely new content concerning issues related to knowing, understanding, connecting, and supporting student diversity. Chapter content is organized in sections on adverse conditions and student achievement, promoting student well-being, building supportive relationships, and creating an inclusive classroom. Some critical topics include achievement and opportunity gaps, students challenged by adverse conditions, trauma-sensitive classrooms, social-emotional learning, equity and culturally responsive teaching, the diversity gap between you and your students, creating a safe and supportive classroom, and caring, empathy, and compassion.
- **A NEW Focus on the Diversity of the Student Population.** The increasing diversity of the student population is reflected in students' race/ethnicity, language, and religion. As a result, teachers take steps to know and connect with the students (in **Chapters 1**  and **2** ), teach English learners (in **Chapters 4** , **7** , and **8** ), engage and motivate them (in **Chapter 7** ), develop positive teacher–student relationships (in **Chapters 2**  and **9** ), and address the diversity gap between teachers and their students (in **Chapter 2** ). Additional content is infused in other existing chapter sections.

- **A NEW Focus on Equity and Culturally Responsive Teaching.** Many chapters have a new section or have updated and extended content in existing sections concerning equity and culturally responsive teaching. Equity is specifically addressed in [Chapter 2](#) and in new sections in several chapters, including planning with equity in mind ([Chapter 3](#)); classroom management for equity ([Chapter 9](#)); disparities in discipline, including subsections on exclusionary discipline and restorative discipline (in [Chapter 10](#)); and bias in assessment methods (in [Chapter 11](#)). Culturally responsive teaching is discussed in chapters addressing planning, classroom management, differentiating instruction, motivation, and working with families. Numerous new citations are included concerning equity and culturally responsive teaching, many from minority authors.
- **A NEW Focus on Student Well-Being.** Many issues related to student well-being are introduced in [Chapter 2](#), including defining student well-being, trauma-sensitive classrooms, social-emotional learning, teacher–student relationships, the role of equity and culturally responsive teaching, and caring, empathy, and compassion. Some other chapters include new sections related to aspects of student well-being, such as using positive teacher language in [Chapter 8](#) and bullying in [Chapter 10](#). The importance of positive teacher–student relationships is discussed and emphasized throughout the book. Additional content related to student well-being is infused in other existing chapter sections.
- **NEW and Updated References.** Considerable new content has been included in this edition, and over *500 new references* have been added. Some books previously cited have moved to new editions. Many old and unneeded references have been

removed. As a result, 78 percent of all the references are NEW to this edition, many with very recent copyright dates.

- **NEW Pedagogical Features.** A new feature is included in each chapter called ***Guidelines for Classroom Planning***, which identifies a topic in the chapter and provides a list of specific issues for consideration and action to guide in classroom planning. A new ***Glossary*** is now provided to include the boldface key terms in each chapter along with their definitions. Twenty-one *new* ***Voices from the Classroom*** features, with statements from K–12 teachers, have been added throughout the book. Many new ***Video Examples*** are now included, and all have new captions and narratives.

Key Content Updates by Chapter

Chapter 1 : **Teaching in Today’s World** Major revision of content in the section “The Changing Teaching Environment” discusses increasing diversity of the student population, equity and social justice, cultural and political differences, and student well-being. Expanded are discussions on dispositions, measures of teacher effectiveness, and teacher reflection. Added is a section on edTPA and a section on getting to know your students (previously in **Chapter 2** ). Two new Voices from the Classroom features and the new feature Guidelines for Classroom Planning have also been included.

Chapter 2 : **Connecting with and Supporting Your Students** This chapter has undergone major content revisions with new sections on adverse conditions and student achievement,

promoting student well-being, building supportive relationships, and creating an inclusive classroom. Some critical topics include achievement and opportunity gaps, trauma-sensitive classrooms, social-emotional learning, equity and culturally responsive teaching, the diversity gap between you and your students, and caring, empathy, and compassion. Added are five new Voices from the Classroom features, three new figures, a new case study, and the new feature Guidelines for Classroom Planning.

Chapter 3 : The Fundamentals of Planning Added is a new section on planning with equity in mind. Expanded is the discussion of the Common Core curriculum and response to intervention. The discussion of backward design in planning has been restructured. One new Voices from the Classroom feature and the new feature Guidelines for Classroom Planning are now included.

Chapter 4 : Planning Lessons and Units Expanded are the discussions on the cognitive domain, planning units, and planning lessons for English learners. Added are two new figures, one new Voices from the Classroom feature, and the new feature Guidelines for Classroom Planning.

Chapter 5 : Teacher-Centered Instructional Strategies Added is a new section on models of blended learning and related implementation issues. Expanded the discussions on the gradual release of responsibility model, homework, and direct instruction. Added is a new table on blended learning, two new Voices from the Classroom features, and the new feature Guidelines for Classroom Planning.

Chapter 6 : Student-Centered Instructional Strategies A new section on project-based learning has been added as have further

descriptions about selecting student-centered strategies, inquiry approaches, whole-class discussions, cooperative learning, and game-based learning. One new Voices from the Classroom feature and the new feature Guidelines for Classroom Planning have also been included.

Chapter 7 : Differentiation to Promote Understanding, Engagement, and Motivation A new section on differentiating instruction (previously in **Chapter 2 **). Expanded is the section on engaging students in the learning process and also the section on motivating students to learn, including a subsection on culturally responsive teaching and motivation. Three new Voices from the Classroom features, a new case study, and the new feature Guidelines for Classroom Planning are now included as well.

Chapter 8 : Managing Lesson Delivery Added is a new section on using positive teacher language. Expanded is the discussion on grouping students for instruction, with many changes in small-group instruction. Also provided is additional guidance for managing parts of a lesson. Two new Voices from the Classroom features and the new feature Guidelines for Classroom Planning are included.

Chapter 9 : Classroom Management A new section on classroom management for equity, including subsections on applying culturally responsive teaching, creating a caring environment, and fostering a sense of belonging are now included. Expanded discussions on organizing your classroom and building positive teacher–student relationships have also been added and two new Voices from the Classroom features and the new feature Guidelines for Classroom Planning.

Chapter 10 : Classroom Discipline Look for a new section on disparities in discipline, including subsections on exclusionary and restorative discipline. Also, find a new section on bullying. More discussion on managing chronic misbehavior has been added as well as one new Voices from the Classroom feature and the new feature Guidelines for Classroom Planning.

Chapter 11 : Assessing Student Performance This chapter has a major restructuring and updating of content, including new sections on assessment features and teacher competencies, assessment responsibilities for teachers, and bias and distortion in assessment methods. There is also an expanded discussion on formative assessment. Look for one new Voices from the Classroom feature and the new feature Guidelines for Classroom Planning.

Chapter 12 : Grading Systems, Marking, and Reporting The chapter updates include a new section providing guidelines for grading and reporting, more discussion about confounding the achievement grade and nonachievement outcomes, and a new table about converting rubric scores. One new Voices from the Classroom feature and the new feature Guidelines for Classroom Planning have been added.

Chapter 13 : Collaborating with Colleagues and Families New sections on issues addressed with families have been added. Also, find expanded discussions on why teachers should collaborate, why some families resist involvement, and ways to work with families. Added is a new figure for ways parents can help motivate their children and the new feature Guidelines for Classroom Planning.

Pedagogical 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 Table.** The InTASC Model Core Teaching Standards can be found on pages [xx–xxi](#). The table refers to the chapters in this book that address each part of the standards.
- **Learning Objectives.** Each chapter begins with a list of learning objectives that identify expected reader outcomes. Each learning objective aligns with a major concept in the chapter.
- **Chapter Outline.** Each chapter begins with a list of chapter headings and subheadings to provide an advance organizer for the reader.
- **Addressing Standards.** Each chapter has an Addressing Standards feature that lists representative performances, essential knowledge, and critical dispositions from the InTASC standards that relate to the chapter as a means to direct the reader's attention to important content and characteristics.
- **Voices from the Classroom.** Several of these features are included in each chapter to provide descriptions of ways that actual elementary, middle school, and high school teachers address particular topics discussed in the chapter. These teachers come from all parts of the country and from different community sizes. There are over 65 Voices from the

Classroom features throughout the book, evenly balanced among elementary and middle/high school levels.

- **Guidelines for Classroom Planning.** Each chapter includes this new feature in which one chapter topic is identified and a list of specific issues for consideration and action is provided to guide teachers in their classroom planning.
- **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 of these 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 discussed in the chapter followed by a few questions asking the reader to make decisions about the application of the concepts.
- **Key Terms.** Numerous key terms are highlighted in boldface in each chapter to draw the reader's attention to significant terms. Each term and its definition is included in the Glossary at the end of the book. Clicking on the boldface terms in the eTextbook will link users directly to the glossary definition.
- **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 are included at the end of each chapter to promote discussion and reflection in a classroom or seminar.
- **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.
- **Glossary.** All the key terms that were displayed in bold in the chapters are included in the Glossary at the end of the book. The definition for each key term is provided.
- **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

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 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.

InTASC Standards

The **I**nterstate **N**ew **T**eacher **A**ssessment and **S**upport **C**onsortium (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.* The initial teaching standards were updated in 2011 in a report titled *InTASC Model Core Teaching Standards*.

With the 2011 updating of the standards, the organization 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 website (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards>). A table of the *InTASC Model Core Teaching Standards* is displayed on pages **xx–xxi** along with notations for the chapters in this book that address each standard.

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 on the ETS website (<https://www.ets.org/praxis/site.html>). 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 teacher candidates' knowledge of the subjects they 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 Performance Assessment for Teachers (PPAT).** This assessment measures how teacher candidates apply content

knowledge and teaching skills in the classroom. Assessment of teaching practice is through direct observation of classroom practice, a review of documentation prepared by the teacher, and semi-structured interviews.

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 PPAT.

Pearson eTextbook, Learning Management System (LMS)—Compatible Assessment Bank, and Other Instructor Resources

Pearson eTextbook

The Pearson eTextbook is a simple-to-use, mobile-optimized, personalized reading experience. It allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give you access to the help you need, when you need it. To gain access or to sign into your Pearson eTextbook, visit <https://www.pearson.com/pearson-etext>.

Features include:

- **Video Examples.** Each chapter includes several *Video Examples* that illustrate principles or concepts aligned pedagogically with the chapter. The videos use various formats, including interviews with teachers or other educators, filming of actual classroom instruction, or a combination of these approaches. Each video focuses on one topic being addressed in the chapter, such as assigning student roles in cooperative groups. Video captions briefly describe what is included in the video, and most captions include a question asking how you would respond to the situation depicted or how other issues need to be considered when addressing the concept illustrated in the video.
- **Interactive Glossary.** All key terms in the eTextbook are bolded and provide instant access to an online glossary with full definitions, allowing you to quickly build your professional vocabulary as you are reading.

LMS-Compatible Assessment Bank

With this new edition, all assessment types—quizzes, application exercises, and chapter tests— are included in LMS-compatible banks for the following LMSs: Blackboard, Canvas, D2L, and Moodle. These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Objective Quizzes.** Each chapter learning objective is the focus of a *Learning Objective Quiz* that is available for instructors to assign through their LMS. Learning objectives identify chapter content that is most important for learners and

serve as the organizational framework for each chapter. The higher-order, multiple-choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. Each multiple-choice question includes feedback for the correct answer and for each distractor to help guide your learning.

- **Application Exercises.** Each chapter provides opportunities to apply what you have learned through *Application Exercises*. These exercises are usually in short-answer format and may be based on Pearson eTextbook Video Examples, written cases, or content in a chapter figure, table, or feature. A model response written by experts is provided to help guide learning.

Instructor's Manual

The Instructor's Manual is provided as a Word document and includes resources to assist professors in planning their course. For each chapter, these resources include a listing of the chapter's learning objectives, an outline of chapter headings and subheadings, a listing of the chapter's key terms, teaching suggestions for each section of the chapter, and test questions.

The Instructor's Manual begins with a sample course syllabus for a general teaching methods course using *Methods for Effective Teaching*. Those who are new to teaching a methods course may look for some guidance when preparing a course syllabus that is aligned to this textbook. Even those who have previously taught the course may look for some new perspectives. Thus, a sample syllabus is provided that might serve as a starting point in the

preparation of your own syllabus. Feel free to use or alter the sample course syllabus in any way you wish.

PowerPoint® Slides

PowerPoint slides are provided for each chapter. They highlight key concepts and summarize the content of the text to make it more meaningful for students. Often these slides also include questions and problems designed to stimulate discussion and to encourage students to elaborate and deepen their understanding of chapter topics.

Note: All instructor resources—LMS-compatible assessment bank, instructor’s manual, and PowerPoint slides—are available for instructor download at www.pearson.com. After searching for your title, be sure you have selected “I’m an educator,” then select the “Instructor resources” tab.

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Paul R. Burden

David M. Byrd

Part I Foundations of Teaching Methods

1 Teaching in Today's World



Track5/Getty Images

Learning Objectives

After studying this chapter, you will be prepared 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 factors that are changing the teaching environment.
- 1.5 Determine ways to know your students and use that information to guide instructional planning.

Chapter Outline

Effective Teaching

Decisions about Basic Teaching Functions

Essential Teacher Characteristics

Expectations for Teacher Effectiveness

Standards for Teachers

InTASC Standards

Principles of Learning and Teaching

Framework for Teaching

edTPA

The Teacher as a Reflective Decision Maker

Reflection

Tools to Become More Reflective

The Changing Teaching Environment

Increasing Diversity of the Student Population

Equity and Social Justice ☐

Cultural and Political Differences ☐

Student Well-Being ☐

Getting to Know Your Students ☐

Types of Information ☐

Sources of Information ☐

Using the Information Gathered ☐

Contextual Factors to Guide Planning ☐

Your journey to become a teacher continues. You have a vision to be an effective teacher to meet the needs of all students. You look forward to the satisfaction of planning high-quality lessons and delivering instruction in an engaging way so that all students are involved and learning at a high level. There is so much preparation to have all of that happen!

This text provides the necessary information about the methods for effective teaching. To achieve your vision of being an effective teacher, you must first learn about and become skilled at instructional planning. The starting point for planning is to know your students and then plan for actions to connect with and support their learning. With knowledge of your students and their unique

qualities and needs, you can then design lesson and unit plans that meet them.

Another aspect of effective teaching is selecting instructional strategies that you will use when delivering your lessons. You will need to give deliberate attention to selecting strategies that will promote student understanding, engagement, and motivation. To accomplish this, you will need to learn a wide variety of instructional strategies and how and when to use them, including teacher-centered and student-centered strategies.

Managing your instruction and classroom is another vital skill area for effective teachers. This involves managing aspects of lesson delivery, setting up your classroom management system, and addressing misbehavior. Assessing and reporting student performance is also a critical skill. Finally, effective teachers interact and collaborate with colleagues concerning students and their own professional development. Communicating and engaging families concerning their children is another aspect of effective teaching.

This text provides information about all of these topics and skills. But first, in this chapter, aspects of effective teaching and standards for teachers are examined along with ways to use reflection to improve your teaching.

Effective Teaching

- **Learning Objective 1.1** Describe the basic teaching functions and the key characteristics of effective teachers.

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 is 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 the three basic teaching functions—planning, implementing, and assessing—matter a great deal and they reflect a teacher’s pedagogy. The term **pedagogy**  refers to the methods and practices of a teacher. It involves using theory and practice when delivering instruction.

Essential Teacher Characteristics

When you reflect on the best 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 or to teach students how to read. 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.

Skills

Teachers must also 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.

One area of interest, as you review your own dispositions, is in culturally responsive teaching. Studies have shown that novice teachers can articulate the need for culturally responsive teaching, especially related to “bringing the lives of students” into the curriculum and “knowing where your students are coming from.” However, often when describing the differences between effective teaching and effective teaching in urban schools, novice teachers fall back on perceptions of deficits among urban students, and they use group-based normative references rather than in-depth descriptions of individual students. This includes, for example, stereotypical statements such as “Urban students have greater needs, do not value education, and do not have support outside the classroom.” This type of deficit thinking is not consistent with promoting learning for all students. Rather, teachers should recognize students as individuals and provide for their needs as individuals (**T. C. Howard, 2020** ⓘ).

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 conducting 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?

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)