

Electronic Reserves

WELCOME TO THE ELECTRONIC RESERVES COURSE READINGS

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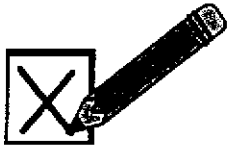
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Research on Teaching

Characteristics of the effective teacher include:



1) *Enthusiasm*

- of voice
- of behavior
- curvilinear relationship

2) *Clarity*

- of speech
- of purpose

3) *Time-on-task*

- acceptable limits
- high inference vs. low inference behaviors

4) *Variability of Method*

- models of teaching
- learning styles, multiple intelligences, multicultural emphasis

5) *Business-like demeanor*

- dress & personal hygiene
- colloquial speech
- general seriousness of purpose

ENTERING THE CLASSROOM

YOU SHOULD KNOW WHAT YOU'RE LOOKING AT AND WHAT YOU'RE LOOKING FOR.

YOU SHOULD WRITE SPECIFIC RELATIVE SUGGESTIONS.

YOU SHOULD ACKNOWLEDGE GOOD PERFORMANCE THAT IS OCCURRING.

CONFERENCES ARE IMPORTANT.

YOU SHOULD DEMONSTRATE THESE BEHAVIORS THAT YOU ARE SUGGESTING, IF POSSIBLE.

YOU SHOULD DEVISE A PLAN FOR CHANGE.

TEACHERS DON'T EXPECT ADMINISTRATORS TO HAVE ALL THE ANSWERS , BUT THE ADMINISTRATORS SHOULD BE A PART OF THE TEACHER'S TEAM TO ATTEMPT TO SOLVE ANY PROBLEMS.

EFFECTIVE IN-SERVICE SHOULD BE INITIATED AT THE BEGINNING OF THE YEAR. POLL THE TEACHERS AND PLAN IN-SERVICE AROUND WHAT THEY PERCIEVE AS NEEDS AS WELL AS WHAT THE ADMINISTRATOR PERCEIVES AS NEEDS.

THE ADMINISTRATOR SHOULD PROVIDE LEADERSHIP. (TEACHERS DO WANT ADMINISTRATORS TO BE LEADERS. THEY MAY BE CRITICAL BUT THEY WANT ADMINISTRATORS TO MAKE DECISIONS.

TEACHERS EXPECT CLEAR EXPECTATIONS.

TEACHERS EXPECT THE ADMISTRATORS TO PROVIDE SUPPORT AND ENCOURAGEMENT TO THE STAFF.

TO ADMINISTRATORS

QUESTIONS TO HELP YOU ANALYZE A LESSON

STANDARDS

- DID THE STUDENTS SEEM TO KNOW WHAT WAS EXPECTED OF THEM IN TERMS OF BEHAVIOR? YES NO
- DID THE TEACHER HAVE DIFFICULTY GETTING STUDENTS INTO LEARNING ATMOSPHERE? YES NO
- WERE ALL MATERIALS AND EQUIPMENT NECESSARY FOR THE CLASS SESSION IN PLACE AND READY FOR USE? YES NO
- WAS TIME WASTED DURING TAKING OF ATTENDANCE AND/OR RECORD KEEPING? YES NO

ANTICIPATORY SET (INTRODUCTION)

- WAS THE LEARNING FOR THAT SESSION CLEARLY STATED TO STUDENTS? YES NO
- WERE STUDENTS SHOWN HOW THE LEARNING RELATED TO PREVIOUS LEARNING THEY HAD EXPERIENCED OR TO NEEDS IN THEIR LIVES? YES NO

TEACHING

- DID THE TEACHER GIVE AN ADEQUATE EXPLANATION OF THE LEARNING BEFORE STUDENTS WERE EXPECTED TO PUT IT INTO PRACTICE? YES NO
- WHAT STRATEGY DID THE TEACHER USE TO PUT ACROSS THE LEARNING?
- LECTURE GROUP DISCUSSION STUDENT INPUT
- INQUIRY (QUESTIONS) ROLE PLAYING OTHER
- DID THE TEACHER MODEL THE LEARNING AND ITS APPLICATION FOR THE STUDENTS? YES NO
- DID THE TEACHER CHECK REGULARLY TO MAKE SURE THAT ALL STUDENTS UNDERSTOOD THE LEARNING? YES NO

PRACTICE

- DID THE STUDENTS PRACTICE THE LEARNING THROUGH SOME FORM OF OVERT BEHAVIOR? YES NO
- WAS THE PRACTICE DIRECTLY RELATED TO THE LEARNING? YES NO
- DID THE TEACHER MONITOR EACH STUDENT'S PRACTICE OF THE LEARNING? YES NO
- DID THE TEACHER RETEACH THE LEARNING WHEN AND WHERE NECESSARY? YES NO

CLOSURE

- DID THE TEACHER CLOSE THE CLASS BY HAVING STUDENTS IDENTIFY WHAT THE SESSION'S LEARNING WAS? YES NO
- DID THE STUDENTS LEAVE CLASS KNOWING AND UNDERSTANDING WHAT THE LEARNING FOR THAT SESSION WAS? YES NO

FOLLOW UP (UNGUIDED PRACTICE)

- DID THE TEACHER ASSIGN HOMEWORK BASED ON THE DAY'S LEARNING? YES NO

MOTIVATION

- DURING THE CLASS SESSION, DID THE TEACHER USE ANY OF THE FOLLOWING FORMS OF MOTIVATION?
- INCREASING/DECREASING ANXIETY MAINTAINING A FRIENDLY ATMOSPHERE
- ADDING NOTES OF INTEREST GIVING STUDENTS KNOWLEDGE OF THEIR RESULTS
- GRANTING REWARDS ALLOWING STUDENTS MOMENTS OF SUCCESS

CLARITY IS:

CLARITY PERTAINS TO HOW UNDERSTANDABLE AND EASY TO INTERPRET A PRESENTATION IS TO THE CLASS

Does the teacher explain concepts in ways that students are able to follow in a logical, step-by-step order

Is oral delivery to the class audible and intelligible, and free of any distracting mannerisms

Are the points the teacher is making at the student's current level of understanding

SOME INDICATORS FOR CLARITY

HIGH LEVEL OF CLARITY (EFFECTIVE TEACHER)

1. Informs learners of the lesson objective (describes what behaviors will be tested or required on future assignments as a result of the lesson).
2. Provides learners with an advance organizer (places lesson in perspective of past and/or future lessons).
3. Checks for task-relevant prior learning at beginning of the lesson (determines level of understanding of prerequisite facts or concepts and reteaches, if necessary).
4. Gives directives slowly and distinctly (repeats directives when needed, or divides them into smaller pieces).
5. Knows ability levels and teaches at or slightly above current level of functioning (knows students' attention span).
6. Uses examples, illustrations, and demonstrations to explain and clarify (used visuals to help interpret and reinforce main points).
7. Provides review or summary at end of lesson.

POOR CLARITY (INEFFECTIVE TEACHER)

- Fails to relate lesson content to how and at what level of complexity the content will be used.
- Starts presenting content without first introducing the subject in a broader context.
- Moves to new content without checking for the facts, concepts, or skills needed to acquire the new learning.
- Presents too much clerical, managerial, or technical information too quickly.
- Fails to know that instruction is under or over students' levels, or when most students have "tuned out."
- Restricts presentation to routine verbal reproduction of text or workbook.
- Ends lesson abruptly without repackaging key points.

SEVEN-POINT SCALE FOR OBSERVING CLARITY

| | | |
|---|--|---|
| Informs learners of skills or understandings expected at end of lesson. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Fails to relate lesson content to how, and at what level of complexity, the content will be used. |
| Provides learner with advance organization. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Presents content without placing it in context of past and future learning. |
| Checks for task-relevant prior learning at beginning of lesson. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Begins new content without checking for facts, concepts, or skills required for new learning. |
| Gives directives slowly and distinctly. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Presents too much clerical, managerial, or technical detail too quickly. |
| Adjusts media, material, or procedures to students' current level of functioning. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Fails to adjust media, material, or procedures to accommodate students' current level of functioning. |
| Uses examples, illustrations, and demonstrations to explain and clarify. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Restricts presentation to routine verbal reproduction of text or workbook. |
| Provides review or summary at end of lesson. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Ends lesson without repackaging key points. |

CHECKLIST FOR OBSERVING LESSON CLARITY

| Effectiveness Indicators | Observed | Not Observed | No Opportunity to Observe |
|--|----------|--------------|---------------------------|
| 1. Informs learners of skills or understandings expected at end of lesson. | | | |
| 2. Provides learners with an advance organizer that places lesson content in perspective. | | | |
| 3. Checks for task-relevant prior learning at beginning of lesson and reteaches if necessary. | | | |
| 4. Gives directives slowly and distinctly. Checks for understanding along the way. | | | |
| 5. Knows learners' ability levels and uses media, materials, and procedures at or slightly above their current level of functioning. | | | |
| 6. Use examples, illustrations, or demonstrations to explain and clarify content in text and workbooks. | | | |
| 7. Provides review or summary. | | | |

The Clear Teacher Checklist

As your teacher, I hope I am clear. In order to improve my ability to be clear, I need your help. Below are 28 statements that describe what clear teachers do. Read each statement and place a check mark in the column that tells how often I perform the behavior that is described. In that way, I'll know what I do well and what I need to improve.

(Put a check ✓ in one box after each statement.)

| As our teacher, you: | All of the time | Most of the time | Some of the time | Never | Doesn't apply to our class |
|---|-----------------------|------------------------|------------------------|-------|----------------------------------|
| 1. Explain things simply. | | | | | |
| 2. Give explanations we understand. | | | | | |
| 3. Teach at a pace that is not too fast and not too slow. | | | | | |
| 4. Stay with a topic until we understand. | | | | | |
| 5. Try to find out when we don't understand and then you repeat things. | | | | | |
| 6. Teach things step-by-step. | | | | | |
| 7. Describe the work to be done and how to do it. | | | | | |
| 8. Ask if we know what to do and how to do it. | | | | | |
| 9. Repeat things when we don't understand. | | | | | |
| 10. Explain something and then work an example. | | | | | |
| 11. Explain something and then stop so we can ask questions. | | | | | |
| 12. Prepare us for what we will be doing next. | | | | | |
| 13. Give specific details when teaching. | | | | | |
| 14. Repeat things that are hard to understand. | | | | | |
| 15. Work examples and explain them. | | | | | |
| 16. Give us a chance to think about what's being taught. | | | | | |
| 17. Explain the assignment and the materials we need to do it. | | | | | |
| 18. Show us how to do the work. | | | | | |
| 19. Explain the assignment and the materials we need to do it. | | | | | |
| 20. Stress difficult points. | | | | | |
| 21. Show examples of how to do classwork and homework. | | | | | |
| 22. Give us enough time for practice. | | | | | |
| 23. Answer our questions. | | | | | |
| 24. Ask questions to find out if we understand. | | | | | |
| 25. Go over difficult homework problems. | | | | | |
| 26. Show us how to remember things. | | | | | |
| 27. Explain how to do assignments by using examples. | | | | | |
| 28. Show us the difference between things. | | | | | |

**The Clear Teacher Checklist* is based substantially on research findings contained in the article by Kennedy et al. in Journal of Educational Research, Sept./Oct. 1978.*

TASK ORIENTATION

Task orientation refers to the degree to which the teacher provides students with the opportunity to learn.

Teachers who are task-oriented have high but realistic expectations about student performance.

Maintaining task orientation is performing administrative and clerical tasks efficiently.

High task oriented teachers prevents disruptions with minimum time loss.

Selecting the most appropriate instructional strategy increases task orientation.

**Task orientation is achieved by establishing a schedule of activities built around clearly definable end products.
-examples: test, review, assignment**

INDICATORS FOR TASK ORIENTATION

Task Oriented (Effective Teacher)

Poor Task Orientation (Ineffective Teacher)

- | | |
|--|--|
| 1. Develops unit and lesson plans that reflect the most relevant features of the curriculum (each unit and lesson objective can be referenced back to curriculum guide or text). | Develops lessons almost exclusively from personal or student interests. Breadth and depth of lesson content fails to distinguish between primary and secondary content in the curriculum guide and text. |
| 2. Handles administrative and clerical tasks (for example, visitors, announcements, collection of money, dispensing of materials and supplies) efficiently by anticipating and preorganizing some tasks and deferring others to noninstructional time. | Attends to every administrative and clerical task in detail during the time normally devoted to instruction. |
| 3. Stops or prevents misbehavior with a minimum of class disruption (has preestablished academic and work rules to prevent intrusions into instructional time). | Attends at length to specific misbehavior. Singles out individual students for punishment and lectures on the offense during instructional time. |
| 4. Selects the most appropriate instructional strategy for the objectives taught. | Uses inefficient instructional methods for achieving lesson objectives (for example, frequently attempts to teach facts through discussion or concepts through drill and practice). |
| 5. Builds toward unit outcomes with clearly definable events (for example, weekly and monthly review, feedback, and testing sessions). | Has no systematic milestones (for example, tests on Fridays, major review every fourth Monday), which keep the class on schedule and moving toward a clearly defined goal. |

CHECKLIST FOR OBSERVING TASK ORIENTATION

| Behavior | Observed | Not Observed | No Opportunity to Observe |
|--|----------|--------------|---------------------------|
| 1. Develops unit and lesson plans in accordance with text and curriculum guides. | | | |
| 2. Handles administrative and clerical interruptions efficiently. | | | |
| 3. Stops misbehavior with a minimum of disruption to the class. | | | |
| 4. Selects the most appropriate instructional strategy for the objectives taught. | | | |
| 5. Builds toward unit outcomes with clearly defined events (for example, weekly and monthly reviews, feedback, and testing). | | | |

SEVEN POINT SCALE FOR OBSERVING TASK ORIENTATION

Develops unit and lesson plans that reflect relevant features of the curriculum.

7 6 5 4 3 2 1

Develops unit and lesson plans exclusively from personal or student interests that are not relevant features of the curriculum.

Handles administrative and clerical tasks efficiently.

7 6 5 4 3 2 1

Handles administrative and clerical tasks in a time consuming manner.

Stops or prevents misbehavior with minimum of disruption to the class.

7 6 5 4 3 2 1

Attention to individual instances of misbehavior is lengthy.

Selects the most appropriate instructional strategy for the objectives taught.

7 6 5 4 3 2 1

Uses inefficient instructional methods for achieving lesson objectives (for example, direct versus indirect).

Works toward unit outcomes with clearly defined cycle of events.

7 6 5 4 3 2 1

Has no systematic milestones toward which student work.

**FORM FOR RECORDING THE RELATIONSHIP BETWEEN LEVELS OF
BEHAVIORAL COMPLEXITY AND TEACHING FUNCTIONS**

| Teaching Functions | | Lower-Order | | | Higher-Order | | |
|--------------------|--|-------------|---------------|-------------|--------------|-----------|------------|
| | | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| Direct Functions | Reviews, checks previous day's work. | | | | | | |
| | Presents new content, lectures. | | | | | | |
| | Provides guided practice, drill and practice. | | | | | | |
| | Asks convergent, closed questions having a single right answer. | | | | | | |
| | Assigns independent practice, workbook. | | | | | | |
| | Reviews previously learned content. | | | | | | |
| | Other | | | | | | |
| Indirect Functions | Organizes content in advance, provides advance organizers. | | | | | | |
| | Uses induction and deduction to arrive at desired outcomes. | | | | | | |
| | Presents examples and nonexamples to identify critical attributes. | | | | | | |
| | Asks divergent, open questions having more than a single right answer. | | | | | | |
| | Provides for group discussion. | | | | | | |
| | Allows students to respond from their own experience or point of view. | | | | | | |
| | Other. | | | | | | |

SEVEN-POINT SCALE FOR OBSERVING STUDENT ENGAGEMENT

Elicits desired behavior after presentation of instructional material.

7 6 5 4 3 2 1

Fails to ask learners to attempt the desired behavior.

Provides opportunities for feedback in noncritical atmosphere.

7 6 5 4 3 2 1

Fails to provide feedback, or provides it in a critical, threatening, or embarrassing manner.

Uses individual and/or group activities as needed to motivate and engage students in the learning process.

7 6 5 4 3 2 1

Fails to use alternative instructional methods to motivate and engage students.

Uses meaningful verbal praise.

7 6 5 4 3 2 1

Fails to use immediate and meaningful verbal praise.

Monitors seatwork and frequently checks progress during independent practice.

7 6 5 4 3 2 1

Does not monitor student progress during seatwork or monitors unevenly.

INSTRUCTIONAL VARIETY

Instructional Variety refers to a teacher's variability and flexibility in delivering instructional content.

It includes the planned mixing of different instructional activities such as lecturing, questioning, and recitation within the context of a single lesson, as well as variation in physical movement, eye contact, voice intonation, and gesturing.

Instructional variety also includes the use of learning materials, equipment, displays and classroom space that encourage student involvement in the lesson.

EXAMPLES OF QUESTIONS USED AS OPENERS:

To surprise and astound

To promote controversy

To present a contradiction

To promote curiosity

SOME INSTRUCTIONAL ALTERNATIVES

Visually/verbally oriented materials

Rule-example/example-rule ordering of content

Group discussion/lecture

Teaming/paring

Lecture/question and answer

Inductive/deductive presentation

Teacher-moderated discussion/student-moderated discussion

doing(trying)/seeing(watching)

Programmed/conventional text

Each of these pairs represents teaching methods or styles of presentation that are more effective for some types of learners than for others.

SOME INDICATORS FOR VARIETY

Using Variety (Effective Teacher)

Poor Variety (Ineffective Teacher)

- | | |
|---|---|
| 1. Uses attention gaining devices (for example, begins with a challenging question, visual, or example). | Begins lesson without full attention of most learners. |
| 2. Shows enthusiasm and animation through variation in eye contact, voice and gestures (for example, changes pitch and volume, moves about during transitions to new activity). | Speaks in monotone, devoid of external signs of emotion; stays fixed in place for entire period or rarely moves body. |
| 3. Varies mode of presentation (for example, lectures, asks questions, then provides for independent practice daily). | Rarely alters modality through which instructional stimuli are received (for example, seeing, listening, doing). |
| 4. Uses mix of rewards and reinforcers (extra credit, verbal praise, independent study, etc.). | Rarely reinforces student behavior. Tends to use same rewards every time. |
| 5. Varies types of questions (divergent, convergent), and probes (to clarify, to solicit, to redirect). | Always asks same type of question (for example, What do you think about...?) or overuses one type of question. |
| 6. Incorporates student ideas or participation in some aspects of the instruction (for example, uses indirect instruction or divergent questioning). | Assumes the role of sole authority and provider of information; ignores student opinion. |

CHECKLIST FOR OBSERVING INSTRUCTIONAL VARIETY

| Behavior | Observed | Not Observed | No Opportunity to Observe |
|--|--|--------------|---------------------------|
| 1. Uses attention gaining devices. | | | |
| 2. Shows enthusiasm and animation through variation in eye contact, voice, and gestures. | | | |
| 3. Varies activities with which the instruction is presented, for example, lecturing, questioning, discussion, practice. | | | |
| 4. Uses mix of rewards and reinforcers. | | | |
| 5. Various types of questions and probes. | <u>Questions</u> Convergent Divergent | | |
| | <u>Probes</u> To clarify To solicit To redirect | | |
| 6. Uses student ideas and participation to foster lesson objectives when appropriate to goals of instruction. | | | |

SEVEN-POINT SCALE FOR OBSERVING INSTRUCTIONAL VARIETY

| | | |
|---|--|--|
| Uses attention gaining devices. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Fails to use any attention gaining devices. |
| Shows animation in eye contact, voice, and gestures. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Speaks in monotone, devoid of external signs of emotion; stays in fixed place. |
| Varies mode of presentation through which instructional stimuli are received. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Never changes modality. |
| Uses mix of rewards and reinforcers. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Rarely reinforces; uses same rewards every time. |
| Varies types of questions. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Always asks same type of question. |
| Acknowledges and uses student ideas. | <u>7</u> <u>6</u> <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Ignores student ideas. |

GUIDELINES FOR EFFECTIVE PRAISE

Effective Praise

1. Is delivered contingently.
2. Specifies the particulars of the accomplishment.
3. Shows spontaneity, variety, and other signs of credibility; suggests clear attention to the student's accomplishment.
4. Rewards attainment of specified performance criteria (can include effort criteria).
5. Provides information to students about their competence or the value of their accomplishments.
6. Orients students toward better appreciation of their own task-related behavior and problem solving.
7. Uses students' own prior accomplishments as the context for describing present accomplishments.
8. Is given in recognition of noteworthy effort or success at particularly difficult tasks.
9. Attributes success to effort and ability, implying that similar successes can be expected in the future.
10. fosters endogenous attributions (students believe that they expend effort on the task because they enjoy the task and/or want to develop task-relevant skills).
11. Focuses students' attention on their own task-relevant behavior.
12. Fosters appreciation and desirable attributions about task-relevant behavior after the process is completed.

Ineffective Praise

1. Is delivered randomly or unsystematically.
2. Is restricted to global positive reactions.
3. Shows a bland uniformity, which suggests a conditioned response made with minimal attention.
4. Rewards mere participation, without consideration of performance processes or outcomes.
5. Provides no information at all, or gives students little information about their status.
6. Orients students toward comparing themselves with others and competition.
7. Uses the accomplishments of peers as the context for describing students' present accomplishments.
8. Is given without regard to the effort expended or the meaning of the accomplishment.
9. Attributes success to ability alone or to external factors such as luck or ease.
10. Fosters exogenous attributions (students believe that they expend effort on the task for external reasons - to please the teacher, win a competition or reward, etc).
11. Focuses students' attention on the teacher as an external authority figure who is manipulating them.
12. Intrudes into the ongoing process, distracting attention from task-relevant behavior.