

THE KNOWLEDGE BASE ON TEACHING

Foundation of Essential Beliefs: What is the connection between teacher beliefs and teacher behaviors?

Attention: How do I get students to pay attention and stay on task?

Momentum: How do I keep the flow of events moving smoothly and minimize downtime, delays, and distractions?

Discipline: How do I eliminate disruptions while building responsibility and ownership?

Space: How do I get the most out of my space and furniture?

Time: How do I time events and regulate schedules so that students get the most productive learning time?

Routines: What procedural routines are important and how do I get maximum mileage out of them?

How do I communicate to students that what we are doing is important, that they can do it well, and that I won't give up on them?

Clarity: How do I make concepts clear and accessible to students?

Principles of Learning: How do I design more efficient and effective learning experiences?

Models of Teaching: How do I create learning experiences that develop the mind as well as the content?

Expectations: How do I communicate to students that what we're doing is important, that they can do it well, and that I won't give up on them?

Personal Relationship Building: How do I build good personal relationships with students and make them feel truly known and valued?

Classroom Climate: How do I build a climate of inclusion, risk-taking, and personal efficacy?

Assessment: How can I use assessment to inform instruction and improve student performance?

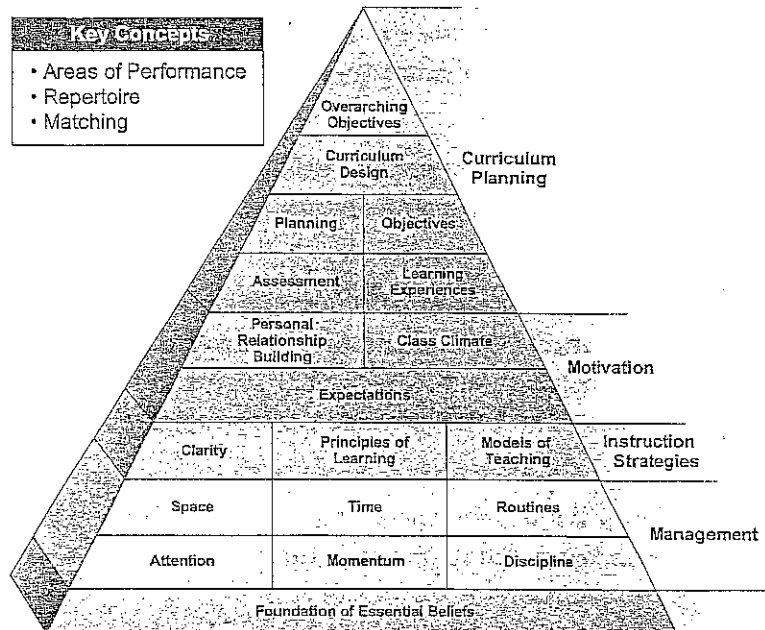
Learning Experiences: What choices do I have for differentiating learning experiences?

Planning: How do I plan lessons that will reach all my students?

Objectives: How do I frame lesson objectives so they guide my planning and focus on student achievement?

Curriculum Design: What do I need to know about my curriculum?

Overarching Objectives: How do my personal passions show up in a "No Child Left Behind" world?



Source: Adapted from Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. 2008. *The Skillful Teacher*, 6th ed. Acton, MA: Research for Better Teaching, p. 3.

SIX PROPOSITIONS ABOUT TEACHING

- ✓ 1. Nothing is more important to student learning than teachers—what they know, can do, and believe. What goes on between a teacher and students, minute to minute, lesson to lesson, day to day, is the heart and soul of education and the most important factor in student achievement.
2. Of all the things a person could pick to do for a living, it is hard to imagine anything more demanding or perceptually complex than teaching.
3. The study of teaching is inherently interesting and never-ending because it involves ongoing research and experimentation in the classroom through (1) frequently analyzing data about students and their learning, (2) testing out new ideas about how to improve achievement for each student, and (3) reflecting on and making changes based on results.
4. There is a real knowledge base about teaching that is large, practical, and accessible, and it is not a prescriptive list of do's and don'ts.
5. Teachers' beliefs, especially those about intelligence and children's capacity to learn and about how learning takes place, shape their practice. Foundational to the study of teaching are the ongoing examination of beliefs and the development of cultural proficiency—the ability to interact knowledgeably, respectfully, and with high expectations for students whose cultures differ from our own.
6. One of the most satisfying and productive things we can do for each other is to talk together about teaching.

My reflections:

