

# OKLAHOMA CRITERIA FOR EFFECTIVE TEACHING

## I. PRACTICE: Observable behaviors exhibited by the teacher

### A. TEACHER MANAGEMENT INDICATORS

- 1. PREPARATION:** The teacher plans for the delivery of the lesson relative to short-term and long-term objectives.

The teacher:

- writes lesson plans that are compatible with the long-term academic goals of the school.
- ensures that lessons are designed in a clear, logical, and sequential format.
- makes sure that selected materials are available for use.
- plans for efficient use of time
- ensures that lesson plans have continuity and are in proper sequence.
- has evidence of personal organization.
- uses information about individual students in planning developmentally appropriate activities.
- selects activities to meet individual and group needs.
- confers with the library media specialist to identify available materials or to develop library related activities.

- 2. ROUTINE:** The teacher uses minimum class time for non-instructional routines, thus maximizing time on task.

The teacher:

- begins lessons promptly.
- avoids distractions and unnecessary delays during the lesson.
- ensures that purposeful time-on-task continues until the end of the period.
- uses a maximum of 15% of the class time for non-instructional activities.
- uses a minimum of time for checking attendance, keeping student records, and attending to other routine matters.

- 3. DISCIPLINE:** The teacher clearly defines expected behavior, encourages positive behavior, and controls negative behavior.

The teacher:

- actively monitors student conduct in the class.
- promotes self-discipline among students.
- constructively corrects disruptive behavior.
- uses positive reinforcement techniques to maintain appropriate behavior.
- encourages students to take responsibility for their own behavior.
- posts classroom rules and assures that rules are clearly defined and understood by students.
- manages discipline problems in accordance with administrative regulations and school board policies.
- focuses upon the student's behavior rather than personality.

- 4. LEARNING ENVIRONMENT:** The teacher establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

The teacher:

- a. uses practices that convey a sense of importance for learning and teaching.
- b. establishes a climate in which students are valued and respected.
- c. maintains a business-like atmosphere.
- d. maintains a classroom that is functional, orderly, and attractive.
- e. reinforces learning efforts of students.
- f. displays a belief system that conveys the concept that all children can learn.

## **B. TEACHER INSTRUCTIONAL INDICATORS**

- 1. ESTABLISHES OBJECTIVES:** The teacher communicates the instructional objectives to students.

The teacher:

- a. establishes the focus of the lesson.
- b. ensures that the school's academic goals are translated into common lesson objectives.
- c. communicates learning objectives in a logical way.
- d. ensures that the lesson's objectives reflect the readiness of the students.

- 2. STRESSES SEQUENCE:** The teacher shows how the present topic is related to those topics that have been taught or that will be taught.

The teacher:

- a. reviews the learning objectives relative to prior learning.
- b. helps students recall the most important concepts of previous lessons.
- c. relates prior learning to what is to be learned.
- d. shows the relationship between today's lesson objectives and the long-range unit objectives.

- 3. RELATES OBJECTIVES:** The teacher relates subject topics to existing student experiences.

The teacher:

- a. associates learning objectives with the students' experiences.
- b. uses factors for transfer by showing similarities to students' experiences.
- c. explains subject-topic relationships that are current or anticipated.
- d. uses current happenings to relate objectives.
- e. uses newspapers, magazines, and other material to relate objectives to the student's world of experience.
- f. conveys the importance of the lesson: Says "why" we are doing things.

- 4. INVOLVES ALL LEARNERS:** The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.

The teacher:

- a. uses appropriate questioning techniques to assure that all students expect to be called upon to respond to questions.
- b. works with individual students.
- c. plans questions for specific students resulting in correct learner responses.
- d. assesses student learning during the presentation of the lesson to involve all students.

- e. uses seating charts or other methods to assure that all students have been involved.
- f. responds to student questions in an accepting manner.
- g. uses reinforcement techniques.
- h. gives students time to respond to questions---"think" time or "wait" time.

**5. EXPLAINS CONTENT:** The teacher teaches the objectives through a variety of methods.

The teacher:

- a. conducts the lesson using a variety of teaching methods that reinforce the learning objectives.
- b. uses a variety of audio and visual media, material, and/or equipment to teach the objectives.
- c. structures the presentation to enhance learning; divides complex tasks into steps.
- d. provides concrete learning experiences.
- e. emphasizes the importance of the concepts being taught.
- f. presents ideas logically.
- g. uses a variety of methods to involve students with content and to accommodate different learning styles.
- h. presents with clarity.

**6. EXPLAINS DIRECTIONS:** The teacher gives directions that are clearly stated and related to the learning objectives.

The teacher:

- a. states directions clearly on how to proceed in the lesson material.
- a. gives clear directions on what to do in the lesson.
- b. gives clear directions about the use of equipment, materials, text, and other resources to be used in the learning process.
- d. explains organization related to content.
- e. explains group and/or individual assignments clearly.

**7. MODELS:** The teacher demonstrates the desired skills.

The teacher:

- a. verbalizes the content to be learned in clear and understandable terms.
- b. uses versatility in the demonstration process.
- c. reinforces learning objectives through modeling.
- d. uses objects as well as printed matter to demonstrate lesson objectives.

**8. MONITORS:** The teacher checks to determine if students are progressing toward stated objectives.

The teacher:

- a. checks students' level of progress in relation to learning objectives.
- b. checks for comprehension through questioning.
- c. encourages students to elaborate on responses.
- d. checks for students' ability to apply concepts of skills learned.
- e. checks for understanding at higher levels of learning--- "how" and "why" of the answer.
- f. provides feedback on student work.
- g. uses student activity and participation to check and analyze student progress.

**9. ADJUSTS BASED ON MONITORING:** The teacher changes instruction based on the results of monitoring.

The teacher:

- a. changes teaching techniques as required by the situation.
- b. stimulates critical thinking, creativity, decision-making, and higher order thinking skills.
- c. adjusts instruction to lower order thinking skills if needed.
- d. strives for a high level of mastery of essential skills.
- e. accommodates students learning styles as needed.
- f. accommodates different learning rates.
- g. uses a variety of evaluation techniques to measure the types of adjustments needed.

**10. GUIDES PRACTICE:** The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.

The teacher:

- a. moves around the classroom to assist individual students as they practice.
- b. provides students with immediate feedback.
- c. encourages individual students to ask questions.
- d. groups students according to practice needs.
- e. reminds students that work will be checked.

**11. PROVIDES FOR INDEPENDENT PRACTICE:** The teacher requires students to practice newly learned skills without the direct supervision of the teacher.

The teacher:

- a. sets and maintains clear and reasonable independent work standards for the class.
- b. provides practice of new skills without supervision after guided practice.
- c. checks independent work and provides feedback.

**12. ESTABLISHES CLOSURE:** The teacher summarizes and fits into context what has been taught.

The teacher:

- a. summarizes the lesson.
- b. ties the current lesson to yesterday's, today's, and/or tomorrow's lessons.
- c. places the lesson in perspective.
- d. uses the last minutes productively to close the lesson.
- e. uses review, feedback, and/or homework assignment as closure techniques.

**II. PRODUCTS:** Tangible results of the teaching process

### **A. TEACHER PRODUCT INDICATORS**

**1. LESSON PLANS:** The teacher writes daily lesson plans designed to achieve the identified objectives.

The teacher:

- a. describes techniques and methods to be used to teach the lesson.

- b. states expected minimum mastery of lesson objectives.
- c. shows how the lesson objectives are consistent with the district's or school's objectives and mission.
- d. designs lessons in a clear, logical, and sequential format.
- e. has a variety of evaluation activities.
- f. describes lesson activities in clear terms.

**2. STUDENT FILES:** The teacher maintains a written record of student progress.

The teacher's

- a. records are kept on student mastery of learning objectives.
- b. records are clear, neat, and accurate.
- c. records indicate need for additional learning efforts.
- d. records do not include any unfounded student information.
- e. records of student progress are up-to-date.

**3. GRADING PATTERNS:** The teacher uses grading patterns that are fairly administered and based on identified criteria.

- a. The basis for determining grades is the level of mastery of learning objectives.
- b. The items on which students are graded relate to the school's goals and curriculum.
- c. Students have had an equal opportunity to participate in the learning process.
- d. No subgroup of the student population is greater at the low end of the mastery scale than other subgroups.

**B. STUDENT ACHIEVEMENT INDICATORS:** Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores.

1. A high level of mastery of the essential skills of the lesson is demonstrated by all students.
2. Percentages of students achieving mastery of the essential skills of the lesson are distributed evenly over all subgroups.
3. Students demonstrate mastery of the essential skills of the lesson in a variety of ways other than written tests.
4. Student progress is shown in other performance areas such as school attendance, independent practices, and attention to mastery.