

Implementing Effective Instructional Practices

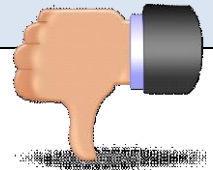
Studies indicate that time on-task is positively associated with academic achievement.

- Students are actively engaged in learning 84% of the time during teacher-led activities and only 70% of the time during seatwork. (*Educational Research & Dissemination (ER & D) Foundation Study*)
- Up to 50% of the school day is spent on non-instructional activities in general and special education classrooms. (*Good 1983; Thurlow et al., 1983*)



Numbers Refer to Instructional Videos Listed on Next Page	<h2 style="text-align: center;">Effective Teachers Do...</h2> <p style="text-align: center;">UETS-based Jordan Performance Appraisal System (JPAS) Indicators (2013)</p>
3 and 15	Begin each lesson with a short review of previous learning <ul style="list-style-type: none"> ➤ <i>indicator 18: emphasize important parts of a lesson</i> ➤ <i>indicator 20: determine what skills and knowledge they already possess</i> ➤ <i>indicator 21: begin lessons with advance organizers, brief overview</i> ➤ <i>indicator 25: explicitly state the goals, objectives, and learning expectations</i>
2, 6, and 12	Present new material in small steps with student practice after each step <ul style="list-style-type: none"> ➤ <i>indicator 16: demonstrations and guided-practice</i> Ask a large number of questions and check the responses of all students <ul style="list-style-type: none"> ➤ <i>indicator 17: illustrate relationships and make associations</i> ➤ <i>indicator 28: wait time of 3-5 seconds</i> ➤ <i>indicator 30: provide opportunities to work cooperatively with peers</i> ➤ <i>indicator 34: brainstorm for ideas</i>
1, 4, 5, 7, 8, 9, 10, and 13	Guide student practice <ul style="list-style-type: none"> ➤ <i>indicator 15: examples, non-examples, synonyms, comparisons, and contrasts</i> ➤ <i>indicator 37: rephrase and provide prompts to lead students to correct answer</i> Check for understanding <ul style="list-style-type: none"> ➤ <i>indicator 14: ask factual questions that focus on academic content</i> ➤ <i>indicator 22: use specific teaching strategies: graphic organizers, study guides, etc.</i> ➤ <i>indicator 26: include goals, expectations, questions, demonstrations, and applications</i> ➤ <i>indicator 27: ask higher level questions to develop thinking skills</i> ➤ <i>indicator 29: sustain interaction by asking follow-up questions</i> ➤ <i>indicator 31: “coach” students through the problem solving process</i> ➤ <i>indicator 32: provide activities in which students think about cause and effect</i>
14	Obtain a high success rate <ul style="list-style-type: none"> ➤ <i>indicator 35: give clear and complete directions/show how to complete tasks</i>
11	Provide scaffolds for difficult tasks <ul style="list-style-type: none"> ➤ <i>indicator 23: provide a logical structure and sequence of lessons</i>
16	Require and monitor independent practice <ul style="list-style-type: none"> ➤ <i>indicator 36: circulate past every student to make sure assigned work is being done</i> ➤ <i>indicator 38: prompt, elaborate on, and reteach academic concepts</i>
17	Engage students in weekly and monthly review <ul style="list-style-type: none"> ➤ <i>indicator 19: frequently review and summarize important concepts</i>

<h2 style="text-align: center;">Effective Teachers Do Not ...</h2>
<ul style="list-style-type: none"> ❖ Sit at their desks while the students work quietly. ❖ Give the students a worksheet and expect them to learn new material. ❖ Hand out packets of work for students to complete independently. ❖ Make the students sit and wait while they pull the lesson materials together. ❖ Teach “whole-group” for the majority of the day. ❖ Give students busy work such as coloring worksheets, crossword puzzles, and word searches.



“HOW WELL WE TEACH = HOW WELL THEY LEARN” – Anita Archer