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Handbook
for QUALITIES
of Effective
Teachers

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and Curriculum Development

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To Mrs. Joan Palestini, my fifth grade teacher

James H. Stronge

To my children,
who provide a window on the many dimensions
of what it means to be a good teacher

Pamela D. Tucker

To Barry, who has taught me much

Jennifer L. Hindman

And

To the teachers who strive to make a profound
and positive impact on the lives of students every day
and to their administrators who are indispensable in
creating and supporting quality schools and schooling

Handbook for **QUALITIES** of **Effective Teachers**

Acknowledgments ~ ~ ~ ~ ~ vii

Introduction: Maximizing Your Use of the *Handbook* ~ ~ ~ ~ ~ 1

Organization of the *Handbook*, 2, Uses for the *Handbook*, 4

Chapter 1 ► Prerequisites of Effective Teaching ~ ~ ~ ~ ~ 7

Research Summary: Verbal Ability, 9, Content Knowledge, 10, Educational Coursework, 11, Teacher Certification, 14, Teaching Experience, 15 • Visualizing the Quality, 16 • Focus on the Teacher, 17 • Making Connections, 22 • Resources, 24

Chapter 2 ► The Teacher as a Person ~ ~ ~ ~ ~ 29

Research Summary: Role of Caring, 32, Role of Fairness and Respect, 33, Attitude Toward the Teaching Profession, 34, Social Interactions with Students, 35, Promotion of Enthusiasm and Motivation for Learning, 36, Role of Reflective Practice, 37 • Visualizing the Quality, 38 • Focus on the Teacher, 39 • Making Connections, 48 • Resources, 50

Chapter 3 ► Classroom Management and Organization ~ ~ ~ ~ ~ 63

Research Summary: Classroom Management, 66, Classroom Organization, 68, Expectations for Student Behavior, 69 • Visualizing the Quality, 70 • Focus on the Teacher, 70 • Making Connections, 79 • Resources, 81

Chapter 4 ► Organizing for Instruction ~ ~ ~ ~ ~ 93

Research Summary: Focusing on Instruction, 95, Maximizing Instructional Time, 96, Expecting Students to Achieve, 98, Planning and Preparing for Instruction, 100 • Visualizing the Quality, 105 • Focus on the Teacher, 106 • Making Connections, 113 • Resources, 115

Chapter 5 ► Implementing Instruction ~ ~ ~ ~ ~ 127

Research Summary: Instructional Strategies that Work, 129, Communication of Content and Skills Knowledge, 133, Instructional Complexity, 136, Questioning Strategies, 137, Student Engagement, 138 • Visualizing the Quality, 139 • Focus on the Teacher, 140 • Making Connections, 148 • Resources, 150

Chapter 6 ► Monitoring Student Progress and Potential ~ ~ ~ ~ ~ 167

Research Summary: Homework, 171, Monitoring Student Progress, 172, Responding to Student Needs and Abilities, 174 • Visualizing the Quality, 176 • Focus on the Teacher, 176 • Making Connections, 187 • Resources, 189

Chapter 7 ► Expecting and Getting the Best from Our Students ~ ~ 201

Expecting Student Success, 202 • Communicating High Expectations for Students, 203 • Striving for High Expectations with All Students, 203 • Focusing on the Success of Individual Students, 204 • Accepting Responsibility for Student Success, 205 • Teacher Success = Student Success, 207

References ~ ~ ~ ~ ~ 209

Index ~ ~ ~ ~ ~ 219

About the Authors ~ ~ ~ ~ ~ 223

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This writing endeavor is the result of many projects, studies, and prior undertakings involving many individuals. Each of these people contributed in meaningful ways to our understanding of what it means to be an effective teacher. Through countless workshops, we have heard teachers, principals, and superintendents ask:

What is an effective teacher?

▲ How do you help good teachers become even better?

▲ What tools and techniques are available to support and sustain quality teaching?

The *Handbook for Qualities of Effective Teachers* is our way of beginning to address these complex and profoundly important questions.

We appreciate the support from individuals at ASCD, in particular, Scott Willis, who recognized the value in the earlier work, *Qualities of Effective Teachers*, and gave us the opportunity to expand upon it.

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INTRODUCTION: MAXIMIZING YOUR USE OF THE HANDBOOK

Most teachers do not want to be just good teachers, they want to be great teachers.

NWREL, 2001, p. 18

The *Handbook*, simply put, is about supporting quality teachers. It is presented as a companion to the book *Qualities of Effective Teachers* (Stronge, 2002). Whereas *Qualities of Effective Teachers* is intended to provide a readable, user-friendly synthesis of research regarding what it means to be an effective teacher, the *Handbook* is designed to provide the ways and means for applying the research.

As teachers grow professionally, their instructional expertise increases, and they become more effective at various aspects of teaching. They have a greater repertoire of instructional, management, and assessment knowledge and skills from which to draw as they create meaningful student learning experiences. Our intent with the *Handbook for Qualities of Effective Teachers* is to provide a tool for teachers as they seek to improve their effectiveness in delivering high-quality, productive learning experiences for all students.

We trust that the tools and techniques included in the *Handbook* will prove to be practical and user-friendly in supporting effective teachers. Regardless of how effective any one of us might be in our teaching, we can continue to grow and improve. For master teachers, the *Handbook* is aimed at continual improvement and sustaining quality teaching. For others, the tools are designed to help identify areas for performance improvement, and to

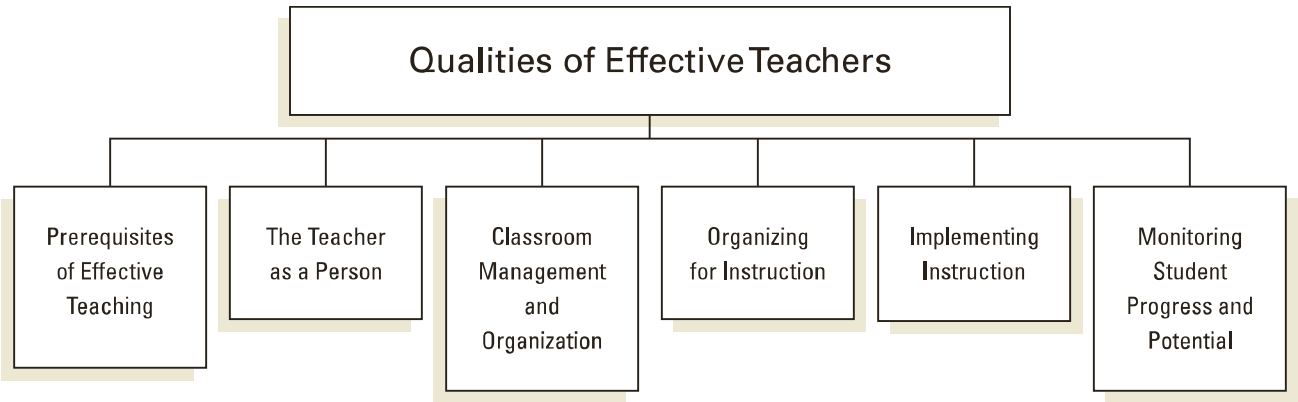
focus support for the important and ongoing process of development. As with the original *Qualities* book, our ultimate goal is to improve the educational experiences and achievement of the students we serve in our schools by focusing directly on teacher effectiveness.

Organization of the *Handbook*

The *Handbook* provides tools that can be selected by teachers, peer coaches, principals, supervisors, and others to focus on improving teacher performance. Each chapter is organized around the six qualities introduced in the *Qualities* book:

- ▲ Prerequisites of effective teachers,
- ▲ The teacher as a person,
- ▲ Classroom management and organization,
- ▲ Organizing for instruction,
- ▲ Implementing instruction, and
- ▲ Monitoring student progress and potential.

Each chapter contains two graphic organizers. The first appears shortly after the chapter introduction and provides a visual overview of the key indicators associated with each quality. The figure below shows the general format that is replicated in each chapter.



The second graphic organizer is at the end of the chapter. Each organizer differs in format (depending on the quality being discussed) to demonstrate various examples of graphic organizers.

Chapter 1 investigates prerequisites of effective teaching, focusing on the influence of background and professional training on teacher effectiveness. The chapter provides tools for examining and improving verbal ability and content knowledge and discusses teacher education and experience.

Chapter 2 examines what the effective teacher is like as a person, focusing on the importance of caring, fairness and respect, social interactions with students, promotion of enthusiasm and motivation for learning, attitude toward the teaching profession, and reflective practice. This chapter highlights strategies for assessing and reflecting upon these qualities.

Chapter 3 provides guidance related to the management and organizational skills an effective teacher displays. The qualities and assessment tools highlighted in this chapter address using classroom management skills, applying elements of organization, and managing and responding to student behavior.

Chapter 4 offers tools related to organizing for instruction. Specific qualities discussed include focusing on instruction, maximizing instructional time, expecting students to achieve, and planning and preparing for instruction.

Chapter 5 focuses on the actual process of implementing instruction. Of particular interest are the qualities of using instructional strategies, communicating high expectations to students, understanding the complexities of teaching, using questioning techniques, and supporting student engagement in learning.

Chapter 6 presents a number of approaches to gauging effectiveness related to monitoring student progress and potential. Specific qualities highlighted in the chapter are the importance of homework, monitoring student learning and providing feedback, and responding to the range of student needs and abilities in the classroom.

Each chapter includes a parallel set of features, which focus on teacher effectiveness. These features are

- ▲ A teacher scenario that highlights the particular quality presented in the chapter.

- ▲ A brief review of research supporting each quality.
- ▲ “Visualizing the Quality,” which is a graphic organizer relating the key quality indicators introduced in the chapter.
- ▲ “Focus on the Teacher,” which introduces and applies tools for teacher improvement.
- ▲ “Making Connections,” which asks readers to consider the fictitious teacher’s positive attributes and areas for improvement. The section also asks readers to reflect on their own professional practice.
- ▲ The “Resources” section, which includes two features: 1) the “Author’s Perspective,” which provides suggested answers to the questions posed in the “Focus on the Teacher” section; and 2) blackline masters that can be photocopied and used in your own practice. In some chapters additional tables are added to this section to elaborate on an idea presented within the chapter.

Uses for the *Handbook*

The *Handbook for Qualities of Effective Teachers* aims to improve the quality of teacher performance and the resulting learning opportunities for students. We have endeavored to develop a wealth of approaches for capturing and analyzing the endless facets of teaching in different circumstances and with different purposes and students. In this effort we trust the book can be a valuable resource for

- ▲ *teachers* who desire to enhance their own performance through reflection and application of tools for improving performance;
- ▲ *teacher leaders* who are engaged in mentoring and collaborative schoolwide improvement;
- ▲ *instructional coaches* who are actively supporting the critical work of teachers;
- ▲ *school administrators* who supervise and evaluate teachers;
- ▲ *staff development specialists* who plan and deliver training focused on improving and sustaining quality instruction;

-
- ▲ *human resource specialists* who are responsible for selecting and retaining high-quality teacher applicants;
 - ▲ *teacher and administrator educators* who can employ the book's research and application strategies in their teacher training and instructional leadership programs, respectively; and
 - ▲ *policymakers* and their staffs who are responsible for developing tools and strategies for state or district teacher development and evaluation processes.

We offer our best wishes and sincere hopes for success as you continue your important work of building, supporting, and sustaining teacher effectiveness.