TEACHER EFFECTIVENESS

m.v.sudhakaran,
associate professor in psychology,
tamil nadu open university,
chennai-15.
drmvsudhakaran@yahoo.com
Highlights of research findings

• Students achieve more when teachers employ systematic teaching procedures (Kemp & Hall, 1992).
• Effective teachers spend more time working with small groups throughout the day (Taylor, Pearson, & Walpole, 1999).
• Greater academic progress occurs when lessons begin with review.
• Effective teachers use systematic feedback with students about their performance.
• Teachers who have higher rates of communication with parents are viewed as more effective.
Highlights of research findings

• Effective teachers run more orderly classrooms. Achievement has been higher in classrooms where the climate is neither harsh nor overly lavish with praise.

• Teachers who adjust the difficulty level of material to student ability have higher rates of achievement in their classes.

• Classrooms in which engaged learning occurs have higher levels of student cooperation, student success, and task involvement.

• Effective teachers clearly articulate rules and include children in discussions about rules and procedures.
Highlights of research findings

- Effective teachers provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations.
- Effective teachers are able to pace the amount of information presented to the class, check student progress continually by asking questions of all students, and relate new learning to prior learning.
- Professional development keeps teachers abreast of current issues in education, helps them implement innovations, and refines their practice.
Points to note…..

• Competence,
• Creativity,
• Collaboration, and
• Caring
MAKING TEACHING EFFECTIVE

• Classroom Organization
• Classroom Communication
• Classroom Monitoring
• Classroom Delivery Instruction
• Creating a climate for learning
• Effective Classrooms Management Techniques
Class Organisation Methods

- Arrange seating in U-shape, rows or a circle, so that you can see and easily move close to students.
- Post a daily schedule and discuss any changes each morning.
- Engage students until you have given clear instructions for the upcoming activity.
- Encourage students to take responsibility for their learning by determining day to day tasks that can be done by students.
Class Organisation Methods- contd

- Move around the room and attend to individual needs.
- Provide simple step-by step direction.
- Remind students of key procedures associated with the upcoming lesson.
- Use group competition to stimulate more orderly transitions
Effective communication is the foundation for good classroom management.

Communication skills can be divided into two categories:

- **Sending** (skills used when speaking to someone)
- **Receiving** (techniques for becoming a more effective listener):
Sending Skills

- Deal in the present. Information is more useful when it is shared at the earliest appropriate opportunity.
- Talk directly to students rather than about them.
- Speak courteously. This creates positive role models for students.
- Take responsibility for statements by using the personal pronoun "I".
- Make statement rather than asking question. When dealing with students' behaviors, questions often create defensiveness.
Receiving Skills

- Use empathic, non evaluative listening. This makes the speaker feel that he or she has been clearly heard and that the feelings expressed are acceptable.
- Use paraphrasing, active listening, or reflecting in order to make the speaker feel heard. This allows the listener to become involved in the dialogue.
- Make eye contact and be aware of nonverbal message.
- Suggest strong leadership by using body carriage, facial expressions, and gestures.
Monitoring

- Scan the class frequently in order to notice and respond to potential problems.
- Reach calmly and quickly to a students' behavior in order to create a positive ripple effect.
- Make positive initial contact with students by praising the positive behavior that complements with the negative behavior.
- Remind students of the classroom rule or procedure that they are not demonstrating.
- Make students clearly aware of the rules and procedures and the consequence for violations.
Monitoring

• Give students clear cues indicating that continuation of a behavior will evoke the specified consequences.
• Employ consistent consequences for misbehaviors.
• Inform students that they are choosing the consequence of their behavior.
• Use consequences which are educational in nature.
• When one or two students are being very disruptive, focus other students in the class on their task. Then find a time to talk quietly with the disruptive students.
Delivery of Instruction

• Involve students in evaluating their own work as well as your instruction.
• Hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention.
• Ask the question and give ample wait time before calling on the student.
• Vary style as well as the content of instruction in order to address diverse students learning styles.
Delivery of Instruction\textsuperscript{cont’d}

- Provide work of appropriate difficulty to complement varying ability levels.
- Relate materials to student's lives whenever possible.
- Be animated, create anticipation, and use activities to catch student interest or increase student motivation to participate.
- Engage student learning through cooperative group work, competitive terms, group discussions, debates, and role playing.
CREATING A CLIMATE FOR LEARNING

1. Develop a set of written expectations you can live with and enforce.
3. Be patient with yourself and with your students.
4. Make parents your allies. Call early and often.
5. When communicating a concern, be specific and Descriptive.
6. Don't talk too much. Use the first 15 minutes of class for lectures of presentations, then get the Students working.
8. Don't roll call. Take the role with your seating chart while students are working.

9. Keep all students actively involved. For example, while a student does a presentation, involve the other students in evaluating it.

10. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.

11. Keep your sense of perspective and your sense of humor.

12. Know when to ask for help.
Classroom Management Techniques

• Establish eye contact.
• Move around the room and increase proximity to restless students.
• Send a silent signal.
• Give a quiet reminder.
• Re-direct student’s attention.
Classroom Management Techniques—contd

- Begin a new activity.
- Offer a choice.
- Use humor.
- Provide positive reinforcement.
- Wait quietly until everyone is on task.
- Ask a directed question.