SIXTH EDITION

Classroom Teaching Skills

Kenneth D. Moore

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Henderson State University

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CLASSROOM TEACHING SKILLS

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Preface

Classroom Teaching Skills was written with the belief that both preservice and practicing teachers can benefit from a text that presents essential teaching skills in a concise, easy-to-read fashion. Organized around a comprehensive model of teaching that includes planning, implementation, and evaluation components, the skills addressed in this volume are common to instruction at all grade levels and in all subject areas. Taken together, these skills may be thought of as a minimum repertoire that all teachers should acquire.

Because this book is brief, affordable, and self-instructional, it can be used as a core text for skills-oriented general methods courses, as a supplementary text for elementary and secondary methods courses, or as a handy reference for in-service seminars and workshops with a practical skills focus. It also makes an ideal reference volume for individuals wanting a skills refresher prior to taking state or national competency exams.

Pedagogy

The text has been carefully designed to maximize instructional flexibility and to model established principles of instruction. Each chapter begins with specific learning objectives that helps focus the reader's attention. Student application activities and Internet Web activities are included in most chapters to enhance concept understanding. The reader's understanding of key concepts is then checked by a series of self-tests that appear at the end of subsections within the chapters. End-of-chapter answer keys provide immediate feedback on how well the chapter objectives were met.

New to This Edition

There have been a number of refinements and additions to the sixth edition. All chapters have been updated with new information and several have been modified to reflect the latest educational issues and theory. A new chapter on accountability has been added.

A number of modifications have been made to individual chapters:

- Chapter 1, The Teaching Process, has been expanded to include sections on No Child Left Behind (NCLB), class size, and teacher testing.
- Chapter 2, Establishing Accountability, is a timely new chapter.

- Chapter 3, Planning for Diversity, has been modified to include material on gifted and talented and English as a second language (ESL).
- Chapter 4, Writing Objectives, has been modified to include material on constructivism.
- Chapter 5, Selecting Instruction, and Chapter 6, Designing Instruction, have been reorganized into a more student-friendly format and updated to include learning communities and service learning.
- Chapter 7, Communication, has been expanded to include material on intercultural communication.
- Chapter 8, Reinforcement, has been updated to include material on intrinsic process motivation and the constructivist classroom.
- Chapter 10, Establishing a Supportive Environment, has been expanded to address the responsive classroom.
- Chapter 11, Classroom Management, has been reorganized and updated with germane new materials on bullying, harassment, and school violence and with new material on getting the school year started.

Acknowledgments

A textbook represents the cooperative efforts of many individuals who have helped to shape its form and content.

I would like to express my gratitude and appreciation to the many students who have used past editions, to teachers and colleagues who continue to share their ideas, and to many others who have contributed to past editions.

Kenneth D. Moore

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About the Author

Kenneth D. Moore is Dean of Teachers College at Henderson State University. He received his Ed.D. degree in Curriculum and Instruction from the University of Houston. Dr. Moore has been involved in teacher education for more than 30 years at both the public school and higher education levels. He has authored three books, numerous journal publications, an ERIC monograph and has presented many papers at regional and national conventions. Dr. Moore has also served as Director of the Southwest Regional Association of Teachers of Science, President of the Oklahoma Association of Teacher Educators, President of the Oklahoma Association of Colleges for Teacher Education, and President of the Arkansas Association of Colleges for Teacher Education. Dr. Moore is presently involved in educational reform and educational technology and serves on the NCATE Board of Examiners (BOE).

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I

Setting the Stage for Effective Teaching

What is the purpose of teaching? A prospective teacher should consider this question carefully. Teaching is a challenge and is hard work. Part I addresses the constantly changing field of teaching and learning. The purpose of this first section is to help you gain insight into the process of teaching and learning.

Prospective teachers need to understand teaching as a profession. Chapter 1 addresses what it means to teach. We discuss the different roles of a teacher and develop a working definition of teaching. Since planning forms the core of the teaching process, a comprehensive seven-step planning model is presented. Various preinstructional, instructional, and postinstructional teaching skills associated with this model are then identified and described. Also, since these factors will impact the planning process, school organizational patterns, the school curriculum, and strategies for school improvement are addressed.

On the other hand, because schools function to bring about learning, prospective teachers need a basic understanding of educational law, expectations and standards, accountability, professional standards, and licensure requirements. Chapter 2 covers these essential topics.

CHAPTER 1

The Teaching Process

Objectives

After completing your study of Chapter 1, you should be able to:

1. **Identify and describe the three major roles performed by teachers.**
2. **Define and differentiate between teaching and reflective teaching.**
3. **Describe decision making and its importance to the teaching-learning process.**
4. **Differentiate between theoretical knowledge and active knowledge.**
5. **Identify the teaching skills necessary for effective teaching at the elementary and secondary level.**
6. **Explain the importance of effective planning and describe the seven sequential steps in the planning process.**
7. **Identify and describe various generic teaching skills.**
8. **Describe the different school organizational patterns.**
9. **Define curriculum and describe the different kinds of curricula.**
10. **Identify and describe the various educational proposals for improving the quality of education.**

One of the proudest and most important moments in the life of a teacher is teaching that first class. If you are an experienced teacher, that first day has come and gone and you recall it with fond memories. Or do you? If you are a novice teacher, you are probably looking forward to that first day with great anticipation. The years of work and preparation will finally pay off!

Whether you are an experienced teacher or a novice, you probably have some misgivings and apprehension about the teaching profession. Most likely you have concerns about being a "successful" teacher, a "good" teacher, an "effective" teacher.

What makes an effective teacher? Are there certain identifiable skills that make one teacher more effective than another? Some say that effective teachers are born with the skill to teach. Others scoff at this notion and declare that it is possible to develop and train someone to be an effective teacher (Carr, 1998; Hunt, Touzel, & Wiseman, 1999). This text identifies with the latter group.

Teaching

What does it mean to teach? We must answer this question before we can decide whether someone is an effective teacher. To prepare for developing a formal definition of teaching, let us look at what a teacher does. What are the major roles of a teacher?

Roles of a Teacher

Teachers play many roles, some of which interlock and overlap. However, most of your teaching activities can be divided into three broad categories that describe what you as a teacher do to bring about desired learning and changes in student behavior and to enhance student development.

Instructional Expert

The first and most notable role a teacher performs is that of instructional expert: the person who plans, guides, and evaluates learning. This role, in a sense, serves as a kind of core role that the others tend to support.

Information constitutes the foundation for learning and thinking. This basic information must be organized so it becomes the scaffolding or advance organizer to which students can add more complex information. Thus, information must be made meaningful so students remember it and are able to transfer it to a variety of situations. This is one of the major tasks of the teacher as instructional expert.

As an instructional expert, you must make decisions related to what to teach, what teaching materials to use, the best method to teach the selected content, and how to evaluate the intended learning. These decisions will be based on a number of factors, including state-suggested curricular goals, your knowledge of the subject, your knowledge of learning theory and motivation, the abilities and needs of your students, your own personality and needs, and your overall teaching goals. Effective teaching must go beyond simply

knowing about a subject or topic to being aware of how it fits in and what it has to offer. This means being aware of the relationships between the subject or topic and the rest of the curriculum.

Students will expect you, as an instructional expert, to have all the answers, not only to questions about your subject but to a multitude of subjects.

Manager

The second important job of a teacher is to order and structure the learning environment. Included in this role are all the decisions and actions required to maintain order in the classroom, such as laying down rules and procedures for learning activities. Sometimes this role is viewed as nothing more than that of disciplinarian, the person who must see that the classroom group and its individual members stay within the limits set by the school, the limits set by you the teacher, and the limits set by the tasks at hand. However, in its best sense, management is much more complex.

Teachers must manage a classroom environment. Therefore, teachers are environmental engineers who organize the classroom space to fit their goals and to maximize learning. The way the physical space of the classroom is organized can either help or hinder learning. Seating must be arranged; posters hung; bulletin boards decorated; extra books arranged; learning carrels and bookshelves installed. You may even want to build or adapt furniture for use in your classroom.

Classroom management also involves modeling a positive attitude toward the curriculum and toward school and learning in general. Teachers who reveal a caring attitude toward learning and the learning environment help to instill and reinforce similar attitudes in their students. The results, hopefully, will be more self-disciplined students and fewer management problems.

Finally, teachers are required to manage and process great amounts of clerical work. There are papers to be read and graded, tests to be scored, marks to be entered, attendance records and files to be maintained, notes and letters to be written, and so forth. Sometimes there seems to be little time for anything else.

Counselor

Nearly all teachers need the basic skills to assume the role of counselor in the classroom (Kottler & Kottler, 1993). Counseling skills are needed to develop high degrees of interpersonal sensitivity and to deal effectively with day-to-day problems. Although you will not be a trained counselor or psychologist, you should be a sensitive observer of human behavior. You must be prepared to respond constructively when behavior problems get in the way of student learning and development. In almost every class there are students who will look to you for guidance. Thus you must be prepared to assist students and parents with problems and to work with colleagues in making the school experience as supportive as possible.

Remember that teachers work with people: students, parents, administrators, and colleagues. You must possess good human relations skills and be prepared to communicate and work with these different factions on a day-to-day basis, sometimes under unpleasant circumstances. These interactions, both pleasant and unpleasant, will benefit from a deep understanding of people and their behaviors. Finally, you will need a thorough understanding of yourself—your own motivations, hopes, prejudices, and desires—all of which will affect your ability to relate to others.

Do you feel overwhelmed by all these aspects of teaching? You may be surprised to learn that many experienced teachers do too. With these roles in mind, let us develop a formal definition of teaching.

A Definition of Teaching

Teaching can be defined as the action of a person imparting skill or knowledge or giving instruction; the job of a person who teaches. Clark and Starr (1986) suggest that teaching is an attempt to assist students in acquiring or changing some skill, knowledge, ideal, attitude, or appreciation. Bruner (1966) defines instruction as "an effort to assist or shape growth" (p. 1). These definitions and the roles that teachers perform imply that teachers need to be concerned with all aspects of student development—physical, social, emotional, and cognitive. Therefore, a broad definition of teaching might be: the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. This is a tall order. What skills might one need in order to accomplish this noble task?

Central to the process of learning to teach is the concept of effective teaching. Trying to define the competencies needed to be an effective teacher has long occupied the thoughts of professional educators. Some will argue that effective teachers are those who are effective decision makers. Other educators feel that effective teachers are those with a superior command of the subject and the skills necessary to communicate that content.

Reflective Teaching

Recently, new ideas about effective teaching have emerged. Traditional teacher-training programs have been directive in nature, espousing what practices prospective teachers ought to be engaging in to be effective. The dynamic and complex nature of teaching, however, warrants that teacher educators prepare prospective teachers to be self-monitoring individuals. Self-monitoring requires that candidates have skills that enable self-analysis of teaching episodes, reflection and focusing on events rather than on personalities, and systematic observation for patterns and trends of teaching and learning behavior. These new ideas suggest that to be effective, teachers must inquire into students' experiences and build an empirical understanding of learners and a capacity to analyze what occurs in classrooms and in the lives of their students. Adapting your teaching to focus on inquiry and problem solving requires that you change your orientation from a view of teaching as static,

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