Microteaching

Course: Microteaching

Department: 2nd Science

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Introduction

Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). Microteaching can also defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors. By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering chaotic environment of the crowded classes. While instilling teaching skills in students during microteaching, reciprocal negotiation of the students actively presenting and watching about the performances can make great contribution to the acquisition of the skills (Taşdemir,

2006). Wilkinson (1996), emphasizes that teacher candidates can experience real teaching and teaching rules with the help of this method. This method offers teachers opportunities for discovering and reflecting on both their own and others' teaching styles and enables them to learn about new teaching techniques (Wahba, 1999). Pre-service teacher can benefit to a great extent from microteaching applications. Firstly, they reveal teaching facts; and roles of the teacher (Amobi, 2005; Hawkey, 1995; Kpanja, 2001; Wilkinson, 1996); help pre-service teachers to see the importance of planning and taking decisions (Gess-Newsome & Lederman, 1990); enable them to develop and improve their teaching skills (Benton-Kupper, 2001).

Microteaching technique is an application in which video recordings have been made possible as a result of developing technology. Audio and visual technology is an effective and reflective tool in preparing pre-service teachers to the profession of teaching. Video recordings provide pre-service teachers with the chance of evaluating themselves by engaging them in more experiences and configurations (Jensen et al., 1994). Sherin (2000) indicates that video recordings affect the perspectives of teachers in education process. Cunningham & Benedetto (2002) emphasize that video tools support the reflective learning, and Spurgeon & Bowen (2002) stress that by the help of these tools, the problems that may occur in education process can be observed and defined. Farris (1991) states that this method increases the confidence and raises the awareness of personal skills. Selçuk (2001) indicates that video recordings can not only be used for demonstrating model teacher behaviours but can also be used for the analysis of microteaching. Using video recording method in

microteaching applications contributes to the professional development of pre-service teachers by identifying strengths and weaknesses and improves their competencies (Tok, 2007).

When the relevant literature established on the use of microteaching technique in teacher education is reviewed, it is seen that the studies mostly focus on the efficiency of microteaching (Pauline, 1993), microteaching technique in different subject areas of teacher education (Çakır & Aksan, 1992; Peker, 2003; Akalın, 2005; Karçkay & Sanlı, 2009); the effects of video recordings on pre-service teachers' microteaching performances (Ceyhun & Karagölge, 2002; Lee & Wu, 2006); the efficiency of microteaching use for determining and solving the problems in teaching applications (Gürses et al., 2005; Erökten & Durkan, 2009); pre-service teachers' views about lecturing in the class (Görgen, 2003); microteaching applications in developing pre-service teachers' presentation skills (Higgins & Nicholl, 2003).

The literature review reveals that though microteaching applications are widely used in the courses such as teaching practice, special teaching methods and teaching technologies and materials development, they are not much drawn on in environment education courses. When the research on environmental education is examined, it is seen that there is no application in which TV programs are used to bring real life to the class.

In the prevention of environmental pollution not only at the local level but also at the global level and rearing individuals with positive attitudes and behaviors towards environment, teachers

should assume an important role. To do so, during their pre-service education, teachers themselves should be exposed to experiences to make them more environmentally conscious. Changing behaviors about environment positively necessitates the alteration of attitudes, information, value judgments and accordingly consciousness. In order to realize these changes in environmental education, during the learning process different teaching methods and techniques should be used. Environment education is important in terms of shaping the new generations' environment-related attitudes, beliefs and values. However, it is clear that we have some difficulties in combining theory with practice. In this regard, microteaching seems to have great potential because it can provide pre-service teachers with opportunities to try their theoretical information in practical settings, so their confidence in their ability to teach environment-related topics can increase. Thus, the purpose of the present study is to develop a sample model in the form of microteaching where a TV program is used for environmental education purposes. Moreover, it aims to determine the effects of a TV programs designed as a microteaching application on pre-service teachers' perceptions of lecturing.

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in 1963 at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been his/her own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's teaching objectives. Watching the video and getting comments from colleagues and students provide teachers with an often intense "under the microscope" view of their teaching.

Meaning of Micro Teaching: Micro teaching represents an appropriate innovative technique for helping the pupil teacher's being trained in the colleges of education in their acquisition of the desired teaching skills. We can define micro teaching as a sort of specialized training technique that provides appropriate opportunities to the pupil teachers for the practice and development of some specific teaching skills by organizing teaching it its micro form- miniature in terms of class size, time duration and content to be covered. It is a device of imparting training to the inexperienced or experienced teachers for learning the art of teaching by practicing specific skills through a "scaled down teaching encounters" i.e. reducing the complexities of real normal teaching in terms of size of the class, time and content.

The use of micro-teaching technique in reference to the teacher education program adopted in our country may prove advantageous on account of the specific features and characteristics inherent in this technique such as

(i) non-dependence over the practicing schools and their students for the practice of skills,

(ii) providing opportunity for the practice of one teaching skill at a time,

(iii) reducing the complexities of the normal classroom teaching,

(iv) providing appropriate opportunities for systematic observation of the teaching and immediate feedback to bring improvement in one's teaching skill, and

(v) providing opportunity to the teacher trainees for the development of their teaching skills in the laboratory like controlled conditions.

The micro-teaching procedure adopted for practicing teaching skills in our teacher Micro teaching is a method which enables teacher trainees to practice a skill by teaching a short lesson to a small number of pupils. Usually a micro lesson of 5 to 10 minutes is taught to four or five fellow students. A supervisor, using an appraisal guide, usually rates the lesson and then discusses it with the teacher trainee, where closed circuit television is available the appraisal guide may be redundant. The teacher trainee may alter his/her approach if necessary and later reteaches the lesson to another group of pupils. This lesson is

also rated by the supervisor and then analyzed and discussed with the teacher- trainee.

Some characteristics of micro teaching:

1. In micro teaching the trainee can concentrate on practicing a specific, well-defined skill.

2. Micro teaching provides for pinpointed immediate feedback.

3. As micro teaching is scaled down teaching, there is no problem of discipline.

4. Less administrative problems arise as teaching sessions are organized with peers.

5. Micro teaching provides an opportunity to undertake research studies with better control over conditions and situations.

6. Micro teaching can be used as an integral part of teacher training in India as sophisticated gadgetry is not a must.

The steps in a microteaching session are:

1. PLANNING:

This involves selection of the skill to be practiced, awareness of components of the skill, selection of a suitable concept, writing of micro lesson with specific objectives.

2. TEACHING:

The following setting is suggested for the micro teaching technique.

Time: 5 minutes

Students: peer group-5 or so in number

Supervisors: 1or 2

If possible, use of CCTV facility could be made to enable the teacher trainee to get a first hand look at his weaknesses.

3. FEEDBACK:

This is a vital aspect of the micro teaching cycle. To be effective it must be clearly related to the model of the teaching skill used. Appraisal guides add to the comments of the supervisor and fellow students, they focus the feedback on to specific

behaviours and can be used for the analysis session or be just given to the teacher trainee with a written comment or rating of his/her skill performance.

4. REPLAN:

Keeping in mind the feedback received from the supervisor the teacher trainee replans his/her micro lesson writing another micro lesson plan or editing the existing one.

5. RETEACH:

The teacher trainee re teaches, incorporating the suggested changes with the same students or another group of 5 students. Supervisor checks to see whether there is any improvement in skill attainment.

6. RE-FEED BACK:

The supervisor assesses the lesson again pointing out the improvements and lapses.

Advantages of micro teaching:

☐ Micro teaching is useful for developing teaching efficiency in pre service and in service teacher education programs.

☐ Micro teaching can be either in real class room conditions or in simulated conditions.

☐ The knowledge and practice of teaching skills can be given by the use of micro teaching.

☐ Micro teaching is a training device for improving teaching practice and prepares effective teachers.

☐ It focuses attention on teaching behavior to modify and improve in the desired direction.

☐ Micro teaching is an effective feedback device for the modification of teacher behavior.

☐ Micro teaching minimizes the complexities of the normal classroom teaching by scaled down teaching.

☐ Micro teaching permits increased control and regulates teaching practice.

☐ The demonstrations of model lessons in micro teaching are possible through video- lessons and short films.

Drawbacks (limitations) of micro teaching:

☐ Micro teaching tends to reduce creativity of teachers.

☐ Its application to new teaching practices is limited.

☐ It requires competent and suitably trained teacher educators for its successful implementation.

☐ Micro teaching alone may not be adequate. It needs to be supplemented and integrated with other teaching techniques.

☐ Micro teaching is very time consuming technique.

☐ The list of skills is not exhaustive and does not apply to all subjects.

☐ Too much fragmentation of skills is not considered convention or practical for training.

☐ Some skills tend to overlap each other.

☐ Different skills are required for different stages and for different subjects which are difficult to formulate and achieve. Only a few basic skills such as questioning, explaining, stimulus variation, management of class are common and can be developed.

The Micro-teaching programme involves the following steps

:

Step1

Particular skill to be practiced is explained to the teacher trainees in terms of the purpose

and components of the skill with suitable examples.

Step 2

The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees

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Step 3

The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step 4

The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

Step 5

On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step 6

In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in more effective manner in the second trial.

Step 7

The revised lesson is taught to another comparable group of pupils.

Step 8

The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step 9

The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Objectives of micro teaching

Objectives of Microteaching

• To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.

• To enable teacher trainees to master a number of teaching skills.

• To enable teacher trainees to gain confidence in teaching.

Characteristic of Microteaching

• Microteaching is a highly individualized training device

• Microteaching is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule

• It is a student teaching skill training technique and not a teaching technique or method

• Microteaching is micro in the sense that it scale down the complexities of real teaching

• Practicing one skill at a time

• Reducing the class size to 5 – 10 pupil

• Reducing the duration of lesson to 5 – 10 minutes

• Limiting the content to a single concept

• Immediate feedback helps in improving, fixing and motivating learning

• The student are providing immediate feedback in terms of peer group feedback, tape recorded/CCTV

• Microteaching advocates the choice and practice of one skill at a time

Steps of Micro-teaching

The Micro-teaching program involves the following steps:

Step I

Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

Step II

The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.

Step III

The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step IV

The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

Step V

On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step VI

In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in more effective manner in the second trial.

Step VII

The revised lesson is taught to another comparable group of pupils.

Step VIII

 The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step IX

 The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Micro-teaching Cycle

The six steps generally involved in micro-teaching cycle are Plan, Teach, Feedback, Replan, Reteach and Refeedback. There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure:

Diagrammatic representation of a Micro-teaching Cycle

Plan

 This involves the selection of the topic and related content of such a nature in which the use of components of the skill under

practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

Teach

This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of the activities. If the situation is different and not as visualized (in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the Wlass. He should have the courage and confidence to handle the situation arising in the class effectively.

Feedback

This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

Re-plan

The teacher trainee replans his lesson incorporating the points of strength and removing the points not skillfully handled during

teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

Re-teach

This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback

This is the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

Time duration for the microteaching is:

Teach: 6 Minutes.

Feedback: 6 Minutes.

Re-Plan: 12 Minutes.

Re-Teach: 6 Minutes.

Re-Feedback: 6 Minutes.

Phases of Micro-teaching: There are three phases of the Micro-teaching procedure which you have studied in the previous section of this Unit. They are:

1. Knowledge Acquisition Phase.

2. Skill Acquisition Phase.

3. Transfer Phase of Micro-teaching.

1. Knowledge Acquisition Phase (Pre-Active Phase)

It includes the activities such as;

Ø Provide knowledge about teaching skills.

Ø Observe the demonstration of teaching skill.

Ø Analyze and discuss the demonstration of the teaching skill.

2. Skill Acquisition Phase (Inter-active Phase)It includes the activities such as;

Ø Planning and preparation of micro lesson for a skill.

Ø Practicing the skill.

Ø Evaluation of the practiced skill (Feedback).

Ø Re-plan , Re-teach and re-feedback till the desired level of skill is achieved.

3. Transfer Phase (Post –Active Phase)

Ø Giving opportunity to use the mastered skill in normal class room teaching.

Ø Integrate the different skill practiced

Link Practice (Integration of Teaching Skills)When mastery has been attained in various skills ,the teacher trainee is allowed to teach the skills together. This separate training program to integrate various isolated skills is known as 'Link Practice'

-- It helps the trainee to transfer effectively all the skills learnt in the micro teaching sessions.

-- It helps to bridge the gap between training in isolated teaching skills and the real teaching situation faced by a student teacher.

-- Desirable Number of Pupils: 15-20

-- Preferable Duration: 20minutes.

-- Desirable Number of Skills: 3-4 Skills

• Link practice or integration of skills can be done in two ways;

Integration in parts3 or 4 teaching skills are integrated and transferred them into a lesson of 15-20 minutes duration. And again 3 or 4 skills are integrated and are transferred all the skills to one lesson.

Integration as a whole Student teacher integrates all the individual teaching skills by taking them as a whole and transferred them into a real teaching situation.

Merits of Microteaching

• It helps to develop and master important teaching skills.

• It helps to accomplish specific teacher competencies.

• It caters the need of individual differences in the teacher training.

• It is more effective in modifying teacher behavior.

• It is an individualized training technique.

• It employs real teaching situation for developing skills.

• It reduces the complexity of teaching process as it is a scaled down teaching.

• It helps to get deeper knowledge regarding the art of teaching.

Limitations of Microteaching

• It is skill oriented; Content not emphasized.

• A large number of trainees cannot be given the opportunity for re-teaching and re-planning.

• It is very time consuming technique.

• It requires special classroom setting.

• It covers only a few specific skills.

• It deviates from normal classroom teaching.

• It may raise administrative problem while arranging micro lessons

What is a micro lesson?

Micro lessons are bite-sized modules that focus only on key elements or messages of a learning topic. Unlike traditional modules that take hours to get completed, micro lessons are designed for self-paced learning that can be completed only within five to ten minutes. This way, training managers can prevent cognitive overload in which the brain is forced to digest abundant information all at once, negatively affecting knowledge retention among learners. Through micro lessons, information can be effectively embedded into the long-term memory of learners while also empowering them to have control over their learning process. This makes training not only more understandable but also more engaging and less time-consuming.

What is micro teaching?

Micro teaching is a proven method so you can micro teach to the best of your abilities and ultimately drive better learning results. Simply put, micro teaching involves scaling back the lesson material so that any given team member can absorb what's being taught in small bursts. This method is a popular one not only because of the brevity of lessons, but because micro-learning has also proven to help convert short-term memory to long term, meaning that delivering learning material in bite-sized chunks can be incredibly effective, if not the most effective form of learning. If you're unfamiliar with micro-learning, it's the

breakdown of information into topical, bite-sized chunks, not only making it easier for the learner to absorb the content but also resulting in better learning. In fact, micro-learning sees completion rates around the 90% mark (where completion rates are commonly around 15% in traditional eLearning). What's more, these courses are interactive and fun, which means learners actually enjoy completing the learning content. According to a recent study, 94% of L&D professionals say that they prefer micro-learning to traditional eLearning courses because their learners prefer it (Boyette).

Apart from being modern and fun, one of the reasons why learners prefer micro-learning is because it allows them to easily digest the information rather than being overwhelmed with too much to take in. By the same token, micro teaching delivers micro lesson(s) in small bursts to maximize absorption and mitigate any unnecessary content to provide the best learning results possible.

In this article, EdApp's Instructional Design team – who have mastered the art of creating results-driven, beautiful, and interactive micro-lessons – share their knowledge for creating the best micro-lessons for you and your teams.

Micro teaching ideas

If you're unsure where to start, we've collected 10 ideas for micro teaching to get you started:

Onboarding. If you're onboarding new staff, one of the best ways to do this is through micro teaching. Simply scale back your onboarding process by breaking it up into small, digestible chunks. In an EdApp micro-lesson, you can easily introduce your company and your teams, values and culture, and more. It also gives new starters the opportunity to revisit their onboarding lesson if they missed anything

Compliance. Have any company-wide or even team-wide compliance-based training? Scale back your content into bite-sized portions so it can easily fit into a micro-lesson. For reference, it should take around 5 – 10 minutes to complete one micro-lesson.

Product training. Especially if you're in an industry like retail, create a micro teaching plan around your products or collections. Micro-learning allows you to easily break down your products into categories and simultaneously boosts retention rates.

Health and Safety. Whether you're in an office, on-site, or working remotely, every organization has best practices around health and safety. Easily upload micro-lessons around your fire escape plan, educate your teams on COVID-19, and everything in between.

Team Building. Build and maintain your company culture through team-building exercises. Include anything from breakout activities, games, and engagement to build happy, well-functioning teams in your workplace.

Sustainability. Looking to do your part by educating your teams on sustainability practices they can introduce to their lives at home and at work? Why not share sustainability content on everything from the United Nations' Sustainable Development Goals (SDGs) to sustainable eating and more.

Leadership skills. Empower your teams with the skills they need to be great leaders in the workplace. Like team building micro teaching, leadership skills will help nurture and grow your teams by giving them the tools they need to thrive.

Communication skills. Regardless of your industry, communication skills are imperative to help drive the success of your business. Train your teams on verbal, written, and non-verbal communication tactics and styles to nurture professional growth.

Mental health. Health and wellbeing are key for every team. Share micro teaching on mental health and resilience in EdApp's editable content library, provided by industry leaders around the globe. Pick and choose which content you would like to share with your teams to facilitate health and balance.

We've all experienced forms of micro teaching (and micro-learning) at some point in our lives. And while the concept of micro teaching is nothing new, it's steadily increased in popularity due to its effectiveness, especially in workplace training. To fully understand the power of micro teaching and learn how to successfully create your own micro teaching lesson plan, read on.

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What is a micro lesson?

Before we jump into micro teaching, let's break it down: A micro lesson is a small lesson built around one target you're aiming for your learners to achieve. Given the amount of content being learned, a micro lesson should take less than 15 minutes to complete. This gives learners a key concept to focus on and master, rather than being confused or overwhelmed with too much information. Within the award-winning EdApp platform, each micro lesson lives within a course that is built around a micro-learning lesson plan. Having small lessons is key to the success of a learning plan because, as we've mentioned, the bite-sized content results in higher completion and retention rates, ultimately better learning results.

Important teaching skills

Teaching skills are crucial when working as an educator. These skills are what help a teacher keep their classroom engaged and interested in learning. Knowing the most desirable teaching skills, as well as how you can highlight them can help you find a teaching job that you enjoy. It can also be helpful to learn how to highlight your teaching skills in your cover letter and resume, as well as during the interview.

What are teaching skills?

Teaching skills are the hard and soft skills that help a teacher keep students engaged. These skills can also help teachers position themselves as an educator, earning the attention and respect of their students. Some teaching skills come naturally to

some, whereas others may require development with practice. Developing teaching skills is only one part of becoming a good teacher. It can also be helpful to learn how to highlight these skills on your resume and during your teaching interview.

Communication:

Communication is important as a teacher, whether you are transferring information to a student, or learning how you can better meet the needs of your students. Teachers will often use both verbal and nonverbal communication skills to understand school policies, as well as to communicate the progress of students to their parents. Teachers may need to read body language to understand students who are struggling or when the classroom is not understanding a lesson.

Project management:

Teachers will often work on multiple projects at one time. This might include creating lesson plans, working one-on-one with students, or grading assignments. Additionally, teachers are often required to meet certain goals before the end of the school year. Teachers will need good project management skills to stay organized and timely and to meet these year-end goals.

Problem-solving:

Problem-solving or conflict resolution skills can also be helpful in the educational environment. Teachers may need to manage conflict between students, other teachers, or even during parent-teacher meetings. Problem-solving skills allow teachers to come

up with unique solutions to conflict, identifying ways that meet the needs of everyone involved.

Creativity:

Different students learn differently, making creativity an important teaching skill. Some lessons can also be more difficult to teach and creativity can help students maintain interest in the lesson. Teachers who are creative tend to hold the interest of their students longer, allowing them to teach difficult topics and subjects.

Leadership:

Leadership skills can also be helpful in the classroom. Teachers will need to lead their classrooms, keeping their students engaged and interested. Leadership skills can help with managing the classroom and highlighting the importance of upcoming due dates or project goals.

Patience:

Patience is crucial when working as a teacher. In addition to being a role model to teach patience to students, being patient can help teachers meet their students where they're at academically. Students will gather information at different paces and being patient can help create an environment of acceptance while also promoting learning.

Technical:

In today's technical times, having some comfort with using computers is important. Many lessons are taught using computers or videos and having the ability to troubleshoot and run these programs is useful. Younger students may also need assistance with running or updating programs and will turn to the teacher for help doing so. Some teachers may also choose to assign work or tests online.

How to improve teaching skills

Good teachers are continually improving upon their skills. You can improve your teaching skills with the following steps:

First, recognize your strengths: It can be helpful to first know your strengths in relation to your teaching skills. You may be able to use these strengths to help with developing areas that you would like to improve.

Second, create a list of teacher skills needed you would like to improve: Now, create a list of skills for teachers that you would like to further develop. These may be skills that you have had less experience with or ones that you find the most difficult to implement in the classroom.

Then, identify specific ways to improve these skills: For each teaching skill listed, consider specific ways you can improve them. For example, if you want to be more organized, you might try to improve your organization in other areas of your

life. If you want to be a better leader, then you might volunteer for a leadership position in an after-school group.

Determine how you will measure the development of skills: Good goals are SMART goals, which are goals that are specific, measurable, actionable, realistic, and timely. Determine how you will measure the development of each skill, as well as a timeline of how long you can expect to realistically complete each one.

Improving skills takes time and practice. That is why it is so important to continue monitoring your progress toward the development of certain skills.

Teaching skills in the workplace

You can improve your skills in the workplace with the following tips:

Use SMART goals: Setting goals that are S.M.A.R.T. can help you track progress toward the development of your skills.

Continue working on your skills: Teaching skills can be continually improved. Continue to track your progress toward these goals and find new opportunities to improve as you meet your goals.

Practice your teaching skills in your daily life: Certain skills, like organization and patience, can be harder to develop. But, trying to be more organized in your home life, or more patient in your personal relationships can help you develop these skills.

Get creative: Finding unique ways to develop your classroom skills can also help with developing your creative skills. For example, you might try mindfulness to improve patience. You might join an art class to find new ways to express creativity in the classroom.

Drop-in on other teachers' classrooms: Sometimes, it can be helpful to monitor how other teachers lead their classes. It can also be helpful to accept and give feedback, allowing you and your coworkers to work in a collaborative way to improve your skills.

Developing your teaching skills may take some creativity. But, in doing so, you can develop the skills that will help you in the classroom, while also improving your creativity skills.

How to highlight teaching skills

Highlighting your teaching skills is an important part of finding a job as a teacher. You will need to highlight your skills on your cover letter and resume to get an interview. Then, you will need to highlight the same skills in your interview to get a teaching job.

Key skills for teachers for resume and cover letter

As you begin your career as a teacher, you will need to highlight your skills on your resume and cover letter. You might include your teaching skills on your resume in the following ways:

First, make a list of your top skills: Get organized by first making a list of your top teaching skills. Go through some of the most common skills and consider which you would consider your top skills.

Then, consider which work experiences highlight these skills the most: You can highlight your top skills by listing your duties in previous positions. For example, if you worked as a teaching assistant as an intern and you were in charge of facilitating a new program, you could list this experience. This demonstrates your skills in leadership and creativity.

Next, evaluate the requirements of the position: You can gather a lot of information from the job description. Most employers will list the skills they are looking for in a candidate.

Finally, review your cover letter and resume: Review your cover letter and resume before submitting it. It is best to create a new cover letter with each position and to review your resume.

Teaching skills for the job interview

If you were called for an interview, it is time to practice how you will highlight your top skills. You can highlight your skills in the interview with the following steps:

First, review your list of top skills: You will be asked about your teaching skills in your teacher interview. Go over your list of skills and consider how you can best demonstrate them.

Then, think of a few top teaching experiences: Many of the interview questions asked are likely to be behavioral. These are questions that ask you to describe a situation. Think of a few top teaching situations that highlight your skills ahead of time to help you prepare for these questions.

Then, consider what skills you would like to improve: You may also be asked about your greatest weaknesses as a teacher. It can be helpful to consider which skills you would like to develop further. In your answer, be sure to include steps you are taking to improve on them.

Finally, practice with a friend: You can improve your confidence by practicing some of the most common teaching interview questions ahead of time. Be sure to include your top skills in your answers.

By highlighting your teacher skills in your resume and interview, you can demonstrate why you are a good fit for the position.

Developing certain teaching skills is important as a teacher. By practicing your interview answers ahead of time and understanding what skills are important as a teacher, you can excel at your interview and land a job you enjoy.

Lesson planning

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class

time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

Objectives for student learning

Teaching/learning activities

Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. 1).

LessonPlan

Steps for Preparing a Lesson Plan

Below are six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

(1) Outline learning objectives

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

What is the topic of the lesson?

What do I want students to learn?

What do I want them to understand and be able to do at the end of class?

What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?

Why are they important?

If I ran out of time, which ones could not be omitted?

And conversely, which ones could I skip if pressed for time?

(2) Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get

students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

How will I check whether students know anything about the topic or have any preconceived notions about it?

What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?

What will I do to introduce the topic?

(3) Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

What will I do to explain the topic?

What will I do to illustrate the topic in a different way?

How can I engage students in the topic?

What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

What will students need to do to help them understand the topic better?

(4) Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. You can look at Strategies to Extend Student Thinking, http://www.crlt.umich.edu/gsis/P4_4.php to help you generate some ideas and you can also ask yourself these questions:

What questions will I ask students to check for understanding?

What will I have students do to demonstrate that they are following?

Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

(5) Develop a conclusion and a preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about…"), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

(6) Create a realistic timeline

GSIs know how easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility

and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

Estimate how much time each of the activities will take, then plan some extra time for each

When you prepare your lesson plan, next to each activity indicate how much time you expect it will take

Plan a few minutes at the end of class to answer any remaining questions and to sum up key points

Plan an extra activity or discussion question in case you have time left

Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a

clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member at CRLT (see also, Improving Your Teaching: Obtaining Feedback, http://www.crlt.umich.edu/gsis/P9_1.php and Early Feedback Form, http://www.crlt.umich.edu/gsis/earlyfeedback.pdf).

Conclusion

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning

objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructors learn from each other.

What Is a Lesson Plan and How Do You Make One?

LESSON PLANS

Share:

A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured.

Lesson plans help teachers be more effective in the classroom by providing a detailed outline to follow each class period.

This ensures every bit of class time is spent teaching new concepts and having meaningful discussions — not figuring it out on the fly!

The most effective lesson plans have six key parts:

Lesson Objectives

Related Requirements

Lesson Materials

Lesson Procedure

Assessment Method

Lesson Reflection

Because each part of a lesson plan plays a role in the learning experience of your students, it's important to approach them with a clear plan in mind.

Let's start with the first part of every lesson plan -- the lesson objectives!

1. Lesson Objectives

lesson-plan-lesson-objectives

Lesson objectives list what students will be able to do after completing the lesson.

These objectives let you easily tell if your lesson has effectively taught your students new concepts and skills.

It can feel overwhelming to pin down specific takeaways for a lesson, but you can break the process into steps to do it in a breeze!

First, it's best to view your lesson objectives as goals for your class and students.

One of the most popular goal-setting strategies is the "SMART" criteria, which ensures goals are focused.

In the context of lesson planning, you can use the SMART criteria to determine your lesson objectives:

Is the objective specific?

Is the objective measurable?

Is the objective attainable by all students?

Is the objective relevant to your class and students?

Is the objective time-based to align with your syllabus?

For each objective, it's important to start with an action that relates to what students should be able to do after the lesson.

Depending on what topic you're teaching and the level of knowledge your students have, these actions will vary.

For example, when teaching brand new concepts, you may define actions like define, identify, explain, and determine.

However, if your lesson involves more advanced tasks, the objectives may include actions like create, use, perform, or measure.

To see these phrases in context, let's look at examples that a computer teacher might choose when teaching Microsoft Word.

For an introductory lesson about Microsoft Word, objectives could be:

Identify parts of the ribbon menu

Determine methods of selecting text in a document

Define fonts and font styles

In a more advanced class, objectives might include:

Insert a document header

Use document themes

Add a page border

When creating your lesson objectives, keep in mind that it's easier to measure student success when you have specific goals.

Once you've put your lesson objectives together, it's time to tie them in with the next part of your lesson plan -- the related requirements!

2. Related Requirements

lesson-plan-related-requirements

Related requirements are national, state, or school standards that dictate what you need to teach in a class.

If you teach a CTE course you likely need to tie your lessons to certification requirements as well.

Every lesson you teach should help you hit those requirements. Listing them in your lesson plans helps you satisfy those requirements while focusing on the end goal of your class!

On top of that, some administrators require teachers to distinctly show how they will teach course standards in each lesson.

If you put them on your lesson plans, you've got a quick reference to prove you're on the ball!

When listing course standards or certification items on your lesson plan, it's smart to use the exact organizational system found on your standards to make sure your class aligns.

If you don't have the specific outline for your course standards, ask another teacher or your administrator where you can find them.

To get detailed certification requirements, check the certification provider's website for an exam outline or test plan.

Laying out each lesson plan according to your requirements can be tedious work, but it will ultimately help you stay organized and aligned with what you're supposed to teach!

3. Lesson Materials

lesson-plan-lesson-materials

The third section on your lesson plan is the list of materials that you need to teach the lesson and measure student outcomes.

This section prepares you to deliver your lessons every day.

Without this list, you may accidentally forget to print an important document or sign out the shared laptop cart!

Common types of lesson materials include:

Student handouts

Textbooks

Visual aids

Grading rubrics

Activity packets

Computers / Tablets

The list of materials for each lesson depends on what you plan to teach, how you'll teach it, and how you'll measure lesson objectives.

Because of this, many teachers compile their list of lesson materials in tandem with their lesson procedure!

4. Lesson Procedure

lesson-plan-lesson-procedure

Your lesson procedure is an in-depth explanation of how the lesson will progress in the classroom.

The lesson procedure is essentially step-by-step instructions that walk you through everything from the time students enter the classroom until the bell rings at the end of the period.

It's smart to be very detailed in this portion of your lesson plan. After all, there will be cases when another teacher or substitute needs to fill in for you!

When writing your lesson procedure, you need to choose the type of activities that will help students meet the lesson objectives.

To do that, you can answer a list of questions, including:

How will you introduce the topic?

What's the best way to teach this information to your students?

How can you incorporate problem solving and critical thinking?

What real-life scenarios relate to this topic?

Does this topic lend itself to group work?

It's also a great idea to find out how other teachers address the topics in the classroom. You can do this by talking to coworkers, joining an online community, or searching for lesson ideas on educational blogs.

After writing out a rough draft of your lesson procedure, many teachers outline it according to a specific teaching strategy.

At AES, we recommend teachers use the four phases:

Explore: Students discover a concept

Learn & Practice: Students apply their discoveries

Reflect: Students review what they've learned

Reinforce: Students apply their knowledge to problem-solving scenarios

Phase 1 - Explore

In the Explore phase of your lesson, you'll introduce the objectives of the lesson and discuss key concepts students should know.

This portion of your lesson procedure may entail an icebreaker activity to get students thinking about a new concept.

In other cases, you might introduce the information by using a presentation to lecture while your students take notes.

Ultimately, the strategy you use in the Explore phase will depend on the topics you'll be teaching and your students' prior knowledge.

Phase 2 - Learn & Practice

In the Learn & Practice phase, your students will work independently to get into the details of your lesson.

If you use a textbook as your main curriculum resource, your students can read through an assigned passage to take notes or complete a worksheet.

If you use a digital curriculum system, it's the perfect time for students to work through the digital lessons and guided notes.

You may also incorporate a class activity, group work, or skills practice to further engage your students in what they're learning.

Overall, this phase will make up the bulk of your lesson time, so be sure to detail everything out in your lesson procedure!

Phase 3 - Reflect

In the Reflect phase, students will look back (and reflect on) what they've learned in the lesson.

Most often, teachers lead a class discussion with critical thinking questions for students to answer aloud or in their class journal.

It's important to list the questions you plan to ask within the lesson procedure, to make sure you don't forget anything!

Phase 4 - Reinforce

In the Reinforce phase, students will apply what they've learned through critical thinking activities.

Depending on the lesson, you may want students to complete these tasks individually or as part of a group.

This portion of the lesson procedure helps you gauge if your students will achieve the lesson objectives and often tie in with the assessment method!

5. Assessment Method

lesson-plan-assessment-method

The assessment method measures whether your students learned a lesson's information and met your lesson objectives.

The methods listed on your lesson plan will most often be formative assessments and vary from lesson to lesson.

To start, there are dozens of ways to measure student learning through formative assessments. Some of the most common assessment options include:

Quizzes

Hands-on activities

Writing assignments

Group presentations

Exit slips

Class journal entries

In addition, your assessment method may be an in-class assignment or homework for students to complete prior to the next class.

When choosing your assessment method, it's important to incorporate your lesson objectives.

If an objective was related to understanding a concept, consider an assessment that requires students to explain that concept.

If an objective was for students to demonstrate a skill, design an assessment to confirm they can do that skill.

Also, while many assessments receive grades in a class, formative assessments don't always need to be graded!

Ultimately, the purpose of this assessment is to measure how well your students learned a lesson's material based on the way you presented information.

This measurement will help you wrap up each lesson plan with the lesson reflection.

6. Lesson Reflection

lesson-plan-lesson-reflection

The lesson reflection portion of a lesson plan encourages teachers to take notes on how to improve a lesson after it has been completed.

By this point, your lesson has clear objectives, a plan for teaching, and a way to assess student learning.

But if you don't critically consider whether you succeeded, you're doing a disservice to your future students!

When completing your lesson reflection, ask yourself questions like:

Did a part of the lesson take longer than expected?

Was there a portion that students asked for a lot of help with?

Did students breeze through the information with no problem?

Were students engaged and interested in the lesson?

Were the objectives met by most (or all) of the students?

Essentially, you want to note any part of your lesson that didn't go as expected.

In addition, it's smart to record ideas for improvement or adjustments in this section as well.

That way, when you go to teach your lessons in the future, you have all of the information for improvement in one place!

Lessons Are Just the Beginning

Lesson plans are the first steps in creating a full-fledged curriculum for a class.

They dig into the details that ensure you teach the right information to your students at the right time, and they simplify your career by giving you a roadmap to follow each and every day.

But what about the big picture?

This is one of the hardest parts of teaching for educators throughout the world. It's not just the individual lessons that need your attention — it's the class as a whole!

Samples of lesson plans

LESSON PLAN

Grade:

Subject:

Date:

Topic:

Lesson:

Lesson Focus and Goals:

Structure / Activity:

Assessment:

Single Subject Lesson Plan

Name: _____

Shool: _____

RoomN°: _____

Subject: _____

Lesson: _____

Standards addresses: _____

_____

Objectives: _____

_____

Outline:

Resources: _____

_____

Activity: _____

_____

Assignment: _____

Evaluation: _____

Notes:

Teacher: Mr. Riter   **Course:** AP Biology

Unit Title: Genetics   **Lesson Title:** Comparative Fish Proteomics

Date(s): February ?

Type of Lesson: ☐ Acquisition   ☐ Extending/Refining   ☐ Assessment

Unit Essential Question	What is Phylogeny?
Lesson Essential Question	Does molecular evidence support the theory of evolution?
Activating Strategy	Students complete a pre-lab computer activity to predict similarity of fish muscle.
Key Vocabulary	Phylogeny, SDS-PAGE, Proteomics, gene-sequencing, denaturation, actin myosin, cladogram.
Teaching Strategies (Activities)	**Procedure:** **Part 1. Electrophoresis** 1. Label one flip-top and one screwcap microtube with the name of each fish sample being prepared for electrophoresis. 2. Add 250µl of Laemmli Sample buffer to each labeled flip-top tube. 3. Obtain a piece of each fish muscle sample. Cut each to ~ 0.25 x 0.25 x 0.25 cm³. Avoid skin, fat, and bones. Transfer each fish sample to the appropriately labeled flip-top microtube and close the lid. 4. Gently flick the microtubes 15 times with finger to agitate the tissue in the sample buffer. 5. Incubate samples for 5 minutes at room temperature to extract and solubilize the proteins. 6. Carefully pour the sample buffer containing the extracted proteins, but **not** the solid fish piece, into the correctly labeled screwcap microtube. 7. Heat the fish samples and the actin and myosin standard (AMS) for 5 minutes at 95°C to denature the proteins. 8. Store samples in freezer until next class. 9. Place a yellow sample loading guide on the top of the electrode assembly 10. After loading all samples, remove the sample loading guide, place the lid on the tank, and insert the leads into the power supply, matching red to red and black to black. 11. Run gel for 30 minutes at a constant voltage of 200V

KS1/2 Short-Term Lesson Plan

Programme of Study:		Year Group:	Date:
Knowledge, Skills and Understanding:		Grouping:	Duration:
		Activity:	
Learning Intentions:			

Progression of Learning and Teaching: Key Teaching Points	Points to Remember: Key Learning & Teaching Strategies
Introduction: •	Resources: Key Vocabulary: Key Questions: Differentiation:
Activities and Experiences: •	
Conclusion/ Plenary: •	
Cross Curricular Links:	
Success Criteria: • • •	Assessment Methods:
Evaluation/ Next Steps:	

EEI Lesson Plan Template

Client Organization: Telephone:

Main Contact: Fax:

Email Address: Date:

VITAL INFORMATION	
Author	
*Subject(s)	
Topic or Unit of Study	
*Grade/Level	
*Summary	
STANDARDS AND DIFFERENTIATED INSTRUCTION:	
*Standards	
Differentiated Instruction	
EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED:	
Objective	
Anticipatory Set	
Teach Lesson / Model	
Guided Practice	

20 Classroom Management Strategies and Techniques

Universal classroom management strategies for educators

These 20 classroom management techniques have shown to improve classroom behavior, build relationships for a better classroom community, and foster a positive classroom environment where student learning is the number one collective goal.

Try these effective classroom management strategies with your students to become a happier, more effective teacher.

1. Model ideal behavior

Make a habit of demonstrating behavior you want to see, as many studies show that modelling effectively teaches students how to act in different situations.

A straightforward way to model certain behaviors is holding a mock conversation with an administrator, other teacher or student helper in front of the class. Talking about a test or other relatable topic, be sure to:

Use polite language

Maintain eye contact

Keep phones in your pockets

Let one another speak uninterrupted

Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviors you exemplified.

2. Let students help establish guidelines

Encourage all students to help you build classroom expectations and rules, as you'll generate more buy-in than just telling them what they're not allowed to do.

This is especially essential for new teachers. Near the start of the school year or during the first day of a semester, start a discussion by asking students what they believe should and shouldn't fly in terms of appropriate behavior.

At what points are phones okay and not okay? What are acceptable noise levels during lessons?

This may seem like you're setting yourself up for failure, but -- depending on the makeup of your class -- you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually-understood and -respected expectations for your classroom culture.

3. Document rules

Don't let your mutually-respected guidelines go forgotten.

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasizes the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it'll be easy for you to point to this document.

You'll likely want to post these rules up in your classroom — if you haven't already — for occasional reference. If you're feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information, too.

4. Avoid punishing the class

Address isolated discipline problems individually instead of punishing an entire class, as the latter can hurt your relationships with students who are on-task and thereby jeopardize other classroom management efforts.

Instead, call out specific students in a friendly manner. For example:

"Do you have a question?", not "Stop talking and disrupting other students"

"Do you need help focusing?", not "Pay attention and stop fooling around while I'm talking"

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging inappropriate behavior.

5. Encourage initiative

Promote growth mindset, and inject variety into your lessons, by allowing students to work ahead and deliver short presentations to share take-away points. Almost inevitably, you'll have some eager learners in your classroom. You can simply ask them if they'd like to get ahead from time-to-time.

For example, if you're reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

6. Offer praise

Praise students for jobs well done, as doing so improves academic and behavioral performance, according to a recent research review and study.

When it is sincere and references specific examples of effort or accomplishment, praise can:

Inspire the class

Improve a student's self-esteem

Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behavior. Let's say a student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same.

7. Use non-verbal communication

Complement words with actions and visual aids to improve content delivery, helping students focus and process lessons.

Many differentiated instruction strategies and techniques are rooted in these communication methods. For example, running learning stations -- divided sections of your classroom through which students rotate -- allows you to deliver a range of non-spoken content types. These include videos, infographics and physical objects such as counting coins.

8. Hold parties

Throw an occasional classroom party to acknowledge students' hard work, motivating them to keep it up.

Even if it's just for 20 or 30 minutes, they should be happy with snacks and a selection of group games to play. Clarify that you're holding the party to reward them and they can earn future parties by demonstrating ideal behavior, collectively scoring high on assessments and more.

9. Give tangible rewards

Reward specific students at the end of each lesson, in front of the class, as another motivational and behavior-reinforcement technique.

Let's say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So others can learn, state aloud what each student did to earn the tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week -- from candy to being able to choose a game for the next class party.

10. Make positive letters and phone calls

Keep students happy in and out of class by pleasantly surprising their parents, making positive phone calls and sending complimentary letters home.

When the occasion arises, from academic effort or behavioral progress, letting parents know has a trickle-down effect. They'll generally congratulate their kids; their kids will likely come to class eager to earn more positive feedback. This can also entice parents to grow more invested in a child's learning, opening the door to at-home lessons. Such lessons are a mainstay element of culturally-responsive teaching.

11. Build excitement for content and lesson plans

This one works well no matter the grade level: elementary school, middle school or high school. Start lessons by previewing particularly-exciting parts, hooking student interest from the get-go.

As the bell rings and students settle, go through an agenda of the day's highlights for the whole class. These could include group tasks, engaging bits of content and anything else to pique curiosity. For example, "Throughout the day, you'll learn about:"

How to talk like you're a teacher (sentence structure)

Why you don't know anyone who's won the lottery (probability)

What all the presidents of the United States have had in common (social analysis)

The goal of this classroom management technique is to immediately interest students in your agenda and thereby dissuade misbehavior.

12. Offer different types of free study time

Provide a range of activities during free study time to appeal to students who struggle to process content in silence, individually.

You can do this by dividing your class into clearly-sectioned solo and team activities. In separate sections, consider:

Providing audiobooks, which can play material relevant to your lessons

Maintaining a designated quiet space for students to take notes and complete work

Creating a station for challenging group games that teach or reinforce standards-aligned skills

Allowing students to work in groups while taking notes and completing work, away from quiet zones

By running these sorts of activities, free study time will begin to benefit diverse learners. This should contribute to overall classroom engagement.

13. Write group contracts

Help student group work run smoothly and effectively by writing contracts that contain guidelines, having everyone sign.

Group contracts should be based on expectations that students have for each other, and you have for them. You can gather the class's thoughts by holding a discussion about what the ideal group member does, and how he or she acts. Once you've written the contract, encourage students to come up with consequences for violating expectations.

By having them sign a fresh version of the contract before each group task and project, you're empowering them to hold each other accountable.

14. Assign open-ended projects

Encourage students to tackle open-ended projects -- projects that don't demand a specific product -- to allow them to demonstrate knowledge in ways that inherently suit them.

This starts by giving the class a list of broad project ideas, asking each student to choose one. Be sure to provide a rubric for each project that clearly defines expectations. By both enticing and challenging students, you should notice they'll:

Work and learn at their own paces

Engage actively with appropriate content

Demonstrate knowledge as effectively as possible

With these benefits, students may actually look forward to taking on new projects.

15. Give only two scores for informal assessments

Recall a time you saw a big "F" in red ink on your work. You were probably too upset to review mistakes and feedback, and so are your students when they see the same.

So, consider avoiding standard marks on informal and formative assessments.

Instead, just state if a student did or did not meet expectations. Then, provide struggling students with a clear path to improve. For example, pair classmates who didn't meet expectations with those who did, giving them a review and practice activity. When strugglers are confident they understand key concepts,

encourage them to tell you. Provide a new assessment, allowing them to prove their competency.

16. Use E-Tech that adjusts to each student

Give students who struggle to process your content opportunities to try educational technology that adapts to their needs.

There are many games and platforms that use adaptive learning principles to detect a given student's skill deficits, serving him or her content to help overcome them. For example, Prodigy Math Game is a game that adjusts its content to help students address their trouble spots. It also offers feedback to help them solve specific mistakes, as they answer questions that use words, charts, pictures and numbers. More than one million teachers currently use Prodigy, as it's aligned with curricula across several English-speaking countries.

17. Interview students

Interview students who aren't academically engaged or displaying prosocial behavior to learn how to better manage them.

While running learning stations or a large-group activity, pull each student aside for a few minutes. Ask about:

What helps them focus

Who they work well with

Their favorite types of lessons

Their favorite in-class activities

Which kinds of exercises help them remember key lesson points?

Note their answers to come up with activities and approaches that engage them, thereby limiting classroom disruptions.

18. Address inappropriate or off-task behavior quickly

Avoid hesitation when you must address inappropriate or off-task behavior, especially when a student breaks a documented rule.

Acting sooner than later will help ensure that negative feelings -- whether between students or you and a student -- won't fester. Failure to act can result in more poor behavior, leading to needlessly-difficult conversations.

But keep in mind: It's usually best to talk to the student in private. Research shows that punishing students in front of peers has "limited value."

19. Consider peer teaching

Use peer teaching as a classroom management strategy if you feel your top performers can help engage and educate disruptive and struggling students.

Peer teaching activities, such as pairing students together as reading buddies, can be especially beneficial for students who suffer from low confidence and poor interpersonal skills.

Authoritative research states tutors improve self-esteem and interpersonal skills by giving feedback. Tutees realize benefits because they can ask questions and receive immediate clarification. A later study of at-risk students echoes these advantages. Although you should spend time teaching peer tutors how to properly communicate with tutees, you'll likely find the benefits are worth the work.

20. Gamify personal learning plans

Motivate students on personal learning plans by gamifying those plans, as studies -- such as recent research from South Korea-- indicate this will continuously engage and incentivize them.

Consider gamification strategies such as:

Adjusting your scoring system -- Give experience points (XP) -- along with traditional scores -- on tests and assignments, setting a goal for the student to reach a certain amount of XP per unit. For example, if a student scores 60% on a quiz, give him or her 6,000 XP. You can also award XP for completing extra assignments, participating in class or anything else that shows effort to learn.

Using stages -- Refer to topics and units as stages. The former terms have clear connotations for you, but students may not see how they fit together. If they're gamers, they'll understand that reaching the next stage requires overcoming precursory challenges. Emphasize this by framing certain tasks as prerequisites to reach the next learning stage.

If these strategies work especially well for individual students, you should see similar success by using them as class-wide student management techniques.

What are the four components of classroom management?

Implementing the top four components of classroom management from the start will set you and your students up for success all year long. They are:

Classroom design — be intentional about how you set up your desk, your students' desks, bulletin board displays, devices and other aspects of your classroom. Thoughtful classroom design can help create a safe and welcoming learning environment.

Rules/discipline — to create a safe and caring school community, develop classroom rules your students understand and — hopefully — respect. While it may not be fun, be sure to communicate that breaking classroom rules will have concrete yet fair consequences.

Scheduling/organization — being on time, keeping on task and staying organized will help set up your lessons (and your students' learning) up for success.

Instructional technique — while you may not have the flexibility you'd like when it comes to content and curriculum, you should have the freedom to choose how you teach. For example, 8th grade students may prefer a lecture-style lesson with small group discussions while 3rd grade students may prefer learning math with a digital game-based learning platform. Observe how your students learn best and use the classroom management strategies and techniques to teach your lessons.

Why is classroom management so important?

When done effectively, classroom management is important for three main reasons. It:

Creates and sustains an orderly learning environment in the classroom

Improves meaningful academic learning and fosters social-emotional growth

Increases students' academic engagement and lowers negative classroom behavior

Seven ways to improve science teaching

The Education Endowment Foundation has published a new report on 'improving secondary science', which gives seven recommendations to try out in the classroom.

Sir Kevan Collins, chief executive of the EEF, said he hoped the research will help to boost science teaching, particularly for disadvantaged pupils.

"The attainment gap in science may not be as well-documented as the gap in English and Math, but our earlier research has shown that it's just as pervasive," he said.

Phil Naylor, assistant director of Blackpool Research School and a contributor to the research, said: "Science education is one of the keys to social mobility – science qualifications are instrumental in helping people gain access to rewarding jobs and careers.

"There is a wealth of evidence about what makes good science teaching but busy teachers may not have time to read it. This report makes that research accessible and is designed to be actionable by classrooms teachers."

Schools Week summarized the suggestions from the report.

1. Build on the ideas that pupils bring to lessons

The research suggests that because young people encounter aspects of science all the time through their sensory experiences and social interactions, it is important to be aware of the preconceptions they bring into lessons.

Some of these may not be scientifically accurate, so teachers need to provide evidence that help pupils change their thinking. This should be done over time with more than one example, and the classroom should be a space where pupils can discuss ideas with about being worried about getting things wrong.

2. Help pupils direct their own learning

The researchers call this "self-regulation", a process that has three parts: understanding strategies for learning (such as how to solve an equation), monitoring their own learning, and being motivated to discover new things and complete work on time.

The report suggest teachers shouldn't assume pupils will learn how to do this on their own. "Explicit instruction" is needed, especially for low-attaining pupils.

Teachers can help by encouraging pupils to follow a "planning-monitoring-evaluation cycle" for a specific task within a lesson, and model ways to approach tasks so pupils can copy.

3. Use models to support understanding

Models can "provide a bridge between pupils' current ideas and new understanding", according to the research. For example, the way a pool filter works could be used to illustrate to pupils how an electric current flows.

It is important to make sure pupils understand the model is not a "direct copy of reality", and is there to help develop their scientific understanding.

4. Support pupils to retain and retrieve knowledge

The report advises teachers against using rote learning. Instead they should structure tasks in a way that limits the amount of new information pupils need to process.

Lessons should be planned around a coherent sequence, starting with background knowledge any a recap of relevant, previously taught ideas.

It also helps to avoid "split attention" by only expecting pupils to complete one aspect of a step-by-step task at a time. Worked examples can be used to take pupils through each step of a process when they are learning something new, and then phased out as they become more confident.

Big topics can be revisited after a gap of time to make sure they are retained in pupils' long-term memory.

5. Use practical work as part of a learning sequence

Practical science is one of the best ways to engage pupils and help improve their understanding of theory, the report says.

When carrying out practical work, teachers should explain why they have chosen to do it and what they hope to achieve. The practical activity should fit into a wider sequence of activities, rather than being a stand-alone event.

6. Develop scientific vocabulary

Pupils need to be able to "comprehend, analyze, and interpret texts" and use scientific language to "explain ideas and construct evidence-based explanations", the report says.

Science teachers can help pupils to learn complex vocabulary by carefully choosing which words to introduce and when.

They should then break words down into their parts, for example explaining that the "photo" in "photosynthesis" refers to "light",

and showing links between words, such a "photosynthesis" and "photography".

It is important to explain how familiar words from everyday life, such as "field', can have a different meaning in science, and ensure this doesn't mislead pupils.

In developing their own writing, pupils may benefit from a writing frame, and should be reminded to think about the purpose and audience of their work before they start.

7. Use structured feedback

Previous research has shown that feedback from science teachers tends to be given through marks rather than comments.

The EEF study says that only giving marks can "demotivate low-attainders and can make high-attainders complacent", while "comments show both how they can do better". These can be shared orally or written in books.

Feedback is also more useful if it poses a question for the pupil to answer, for example, "Can you suggest how the plant might disperse its seeds?" And it can be helpful to point the pupils towards a source of further information: "Go back to your notes from last week and check."

7 WAYS TO MAKE SCIENCE FUN IN THE CLASSROOM

Trying out the hands-on experiment is the best way to learn science. Teachers must come up with interesting ways to teach science in the classroom to make it fun. Here are some ideas.

Cooking

Cooking classes will be fun and interesting. You can make lemonade and trail mix to teach mixtures and solutions. The students will know the difference between them. They will learn to follow instructions and measure the ingredients. They will learn the process and ask questions if they face any problem.

Take them outside

Fresh air can help in learning more effectively. You can take students outside the classroom and teach them about the environment. You can discuss the changes in weather, pollution, trees, flowers, etc. This direct interaction with nature will help the students learn better and make science interesting.

Put things in pictures

You need to be a good observer to learn science. Pictures can be an effective technique to teach science. You can ask the students to take pictures of the surrounding areas. You can discuss lines, shapes, textures, living things, non-living things, etc. You can compare the pictures from the past with the present to see how the environment or things have changed.

Plan a garden

You can ask the students to plan a garden. The students will need to know the area of space they have to work with, the amount of fencing you need, which vegetables to grow, what soil condition is required, etc.

Take them to museum

Science museums are very interesting. You should take the students there. They will be able to see the different discoveries scientists have made over time. They will understand the various phenomena that have taken place. After the visit, you can discuss what you have seen in class.

Arrange science fair

Science fairs give students the opportunity to be creative. It helps them to learn many new things and experiment with them. In encourages group discussion and teamwork. Science fair is competitive and students will find it very exciting and interesting to compete with each other on various scientific experiments.

Library

Books are great resources to learn about science. You should keep interesting books on science in the library and encourage the students to go to the library. Reading outside their textbooks will free up their mind and they will be more curious to know how things work and why they do so in certain ways.

Science is not about memorizing; it's about thinking creatively. You should teach students using techniques that will help them to think and be inquisitive. The more questions they will ask, the more they will learn and find interest in the subject.

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