

Habits of Effective Teaching and Learning

Aligned with Danielson/Chicago Framework for Teaching Domain 3: Instruction

Essentials	Best Practices of the Clear Classroom
Teacher Makes Learning Clear.	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher posts goals/objectives. <input type="checkbox"/> Teacher previews lesson. <input type="checkbox"/> Teacher “thinks out loud” about how to—read a story, solve a problem, read content to learn ideas, ... <input type="checkbox"/> Teacher asks students to clarify instructions. <input type="checkbox"/> Teacher posts directions and gives them orally. <input type="checkbox"/> Teacher models/demonstrates. <input type="checkbox"/> Teacher guides actively—scaffolding learners.
Students Think Thoroughly.	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher organizes challenging activities. <input type="checkbox"/> Teacher uses a variety of levels and kinds of questions. <input type="checkbox"/> Teacher asks “second step” questions—“What is your evidence?” “Why do you think this is the best answer?” <input type="checkbox"/> Students ask questions—of themselves and each other. <input type="checkbox"/> Students respond on paper then pair to compare. <input type="checkbox"/> Students collaborate in pairs, groups. <input type="checkbox"/> Students model/demonstrate. <input type="checkbox"/> Students paraphrase, restate, illustrate learning. <input type="checkbox"/> Students make and complete graphic organizers. <input type="checkbox"/> Students draw to show important information and ideas. <input type="checkbox"/> Students use skills/knowledge independently. <input type="checkbox"/> Students note what they learn—learning log.
Teacher assesses progress and responds to identified needs.	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher circulates to guide/coach/assess. <input type="checkbox"/> Teacher checks for understanding frequently. <input type="checkbox"/> Teacher uses a variety of assessments. <input type="checkbox"/> Teacher challenges, then guides students to advance.
Vocabulary Is Connected.	<ul style="list-style-type: none"> <input type="checkbox"/> Word wall organized to develop academic vocabulary. <input type="checkbox"/> Word wall vocabulary used in discussions and writing. <input type="checkbox"/> Phrases/sentences are posted as well as separate words. <input type="checkbox"/> Students write explanations of words—including sentences. <input type="checkbox"/> Students illustrate vocabulary (“Pictionary”).
Writing Makes Sense.	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher explains writing by “thinking out loud” and posting steps to write effectively. <input type="checkbox"/> Students write about what they learn across the curriculum. <input type="checkbox"/> Students construct responses that integrate information and ideas from different sources. (CCSSW7) <input type="checkbox"/> Students write to respond analytically to reading. (PARCC PCR) <input type="checkbox"/> Students write in a variety of formats. <input type="checkbox"/> Students improve one element at a time: focus, support, organization, transitions, conventions, integration.