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

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# INTRODUCTION: MAXIMIZING YOUR USE OF THE HANDBOOK

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

*NWREL, 2001, p. 18*

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

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

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

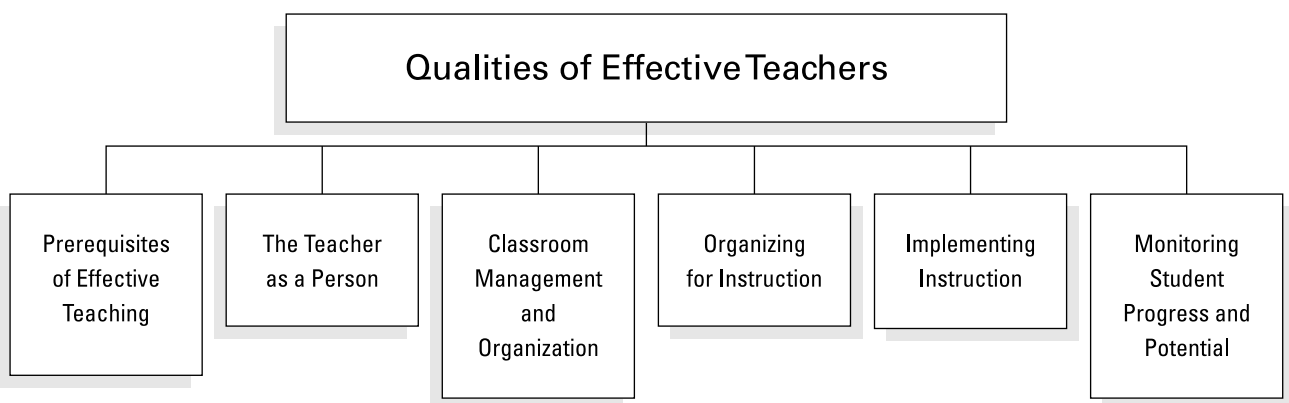
focus support for the important and ongoing process of development. As with the original *Qualities* book, our ultimate goal is to improve the educational experiences and achievement of the students we serve in our schools by focusing directly on teacher effectiveness.

## Organization of the *Handbook*

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

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

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



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

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

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

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

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

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

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

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

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