

BLM No. 1

**EFFECTIVE TEACHING PRACTICES:
A SELF-STUDY GUIDE**

School practice and research findings report for classrooms to be effective teaching and learning environments, they must address lesson and classroom issues. The following presents examples of “best practices.” Looking at your teaching practices, give an example of how you have used any of the following:

Lesson—

- A focus on district/state standards

- Content, materials, and resources that are appropriate to the needs of *each* student

- Clear expectations, connecting this learning experience to previous learning

- Models, guided practice, and varied opportunities for students to demonstrate mastery

- Ongoing assessment opportunities, including specific criteria for success

- Opportunities for students to work with and support one another

- Meaningful extensions, applications, and homework assignments.

Classroom—

- Posted examples of students’ work, both in progress and completed.

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- A library of high-interest books, at different reading levels, available for students to use as resources and to read at home and in school.

- A variety of resources to use in projects, classroom instruction, and activities.

- Displayed information that reflects the students' backgrounds (reflecting diversity in terms of race, gender, culture, language, disability, and sexuality), and interests.

- Models, rubrics, and other information that assist students in their learning.

- Technology to support student learning, including higher order activities.

- Daily and weekly classroom schedules, highlighting any changes to the normal routines.

The classroom as a learning environment—

- Posted classroom and school rules and procedures.

- Clear expectations regarding appropriate student participation and behavior.

- A clear hierarchy of positive and negative consequences for various behaviors.

- Guidance and instruction in appropriate behavior.

Inclusion: A Service, Not A Place, by Dorothy Kerzner Lipsky and Alan Gartner.