

Part 4 - The Skillful Teacher: Building Your Teaching Skills

Jon Saphier, Mary Ann Haley-Speca, Robert Gower

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Kindle Edition, Part 4 of 4: Available as a full book and also in four parts, this "gold standard" textbook now in its sixth edition has been used extensively in many colleges and school districts across the U.S. and in a number of places around the world for studying generic pedagogy aka the Knowledge Base on Teaching. Designed for both the novice and the experienced educator, The Skillful Teacher is a unique synthesis of the knowledge base on teaching with powerful repertoires for matching teaching strategies to student needs. Designed as a practical guide for practitioners working to broaden their teaching skills, the book combines theory with practice and focuses on 18 critical areas of classroom performance. It has been deemed as a must for instructional coaches and mentors. The four parts align with the four sections in the hard copy textbook. Each part is packaged with the two introductory chapters.

- * Part 4: How to Plan Daily Lessons that Maximize Student Learning explores the complex task of planning daily lessons that maximize student learning, which encompasses the following areas:
- o Chapter 1: Introduction describes the nature of the professional knowledge base on teaching and its key concepts.
- o Chapter 2: Teacher Beliefs explores the connection between teacher beliefs about intelligence and children's capacity to learn, including beliefs about learning itself, teachers and teaching, and schools and schooling.
- o Chapter 15: Curriculum Design focuses on the indicators of a well-developed and coherent curriculum and on how to determine district agreements re: what is required, what is recommended, and what is optional for teacher choice
- o Chapter 16: Objectives discusses the critical role clear objectives play in daily lessons and guidelines for crafting good, worthy objectives
- o Chapter 17: Planning describes 21 planning decisions, 13 basic and indispensable and eight others at a finer level of specificity, with concrete examples to bring them to life
- o Chapter 18: Learning Experiences explores the choices teachers have for differentiating learning experiences so they can look at their teaching, notice more than they noticed before, and make some new decisions about what can be designed into their lessons
- o Chapter 19: Assessment carefully analyzes 12 components of good classroom assessment and includes a large number of examples to help the teacher determine how to best use assessment to inform instruction and increase engagement
- o Chapter 20: Overarching Objectives provides a close look at how teachers pursue those big-picture student outcomes that shape core practices and account for much of what we see in their classrooms, how they influence interactive teaching and a teacher's choice of strategies, and how they influence the way teachers treat curriculum



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