

NYSTCE EAS Exam review

Professional responsibilities of the teacher

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4 Professional responsibilities of the teacher

4.1 Planning instruction

4.1.1 Objectives

- an *objective* is an answer to one of the following questions:
 - o What will students understand when instruction is complete?
 - o What skill will students master when instruction is complete?
- note that an objective is *not* a description of what a teacher will do during the instruction period
- objectives should not be convoluted or overly specific
- the following are examples of objectives:
 - o Students will be able to multiply binomials.
 - o Students will be able to identify thesis statements.
 - o Students will be able to differentiate between sedimentary, igneous, and metamorphic rocks.
- objectives should be *measurable*, in the sense that the teacher will be able to determine the extent to which students have achieved the objective when instruction is complete by means of an assessment

- objectives often include the following verbs: identify, decide, differentiate, explore, observe, appreciate, experiment, construct, create
- objectives of the form “Students will be able to understand ...”, for example, often fail to be measurable in this sense
- choosing objectives is the first step in effective lesson planning: different lesson objectives call for different teaching methods and activities, so it’s important to make the objectives explicit beforehand
- many objectives are established at the national, state, district, and school levels, and these objectives are often the foundation for standardized achievement tests
- nevertheless, teachers generally have some freedom in choosing and sequencing objectives for their units and lessons
- making objectives explicit, for example, by displaying them in a visible location in the classroom, can be beneficial to student learning: students who know what is expected of them and what they should be attempting to accomplish are more likely to succeed
- displaying objectives in the classroom can also result in more valuable feedback from other teachers and administrators observing lessons, as they are better able to determine how effective your lesson is if they know what the goals are
- while choosing objectives, incorporate objectives from each level of Bloom’s taxonomy (1.5): memorization, comprehension, application, analysis, evaluation, and creation
- while choosing and sequencing objectives, consider the following points:
 - o the objectives should meet expectations established by the school district
 - o objective should conform to applicable national, state, and local standards
 - o each objective should be of an appropriate level for the students in the class
 - o objectives should be responsive to academic, cultural, and linguistic diversity in the classroom

References: [Lem10, Pos15]

4.2 Lesson planning

4.2.1 Hunter instructional model

- Madeline Hunter (1916-1994) was an educator who developed a model for teaching and learning that was very influential in the late 20th century
- Hunter’s *instructional model* delineates the following components of effective lessons:
 - o objectives
 - o standards
 - o

4.2.2 5E instructional model

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References: [Pos15]

4.2.3 Double-entry planning

- while a lesson plan must obviously account for what the teacher will be doing during the lesson, it should also account for what students should be doing at each step
- following Doug Lemov, one way to create effective lesson plans accounting for both teacher and student activity is to use a planning form with two columns:
 - o the left column will list what the teacher does throughout the lesson
 - o the right column will list what the students do throughout the lesson
 - o entries in both columns should be aligned horizontally, so that each row indicates what the teacher and students are doing at a single moment

Teacher	Students
model the solution of a two-step equation	take notes

References: [Lem10]

4.3 Planning process

4.4 Assessment

4.4.1 Assessment instruments

4.4.2 Norm- and criterion-referenced tests

4.4.3 Assessment and instruction

4.5 Classroom environment

4.5.1 Classroom management

4.5.2 Creating an effective learning environment

References

[Lem10] Doug Lemov. *Teach Like a Champion*. Jossey-Bass, 2010.

[Pos15] Robert D. Postman. *Barron's NYSTCE*. Barron's Educational Series, New York, 4th edition, 2015.