

## Chapter 1 : Six Characteristics of Effective Reading Teachers - Reading Horizons

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They have made my life easier, and I am sure they will do the same for you as well! Have a look at the rest of the suggestions below: Create an atmosphere of mutual respect – coach a team, support an activity, lead a club, get involved with students in your school, show them that you care about things that they care about. Have a sense of humor – it really makes a big difference for you and the students! Smile and interact with students – yes, even when some students challenge you. Plan effective lessons – Make your lessons interesting, meaningful, and have them connect to personal experiences of students in your class. Help them link what you teach to what they already know. It will make learning and understanding happen, and students are likely to look forward to what you are going to do and say next! Communicate with parents regularly – keep in mind that it is all about helping the student grow and learn. During interviews and contacts with parents, avoid unnecessary criticism and choose your words carefully. Offer praise – look for evidence of success and positive, constructive behavior – acknowledge it and praise it. Give out certificates, impromptu parties, brag about students, etc. Incorporate hands-on activities – also use multimedia, show relevant films and videos that increase understanding of the curriculum. Make handouts and tests visually attractive – it maintains interest and sends a message that you care. Keep your classroom, including own desk, clean, uncluttered and well organized. This will promote a similar organizational mindset among the students. Clean and organized classroom makes students feel you are in control and know what you are doing. Exude confidence – in your body language, when you speak, and make discipline decisions etc. Plan a clear and effective discipline policy – before the first day of classes! It will help avoid frustration and make quick and decisive decisions about behavior problems in the classroom. Present yourself as someone who handles classroom situations promptly and fairly. Discuss your discipline policy and plans with administration – this will avoid unwanted surprises and give you appropriate support when you need it. Take courses, buy resources, and go to conferences that teach you effective classroom management skills. This was always a priority for me, and I believe that it should also be in the plans of most other educators. Use summer vacation to rest, but also prepare for the upcoming school year. This will give you a good start and the needed confidence for months to come. Seek advice, share resources, and team up with other teachers to find ways to save time in the classroom. Sharing units, lessons plans, and receiving tips and advice, always help save time. Make yourself available after classes or after school to assist students, answer questions, clarify, and encourage. Regularly remind and invite after-school visits, as some students may be a bit shy to ask questions in class. Krajnjan received the Exceptional Teacher Award by The Learning Disabilities Association of Mississauga and North Peel in recognition for outstanding work with children who have learning disabilities. He was also inducted into the sports hall of fame in the city of Brampton and lives in Canada.

## Chapter 2 : 8 Principles for becoming an effective Literacy Teacher by Reagan Ryan on Prezi

*Principle 5: Effective Teachers Scaffold Children's Reading and Writing Model reading and writing. Shared reading and writing-this is a class activity in which the teacher demonstrates productive reading and students follow what is modeled.*

Ability to design lessons and activities Rapport with students Effective teachers should have high expectations for their entire class. Whether a student constantly makes hundreds on tests or a fifty, each student should be given positive reinforcement in class. Effective teachers should exhibit positive expectations to ensure each student believes they can excel. Transmitting positive reinforcement by telling each student they have high abilities and are a capable learner will allow students to excel to their highest abilities. In addition, setting positive expectations in the classroom will help students who do not have proper motivation and support at home. Effective teachers should always exhibit enthusiasm in the classroom. Enthusiasm will allow your students to be interested in class discussions and classroom activities. Effective teachers should speak in expressive ways, not a monotone style. In addition, gestures with arms and constantly moving around the classroom will allow your students to be interested in the classroom discussion. Effective teacher should also maintain eye contact with their students at all times. Educators need to have proper classroom management skills in order to be effective teachers. Classroom management is not about disciplining your class, it deals with how to effectively manage the classroom. Classroom management deals with how to take roll, keep an effective grade book and how to discipline students. One of the most important skills for an effective teacher to master is how to design and implement lessons in the classroom. Designing lessons involves how to cater the needed curriculum into discussions, activities and assignments. In addition, an effective teacher should also be able to evaluate whether or not their students mastered the lesson. An effective teacher should always establish rapport with their students. Establishing interpersonal relationships with students is crucial to form a trusting bond with each student. Effective teachers should be available outside of class to answer questions and provide additional help to students. In addition, an effective teacher should show tolerance to differing points of view during class.

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In fact, some organizations are spending a lot of time and money trying to identify effective teachers and compare them to their less-than-effective peers in an attempt to define what a good teacher does to get desired results. Ironically, we as teachers are, understandably, so caught up in the immediacy of teaching that we forget to reflect on what good teaching looks like to us. After spending several years as a literacy coach, observing in classrooms, and helping teachers use data to drive instruction, I have noticed some similarities among teachers who get good results, I am speaking quantitatively and qualitatively, by the way. For what it is worth, these are just a few of my observations about what makes a teacher a good teacher. What makes an effective reading teacher? Good teachers believe in their students. This means that they have high expectations for each one of their students. I remember meeting with a first grade teacher who had a student who was born with Fetal Alcohol Syndrome. While observing whole-class phonics instruction I noticed Tom not his real name playing with blocks at the back of the room while the rest of the class was participating in the lesson. During his second grade year, however, Tom had a teacher who had high expectations for Tom. He made more than one year of progress in reading that year and, as his second grade teacher expected, was capable of much more than playing with blocks. Good teachers are introspective about their teaching. While I was in college, I worked as an aid in a second grade classroom. Daily, I observed Mrs. O take notes on each lesson that she taught so she could improve her teaching. I watched her change her instruction multiple times based on evaluation, and re-evaluation, of the way her students responded to her instruction. Over the years, I have continued to see even the toughest students make significant progress in her class. As a literacy coach, it was not uncommon to be approached by well-meaning teachers asking if I would observe a lesson and then give them feedback, any feedback, on how they could improve their teaching. Of course, that was a good practice and good things sometimes came of that process. What was less common, however, was being asked to observe a very specific element of teaching that had been identified by a teacher who had already engaged in a very reflective analysis of his or her own teaching. In every case, introspective teachers became even more effective than they already were. This means espousing the belief that assessment, in all of its forms formative, summative, formal, and informal is part of teaching. As a result, these teachers do not teach to the test, they often teach beyond the test. These teachers are the same teachers who can readily recognize good practices when they see them because of student response patterns. They can effectively identify what works for students and what does not. Good teachers develop good relationships with students and parents. When I am instructing pre-service teachers, I tell them that the greatest secret to classroom management is to get to know each of their students individually. At the beginning of each school year, I took turns having lunch with each one of my students. I soon came to realize that the time spent one-on-one getting to know each student proved to be invaluable as it related to knowing how to differentiate instruction for each one of my first graders. I also saw that the mutual respect that resulted greatly influenced student motivation. Part of getting to know each student involves building relationships with their families as well. Good teachers include parents as an important part of the classroom culture, building a greater sense of community. As they say, it takes a village. Good teachers are good learners. The teachers who I respect most are the teachers who keep things fresh by constantly learning new things about what they are teaching. These teachers are willing to read books, take classes, organize study groups and learn new and innovative technologies. They are also open to learning new things even if they go against the way they were taught or practices that have been accepted on the basis of tradition rather than evidence. Conversely, I have seen a whole grade level of teachers who went to great lengths to preserve an assessment that was so old that it was out of print just because they would rather keep doing what they have always done rather than use something new and more informative. I know teachers are strapped for time but I think the key to continued learning is at least being willing to learn new things. Good teachers have a life outside of the classroom. Balance between work life and personal life can also contribute

to effective and enthusiastic teaching. Teachers who have a hard time maintaining this balance either become the kind of person who lives, eats, and breathes, teaching, which is the fast track to burn out, or they become the kind of teacher that arrives and leaves with the students, which is the fast track to lack of student progress. A good teacher who is also a happy, well-balanced person. I hope that if you have taken the time to read this post that you will also take the time to think about what being a good teacher means to you before good teaching is defined for all of us in the name of accountability. I would love to hear your thoughts on this subject, so, as ever, feel free to share! About the Author Stacy Hurst Stacy attended college "long enough to become a doctor. Throughout all of her undergraduate experience Stacy maintained both Child Development and Reading as minors and qualified for a Reading Endorsement before graduation. Stacy taught first grade before becoming a Reading Specialist and Literacy Coach. She has extensive experience coordinating interventions for struggling readers in grades K and has taught Language Development classes to elementary ESL students and to adults learning English as a second language. She is absolutely passionate about all areas of literacy and loves helping teachers improve literacy instruction and seeing students develop a love and skill for reading and writing. Stacy has traveled from Alaska to New York training teachers on effective practices for literacy instruction. Stacy is currently working as Curriculum Director for Reading Horizons and is a co-author of Reading Horizons Discovery curriculum materials.

## Chapter 4 : becoming an effective reading teacher | Download eBook PDF/EPUB

*Chapter 1- Becoming an Effective Teacher of Reading study guide by Heather\_Hammerling includes 45 questions covering vocabulary, terms and more. Quizlet flashcards, activities and games help you improve your grades.*

Just for Fun AdLit. This article includes definitions of the seven strategies and a lesson-plan template for teaching each one. To assume that one can simply have students memorize and routinely execute a set of strategies is to misconceive the nature of strategic processing or executive control. Such rote applications of these procedures represents, in essence, a true oxymoron-non-strategic strategic processing. Cognitive strategies are the mental processes used by skilled readers to extract and construct meaning from text and to create knowledge structures in long-term memory. When these strategies are directly taught to and modeled for struggling readers, their comprehension and retention improve. The opposite of mindless reading is the processing of text by highly effective readers using cognitive strategies. These strategies are described in a fascinating qualitative study that asked expert readers to think aloud regarding what was happening in their minds while they were reading. The lengthy scripts recording these spoken thoughts i. The protocols provide accurate "snapshots" and even "videos" of the ever-changing mental landscape that expert readers construct during reading. Instructional aids Instructional Aid 1. Provide direct instruction regarding the cognitive strategy a. Define and explain the strategy b. Explain the purpose the strategy serves during reading c. Describe the critical attributes of the strategy d. Model the strategy by thinking aloud 3. Facilitate guided practice with students Instructional Aid 1. Define and explain the strategy. Summarizing is restating in your own words the meaning of what you have read--using different words from those used in the original text--either in written form or a graphic representation picture of graphic organizer. Explain the purpose the strategy serves during reading Summarizing enables a reader to determine what is most important to remember once the reading is completed. Describe the critical attributes of the strategy. A summary has the following characteristics. Examples of good summaries might include the one-sentence book summaries from The New York Times Bestsellers List, an obituary of a famous person, or a report of a basketball or football game that captures the highlights. The mistakes that students commonly make when writing summaries can be more readily avoided by showing students excellent nonexamples e. Model the strategy by thinking aloud. Thinking aloud is a metacognitive activity in which teachers reflect on their behaviors, thoughts, and attitudes regarding what they have read and then speak their thoughts aloud for students. Choose a section of relatively easy text from your discipline and think aloud as you read it, and then also think aloud about how you would go about summarizing it " then do it. Facilitate guided practice with students. Using easy-to-read content text, read aloud and generate a summary together with the whole class. Using easy-to-read content text, ask students to read with partners and create a summary together. One students are writing good summaries as partners, assign text and expect students to read it and generate summaries independently.

*Sarah Ann Baye. ENGED Chapter 1: Becoming an Effective Teacher of Reading \*Note: I have added personal notes in purple to reference personal experiences, etc.*

**More Resources** Top Qualities of an Effective Teacher The skills needed for effective teaching involve more than just expertise in an academic field. You must be able to interact with people and help them understand a new way of looking at the world. This is not an easy job! Although there are many different ways to teach effectively, good instructors have several qualities in common. They are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways. As a teacher, you are a role model who sets the tone for the class. If you are able to show enthusiasm and commitment, your students are more likely to reciprocate. Conversely, when you are negative, unprepared, or impatient, these qualities will be reflected in the attitudes of your students. Undergraduate students at Georgetown have high expectations of their instructors, and they also have many competing interests beyond the course you are teaching. Give them a reason to remember your class as an important part of their college experience!

**Positive** Keep your students engaged with a positive attitude. Teaching is most effective when students are motivated by the desire to learn, rather than by grades or degree requirements. Many first-time TAs are confused by the new authority of being a teaching assistant, and mistake intimidation for respect. Think of your students as teammates, not adversaries. Allow yourself to be enthusiastic and find ways to let students see what is interesting about your subject.

**Prepared** You should know the course material. If students are required to attend lectures and read assignments, then it seems reasonable that you would do the same. Most faculty expect graduate TAs to attend lectures, especially if they have never taken or taught the course. Review key concepts and ideas if you are unclear about them, particularly if it has been a while since you have worked with the topics you will be teaching. Think about how the material can be most effectively demonstrated and design a strategy. Write an outline or take notes to follow during a lecture, and prepare your overheads, diagrams, handouts and other aids well in advance.

**Organized** Have a plan for what you want to teach. Your job is to illustrate key points and essential context, to help students integrate all of their work reading, labs, exams, papers, lectures, etc. Given that there is never time to teach everything, choose the most important concepts and show how they are related. Explain ideas so students are able to build on material they have already mastered, whether from your course or previous classes. Show students how what they are learning now is connected to material covered later in the course.

**Clear** Effective teachers can explain complex ideas in simple ways. As you develop expertise in an academic field, it is easy to forget that students may have no prior knowledge of fundamental concepts that you take for granted. Help students understand and use new terminology, so they can become fluent in the language of your discipline. Many concepts can be more effectively demonstrated with visual aids such as diagrams, drawings, charts, slides, etc. Think about the role body language can play. Having your teaching observed by someone else or even better, having it videotaped can reveal habits that you would never notice on your own.

**Active** Keep your students thinking. Unless they are actively using the concepts you are teaching, most students will remember only a small fraction of what you teach. A lecture is an efficient way to deliver information to large numbers of people, but it is an inefficient way to provide students with lasting knowledge and skills. Consider using at least some classroom time for activities other than traditional lectures, discussions or question and answer sessions. Problem solving exercises in small groups can take no more than a few minutes, yet allow students to engage with the material being covered.

**Patient** Remember what it is like to learn something for the first time. Give students time to process information and answer questions. Know that it is fine for students to make mistakes if they can learn from them. Realize that learning can be hard work, even for the most motivated students. Concepts, background information or conclusions that seem obvious to you may not be so clear to someone who is new to the subject. Be patient with yourself, too. Teaching can be difficult and frustrating at times. Give yourself the same opportunity to make mistakes and learn from them.

**Fair** Consider

what it would be like to be one of your students. Chances are you would want an instructor who set clear expectations, applied them consistently and could admit when they were wrong. Whether you mark off points on an exam question, give a low grade on a paper, or penalize someone for a late assignment, you should be able to explain why you did it. Of course it helps if you have already outlined clear policies, both for the entire course and for each assignment. Once you have set standards, it is very important to apply them equally and consistently, otherwise you will lose credibility. Peer instruction, which usually happens in small group activities or paper response assignments, allows students to get feedback at their own level of discourse and understanding. This provides a helpful complement not replacement to instructor feedback. Technology such as the discussion tool in Blackboard helps peer groups stay in contact over long distances and over different periods of time. CNDLS has several ways of helping you discover the learning styles you tend to favor. Being more aware of your own tendencies will help you recognize similar or different preferences in your students and react accordingly. Besides the more well-known Myers-Briggs test and visual, auditory, and tactile differences, there are also documented differences in how people problem solve. For instance, you might prefer identifying problems, evaluating solutions, or testing solutions. This might affect what assignments you give, what you focus on in a lecture or discussion, and how you weight grades. Technology Tip E-mail is an excellent and perfectly acceptable way to give feedback to your students. In fact, several professors ask their students to turn in assignments over e-mail.

### Chapter 6 : CNDLS: Top Qualities of an Effective Teacher

*Teachers who have a hard time maintaining this balance either become the kind of person who lives, eats, and breathes, teaching, which is the fast track to burn out, or they become the kind of teacher that arrives and leaves with the students, which is the fast track to lack of student progress.*

### Chapter 7 : How to Become an Effective Teacher

*An effective teacher reflects on their teaching to evolve as a teacher. Think about what went well and what you would do differently next time. You need to remember that we all have "failed" lessons from time to time.*