

**MARY LIN ELEMENTARY
TWENTY-SIX BEST TEACHING PRACTICES**

- 1* All material, supplies, and equipment were ready prior to the beginning of the lesson
- 2* Teacher reviewed students' understanding of a previous lesson to make connections to current instruction
- 3* The lesson objective and/or *Essential Question* were aligned to the grade level standard and effectively communicated to all students
- 4* Teacher demonstrated his/her knowledge of the subject matter and communicated it to all students
- 5* The teacher modeled what students were to know and be able to do and applied what was taught to *real-life* situations
- 6* Classroom and group discussions occurred at appropriate times during the lesson
- 7* Students were provided with opportunities to be group leaders, facilitators, decision leaders, peer tutors, and peer leaders
- 8* Students were required to respond to questions at levels of thinking beyond simple recall
- 9* Questions went beyond simple recall and required student to think, synthesize, evaluate, and conclude
- 10* Students were required to explain their responses/answers
- 11* The variety of learning activities/teaching strategies reflected the teacher's understanding of students' needs, strengths, special interests learning styles, and required learning time
- 12* Computers were available and used to engage students in lesson-related activities
- 13* Independent activities, research assignments, station/center/computer tasks, were Available (and aligned to the lesson objective) for students if they completed assignments before other students
- 14* Re-teaching activities were provided for students who need additional instruction (*didn't get it the first time*)
- 15* Lesson was characterized by a variety of student grouping strategies
- 16* The instructional activities, materials, and resources were appropriately aligned to the Grade level lesson objective and/or *Essential Question*
- 17* The skills, concepts, and content that were taught, were appropriately aligned to State and local performance standards
- 18* Skills, concepts, and content were taught at the appropriate levels of complexity.

19* Students were informed as to how well they followed directions, completed tasks, and were likely to achieve the lesson objective

20* Homework and follow-up assignments were differentiated to meet the varying needs and strengths of the students

21* A review of the lesson objective, feedback regarding students' understanding of what was taught, and a preview of the next lesson is provided through *lesson closure*

22* Connections were presented within and across content areas by the teacher and students

23* Teacher related the new learning to application in *real-life* situations

24* A well managed learning environment fostered equity, diversity, and fairness that resulted in students trusting and cooperating with each other

25* Teacher assessed (formally and informally) students' level of understanding during the lesson

26* Students used a variety of resources, materials (print and non-print), and manipulatives