CHECKLIST OF EFFECTIVE TEACHING SKILLS

1 = automatic/consistent use  
2 = thinking about/shows improvement  
3 = aware/needs more work

___ Learn and use students' first names
___ Model desired movement (i.e. hustle, fitness, enthusiasm, home position for equipment)
___ Use consistent start and stop signals
___ Wait for 100% listening before beginning instructions or signally the beginning of practice
___ Expect students to respond to a freeze signal within 5 seconds
___ Reinforce positive student behavior with specific statements that clearly convey teacher expectations
___ Give short specific directions (30 sec or less)
___ Move with purpose throughout the teacher area
___ Instruct from the outside of the teaching area with no one behind the teacher
___ Instruct from all areas of the room - no front of a classroom
___ Move to and deal with problem areas and students
___ Use efficient grouping techniques (signals with quick response)
___ Organize and handle equipment efficiently (quick distribution and collection, home position on freeze)
___ During practice episodes, all students should be in view when working with groups or individuals
___ Scan the entire teaching area and reinforce on-task behavior across the room, move to problem areas
Use concise instructional cues to emphasize key points

Give positive and corrective specific skill feedback

Direct specific, relevant questions to check for student understanding

Consistently use an anticipatory set to introduce lesson

End class or lesson segment with relevant questions to review and reinforce learning (CLOSURE)

Vary tone and loudness of voice for emphasis and clarity

Create a positive environment with a 4 to 1 ratio of positive to corrective feedback, nonverbal behavior, and phrasing of statements

Plan time use for each activity. Check for accuracy.

Maximize appropriate practice time with many opportunities for student success on relevant tasks

Eliminate repetitious words/phrases that detract.