



# Good Teaching

**Vickie Gill**



## Good Teaching:

*The Eleven Commandments of Good Teaching* Vickie Gill, 2001-04-27 *The Eleven Commandments of Good Teaching* looks at the teaching profession and asks novice and experienced teachers to examine why they chose teaching as a profession in the first place and how they can recapture the joy of teaching to the benefit of themselves and their students. The author reminds us that learning is natural and as babies we start out wanting to learn everything but sometimes wind up years later as bored and stifled teenagers. Because of bad teachers teachers often end up turning into the kind of teacher they hated as kids. The author gives practical advice on how to achieve a classroom environment that promotes joy in teaching as well as learning.

**The Eleven Commandments of Good Teaching** Vickie Gill, 2009-05-21 With new material on classroom technology, evolving social climates, limited budgets, and standardized testing, this inspirational resource provides wisdom and advice for staying committed to excellence.

*The Eleven Commandments of Good Teaching* Vickie Gill, 2015-11-17 Vickie Gill's time-tested wisdom and practical advice provides the insight teachers need to develop a dynamic, successful classroom. This third edition of her bestseller contains new material that helps teachers work with new technologies, evolving social climates, limited budgets, and standardized testing. Drawing on lessons learned from 21 joyous years of teaching, Gill illustrates each commandment with authentic classroom stories and concrete guidance for staying enthusiastic and committed to excellence. The suggestions show how to ask for support from your principal or staff, reach difficult-to-teach students, choose your battles carefully, maintain an open mind and a flexible attitude, focus on why you became a teacher in the first place, rediscover your profound joy for teaching students, and what Gill calls the greatest of all professions.

**Just Good Teaching** Laura Sindberg, 2012 Student learning in school music ensembles is often focused on technical skill development. Give your students broader experience involving multiple music learnings, technical proficiency, cognition, and personal meaning. The Comprehensive Musicianship through Performance (CMP) model will help you plan instruction for school ensembles that promotes a holistic form of music learning and will allow you to use your creativity, passion, and vision. With model teaching plans and questions for discussion, this book can give you richer, more meaningful challenges and help you provide your students with deeper musical experiences. Sindberg combines the theoretical foundations of CMP with practical applications in a book that's useful for practicing teacher-conductors, scholars, and teacher educators alike.

*The Ten Commandments of Good Teaching* Vickie Gill, 1998-01-27 This book offers you the courage to follow your instincts and the ideas you need to succeed. The suggestions here will help you focus on why you became a teacher in the first place. See your students as individuals with differences. Ask for the help you need from your principal or from school support staff. Maintain an open mind and a flexible attitude. Pick your battles with care and use good common sense. These strategies can change the way you feel about teaching and about your students. Help make a positive difference in your students' lives and recover your joy in teaching. Want to love your job again? Give yourself and your students this gift. It's full of wisdom.

inspiration and practical information Rebecca Merriman Educator Author of *Simply Free*      **Good Teaching** Richard A. Watson, 1997 From junior college to Ivy League university the level of teaching ranges from great to awful according to Richard A. Watson who explains not only how to survive but how to profit from and enjoy your college experience To help students make important personal choices What school What major What classes Watson discusses such broad areas as administrative structure institutional goals and faculty aspirations Charging the student with the ultimate responsibility for learning Watson presents certain academic facts of life teaching is not the primary concern of either faculty or administration in most institutions few professors on the university level have had any training in teaching and even fewer started out with teaching as their goal senior professors do not teach much the higher the rank and salary the less time in the classroom and those seeking tenure must emphasize research to survive and almost certainly the bad teacher who is a good researcher will get paid more than the good teacher who does not publish This is a book about good teaching and how to find it Rejecting the conventional wisdom that a professor devoted to research will not be good in the classroom Watson advises that you take classes from that old bear you are afraid of from the professor you may have been cautioned to avoid      *Education Reform and the Concept of Good Teaching* Derek Gottlieb, 2014-08-27 In an effort to address the problems confronting the American education system the Obama administration has issued structural and systematic reforms such as Race to the Top These initiatives introduce new statistics and accountability systems to gauge what constitutes good teaching both from an administrative standpoint and the perspective of teacher training programs This volume offers a direct critique of this approach concluding that it does not respond adequately to the issues of education reform but rather raises new problems and actively stymies progress The author argues that at the heart of the confusion lies a misguided and rationalistic view of teaching and learning He draws on the philosophical strategies of Ludwig Wittgenstein to break down the guiding assumptions of Race to the Top allowing both the positive and the negative aspects of the policies to be heard The author then proposes a different view of teaching and learning which considers how to effectively address the problems Race to the Top seeks to confront      *Good to Great Teaching* Mary Howard, 2012 We often talk about the importance of and benefits of focused intentional teaching Mary Howard is not only the champion of such instruction but she coaches the rest of us breaking it down so we can all do great work that truly matters Gail Boushey and Joan Moser the Sisters authors of *The Daily Five* In this valuable resource for teachers Mary Howard shares a step by step process for focusing on the literacy work that matters in any effective literacy design including schools implementing the Common Core State Standards and an RTI model to identify good work to celebrate great work and to accommodate high quality literacy practices Throughout *Good to Great Teaching* Mary describes spotlight teachers who will guide you through a process of evaluating adjusting and elevating your teaching Personal reflection tools are included to help you alleviate anything that deters your efforts to accomplish what you already do well and move your teaching to even higher levels Mary will take you into real classrooms where practical ideas

rooted in best practice offer a clear understanding of what great work can feel like look like and sound like As you work through this reflective process on your own or with colleagues you will build a common understanding of the quality of great work generate vision statements and overarching goals to guide your literacy design identify how to sustain great work to keep the momentum going No matter where you are in your teaching career the real key to great work is what you bring to the table Let Mary lead you as you move from good to great teaching so you can focus on the literacy work that really matters

**The Essence of Good Teaching** Stanford C. Ericksen,1984-11

**Good Teaching for Children with SEND** Alison Silby,Ann Callander,2025-05-14 Trainee and beginning primary school teachers must learn how to support children to overcome or reduce barriers to learning They need to build confidence in their use of teaching approaches that support Good Teaching for SEND Good Teaching for All This practical textbook presents evidenced based Adaptive Teaching strategies foundation knowledge and classroom approaches to support the learning of all children Each chapter links to a Teachers Standard and includes adaptable exemplar teaching activities based on what we know works in classrooms This is a core text for primary teacher training supporting new teachers to ensure their classrooms are truly inclusive for all children including those with SEND

**Making Good Teaching Great** Todd Whitaker,Annette Breaux,2014-01-09 Every good teacher strives to be a great teacher and this must have book shows you how It s filled with practical tips and strategies for connecting with your students in a meaningful and powerful way Learn how to improve student learning with easy to implement daily activities designed to integrate seamlessly into any day of the school year This is a readable hands on guide for both new and seasoned teachers complete with 20 Day Reality Checks so you can reflect on your progress and identify areas for improvement

**Good Teaching in Higher Education** Immanuel Ulrich,2023-08-23 How do I plan my course How can I inspire students How do I present myself How do I want to teach How do I test correctly What teaching methods are there Due to the lack of comprehensive university didactic training teachers too often have to answer these and many other questions for themselves This book is intended to counteract this and presents practical tips on good university teaching for all disciplines based on the current state of research

*The 12 Touchstones of Good Teaching* Bryan Goodwin,Elizabeth Ross Hubbell,2013-08-19 Find out how a simple practical checklist can help you cut through the clutter of information to make more deliberate thoughtful decisions in your everyday practice This book presents a checklist of 12 daily touchstones that can help educators take the right actions engage in more thoughtful behaviors and stay focused on the hallmarks of effective instruction

**Secrets of Good Teaching** Viney Kirpal,2006-08-07 This book is a compilation of essays and teaching strategies and best practices for teaching the humanities social sciences sciences and engineering Written by 20 top college and university professors of whom 14 are Best Teacher award winners these

**Consulting Students on Classroom Practice, 'Good' Teaching and Teacher Performance** Craig Skerritt,2024-09-19 Consulting Students on Classroom Practice Good Teaching and Teacher Performance is about the consultation of students on teaching and learning

matters in schools as part of typical school life as opposed to students being consulted as part of a project that includes some kind of external support Craig Skerrett makes not only a conceptual contribution by providing new thinking tools and a new way of understanding and articulating student voice in relation to classroom practice and by developing and presenting a heuristic device to aid research on student voice and classroom practice but a series of empirical contributions by reporting on interview data with a range of school based actors to spotlight existing views practices and issues and to call attention to hopes desires and fears for the future The book provides a critical account of student voice in contemporary schools Student voice is not taken at face value or accepted as being undisputedly positive nor are schools or the people in them treated as homogenous entities devoid of context Significantly researcher subjectivity is central vis vis the generation examination interpretation and presentation of the empirical data There is no claim to objectivity in this book and it is subjectivity that comes to the fore through what Skerrett coins the I nterest behind this research major emphasis is placed on his own experiences shaping his outlook Skerrett occupies a certain vantage point and sees student voice through a particular lens and this is reflected in the contents of this book

**Teaching at Its Best** Linda B. Nilson, 2016-06-22 The classic teaching toolbox updated with new research and ideas Teaching at Its Best is the bestselling research based toolbox for college instructors at any level in any higher education setting Packed with practical guidance proven techniques and expert perspectives this book helps instructors improve student learning both face to face and online This new fourth edition features five new chapters on building critical thinking into course design creating a welcoming classroom environment helping students learn how to learn giving and receiving feedback and teaching in multiple modes along with the latest research and new questions to facilitate faculty discussion Topics include new coverage of the flipped classroom cutting edge technologies self regulated learning the mental processes involved in learning and memory and more in the accessible format and easy to understand style that has made this book a much valued resource among college faculty Good instructors are always looking for ways to improve student learning With college classrooms becoming increasingly varied by age ability and experience the need for fresh ideas and techniques has never been greater This book provides a wealth of research backed practices that apply across the board Teach students practical real world problem solving Interpret student ratings accurately Boost motivation and help students understand how they learn Explore alternative techniques formats activities and exercises Given the ever growing body of research on student learning faculty now have many more choices of effective teaching strategies than they used to have along with many more ways to achieve excellence in the classroom Teaching at Its Best is an invaluable toolbox for refreshing your approach and providing the exceptional education your students deserve

*What Every Teacher Should Know About Effective Teaching Strategies* Donna Walker Tileston, 2004 The essential bag of tools for teaching the standards based curriculum for higher level student learning and achievement This concise collection of effective teaching strategies will be an invaluable guide for every teacher who knows that the way we teach is just as

important as what we teach Chapters cover Making good decisions about instructional objectives Teaching tools for beginning activities Teaching tools for working with declarative information vocabulary facts data and more Teaching tools for procedural activities constructing models using procedural knowledge and more Thinking tools and graphic organizers Verbal tools such as brainstorming Socratic seminars real world applications and more Guidelines for lesson planning Vocabulary pre test post test and summary Bibliography and Index      *Teacher Learning of Ambitious and Equitable Mathematics Instruction* Ilana Horn, Brette Garner, 2022-03-17 Drawing on sociocultural learning theory this book offers a groundbreaking theory of secondary mathematics teacher learning in schools focusing on the transformation of instruction as a conceptual change project to achieve ambitious and equitable mathematics teaching Despite decades of research showing the importance of ambitious and equitable teaching few inroads have been made in most U S classrooms and teacher learning in general remains undertheorized in most educational research Illustrating their theory through closely documented case studies of secondary mathematics teachers learning and instructional practices authors Horn and Garner explore the key conceptual issues teachers are required to work through in order to more fully realize ambitious and equitable teaching in their classrooms By theorizing teacher learning from a sociocultural perspective and focusing on instructional practice the authors make a unique contribution to the field of teacher learning This book offers researchers scholars and teacher educators new theoretical and methodological tools for the elusive phenomenon of teacher learning and provides instructional leaders and coaches with practical examples of how teachers shift their thinking and practice

**Authenticity in and Through Teaching in Higher Education** Carolin Kreber, 2013 In developing the notion of the scholarship of teaching as an authentic practice the author draws on several complementary philosophical ideas to explore the nature of this practice why it is imperative for universities to engage in it what meaningful engagement would look like and the conditions under which it might qualify as authentic Core constructs employed include practice virtue communicative action being power critical reflection and transformation The scholarship of teaching is described as a practice sustained through critical reflection and critical self reflection Being a scholar of teaching is viewed as an ongoing transformative learning process a process of becoming authentic the latter ultimately aimed at both helping students to become authentic and creating a better world in which to teach learn and live      *Teaching Skills* R. P. Pathak, 2012 Teaching Skills will help the teacher educators get acquainted with effective teaching techniques especially focusing on pedagogical teaching skill It will help students learn the principles and concepts of instructional aids like audiovisual aids It also gives a brief outline of micro teaching lesson planning unit planning and self instructional materials

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