

Vicksburg Community Schools

Instructional Skills Syllabus

Mary Burke and Pat Wilson-O'Leary

Domain #1- Planning and Preparation

For significant student learning, teachers can:

- Identify characteristics of quality teachers from various educational research studies. (S1/2)
- Identify, discuss, and plan for the first days of school using Harry Wong strategies and best practice.(S1/2)
- Identify and discuss key characteristics of effective schools.(S3)
- Review and reflect upon Brain Research, and student development and how it is applied in their classrooms.(S1/2/3)
- Identify what Formative and Summative assessments are and how they impact instruction and student growth. (S5)
- Use the work by McTighe, Backwards by Design to plan lessons.(S3)
- Identify CORE or district curriculum and plan lessons to implement.

Domain #2- Classroom Environment

To involve students and increase their responsibility, teachers can:

- Discuss pro-reactive management definitions and how they can influence your classroom. (S1/2)
- Plan how to effectively establish your classroom climate, arrangements, routines, behaviors, and discipline plan. (S1/2)
- Identify the major differences between group work and Dishon- O'Leary model of Cooperative Learning. (S4)
- Identify group composition strategies and how to implement in Cooperative Learning .(S4)
- Consciously teach students to develop strategies for independence & interdependence.(A)
- Designs and implements a safe, thinking environment.(A)

Domain #4- Professional Responsibilities

For their own professional growth teachers can:

- Use examples of effective parent communication to foster a partnership with parents.(S3)
- Identify and implement tools to assist in running effective parent teacher conferences.(S3)
- Constantly reflect on their practices throughout the year and decide how they might improve in the future.(A)
- Build a professional relationship with instructor and peers in this course.(A)
- Read about and implement current educational research from this course into their classrooms and professional responsibilities.(A)
- Participate in course content , following the PLC behaviors and adding value.(A)
- Implement all course concepts into classroom(Observation).

Domain #3- Instruction

In their student centered classrooms, teachers can:

- Identify and plan to use a variety of different strategies for consistent student thinking and engagement.
- Incorporate the six out of nine strategies from *CITW and Vocabulary Strategies* by Robert Marzano. (S3)
- Articulate and use "I can" or learning statements in instruction for student understanding.(S1/2)
- Analyze data and use it to drive instruction.(S5)
- Identify the characteristics of quality rubrics and then write one or more to be used in instruction.(S5)
- Identify the types of feedback and their characteristics and when to use them. (S5)
- Identify the different types of learning styles and implement into your class .(S6)
- Identify and define the 9 Multiple Intelligences by Howard Gardner and how we may use them in class. (S6)

S= Session A=All sessions

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Adapted to Charlotte Danielson's [A Framework for Teaching](#) (ASCD, 2007)
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