

2e. Models clear, acceptable oral and written communication skills

| UNSATISFACTORY | DEVELOPING | ACCOMPLISHED | EXCEPTIONAL |
|---|--|--|---|
| <p>A student asks: “What are we supposed to be doing?” but the teacher ignores the question. (D)</p> <p>The teacher states that to add fractions they must have the same numerator.. (D)</p> <p>Students have a quizzical look on their faces; some may withdraw from the lesson. (D)</p> <p>Students become disruptive, or talk among themselves in an effort to follow the lesson.(D)</p> <p>The teacher speaks way too fast or mumbles. Students clearly are not following what the teacher is saying.</p> | <p>The teacher mispronounces some common words.(D)</p> <p>The teacher says: “And oh, by the way, today we’re going to factor polynomials.”(D)</p> <p>A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.(D)</p> <p>Students ask, “What do I write here?” in order to complete a task.(D)</p> <p>The teacher is sure to proofread before sending any communication home.</p> <p>The teacher’s explanations are free of arbitrary pauses or utterances that interrupt the fluency of a lesson.</p> <p>The teacher presents a well-written outline of the unit for students to use as a study guide.</p> <p>Upon noticing a few blank stares from her students, the teacher rewords the explanation of the concept at hand.</p> | <p>The teacher says, “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”(D)</p> <p>In the course of a presentation of content, the teacher asks students: “Can anyone think of an example of that?”(D)</p> <p>The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.(D)</p> <p>The teacher previews the exact definition and pronunciation of new vocabulary before presenting it to the class.</p> <p>The teacher uses pauses purposefully, not to stall for thought or to find the right word.</p> <p>After reviewing a study guide, When the class looks puzzled by their peer’s response, the teacher restates the point in a way that makes it more comprehensible to students.</p> <p>The teacher asks students to process the information during a lecture before taking notes. (M)</p> <p>The teacher says, “I see from some of your</p> | <p>The teacher says: “Here’s a spot where some students have difficulty ... be sure to read it carefully.”(D)</p> <p>The teacher asks a student to explain the task to other students.(D)</p> <p>When help is needed, The teacher asks a student to offer clarification about the learning task to classmates.(D)</p> <p>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold but sunny day. (D)</p> <p>The teacher posts the learning goals written in student language. (M)</p> <p>The teacher deliberately chunks key information and encourages students to write down key ideas, terms and generalizations. (M)</p> <p>The teacher asks students to process the information during a lecture before they take notes using any one variety of note-taking strategies they’ve learned. (M)</p> |

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| | | blank stares that some of you are confused, so I am going to explain it in a different way. | |
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

http://www.assetproject.info/learner_support/communication_skills.htm

http://www.ehow.com/how_6909681_improve-written-communication-skills.html

http://www.helpguide.org/mental/effective_communication_skills.htm

http://www.ehow.com/how_2080970_improve-communication-skills.html

<http://www.completetext.com/markartscomskills.html>

<http://www.only-effective-communication-skills.com/communication-skills-for-teachers.html>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3192093/>