

# CHAPTER 1: THE TEACHER AS A DECISION MAKER

## CHAPTER OBJECTIVES

- Describe the basic teaching functions and the key characteristics of effective teachers.
- Recognize the professional teaching standards and understand the purposes they serve.
- Formulate a plan to use reflection to enhance teacher decision making.
- Describe ways that instruction of English language learners can be enhanced in all classrooms.

## CHAPTER OUTLINE

- I. Effective Teaching
  - A. Decisions about Basic Teaching Functions (planning, implementing, assessing . . . see also decision making, p. 2)
  - B. Essential Teacher Characteristics (dispositions)
  - C. Expectations for Effectiveness (No Child Left Behind)
- II. Standards for Teachers
  - A. InTASC Standards
  - B. Principles of Learning and Teaching
  - C. Framework for Teaching
  - D. National Board for Professional Teaching Standards
- III. The Teacher as a Reflective Decision Maker
  - A. Reflection (reflection, reflective practice)
  - B. Aspects of Instructional Decision Making (withitness)
  - C. Reflection and a Constructivist Approach to Teaching (constructivist theory)
  - D. Tools for Becoming More Reflective (action research)
- IV. Increasing Student Diversity (diversity)
  - A. More English Language Learners (English Language Learners, or ELLs)
  - B. Challenges of English Language Learners
  - C. Teaching English Language Learners in All Classrooms (sheltered instruction)
  - D. The SIOP Model (sheltered instruction observation protocol model)