



**BASIC PRINCIPLES
of LEARNING,
TEACHER
EXPECTANCIES, and
The COMPONENTS of
an EFFECTIVE LESSON**

THE BASIC PRINCIPLES OF LEARNING

The basic principles of learning and components of an effective lesson are based on educational research conducted over the last 50 years. The Clark County School District's Professional Domains and Standards set the expectation for teachers to incorporate the components of an effective lesson into instructional practices. This section highlights the research on teacher effectiveness and outlines the variables that are associated with student academic success and direct instruction approaches which include:

- Academic focus
- High levels of student engagement
- Teacher directed instruction
- Clear goals
- Carefully sequenced lesson delivery
- Sufficient time allocated for instruction
- Extensive content coverage
- Ongoing monitoring of student performance
- Immediate academically oriented feedback to students

The components of an effective lesson include direct instruction techniques. Direct instruction is a teaching model or an approach to teaching. It implies explicit teaching for whole group, small group, and individualized instruction. Teachers are expected to use these components when providing instruction. As outlined in the CCSD PROFESSIONAL STANDARDS FOR ENHANCING STUDENT LEARNING, the components include:

- Reviewing recently taught material
- Setting the stage for learning
- Identifying and focusing attention on the learning objective(s)
- Linking previously learned concepts to new concepts
- Using appropriate teacher facilitated and teacher directed instruction
- Assessing student understanding as the lesson progresses
- Using effective questioning techniques
- Using appropriate closure activities
- Modeling sensitivity to the cultural diversity of students
- Reviewing material to address long term knowledge and student deficiencies

Also in this section are the Teacher Expectancies and the Components of An Effective Lesson from the Southern Nevada Regional Professional Development Program (RPDP). These are included to assist teachers in planning and to ensure that the components and the teacher expectancies are used in lesson delivery.

TEACHER EXPECTANCIES

SUCCESS ON SUCCESS MODEL

Teach students how to study effectively and efficiently. Determine if students are visual, auditory, or kinesthetic learners, and use instructional strategies that support each of these learning styles.

STUDENT – TEACHER RELATIONSHIPS

Encourage students to learn and to stay in school by communicating positively with them.

USE SIMPLE, STRAIGHT-FORWARD EXAMPLES

Use simple, straight-forward examples in initial teaching which help students focus on the big idea.

ASSESSMENT

Assess the progress of students throughout the lesson, and adapt the lesson according to student performance. Assessment should be balanced.

NOTE-TAKING

Require and accommodate student note-taking. Notes include vocabulary, notation, concept development (pictures), pattern development, explanations for “tricks,” as well as problems.

VOCABULARY

Emphasize vocabulary, and require students to use appropriate vocabulary to describe their learning.

READING

Assign reading for daily lessons, explicitly introduce vocabulary, preview reading, make connections, check for understanding, and provide correction as needed.

WRITING

Assign writing that causes students to think, reflect, organize their thoughts, and be able to express their knowledge.

FACTS AND PROCEDURES

Provide students the “why” for rules and procedures.

TECHNOLOGY IMPLEMENTATION

Demonstrate the use of technology, and require students to use technology to build on concepts and skills.

PROBLEM SOLVING PROCESS

Model and utilize a variety of problem solving techniques.

MEMORY AIDS

Use devices such as mnemonics, oral classroom recitation, linking, and note-taking.

QUESTIONING STRATEGIES

Incorporate different types of questions into daily lessons that include higher level questioning techniques; require students to think and discuss their understanding. Use effective wait time for student responses.

COMPONENTS OF AN EFFECTIVE LESSON

INTRODUCTION

- Set the stage for the lesson. Examples of introductory activities may include note-taking, group activities, predicting, etc.

DAILY REVIEWS

- Provide review for short-term memory of recently taught material.
 - o Provide immediate and meaningful feedback when correcting homework.
 - o Keep reviews and homework checks brief.

DAILY OBJECTIVE

- State and post the objective(s) before introducing the lesson.
- Have students record the objective(s).

CONCEPT AND SKILL DEVELOPMENT AND APPLICATION

- Teach the big concepts.
- Provide the “why” for rules.
- Link concepts to previously learned material and/or real-world experiences.
- Use a variety of techniques to address student needs, including oral recitation, note-taking, and activities.
- Hold students accountable for taking notes and keeping records.
- Use ongoing, formative assessment to make instructional decisions.

GUIDED / INDEPENDENT / GROUP PRACTICE

- Conduct practice at different times throughout the lesson to help students process information.
- Use a variety of activities and groupings to address student learning needs.
- Structure classroom time for student reflection, inquiry, discovery, discussion, problem-solving, and analysis.

HOMEWORK

- Assign homework that aligns with curriculum objectives and reinforces skills and concepts taught.
- Include a variety of activities and assessment items.

CLOSURE

- Review the skills and/or concepts taught.
- Provide a variety of ways for students to explain what they have learned and how to apply the concepts.

LONG-TERM REVIEW

- Integrate ongoing, periodic review into lessons to maintain student skills, address deficiencies, build conceptual understanding, and prepare for high stakes tests.