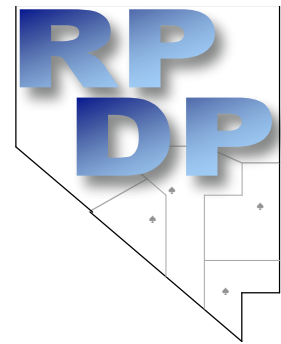


# Teacher Expectancies

*Southern Nevada*



## **Success on success model**

Teaching students how to study more effectively and efficiently. Determine if students are visual, auditory, or kinesthetic learners; concentration times.

## **Student-teacher relationships**

Encouraging students to learn, to stay in school by communicating positively.

## **Use simple straight-forward examples**

Using simple straight-forward examples on initial teaching allows student to focus on the big idea, the concept being taught without being distracted and bogged down in arithmetic.

## **Assessment**

Continually assesses the progress of students through the lesson and adapts the lesson according to student performance. Assessment should be balanced.

## **Note-taking**

Teachers are accommodating to student note-taking. Notes include vocabulary, notation, concept development (pictures), pattern development, explanations for “tricks”, as well as problems.

## **Vocabulary is stressed**

There is evidence that teachers are using and requiring students to use appropriate vocabulary to describe their learning.

## **Reading**

Teachers assign reading for daily lessons, vocabulary explicitly introduced, reading previewed, connected, checked for understanding, and corrected.

## **Writing**

Teachers assign writing that would cause students to think, reflect, organize their thoughts and be able to express their knowledge.

## **Facts & procedures**

Teachers provide students the “why” for rules and procedures but still expect students to know the rules and procedures.

## **Technology implementation**

Technology does not replace the need for student to compute using pencil and paper, teachers use it and require students to use technology to build on concepts and skills.

## **Problem solving process**

Teachers model and utilize a variety of problem solving techniques.

## **Memory aids**

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

## **Questioning strategies**

Teachers would incorporate different types of questions into daily lesson that would include higher level questioning techniques that require students to think and discuss more fully their understanding. Effective wait time would be incorporated.