**Name: Emily Tuck**

After reviewing the characteristics and qualities of effective educators as identified by research, write out 2 characteristics that will be easy for you to implement in your classroom and 2 that you will consciously work on.

**Glows Grows**

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| **The Effective Teacher as a person…**  Models ethical behavior. Treats students as people (individuals) and invests time in them. | Being respectful at all times, even if the student may be showing disrespectful or disruptive behavior.  Addressing all students by name and greeting them as they enter the classroom. |
| **The Effective Teacher as a professional…**  Collaborates with colleagues on issues and networks with other teachers in the school and beyond.  Practices self-reflection and approaches criticism as opportunities to grow. | Tries to control anxiety (over classroom evaluations) and turns criticism into positive experiences. Practices effective time management. |
| **The effective Teacher established classroom management and organization that…**  Has a designated space for students to turn in work, or has an effective workflow and feedback.  Sets boundaries so students are not using the teacher’s desk as a finishing station.  Displays student work.  Provides instruction bell to bell. | Turns grading into opportunities for improved teaching. Arranges my work space for maximum productivity.  Consistent with rules and consequences. Has materials for substitutes readily available |
| **The Effective Teacher implements instruction that…**  Has clear goals and objectives for students to master. Offers opportunities for remediation of enrichment.  Incorporates higher order thinking into the curriculum. Keeps students engaged. | Sets reasonable goals and objectives for students. Doesn’t get bogged down in creating elaborate handouts and PowerPoints.  Implements changes recommended by administrators. Follows lesson plans. |
| **The Effective Teacher monitors student progress and potential by…**  Efficiently managing important documents.  When grading work, asking, “How can I help this student?” Making sure when grading papers to always provide positive feedback, not just criticism. Focus on the larger issues, not the minutia. | Being flexible and willing to go back over material that students have missed.  Keeping samples of their writing to assess progress. |