



Some Best Practices in Classroom Teaching for Professional Development of Teacher Education

DR. BINDU PATEL
Lecturer,
D.I.E.T Mehsana
Gujarat (India)

Abstract:

Currently there are endeavors are made by all government and non-government agencies related to educational system of the country at any level to bring quality to teaching, learning and evaluation. The teacher education institutions are more responsible for setting the standard of classroom teaching-learning process. They do prepare teachers for primary secondary and senior secondary school and there for the teachers so trained should be effective & committed to teaching profession. These can only happen if each and every teacher educator is well trained & professionally developed as a teacher-educator to teach excellently in various subject (theory & practical) to the student-teacher is to be teachers with full attainment & enthusiasm.

In this research paper the best practices are deeply discussed by another using her experiences & clues from the resource material. Some best practices in classroom teaching for professional development of teacher educators are (1) Lecture Practices and (2) Climate Setting Practices.

In Lecture practices-lecture questioning, Surveys with exemplifier, Turn to your partner and Halting time, Explication of text, Guided lecturer, Immediate mastery quiz, Storytelling, etc are very important for a test to use during the lecture to make teaching more effective & fruitful similarly, in climate setting practices also following aspects are essential to be put into the practice by Teacher Educators. They are like meets the student teachers needs for physical comfort and accessibility define negotiable and non negotiable areas, clarify the role of teacher-educator, clarify the role of student-teacher as a member of a learning Community. Thus, these two practices are important to be followed by teacher educators as part of their professional development & share it will other Teacher Educators to bring Excellency & effectiveness in teaching learning processes being performed at teacher education institutions in the nation at large.

Keywords: *Classroom teaching, Education, Professional development Teacher educator*

1. Introduction

Teaching a content point of the subject in the classroom represent broad range of most effective actions teachers take, and requisite conditions teachers establish to facilitate learning of the students. These kind of actions & requisite conditions can be briefly listed to serve more as a reference to the scope of excellent teaching technique thus as a source of enlightenment of teacher must recognize the teaching as both art and science, as the list of dimensions of excellence as a starting point for discussions about the performance we as teachers strive for may help each other obtain. While the skills of teaching are widely researched and described, they are nearly rewarded become teachers do not share a common language about best practices. Instead of directly addressing learning to teach well, we often enormously assume new teachers to know how to teach because they used to be students.

2. Teaching as Profession

Learning never ends as it is said that “Learning starts at the womb of mother and ends at the grave.” Therefore becoming an excellent teacher educator is a continuous process, a life-long challenge, the dimensions of which after go unrecognized. In general mind, doctors and lawyers are professionals, teacher educators are not. It is sure that the teacher educators could change their semi professional status. if they could agree upon a list of best-practices as described in this paper are followed and help each other achieve them. Ultimately these best practices for professional development would help the teacher educator achieve their Major goals.

1. Teacher educators could find consensus on an ever evolving definition of that constitutes best practices in this amorphous and complex endeavor.
2. Senior teacher educators could assume a responsibility to develop additions and modifications to the best practices list and actively transmit there practice to new faculty, and
3. All the teacher educators could collectively ensure that the teacher education institutions apply the set of best practices for the ultimate welfare of the teacher trainee (the future teacher)

If the teacher educators could ever come to agree upon any performance based list such as this one then the teacher education, institutions could marshal the resources to accelerate their attainment clarify the objectives for acquiring tenure and offer rewards for an individual’s continued reflective review of teaching practices.

3. Best Practices for Classroom Teaching

The best Practices explained here focus on these aspects of classroom teaching competence that are visible to one self and to other and thus become useful for formative evaluation. When components of excellence can be defined in language that details teaching actions as confirmable performances that is neither minutely technical nor remotely abstract, we could investigate these actions in practice, either collaboratively or individually. For if a component can be self perceived near the time it occurs, it can be modified or strengthened. That is how professionals who must engage themselves in reflective practice, get better.

There are the best practices of teaching about teaching. Even though classroom vary in content and goals, this set of rest practices does apply to most adult education environment, in both teacher education i.e. professional technical and academic areas in differing degrees. These best practices are organized under two headings.

3.1 Lecture Practice

Lecture is effective ways to present new information orally to fit differences in learners. It is clear that in lecturing of times information must be transmitted. Orally to a passive listening audience but research has shown that after 10 to 20 minutes of continuous lecture assimilation falls off rapidly if the teacher educator must rely on the oral presentation of material these techniques enhance learner retention. There are certain techniques to be used during lecture practices are given below.

3.2 Lecture Questioning

Talk to the student teacher in 7 to 10 minutes segments, pause, and ask pre planned rhetorical questions, learners record their answer in their notes.

3.3 Surveys with Exemplifier

Survey with Exemplifier teacher educator deliver lecture & at the last 15 minutes pause, ask directly for a show of hands saying “Raise your hand if you agree... disagree...., etc.” Ask for a volunteer to speak for each response group.

3.4 Turn to Your Partner and....

After completion of sub-topic of main topic of content pause ask each to turn to the student teaches next to them and share examples of the point just made or complete a given phrase or sentence.

3.4 Halting Time

It is essential for a teacher educator to give certain time to the student teachers to teacher some complex topic. In this technique teacher educator presents complex material or directions and then stop so student teachers have time to think or carry out directions. Visual Teacher-educator has to check to see whatever the class. appears to understand the complex topic of the subject. If they do then continue otherwise it can be repeated partially or as whole.

3.5 Explication Text

In this practice the teacher educator need to read and analyze passages from the text aloud, student - teachers can see that through analyzing & explaining by teacher - educator the higher order thinking skills and that criticism are developed through this short of legitimate intellectual exercise.

3.6 Guided Lecture

The student teachers in this practice listen to 15-20 minute of lecture without taking note. At the end they spend five minutes recording all they can recall. The next step involves student-teachers in small discussion groups reconstructing the lecture conceptually with supporting data, preparing complex lecture notes, using the guidance of teacher educator to resolve questions that arise.

3.7 Immediate Mastery Quiz

The teacher educator has to pre-determine a quiz test for the instructional material. Teacher educator includes. Regular immediate mastery test in the last few minutes of the period, student-teachers retain at most twice as much material both factual & conceptual. This increases span of attention of the student teacher in listening what the teacher educator is teaching all about.

3.8 Story Telling

Generally stories metaphor and myth catch student teacher or any learner deeply within so no longer are student teachers functioning as tape recorders subjects to the information overload limits. What human being has in common is revealed in myth; stories allow the listeners to seek an experience being alive in them and find clues to answer within themselves. For storytelling 10 to 20 minute limit is enough. It is clear from above aspects that lecturing in this class room with excellent performance requires many micro level aspects to take into the consideration for the Teacher Educators.

4. Climate Setting Practices

It is very essential for a teacher educator to set appropriate learning climate for the student-teachers in the classroom Teacher educator is supposed to regulate the physical and mental climate of the class room. A large portion of teaching effectiveness involves setting the stage. It comes with the territory. Solve comfort issues first and the learning part for student teacher will

become smoother. Research shows that successful teacher educators spend 10% of classroom time. In optimizing the arrangement of the physical setting as well as the Psychological setting- a climate of collaborativeness supportiveness, openness pleasure and humanness.

4.1 Meet the learner's Need for Physical Comfort and Accessibility

Meet the Student-teacher needs for Physical comfort duty teachers needs for physical comfort and accessibility it is a duty of teacher educator to work into the needs of student teachers from physical comfort point of view so that they can be learn to more accessibility.

4.2 Define Negotiable and Non-negotiable Areas

Teacher educator must cleanly specify these aspects of class performance that are his/her responsibility, such as essential procedures, external constraints, performance requirements. (Such as attendance) and summative evaluation and those parts of the course that have mutual responsibility such as seating arrangements which may be negotiable, etc.

4.3 Clarify the Role of Teacher Educational (one)

It should be clarified by the Teacher Educator that the teacher educators are here to facilitate learning by providing resources tasks, and support. The teacher educator is not the fount of all knowledge. The teacher educator trusts the student teachers to want to learn and therefore will take responsibility for their own learning.

4.4 Clarify the Student-Teacher's Role as Member of a Learning Community

It is equally unfortunate for the student teachers to understand that what they are supposed to do as member of learning community teacher-educator should clarify expectations the student teachers have for optimizing their own gain, as well as, optimizing the establishment of constructive relationships with each other. A learning community exists when one's own actions simultaneously enhance both the self and the community welfare. Thus, for excellent professional development of Teacher Educator, the climate selling is the classroom while teaching plays vital role for them.

5. Conclusion

In sum, the experience of classroom itself is continually open to analysis. By setting oneself with redness, commitment & innovative the teacher educators can easily develop in their professions aspects of teachers which is now-a-days plays vital role to provide excellent teaching learning environment in teacher. Education institution where the entire nation has forced their eyes for national development by generating effective and excellent teachers.

References

1. Moore, Kenneth D. (1989). Classroom Teaching Skills: A Primer. (Random House, New York).
2. Peter, J. Frederick (1987). Student involvement: Active Learning in large Classes. in teaching large classes Well, Edited by M.G. Weimer. New Direction for teaching and Learning No. 32 (Jossey-Bass, San Francisco).
3. Weaver, R. and Cottrell, H. (1985). Using Interactive Images in the Lecture Hall. Educational Horizons, 64:4, Pp.180-185.