

Appendix A

Categories for Teaching

1. Classroom management: Provides for large group and individual instruction; develops routines and procedures to increase academic learning time; provides an environment conducive to learning; recognizes conditions that may lead to discipline problems; responds appropriately when problems occur; assists students towards self-discipline.
2. Clarity of oral and written expression: Understands, presents, and discusses concepts precisely; answers questions clearly. Writes effectively, using appropriate grammar, spelling, and legible expressions according to the task.
3. Flexibility/adaptability: Learns new concepts or ways of doing things willingly; cooperates with youth and adults; effectively uses various teaching styles; successfully teaches a variety of assignments; responds to constructive comments and supervision.
4. Enthusiasm: Displays overall optimism and zeal. Willing to be involved. Participates in school projects and/or committee work. Uses facial expressions, body language, and presentation skills that demonstrate a caring and warmth toward students and an enthusiasm for the subject of learning.
5. Instructional skills: Plans and implements effective lessons; has knowledge of current approaches to teaching; applies new ideas and skills. Uses a variety of styles/methods when presenting lessons that reflect planning and pacing relevant to the age and intended learning. Able to assess the needs of the students and prescribe programs appropriate to meet needs. Able to demonstrate a positive impact on student learning.
6. Models appropriate behavior: Encourages respect and confidence of students, other faculty, and staff. Maintains a professional demeanor, behavior, and attire. Models appropriate learning behaviors.
7. Commitment to accomplishment: Exerts effort to attain goals; organizes ideas, time, materials, and space in a way that accomplishment occurs. Demonstrates an attitude toward professional plans/goals; evidence of self-motivation. Is committed to student growth.
8. Rapport with students: Develops favorable relationships with students; exhibits empathy for students; is interested in their learning and welfare; responds to student needs; relates to students of varying socio-economic and ethnic backgrounds, different learning styles, and various handicapping conditions.
9. Interpersonal skills: Demonstrates rapport with adults, including assistants, colleagues, and supervisors; displays positive attitude toward students and professional associates; works well with others in a team or faculty situation.
10. Knowledge of subject matter: Demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s).

Aaron David Mermelstein, Reflective Teaching as a Form of Professional Development