

Essential Teaching Practices OF CITY HONORS SCHOOL

FACTORS	OBSERVED VARIABLES	ESSENTIAL PRACTICES
Direction	I know what is expected of me in my classes.	<ul style="list-style-type: none"> Display the day's agenda, objectives and assignments and discuss them at the start of lesson. Provide students with written academic expectations, assignments, materials needed, etc. at the beginning of a unit of instruction. Provide exemplars for assignments and projects. Inform students of criteria/rubrics they will be graded on.
	In my classes I have the materials and equipment to do my work right (correctly).	<ul style="list-style-type: none"> When making assignments, also include what materials and equipment students will need to use. Maintain extra supplies in classroom for students (pens, pencils, paper, etc.).
	In one or more of my classes I have the opportunity to do what I do best on a regular basis.	<ul style="list-style-type: none"> Provide choices and flexibility in assignments, assessments, and activities. Differentiate instruction and assessment, as appropriate. Increase the level of thinking skills in class work by analyzing tests, assessments, assignments, and projects based on Bloom's Higher Order Thinking Skills.
Feedback	About every week I receive recognition or praise for doing good work from at least one of my teachers.	<ul style="list-style-type: none"> Acknowledge students' progress and improvement regularly. Provide descriptive written and verbal value-added constructive feedback on assignments, assessments, conversations, contributions to the class, projects, etc. Display student work; allow students to share their work with other students (good examples).
	My teachers regularly inform me how I'm doing in my classes.	<ul style="list-style-type: none"> Teachers should define/describe their grading policy/practices, with a handout. Teach students how to use the grading formula to calculate and to keep track of their own grades. Provide timely feedback. Inform students the impact of a grade of zero. Use grade tracking sheets.
Caring Environment	There is at least one teacher at school who seems to care about me as a person.	<ul style="list-style-type: none"> Greet students as they enter the classroom; take time to talk with them. Take a personal interest in what students are doing and talk to them about it (e.g., extra-curriculars). Learn and practice Active Listening skills. Know all students' names.
	There is at least one teacher at school who regularly encourages my achievement (development).	<ul style="list-style-type: none"> Return graded work to students in a timely manner so that feedback can be used to increase quality achievement. Show students the benefits of learning – relevance. Provide opportunities for enrichment by going beyond the lesson for interested students – be more in-depth.
Expert Teachers	I believe my teachers are experts in what they teach.	<ul style="list-style-type: none"> Know more than just what the text contains; have mastery of the subject matter. Treat students as adults, engage in conversations, demonstrate respect. Be passionate about what you are teaching; show enthusiasm in teaching. Establish and maintain consistent classroom procedures. Show practical/relevant applications of concepts taught. Be able to speak about the topic (and not read from notes or text).

August 2010 The "observed variables" come from Gallup and Loehr studies; Structural Equation Modeling identified the Factors (latent constructs) that appear to exhibit causal relationships with the 10 observed variables to an acceptable degree of statistical significance (Bollen-Stine $p=0.391$). (When these practices are more consistently practiced, student perceptions of the "observed variables" will increase along with intrinsic motivation, causing an increase in student engagement and achievement.) This is Draft #3 ("final") for the City Honors School (grade 9-12). The source for these essential teaching practices was brainstorming with the CHS representative student resource group (14 April 2010) and the CHS lead teachers and others group (6 May), with follow-up discussion with lead teachers and others (25 May 2010). June 2010 all CHS faculty (grades 9-12) had the opportunity to suggest changes, modifications, additions, deletions before this document was finalized.

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