The Art of Teaching

by Henri Picciotto

The following list of choices may help to structure your reflection about teaching. Start by analyzing your teaching. You might circle your natural instinct (e.g. "Forward motion"), and/or shade part of the corresponding axis, reflecting what you actually do. Then think about setting goals. You can use this worksheet on your own, but you will probably get more out of it if you include it in your conversations with colleagues.

There is no one way. Within each category, there is something to say for each of the options, and for any other option on that spectrum. Learn how to navigate between the options, adjusting to the specific conditions of your class. As you gain experience, you will learn new techniques, broaden your repertoire, and gain the flexibility that makes for good teaching.

Add more categories as you become aware of them (and send me a copy!)

Course Organization forward motion review discrete topics internal cohesion staying within your discipline making connections teaching to standards differentiation responding to the realities of the class covering the material responding to the realities of each class keeping sections in sync Lesson Planning over-prepared winging it same as previous time new approach where did the ideas come from? your department colleagues at other schools (the latter through journal article / conference / Internet / personal contact)

Format routine variety lecture activity (activities) hands-on words-centered no tech low-tech high-tech "too easy" "too difficult" (working at many levels) formal informal (atmosphere) discovery direct instruction letting go controlling slow (pace) fast individual work / pairs / groups / whole class talking / reading / writing **Emphasis** skills understanding depth breadth enjoyment learning process right answer **Discourse** questions closed open correct answers incorrect Who talks? Who listens? (Who hears?) What determines the validity of an idea?

Working with Students

intrinsic	motivation	extrinsic
support	(hand-holding vs. sink-or-swim)	challenge
individual students	time and focus	whole class

(teacher's authority / student consensus / published reference)