

YOUR PERSONAL LEARNING GUIDE FOR

**MAKING**  
*Every Lesson*  
**HIGHLY**  
**EFFECTIVE**  
*Teaching for Results*

THE  
MASTER TEACHER®  
*Develop • Support • Honor*



Copyright 2017 by THE MASTER TEACHER®

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission of the publisher, with this exception: Pages labeled “Results-Oriented Teaching Model Graphic Organizer” may be copied by or for school staff, for personal use only, but not for resale.

THE MASTER TEACHER®  
Publisher  
Leadership Lane  
P.O. Box 1207  
Manhattan, Kansas 66505-1207  
800.669.9633 [www.masterteacher.com](http://www.masterteacher.com)

ISBN 10: 1-58992-120-8  
ISBN 13: 978-1-58992-120-7  
First Printing 2002  
Printed in the United States of America

# TABLE OF CONTENTS

---

Foreword..... iv

Introduction..... v

## **THE FOUNDATION OF THE LESSON**

The Foundation of the Lesson: What—The Objective ..... 1

The Foundation of the Lesson: Why—The Purpose ..... 5

The Foundation of the Lesson: How—Accomplishing the Objective ..... 7

The Foundation of the Lesson: Using the What, Why, and How ..... 9

## **THE BODY OF THE LESSON**

The Body of the Lesson: Review ..... 13

The Body of the Lesson: Relevant Information and Examples ..... 17

The Body of the Lesson: Modeling ..... 19

The Body of the Lesson: Checking for Comprehension..... 23

The Body of the Lesson: Appropriate Practice ..... 27

The Body of the Lesson: Teacher Feedback ..... 29

The Body of the Lesson: Closure ..... 37

## **RESOURCES**

THE MASTER TEACHER’S Results-Oriented Teaching Model ..... 43

Graphic Organizer ..... 44

# F O R E W O R D

---

Teaching is a challenge—it always has been and probably always will be. Common sense tells us every teacher needs to have a reasonable plan of instruction.

THE MASTER TEACHER’S Results-Oriented Teaching Model detailed in this book can help you find that plan of instruction for *every* lesson. You will *not* find hard-to-follow instructions that add additional stress or requirements to your day. Instead, you learn how to ensure your students know what the learning goals are, why they need to meet these goals, and how they will achieve them. The Results-Oriented Teaching Model helps you select the best teaching options available to maximize learning. This is *not* a “cookbook” of teaching “recipes”; it is *definitely* a guide toward more effective teaching strategies and skills.

Just as students need to practice skills in math, science, language arts, social studies, and so forth, teachers need to practice and work on their teaching skills. If you aren’t sure you’re as successful in the classroom as you want to be, ask a peer to observe you. If you see a colleague who seems to have it all together, ask if you may watch him or her in the classroom so you can adapt what you see to your own techniques and style. Familiarize yourself and your colleagues with the terms used in the model in this book so you can all brainstorm ways to help one another.

Above all, don’t give up if at first you feel you aren’t successful! Just as you stick with your students to help them do well, look at the effective parts of each of your lessons and build upon them. Then, focus on your areas of concern and decide what to do about them. Only *you* can make the necessary changes to enhance your teaching. Good luck!



## NOTES

with the “road map” of instruction that she or he is to follow. Other districts may give the teacher specific goals to focus on but have no exact methods for reaching those objectives. In this case, the teacher still needs to know exactly how he or she is going to teach to help ensure the students meet educational goals.

So, as you read through this information, use your own experiences—anything from several years in the classroom to a recent student teaching stint—to really think about your instructional effectiveness. Busy teachers sometimes don’t take time for reflective thinking, but it’s essential for the improvement of our teaching skills. In this book, you will be asked to reflect quite often. It’s a tool that we know helps students with their learning and comprehension, so why shouldn’t we use it ourselves? By practicing reflective thinking while working your way through this book, you will become more comfortable and skillful with it and can carry it over into other aspects of your job.

Good teachers know they’re teaching people, not subjects, and that these people have different learning styles, abilities, and motivations. The quantity of information our students are now learning is far beyond what many of us were expected to learn, and that amount of information is increasing as we speak. So, how in the world are we supposed to deliver the necessary material while addressing the individual needs of students—and still maintain our sanity?

The benefits of the Results-Oriented Teaching Model are far-reaching because it is a model that encourages you to focus on each step of the teaching process and carefully consider how best to meet the goals and objectives of each lesson. It doesn’t require additional time and may even create more teaching time because it helps you develop skills that allow you to think on your feet and become more efficient. It even gives you a tool by which to evaluate your lessons—what worked well, and where did things go wrong? By “plugging” instruction into the model, you can see if you skipped some essential teaching element or spent too much time somewhere else. You will have autonomy to employ any effective, creative teaching strategy you feel is appropriate, while moving your students toward the goals and objectives you have set for them.



## NOTES

First, reveal the lesson objective, or *what*, your students will learn that day. Stating the objective right off the bat focuses students' thinking on what they'll be doing and increases organization and understanding. The *what* of the lesson is the permanent learning you want students to walk away with at the end of the class period, and it's an essential element of the foundation of the lesson.

Next, promote the purpose of the lesson, or *why* your students will be learning the material. You must briefly explain the value of what you're teaching or have your students supply their own reasons.

The final step to laying down the foundation of the lesson is to describe the strategies you'll use to teach it, or *how* your students will learn. It's absolutely vital to briefly let the students know the agenda for the lesson so they will be oriented to your plans for the day. It also helps you know that what you are teaching is truly part of your intended curriculum.

Why are these steps—the foundation of the lesson—so crucial to both the teacher and the students? These three steps focus everyone on what it is they need to teach or to learn. Imagine a coach talking to his football team, teaching them new plays or reviewing the “tried and true” ones. He knows exactly what points he needs to get across in order for the team to be successful. If the coach simply gives pep talks during every practice or talks about how football was played “in his day” and then just lets the players go out on the field and randomly play football, the team certainly won't get any guidance or instruction and is probably not going to see much success.

Although the football coach doesn't need to spend a lot of time explaining why the players need to know a certain play, he does, however, need to mention that the team has a common goal—to play their very best and to win the game. So, everything the team does or talks about in practice is directed toward that goal. Getting sidetracked wastes precious practice time and energy.

Furthermore, the team has to do specific things that all the members understand in order to be truly successful. Think about it: without knowing what they did, the team's victories and losses are equally useless to help the team earn future wins. If the team does win,





## NOTES

You reinforce learning in the body of the lesson when you *provide feedback* to your students' responses. Tie in their answers directly to the day's learning objective.

Finally, the last step of the Results-Oriented Teaching Model is guiding your students through *closure*. Have students repeat or use the key points of the lesson in order to reinforce what they've learned.

By this time you may be thinking, "How long are these steps going to take me? There are only about six hours in the school day!" Think back on a previous lesson, a lesson you considered to be particularly successful. Try to identify the steps of the model you used without even realizing you were using them. The steps don't take a lot of time, they're just a seamless part of good teaching. And the model is not intended to be used in its entirety every day for every lesson. The Results-Oriented Teaching Model can guide you in planning a unit that might last two weeks so that the overall focus remains the same while different activities are completed or daily objectives are being met.

Some people find it helpful to consider the model as a circle, with the *what*, *why*, and *how* steps in the middle, directing and controlling everything else that happens in the classroom.

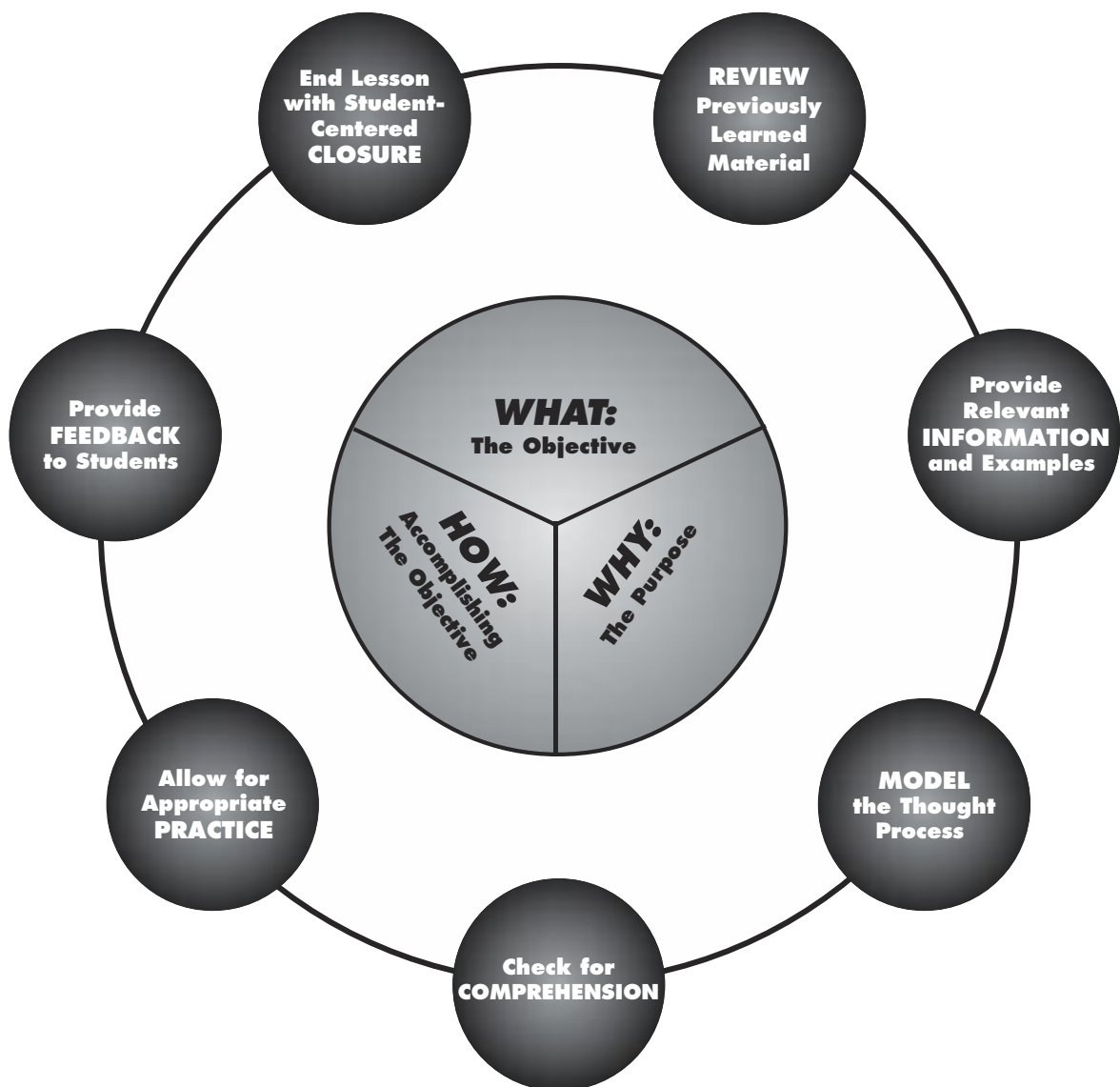
Your job as a teacher will be to decide which of the other elements of the model will best help you address the learning objectives for a particular class period or day. For example, although it is crucial that in every lesson you tell your students *what* they'll be learning, *why* it's important to learn it, and *how* you'll be teaching it, one whole class period might be used strictly for review before a quiz or activity.

Now that we have looked briefly at all of the components of the Results-Oriented Teaching Model, let's focus on each of the elements in a little more detail. We'll begin with the learning objective of the lesson, otherwise known as the *what*.

---

# THE MASTER TEACHER'S Results-Oriented Teaching Model

*A flexible teaching method you can use for every lesson*



# The Foundation of the Lesson

## WHAT: THE OBJECTIVE

The *what* of your lesson is the objective, or the permanent learning you want your students to acquire. You should think of this, and describe it to your class, as a learning goal, *not* an activity. The objective is not a good score on a test, although that's always a nice bonus! It's the permanent knowledge you want your students to take away from the class. Don't confuse *objectives* with *activities*, or the *what* with the *how*.

Let's practice distinguishing between objectives and activities. Look at these two statements and decide which is the objective and which is the activity.

1. Students will have a positive attitude about art.
2. Take a trip to a local art museum.

If you said that number 1 is the objective and 2 is the activity, you are correct. Taking a trip to the local art museum is one strategy a teacher might use to encourage students to look at art and learn to appreciate it. Let's try another one. Which is the objective, and which is the activity?

1. Play the part of a teacher interviewing for a job with a school administrator.
2. Give acceptable responses to questions in a job interview for a teaching position and ask appropriate questions about the duties of the job.

Number 1 is the activity you could use to practice interviewing, and number 2 is the permanent learning you hope to accomplish.

### NOTES

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## WHAT: The Objective

### NOTES

If you isolate the verb, you can usually tell the difference between objectives and activities. For instance, consider this statement: “Students will *add* three-digit numbers correctly.” The word “add” indicates that this is a learning objective. To be able to add three-digit numbers is the knowledge that you want your students to permanently acquire. If they can add numbers in the classroom, they will be able to add when in a grocery store or while keeping score on the playground.

On the other hand, in the sentence, “Students will *practice* with place value boards to add numbers,” the verb “practice” indicates that this is an activity by which students can learn the desired objective. It’s a means to an end, not the end itself. Students won’t use place value boards in their everyday lives. The boards are a way to teach the permanent skill of addition.

Remember: *the effectiveness of the whole instructional process depends upon the ability of the instructor to specifically determine the objectives for the lesson.* The objective is the target goal that all of the content and activities are aiming toward. When students know exactly what you want them to learn, there is a greater probability they will achieve that learning.

You need to be clear with your students about what the objective of the lesson is either at the beginning of class or after you have done some kind of lead-in activity. When you are planning for the lesson, this clarity focuses you on what it is you need to teach. When you share with the students, it focuses them on what they will be doing during class time. There are some students who absolutely *must* know what is going to happen in class right at the beginning. By telling them up front what they will be working on, their anxiety level goes down. They know whether they already have some previous knowledge about the topic or whether the material will be totally new for them.

This strategy also promotes order in the classroom. Various studies in the past several years support the idea that actually writing down your objective promotes higher achievement. When students enter the room and your *what* is written on the board or overhead, there is no mystery and no conversation about “I wonder what we are going to do today?” Students with limited English skills and who have special needs will really benefit from this practice.

Of course, if you expect students to read an objective when they come into the classroom, you need to make sure they understand your expectation. For instance, at the beginning of the year or semester, you need to explain your procedures to your students so they know they need to look at the board, get out their necessary materials, and

