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# 6 HABITS OF HIGHLY **EFFECTIVE** TEACHERS

TEACHERS



**NATALIE PHAM**, Ph.D.

# OBJECTIVE

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1. Provide **clear** expectations for teachers
2. Deliver **effective** classroom instruction
3. Create **engaging** and **productive** learning environment

# HABIT 1

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**LESSON IS FOCUSED ON OBJECTIVE**



Begin with the end in mind!



**NATALIE PHAM**, Ph.D.

What defines a good objective?



# 4Ms

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**M**anageable – Quản lý được

**M**easurable – Đo lường được

**M**ade First – Ưu tiên mục tiêu trước

**M**ost Important – Ưu tiên nội dung quan trọng trước

# SMART OBJECTIVES

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**S**pecific

**M**easurable

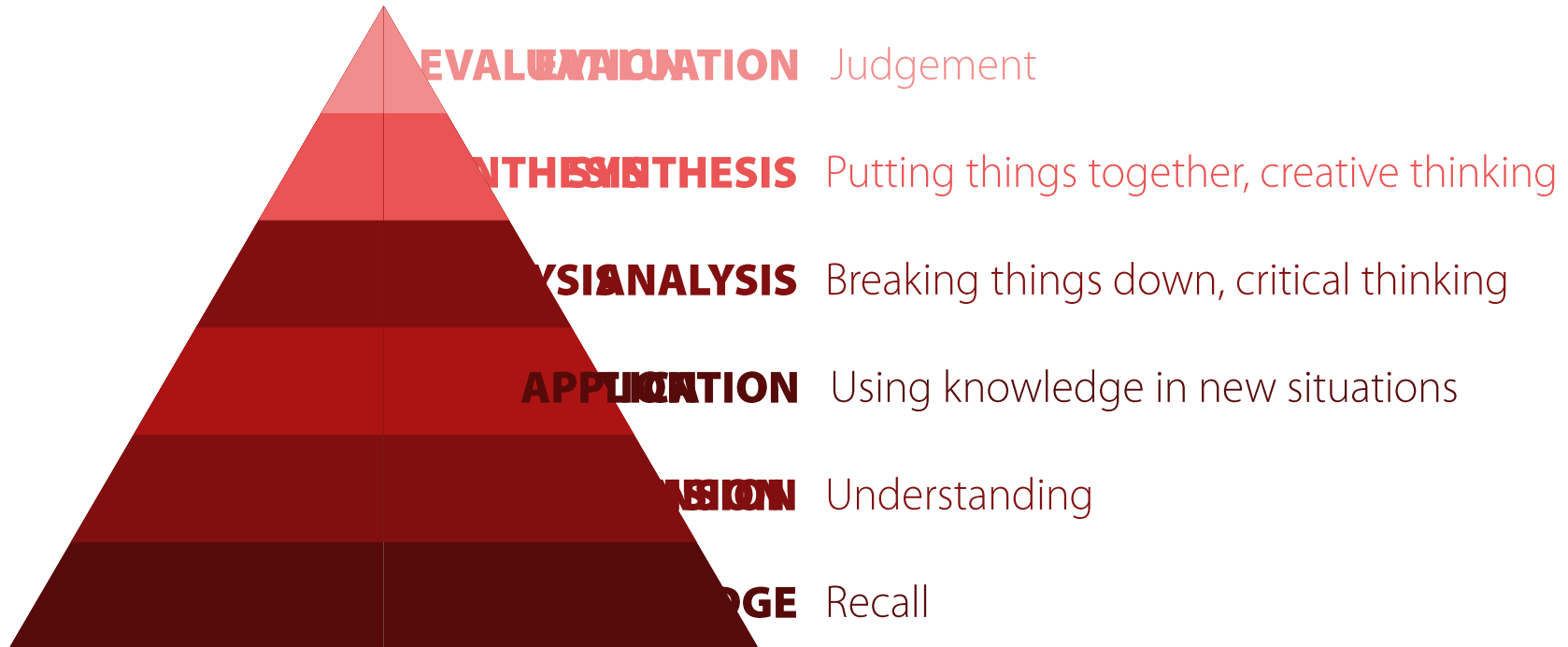
**A**chievable

**R**ealistic

**T**ime-based

# BLOOM'S TAXONOMY FOR THINKING

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# VERBS TO AVOID WHEN WRITING OBJECTIVES

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Like Learn Enjoy Know  
Believe Understand  
Indicate Comprehend  
Familiarize Realize  
Grasp

# VERBS THAT ARE DIRECTLY OBSERVABLE AND MEASURABLE

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Create State Apply  
Outline Compute Illustrate  
Define Identify Explain  
Demonstrate Diagram  
Combine Describe Design

# EXAMPLES OF OBJECTIVES BASED ON BLOOM'S COGNITIVE DOMAIN HIERARCHY

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## 1. KNOWLEDGE

list, identify, name

## 4. ANALYSIS

differentiate, illustrate, analyze

## 2. COMPREHENSION

summarize,  
recognize, describe

## 5. SYNTHESIS

compile, devise, rearrange

## 3. APPLICATION

use, predict,  
demonstrate

## 6. EVALUATION

evaluate, interpret, justify

## DAILY OBJECTIVES

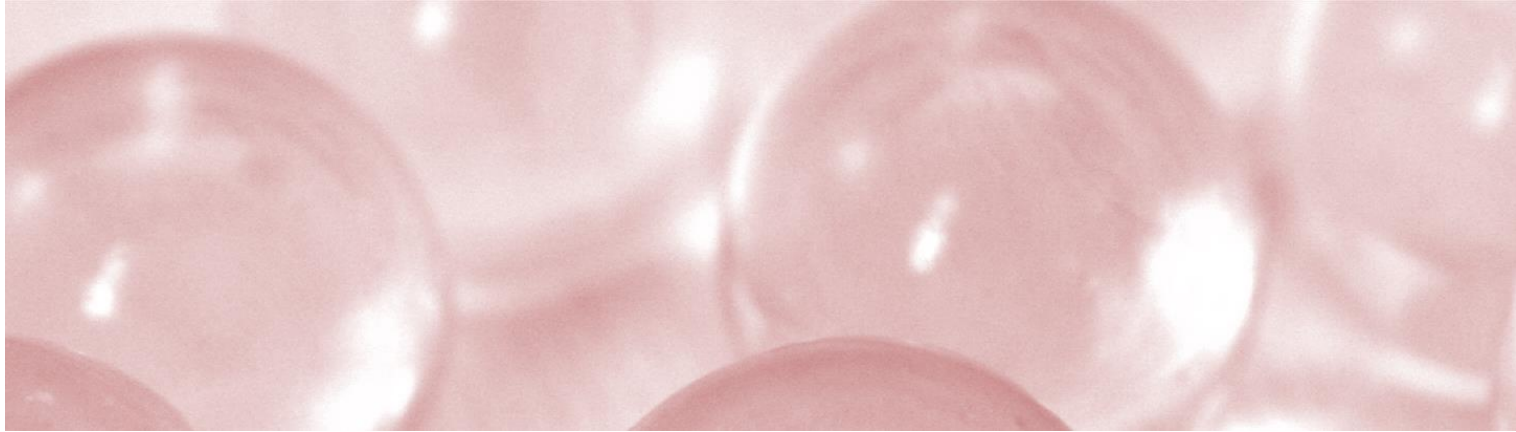
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# HABIT 2

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## DELIVERING CONTENT CLEARLY



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# Emphasizing Key Points

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A word cloud featuring various educational techniques and games. The words are arranged in a cluster, with 'techniques' and 'modeling' being the largest and most prominent. Other words include 'games', 'jeopardy', 'taboo', 'bingo', 'around-the-world', 'movement', 'color-coding', 'repetition', 'rhyming', 'relevance', 'music', and 'think-alouds'. The words are color-coded: green for games, orange for techniques, and red for modeling and think-alouds.

jeopardy  
around-the-world  
taboo  
bingo  
games  
techniques  
modeling  
movement  
color-coding  
repetition  
rhyming  
relevance  
music  
think-alouds

# BINGO

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# MAINTAINING A DYNAMIC PRESENCE

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## 1. Movement

- A.** Move Around The Room
- B.** Eye Contact
- C.** Meaningful Hand Gestures

## 2. Voice

- A.** Confident
- B.** Loud and Clear



# MAINTAINING A DYNAMIC PRESENCE

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## 3. Enthusiasm

**T** = Tone

**I** = Input

**P** = Passion And Interest

## 4. Clarity

**A.** No Verbal Tactics

**B.** Pace Yourself

**C.** Concise Information

**D.** Grade Appropriate Language

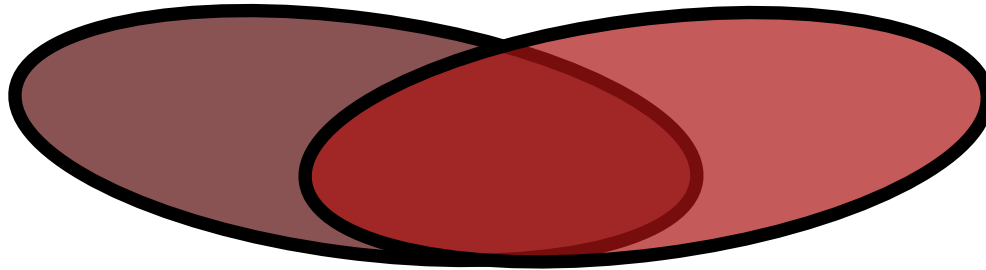
# TOOLS TO ORGANIZE CONTENT

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1. Venn Diagrams
2. Analogies
3. Mind Maps
4. Vocabulary Charts

# VENN DIAGRAMS

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# ANALOGIES

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Bone is to skeleton as word is to sentence.

# MIND MAPS



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# VOCABULARY

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the cloth used to wrap a  
body for burial

cloth

Definition

## shroud

Synonym

Picture



(noun)

Complex  
Sentence

The shroud was wrapped  
around the corpse, because it  
was a Medieval tradition to  
cover the dead.

# HABIT 3

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**TEACHING TIME IS MAXIMIZED**



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1. Xác định mục tiêu rõ ràng và bám theo mục tiêu
2. Phân bố thời gian và nội dung rõ ràng
3. Chia sẻ công việc cho học sinh
4. Khen thưởng học sinh nhiều hơn
5. Truyền đạt ngắn gọn
6. Tập trung vào các mục tiêu quan trọng
7. Sử dụng hoạt động có nhiều hướng tư duy
8. Lên kế hoạch trước cho học sinh làm bài nhanh
9. Chuyển tiếp giữa các hoạt động dứt khoát
10. Chuyển đổi tốc độ giảng bài theo lớp
11. Có các khu vực hoạt động (centers) khác nhau trong lớp
12. Quy trình trong lớp
13. Đặt ra giới hạn thời gian cho từng hoạt động

**CHIA SẺ Ý KIẾN**



# MAXIMIZE TEACHING TIME

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Set and reinforce time limits

1. **Timer** – Helps maintain an efficient instructional pace. Try Google 'Timer'
2. **Time Keeper** – Assign a student to keep track of the time for various parts of a lesson
3. **Include Time on your daily agenda** – By posting times, a teacher can ensure that the lesson is moving along at an efficient pace.

# BEHAVIOR PLAN AND PROCEDURES

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- Do students know your expectations and do not have to ask questions?
- Are your procedures a habit or routine? Or do students need teacher direction?
- Is your lesson interrupted by off task behaviors?

# PROCEDURES

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1. Entering Class
2. Exiting Class
3. Need Attention
4. Restroom

# USE EXIT SLIPS

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# PROCEDURES

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1. Taught
2. Rehearsed
3. Reinforced

- For a child to learn something **new**, you need to repeat it on the average **8** times.
- For a child to **unlearn** an old behavior and replace it with a new behavior you need to repeat the new behavior on the average **28** times.
- **20** of those times are used to eliminate the old behavior and **8** of the times are used to learn the new behavior.

The number one problem in  
the classroom is not discipline,  
**it is the lack of procedures.**

Student achievement at the  
end of the year is directly  
related to the degree to which  
the teacher established good control  
of the **classroom procedures**  
in the very **first week** of the school year.



# TRANSITIONS

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Are your transitions orderly and efficient?

# GETTING OUT OF THE WAY

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Recognize when you should stop step aside and let the students take over, be responsive to the classroom dynamic.<sup>3</sup>

# LESSON

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1. Does your lesson flow at a pace where students are never left disengaged?
2. When students are finished early with their work, do they have something else meaningful to do?
3. Are the students idle while waiting for you?
4. Did you spend too much time on warm up or any part of the lesson

# HABIT 4

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## ENGAGE ALL STUDENTS





# Left brain

I am the left brain.  
I am a scientist. A mathematician.  
I love the familiar. I categorize. I am accurate. Linear.  
Analytical. Strategic. I am practical.  
Always in control. A master of words and language.  
Realistic. I calculate equations and play with numbers.  
I am order. I am logic.  
I know exactly who I am.



# Right brain

I am the right brain.  
I am creativity. A free spirit. I am passion.  
Yearning. Sensuality. I am the sound of roaring laughter.  
I am taste. The feeling of sand beneath bare feet.  
I am movement. Vivid colors.  
I am the urge to paint on an empty canvas.  
I am boundless imagination. Art. Poetry. I sense. I feel.  
I am everything I wanted to be.

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# STRATEGIES TO ENGAGE ALL STUDENTS

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- a) White boards
- b) Think – Pair – Share
- c) Student Roles for Group Work

**1. Coach**

**2. The Great Equalizer**

**3. The Questioner**

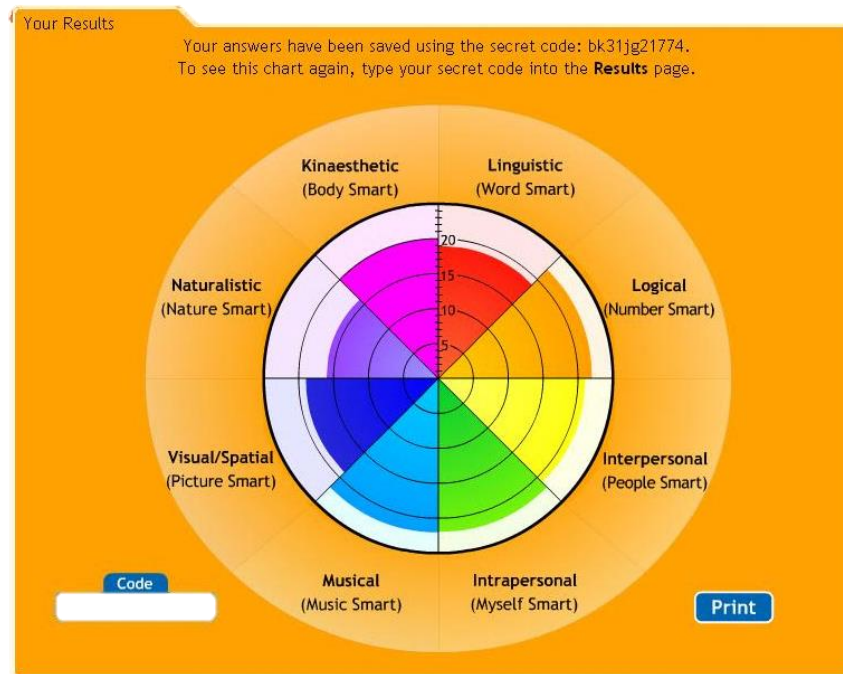
**4. The Task Manager**

**5. The Scribe or recorder**

**6. The Timekeeper**

**7. The Materials Monitor**

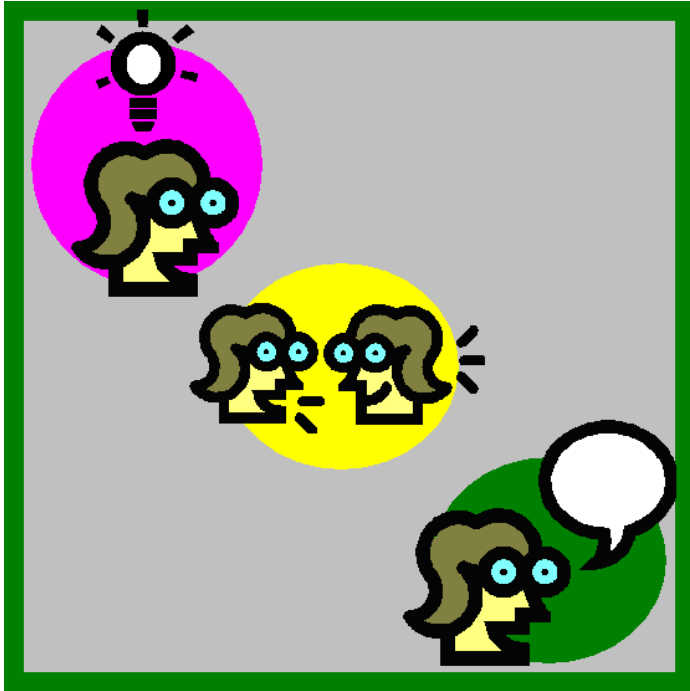
# MULTIPLE INTELLIGENCE





# USE “THINK-PAIR-SHARE”

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# BRAIN BASED LEARNING

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**30% Visual learners** are those who learn through seeing things.

**25% Auditory learners** are those who learn best through hearing things.

**15% Kinesthetic learners** are those who learn through experiencing/doing things.

**30% MIXED**

# CONFERENCE WITH INDIVIDUAL STUDENTS

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## We learn

- \_\_\_% of what we **read**
- \_\_\_% of what we **hear**
- \_\_\_% of what we **see**
- \_\_\_% of what we **see and hear**
- \_\_\_% of what we **say**
- \_\_\_% of what we **say and do**

Vernon A. Magnesen

# CONFERENCE WITH INDIVIDUAL STUDENTS

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## We learn

- 10%** of what we **read**
- 20%** of what we **hear**
- 30%** of what we **see**
- 50%** of what we **see and hear**
- 70%** of what we **say**
- 90%** of what we **say and do**

Vernon A. Magnesen



# **HABIT 5**

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**CHECK FOR UNDERSTANDING AND  
RESPONDING TO MISUNDERSTANDING**

# CONFERENCE WITH INDIVIDUAL STUDENTS

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## Ask clarifying questions: 5W1H

- What does that mean?
- Can you be more specific?
- Why do you think that?
- How did you reach that conclusion?
- Can you share some examples?
- To confirm information or paraphrase.
- Are you saying that...
- Are you claiming...
- Do you mean ...
- So you are saying...
- Do you want me to...

# ASK READING COMPREHENSION QUESTIONS

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- What is this story about?
- What does the main character want?
- Why did the author end the paragraph (or chapter, or book) in this way?

# ASK READING COMPREHENSION QUESTIONS

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- What do I understand from what I just read?
- What is the main idea?
- What picture is the author painting in my head?
- Do I need to reread so that I understand?
- Then reread the text, asking the following questions when you are finished:



# ASK READING COMPREHENSION QUESTIONS

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- Which of my predictions were right?
- What information from the text tells me that I am correct?
- What were the main ideas?
- What connections can I make to the text?
- How do I feel about it?

# ASK STUDENTS TO REPHRASE MATERIAL

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**HEARD** what the speaker said,  
**UNDERSTOOD** what was said, and **CARES**

Restating in your own words or summarizing

# ASK STUDENTS TO REPHRASE MATERIAL

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- Examples,
- So,
- In other words,
- What I am hearing then,
- What I hear you saying,
- From what I hear you say,
- I'm hearing many things,
- As, I listen to you, I am hearing

# CONFERENCE WITH INDIVIDUAL STUDENTS

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# HAVE STUDENTS RESPOND ON WHITE BOARDS



# HAVE STUDENTS VOTE ON ANSWER CHOICES

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# MOVE AROUND TO LOOK AT EACH GROUP'S WORK

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# USE FIVE FINGER

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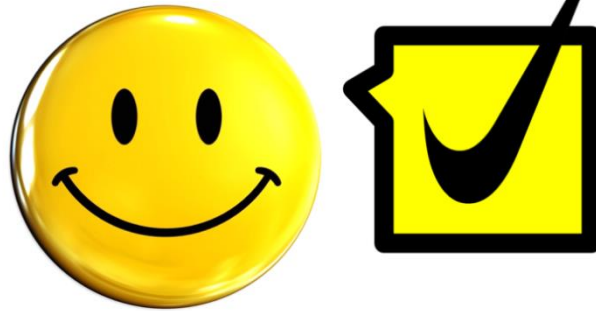
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# HABIT 6

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## POSITIVE INTERACTIONS



# PROMOTE POSITIVE LANGUAGE

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- Do not litter → Put trash in wastebasket
- Must not run → Walk Slowly
- Do not fight each other → Talk politely
- Do not cheat → Do exams by yourself
- Be quiet → Listen to others
- Instead of yelling, pause the class

# PROMOTE POSITIVE LANGUAGE

## POSITIVE LANGUAGE encourages positive behavior

I agree  
Let's go  
Let's get started  
I like the way you...  
Have a go, I'm sure you can do it  
I know you can do it  
You make it look easy  
You deserve to do well, you've worked really hard  
You've done it again. Wonderful!  
A very original idea  
I can't wait to see some of your finished work  
You're on the right track  
That would be interesting to try  
I'm glad you brought that up  
I made a mistake. I'm sorry  
I like the way you came in today and took out your books so quietly  
That's a winner  
We are the champions  
We've done it again. Great!  
You may put your work on the pin-up board  
That's the first time I've had anyone think of that  
I trust you to do that  
We can do a lot with that idea  
You have really worked hard I can see  
I have noticed how hard you have been trying  
I'm impressed with your work this lesson  
You always come up with an original idea  
Thank you, I'll try that  
That would be interesting to try  
See, you did it  
It is fun and easy  
You are thinking clearly  
Give it a try  
I expected you to do well and you have once again  
You should be very proud of yourself  
That is an interesting suggestion



[www.topnotchteaching.com](http://www.topnotchteaching.com)

## Reinforcing Language

Some of you....  
Many of you....  
What can we do to make \_\_\_\_\_ even better?  
What did you do to help that to happen?  
What helped you do that?  
I noticed...  
I see...  
I heard...  
What made you  
decide to do that?  
Which of these things were you  
really successful with today?  
How does that feel?

# PROMOTE POSITIVE LANGUAGE

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# POSITIVE BODY LANGUAGE

## CHECK YOUR POSTURE



**BAD**



**GOOD**

# POSITIVE BODY LANGUAGE

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# NEGATIVE BODY LANGUAGE

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# NEGATIVE BODY LANGUAGE

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# POSITIVE BODY LANGUAGE



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# POSITIVE BODY LANGUAGE



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# I MESSAGES

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I-messages are expressions of our feelings.

First, include a description of the child's behavior.

"When you talk while I talk..." Second, relate the effect this behavior has on the teacher. "...I have to stop my teaching..." And third, let the student know the feeling that it generates in the teacher. "...which frustrates me."

# CLEAR COMMUNICATION

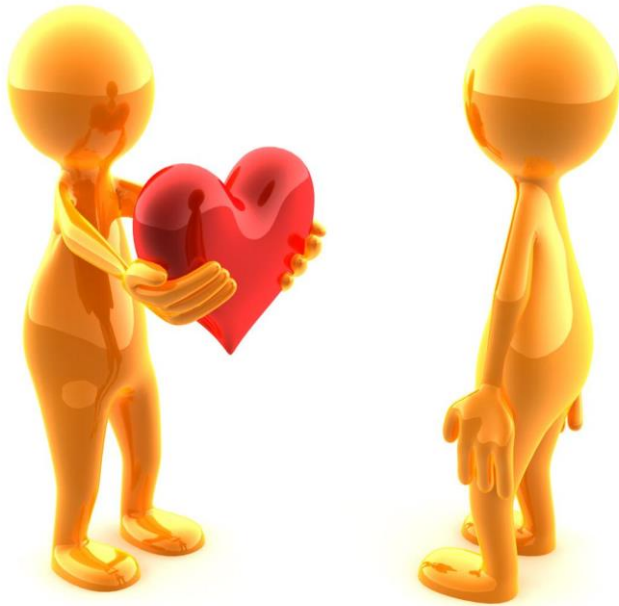
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# POSITIVE CONSEQUENCES - REWARDS

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# CONSEQUENCES TO STUDENT MISBEHAVIOR

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# REENGAGE WITHOUT DISRUPTION

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“Intelligence plus character-that is the true goal of education.”

**DR. MARTIN LUTHER KING**



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“natalie pham phd”



Gần đây

2015

2014

2013

2012

MỌI NGƯỜI



483 lượt thích

**Natalie Pham** đã thêm 10 ảnh mới — với Natalie Pham và Duy Nguyen tại VSTARSCHOOL.

8 Tháng 12 lúc 1:47 · Thành phố Hồ Chí Minh · 🌐

Today I visited VSTARSCHOOL with Dr Martin Pham and we toured the

# Q&A

**NATALIE PHAM**, Ph.D.

# EMAIL

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