



Part 3 - The Skillful Teacher: Building Your Teaching Skills

By *Jon Saphier, Mary Ann Haley-Speca, Robert Gower*

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Kindle Edition, Part 3 of 4: Available as a full book and also in four parts, this "gold standard" textbook now in its sixth edition has been used extensively in many colleges and school districts across the U.S. and in a number of places around the world for studying generic pedagogy aka the Knowledge Base on Teaching. Designed for both the novice and the experienced educator, The Skillful Teacher is a unique synthesis of the knowledge base on teaching with powerful repertoires for matching teaching strategies to student needs. Designed as a practical guide for practitioners working to broaden their teaching skills, the book combines theory with practice and focuses on 18 critical areas of classroom performance. It has been deemed as a must for instructional coaches and mentors. The four parts align with the four sections in the hard copy textbook. Each part is packaged with the two introductory chapters.

- * Part 3: How to Grow Student Motivation and Effective Effort focuses on the three areas of performance that impact student motivation:
 - o Chapter 1: Introduction describes the nature of the professional knowledge base on teaching and its key concepts.
 - o Chapter 2: Teacher Beliefs explores the connection between teacher beliefs about intelligence and children's capacity to learn, including beliefs about learning itself, teachers and teaching, and schools and schooling.
 - o Chapter 12: Expectations - how teachers communicate high expectations to students, theories about achievement and development, classroom interventions, and the history of the idea of intelligence
 - o Chapter 13: Personal Relationship Building - how to build good personal relationships with students and make them feel truly known and valued
 - o Chapter 14: Classroom Climate - how to build a climate of inclusion, risk-taking, and personal efficacy through community and mutual support, instilling confidence and giving students some influence and control over their lives at school

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Editorial Review

About the Author

Jon Saphier is the founder of Research for Better Teaching (RBT), a professional development organization dedicated to improving teaching and learning. Besides *The Skillful Teacher*, Dr. Saphier is the author of other publications on teaching, leadership and school improvement, including *John Adams Promise: How to Have Good Schools for All Our Children Not Just Some* (2005). He devotes his time to long-term, in-depth, systemic change projects in selected districts. A masterful teacher, he conducts workshops, coaching sessions, and delivers keynotes that bring to life the principles and strategies in *The Skillful Teacher*. He is active in public policy reform to promote the professionalization of teaching and leadership and has also served as a school administrator, staff developer, and teacher (K-12).

Mary Ann Haley-Speca is a senior consultant and former director of training with RBT and has worked with teachers and administrators in public, private, urban, suburban, rural and international school districts since 1990. A seasoned and engaging staff developer, she enables teachers and leaders to create school cultures and classroom environments that support high achievement for all students. She also co-authored two popular RBT publications, *Activators* and *Summarizers*. Before joining RBT, Haley-Speca served as a district-wide staff developer, program supervisor, and classroom teacher in grades 3-12.

Robert Gower is a retired professor of University of Massachusetts Lowell, where he helped develop the doctoral program in Leadership in Schooling and is still active teaching online courses for the university. His distinguished career includes being an elementary teacher, a principal, a researcher, a pioneer in the study of teaching, and a standout instructor and mentor for generations of graduate students. In 2007, he received the Faculty Excellence & Service Award and was recognized as a 2007 Honors Fellow by the University of Massachusetts.

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