

Linking Effective Learning with Effective Teaching Practice

Nadera Boukhatem¹, Kebiri Fatiha²

^{1,2}The Preparatory school of Economics, Ecole de Management ESM /Tlemcen, Algeria

Abstract

To meet the more rigorous expectations, students will need teachers who teach in ways that are distinctly different than how most have been teaching. Students will need, for example, English teachers who give students more guided practice in reading nonfiction texts that are more complex than ever. Students will need teachers who continually work to deepen their own knowledge of the content so that they can help their diverse students make multiple connections to the standards.

Students will need teachers who can work and learn together to sustain continuous improvement to ensure that all students have opportunity to learn at high levels. To ensure that students have such teachers, in addition to high quality aligned curricular resources, materials, and tools, high-quality opportunities for teachers to learn to meet the demands of college- and career-ready standards are crucial. Unfortunately, the current fragmented menu of discrete professional development offerings, which have not traditionally focused on the kinds of content and cognitive skills promoted by college- and career-ready standards, simply is not up to the challenge, nor does it support the need for much greater professional collaboration.

Keywords: Learning, Effective Teaching, Cognitive Skills