EFFECTIVE TEACHING SKILLS
(Skills that are not innate, but learned)

Effective use of starting and stopping signals
Always use an external signal for STOP (drum, whistle, bell, voice, etc.) Use your voice for starting activity and always remember WHEN before WHAT (e.g. “When I say go, get a piece of equipment, toss it and catch it ten times. Go”.)

Use of names and distribution of attention
Using student’s names is very important. Try to recognize every student by name at some point during the lesson, so the student feels noticed and valued. Some teachers show an “attention pattern” – e.g., they tend to give more attention to one gender or ability group than another.

Correct use of the English language minus slang and/or idiosyncrasies
Be a good role model and use correct grammar, if you want your students to learn to speak correctly. Avoid using slang (e.g. ain’t, you guys, etc.) and eliminate annoying idiosyncrasies (e.g. OK, um, you know, like).

Back to the wall
Keep all the students in view all the time – especially when the class is stopped and you are giving instructions.

Feedback
Goal: achieve a ratio of 3:1 positive to corrective behavior feedback (catch them being good)
Goal: achieve a ratio of 1:2 or 1:1 positive general skill feedback to specific skill feedback (feedback that lets the student know what he or she is doing well).
Goal: Achieve a ratio of 2:1 positive skill feedback to corrective skill feedback
Goal: Give plenty of congruent feedback – use refinement cues and tell students which cue you are looking for, look for it and reinforce it if it is correct or correct it if incorrect. Then focus their attention on the next cue, watch for it, and reinforce it if it is correct. It helps student focus on the critical aspects of a skill.

Direct Instruction
Instructions need to be clear and concise, paired with a demonstration so the students can see what you are talking about.
Physical educators, historically speaking, are notorious time wasters, especially at the secondary level where a lot of valuable time is used taking roll, and explaining the lessons for the day. For a skill development lesson, activity time should be 60% or more, transition time and management time should be 20% or less.

Reference: