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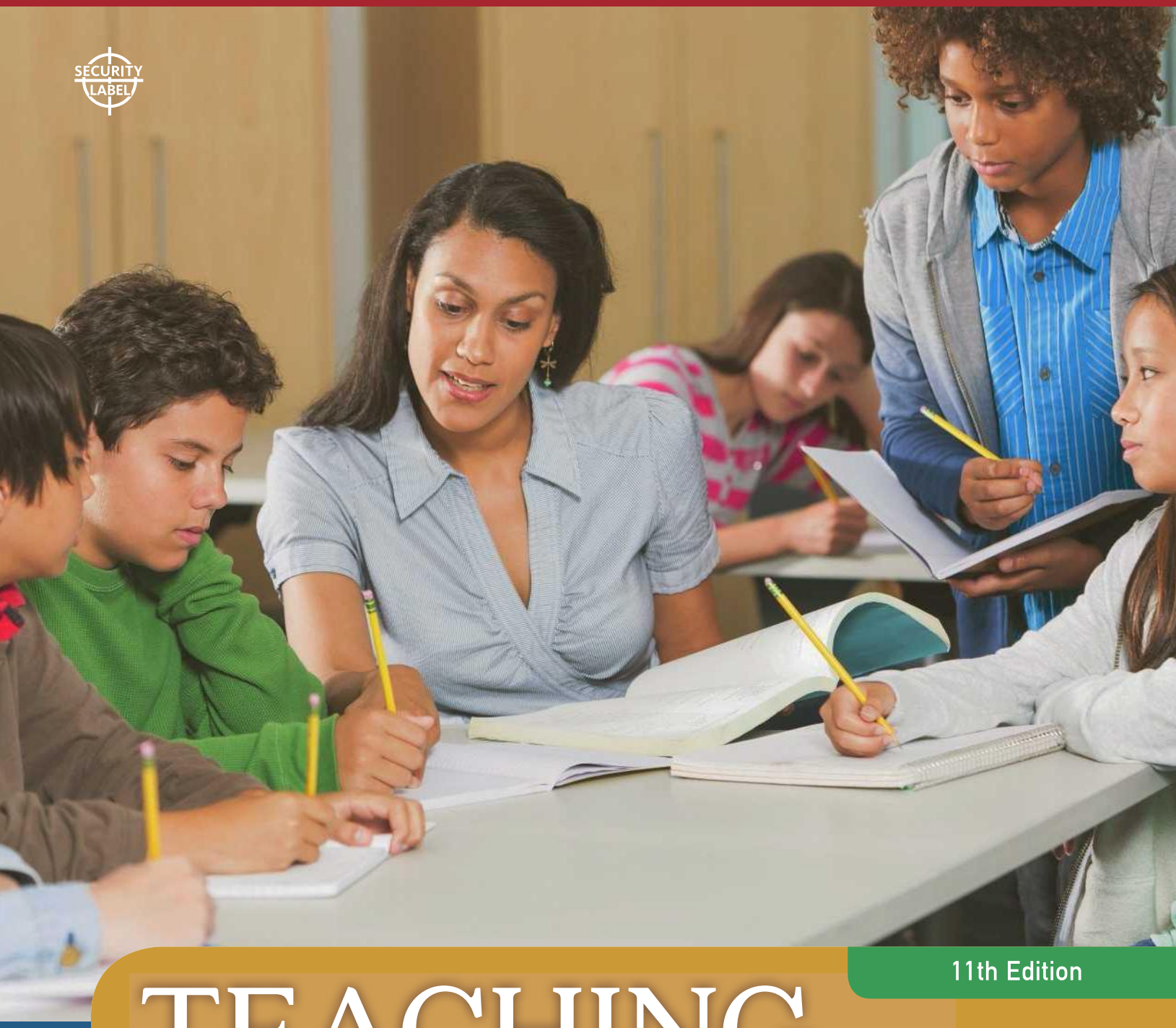

11th Edition

TEACHING STRATEGIES

A GUIDE TO EFFECTIVE INSTRUCTION

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11th Edition

TEACHING STRATEGIES

A GUIDE TO EFFECTIVE INSTRUCTION

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PREFACE

This revision was guided by the mission of preparing new teachers for the realities of the classroom. We do this by providing an optimal set of classroom-tested models, strategies, techniques, and methods to enhance the learning and schooling of all. The institution of education is now being challenged by school and outside sources to provide higher-quality education. Simultaneously, the field of education is encountering accelerated change and uncertainty, which creates bold challenges for teachers and students. All educators must master the tools of the information age and prepare to teach students who are "digital natives." Teachers must respond to demands for professionalism and reform, and they must help an increasingly diverse mix of students to prepare for life in an even more global and competitive world.

Our eleventh edition of *Teaching Strategies: A Guide to Effective Instruction* has been revised to emphasize the classroom teacher's instructional needs and the improvement of the act of teaching. Driving the book throughout is the core belief that teachers have the ability to make a profound difference in their students' lives. *Teaching Strategies* helps all prospective teachers to acquire the basics of professional knowledge that are so necessary to facilitate learning for all our nation's children. Using this book, teachers can improve their skills and strategies by learning to blend technical competence with artistic sensitivity as they work to achieve lifelong learning and career success. As you will see, this mission is reflected throughout the text and features in this new edition.

PURPOSE AND INTENDED AUDIENCE

This book has multiple uses. *Teaching Strategies* is designed primarily for use in courses of instruction for those preparing to become elementary, middle, or secondary school teachers. Our hallmark is to treat all topics in depth and provide operational examples, thus preparing pre-service or new practicing teachers to master a broad range of competencies required for state and national certification. We strive to contribute to the profession by providing tested and validated theories and methods of classroom instruction and by showing how best to apply them in the reality of today's classrooms.

The authors illustrate a broad spectrum of instructional models, strategies, methodologies, and techniques that work in today's complex classrooms. Novices and experienced teachers alike have found it to be a valuable source of sound, practical, and humane educational strategies. It is a reliable guide for making logical, effective, and systematic instructional choices. In-service teachers have reported that the book is a helpful and easy-to-use resource in areas they previously missed or in which they needed some technical brushing up.

A Walk Through the Eleventh Edition

Chapter 1, "Frames of Reference for Teaching," focuses on teaching as a helping profession, systematic instruction, the key contexts of teaching, incentives, diversity in the schools, the challenge of influences by nonschool groups, reflective teaching, and decision making.

Chapter 2, "The Big Picture in Your Classroom: Focusing the Instruction in a Social Kaleidoscope," provides a holistic view of instruction. Chapter 2 also contains the prototype Epstein/Piaget chart of developmental characteristics and cognitive levels of individuals from age 5 to adult, as well as the behavioral and cognitive elements of active teaching.

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Chapter 3, "Teaching Diverse Learners in Inclusive Classrooms," focuses on diverse learners. Sections include "Exploring Our Diverse Student Population," "Focus on Students with Disabilities," and "Teaching Strategies that Address Diverse Learners." This chapter examines the essential ingredients for providing equity and excellence in every classroom. This edition has new and expanded coverage of teaching English-language learners and up-to-date information on differentiated planning, instruction, assessment, Universal Design, RTI, and available technological assistance.

Chapter 4, "Objectives, Taxonomies, and Standards for Instruction," contains sections on "A Rationale for Planning as a Tool," "Using the Cognitive Taxonomy as a Guide," "Using Objectives to Guide Learners," and "Converting Standards to Objectives." This last section discusses the process of converting state and national standards into concrete learning objectives, and we provide a criticism of the current genre of published state standards. Resources on creating curriculum to meet Common Core State Standards (CCSS) are available for download on the MindTap for *Teaching Strategies.* This section also introduces a handy tool called "effect size." Effect size is one quantitative gauge by which to determine the extent to which any instructional technique can have a positive impact on student achievement. The importance of understanding the effect size for a given teaching technique is discussed in the text, and effect-size data are referenced on our website for virtually all the teaching techniques discussed throughout the text. *Teaching Strategies* is a "research-based" production.

Chapter 5, "Mastering Instructional Planning," stresses the critical and key role that proactive teacher planning has on lesson design and implementation. It also illustrates how expert teachers plan. This edition has expanded information on integrating technology into the classroom.

Chapter 6, "Sequencing and Organizing Instruction," discusses the basic concepts of sequencing, models of lesson organization, and "multi-methodology."

Chapter 7, "Classroom Assessment," focuses on classroom assessments. We also elaborate on student-led conferences, an exciting new development in classroom assessment. An expanded section on formative classroom assessment and grading to improve student learning is also included.

Chapter 8, "The Process of Questioning," presents one of the most detailed treatments on question strategies found in any textbook.

Chapter 9, "Small Group Discussions and Cooperative Learning," covers the ways to organize discussion, small-group, and cooperative learning experiences for students.

Chapter 10, "Inquiry Teaching and Higher-Level Thinking," offers a thorough discussion of techniques that foster and encourage higher-level thinking.

Chapter 11, now titled "Managing the Classroom," emphasizes viewing classroom management as a system, not just as an afterthought. This edition sees an increased focus on proactive management techniques over discipline.

Pedagogy to Prepare for Today's Classrooms

- *Voices from the Classroom* features practicing teachers who share real-life experiences related to the chapter's themes.
- New and revised *Technology Insight* boxes in each chapter provide perspectives on technology-based issues and, in some cases, provide links to relevant web resources. New features on the use of social media, classroom technology integration, wikis, and blogs are included.

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New Research and Data Added Throughout

The eleventh edition has been brought up to date with relevant research, data, and sources. For example, our federal data are from the most recent publications available.

The entire book has been deliberately reduced in scope to focus more tightly on instructional strategies and teaching techniques. We provide the prerequisite entry-level technical skills needed to be successful in the classroom. Overarching themes, such as the use of technology within the classroom and the instructional needs of diverse students, are integrated in discussions throughout the book. You will find a wide array of ideas from which to select the strategies that best meet your instructional goals and the learning goals of your students.

Special Features

We offer several pedagogical features that are designed to organize and illustrate the content and make the text both reality-based and easy to use. This format encourages readers to engage with the information presented, to make it their own, and to expand their professional horizons. These features are described here.

- **Learning Objectives** are clearly listed at the beginning of each chapter and tie directly to each main heading within.
- **Interstate New Teacher Assessment and Support Consortium (INTASC) core teaching standards for teachers** that correlate to the chapter content are listed and described at the beginning of each chapter.
- **Classroom Insights** start off each chapter with a real-life vignette that reflects the topic of the chapter and provides focus questions to guide reading.
- **Instructional Strategies** boxes provide up-to-date strategic ideas and techniques for direct application in the classroom.
- **Technology Insight** boxes appear in each chapter, introducing relevant technology-related issues and resources.
- **Voices from the Classroom** are stories of practicing and award-winning teachers who validate the instructional techniques that we highlight.
- **Key Ideas** boxes provide periodic breaks in the chapter to summarize key content.
- **Reflect** boxes, which appear at the end of each major section, allow the reader to stop and reflect on the previously learned content and place it in an experiential context, thereby enhancing its personal and professional relevance.
- **Marginal Notes** throughout the text highlight key concepts.
- **Key terms** are highlighted in bold print to draw the reader's attention to these important building blocks of a professional vocabulary, and the glossary at the end of the book contains all the key terms with definitions.
- **Closing Reflections** conclude each chapter, providing formative questions for thought on the contents of the chapter.
- **Summary Points** at the end of each chapter aid the reader in pinpointing major concepts.
- **Print and Internet Resources** at the end of each chapter provide readers with additional resources that can be used for further information on a given topic and to expand their professional competence.

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ACCOMPANYING RESOURCES FOR INSTRUCTORS AND STUDENTS

We offer a complete package of support material for instructors and students, as described here.

Online Instructor's Manual with TestBank and PowerPoint Slides

The instructor's manual is offered online to provide the instructor with additional teaching and assessment support materials in an easy-to-use electronic format. Materials include a sample syllabus, chapter outlines, discussion questions, key terms, relevant student activities, chapter summaries, overhead transparencies, and resource lists. For assessment support, the updated test bank includes multiple-choice questions for each chapter.

MindTap

This edition of *Teaching Strategies* boasts the digital learning solution MindTap with an integrated e-portfolio. MindTap gives instructors tools and activities—including in-classroom videos, quizzes, professional resources, and scenario activities in which the student creates documents and artifacts in response to a focus assignment—that help them prepare classroom-ready, reflective teachers. The MindTap is customizable and provides real-time student tracking as well as compatibility with learning management systems.

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A number of reviewers on our advisory board critiqued this edition. They include:

Faye Bruun, Texas A&M University Corpus Christi
Dr. Marie Byrd, University of South Florida Sarasota-Manatee
J. Elizabeth Casey, Huntingdon College
DiAnn B. Casteel, Tusculum College
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Donald C. Orlich

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CHAPTER 1

Frames of Reference for Teaching

Learning Objectives

After completing this chapter, you should be able to:

1-1 Understand how being a teacher facilitates the American dream
1-2 Understand how instruction is a systematic process and briefly describe the different instructional models used by teachers
1-3 Recognize the wide variety of strategies, methods, and techniques of teaching
1-4 Recognize the three major external influences on instruction
1-5 Describe the key contexts of schooling and how they affect your work as a teacher
1-6 Discuss the incentives of the teaching culture
1-7 Recognize the importance of professionalism and diversity
1-8 Understand how teaching is both an art and a science
1-9 Recognize the importance of making well-thought-out classroom instructional decisions and taking responsibility for those decisions
1-10 Identify the considerations involved in selecting developmentally appropriate content and processes
1-11 Understand the different motivations for learning in the classroom
1-12 Recognize how to choose technology wisely
1-13 Discuss teaching as reflection and problem solving

Standards

Standards addressed in this chapter:

STANDARD #1:

Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD #2:

Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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Classroom Insight

Dee Armstrong was enrolled in a teacher education program that required class interaction on various topics. One assignment in her methods of instruction class was to team with three other class members and prepare a set of discussion questions relating to instruction. The focal point of the set was, "What are some challenges faced by newly hired teachers?"

The team's subsequent meeting led to the following list.

- What is the magnitude of public education?
- How do teachers integrate instructional models?
- What social dimensions affect the classroom?
- What "nonschool" influences impact a teacher's job?
- What factors influence professionalism?
- How are teachers reflection and artistry translated into the classroom?
- How are learners engaged in the classroom?
- Professor Anthony, Dee's instructor, reviewed the list and assigned Chapter 1 as background reading for the class prior to their discussions.

STANDARD #3:

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

STANDARD #8:

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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SECTION 1

A Snapshot of Schooling and the Profession of Schooling

The schools of America are its single largest social service institution. Projected 2018 expenditures for all K–12 schooling are more than $645 billion. Add to that an estimated $500 billion for higher education, and the magnitude of our enterprise accounts for a tidy 7.6% of the nation's gross domestic product. Teachers recognize that as members of this "service industry," which serves almost one out of every four persons, they must have a broad understanding of instruction. Teachers know they need to analyze how they teach in terms of what they are teaching and to whom they are teaching. In this chapter, we present a rationale that relates theory as a foundation for a practical guide to action in the classroom to education as a professional endeavor. If standing up and talking were all that one had to do, then teaching would be a snap, but there is far more to effective teaching than this.

▶ Education is the largest social service industry in the United States.

1-1 FACILITATING THE AMERICAN DREAM

By and large, surveys show that the American public believes that the nation's schools provide students with the knowledge, skills, and competencies they need to be successful. For millions of individuals, public schools have provided the opportunities that have allowed them to realize their own American dream. Most Americans believe that success comes with education; from an economic standpoint, there is little doubt that this is often true.

This dream is not uniformly achieved, however. Not all individuals in our society profit equally from public education. The reasons range from socioeconomic factors to language diversity. Perhaps the best that we can expect from schools is that they assure every student equal access to opportunity. The chance to achieve one's dream is a great self-motivator. Thus, every educator has an ethical and moral obligation to enhance the potential for all students. Embracing those ideals is a professional obligation.

▶ Teachers guide all individuals toward being successful in American society.

1-2 INSTRUCTION AS A SYSTEMATIC PROCESS

The very best teachers contemplate the manner in which they will present a topic and, through their teacher education programs, have a wide variety of instructional models at their disposal.

Models What is an **instructional model**? Think of it as a broad, overarching descriptor that is composed of several different concepts. When teaching astronomy, the solar system is described as a model with the sun at the center and all planets orbiting around it. In the solar model, a few concepts associated with it are gravity, orbits, heliocentricity, satellites, and eclipses. You can see this picture in your mind's eye.

What type of instructional models do teachers embrace? First, there are learning psychology models: behavioral cognitive, constructivist, and developmental. We expand on these in Chapter 2.

Second, there are organizational models. Included are large groups, small groups, cooperative learning groups, learning communities, and individualized instruction. In Chapters 5 and 9, these models are expanded.

Third, there are classroom management models. There are at least two major models—self-discipline and imposed discipline. These are discussed later.

To encourage inquiry, several more models are presented in later chapters. A wide spectrum of instructional models will provide you with an entry-level set of instructional skills that are trustworthy, research-based, and that help bridge that gap between your preservice education and entry into your real classroom experience.

1-3 STRATEGIES, METHODS, AND TECHNIQUES

Embedded within any model is a set of accompanying procedures for a specific aspect of that model. For example, Chapter 8 is devoted entirely to a model for questioning. By the way, in this text we use

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the terms strategy, technique, method, and procedure as synonyms. Each of these aspects emanates from a broader and more encompassing model.

As you progress through the chapters, you will observe a wide variety of strategies being used or brought into play as antecedents of an overarching model. Our intended goal is to illustrate as many workable and trustworthy teaching/instructional methods as is practical, so that when you begin to teach, you will have an array of models and strategies. Furthermore, and of critical importance, you will know how to use each one as well as why you are using that technique at any given moment in the lesson. The lesson is the essence of the schooling act. A teacher uses a lesson structure just as a carpenter uses blueprints for building a house. In short, you will gain a holistic view of schooling.

Do keep in mind that we are providing a manageable sample of the total instructional spectrum. As you gain classroom experience, you will learn of other models and strategies. The operational term is **experience**! With experience you can sort out strategies that work well for specific topics and student groups. At this point in your preservice career, your experiential framework is limited. We understand this because we have passed through those same moments. However, the best teachers are also lifelong learners.

1-4 EXTERNAL INFLUENCES ON INSTRUCTION

It is abundantly clear that nonschool influences affect how and, to some extent what, you will teach. There are books aplenty that examine this issue, but we simply abstract three outside influences: (1) politics at the federal level, (2) business groups, and (3) advocacy groups. Collectively, these three influences will have a very direct effect on many aspects of your classroom.

Federal Politics As pressing national social problems emerge, there is usually a call for the federal government to intervene. Over the past centuries, several acts have been passed to aid the schools. In 2015, the US Congress passed "HR5-Every Student Succeeds Act," which has an impact on every classroom. This law maintains a very large federal footprint in all public school classrooms.

Voices from the CLASSROOM

Jack Guske, Washtucna High School, Washington

The ever-shifting standards in education are a cause of confusion and uncertainty when it comes to compliance. The fear of running afoul of some overlooked standard can be extremely worrisome and draining. While it seems overwhelming at times, there are tactics to use to get through the mess.

Don't go it alone. You need someone either in your school or field who will talk to you and look over what you want to do. Sometimes, it is much easier for a disinterested party to spot an omission than you by yourself.

If you are really committed to an idea or project that seems to get little support, don't just give up. Simply modify the idea to fit into the plan. There will be times when it seems like you just can't win. Be assured that this is a natural feeling. Sometimes, it is just a matter of timing that makes the difference. There are always good days and bad days to broach a subject. The most important thing is that your plan meshes with either state or national standards to prevent it from being rejected outright. If your justification appears thin, then minor adjustments might make it fly. Don't be afraid to ask for guidance, especially these days; this is not a sign of weakness.

Any project should be geared toward the benefit of the students or the school.

Planting trees might not generate much enthusiasm in the students at the time. But those students will be happy to put the news clipping in their portfolio when it is time to show community service. Keep the goal in mind and don't let detractors steer you off course.

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