

# Strategies and Models for Teachers

Teaching Content and Thinking Skills

SIXTH EDITION

**Paul Eggen**

*University of North Florida*

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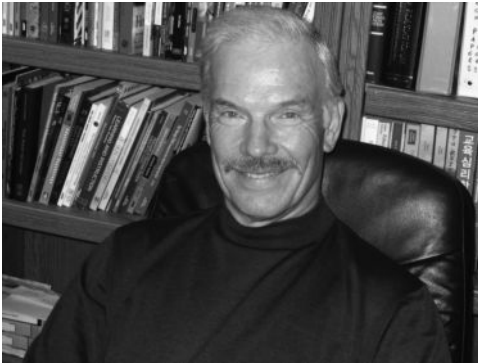


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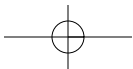
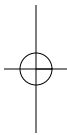
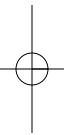


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Don has taught and worked in schools and in higher education in nine different states for thirty-five years. He has published in a number of scholarly journals, including the *Journal of Educational Research*, *Journal of Teacher Education*, *Teaching and Teacher Education*, *Phi Delta Kappan*, and *Educational Leadership*. In addition to this text, he has co-authored or co-edited six other books on education. He has also been a principal investigator on federal and state grants examining teacher development and evaluation practices, and he presents regularly at the American Educational Research

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Don strongly believes in the contribution that public schools make to our democracy, and his two children benefited greatly from their experiences in state-supported K–12 schools and public institutions of higher education.



# Contents

Preface xi

## Chapter 1

### Models of Teaching and Developing as a Teacher 1

Teachers make a difference	4
The need for instructional alternatives	5
Strategies and models for teachers	5
Cognitive learning goals	7
Learning and teaching in today's world	9
Standards and the need for instructional alternatives	10
Professional organizations' standards: Teacher knowledge and teacher abilities	13
The Common Core State Standards Initiative	16
Exploring diversity: Learner diversity in today's schools	17
Technology and teaching: The influence of technology on teaching and learning	20
Decision making and reflective practice	23
Reflective practice and models of teaching	24

## Chapter 2

### Learning, Motivation, and Models of Teaching 28

The importance of classroom climate	31
Creating a positive classroom climate	32
Exploring diversity: Learner diversity and classroom climate	37
Cognitive learning theory	38
Principles of cognitive learning theory	39
Attention and perception	43
Student memory and classroom learning	45
Developmentally appropriate practice: Developmental differences in cognitive learning	47
Learner motivation	48
Motivation and learning	48
Extrinsic and intrinsic motivation	48
Motivation to learn	49
Promoting motivation to learn in your classroom	50
Technology and teaching: Using technology to increase learner motivation	55

## Chapter 3

### Essential Teaching Strategies and the Teaching of Thinking 61

Planning for instruction: An essential teaching strategy	63
What is important for my students to learn?	63
What do I want my students to know or be able to do?	64

How will I help my students reach my learning objectives?	65
How will I know if my students have reached my learning objectives?	65
Are my learning activity and my assessments logically connected to my objectives?	65
<b>Learning activities: Implementing essential teaching strategies</b>	<b>66</b>
Teacher behaviors and beliefs	69
Organization	70
Communication	70
Focus	71
Feedback	71
Monitoring	73
Questioning	74
Review and closure	77
Exploring diversity: Essential teaching strategies with learners having diverse backgrounds	78
<b>Essential teaching strategies and the teaching of thinking</b>	<b>79</b>
The challenge of critical thinking	80
Promoting critical thinking in your classroom	81
Advanced levels of thinking	83
Teaching thinking: Increasing learner motivation	85
A climate for thinking	85
Thinking inclinations	85

## **Chapter 4**

### **Student–Student Interaction Strategies: Groupwork, Cooperative Learning and Discussions 91**

Features of effective groupwork and cooperative learning	93
Benefits of Student–student interaction	94
Groupwork strategies	94
Planning and implementing effective groupwork	95
Types of groupwork	97
Cooperative learning strategies	98
Jigsaw	99
Student teams achievement divisions (STAD)	104
Assessing learning when using groupwork and cooperative learning	110
Exploring diversity: Promoting interpersonal relationships with groupwork and cooperative learning	110
Critiquing groupwork and cooperative learning	112
Discussion strategies	112
Planning for discussions	114
Implementing discussions	116
Assessing learning when using discussion strategies	118
<b>Cooperative learning and discussions in different learning environments</b>	<b>120</b>
Technology and teaching: Developing social skills in technology-mediated communication	120
Developmentally appropriate practice: Cooperative learning and discussions with students of different ages	122
Increasing motivation with cooperative learning and discussions	123

**Chapter 5****The Guided Discovery Model 126**

Content taught with the Guided Discovery Model	128
Concepts: Categories with common characteristics	129
Generalizations: Relationships among concepts	130
Planning lessons with the Guided Discovery Model	131
Identify topics	131
Specifying learning objectives	132
Prepare examples and nonexamples	132
Technology and teaching: Using technology to create high-quality examples	136
Implementing lessons using the Guided Discovery Model	137
Phase 1: Introduction	137
Phase 2: The open-ended phase	138
Phase 3: The convergent phase	140
Phase 4: Closure and application	143
Implementing lessons with the Guided Discover Model: Emphasis on thinking and understanding	145
Implementing lessons with the Guided Discovery Model: Increasing student motivation	146
Adapting the Guided Discovery Model in different learning environments	146
Developmentally appropriate practice: The Guided Discovery Model with different-aged learners	147
Exploring diversity: Using the Guided Discovery Model with members of cultural minorities	148
Creativity in teaching	149
Spontaneous Guided Discovery lessons	149
Length of lessons	151
Assessing student learning	151
Aligning assessments and objectives	151
Using assessment to increase learning	152
Critiquing the Guided Discovery Model	153

**Chapter 6****The Concept Attainment Model 157**

Learning objectives for the Concept Attainment Model	159
Developing and elaborating concepts	159
Developing critical thinking abilities	160
Planning lessons with the Concept Attainment Model	160
Identify topics	160
Specify learning objectives	160
Select examples and nonexamples	161
Sequence examples and nonexamples	162
Implementing lessons using the Concept Attainment Model	164
Phase 1: Introduction	164
Phase 2: Examples and hypothesizing	165
Phase 3: The analysis cycle	166
Phase 4: Closure and application	170

Concept Attainment lessons: Critical thinking and the scientific method	171
Increasing learner motivation with Concept Attainment lessons	172
Developing self-regulation with Concept Attainment lessons	173
<b>Adapting the Concept Attainment Model in different learning environments</b>	<b>173</b>
Developmentally appropriate practice: Concept Attainment lessons with young children	174
Exploring diversity: Concept Attainment activities with members of cultural minorities	175
Concept Attainment II	175
Concept Attainment III	177
Technology and teaching: Using computer programs to conduct Concept Attainment lessons	178
<b>Assessing student learning in Concept Attainment activities</b>	<b>179</b>
Assessing understanding of concepts	179
Assessing critical thinking abilities	180

## **Chapter 7**

### **The Integrative Model 185**

<b>Learning goals for the Integrative Model</b>	<b>188</b>
Organized bodies of knowledge: Relationships among facts, concepts, and generalizations	188
Developing critical thinking	189
<b>Planning lessons with the Integrative Model</b>	<b>189</b>
Identify topics	189
Specify learning goals	190
Prepare data representations	190
Technology and teaching: Utilizing databases with the Integrative Model	195
Specify questions	195
Scope of lessons	198
<b>Implementing lessons using the Integrative Model</b>	<b>198</b>
Phase 1: The open-ended phase	198
Phase 2: The causal phase	201
Phase 3: The hypothetical phase	202
Phase 4: Closure and application	203
Sequencing the phases	203
Using the Integrative Model to increase student motivation	204
Critiquing Judy's lesson	204
<b>Adapting the Integrative Model in different learning environments</b>	<b>206</b>
Exploring diversity: Using the Integrative Model with students having diverse backgrounds	206
Using existing materials to increase efficiency	209
Developing matrices during class discussions	214
<b>Assessing student learning when the Integrative Model is used</b>	<b>216</b>
Assessing content outcomes	216
Assessing critical thinking	217
Using assessment to increase learning	219
Critiquing the Integrative Model	220



**Chapter 8****Problem-Based Learning 223**

Planning Problem-Based Learning lessons	226
Identify topic	226
Specify learning objectives	227
Identify problems	227
Access materials	228
Implementing Problem-Based Learning lessons	228
Phase 1: Review and present problem	229
Phase 2: Devise a strategy	230
Phase 3: Implement the strategy	231
Phase 4: Discuss and evaluate results	233
Technology and teaching: Using technology to support Problem-Based Learning	236
Inquiry	237
Planning inquiry lessons	239
Implementing inquiry lessons	240
Using the Inquiry Model in different content areas	247
Spontaneous inquiry	250
Inquiry and Concept Attainment	252
Adapting problem-based instruction in different learning environments	252
Developmentally appropriate practice: Using Problem-Based Learning with different-aged students	252
Exploring diversity: Using Problem-Based Learning with students having diverse backgrounds	253
Increasing motivation with Problem-Based Learning	254
Assessing learning in problem-based activities	255
Alternative assessment and Problem-Based Learning	255

**Chapter 9****The Direct Instruction Model 264**

Planning lessons with the Direct Instruction Model	267
Identify topics	267
Specify learning objectives	268
Prepare examples and problems	268
Implementing lessons using the Direct Instruction Model	269
Phase 1: Introduction and review	270
Phase 2: Presentation	274
Phase 3: Guided practice	277
Phase 4: Independent practice	279
Implementing lessons with the Direct Instruction Model: Emphasis on thinking and understanding	280
Implementing lessons with the Direct Instruction Model: Increasing student motivation	280
Adapting the Direct Instruction Model in different learning environments	281
Developmentally appropriate practice: Using the Direct Instruction Model with different-aged learners	281

Exploring diversity: Using direct instruction with learners who are culturally and linguistically diverse	286
Technology and teaching: Capitalizing on technology with direct instruction	286
Assessing student understanding when using the Direct Instruction Model	288

## **Chapter 10**

### **The Lecture-Discussion Model 292**

Lectures and lecture-discussions	294
Planning lessons using the Lecture-Discussion Model	295
Identify topics	295
Specify learning objectives	296
Structure content	297
Prepare lesson introductions	298
Implementing Lecture-Discussion Model	301
Phase 1: Review and introduction	301
Phase 2: Presentation	302
Phase 3: Comprehension monitoring	303
Exploring diversity: Comprehension monitoring with students who are culturally and linguistically diverse	304
Phase 4: Integration	304
Phase 5: Closure	306
Adapting the Lecture-Discussion Model in different learning contexts	307
Using the Lecture-Discussion Model to teach concepts and generalizations	307
Developmentally appropriate practice: Using lecture discussions with different-aged learners	310
Promoting students' motivation when using the Lecture-Discussion Model	311
Technology and teaching: Capitalizing on technology with lecture discussions	312
Assessing learning when using the Lecture-Discussion Model	312
Exercise Feedback	318
Glossary	332
References	335
Index	343

# Preface

Next to the family, the most powerful influence on students' learning and development is you—their teacher! A growing body of research suggests that teachers are more important than the curriculum, technology, classroom organization, peers, financing, school and class size, or school principals. In fact, the need for good teaching is so compelling that in its March 7, 2010, issue the *New York Times Magazine* included a lengthy article titled “Building a Better Teacher,” and *Newsweek* made the need for good teachers the feature article in its March 15 issue. We also know that teachers who possess a variety of strategies are more effective than those who always teach the same way. That’s the primary reason we have written this book.

Most of you studying this text are already good teachers, but, just as the best golfers and tennis players work to improve their games, the best teachers in our classrooms are always looking for ways to become even better. We hope this book contributes to that growth.

This is a book about teaching strategy, using a “models approach” to instruction. When using a models approach, teachers carefully examine their learning goals and then select the model that will be most effective for helping students reach the goals. The model is implemented in a series of sequential steps or phases, and the implementation is complete when the goals are met. We discuss the models in detail and illustrate the application of each with authentic case studies taken from actual classroom practice.

To make these models more meaningful, we have added several new features to this edition. They are outlined here:

## New to This Edition:

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- Many of the case studies that introduce each chapter now exist in both written and video form. This allows you to both read about the lesson in the text and *also see the same lesson* on video in an authentic classroom setting. No other textbook presents case studies in both written and video form.
- All case studies in this edition are integrated throughout each chapter, to provide you with specific, concrete examples of planning and implementing the models in your classroom. No other textbook integrates case studies with content in this way.
- All the chapters in the text have been substantially revised to make the presentation of the content more readable and straightforward.
- A new feature titled “Technology and Teaching” describes how to integrate technology with the strategies and models. This feature is designed to help you make your use of the models more effective and efficient by capitalizing on technology.
- A new feature in each chapter called “Exploring Diversity” describes strategies for adapting models for the diversity you encounter in your classrooms.

- “Developmentally Appropriate Practice,” another new feature in each chapter, offers suggestions for adapting the models for use with students of different ages and developmental levels.
- Objectives and lesson plans for the models are linked to state standards, illustrating how teachers can plan for student learning in this era of accountability.
- Each chapter is organized so that that learning objectives for the chapter are linked in one-to-one correspondence with the primary headings of the chapter. Your understanding of the content is then assessed at the end of each chapter, and a summary is also linked to the chapter’s primary headings.

Each of these new features is designed to make this edition the most usable and practical one that we’ve ever prepared. We hope that after you’ve finished your formal study of this book, you will continue to use it as a resource as you continue in your quest for professional growth.

As with previous editions, we continue to use cognitive learning and motivation theory, research on classroom instruction, and our own work in classrooms as the frameworks for our writing. Working with teachers and students in classrooms continues to provide us with some of our most rewarding professional experiences, and we hope these experiences are reflected in the practicality of the book. We realize that, although an understanding of theory and research is essential for expert instruction, teaching situations differ, and teachers continually make an enormous number of decisions to adapt to different learning contexts. Though guided by the structure of a model, teachers make myriad decisions about the best course of action in a particular situation. This is what makes teaching simultaneously rewarding and challenging.

The book exists in two main parts. Chapters 1, 2, and 3 provide a foundation by outlining advances in our understanding of learning and motivation, as well as essential teaching strategies that support all instruction. Chapters 4 through 10 describe individual models, including suggestions for adapting each model to the different teaching contexts that you experience in your classroom. Our goal is to contribute to your professional growth by expanding your repertoire of approaches to instruction.

## MyEducationLab



The power of classroom practice.

“Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching.”<sup>1</sup>

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual

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<sup>1</sup>Darling-Hammond, L., & Bransford, J., Eds. (2005). *Preparing Teachers for a Changing World*. San Francisco: John Wiley & Sons.

examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. For this reason, we have created a valuable, time-saving website—MyEducationLab—that provides you with the context of real classrooms and artifacts that research on teacher education tells us is so important. The authentic in-class video footage, interactive skill-building exercises, and other resources available on MyEducationLab offer you a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into both your assignments and your courses. Wherever you see the MyEducationLab logo in the margins or elsewhere in the text, follow the simple instructions to access the videos, strategies, cases, and artifacts associated with these assignments, activities, and learning units on MyEducationLab. MyEducationLab is organized topically to enhance the coverage of the core concepts discussed in the chapters of your book. For each topic on the course you will find most or all of the following resources:

### **Connection to National Standards**

Now it is easier than ever to see how your coursework is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to the INTASC standards. All of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to the appropriate national standards and learning outcomes, as well.

### **Assignments and Activities**

Designed to save instructors preparation time, these assignable exercises show concepts in action (through video, cases, or student and teacher artifacts) and then offer thought-provoking questions that probe your understanding of these concepts or strategies. (Feedback for these assignments is available to the instructor.)

### **Building Teaching Skills and Dispositions**

These learning units help you practice and strengthen skills that are essential to quality teaching. First you are presented with the core skill or concept, and next you are given an opportunity to practice your understanding of this concept multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill presented.

### **Video Examples**

Intended to enhance coverage in your book with visual examples of real educators and students, these video clips (a number of which are referenced explicitly in this text) include segments from classroom lessons, as well as interviews with teachers, administrators, students, and parents.

### **General Resources on Your MyEducationLab Course**

The *Resources* section of your MyEducationLab course is designed to help you pass your licensure exam, put together an effective portfolio and lesson plan, prepare for and navigate

the first year of your teaching career, and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams*: Access guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice questions, *Case Histories*, and *Video Case Studies*.
- *Portfolio Builder and Lesson Plan Builder*: Create, update, and share portfolios and lesson plans.
- *Preparing a Portfolio*: Access guidelines for creating a high-quality teaching portfolio that will allow you to practice effective lesson planning.
- *Licensure and Standards*: Link to state licensure standards and national standards.
- *Beginning Your Career*: Educate yourself—access tips, advice, and valuable information on:
  - *Resume Writing and Interviewing*: Expert advice on how to write impressive resumes and prepare for job interviews.
  - *Your First Year of Teaching*: Practical tips to set up your classroom, manage student behavior, and learn to more easily organize for instruction and assessment.
  - *Law and Public Policies*: Specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

Visit [www.myeducationlab.com](http://www.myeducationlab.com) for a demonstration of this exciting new online teaching resource and to download a MyEdLab guide correlating MEL course assets to this text.

The best of luck in your teaching. You are doing the most important work in the world.

## Acknowledgments

In preparing this edition of *Strategies and Models for Teachers*, we want to sincerely thank the people who have supported its development. We want to particularly thank our editor, Kelly Vilella Canton, for her guidance, support, and cooperation as we attempted to implement a number of new ideas for this edition. She epitomizes what authors look for in an editor. We also want to thank Annalea Manalili and Paula Carroll for their help in bringing the project to fruition, as well as our reviewers: Stacy Begin, National University; Kelly V. Cochrum, Alvernia College; Clare Lowell, Marymount Manhattan College; and David H. Vawter, Winthrop University.

Finally, we again want to thank the many teachers in whose classrooms we've worked and visited, and on whose instruction the case studies in the book are based. Without this experience, it would have been impossible for us to develop the reality and authenticity that we hope is apparent in our writing.

P. E.  
D. K.