Strategies and Models for Teachers
Teaching Content and Thinking Skills

Sixth Edition

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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:**

- 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 the 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.”

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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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 Villella 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.