Eighth Edition

Methods for Effective Teaching

MEETING THE NEEDS OF ALL STUDENTS

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PREFACE

The eighth edition of *Methods for Effective Teaching* provides research-based coverage of general teaching methods while emphasizing contemporary topics such as culturally responsive teaching, differentiated instruction, and data-driven decision making. The numerous features, tables, and lists of recommendations ensure that the text is reader friendly and practically oriented. Its unique content includes strategies to promote student understanding, differentiate instruction, manage lesson delivery, apply motivational techniques for instruction and assessment, and work with colleagues and parents. In addition, thorough coverage of classroom management and discipline is provided, along with ways to create a positive learning environment.

Intended Audience

This book is designed primarily as the core textbook for courses in K–12 general teaching methods, secondary/middle teaching methods, or elementary school teaching methods. The content is applicable for teachers at all levels—elementary, middle level, and high school. Additionally, it may be used as a supplementary book for other teaching methods courses. This book is also appropriate for courses and staff development programs for in-service teachers and as a handbook for teacher reference due to its comprehensive coverage of current classroom issues and practical teaching applications.

New to this Edition

There are a number of significant changes in this eighth edition:

- Major restructuring and updating of Chapter 1 on Teaching Students in Today's World
- Major restructuring and the addition of significant new content in Chapter 2 on Knowing and Connecting with Your Students
- New sections in several chapters:
  - The changing teaching environment (in Chapter 1)
  - Teaching special populations in general education classrooms (in Chapter 2)
  - Teaching in urban schools (in Chapter 2)
  - Underachieving students in poverty (in Chapter 2)
  - Motivating black males (in Chapter 2)
  - Seriously disengaged students (in Chapter 2)
  - Students who are troubled (in Chapter 2)
  - Teaching students who are different from you (in Chapter 2)
  - Planning to integrate technology into instruction (in Chapter 3)
  - Planning for assessments (in Chapter 3)
  - Planning for motivation (in Chapter 3)
  - Additional instructional approaches (in Chapter 5)
  - Flipped classrooms (in Chapter 5)
  - Blended learning (in Chapter 5)
  - Engaging students in the learning process (in Chapter 7)

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  - Motivating students to learn (in Chapter 7)
  - Guiding behavior (in Chapter 8)
  - Making adjustments for student diversity (in Chapter 9)
  - Assessment technologies (in Chapter 11)
  - Differentiating instruction with assessments (in Chapter 11)
  - Electronic gradebooks (in Chapter 12)
- New and expanded content in existing chapter sections:
  - Getting to know your students (in Chapter 1)
  - Every Student Succeeds Act (in Chapter 1)
  - The linear-rational approach to planning (in Chapter 3)
  - Planning units (in Chapter 4)
  - Demonstrations (in Chapter 5)
- Updating of over 60 references to new editions
- Addition of over 90 new references to update content

Special Features

To maintain the reader's interest and to accommodate different learning styles and instructional settings, *Methods for Effective Teaching* contains a variety of pedagogical features.

- **Standards Tables.** Two tables of professional standards can be found on pages xvi–xviii. These tables feature references to the chapters in this book that address each part of the standards.
- **Objectives.** Each chapter begins with a list of objectives that identify expected reader outcomes.
- **Chapter Outline.** Each chapter begins with a graphic organizer displaying chapter headings and subheadings to provide an advance organizer for the reader.
- **Voices from the Classroom.** These features are included in each chapter to provide descriptions of ways that actual elementary, middle school, and high school teachers deal with particular topics addressed in the chapter. These teachers come from all parts of the country and different community sizes. There are over 50 Voices from the Classroom features, evenly balanced among elementary and middle/high school levels, including many from urban districts.
- **Sample Standards.** Each chapter has a Sample Standards feature that lists representative performances, essential knowledge, and critical dispositions from InTASC standards that relate to the chapter in an effort to direct the reader's attention to important content and characteristics.
- **Classroom Case Studies.** Each chapter includes a case study describing a situation that a teacher may need to confront. Two or three questions following each case study require the reader to reflect on and apply chapter concepts.
- **What Would You Decide?** Several features are placed in each chapter to help readers consider the application of the content. Each feature includes several sentences describing a classroom situation related to an issue in the chapter followed by a few questions asking the reader to make decisions about the application of the concepts.
- **Key Terms.** A list of key terms at the end of each chapter draws the reader's attention to significant terms. Each term is also highlighted in the text.
- **Major Concepts.** At the end of each chapter, a list of major concepts serves as a summary of the significant chapter ideas.

- **Discussion/Reflective Questions.** Questions at the end of each chapter promote discussion and reflection in a classroom or seminar in which a number of people are considering the chapter's content.
- **Suggested Activities.** These activities are listed at the end of each chapter both for clinical (on-campus) settings and for field (school-based) settings to enable the reader to investigate and apply issues addressed.
- **Further Reading.** An annotated list of recommended readings at the end of each chapter suggests readings for further enrichment.
- **References.** The references cited in the chapters to document the research base of the content are all listed at the end of the book.

Relating This Book to Standards

A variety of professional standards are listed, correlated to the book, and referenced throughout. Standards are used to guide the development of new teachers, help in-service teachers improve their performance, and assess both teacher preparation and teacher performance. Many teacher education programs are designed around the Interstate New Teacher Assessment and Support Consortium (InTASC) standards. Many states require a passing score on the Principles of Learning and Teaching test (a Praxis Subjects Assessment test) before granting a teaching license. The Praxis Classroom Performance Assessments (which are consistent with Danielson's Framework for Teaching domains) are used to assess and improve the teaching of in-service teachers. A brief description of these standards is provided here, and tables of these standards can be found on pages xvi–xviii.

INTASC STANDARDS

The Interstate New Teacher Assessment and Support Consortium (INTASC) was formed as a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: *An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.* With the 2011 updating of the standards, it removed the word *new* from its title and made a lowercase *n* in the acronym (now it is InTASC). More information can be found on the Council of Chief State School Officers, CCSSO, website.

PRAXIS TESTS

The Praxis tests have been developed and disseminated by the Educational Testing Service (ETS) for assessing skills and knowledge at each stage of a beginning teacher's career, from entry into teacher education to actual classroom performance. More information about the Praxis tests can be found at the Educational Testing Service, ETS, website. There are several types of Praxis tests:

- **Praxis Core Academic Skills for Educators (CORE).** These academic skills tests are designed to be taken early in a student's college career to measure reading, writing, and mathematics skills.
- **Praxis Subject Assessments.** There are several Praxis Subject Assessments, and they measure a teacher candidate's knowledge of the subjects he or she will teach, as well as general and subject-specific pedagogical skills and knowledge. One of these assessments is the *Principles of Learning and Teaching* (PLT) test, which many states require teachers to pass for their licensure.

- **Praxis Classroom Performance Assessments.** These assessments are conducted for beginning teachers in classroom settings. Assessment of teaching practice is through direct observation of classroom practice, a review of documentation prepared by the teacher, and semistructured interviews. The framework for knowledge and skills for these assessments consists of 19 assessment criteria organized within four categories: planning and preparation, the classroom environment, instruction, and professional responsibilities. Charlotte Danielson's (2007) *Enhancing Professional Practice: A Framework for Teaching* is based on the categories of the Praxis Classroom Performance Assessments.

Methods for Effective Teaching is not intended to address the preprofessional skills of reading, writing, and mathematics in Praxis CORE. However, it is designed to address the Praxis Subject Assessments test on Principles of Learning and Teaching and the Praxis classroom performance criteria areas, based on Danielson's *Framework for Teaching*.

Supplements

INSTRUCTOR'S RESOURCE MANUAL WITH TEST BANK AND POWERPOINT SLIDES

An instructor's resource manual with test bank to accompany this textbook has been developed by the authors to guide teacher educators as they use this book for their courses. This manual includes multiple-choice, true–false, short-answer, and essay/discussion questions for each chapter. It also includes a sample course syllabus that is aligned to this book and teaching suggestions to introduce content for each major section of each chapter. Additionally, about 20 PowerPoint slides are provided for each chapter.

The instructor's resource manual with test bank may be downloaded in PDF from the Instructor Resource Center at the Pearson Higher Education website (http://www.pearsonhighered.com). Your local Pearson sales representative can help you set up a password for the Instructor Resource Center.

INVIGORATE LEARNING WITH THE ENHANCED PEARSON ETEXT

The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. This enhanced eText includes video clips selected by the author that illustrate key concepts and help bridge the gap between theory and practice.

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(Please note: enhancements are only available in the Pearson eText, and not third-party eTexts such as CourseSmart or Kindle).

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We also appreciate the help from the staff at Pearson who provided editorial guidance, facilitated the preparation of the manuscript, and coordinated the production.

A number of classroom teachers provided descriptions of their professional practice, which are included in the Voices from the Classroom features. Their experiences help illustrate the issues and bring life to the content.

Finally, we would like to extend our gratitude to the following reviewers who provided constructive feedback for this edition: Dr. Sonia K. Boone, Prairie View A&M University; Joseph Cosgriff, Lincoln Memorial University; Bonnie J. Cummings, College of Education, The University of Memphis; R. Stewart Mayers, Ed.D., Southeastern Oklahoma State University; Kirk A. Swortzel, Mississippi State University.

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InTASC Model Core Teaching Standards

The following table indicates how the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards are addressed in this book.

STANDARDS	CHAPTER COVERAGE
THE LEARNER AND LEARNING	
1. **Learner Development** 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.	**2–7**
2. **Learning Differences** Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**2–7**
3. **Learning Environments** 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.	**7–10**
CONTENT KNOWLEDGE	
4. **Content Knowledge** Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.	**3**
5. **Application of Content** Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**4–7**
INSTRUCTIONAL PRACTICE	
6. **Assessment** Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**2, 11–12**
7. **Planning for Instruction** Plans instruction that supports every student in meeting rigorous learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**3–7**
8. **Instructional Strategies** Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**5–7**

STANDARDS	CHAPTER COVERAGE
PROFESSIONAL RESPONSIBILITY	
9. **Professional Learning and Ethical Practice** Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, Families, Other Professionals, and the Community), and adapts practice to meet the needs of each learner.	**1**
10. **Leadership and Collaboration** Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**13**

From Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

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