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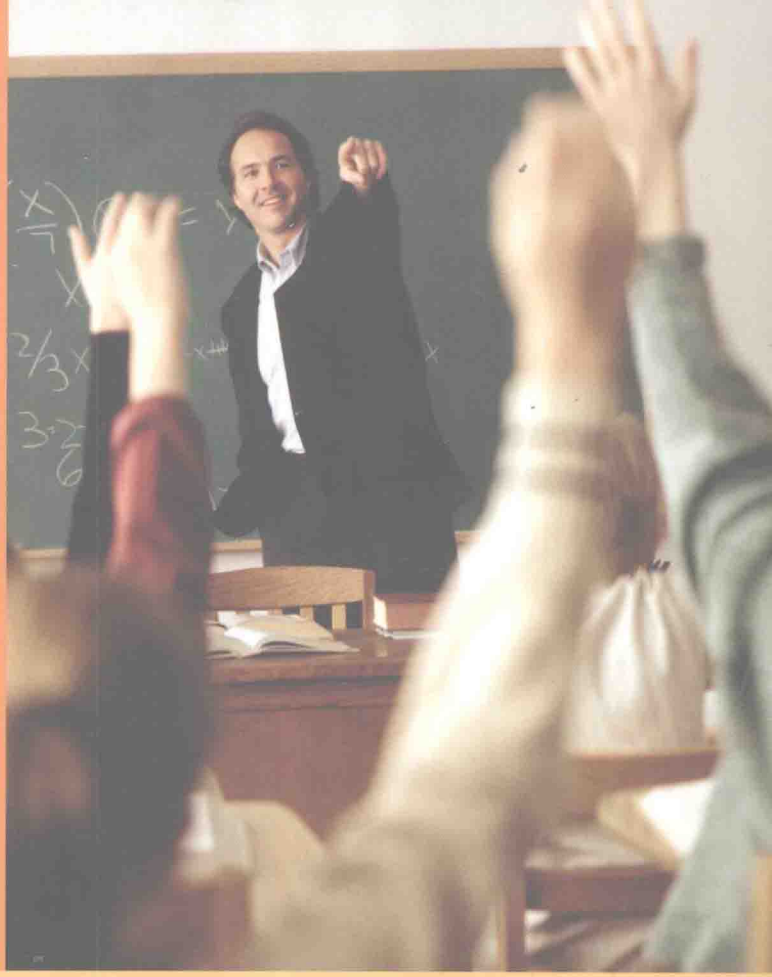

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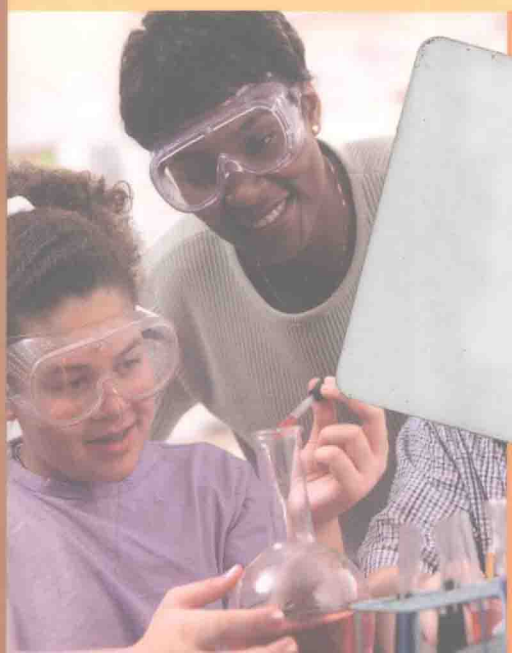

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Allan [illegible]nstein

Thomas J. Lasley II

Strategies for Effective Teaching

fourth edition

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Dedication

For Elizabeth Lasley who is studying to be a teacher; for Julianne Burt who is a beginning teacher; for Jennifer Hawkins who is now a veteran teacher; and, for Gina Henderson who lives to question teachers!

AND

For Stacey Ornstein who is thinking about teaching; Joel Ornstein who is now a professional student; Jason Ornstein who just graduated from F&M and is contemplating the future; and my two favorite teachers, Hans Kohn at C.C.N.Y. and Virgil Clift at N.Y.U.

Preface

Becoming a teacher is an extraordinarily complex venture. Some of what is needed for success is learned; some is attributable to who you are as an individual. This textbook argues for the *art* and *science* of teaching. The science of educational practice is growing; several chapters document what is now known. But you can know all that science and still be ineffective; and ironically, some individuals are relatively successful without knowing any of it. Such individuals may be good teachers, but they are not, at least in a technical sense, professionals. Professionals intentionally acquire a discrete body of specialized and theoretical knowledge (the type of knowledge that is now emerging about teaching), and they use that knowledge to help students learn.

This book is intended for any general methods or specialized methods class that seeks to show prospective teachers how to plan *what* to teach (objectives), how to determine *how* to teach (methods), how to reflect on what is taught (reflection), and how to assess whether students learned the requisite concepts (assessment).

As you begin your journey toward acquiring professional knowledge, you need to understand that successful teaching is predicated on several fundamental assumptions:

1. Teachers must possess thorough disciplinary knowledge.
2. Teachers must know the academic content standards for what they teach.
3. Teachers must know how learners learn in order to design meaningful instruction.
4. Teachers must know how to present content based on context and purpose.

Assumption 1 is fulfilled if you have a good general education. Assumption 2 is already addressed if you pursued disciplinary coursework in understanding and depth—that is, you earned a disciplinary major (or selected academic minors). Assumption 3 was fulfilled through educational psychology courses that emphasize work by people such as Jean Piaget, B. F. Skinner, Edward Thorndike, and L. S. Vygotsky. Assumption 4 is the focus of this book. Specifically, this book focuses on *how* to teach: the process of communicating what you know (and is known) in ways that help students construct their own knowledge.

Organization of This Text

The book is organized into three parts. Part I focuses on the art and science of teaching. Part II breaks down the teaching act into specific, discrete skills. And Part III addresses issues related to ongoing professional development and suggests ways in which the

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skills of teaching are part of both the art and science of what you do (or any teacher does) in the classroom.

Features of This Text

The book is based on six fundamental elements, making it highly useful to a prospective teacher in today's schools. It is research based, standards based, example based, reflection based, expert based, and technology based.

Research Basis

The book intentionally draws on the growing body of literature that shows that teachers really do make a difference in the achievement of students. In the 1960s, educators were told that family socioeconomic status was so important that teachers were "secondary." In the 1990s and 2000s, new "value-added" research suggests that teachers do dramatically influence student achievement. What students *bring* to school (the socioeconomic capital of their families) makes a difference. But what *happens* to them once they are at school is just as important. That means that you as a teacher are potentially just as important to a student's achievement as are the student's parents, and perhaps more important. What a responsibility *and* opportunity!

Standards Basis

Many states are embracing some type of standards (or criteria) for assessing teacher competence. Some of those standards are national in nature (PRAXIS series and INTASC), and others are developed at the state or regional level (such as California's CFASST). What is presented in the text is linked with the national standards. Chapters 3–12 begin with a specific description of the Pathwise/PRAXIS III and INTASC criteria and principles determined relevant to the content of each chapter (not everyone will agree with the alignment of these criteria to content; but you will be able to see how these standards may be connected to the skills or "inputs" of teaching). If you are in an INTASC or PRAXIS series state, the provided "markers" should be very helpful. Even if you are not, you should find them useful as a way to frame and think about the content.

Example Basis

One of the real problems with many methods texts is that they are heavy on theory and light on applications (examples). This text errs on the side of applications. Good teachers need theory, but that theory is meaningless if they do not know how to apply the knowledge. Many examples (tables, figures, charts, analogs) are provided to make certain that what is described theoretically can be applied practically. Case Studies and Tips for Teachers help connect the theory and practice. In some instances, we even illustrate specifically within the cases the connections to teaching standards criteria and principles. By doing this you should more directly see the theory-practice nexus.

Reflection Basis

During the 1990s the whole notion of reflecting-in-action and reflection-in-action became important professional dispositions that prospective teachers were expected to acquire. This text includes Questions for Reflection to help teachers think more deeply about some of the salient topics discussed. Once you start teaching you will need to learn how to reflect on what you are doing *as* you are doing it and to reflect on what you taught *after* you complete a lesson.

Expert Basis

Many individuals have shaped education in America. Many of their "voices" are part of this text—through Professional Viewpoints. Some of those viewpoints are written by current practicing teachers. All the writers are either those who have shaped teaching through their writing and thinking or those who are shaping it through their teaching. Both perspectives are extremely important and should help you see that many current educational issues are not new but are instead old problems that require your new thinking.

Technology Basis

The use of technology is increasingly prevalent for America's young people. Many of the preservice teachers who read this text are used to accessing Websites to gather information about topics of interest. Throughout the text, but especially in Chapter 7, you will find Website information that will be helpful in enhancing your effectiveness. Also added to this edition are Technology Viewpoints in each chapter to help you see how to use the technology that is now available.

Conclusion

We are privileged that you are reading this textbook as part of your journey to become a teacher. Our hope is that your teaching journey is a long and fruitful one and that our text stimulates you to learn even more about what it means to be a classroom teacher.

Reviewers Who Made This Text Possible

No textbook of this type is possible without the critical assistance of a number of very able reviewers. We are especially grateful to the following individuals for their thoughtful suggestions during the development of the fourth edition:

Caroline Diemer,
Liberty University

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Franklin College

Caroline Knight,
North Central University

Anne Mungai,
Adelphi University

Albert A. Stramiello,
Mercer University

To the Instructor

Strategies for Effective Teaching, fourth edition, is written for all who are interested in learning how to teach, improving their teaching, or teaching students how to learn. It will help prepare novice teachers for their new roles and provide seasoned teachers with new insights into *what* they are doing and *why* they are doing it.

The text focuses on the theory and practice of teaching. It attempts to blend theory with practice by reporting and analyzing important research and then presenting practical procedures and adaptive strategies for teachers to use. How do successful teachers start a lesson? How do they monitor classroom activities? How do they deal with disruptive students? How do they proceed with a student who doesn't know the answer? These are problems that teachers must deal with daily. The answers to these questions depend on how we apply the theory we have learned in our coursework to the classroom setting.

Strategies for Effective Teaching is also grounded in the INTASC standards and Pathwise PRAXIS criteria. Many states are using these as a means of ensuring quality teacher education and for creating a common language to discuss good teaching. Our hope is that you will be able to use this book to relate required teaching skills to defined and accepted teaching standards. And, that by using the ideas in this text, the learning of your students will be enhanced.

Prospective teachers and beginning teachers need to master theoretical concepts and principles and then *integrate* these concepts and principles into practice by developing specific methods and strategies that work on the job. The integration process, or the leap from theory to practice, is not easy. *Strategies for Effective Teaching* helps by interweaving practical strategies and methods with research. Many theories and practices are presented with the understanding that readers can pick and choose among them the ones that fit their personality and philosophy. In each chapter, look for *Tips for Teachers* and *Case Studies.* These instructional aids are designed to help the reader apply the theory to practice.

Strategies for Effective Teaching adopts a cognitive science approach, blending cognitive-developmental research with information-processing research. Consequently, a good deal of the subject matter is rooted in educational psychology, linguistics, and subject-related methods—and there is little that deals with the philosophy, history, or sociology of teaching.

Cognitive science focuses on how teachers teach and how learners learn, and it can be used to develop strategies that guide effective teaching and learning. This text presents research on how students process information, or what we call *learning strategies:* how to skim data, summarize information, take notes, do homework, read text material,

take tests, and so forth. Existing research can also be used to teach students to think critically and creatively; to classify, infer, interpret, extrapolate, evaluate, and predict.

Research also exists to help identify effective teaching strategies. *Strategies for Effective Teaching* uses cognitive science research to discuss how to teach by explaining, questioning, monitoring, and reviewing; how to diagnose, assess, and place students into groups for instruction; how to teach basic skills, concepts, and problem solving; how to manage the surface behavior of students on an individual and group basis; how to plan for instruction and utilize instructional technology; and how to use textbooks and improve instructional materials.

The new emphasis in cognitive science is concerned not so much with students' answers (though clearly correct answers are important), but rather with how students derive answers and what strategies teachers use to help students learn requisite material. This book informs teachers about recent research on how students process information and how teachers can modify their instruction to help students learn more effectively.

The many distinctive features of this edition of *Strategies for Effective Teaching* include the following:

- Pathwise (PRAXIS Series) criteria and INTASC standards that ground teaching skills (see Chapters 3 to 12)
- Focusing questions at the beginning of each chapter to help orient the reader, set the stage for what is to follow, and highlight the main ideas of the chapter
- Easy-to-read headings and subheadings that facilitate understanding and illustrate relationships among ideas
- Short descriptors and categories that help classify and conceptualize information
- Tables and charts organized as overviews that make learning more meaningful
- Current research findings applied to classroom teaching
- *Professional Viewpoints,* the perspectives of experts in the field, written specifically for this text, that highlight a major concept or principle and/or give advice for both the beginning and the experienced teacher
- *Technology Viewpoints,* written by a media specialist who uses various forms of technology to enhance student learning and teacher professional development
- *Case Studies* that illustrate some of the salient educational problems and help readers see the real-world nature of the problems—some are anchored specifically to the Pathwise criteria
- *Questions for Reflection* in Chapters 1–11 to help readers critically reflect on the content
- Lists of practical tips that give insights into teaching
- Chapter summaries that present short lists of main ideas, in the same sequence as the chapter's narrative

To the Student

Strategies for Effective Teaching, fourth edition, has five major purposes. The first is to help beginning teachers develop an understanding of what goes on in the classroom and of what the job of teaching involves. Despite your familiarity with education from a student's point of view, you probably have limited experience with teaching from a teacher's point of view. And even if you are experienced, you can always integrate your own experiences about teaching with new information to achieve professional improvement and development.

A second purpose is to provide classroom teachers with concrete and realistic suggestions about ways of teaching—and how they can improve the teaching-learning process within their classrooms. Many teachers are unaware of their behaviors or the effects they have on students; others can sharpen their expertise in the methods and strategies that work with different students.

Another purpose is to apply theoretical and research-based data to teaching practices. Social scientists and educators have discovered many things about human behavior, and they have established many principles that can be translated into new practice in order to enhance student learning. Existing practices of the teacher can also be clarified and refined through an understanding of research. The idea is to convert "knowledge of teaching" into "knowledge of how to teach."

A fourth purpose is to show how teachers can make a difference and how they can have a positive influence on students. The data in this text suggest that teachers affect students, and that some teachers, because of their practices, have better results than others in terms of maximizing student success.

Finally, *Strategies for Effective Teaching* deals with how teachers can teach students how to learn—that is, with learning strategies that will increase students' chances for achievement and reduce the loss of human potential so pervasive in our society today. Knowing how to learn and ground personal decisions is the goal of the learner; helping students learn how to learn is the goal of the teacher. The extent to which students learn how to learn is influenced by how well the teacher can teach.

Allan C. Ornstein
Thomas J. Lasley II

Acknowledgments

Many people wrote the *Professional Viewpoints* features in *Strategies for Effective Teaching.* They were kind enough to take time from their busy schedules to jot down some valuable advice or personal views about teachers and teaching. Their thoughts add a timely and unusual dimension to the text while providing useful information in an appealing manner. We appreciate their contributions to this text. And finally, I'd like to acknowledge Esther who fulfills my life, and has provided me with much needed understanding, support, and encouragement while revising this book.

Allan C. Ornstein

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Thomas J. Lasley II

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Brief Contents

part one

Perspectives on Effective Teaching Performance 1

1 THE ART OF EFFECTIVE TEACHING 2

2 THE EFFECTIVE TEACHER 36

part two

The Technical Skills of Teaching 89

3 INSTRUCTIONAL OBJECTIVES 94

4 INSTRUCTIONAL PLANNING 140

5 INSTRUCTIONAL STRATEGIES 194

6 INSTRUCTIONAL MATERIALS 244

7 TECHNOLOGY IN THE CLASSROOM 290

8 INSTRUCTIONAL GROUPING 334

9 CLASSROOM MANAGEMENT AND DISCIPLINE 388

10 ASSESSING STANDARDS AND STUDENT ASSESSMENT 432

11 STUDENT EVALUATION AND TEACHER ACCOUNTABILITY 492

part three

Professional Growth 547

12 PROFESSIONAL GROWTH 548

Contents

Tips for Teachers *xv*
Case Studies *xvii*
Professional Viewpoints *xix*
Preface *xxi*
To the Instructor *xxv*
To the Student *xxvii*
Acknowledgments *xxix*

part one

Perspectives on Effective Teaching Performance 1

1 **The Art of Effective Teaching** 2
Focusing Questions 2
The Reasons for Teaching 2
The Art of Effective Teaching 5
Teaching Effectiveness in the Movies 6
Teaching Effectiveness in Literature 11
The Concept of Learning How to Learn 16
Critical Thinking 18
Creative Thinking 23
The Role of the Teacher in Fostering Creativity 27
The Learning Paradigm and Constructivism 29
A Final Note 30
Summary 31
Questions to Consider 31
Things to Do 32
Recommended Readings 32
Key Terms 32
End Notes 32

2 **The Effective Teacher** 36
Focusing Questions 37
Review of the Research on Teaching: The Science 38

Teacher Styles 41
Descriptive Models for Teaching Styles: Historical Perspectives 41
Research on Teacher Styles 44
Teaching Styles and Student Learning 46
Teacher Expectations 50
Labeling Students 53
Teacher Traits 54
Research on Teacher Traits 55
Teacher Effects 61
Rosenshine and Furst Model 61
Gage Model 62
Good and Brophy Model 63
Evertson and Emmer Model 64
Teacher Qualities and Value-Added Teaching 64
The Master Teacher 66
Cautions and Criticisms 68
The Human Factor 72
Beyond Effective Teaching: New Research, New Paradigms 75
Metaphors 76
Stories 77
Biographies and Autobiographies 78
The Expert Teacher 78
Voice 80
Theory into Practice 81
Summary 82
Questions to Consider 83
Things to Do 83
Recommended Readings 84
Key Terms 84
End Notes 84

part two

The Technical Skills of Teaching 89

3 **Instructional Objectives 94**
Focusing Questions 95
Definitions of Terms 96
The Aims of Education 101
Trends in Educational Goals 102
Types of Objectives 107
Program Objectives 107

Course Objectives 108
Classroom Objectives 110
Formulating Goals and Objectives 115
Tyler Model 115
Taxonomy of Educational Objectives 118
Cognitive Domain 121
Affective Domain 121
Psychomotor Domain 123
Establishing Specific Objectives 124
General Objectives and Specific Learning Outcomes: Gronlund Method 125
Applying Gronlund's Objectives 127
Specific Objectives: Mager Method 130
Applying Mager's Objectives 131
Writing Your Own Goals and Objectives 132
Additional Thoughts on Objectives 134
Theory into Practice 134
General Objectives 134
Precise Objectives 134
Summary 136
Questions to Consider 136
Things to Do 136
Recommended Readings 137
Key Terms 137
End Notes 137

4 Instructional Planning 140
Focusing Questions 141
How Teachers Plan 142
Planning by Level of Instruction 146
Mental Versus Formal Planning 147
Courses of Study 149
Unit Plans 150
Components of the Unit Plan 154
Approaches to Unit Planning 158
Guidelines for Developing Unit Plans 159
Lesson Plans 162
Lesson Plans by Authorities 164
Components of the Lesson Plan 165
Sample Lesson Plans 179
Guidelines for Implementing Lesson Plans 185

Theory into Practice 188
Unit Planning 189
Lesson Planning 189
Summary 190
Questions to Consider 190
Things to Do 190
Recommended Readings 191
Key Terms 191
End Notes 191

5 Instructional Strategies 194
Focusing Questions 195
Instructional Approach I: Practice and Drill 197
Applications of Practice and Drill 197
Implementing Practice and Drill 204
Instructional Approach II: Questioning 209
Types of Questions 210
Asking Questions Correctly 214
Instructional Approach III: Lecture 220
Problems of Lecturing 222
Benefits of Lecturing and Explaining 222
Presenting Lectures and Explanations 223
Instructional Approach IV: Student-Centered Learning 227
Students as Problem Solvers 229
Students as Inquirers 231
The Instructional Debate 234
Theory into Practice 238
Summary 239
Questions to Consider 239
Things to Do 239
Recommended Readings 240
Key Terms 240
End Notes 240

6 Instructional Materials 244
Focusing Questions 245
Selecting Instructional Materials 246
Duplicated Materials 248
Developing Materials 248
Copying Materials 249
Presenting Instructional Materials 251
Textbooks 254
Disadvantages 254
Advantages 257

Stereotyping 258
Readability 260
Cognitive Task Demands 262
Textbook and Pedagogical Aids 263
Reading Across the Content Areas 264
Metacognition and Text Structure 268
Guidelines for Using Textbooks 273
Workbook Materials 275
Disadvantages 276
Advantages 276
Guidelines for Using Workbooks 277
Journals, Magazines, and Newspapers 277
Guidelines for Using Journals, Magazines, and Newspapers 279
Simulations and Games 279
Guidelines for Using Simulations and Games 281
Theory into Practice 283
Summary 283
Questions to Consider 284
Things to Do 284
Recommended Readings 285
Key Terms 285
End Notes 285

7 Technology in the Classroom 290
Focusing Questions 291
A Rationale for Using Technology 293
Chalkboards and Display Boards 297
Guidelines for Using Chalkboards and Dry-Erase Boards 298
Overhead Projectors and PowerPoint 298
Guidelines for Using Overhead and Computer Projectors 300
Films 300
Guidelines for Using Films 300
Television and Videos 301
Television's Influence 302
Utilizing Television 304
Videotapes 306
Guidelines for Using Television and Videos 307
Computers 307
Computer Software 312
Computer Simulations and Virtual Reality 314
Guidelines for Using Computers 316
Telecommunication Systems 317
Teleconferences and Computer Conferences 318

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