Strategies for

Third Edition

Effective Teaching

Allan C. Ornstein

Thomas J. Lasley II

THIRD EDITION

STRATEGIES FOR EFFECTIVE TEACHING

Allan C. Ornstein
Loyola University of Chicago
St. John's University

Thomas J. Lasley, II
University of Dayton

Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis
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D E D I C A T I O N

All of us have had teachers whom we remember fondly and who apparently were good teachers. We remember them here:

Mrs. Katz, P.S. 42 Queens: a warm, friendly, and understanding teacher who was concerned more with social development than cognitive development.

Mrs. Schwartz, P.S. 42 Queens: a tough schoolmarm who drilled the facts and enforced the rules.

Mr. Tietz, Far Rockaway High School: a good-natured, quick-witted teacher with a booming voice.

Dr. Charles Galloway, University of North Florida: a friend and colleague who always treated people as being better than they might actually be.

Dr. Kohn, City College of New York: the scholar type, who through dialogue and questioning made one think.

Dr. Greene, Brooklyn College: humanistic and philosophical, she emphasized the personal, emotional, and moral aspects of education.

Dr. Clift, New York University: both friend and teacher, he balanced the talents and tempers of his students, and animated the best plans for their good.

Dr. Joseph Rogus, University of Dayton: friend, colleague, and consummate teacher.

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. As you will see, we argue for the art and science of teaching. Clearly, the science of educational practice is growing and in several chapters of this text we document what is now known. But you can know all that science and still be ineffective, and ironically, some few individuals are relatively successful without knowing much of it. Such individuals may be good teachers, but they are not, at least in a technical sense, professionals. Professionals intentionally possess a discrete body of specialized knowledge . . . that type of knowledge now exists about teaching.

This book is intended for any general methods or specialized methods class that seeks to show students how to plan what to teach (objectives), how to determine how to teach (methods), how to consider what is taught (reflection), and how to determine 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 content knowledge in more than superficial ways.
3. Teachers must know how learners learn in order to design instruction meaningfully.
4. Teachers must know how to present content based on context and purpose.

Assumption 1 was fulfilled if you have had a good general education. Assumption 2 was addressed if you pursued some disciplinary coursework in depth—that is, you have a disciplinary major (or selected academic minors). Assumption 3 was fulfilled through educational psychology courses that emphasize

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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 to construct their own knowledge.

Organization

The book is organized into three parts. Section I focuses on the art and science of teaching. Section II breaks down the teaching act into specific, discrete skills. And, Section III addresses issues related to on-going professional development and suggests ways in which the skills of teaching are part of both the art and science of what you do (or any teacher does) in the classroom.

The book has several features that should make it highly useful to a prospective teacher.

Research-Based

We intentionally draw 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, new "value-added" research suggested that teachers do dramatically influence student achievement. What students *bring* to school (the socioeconomics of their families) makes a difference. But what *happens* to them once they are at school is just as important. Wow! This means that you are potentially just as important to a student's achievement as are the parents. What a responsibility *and* opportunity.

Standards-Based

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 state or regional (such as California's CFASST). We decided to link what we present with what those national standards emphasize. Chapters 3-12 begin with a specific description of the Pathwise/PRAXIS III and INTASC criteria and principles that we determined were relevant to the content of each chapter. Not everyone will agree with how we have aligned these criteria with our content; there is room for disagreement. But you will be able to see how we think these standards are connected to the skills (or "inputs") of teaching. If you are in an INTASC or PRAXIS Series state, the "markers" that we provide should be helpful. And, even if you are not, you should find them useful as a way to frame the content.

Example-Based

One of the real problems with many methods texts is that they are heavy on theory and light on applications (examples). In this text, we err on the side of applications. Good teachers need theory, but that theory is meaningless if you do not know how to apply the knowledge. We provide several examples (tables, figures, charts, analogs) to make certain that what we describe theoretically can be applied practically. We also provide case studies and Tips for Teachers to help you connect the theory and practice.

Expert-Based

A variety of individuals have shaped education in America. Many of their voices are part of this text—we call them "professional viewpoints." Some of those viewpoints are also written by current practicing teachers. Our experts are a combination of those who have shaped teaching through their writing and thinking and those who are shaping it through their teaching. Both sets of perspectives are extremely important and should help you see that most educational issues are not new. Rather they are old problems that require new thinking by you.

Technology-Based

The use of technology is prevalent increasingly for America's young people. Many of the preservice teachers who read this text are individuals who are used to accessing web sites to gather information about topics of interest. Throughout the text, but especially in Chapter 7, we provide you with web site information that we think will be helpful in enhancing your effectiveness.

Conclusion

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

Reviewers Who Made It 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:

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Strategies for Effective Teaching, third edition, is written for all who are interested in learning how to teach or improve their teaching, as well as in 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.

The text focuses on the theory and practice of teaching. It attempts to blend theory with practice by reporting and analyzing important research, then presenting practical procedures and adaptive strategies for teachers to use. For example: 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, third edition, is also grounded on the new INTASC and PRAXIS Series standards. Many states are using these standards as a means of ensuring better-quality teacher education. Our hope is that you will be able to use this book to relate required teaching skills to defined and accepted teaching standards.

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,* third edition, 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 the methods and strategies to select the ones that fit their personality and philosophy. In each chapter, look for "Tips for Teachers." These instructional aids are designed to help the reader apply the theory to practice.

Strategies for Effective Teaching, third edition, 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 derive 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 be used to teach students to think critically: to classify, infer, interpret, extrapolate, evaluate, and predict.

Research also exists to help identify effective teaching strategies. *Strategies for Effective Teaching,* third edition, is one of the first books to use recent 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, and in this text, is concerned not with students' answers, but rather with how students derive answers and what strategies teachers use to help students learn. 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 *Strategies for Effective Teaching,* third edition, include the following:

- Pathwise (PRAXIS Series) 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 in 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," original statements by 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
- Lists of practical tips that give insights into teaching
- Chapter summaries that present a short list of main ideas, in the same sequence as the chapter's narrative

ACKNOWLEDGMENTS

Many people wrote the "Professional Viewpoints" features in *Strategies for Effective Teaching,* third edition. 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, to Esther, who fulfills my life, and has provided me with much needed understanding, support, and encouragement while revising this book.

Allan C. Ornstein

Many people made it possible to revise this text. I give thanks to each for their particular contributions: Jane Perri and Debbie Byrd for help with the photography; Vickie Hodges for her assistance with the massive task of keyboarding the revised text; Chad Raisch for all the detail work associated with putting together a text of this sort; Carmen Giebelhaus for her efforts to ensure that the INTASC and Pathwise Standards were aligned correctly (or at least logically!); Beth Kaufman for her editorial support; my colleague Mea Maio for doing extra work so that I could be free to write; my wife, Janet, for allowing me to work on Saturday and not to do work around the house; and, of course, the University of Dayton for its wonderful support.

Thomas J. Lasley II

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Strategies for Effective Teaching, third edition, has five major purposes. The first is to help beginning teachers develop an understanding of what goes on in the classroom, and 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. Many teachers are unaware of their behavior, or the effects they have on students; others can sharpen their expertise in what methods and strategies 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 practice. In still other cases, existing practices of the teacher can 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.

Finally, *Strategies for Effective Teaching,* third edition, 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. Coming to know is the goal of the learner; helping students learn how to learn is the goal of the teacher. The extent to which students come to know and learn how to learn is influenced by how well the teacher can teach.

Allan C. Ornstein
Thomas J. Lasley II

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