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UNIVERSAL TEACHING STRATEGIES

Fourth Edition

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Preface

Universal Teaching Strategies will provide you with an understanding of instruction from a variety of expert perspectives. Your authors will share with you their 48 years of collective teaching and research experience. In addition to the authors' expertise, other expert perspectives are provided throughout the text, through innovative focal points including **Snapshots**, **Teacher Talks**, **Research Vignettes**, and **Samples and Examples**.

The authors see teachers as a valuable source of information and ideas that should be shared with all current and prospective teaching professionals. The Snapshots, Teacher Talks, and Samples and Examples are derived from classroom experience. Research Vignettes are drawn from the study of teaching that has evolved over the last 25 years to allow the teaching profession to move beyond anecdotes to produce a knowledge base of instruction.

Snapshots give a teacher's detailed perspective on a topic discussed in the text. For example, in Chapter Two (Planning for Instruction: Visualizing What Could Be) a veteran fifth-grade teacher shares her experience of including the students in the planning process. Snapshots appear throughout the text, drawing on the wealth of expertise that is found in our nation's classrooms.

Teacher Talk inserts are brief words of wisdom, strategies, and philosophy from teachers in our elementary, middle, and high schools. For example, in Chapter Fifteen (Self-Improvement through Self-Assessment) a high-school teacher talks about the first time he tape-recorded a class and listened to classroom interactions.

Research Vignettes are summaries of research studies that relate to the chapter topics. For example, Chapter Eight (Questioning and Discussion: Creating a Dialogue) discusses findings of student questions asked during tutoring sessions for seventh-grade algebra students and undergraduate college students studying research methods. Student achievement at both levels was positively correlated with the quality rather than the quantity of questions asked of their tutors. The study design, procedures, research results, and implications for the classroom are included for each Research Vignette.

Samples and Examples are included at the end of each chapter to provide materials that may be used or adapted to meet your present or future classroom needs. For example, in Chapter Two (Planning for Instruction: Visualizing What Could Be) “A Year at a Glance” calendar is provided, as well as a script for home calls, a sample syllabus, and a substitute teacher lesson plan. In Chapter Three (Designing Effective Instruction: Creating a Blueprint) three examples of different lesson plans are presented, as well as primary, upper elementary, and secondary lesson starters.

At the beginning of each chapter, *Universal Teaching Strategies* lists **Chapter Outcomes** as well as **Key Terms and Concepts**. The Chapter Outcomes identify what you should expect to learn from each chapter. The Key Terms and Concepts present the most important ideas for your review and study. The summary at the end of each chapter provides a complete review of the chapter.

Universal Teaching Strategies presents teaching from three specific actions: **organizing**, **instructing**, and **assessing**. The book is divided into three sections that reflect each of these teaching actions. The strategies mirror the universal nature of teaching in that they cut across grade levels, subject areas, and teaching situations.

Decisions about which actions to take in a busy classroom require an understanding of the **context**, the place in which the teaching will occur; the **content**, what will be taught; and, most important, the **learners**, those who will be taught. The thread of the context, content, and learner runs through all the chapters and the three sections of the book.

The first section, Organizing Strategies, includes Chapters One through Six, beginning with a look at teaching for tomorrow, planning, design, effective use of time, and two approaches to classroom management. Organizing strategies create the conditions necessary for teaching and learning.

The second section, Instructing Strategies, includes Chapters Seven through Thirteen. Each chapter provides a repertoire of teaching strategies that will expand your knowledge about what and how to teach.

The third section, Assessing Strategies, includes Chapters Fourteen and Fifteen. Chapter Fourteen will help you diversify student assessment to accommodate varied content, context, and learners to assess student learning. The last chapter of the text describes strategies for looking at your teaching and determining your effectiveness.

Each chapter has been taught to veteran, mentor, and beginning teachers as well as student teachers and beginning teacher education students. We trust you will find Universal Teaching Strategies applicable to both your current and future teaching and learning needs.

Content

Section I: Organizing strategies

Chapter 1:

Teaching for Tomorrow: Context, Content, and Learners

At the conclusion of this chapter you will be able to:

1. Define a universal teaching strategy.
2. Describe how you may expand your teaching repertoire.
3. Identify and describe organizing, instructing, and assessing teaching strategies.
4. Describe the content, context, and learners of tomorrow.
5. Describe the role of context, content, and learner in determining the selection of teaching strategies.

Chapter 2:

Planning for Instruction: Visualizing What Could Be

At the conclusion of this chapter you will be able to:

1. Identify the three voices of planning.
2. Describe the functions of planning.
3. Describe four planning stages.
4. Identify considerations of the learner, content, and context in planning.
5. Identify the entry characteristics of learners.
6. Define how you could initiate or improve your planning

Content

Chapter 3:

Designing Effective Instruction: Creating a Blueprint

At the conclusion of this chapter you will be able to:

1. Design a lesson using varying formats or models.
2. Design a unit of instruction.
3. Develop a unit plan using elements of instructional design.
4. Write instructional objectives for three learning domains.
5. Modify your design formats to meet your needs, priorities, and beliefs.
6. Facilitate collaborative planning with students and professional peers.

Chapter 4:

The Effective Use of Time: Doing More with Less

At the conclusion of this chapter you will be able to:

1. Decide how to use time effectively for teaching and learning.
2. Use time effectively to accommodate district, school, and classroom contexts, content, and the learners.
3. Identify and reduce time losses and wasters.
4. Describe and use strategies for effective use of time.

Content

Chapter 5:

Classroom Management: Advance work

At the conclusion of this chapter you will be able to:

1. Conduct advance work to gather information on the context, content, and learner.
2. Use advance work information about the context, content, and learner to make classroom management decisions.
3. Use advance work to help create more positive and active learning environments.

Chapter 6:

Classroom Management: Beyond Discipline

At the conclusion of this chapter you will be able to:

1. Use management strategies to promote instruction and build student self-discipline.
2. Plan management strategies to begin the school year, respond to interruptions and transitions, and communicate with parents and students.
3. Use ideas and information from advance work and management models to make decisions.

Content

Section II: Instructing strategies

Chapter 7:

Lecture: From Passive to Active Learning

At the conclusion of this chapter you will be able to:

1. Describe the role of the learner, content, and context in building effective lectures.
2. Describe three goals of lecture, including informational, motivational, and reflective, critical thinking presentations.
3. Identify guidelines from research that may increase interactive opportunities of lecture.
4. Describe the benefits and limitations of lecture.
5. Describe six variations of the lecture approach.

Chapter 8:

Questioning and Discussion: Creating a Dialogue

At the conclusion of this chapter you will be able to:

1. Describe the advantages and disadvantages of questioning.
2. Identify and ask a variety of questions.
3. Develop several approaches to asking questions and using discussion in the classroom.
4. Improve wait time for allowing students to respond.

Content

Chapter 9:

Interactive Practice for Learning: Beyond Drill

At the conclusion of this chapter you will be able to:

1. Describe a range of content for practice, including learning strategies.
2. Provide a context for practice that empowers the learners and supports active learning.
3. Design interactive practice activities that are motivating and relevant to the learners, and are structured for learner choice and cooperation.
4. Design and use review, seat work, homework, projects, and learning centers for student practice.

Chapter 10:

Grouping for Instruction: Involvement and Interaction

At the conclusion of this chapter you will be able to:

1. Examine the context, content, and learner for information to use in making grouping decisions.
2. Use different grouping arrangements to accommodate differences in context, content, and learners.
3. Develop routines and procedures to manage grouping arrangements and to use volunteers and aides.

Content

Chapter 11:

Reflective Teaching and Learning: Students as Shareholders

At the conclusion of this chapter you will be able to:

1. Develop a context for teaching and learning that supports learners as active participants in their own education.
2. Provide experiences that promote the learner's ability to take responsibility for learning, think inductively and critically, and solve problems.
3. Use the reflective teaching strategies of inquiry and guided discovery.

Chapter 12:

Role play, Simulation, and Drama: Making Learning Real

At the conclusion of this chapter you will be able to:

1. Consider the context, content, and learner in planning for role play, simulation, and drama.
2. Plan for and use role play, simulation, and drama with appropriate prerequisites, management, and other teaching strategies.

Content

Chapter 13:

Using Community Resources, Audiovisuals, Computers, and Multimedia: Varying the Stimuli

At the conclusion of this chapter you will be able to:

1. Describe the purposes for using community resources, audiovisuals, computers, and multimedia for teaching and learning.
2. Consider the content, context, and learner when using community resources, audiovisuals, computers, and multimedia.
3. Describe how to use community resources, audiovisuals, computers, and multimedia effectively to vary the stimuli.

Content

Section III: Assessing strategies

Chapter 14:

Assessment of Learning: Let Me Count the Ways

At the conclusion of this chapter you will be able to:

1. Use and understand the language of assessment.
2. Describe and use assessment for multiple purposes.
3. Develop and use different assessment strategies.
4. Consider the content, context, and learner in assessment decisions.

Chapter 15:

Self-Improvement through Self-Assessment

At the conclusion of this chapter you will be able to:

1. Identify several sources of data to improve your teaching.
2. Use the Low Inference Self-Assessment Measure to analyze your teaching.
3. Use student feedback as a data source for your teaching.
4. Use peer observations with a student off-task seating chart to improve instruction.
5. Use the chapter checklists and self-assessment measures to reinforce the use of the teaching strategies presented in the text.

Thank you for reading!

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