Contents

Preface ix	Parent and Community Involvement 21 Charter Schools 22 Year-Round Schooling 22 Summary 24 Activities 25
PART I Planning Instruction 1 CHAPTER 1 The Teaching Process 2	
Objectives 2 Teaching 3 <i>Roles of a Teacher 3</i>	Answer Keys 26 Theory and Research 27 References 27
A Definition of Teaching 5 Reflective Teaching 5	CHAPTER 2 Planning for Diversity 29
The Teacher as Decision Maker 6 Theoretical Knowledge 7 Active Knowledge 7 Specific Teaching Skills 8 Generic Teaching Skills 9 Preinstructional Skills 9 Instructional Skills 11 Postinstructional Skills 12 School Organizational Patterns 12 Continuous Progress Education 14 Self-Contained Classrooms 14 Departmentalization 15 Teaming 15 Flexible Block Scheduling 17	Objectives 29 Student Learning Style 30 Processing Information 31 Cognitive Style 32 Identifying Learning Styles 33 Learning Theories and Teaching Styles 35 Multiple Intelligences 36 Students with Disabilities 38 Exceptionality 39 Multicultural Education 42 Limited English Proficiency (LEP) 45 A Multicultural Classroom 45 Summary 47
The Curriculum 18 The Explicit Curriculum 18 The Hidden Curriculum 19 The Integrated Curriculum 19 Extracurricular Activities 20 Curriculum Selection 20 Strategies for School Improvement 21	Activities 48 Answer Keys 49 Theory and Research 50 References 50 CHAPTER 3 Establishing a Supportive Environment 52
Julatedies for School subject ment ==	

Objectives 52

School-Based Management 21

Classroom Climate 53
Leadership Styles 53
Classroom Choice 56
Physical Environment 56
Room Arrangement 57
Time in Schools and Classrooms 59
Communication 63

Management Models 63
Assertive Discipline Model 63
Noncoercive Discipline Model 64
The Behavior Modification Model 64
The Teacher Effectiveness Training
Model 65

Positive Classroom Discipline Model 66 Cooperative Discipline Model 67 Positive Discipline in the Classroom Model 68

Discipline with Dignity Model 69

Summary 73
Activities 75
Answer Keys 75
Theory and Research 76
References 76

CHAPTER 4 Writing Objectives 78

Objectives 78
Value of Objectives 79
Goal and Objective Specificity 80
Educational Goals 81
Covert Versus Overt Behavior 82

Well-Stated Objectives 83

The Performance 83
The Product 84
The Conditions 85
The Criterion 85

Informational and Instructional Objectives 87

Classification of Objectives 89
Cognitive Domain 89
Affective Domain 90
Psychomotor Domain 91

Domain Taxonomies 91

Levels of Cognitive Learning 92
Levels of Affective Learning 93
Levels of Psychomotor Learning 94
mmunication of Objectives 95

Communication of Objectives 95
Outcome-Based Education (OBE) 97
Educational Standards 98

Summary 100
Activities 101
Answer Keys 102
Theory and Research 103
References 103

CHAPTER 5 Selecting and Designing
Instruction 104

Objectives 104
Categories of Learning 105
Teaching Concepts 106
Concept Learning 107
Planning for Concept Teaching 109
Teaching Thinking Skills 110

Responsibility 110
Thinking Skills 111
Categories of Thinking 112
Critical Thinking 113
Creative Thinking 114
Thinking-Skills Instruction 116
Thinking-Skills Activities 117

Planning Instruction 119

Grouping for Instruction 120
Instructional Materials 122
Students with Special Needs 123

Course Planning 124 Unit Planning 125 Weekly Plans 126 Daily Lesson Plans 126

Set Induction 127
Delivering Instruction 130
Methodology Selection 131
Procedures Selection 137

Closure 139
Team Planning 141
Teacher-Student Planning 141
Summary 145

Activities 147
Answer Keys 148
Theory and Research 149
References 150

PART II Implementing Instruction 153

CHAPTER 6 Communication 154

Objectives 154

Verbal Communication 156

Verbal Learning 156
Vocal Learning 157

Nonverbal Communication 159

Facial Language 159
Body Language 160

The Language of Space and Motion 161

The Language of Time 162
The Language of the Voice 162

Community and Parental Links 163
Listening 168

The Attention Process 168
The Understanding Process 169
The Evaluation Process 170

Reflective Listening 171 Feedback 173

Summary 174
Activities 175
Answer Keys 175
Theory and Research 177
References 178

CHAPTER 7 Reinforcement 180

Objectives 180
Reinforcement Theory 181

Classical Conditioning 181

Connectionism 182
Operant Conditioning 182

Positive Versus Negative Reinforcement 184

Types of Reinforcement 184

Verbal Reinforcement 184

Nonverbal Reinforcement 185

Vicarious Reinforcement 185
Delayed Reinforcement 185

Qualified Reinforcement 185

Reinforcement Systems 186

Reinforcement Schedules 188

Selecting Reinforcers 191

Misuse of Reinforcement 192

Encouragement 193

Summary 194

Activities 196

Answer Keys 196

Theory and Research 197

References 198

CHAPTER 8 Questioning 199

Objectives 199

The Art of Questioning 200

Levels of Questions 200

Convergent and Divergent Questions 201

Mental Operation Questions 203

Types of Questions 205

Focusing Questions 207

Prompting Questions 207

Probing Questions 208

Questioning Techniques 209

Redirecting 209

Wait Time 211

Halting Time 212

Listening 213

Reinforcement 213

Questioning Guidelines 214

Summary 216

Activities 217

Answer Keys 217 Theory and Research 218 References 219

CHAPTER 9 Classroom
Management 220

Objectives 220 Motivation 221

Intrinsic Versus Extrinsic Motivation 222 Motivation Guidelines 236

Control Techniques 239

Setting Limits 239
Getting Started 240
Ripple Effect 241
Criticism 241
Rewards 241

Management Guidelines 242

Parents as School Disciplinarians 243

Summary 247
Activities 248
Answer Keys 249
Theory and Research 250
References 250

PART III Assessing Instruction 253

CHAPTER 10 Planning the Evaluation 254

Evaluation Types 255

Diagnostic Evaluation 256

Formative Evaluation 257

Summative Evaluation 257

Measurement Accuracy 258

Reliability 258 Validity 259

Objectives 254

Information Sources 260
Cumulative Record 260
Personal Contact 260

Analysis 262
Open-Ended Themes and Diaries 263
Conferences 263
Testing 264

Evaluative Instruments 267

Standardized Tests 267
Teacher-Made Tests 268
Rating Scales 276
Checklists 276
Questionnaires 278

Authentic and Performance
Assessment 281

Authentic Assessment 281 Performance Assessment 281 Portfolios 282

Summary 287
Activities 288
Answer Keys 289
Theory and Research 290
References 291

CHAPTER 11 Making Systematic Observations 292

Objectives 292
Benefits of Observation 293
Types of Classroom Observation 293
Types of Data 294
Systematic Observation 295

Objectivity in Observation 296
The Setting 299
Recording Data 299
Observation Time 300

Arrangements for Observation 301
Writing Behavioral Descriptions 302

Classroom Interaction 303 Ethical Considerations 306

Summary 307
Activities 309
Answer Keys 310
Theory and Research 311
References 311

PART IV Instructional Tools 315

CHAPTER 12 Instructional Media and Technology 316

Objectives 316
Role of Instructional Media 317
Selection of Instructional
Materials 318

Printed Materials 319
Textbooks 319

Common Instructional Media 321

Chalkboards 321
Transparencies and Overhead
Projector 321
Films, Slides, and Opaque
Projectors 322
Real-Life Objects and Models 322
Mock-Ups, Simulations, and Games 322

Pictures, Drawings, and Charts 323

New Technologies 323

Motion Pictures, Videos, and Television 324 Videodisc and Interactive Video Technology 326 Computers 328 The Internet 332 Technology in the Classroom 333 Summary 337
Activities 338
Answer Keys 339
Theory and Research 339
References 340

CHAPTER 13 A Well-Planned Unit 341

The Unit Plan 342

The Topic 345

Unit Goals 346

Specific Objectives 346

Content Outline 347

Learning Activities 348

Resources and Materials 348

Teaching Preparation 342

Objectives 341

Evaluation 349
Approaches to Unit Planning 349

Summary 351
Activities 351
Theory and Research 351
References 352

Appendix 353 Glossary 359