

# Building Your Repertoire of Teaching Strategies

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

In today's diverse classrooms, the educators' ability to reach all of their students requires a full repertoire of teaching strategies. In this course, education professionals explore several dynamic strategies that build on their existing teaching skills. They examine four models of effective instruction, each supported by strategies that combine theory with practical teaching practices. Educators learn how to design and implement a variety of lessons that promote the potential of all learners in their classroom.

*This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.*

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## COURSE TOPICS

- Introduction to effective teaching strategies
- The mastery model
- The new American lecture strategy
- The graduated difficulty strategy
- The understanding model
- The concept attainment strategy
- The mystery strategy
- The self-expressive model
- The inductive learning strategy
- The metaphor strategy
- The interpersonal model
- The peer practice/reciprocal learning strategy
- The jigsaw strategy
- Four-style strategies and others to expand your repertoire

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## COURSE OUTCOMES

By the end of the course, educators will:

- Describe principles of thought and their impact on teaching and learning in the classroom.
- Explain the relationship between instruction strategies and the models of effective instruction.
- Analyze the effective elements and plan a lesson using each of these strategies: new American lecture, graduated difficulty, concept attainment, mystery, inductive learning, metaphor, reciprocal learning, and jigsaw.

## BUILDING YOUR REPERTOIRE OF TEACHING STRATEGIES

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### METHODS OF ASSESSMENT

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This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

### COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

#### PRINT & DVD FORMAT

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Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
  - *Building Your Repertoire of Teaching Strategies*
- The DVD:
  - Laureate Education, Inc. (Executive Producer). (2006). *Building your repertoire of teaching strategies*. Baltimore: Executive Producer.
- The course textbook(s):
  - Silver, H. F., Strong, R. W., & Perini, M. J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: ASCD.
- The other required readings

#### ONLINE FORMAT

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Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
  - Building Your Repertoire of Teaching Strategies
- Access to the video programs in the online classroom as well as a backup DVD:
  - Laureate Education, Inc. (Executive Producer). (2006). *Building your repertoire of teaching strategies*. Baltimore: Executive Producer.
- The course textbook(s):
  - Silver, H. F., Strong, R. W., & Perini, M. J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: ASCD.
- Access to the other required readings

### SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

**Note:** If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at [www.mozilla.org](http://www.mozilla.org).

#### *Trademark Information*

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## EDUCATION EXPERTS

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### **Harvey F. Silver, Ed.D.**

Dr. Harvey Silver is president of Silver & Strong Associates, Inc., an educational training and consulting firm specializing in learning styles, effective teaching strategies, and curriculum design. Author of numerous books and articles, Dr. Silver is a former teacher and administrator at the secondary, elementary, and graduate school levels. He has served as a consultant/trainer for ASCD, Rand Corporation, Educational Testing Service, Phi Delta Kappa, and I.D.E.A.–Kettering, Ohio, as well as a host of state departments of education and school districts in the United States, Canada, and overseas.

### **Patricia R. Wolfe, Ed.D.**

Dr. Pat Wolfe has more than 20 years of experience in teaching and staff development. She is presently an independent educational consultant and staff development trainer with expertise in the latest developments in brain research and its implications for teaching and learning. In addition to developing videotapes in her field, Dr. Wolfe has published many articles and books.

### **Art Costa, Ed.D.**

Dr. Art Costa is professor emeritus in the School of Education at California State University, Sacramento, where he has taught graduate courses to teachers and administrators in curriculum, supervision, and the improvement of instruction. He is also co-director of the Institute for Intelligent Behavior. Dr. Costa has served as president of the National ASCD and worked with numerous educational associations around the globe. A prolific writer, Dr. Costa has authored more than 100 journal articles, books, and papers.

### **Bena Kallick, Ph.D.**

Working as a private consultant, Dr. Kallick shares her expertise with teachers and administrators around the country by focusing on curriculum development, instruction, and assessment. Dr. Kallick has served as adjunct professor at Fairfield and Yale Universities and on the Board of Directors for the Apple Foundation. She is an active member of other educational foundations such as Teaching and Technology and Jobs for the Future.

### **David Johnson, Ed.D.**

Dr. David Johnson is internationally known for his extensive educational research, which has spanned more than 30 years. Professor at the University of Minnesota, Dr. Johnson is the author of more than 550 books and articles. He is a Fellow of the American Psychological Association and recipient of numerous prestigious awards, including "Who's Who in America" and "Who's Who in the World." Dr. Johnson is best known to many educators as a pioneer in cooperative learning.



### ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

### FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit [www.Canter.net](http://www.Canter.net) or call 1-800-669-9011.

### ABOUT OUR PARTNERSHIP

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Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.\* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.<sup>†</sup> Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

### Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org). Canter and Walden University are both subsidiaries of Laureate Education, Inc.

\*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or [prof.educ@k12.wa.us](mailto:prof.educ@k12.wa.us) to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

<sup>†</sup>It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.