Effective Instructional Strategies
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Description of Video Clips and Discussion Questions
Refer to Instructors Resource CD-ROM to view video clips
Chapter 1: Getting Ready for the Classroom

Clip 1 – Expectations and Standards – Elementary Level – 3 minutes, 15 seconds – p. 15

Synopsis:
To meet state standards, the students are learning about colonization, government, economics, and culture in the United States, Canada, and Latin America. They move through a series of centers (each requiring different skills such as drawing, computer, writing, and reading) to build projects that will demonstrate their knowledge.

Discussion points/questions:
1. How does the teacher make sure he includes New York standards in his instruction? Do students know the standards? Should they?
2. How does the teacher make sure the standards are being met?
3. Does the teacher provide flexibility to the lesson and stimulate interest?
4. Would you feel comfortable using centers at the grade level you expect to teach?

Clips 2 and 3, Needs of Students, p. 18

Clip 2 Synopsis
This clip shows a lesson teaching allegro, moderato, and largo. The teacher models and students join in to sing the same song at each tempo. He reinforces the name of the tempo with the speed of the tempo.

Clip 3 Synopsis
Here, students sing a song that explains vowel and consonant sounds. The instructor teaches reading activities to engage learning. The clip is a good classroom example and narration of different types of instruction.

Discussion points/questions:
1. Do students have different learning modes? If so, how do you address these differences in a single self-contained classroom?
2. Do you think all teachers can relate to music as a teaching strategy? To bodily/kinesthetic/logical-mathematical/naturalist/linguistic modes of teaching? Would they be effective?
3. Would the techniques suggested in the clips be successful with all students? In all subjects?
4. Would you feel comfortable with using this strategy at the grade level you expect to teach?

Clips 4, 5, and 6 – Constructivism – p. 10

*Clip 4, Synopsis:*

A very diverse example with compare/contrast lessons including a debate to prepare for writing a compare/contrast essay and a Venn diagram to group students who are describing and comparing attributes and characteristics of gangs and clubs.

*Clip 5, Synopsis:*

This clip contains a compare/contrast lesson with dance.

*Clip 6, Synopsis:*

Another diverse clip with compare/contrast lessons with drama. Here, two students acting the difference between the personalities of two characters are discussed by the class.

**Discussion points/questions:**

1. How do the activities depicted in the clips help students develop and form their own concepts? Do you think they are effective strategies?
2. Will such activities teach students to learn?
3. Would you feel comfortable using this type of instruction at the grade level you expect to teach?

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**Chapter 2: Planning and Organizing for Teaching**

Clip 7, Differentiated Instruction – Elementary Level – 6 minutes – p. 62

*Synopsis:*

This classroom example of a nutrition lesson shows differentiated instruction in the following ways: knowing your learners, integrating a special education student, adjustable assignments, and positive climate. This clip shows song, lecture, question and answer sessions, students reviewing nutrition facts with one another to prepare for a test, and small groups creating raps.
Discussion points/questions:

1. How does the teacher implement differentiated instruction? Is it accomplishing its goal?
2. How is the teacher making accommodations for special students?
3. How does the teacher address different learning styles? Was she successful?
4. Would you feel comfortable using these strategies at the grade level you expect to teach?

Clip 8 – Curriculum Integration – Elementary Level – 5 minutes, 20 seconds – p. 49

Synopsis:

This clip is a very diverse classroom example showing a mixed curriculum with an art/history lesson. Students learning about Edgar Degas use a variety of instructional strategies to review important information about his life and link it to significant events in U.S. and world history. Students also create a timeline with an artistic theme of their choice.

Discussion points/questions:

1. What kind of integration is being used in this classroom?
2. How does the teacher integrate art and social studies? Is she effective?
3. Is the magnet school concept an effective way to organize instruction?
4. Why does the teacher bring in the personal experiences of the students?
5. Would you feel comfortable teaching in a magnet school at the grade level you expect to teach?

Clip 9 – Student-Centered Curriculum – 3 minutes – p. 48

Synopsis:

This clip shows an integrated approach using mixed instruction: bodily/kinesthetic, linguistic, and musical. The instructor teaches types of sentences through the use of rhythm, movement, and hand movement particular to each type of sentence.

Discussion points/questions:

1. Does learning take place in the instructional climate depicted in the clip? Can all students make the necessary transfer to the desire content?
2. Would this strategy work with all students? Older students? What problems do you see in using this strategy?
3. Was the lesson successful?
4. Would you feel comfortable with using this strategy at the grade level you expect to teach?

Chapter 6: Constructing and Grading Tests

Clips 10 and 11 – Authentic Assessment – Secondary Level – p. 205

**Clip 10, Synopsis**

In this clip, students are studying famous Renaissance explorers. The teacher uses a variety of instructional strategies including adjustable assignments, different curriculum approaches, and various types of assessment. Also included here is using a timeline (when did they travel/how long and why), a postcard, and a dramatization. Small groups are also featured.

**Clip 11, Synopsis**

Alternative forms of assessment are presented here. Students have read *Animal Farm*, and for their final evaluation, the teacher has created a tic-tac-toe assessment sheet. Each activity square allows for a variety of instructional strategies to be utilized and for the presence of adjustable assignments. The teacher demonstrates that she knows her learners. Some are individual and some are paired.

**Discussion points/questions:**

1. Did the assessment techniques used in the clips offer viable assessments of individual students? Opportunities for self-assessment?
2. Is this type of assessment appropriate for all types of learning? What concerns would you have about using the assessments presented in the clips?
3. Would these assessments work with all students?
4. Would you feel comfortable with using the assessment techniques presented at the grade level you expect to teach?

Chapter 7: Using Direct Teaching Methods

Clip 12 – Exposition with Interaction Teaching – page 235

**Synopsis:**
This clip features lessons on "The power of doubling;” the rate of growth of bacteria; and direction instruction with a story introduction, bacteria experiment, and graphs. The teacher connects the story to the experiment to a current event (SARS).

Discussion points/questions:

1. Is this teacher an effective questioner? Did she use different types of questions? How did she respond to responses?
2. How does she add variety to the strategy? Did it keep students motivated?
3. How did the teacher close the lesson? Was it an effective method?
4. Would this strategy be effective at the grade level you expect to teach?

Clip 13 – Exposition Teaching – page 229

Synopsis:

A diverse in which the teacher discusses with the class why an author writes and what is his or her purpose.

Discussion points/questions:

1. Can the lecture be made effective at any grade level? How?
2. How does the teacher add strength to her lecture? Was she successful?
3. Will the lecture be an appropriate strategy for use at the grade level you expect to teach?

Chapter 8: Using Integrated Teaching Methods

Clip 14 – Simulations and Games – p. 270

Synopsis:

In this clip, a role-play activity demonstrates the harm caused by stereotyping. In a balloon exercise, students draw faces on a balloon to describe themselves.

Discussion points/questions:

1. How important is planning in using the role playing strategy? Were students in the clip given sufficient preparation and instructions?
2. How successful was this lesson in developing an understanding of stereotyping and in studying human behavior?
3. Was the lesson grade appropriate?
4. Do you consider the lesson successful? How could it be improved?
5. Would you feel comfortable using this instructional strategy at the grade level you expect to teach?

Clip 15 – Cooperative Learning – page 266

Synopsis:

Here, adjustable assignments incorporate varied instructional strategies including total group introduction, paired assignment with assessment, small group activity, and student choice for homework. In small groups, each student fulfills a different role in the group as determined by the "card" he or she holds. Cards move throughout groups so that each student assumes each role.

Discussion points/questions:

1. Do you think the techniques used in the clip result in better learning than a more teacher centered approach?
2. What cooperative learning form(s) is the teacher using?
3. What do you think of the grouping techniques used in this lesson? Do you see problems associated with the techniques?
4. Would the cooperative group work strategy work with all students? All grade levels? All subjects?
5. Would you feel comfortable with using the group techniques presented at the grade level you expect to teach?

Clip 1 (also in Chapter 1’s Video Resources) – Expectations and Standards – Elementary Level – p. 273

Synopsis:

To meet state standards, the students are learning about colonization, government, economics, and culture in the United States, Canada, and Latin America. They move through a series of centers (each requiring different skills such as drawing, computer, writing, and reading) to build projects that will demonstrate their knowledge.

Discussion points/questions:

5. How does the teacher make sure he includes New York standards in his instruction? Do students know the standards? Should they?
6. How does the teacher make sure the standards are being met?
7. Does the teacher provide flexibility to the lesson and stimulate interest?
8. Would you feel comfortable using centers at the grade level you expect to teach?
Chapter 9: Using Indirect Teaching Methods

Clip 16 – Discovery Learning – Elementary Level – 5 minutes, 30 seconds – p. 295

Synopsis:

A very good classroom example in which students are studying seeds and preparing to experiment with lima beans. They explore, share ideas, and theorize about what will happen with the beans when they’re planted. Through adjustable assignments, they will work in a variety of groups with different curriculum approaches. The video shows a rich learning climate.

Discussion points/questions:

1. Is the strategy an effective approach for the learning intent?
2. How does the teacher manage the group? Was she effective?
3. What kind of climate was established for the lesson? Did it work?
4. Would you feel comfortable using this strategy at the grade level you expect to teach?

Chapter 10: Teaching Effective Thinking Strategies

Clip 17 – Thinking Skills – Secondary Level – page 313

Synopsis:

In a role play activity, each student represents a country preceding and during World War II. The students must move to different parts of the room to represent a country’s changing status during this time period. A writing activity with a moral question asks each student to write to Roosevelt assuming a specific age group. History journals contain cartoons, writing, and drawing reflections.

Discussion points/questions:

1. Is this an effective technique for developing thinking skills? Is it also effective for teaching content?
2. Was the lesson grade appropriate? Would it be as effective with younger students?
3. Does this type of lesson take too much time? Is it worth the time involved?
4. Would you feel comfortable with using this strategy at the grade level you expect to teach?
Chapter 13: Managing the Classroom Environment

Clip 18 – Resolving Conflict – page 425

Synopsis:
In this clip, four students stay in from recess with the teacher to discuss bus problems; the feature is problem solving and negotiating together to fix the problem.

Discussion points/questions:
1. Can young children be involved in conflict resolution?
2. Is this technique effective at all grade levels? With all students?
3. Would you feel comfortable using conflict resolution at the grade level you expect to teach?

Clip 19 – Organizing for Effective Management – page 415

Synopsis:
This clip features the strategy of using movement: A teacher asks questions about the planets and students respond by jumping to the correct answer placed in different areas throughout the room

Discussion points/questions:
1. Can movement be an effective management tool? How so?
2. How does movement act as a motivator for students?
3. Would you feel comfortable using movement at the grade level you expect to teach?