

### Transmission Model

- Teacher and textbook are at the center.
- Teacher imparts knowledge. Learner passively receives information. Facts are seen as separate from the learner.
- Teacher focuses on input and specific outcomes, directing and controlling the learning.
- Curriculum and standards are dictated by state and district and delivered to students by the teacher.
- Teacher controls day-to-day planning.
- Teacher talk dominates.
- Assessment by objective testing. The purpose of assessment is to determine students' abilities, compare students' performances, evaluate schools, and find fix-it prescriptions to improve students' performance on tests. Assessment is separated from instruction.

### Constructivist Model

- Learner is at the center.
- Learner creates knowledge by linking new information to past experiences and knowledge. The contexts of learning also affect how students process information.
- Teacher is a facilitator and co-learner who creates opportunities for active learning that consider students' prior knowledge.
- Teachers negotiate with students how to study the curriculum, even mandated topics.
- Teacher includes students in day-to-day planning.
- Students talk about their reading and writing in order to learn and connect ideas. Talk is often self-evaluative, where teachers and students strive to learn more about the process and the effectiveness of teaching practices.
- Assessment by subjective testing. The purpose of assessments is to evaluate students' strengths and needs. The main goal is to plan instruction, support students, and promote self-evaluation. Assessment becomes part of the learning process for teachers and students.

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## Pause and Reflect on: Your Teaching Practices

Read the checklist of constructivist principles that follows, and reflect on your teaching style. How many of the seven principles do you see strongly playing out in your teaching? Would you say your current practice is closer to the transmission model or the constructivist model?

- \_\_\_ Talking and writing are part of reading to learn.
- \_\_\_ Learning, for students, is active and interactive.
- \_\_\_ Working together, students and teachers negotiate learning experiences and projects.
- \_\_\_ Reading nonfiction literature, magazines, and newspapers is part of content area learning.
- \_\_\_ Self-evaluation of learning experiences is vital for students and teachers.
- \_\_\_ Adjusting curriculum is critical to meeting students' diverse needs.
- \_\_\_ Offering opportunities for students to provide feedback to their teacher and one another improves student understanding and teacher instruction.

prepare lessons that respond to the needs of your students. One by one, isolate a strategy and show students how it works. However, keep in mind that once students understand this and other strategies, they will naturally choose and integrate those strategies they need to comprehend a text.

## A List of Strategies in the Three-Part Framework

### Strategies to Use Before Learning

These activate prior knowledge and experiences.

- Think Aloud
- Browse Through Texts
- Brainstorm/Categorize
- Use Graphic Organizers
- Pose Questions
- Pre-teach Vocabulary Concepts
- Preview and Analyze
- K-W-H: What Do I Know? What Do I Want to Know? How Will I Find Out?

### Strategies to Use During Learning

These enable students to learn information, self-monitor understanding, recall information, and start to learn new vocabulary.

- Visualize
- Use Graphic Organizers
- Take Notes
- Pose Questions
- Think Aloud
- Use Context Clues
- Identify Confusing Parts
- Summarize
- Retell
- Reread
- Infer
- Make Personal Connections

### Strategies to Use After Learning

These foster connections to other texts and issues and deepen students' comprehension of new material and experiences.

- Skim
- Reread
- Think Aloud
- Pose Questions
- Connections: Other Texts, Self, Community and World Issues
- Visualize and Other Sensory Responses
- Reflect Through Talking, Writing, Drawing, Music, and Movement
- Drama
- Note taking
- Use Graphic Organizers
- Infer: Compare/Contrast, Cause/Effect, Main Ideas
- Summarize
- Retell
- Synthesize
- Self-evaluate

## Unit of Study

Unit of Study:

Duration of Study:

Enduring Understandings	Essential Questions
Students will know:	Students will be able to do:
Assessments	
<u>Summative</u>	<u>Formative</u>
Academic/Scientific Vocabulary	Differentiated Instruction

## Daily Teaching and Learning Plan

Unit of Study:

Duration of Study:

Day of Week	My Instruction	Student Learning
1		
2		
3		
4		
5		
6		
7		
8		
9		

<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		

Unit of study:

Weeks:

Big Ideas/Essential Questions	Standards	Assessment	Content Knowledge	Skills	Levels of Practice	Instructional Resources	Activities/Lesson plans	Differentiation