



Teaching Strategies: A Guide to Effective Instruction

By Donald C. Orlich, Robert J. Harder, Richard C. Callahan, Michael S. Trevisan, Abbie Brown

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TEACHING STRATEGIES: A GUIDE TO EFFECTIVE INSTRUCTION, now in its tenth edition, is known for its practical, applied help with commonly used classroom teaching strategies and tactics. Ideal for anyone studying education or involved in a site-based teacher education program, the book focuses on topics such as lesson planning, questioning, and small-group and cooperative-learning strategies. The new edition maintains the book's solid coverage, while incorporating new and expanded material on InTASC standards, a new chapter on teaching in the inclusive classroom, and an up-to-date discussion of assessment as it relates to inclusion. The text continues to be supported by a rich media package anchored by TeachSource Video Cases, which bring text content to life in actual classroom situations.

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Editorial Review

Review

"The information isn't presented in a prescriptive manner, but rather allows our candidates to understand the importance of looking at multiple aspects when planning for powerful instructions."

"The text provides a solid foundation for a future teacher in a course focused on planning, teaching, and assessment."

About the Author

Donald C. Orlich is Professor Emeritus with the Science Mathematics Engineering Education Center at Washington State University (WSU). He has been active in public education since 1955 and has directed numerous in-service education projects relating to the improvement of instruction. In 2001, the 160,000-member Association for Curriculum Development and Supervision honored him with its Outstanding Affiliate Article Award. In 2003, the University of Montana honored him with the Educational Leadership Excellence Award. In 2012, WSU honored him with the "Emeritus Society Excellence Award."

Robert J. Harder (D.Ed.) is Professor Emeritus of Education at Washington State University. He has been active in public education since 1968 as a consultant to school districts, as director of several major in-service education projects, and as an author of monographs and articles. He has also provided leadership in the internationalization of higher education through education, research, and extension partnerships.

Richard C. Callahan is president of Callahan Associates, a consulting firm that provides organizational development and proposal management to major corporations. Prior to entering the private sector, he taught at Washington State University. For the past decade, he has provided assessment and evaluation training and technical assistance to many school districts in the Northwest. He has published widely on issues of student assessment, program evaluation, applied measurement, and large-scale testing.

Michael S. Trevisan (B.A. Mathematics, M.Ed. and Ph.D. Educational Psychology) is dean of the College of Education and professor of Educational Psychology at Washington State University. For the past three decades, he has provided assessment and evaluation training and technical assistance to many school districts in the Northwest. He has published widely on issues of student assessment, program evaluation, applied measurement, and large-scale testing.

Abbie H. Brown (Ph.D.) is a Professor at East Carolina University teaching in the Instructional Technology program. He is an award-winning teacher and scholar, engaging in research with innovative technologies in educational settings, and documenting the trends and issues that influence the field of Instructional Design/Technology. He is an experienced classroom teacher and is co-author of a number of books, including THE ESSENTIALS OF INSTRUCTIONAL DESIGN, 3rd Edition (2016), and SECURING THE CONNECTED CLASSROOM: TECHNOLOGY PLANNING TO KEEP STUDENTS SAFE (2015).

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