

Mentoring Teachers to Mastery Video Series WHITE PAPER

Teaching methods have long been a subject of debate and even rancor within the education community. Educators often feel that they are at the mercy of fads and guesses about what constitutes effective instruction. Many educators believe that *how* they teach is usually dictated by *what* they teach, that different subjects and students can call for different instructional arrangements and methods.

The MASTER Teacher's Results-Oriented Teaching model, as detailed in this video series, is based on the work of Madeline Hunter and her teaching model, usually known as "Instructional Theory into Practice" or ITIP. Dr. Hunter's work has been the foundation of many educational programs including the "Teacher Effectiveness Network" and the "Program for Effective Teaching and Supervision." What all these programs have in common is a series of steps through which a teacher leads his or her students in order to ensure that instruction is as effective as it can be. Dr. Hunter never intended that her ideas be rigidly prescriptive; rather, she emphasized flexibility and recognized that classroom effectiveness relies on a teacher's decision-making abilities to tailor the model to suit the lesson and the students (Gursky, 1991; Wolfe, 1998).

While many teachers who have received training in the last three decades will be familiar with the steps in Dr. Hunter's program, the Results-Oriented Teaching model from The MASTER Teacher breaks her system down even further and provides specifics about practices that teachers *may* use in order to promote learning. Results-oriented teaching focuses on the reality that teachers might not—and probably won't—use every step, every day, for every lesson, a position that corresponds with Hunter's own (Gursky, 1991). The *what*, *why*, and *how* steps can take just a minute or two and help students focus on the purpose of the lesson and what they will accomplish during it. After that, depending on the lesson objectives, the teacher may select the steps that will best promote learning. For instance, an entire class period may be *review* of previous learning before a big test; or, *review* may be omitted entirely at the beginning of a new unit. While many elements of the model, such as *checking for comprehension*, will be applicable to almost every class period, others won't.

Although there has been debate about the research findings of Hunter-based methods (Hunter, 1988; Slavin, 1986; Stallings et al., 1985; Stallings et al., 1986; Stallings and Krasavage, 1986), many educators remain convinced that Hunter-based methodologies are the most effective and they adapt them for their own purposes (Gursky, 1991; Sardo-Brown, 1990). An intriguing tie-in with research on brain-based instruction (Wolfe, 1998) may, after more study, confirm impressions—and classroom experience—that the use of many of Hunter's elements are consistent with how human beings learn best.

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