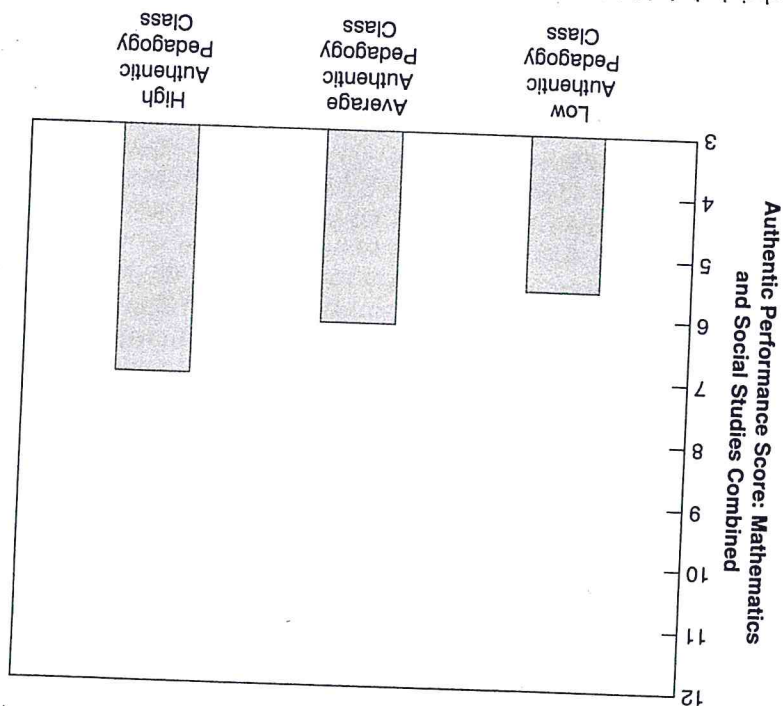


FIGURE 6.1

Level of Authentic Student Performance for Students Who Experienced Low, Average, and High Schools



Note: The analysis included 2,100 students in 125 classrooms in 23 schools. Most students had either a mathematics or social studies score, and the two subjects were scored on the same 12-point scale. There were no major differences in the effect of authentic pedagogy on achievement between the two subjects. Source: Fred M. Newmann and Gary G. Wehlage, *Successful School Restructuring: A Report to the Public and Educators by the Center on Organization and Restructuring of Schools*. University of Wisconsin-Madison: Center on Organization and Restructuring of Schools, 1995, pp. 21, 55.

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A REPERTOIRE OF MODELS OF TEACHING

As just stated, the curriculum goals to be attained significantly influence the instructional methods (or "models" of teaching) a teacher uses. In addition, variables such as the teacher's style, learners' characteristics, the culture of the school and surrounding community, and the resources available influence the selection of instructional methods. Together, these variables contribute to the repertoire of models of teaching a teacher develops to reach curriculum goals.

A model of teaching provides the teacher with a "blueprint" of sorts for attaining curriculum goals. In addition, "models of teaching are really models of *learning*. As we help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn" (Joyce, Weil, & Calhoun, 2009, p. 7). Table 6.1 presents brief descriptions of five widely