

TEACHING MODELS

By Ed Berry

NSPS SIX-PACK Approach

1. The “SET” – set the stage, center the student’s focus
2. State the OBJECTIVES
3. Guide the LEARNING
4. Guided PRACTICE
5. SUMMARIZE
6. EVALUATE and TEST for LEARNING

PSIA TEACHING MODEL (old manual)

1. ASSESS the student
2. Determine GOALS and Planning OBJECTIVES
3. Presenting and Sharing INFORMATION
4. Guiding PRACTICE
5. Checking for UNDERSTANDING
6. SUMMARIZING the learning segment

PSIA goes on to state “This is not a linear progression. The only exception to this would be with inexperienced, new –hire instructors who need structure and order as they begin their teaching career.”
..... “The degree of flexibility with which you use you use the model is dependent upon your level of teaching experience.”

S&T COMPOSITE TEACHING MODEL -- ADAPT

The “SET” – set the stage, center the student’s focus. Determine the expectations of the students or set the objectives.

A=Assess the student

D=Develop a plan state the objectives

A=Assign Tasks, guide the learning

P=Practice, guide the practice

T=Test, check for understanding

Re-ADAPT until the students have success, or move on to the next objective or snippet...

ADVANCED TACTICS

1. Not every segment needs all 6 elements of the lesson plan.
2. Use the set when ever you need to refocus the group, or to introduce a new segment of the lesson.
3. The section called guided learning includes teaching, lecturing, demo, and the process PSIA calls “guided self-discovery”
4. Allow ample time for practice. Encourage students to practice on their own BUT you need to make sure they will practice the skill correctly before they leave you!
5. Check for understanding, in the S&T context often means watching them perform the skill while you observe.
6. Summarize frequently, not just at the end.

FEEDBACK

Give it often, honestly, and with suggestion for improvement. Don't keep saying “Good -- Good” when the student is making progress, but still below the level required. It leads them to think they are performing at the level of the objective. No participant in an S&T event should leave wondering where his or her performance stands relative to the standard.

PROGRESSION

Your lesson needs to be going somewhere, to build on what you've taught before. Try to develop progressions. We focus a lot on “snippets”, small lessons, mini-lessons, of 2 or 3 minutes. An exercise, a demo, and guided practice with feedback, but as a T/E, you need to put snippets in to a context, a framework.

For Example, develop the basics in sequence, Balance, Pressure, Edging and Rotary, then blend them in to basic turns, relate the basics to the different types of turns, long medium and short, so the student has a way to tie it all together.