

THE SPECTRUM OF TEACHING STYLES

Rationale and Description of the  
Training Program For Teachers and Supervisors

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## The Rationale

The training program in the "Spectrum of Teaching Styles" is offered to teachers and supervisors of all grade levels. Its primary goal is the expansion of teaching and supervising behavior. It is rooted in the belief that a unified theory of teaching\* is more helpful to teachers and supervisors than single dimension programs or scattered models.

During the last 12 years, the Spectrum has been taught to hundreds of educators and was implemented in many classrooms. It has been primarily a voluntary program selected by teachers and supervisors who wished to expand their knowledge and experience in implementing the Spectrum. (This program was funded by Title III and IV C funds during 1972-1980) The verification of the Spectrum as a comprehensive framework for the understanding of teaching is a result of the contributions by hundreds of teachers, who used the Spectrum in thousands of classroom episodes.

Teachers who internalized the teaching behaviors described by the Spectrum have demonstrated:

The ability to control their teaching behavior and use the styles deliberately.

The ability to select a given style and use it with the students for the accomplishment of specific outcomes; hence, exhibiting the understanding of the relationships between teaching behavior, learning behavior, and outcomes in a given episode.

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\*See the attached paper which explains the structure and contribution of the "Spectrum of Teaching Styles". It is entitled, "From Command to Discovery: Toward A Unified Theory Of Teaching".

The ability to be mobile and flexible in behaving the options offered by the Spectrum.

The ability to offer appropriate feedback to learners as it varies from style to style.

The ability to understand the varying affective, cognitive and social consequences of each style.

The ability to organize their classes in alternative manners and thus increase time efficiency, management efficiency and create class climate conducive to more productive learning by more students.

These accomplishments are the results of a particular set of assumption and commitments; moreover, they are the results of specific processes that must exist in the training if a profound change and expansion in teaching behavior is sought.

Just as the attached paper speaks about a shift of paradigm in the way we think about the phenomenon of teaching, this document describes a shift of paradigm in the way we think about the training of teachers.

The key concept in this training program is the connection and inter-relationships among three entities: Knowledge about teaching, transferring the knowledge into Teaching Behavior, and implementing the behavior in the classroom.

### Knowledge About Teaching

1. This training program is based on the "Spectrum of Teaching Styles", which is a comprehensive framework of alternative teaching styles. It rejects the notions of one style vs. another, scattered and unrelated models, and fragmented programs that emphasize a selected aspect of education that happens to be in vogue.

### Knowledge About Teaching (cont'd.)

2. The Spectrum presents a unified theory which shows the place of each style in the educational program and the relationships among the styles.
3. This training program is based on the belief that a knowledge base is a precursor to cohesive and productive behavior.
4. Therefore, participants are invited to make a commitment to knowledge that goes beyond their idiosyncracies and habits.

### Behavior

1. The next step is to transfer the knowledge about teaching into concrete behaviors. Teaching behavior cannot remain random nor incidental. This program offers procedures and technology that moves participants from "knowing" to "doing" with maximum competency and minimum frustrations.

2. During this step in the program, specific attention is given to:

Understanding the expectations and demands implicit in the behavior of each style.

Understanding that expansion of teaching behavior entails some pain, some failure, and slow success.

Understanding that learning to internalize new behaviors requires patience to deal with the frustrations of the "Awkward phase" before competent performance settles in.

Participation in carefully designed teaching episodes which are videotaped and analyzed for constructive feedback (See below: Micro).

Establishing feedback teams.

3. Participants are invited to make a commitment to participate in these teaching exercises and be willing to accept feedback from both the objective videotapes and the less-objective trainers and peers.

### Implementation

1. The crux of this training program is the implementation of the Spectrum in the classroom. The Teaching Behaviors learned in the previous step are now "done and performed" in the realities of the classroom. In this step attention is given to:
  - Using each style with maximum fidelity in order to strengthen the teachers and to reach the expected results with the learners.
  - Conducting series of episodes so that each teacher can practice each style with the support of the trainers and/or the feedback team.
  - Observation, analyses and feedback sessions in order to establish smooth and comfortable implementation of the behaviors in the classroom.

2. In order to facilitate smooth transition to implementation, the following institutional and individual commitments should be considered:

#### Institutional:

Agreeing to the need for the improvement and expansion of teaching.

Accepting the "Spectrum of Teaching Styles" as the framework which will guide the training and the implementation.

Agreeing to provide time for initial experimentation in the classroom; time to pass the "awkward" feeling of learning new behaviors.

Institutional: (cont'd.)

Agreeing to provide for the "settling time". This is the period when teachers become comfortable with the new ideas and become masters of the new behaviors.

Agreeing to avoid harassment and sabotage by the teachers and supervisors who chose not to participate.

Providing time and support for the Feedback Teams. (Time for teachers to visit each other, meetings for resolving common problems, sharing success, and developing productive relationship with supervisors.)

Provide time for periodical meetings (follow-up) with the initial trainers (Center-On-Teaching).

Participating in designing periodical evaluation procedures about the process itself.

Individual:

Agreeing to implement the "Teaching Styles" in the classroom.

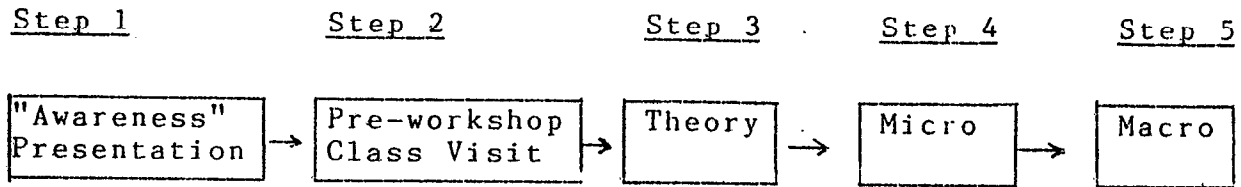
Agreeing to the initial scheduled observations by the trainers (Center-On-Teaching) for the purpose of analysis, feedback and support.

Agreeing to participate in the activities of the Feedback Teams.

Agreeing to be involved in designing and participating in the evaluation of the process itself.

(For staff development read: Bruce Joyce and Beverly Showers booklet on: Power in staff development through research on training. Published by A.S.C.D. 1983 A.S.C.D. Stock# 611-83304)

Steps In The Training Process



Knowledge

Step 1: "Awareness" Presentation

Purpose:

To acquaint the audience with the purposes, processes and consequences of the program.

To present an overview of the "Spectrum of Teaching Styles". (The structure of the styles, samples of applications and discussion of contributions to learning)

Time:

2 - 3 hours

Step 2: Pre-Workshop Class Visit

Purpose:

Those who attended the "Awareness" presentation and wish to be trained will be visited by the Center's staff before the workshop begins. The purpose of this short classroom visit is to become acquainted with your classroom, your students and to have an opportunity for individual meeting with you.

Time:

20 - 30 minutes per teacher

Step 3: Theory

Purpose:

- a. To study the theory of the Spectrum.
- b. To observe its use via video demonstration tapes.

Step 3: Theory (cont'd.)Purpose:

- c. To discuss the implications of each style to learning.
- d. To participate in analysis exercises.

Time:

1st "inning" - 4 styles, 3 days (6 - 7 hours per day)

BEHAVIORStep 4: MicroPurpose:

To practice each style under "safe" conditions. This is accomplished by the use of objective recording (videotape) and objective analysis of the episode. The micro session provides each teacher with the opportunity to practice each style for a short period of time (7-10 min.) by teaching 2 learners. The teacher, then, practices the analysis of the videotaped episode by using the analysis tools developed for each style. The entire micro experience is done in privacy by each individual participant or with self selecting partner.

Time:

4 styles - 2 days

IMPLEMENTATIONStep 5: MacroPurpose:

To integrate the styles into one's behavior and use the skills and insights during teaching and supervising so that the students can benefit from the contributions of the Spectrum.

Step 5: Macro (cont'd.)Time:

Immediately after micro, we will visit each teacher (and supervisor) several times (depending on the number of styles learned). The purpose of the visits is to provide feedback, to answer questions and to assist when necessary. This "scheduled monitoring" of the implementation involves 30 minutes per teacher, per visit.

4 styles - visiting 20 teachers - 8 days

Working with the feedback teams - 2 days

Initial Training Time:

4 styles - 17 days for a group of 20 teachers

Subsequent Training:

Each style - Theory: 1 day

Micro - 1 day

Macro - 4 days

Provisions for substitutes are needed only for the theory and Micro sessions. Macro observations and analyses are done during classtime.