

Center on Teaching

A Program Description

-The Spectrum of Teaching Styles-

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A Validated  
Title IV-C Program

## Center on Teaching

### Introduction:

The Center on Teaching is engaged in the implementation of the “Spectrum of Teaching Styles”, in research of its impact on various educational aspects and in developing training programs for teachers and administrators in the specific behaviors of the Spectrum styles.

The “Spectrum of Teaching Styles” was conceived and developed by Muska Mosston during the 60’s.\* Since the inception of the Center, experimental work has been done with teachers, supervisors and students in a variety of subject areas and on all educational levels. The focus has been the refinement of the deliberate behaviors of the teachers in each style along the Spectrum, and thus enhancing the relationship between the given teaching style, the corresponding learning behavior and the stated objectives.

The Spectrum is a universal, theoretical structure of alternative teaching styles. It is an integrated theory which highlights the relationship among the styles rather than their disparity. It is based on the notion of the NON-VERUS and thus does not “promote” one style over another. It shows the place of each style on a Spectrum – from Command to Discovery – identifies the assets and liabilities of each and delineates the specific roles of both teacher and learner in each style. This specificity provides for clarity of expected behaviors for both teacher and learner in a given episode.

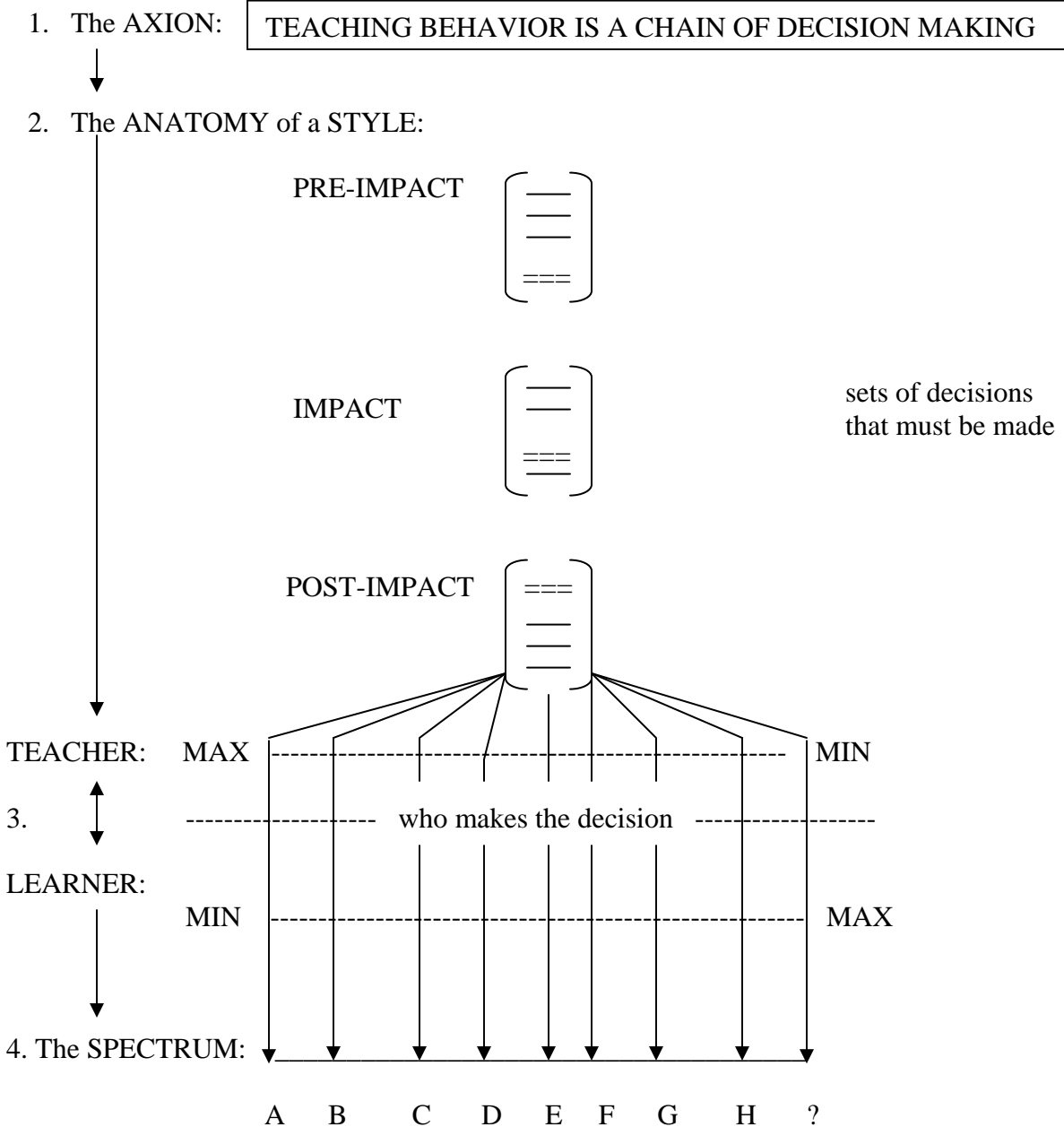
Thus, mobility along the Spectrum becomes possible for teachers and supervisors who are willing to study and undergo analysis of teaching behavior in order to expand their relationship with students and increase the possibilities of impact on the cognitive, affective, social and physical development of the students.

\*Mosston, Muska (1972). Teaching: From Command to Discovery. Wadsworth Publishing Company. Belmont, CA

The following overview of the Spectrum is comprised of four sequential concepts:

Each, represents a universal statement which exists in the reality of all teaching:

The Theoretical Structure of the Spectrum  
(An Overview)



1. The first, is the AXIOM that states: Teaching behavior is a chain of decision making.  
This is the concept from which stems the entire structure of the Spectrum. Every DELIBERATE act of teaching is a result of a decision previously made.
2. The second derived from the Axiom is the ANATOMY of any STYLE. This anatomy is composed of all the “conceivable” categories of decisions that must be made in any teaching-learning transaction. The three sets within the Anatomy (Pre-Impact, Impact and Post-Impact) are merely organizers of the identified decision-categories.  
The Pre-impact set includes all the decisions that must be made prior to the transaction, the Impact-set includes decisions about “doing” and the Post-Impact set identifies decisions concerning evaluation of the performance during the Impact-set. Thus, the Anatomy is a statement about WHAT decisions must be made.
3. The next concept identifies WHO makes the decisions. Both Teacher and Learner can make decisions, from minimum to maximum, about the categories delineated in the Anatomy.
4. By applying this “limits” idea to the Anatomy it becomes possible to identify and differentiate among specific styles. The Spectrum identifies these “Land Mark” styles and those in between. Thus, Style A (The Command Style) is the style when the Teachers make maximum decisions and the learner’s role is to follow, to obey, to perform. Style B (Practice Style) is derived by SHIFTING specific decisions from the teachers to the learner. In this style the learner has individual practice time while the teacher has time to offer individual and private feedback. By process of systematic shift of decisions, the rest of the Styles of the Spectrum (A-H) and their operational variations have been identified.  
This universal, theoretical structure of teaching styles reduces the anchorage in

idiosyncrasies, personal options and random teaching behavior which have not helped the improvement of instruction and have always served as obstacles in the development of objective supervision and assessment of teaching.

The Spectrum provides teachers and supervisors with the following:

1. A universal theory of alternative styles. (A Unified Theory of Teaching).
2. An anatomy of each style which serves as a guide for specific behaviors. Hence – clear expectation of roles for both teacher and learner.
3. An identification of objectives that can be reached by each style.
4. Insights into the teacher's appropriate verbal behavior which enhances learning behavior, in each style.
5. A basis for a rational training program.
6. Objective analysis tools (developed by Sara Ashworth) which are used during training and during implementation.
7. Objective procedures used by Teachers and Supervisors in order to determine whether or not the teacher's intent and action are congruent.
8. All these put together, offer an opportunity for more accurate insights into what, in fact, happens to students during their learning experiences, their growth, their agonies and joys.

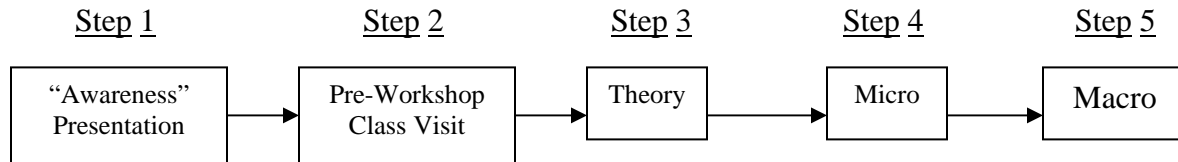
### Research Results

This Center's training programs, implementation and research were conducted with supervisors and clusters of teachers in a variety of Elementary, Middle and High Schools.

1. Teachers who were trained in the Spectrum exhibit flexibility in the deliberate use of alternative styles in their classes.
2. Spectrum teachers give significantly more individual attention to students during class time than Control teachers (both in terms of frequency of individual contacts and in percentage of class time used for giving individualized attention).
3. Spectrum teachers spend significantly less time than Control teachers dominating classroom academic discussions.
4. Spectrum teachers spend less time giving direction in class.
5. Spectrum teachers have less discipline problems.
6. Spectrum teachers get more subject matter taught.
7. Spectrum teachers engage in individualized instruction more often.
8. More efficient use of class time is made in Spectrum classes than non-Spectrum classes. Specifically, Spectrum students demonstrated significantly more active time on-task than non-Spectrum students: 66% active time on-task in Spectrum classes, as compared with 30% active time on-task in non-Spectrum classes.

Training Programs

The Center on Teaching offers Training Programs for teachers and supervisors, in all grade levels and in all disciplines. The training involves the following 5 steps:



Step 1: “Awareness” Presentation

Purpose: To acquaint the audience with the genesis of the Spectrum, an overview of the structure of the styles, their applications and implications to learning.

Time: Minimum – 2 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.
- c. To discuss the implications of each style to learning.
- d. To participate in analysis exercises.

Time: See Below

Step 4: Micro

Purpose: 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 teacher with the opportunity to practice each style for a short period of time (7-10

minutes) 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: See Below

**Step 5: Macro-Implementation in the Classroom**

This is the crux of the training. Once the participants know the theory of the styles and gained experience in “doing it” during micro, they are now ready for using the styles in the reality of the classroom.

Purpose: 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.

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.

PARTICIPATION IN THE PROGRAM INVOLVES A COMMITMENT TO STEPS 2, 3, 4 AND 5!!!

School District's Responsibilities

1. Supply substitutes, (for Option 1).
2. Provide rooms for Theory and Micro.
3. If necessary within your district:
  - a. Provide credits for participation. Credit is given only after implementation has been verified by the Center on Teaching.

And/or

- b. Provide payment for participation. Reminder: Participation includes implementation of the styles in the classroom.