

Reciprocal Style-C

Description

The following statement applies to each style: A significant factor influencing the quality of teacher education and pedagogical research is the ability to reliably distinguish one teaching style from another. Learning to "see the decisions anatomy " that comprise each style takes time. However, it is possible to distinguish the general image of one style from another rather quickly. The following description offers an image of the classroom that represents this landmark T-L style. This description applies to any teaching event-either a Spectrum or a non-Spectrum classroom. When this description is observed in the classroom, the set of decisions and the learning expectations in subject matter and human behavior are inherently promoted. Thus, each description represents more so than not this teaching-learning style with its distinct O-T-L-O

The teacher selects the subject matter tasks and presents the expectations for students to work with a partner. One student (the doer) practices the task, while the other student (the observer) uses a teacher prepared criteria (checklist) to offer immediate feedback about the performance to the doer. When the first set of tasks are finished, the students switch roles and continue to the second* set of tasks. The teacher interacts with the observer to affirm the use of the criteria and the accuracy of the feedback comments and/or to redirect the observer's focus to specific performance details on the criteria.

This experience offers practice in giving and receiving immediate feedback about the task and practice in developing comparing, contrasting, communicating, and social skills.

(*In physical or manipulative tasks, both practice tasks can be the same)