

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 designs multiple levels of difficulty for each task. Students select the level of difficulty that is appropriate to their performance. If inappropriate level decisions are made, the student may change the level choice. Students check their performance using the teacher prepared performance checklist (criteria sheet). The teacher circulates to acknowledge the choices the students have made and to ask questions for clarification to affirm the accuracy of the students' assessment process and/or to redirects the learner's focus to specific performance details on the criteria. The teacher does not suggest level changes. Performance standards are established before students can move from one level to another.

The content in this style is new and not known in advance to the learner. Styles F-K promote different structures for discovery learning and different cognitive operations.