



Strategies and Models for Teachers: Teaching Content and Thinking Skills (6th Edition)

By Paul Eggen, Don Kauchak

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This K-12 teaching methods text continues to focus on instruction, using a models approach that links prescriptive teaching strategies to specific content and thinking objectives.

Well known for its practical case-study approach, the Sixth Edition of *Strategies and Models for Teachers* opens each chapter with a case study that illustrates an instructional model in practice and translates cognitive principles of learning into teaching strategies. This edition is composed of two main parts. In Part I the first three chapters describe principles of cognitive learning and motivation theory, teaching strategies that apply to all grade levels, and the teaching of thinking. In Part II, the remaining chapters offer detailed coverage of the individual models, with each model designed to help learners reach specific cognitive, social, and critical thinking goals. With a focus on active learning, utilizing research, cognitive psychology, experience, and emphasizes the teacher's central role in the learning process teachers will find this an invaluable resource throughout their career.

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Editorial Review

From the Back Cover

About the Author

PAUL EGGEN

Paul has worked in higher education for thirty-eight years. He is a consultant for public schools and colleges in his university service area and has provided support to teachers in twelve different states. Paul has also worked with teachers in international schools in twenty-three countries, including Africa, South Asia, the Middle East, Central America, South America, and Europe. He has published several articles in national journals, is the co-author or co-editor of six other books, and presents regularly at national and international conferences.

Paul is strongly committed to public education. His wife is a middle school teacher in a public school, and his two children are graduates of public schools and state universities.

DON KAUCHAK

Don has taught and worked in schools and in higher education in nine different states for thirty-five years. He has published in a number of scholarly journals, including the *Journal of Educational Research*, *Journal of Teacher Education*, *Teaching and Teacher Education*, *Phi Delta Kappan*, and *Educational Leadership*. In addition to this text, he has co-authored or co-edited six other books on education. He has also been a principal investigator on federal and state grants examining teacher development and evaluation practices, and he presents regularly at the American Educational Research Association. He currently volunteer-tutors first-, second-, and third-graders in a local elementary school.

Don strongly believes in the contribution that public schools make to our democracy, and his two children benefited greatly from their experiences in state-supported K–12 schools and public institutions of higher education.

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