



This course supports the assessments for ADP1. This course covers 9 competencies and represents 1 competency unit.

## Introduction

### Overview

Applications in Instructional Planning and Presentation in Science, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective classroom instruction.

### Getting Started

Welcome to Applications in Instructional Planning and Presentation in Science! Before starting this course, we recommend reading Burden & Byrd's (2013) *Methods for Effective Teaching: Meeting the Needs of All Students* and passing the assessment in DOC1: Instructional Planning and Presentation. Competency in this Applications course is demonstrated by passing a performance assessment that requires you to design a learning plan and to thoughtfully analyze the instructional decisions that go into this lesson planning. Use the lesson planning resources within this course and refer back to materials from DOC1 while developing your lesson.

### Teaching Dispositions Statement

[Please review the Statement of Teaching Dispositions.](#)

### Course Mentor Assistance

As you prepare to demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

## Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

## Learning Resources



The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

There may be some references to No Child Left Behind (NCLB) in the learning resources used with this course. Please be aware that, in December 2015, President Barack Obama signed the Every Student Succeeds Act, or ESSA. This new act replaced NCLB and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA). For more information:

- [Fact sheet on ESEA](#)
- [ESEA now referred to as the ESSA](#)
- [Webinar recording](#)
- [Transition Letter](#)

## **Automatically Enrolled Learning Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

### **VitalSource E-Text**

The following textbook is available to you as an e-text within this course. Direct links to specific readings are found in your Instructional Planning and Presentation course.

- Burden, P. R., & Byrd, D. M. (2013). [\*Methods for effective teaching: Meeting the needs of all students\*](#) (6th ed.). Boston, MA: Allyn & Bacon. ISBN: 978-0132901703

In addition to the web browser e-reader provided by VitalSource, there is a downloadable PC or Mac version of the VitalSource Bookshelf. E-texts may be formatted differently based on the version and type of browser installed on your machine, so utilizing the downloaded tool will help to ensure the best viewing experience. Please refer to the [VitalSource Support](#) page for directions and tutorials.

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

## **Competencies**

This course provides guidance to help you demonstrate the following 9 competencies:

- **Competency 649.1.1: Unit and Lesson Planning**  
The graduate effectively evaluates and integrates standards, learning outcomes, assessment, instructional strategies, and learning resources in the development and modification of unit and lesson plans.



- **Competency 649.1.2: Instructional Presentation Strategies**  
The graduate integrates appropriate and effective presentation strategies in the planning or delivery of lessons for a variety of learners.
- **Competency 649.1.3: Research and Evidence-Based Instruction and Assessment**  
The graduate integrates research derived from evidence-based practice into the planning and delivery of meaningful, relevant, and engaging instruction and assessment.
- **Competency 649.1.4: Engagement**  
The graduate develops active learning opportunities for a variety of students to promote meaningful, relevant, and engaging student-focused instruction.
- **Competency 649.1.5: Integrating Learning across the Curriculum**  
The graduate develops instructional materials that effectively incorporate prior learning and cross-curricular learning outcomes to promote relevant, meaningful, and engaging instruction.
- **Competency 649.1.6: Grouping**  
The graduate incorporates various grouping strategies into instruction to facilitate learning for all students.
- **Competency 649.1.7: Technology**  
The graduate uses technology appropriately in the planning and delivery of meaningful, relevant, and engaging instruction.
- **Competency 649.1.8: Learning Environments**  
The graduate plans safe and engaging learning environments that foster cultural and community understanding, collaboration, student voice, positive social interactions, and that include individuals with exceptional learning needs.
- **Competency 649.1.9: Using Data to Inform Instruction**  
The graduate effectively and appropriately uses data, including assessment results, in the planning, delivery, and evaluation of meaningful, relevant, and engaging instruction.

## Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

### Week 1

- Preparing for Success
- Explore Lesson Planning Resources and State Specific Requirements
- Begin Performance Assessment

### Week 2

- Complete Performance Assessment

\*\* It is advised that students pass the objective assessment for DOC1 or DOC2 before attempting the performance assessment in this course.



*Note: This pacing guide does not replace the course. Please continue to refer to course for a comprehensive list of the resource and activities.*

## Lesson Planning Resources

*A Guide to the WGU Lesson Plan Template*

[WGU Lesson Plan Template](#)

You can access examples of completed lesson plans here:

- [Lesson Plan Sample 1- Direct Instruction Style](#)
- [Lesson Plan Sample 2 - Modified for Inquiry Style](#)

If you have questions about any of the sections included on the WGU Lesson Plan Template, review the following recordings or e-mail the course mentor for your current course of study.

### Overview:

- [Lesson Planning Guidelines](#)(8:26)

### General Information:

- [Lesson Title & Subject](#) (1:38)
- [Topic or Unit of Study](#) (1:38)
- [Grade/Level](#) (1:38)
- [Instructional Setting](#) (1:38)

### Standards and Objectives:

- [Curriculum Standard](#) (3:36)
- [Lesson Objective](#) (4:07)

### Materials and Resources:

- [Instructional Materials](#)
- [Resources](#)

### Instructional Plan:

- [Prerequisite Skills](#)
- [Presentation of New Information and/or Modeling](#) (3:16)
- [Guided Practice](#) (1:16)
- [Independent Practice](#) (1:23)



- [Culminating or Closing Procedure/Activity/Event](#) (1:47)
- [Instructional Strategy \(or Strategies\)](#) (1:46)
- [Differentiated Instruction Accommodations](#) (2:56)
- [Use of Technology](#)
- [Student Assessment/Rubrics](#) (3:07)

## Performance Assessment

Important Additional Instructions for the Performance Task. Note that you should plan to complete and pass the objective exam *before* beginning your performance tasks.

If you have not already done so, read the requirements for your student project through the "Assessment" tab in this course. Be sure that you understand the way your project will be evaluated by becoming very familiar with the rubric.

Parts of your project include reviewing, modifying, and creating lesson plans. Activities throughout this course will prepare you to complete the student project, and you may use ideas from lesson planning activities you complete in the course as parts of your student project submission if they comply with the student project requirements.

We strongly advise that students use the WGU lesson plan template and lesson planning guide in [Taskstream](#) for completing the lesson plan portion of this task. However, there are additional requirements beyond those identified on the template that must be considered to complete this task successfully. Please contact a course mentor anytime you have questions about this performance task. Please see the additional guidance for this task below.

### Part A (Lesson Plan)

- You are to create a lesson plan for a single day in a secondary science classroom using your state's standards. Make sure the measurable objective you create and your assessment(s) are aligned to the state standard. Also make sure and indicate the grade level and specific subject of the science standard.
- There are many components and strategies required for this lesson. Therefore, don't be as concerned about designating time for the activities in the lesson as ensuring you've created a single lesson plan with all the necessary components.
- Per the task instructions, remember you must include one scientific discourse strategy, one scientific inquiry strategy, one grouping strategy, two different student-centered technology strategies and two different formative assessment strategies in the lesson plan. Clearly label and detail how (and where) these strategies are used in the lesson plan. Keep in mind that these strategies cannot overlap. For example, if the use of response clickers is listed as a technology strategy, it cannot be listed as a formative assessment strategy. Each must be a stand-alone strategy.
- Under the differentiated accommodation section of the lesson plan, you are to list and explain the separate accommodations you will use for each of the four groups in your classroom scenario (students below grade level, students above grade level, ADHD students, and ELL student).



- Make sure you include laboratory safety procedures in your lesson as well.
- Remember that the lessons you create now could be used in your classroom, as parts of your student project for this course, and with your program portfolio. Whenever possible, you should incorporate the actual content and grade-level information relevant to the classroom you hope to have in the future.

## **Part B (Justification Document)**

In a separate justification document from the lesson plan, you are to justify EACH of the seven different strategies from part A (the lesson plan) separately (one scientific discourse strategy, one scientific inquiry strategy, one grouping strategy, two technology strategies, two formative assessment strategies) for both the class as a whole and one of the diverse groups in your classroom scenario (ELL, ADHD, students below grade level, students above grade level). Write in narrative form and include the following information for EACH of the different strategies:

1. Name of strategy (example: "Internet game").
2. Type of strategy (example: "student-centered technology strategy #1").
3. Strategy justification for the whole class (include specific academic research source support for your justification with in-text citation in APA format).
4. Strategy justification for one of your diverse groups (ELL, ADHD, Below Grade Level or Above Grade Level) (include specific academic research source support for your justification with in-text citation in APA format).
5. Make sure there is a clear connection between the research source(s), strategy and the specific target group.

*Remember:* include all five of these points for *each* of the seven strategies.

Provide a separate reference page for your justification sources in APA format. There is information about APA citations in Taskstream, and the WGU Writing Center is available as a resource if you need additional help with citations, references, and other writing support.

You can find sources for your justifications by using the resources in your course of study, WGU library, and/or other appropriate academic sources you find on the internet.

## **Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

## **Accessibility Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled



learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at [ADASupport@wgu.edu](mailto:ADASupport@wgu.edu).

## **Course Feedback**

WGU values your input! Please submit any feedback you have using the following form:

[Course Feedback](#)