



This course supports the assessments for AYP1. This course covers 9 competencies and represents 1 competency units.

Introduction

Overview

You should work on this assessment in conjunction with the course for the Advanced Instructional Planning and Presentation for Elementary Education objective assessment.

NOTE: Students should refer to the DOC course of study prior to beginning the performance assessment project. The learning activities within the DOC COS were designed to prepare students for the objective assessment, as well as provide the framework for the DOP/DQP/AYP/ADP/BAP performance assessments.

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.

Teaching Dispositions Statement

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

Course Instructor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course instructors 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 instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors 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 instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors 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. You will be directly linked to the specific readings required within the activities that follow.

- Burden, P. R., & Byrd, D. M. (2013). [*Methods for effective teaching: Meeting the needs of all students \(6th ed.\)*](#). Boston: 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: This e-text is 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.

Educational Impact

Educational Impact is an online resource of video training and related worksheets. Educational Impact's videos and worksheets provide students with an opportunity for learning about several important facets of modern education and observing classrooms where specific practices are implemented and problems are addressed. You will access Educational Impact modules at the activity level within this course.

Other Learning Resources

You will use the following learning resources for this course.

WGU Library E-Reserves

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "[Accessing WGU Library E-Reserves](#)" page.

The following e-reserve materials will be used in this course:

- Twin Rivers School District. Standard four: Planning instruction and designing learning experiences for all students.
- Llewellyn, D. L. (2010). Invitation to inquiry. In *Differentiated science inquiry*. Thousand Oaks, CA: Corwin. ISBN: 1412975034.
- Whitehurst, G. J. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation.
- Brooks-Young, S. (2007). Planning and designing learning environments and experiences. In *Digital-age literacy for teachers: Applying technology standards in everyday practice*. Washington, DC: International Society for Technology in Education. ISBN: 1564842290.



You can access the e-reserves page for this course at the following link:

- [Advanced Instructional Planning](#)

Pacing Guide

The pacing guide suggests a daily structure to pace your completion of learning activities, webinars, and the assessment. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in 1 week. Feel free to speed up your pace to finish sooner!

Before beginning the course

1. You are advised to pass the objective assessment before attempting the performance task. The task can be completed in a timely fashion when you are well versed in the required terminology and strategies.
2. Email your assigned course instructor when you are ready to begin so you can receive the necessary support during the upcoming week.
3. Review the Lesson Planning Resources.
4. Review the [Course Toolbox](#) for supplemental resources.
5. Book time on your personal calendar for upcoming performance task webinar. Please check [here](#) to view this month's schedule.

Day 1

- If this is your first time writing a lesson plan, we recommend booking time with your assigned course instructor. We can get you off to a strong start!
- Part A: Select standard and do research online for lesson ideas and resources.

Day 2

- Part A: Write first draft of lesson plan using the Direct Instruction WGU template.
- Send your work to your assigned course instructor if you have any concerns.

Day 3

- Part B: Write first draft of justification.
- Send your work to your assigned course instructor if you have any concerns.

Day 4

- Revise Part A based on the suggestions of your course instructor.
- Book time with your course instructor if any comments need to be clarified.

Day 5

- Revise Part B based on the suggestions of your course instructor.



- Book time with your course instructor if any comments need to be clarified.

Day 6

- Submit task!
 - If you spend more than a week on the task, we recommend sending your current work to your assigned course instructor. We also suggest booking time with your course instructor so you can be supported as you wrap up the task.

Instructional Planning and Presentation in Elementary and Special Education

All the work you previously completed in preparation for the Advanced Instructional Planning and Presentation for Elementary Education objective assessment is relevant for completing the performance assessment for this course.

Creating Lesson Plans

The material for this course is identical to the material covered by the Advanced Instructional Planning and Presentation for Elementary Education objective assessment course. Once you have reviewed the material, you should be prepared to complete the performance assessment for this course.

This topic addresses the following competencies:

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relevant, and engaging instruction.

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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.

Complete: InstrctnlPlnng &Prsntn in ElemSPED Performance Assessment

Complete the following performance assessment in [TaskStream](#):

- InstrctnlPlnng &Prsntn in ElemSPED: AYP Task 1

For details about this performance assessment, see the "Assessment" tab in this course.

You can integrate pieces of lesson plans and activities that you have created throughout the Advanced Instructional Planning and Presentation for Elementary Education objective assessment course.

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.