



This course supports the assessments for Instructional Planning and Presentation in Elementary and Special Education. This course covers 9 competencies and represents 3 competency units.

Watch the following video for an introduction to this course:

*Note: To download this video, right-click the following link and choose "Save as...": [download video](#).*

## Introduction

### Overview

Teachers make many decisions in the classroom. This course will help you understand those decisions and will prepare you to be an effective instructional planner. Before planning, teachers must understand which standards need to be addressed and then set goals to help students meet these standards. Student personalities and abilities must also be considered, since all students are different. Effective teachers take time to get to know and understand the various needs of the students before jumping into instruction.

When planning lessons, teachers need to develop activities that reach all students. There are a variety of strategies that teachers can implement to ensure the needs of the students are met and the content standards are addressed. Teachers should be aware of research-based strategies as well as available technology that can prove to be a valuable asset and can truly make a difference in the classroom. In addition to the content, technology, and strategies used in lessons, teachers can implement various grouping strategies to engage students and promote a sense of community in the classroom. Teachers must decide when grouping is appropriate and which grouping strategies should be used for different lessons.

Finally, regardless of the lesson, teachers must build in ways for students to demonstrate mastery or the need for remediation. Students can be assessed in a variety of ways: it is up to teachers to use various appropriate assessments to ensure that students are learning and progressing at an appropriate level.

### 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, 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.*

#### **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.

#### **Additional Preparation**



## Setting Up Your Learning Journal

Throughout this course, you will be presented with questions and prompts that will help you reflect on material you are studying, more deeply engage in the content, and apply what you are learning to your personal and professional life. They will also help you prepare for the assessments you will take later in the course.

You may keep notes in this online course, blog your notes, or start an electronic file. You may also keep a paper notebook with your notes. However you choose to record your notes, be sure keep your notebook handy as you are learning the material and progressing through the course.

Write responses to the questions and prompts throughout the course in your study notes. In addition to those responses, you may want to include more of your own thoughts and feelings in your notes. Think about the following:

- your progress through the course, including any personal misconceptions you discover and correct through your studies
- ways the activities and projects enhance your learning
- your reactions to or reflections on the activities in the course
- notes on topics that you want to remember and refer back to as you prepare for the assessments or begin your future teaching activities.

You can also use your notebook as a place to review the material from each chapter of the textbook and answer chapter review questions. Your notebook will be a great help to you as you study for the objective assessment and complete your performance tasks.

As a teacher-in-training, you could consider this note-taking process a way to begin modeling good study habits for your future students. Your experiences here will help you to become a well-prepared teacher and a reflective educator.

## Competencies

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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, cohorts, webinars, and assessments. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in four weeks. Feel free to speed up the pace to finish sooner!

*Please note, the [study guide](#) in the [course toolbox](#) that aligns with the competencies below, should be used after you have been through the learning resources and activities in the Course of Study. These are all supplemental resources and should not be used to replace the Course of Study.*

### **Week 1**

Since this course builds on to what you learned in NHC1, we suggest reviewing the course learning resources to familiarize yourself with any new terminology and spending extra time on the starred (\*\*\*) areas (heavily weighted on the assessment) and any bold areas (common trouble spots for students) listed below.

1. Preparing for Success
2. Review the [Course Toolbox](#) for available resources.



3. Register for an upcoming cohort. Please check [here](#) to view this month's schedule.
4. **\*\*Unit & Lesson Planning (Creating Lesson Plans & Adapting Lesson Plans)**
5. Learning Environments
6. Instructional Presentation Strategies (Differentiated Instruction)
7. Research & Evidence-Based Instruction & Assessment

### Week 2

1. **\*\*Engagement**
2. **\*\*Integrating Learning Across the Curriculum (Metacognition)**
3. Grouping
4. Technology
5. Using Data to Inform Instruction
6. Take pre-assessment
7. Book time on your personal calendar for upcoming performance task webinar. Please check [here](#) to view this month's schedule.

*\*\*If you do not meet competency on your pre-assessment, please be sure to meet with a Course Instructor to go over your results and make a plan.*

### Week 3

1. Study for final assessment based on data from the pre-assessment coaching report. Please check the [Study Guide](#) for supplemental study resources.
2. Take final assessment!

### Week 4



Complete the performance task. See the daily pacing suggestion below:

### Day 1

1. Review the Lesson Planning Resources.
2. Review the [Course Toolbox](#) for supplemental resources.
3. If this is your first time writing a lesson plan, we recommend booking time with your assigned course instructor. They can get you off to a strong start!

### Day 2

1. Part A: Select standard and do research online for lesson ideas and resources.

### Day 3

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

### Day 4

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

### Day 5

1. Revise Part A based on the suggestions of your course instructor.
2. Book time with your course instructor if any comments need clarification.



## Day 6

1. Revise Part B based on the suggestions of your course instructor.
2. Book time with your course instructor if any comments need clarification.

## Day 7

1. Submit task!

If you spend more than a week on the task, we recommend sending your current work to your assigned course instructor and booking time with your course instructor so they can support you in wrapping up the task in a timely fashion.

# Lesson Planning Resources

## Lesson Planning Guide

*A Guide to the WGU Lesson Plan Template*

[WGU Lesson Plan Template](#)

You can access an example of a completed lesson plan here:

- [Lesson Plan Sample 1- Direct Instruction 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 instructor 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 instructor anytime you have questions about this performance task.

## **State Specific Requirements**



Students seeking to earn licensure in specific states listed in the following section are required to complete the activities listed for that state. Additional information is also available through WGU's [State-Specific Standards](#) page.

## Texas State Students Only

Texas Licensure Candidates: Please review the [list of technology knowledge and skills from TEKS](#). If you are unfamiliar with any of the TEKS, or need a refresher, please visit the [TEA Technology Resources website](#) and utilize the state recommended technology to brush up or learn something new. These are also sites that can be useful for working with students in the classroom.

## Unit and Lesson Planning

To expand on your knowledge of lesson planning, in this section you will focus on standards, goals, and adaptation. One of the most important things you must learn to do as a teacher is to ensure that all of the necessary state standards are being met to ensure students are given the best education possible. Understanding these standards and knowing your students' levels will help you set short-term and long-term goals to help students make progress to meet the standards.

### Creating Lesson Plans

This topic highlights the following key concepts:

- lesson plan templates
- alignment among state standards, learning goals, objectives, instructional strategies, and assessment
- standards-based lesson plans
- grade-level appropriate instructional strategies

Because the content in the Unit and Lesson Planning topics are interrelated, it might be helpful to review all of these topics if your coaching report directs you to one of these sections.

### Read: Foundations of Instructional Planning

Planning is at the foundation of all effective instruction.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*:

- Read "What is Planning?" and "Factors Considered in Planning" on pages 57–61 of [chapter 3 \("The Fundamentals of Planning"\)](#)

Answer the focus questions for the following classroom case study:

- "Classroom Case Study: Good Lesson Plan, Poor Results" on [page 62](#)

Think about why effective instructional planning is essential to your success as a classroom teacher.

### Read: Planning Instruction



Read the following section in *Methods for Effective Teaching: Meeting the Needs of all Students*. As you read, select a course you are now taking or have previously taken and consider how content was sequenced into several content topics. Consider why content was sequenced in that way. In your learning journal, describe alternative ways to successfully sequence the content in the course.

- "Types of Teacher Plans" ([pages 70–77](#)) in chapter 3 ("The Fundamentals of Planning")

### **Research: Lesson Formats**

Look at the different lesson plan models by clicking on the links below. Compare and contrast these models and answer the questions that follow.

- [7-Step Lesson Plan Design](#) (Madeline Hunter model)
- [5E Teaching Model](#)
- [Understanding By Design \(UbD\) Lesson Plan Model](#)

Which lesson plan model is more teacher-centered? Which is more student-centered? Why?

How do these lesson plan models compare to the WGU lesson plan template?

Which lesson plan model do you find more closely aligned to the WGU lesson plan template? Why?

### **Read: Parts of an Effective Lesson**

This activity provides insight into what should be considered when creating an actual lesson plan and specifically explains the parts of an effective lesson. Take notes as you read.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*:

- pages [105–112 of chapter 4](#) ("Planning Lessons and Units")

In your learning journal, complete the "What Would You Decide" questions from page 106.

### **Watch: Lesson Plan Components**

Access the following resource:

- [Engaging Students in Learning](#)

## **Evaluate Lesson Plans for Alignment to State Standards**

This topic highlights the following key concepts:

- identifying suitable lesson plan from suitable resources
- alignment of lesson plans and standards
- instructional strategies in lesson plans
- appropriateness of lesson plans for a specific grade level
- effectiveness of lesson plans that teach toward a specific topic



Because the content in the Unit and Lesson Planning topics are interrelated, it might be helpful to review all of these topics if your coaching report directs you to one of these sections.

**Locate: State Standards**

Each state has adopted its own set of standards for teachers to implement when planning and delivering instruction. These standards are designed to prepare students with the necessary tools and knowledge they will need for the future. In addition to state standards, the newly adopted Common Core State Standards help guide instruction and provide a consistent framework for educators to follow across the nation in many states. Research the standards that apply in your jurisdiction through WGU's [State-Specific Standards](#) page.

Consider the information on this page about national and state learning standards. Locate your state standards. You may also want to browse for information on your state Department of Education website (linked at WGU's [State-Specific Standards](#) page).

In your learning journal, answer the following questions:

- How are the standards organized?
- Are they easy to navigate?
- Do you notice any patterns?

**Research: Common Core**

Learn more about the Common Core State Standards Initiative that is being implemented in many states.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*:

- [pages 66–67 of chapter 3 \("The Fundamentals of Planning"\)](#)

Visit the following websites to determine whether your state has adopted the Common Core:

- [Common Core State Standards Initiative](#)
- [State-Specific Standards](#)

What will the use (or non-use, if your state has not adopted these standards) of these standards mean for your teaching practice?

**Reflect: Common Core**

Review the following websites to help you answer the questions that follow.

- [Frequently Asked Questions](#)
- [Resources for Understanding the Common Core State Standards](#)

If your state does not use the common core standards, what are the similarities and differences of your state's standards and the common core standards? What are the advantages and disadvantages of the common core standards? What do common core standards mean for



students?

### **Research: Local Standards**

Sometimes school districts implement additional standards on top of those adopted by the state. Explore your local school district's website and determine if there are additional standards. Browse the website and see if there are resources for students, parents, or teachers to learn about standards used in the district.

After you have learned about your own school district, browse the websites of other school districts. What types of resources do their websites offer in regard to the standards?

Write your findings in your learning journal. This information will be a beneficial resource for your student project in this course and in other courses in your degree program.

### **Analyze: Putting It All Together**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*:

- [pages 65–66 of chapter 3 \("The Fundamentals of Planning"\)](#)

Figure 3.1 is a useful chart that shows how standards are translated into everyday instruction. Read the chart carefully. Reflect on the following the following questions:

- How might a teacher determine if a lesson plan has effectively taught the concepts from the state standards?
- As a classroom teacher, how would you keep track of students' progress with the standards?

### **Read: 12 Principles of Child Development and Learning**

Read [12 Principles of Child Development and Learning that Inform Practice](#) and answer the questions below:

- The second principle states, "Learning and development follow sequences." What is meant by this?
- Looking at the various standards among grade levels in your state standards (refer to the [State-Specific Requirements site](#)), why is the sequence of the standards important?
- How is a student's developmental level important in considering the types of instructional strategies to use in a lesson?

### **Read: Instructional Approaches**

Various instructional approaches are described and broken down into three categories:

- teacher-centered and student-centered
- direct and indirect
- gradual release of responsibility model

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*.



Take notes on the key components and characteristics of each category.

- pages 122–126 of [chapter 5 \("Teacher-Centered Instructional Strategies"\)](#)

Consider the following questions:

- Why should a teacher weigh the pros and cons of each strategy?
- Should a teacher implement the same strategy for each lesson? Why or why not?

### **Connect: Alignment**

Consider the following scenario:

- A second-grade teacher is planning a language arts lesson. One of the Common Core State Standards for grade 2 reading states, "Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures." The teacher will begin the story by reading "The Three Little Pigs." Then he will read another version of the story that is entitled "The Real Story of the Three Little Pigs." Together the teacher and students will compare and contrast the story using a Venn diagram.

#StandardsAlignment

\*Post to course chatter

In your opinion, does the lesson align to the given standard? Why or Why not?

Post your response with the hashtag #StandardsAlignment. This is an opportunity to engage in direct discussion with other aspiring teachers at WGU: search for responses from your classmates (within the Course Chatter, use ctrl-f to open the search feature, then search for "#StandardsAlignment"). Review some of your peers' responses, and post follow-up questions or comments.

## **Short-Term and Long-Term Goals and Objectives**

This topic highlights the following key concepts:

- standards, goals, and objectives
- short-term and long-term goals
- goals aligned to state standards
- objectives aligned to state standards

Because the content in the Unit and Lesson Planning topics are interrelated, it might be helpful to review all these topics if your coaching report directs you to one of these sections.

### **Standards, Goals, and Objectives**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*:



- [pages 78–80 of chapter 3 \("The Fundamentals of Planning"\)](#)

Watch [WGU Lesson Planning: Objectives](#) (4 min.).

Reflect upon the differences among standards, goals, and objectives.

### **Research: Professional Influence & Standards**

A state's curriculum standards are often influenced by national education organizations. Check out organizations that pique your interest, or pick organizations dealing with subject areas that interest you:

- [National Council of Teachers of Mathematics](#)
- [National Council of Teachers of English](#)
- [National Academies of Sciences, Engineering, and Medicine \(NAS\)](#)
- [National Council for the Social Studies](#)
- [Council for Economic Education](#)
- [Center for Civic Education](#)
- [Society of Health and Physical Educators](#)
- [American Council on the Teaching of Foreign Languages](#)
- [International Society for Technology in Education \(ISTE\)](#)
- [Council for Exceptional Children](#)

In your learning journal, compare and contrast the organizations' standards to your own state standards.

### **Adapting Lesson Plans**

This topic highlights the following key concepts:

- alignment of various components of a selected lesson plan with state standards
- appropriateness of a lesson for a specific age group
- adapting lesson plans to align with a state standards for a particular grade level
- instructional strategies for a specific grade level and state standards
- measurable assessments aligned with instructional goals

Because the content in the Unit and Lesson Planning topics are interrelated, it might be helpful to review all of these topics if your coaching report directs you to one of these sections.

### **Read: Developmental Differences**

As you become comfortable with lesson planning, you may find that you keep some lessons to teach with future classes. However, the lessons will need to be modified from year to year based upon the needs of the students.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*. Take notes on how the aspects discussed in the readings will affect the way you plan lessons as a teacher.



- [pages 63–67 of chapter 3 \("The Fundamentals of Planning"\)](#)

### **Read: Accommodating for Students**

- Read the following sections of [Accommodations and Modifications for Students with Disabilities: Vocational Education and Adult General Education](#):
  - Chapter 3 ("Accommodations"), pages 25–36 (note that this corresponds to pages 31–42 of the PDF/using the page numbers stamped on the PDF)
  - The first page of Chapter 4 ("Modifications"), page 43 (note that this corresponds to page 48 of the PDF/using the page numbers stamped on the PDF)

### **Read: Data-Driven Decision Making**

Assessment is a key component of classroom instruction. It assists the teacher in future planning and allows students to demonstrate mastery of state standards and objectives.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of all Students*:

- pages 282–286 of [chapter 11 \("Assessing Student Performance"\)](#)

Review the "Voices from the Classroom" vignette on page 284 about how this teacher from New Mexico uses assessment to drive her instruction. Then, examine the "Voices from the Classroom" vignette on page 285 about how a group of New Jersey middle-school teachers took a standardized assessment to the next level.

### **Analyze: Performance-Based Assessments**

The performance-based assessments presented in this section are typically viewed as an alternative to the traditional "paper-and-pencil" type of exam. Sometimes these assessments are referred to as "authentic" assessments. Take notes in your learning journal as you read about assessment methods you can use in your classroom.

Read the following article on "[Implementing Performance Assessment in the Classroom](#)." How could performance assessments be effectively used in your classroom?

## **Learning Environments**

Students have different cultural, ethnic, socioeconomic, and linguistic backgrounds. These are not the only factors that come into play. Students enter the classroom with different abilities or achievement levels, giftedness, and other special needs. It is important for teachers to understand the diverse needs of students in order to create a positive learning environment that fosters understanding.

### **Positive Learning Environments**

This topic highlights the following key concepts:

- characteristics of an inclusive learning environment
- strategies that foster a feeling of safety, emotional well-being, and positive social interactions for all students
- the first day of school and foundation for an inclusive learning environment





- research-based strategies that foster inclusion of exceptional learners
- age-appropriate strategies that foster positive social interactions with all students

### **Read: Knowing Your Students**

In this reading selection, focus on information about the various needs of students.

Read the following in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [chapter 2 \("Knowing Your Students"\)](#)

In your learning journal, answer the "Discussion/Reflection Questions" on [page 54](#).

### **Analyze Multiple Intelligences**

Howard Gardner identified eight intelligences:

- linguistic
- musical
- logical-mathematical
- spatial
- bodily kinesthetic
- naturalistic
- interpersonal
- intrapersonal

His belief was that every person excels in at least one of these intelligences. It is important to have an understanding of your students and how they relate to these intelligences. Consider the following first-grade language arts core curriculum standard:

- Decode regularly spelled one-syllable words.

Reflect on activities that you could use in your classroom to support student learning with each type of intelligence.

### **Reflect: Supportive Environment**

#Holidays

\*Post to course chatter

How would you handle celebrating holidays in a culturally diverse classroom?

Post your response with the hashtag #Holidays. This is an opportunity to engage in direct discussion with other aspiring teachers at WGU: search for responses from your classmates (within the Course Chatter, use ctrl-f to open the search feature, then search for "#Holidays"). Review some of your peers' responses, and post follow-up questions or comments.

### **Read: Classroom Management**



At the core of successful teaching is strong classroom management. A teacher must implement effective classroom management in order to create a positive learning environment.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- pages 224–226 of [chapter 9 \("Classroom Management"\)](#)

In your learning journal, complete the "What Would You Decide?" activity on page 225.

### **Reflect: Promoting Positive Learning**

After a teacher has planned lessons and chosen instructional strategies, it is time to teach the lessons. However, the teacher needs to ensure that classroom management strategies and activities are implemented to foster a feeling of safety, emotional well-being, and positive social interactions for all students.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 199–219 of chapter 8 \("Managing Lesson Delivery"\)](#)

Think back to your own experiences in the classroom as a student. What were some strategies that your teachers used that gave you a sense of well-being and safety?

### **Read: Preparing for the Year**

As teachers make preparations for the first day of school, they need to make decisions about instruction and management.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 228–231 of chapter 9 \("Classroom Management"\)](#)

Complete the "What Would You Decide?" activity on [page 233](#).

### **Read: Organizing**

This section contains useful information about organizing your classroom and materials. As you read, write down any notes about how you would organize your classroom in your learning journal.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 236–239 of chapter 9 \("Classroom Management"\)](#)

### **Read: Rules and Procedures**

Rules and procedures help keep order and provide a sense of safety in the classroom, and this can create a positive and safe learning environment. Teachers take many different approaches toward rules and procedures.



Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 239–251 of chapter 9 \("Classroom Management"\)](#)

Reflect on what you learned about classroom management in this section and how you would implement rules and procedures in your classroom.

### **Read: First Day of School**

The first day of school sets the foundation for a successful school year.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 234–236 of chapter 9 \("Classroom Management"\)](#)

In your learning journal, create a plan of action for the first day of school. Consider the following questions:

- How will you set the foundation for an inclusive learning environment?
- How will you foster a feeling of community in the classroom from the first day?

### **Read: SIOP Model**

The SIOP (sheltered instruction observation protocol) model is a lesson plan delivery system designed to teach content that is understandable to ELL students.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 17–21 of chapter 1 \("The Teacher as the Decision Maker"\)](#)
- [pages 115–116 of chapter 4 \("Planning Lessons and Units"\)](#)
- [pages 188–189 of chapter 7 \("Strategies That Promote Understanding, Thinking, and Engagement"\)](#)

### **Watch: Culture Into the Classroom**

Watch the following video segment to see how teachers introduce cultural differences into the classroom to enhance learning.

- [Teaching from a Diverse Perspective](#)

## **Instructional Presentation Strategies**

There are various strategies teachers can utilize to ensure that learning takes place. It is imperative that appropriate strategies are implemented when teaching students new information. Providing students with a variety of experiences and lessons will ensure that authentic learning takes place. In this section, you will learn about considerations that must be made when deciding how to present information and concepts to students.

### **Presentation Strategies**

This topic highlights the following key concepts:



- best practices for instructional strategies
- instructional strategies for differentiated instruction
- collaborative teaching practices
- instructional strategies for alignment to stated standards
- instructional strategies for grade level appropriateness
- integrating instructional strategies into lesson plans

### **Read: Strategies**

In this section, look for different types of strategies you can use in your classroom. Take notes on the benefits and drawbacks of teacher-centered and student-centered strategies.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- pages 122–135 of [chapter 5 \("Teacher-Centered Instructional Strategies"\)](#)
- [pages 146–148](#) and [153–166](#) of chapter 6 ("Student-Centered Instructional Strategies")

### **Read: Inductive Models**

Inductive models of teaching allow the students to explore concepts prior to the teacher giving explanation of the actual concept being taught. This allows students to find meaning for themselves. Read more about these four inductive models, and reflect on how each model allows for student discovery:

- [General Inductive](#)
- [Concept Attainment](#)
- [Concept Development](#)
- [Integrative](#)

### **Read: Flipped Classrooms**

The flipped classroom is a popular strategy and classroom model in education. Read the brief article [What Is Flipped Learning?](#) What are the pros and cons of flipped learning? How could flipped learning be successfully implemented in your classroom?

### **Watch: Learning Centers**

Watch the following videos (10 min.) from [Module 2 Topic B](#) of Educational Impact: Charlotte Danielson's Teaching Framework:

- Kindergarten Learning Centers, Part 1 (Components 2B, 2C, 2D)
- Kindergarten Learning Centers, Part 2 (Components 2B, 2C, 2D)
- Kindergarten Learning Centers — Charlotte Danielson Commentary

After you watch the videos, think about how the kindergarten teacher implemented centers in her classroom. Answer the following questions in your learning journal:

- What was effective?
- How can you integrate centers within your own classroom?

### **Read: Differentiated Instruction**



Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 39–51 of chapter 2 \("Knowing Your Students"\)](#)

Answer the "What Would You Decide" questions on page 50.

**Watch: Explicit (Direct) Instruction**

The following video series demonstrates how a teacher implements direct instruction.

Access the following resource:

- [The Look and Feel of Engagement](#)

**Watch: Implicit (Indirect) Instruction**

The following video series demonstrates how a teacher implements indirect instruction.

- [Embracing Student-Centered Learning](#)

**Identify: Appropriate Strategies**

Consider the following scenario:

- A second-grade teacher is teaching his students how to identify fractions. He has three students who are English language learners, five students who are below grade level in mathematics, and two students who have been identified as having ADHD (attention deficit disorder with hyperactivity). He wants to meet the needs of all of his students. The teacher meets with his colleagues to hear ideas about how he can differentiate his instruction and implement various presentation strategies to ensure that all of his students succeed.

In your learning journal, answer the following questions:

- If you were one of this teacher's colleagues, which strategies would you suggest?
- How would the strategies you suggest meet the needs of the students in the scenario?

**Support Presentation Strategies**

This topic highlights the following key concepts:

- support strategies that enhance the learning process for students
- pacing, questioning, monitoring, wait time, brainstorming, games, reading, and writing as support strategies for instructional presentation
- enhancing student success with support strategies in lesson plans

**Watch: Questioning and Discussion**

Watch the following videos from [Module 3 Topic A](#) of Educational Impact: 22 Components of Great Teaching:



- Component 3B – Using Questioning & Discussion Techniques; Part One (4 min.)
- Component 3B – Using Questioning & Discussion Techniques; Part Two (5 min.)

After viewing both videos, answer the following questions in your learning journal:

- How should a teacher pose a question?
- What makes a good question?
- How should a teacher handle a question that is "just plain wrong"?
- How does probing help with questioning?
- Why should a teacher teach students to create their own questions?
- Why is discussion an important instructional device?
- How can a teacher give clues?

You may also want to read the following section in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 134–137 of chapter 5 \("Teacher-Centered Instructional Strategies"\)](#)

### **Watch: Guided Practice**

As you watch the video in this activity, think about the importance of guided reading. How might guided reading be used in your future classroom? Write your thoughts in your learning journal as you read and view the video.

Watch the following video series:

- [Why is Guided Reading Important?](#)

### **Read: Higher-Level Thinking**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 183–186 of chapter 7 \("Strategies That Promote Understanding, Thinking, and Engagement"\)](#)

Reflect upon ways a teacher can help students use higher-level thinking in the classroom.

### **Managing Lesson Delivery**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- pages 195–212 of [chapter 8 \("Managing Lesson Delivery"\)](#)

Complete the reflection questions on [page 220](#). Write your responses in your learning journal.

### **Student-Initiated Learning Experience**

This topic highlights the following key concepts:

- student-initiated learning experiences



- strategies to elicit student-initiated ideas for learning experiences
- incorporating appropriate student-initiated learning strategies into lesson plans

### **Analyze: Thinking About Inquiry**

The following resources will allow you to analyze, reflect and think about the inquiry model. Log your thoughts in your learning journal

Access the following resources:

- [pages 146–164 of Chapter 6 \("Student-Centered Instructional Strategies"\)](#)

### **Consider: Inquiry Models**

There is not a “one-size-fits-all” approach for any type of learning, including Inquiry-based learning. The following video series provides discussion on the teacher’s role in inquiry.

- [Primary Science Lessons](#)

### **Modify: Inquiry-Based Learning**

Consider the following scenario:

- A fourth-grade teacher plans a unit on the effects of pollution on the environment. Originally, she was going to create a multimedia presentation showing students various images of pollution around the state. However, after attending a workshop on inquiry-based learning, the teacher decides to implement an activity that will allow for a more meaningful learning experience.

What would you suggest to the teacher? In your learning journal, explain how this teacher could modify this unit to include inquiry-based learning.

## **Differentiated Instruction**

This topic highlights the following key concepts:

- models of differentiated instruction
- purpose of differentiated instruction
- analysis of lesson plans for differentiation of instruction
- differentiated instruction methods for specific standards or learning goals
- integrating differentiated instruction into lesson plans

### **Read: Meeting the Needs of Everyone**

Many factors affect students' needs, including socioeconomic status, linguistic ability, cultural background, and cognitive ability. Teachers have to engage student in learning using various methods to meet their needs and abilities.

Read the following in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [chapter 2 \("Knowing Your Students"\)](#)

### **Read: What is Differentiation?**



Read "[Differentiation is / Differentiation is not.](#)" In your learning journal, list some ways you see yourself differentiating for students in your classroom on a daily basis.

### **Watch and Read: Language and Cultural Needs**

Watch the following video from [Module 5 Topic A](#) of Educational Impact: Teaching the ESL Learner:

- Comprehension strategies for ESL learners (5 min.)

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 115–117 of chapter 4 \("Planning Lessons and Units"\)](#)
- [pages 216–219 of chapter 8 \("Managing Lesson Delivery"\)](#)

After reading the material and watching the videos, answer the following questions in your learning journal:

- What are some strategies that can be implemented to assist ESL students?
- How do culture, background knowledge, and language play a role in differentiated instruction?

### **Embracing Family Knowledge**

Understanding the cultural diversity of your students can help you plan instruction. The following resource takes you to content, videos, and practice questions explaining how understanding your students' cultural backgrounds and households can become the building blocks of planning, especially in content areas.

Access the following resource:

- [Understanding Your Students](#)

### **Watch: Differentiated Instruction**

The following videos demonstrate differentiated instruction. The teachers implement many strategies to differentiate instruction. In your learning journal, list the various strategies the teacher uses in the lesson. Would these strategies be useful for all students?

- [Planning Differentiated Lessons](#)
- [Real Classroom Examples of Differentiated Instruction](#)

### **Collaborate: Gifted Learner**

The term "differentiated instruction" often brings to mind only the needs of the struggling student. However, the gifted learner also needs consideration. Unfortunately, many gifted students are simply provided extra assignments and very rarely are given authentic learning





opportunities. As a teacher, you need to consider their needs as well.

In *Methods for Effective Teaching: Meeting the Needs of All Students*, Burden and Byrd (2013, [p. 29](#)) communicate the following strategies in meeting the needs of gifted learners:

- Do not repeat material gifted students have already mastered.
- Have a flexible pace.
- Remove unneeded assignments simply to extend time.
- Encourage student self-direction and self-evaluation.
- Refrain from grading procedures that discourage intellectual risk.
- Provide resources beyond the textbook.
- Provide both horizontal and vertical curriculum alignment in enrichment activities.
- Use supplemental reading and writing activities.
- Encourage students to develop hobbies and interests.

#GiftedLearners

\*Post to course chatter.

Describe three specific strategies that could be used to meet the needs of the gifted learner. Try to come up with strategies that are different from those other teacher candidates have already posted.

Post your response with the hashtag #GiftedLearners. This is an opportunity to engage in direct discussion with other aspiring teachers at WGU: search for responses from your classmates (within the Course Chatter, use ctrl-f to open the search feature, then search for "#GiftedLearners"). Review some of your peers' responses, and post follow-up questions or comments.

### **Collaborative Teaching Practices**

Collaborative teaching involves educators working together to teach and mentor students in a classroom setting. Collaborative teaching is sometimes called cooperative teaching, co-teaching, or team teaching. This teaching strategy is often used when teachers from various disciplines such as the general education or core subject area teachers work together with special education or ELL teachers to meet the diverse learning needs in any given classroom. However, collaboration can be implemented across all instructional levels and subject areas, and between any two educators willing to work together to impact student learning.

**Read:**

? [Co-Teaching 2.0](#), **Education Week**

This article describes six approaches to co-teaching (a synonym for collaborative teaching) and explains how these strategies benefit students with unique learning needs. While this article's



focus is on collaboration between special education and general education teachers, these same collaborative teaching structures can be used whenever two teachers seek to share responsibility for instructing students, whether that may be in an interdisciplinary setting, a general education setting inclusive of special needs students, or between a pre-service teacher candidate and a host mentor teacher.

### **Watch: Collaborative Teaching Practices**

The following videos from California State University School of Education model each of the collaborative teaching strategies outlined in the reading.

- [One Teach, One Assist](#) (2:45)
- [One Teach, One Observe](#) (2:54)
- [Station Teaching](#) (2:47)
- [Parallel Teaching](#) (3:00)
- [Alternative \(Differentiated\) Teaching](#) (3:05)
- [Team Teaching](#) (3:08)

## **Research and Evidence-Based Instruction and Assessment**

Using research-based strategies in your instruction will ensure that students are receiving the best instruction possible. Even veteran teachers need to keep themselves up to date on current research to plan lessons.

### **Evidence-Based Planning and Presentation**

This topic highlights the following key concepts:

- sources of current research and evidenced-based information
- benefits of research and evidence-based planning
- application of current research and evidence-based instructional strategies
- research and evidence-based instructional strategies selected for a standards-based lesson plan

### **Read and Reflect: Research-Based Instructional Approaches in the Classroom**

In *Methods for Effective Teaching: Meeting the Needs of All Students* by Burden and Byrd, review chapters 5, 6 and 7. In [chapter 5](#) dealing with *teacher-centered strategies*, pay close attention to the various types of direct instruction strategies and types of questioning strategies. In [chapter 6](#) dealing with *student-centered strategies*, pay close attention to the various types of social instruction strategies, inductive strategies, and independent strategies. In [chapter 7](#) dealing with *strategies that promote understanding, thinking and engagement*, pay close



attention to the strategies like summary frames, the SIOP model and reciprocal teaching.

- What are the similarities and differences in social instructional approaches, direct instructional approaches and independent instruction approaches?
- Why is it important for a teacher to consider the "type" of strategy used when teaching a certain concept or skill?

### **Connect: Incorporating Research-Based Strategies**

Consider the following scenario:

- A second-grade teacher conducts small-group reading on a daily basis. The purpose of the small-group instruction is to target needs specific to each student's reading level. The concept of oral reading fluency (oral reading rate) is practiced daily. When the teacher pulls the lower-level reading group, she begins with flashcards. Then the students go on to read a short story on their level. The teacher is not pleased with the progress of her students in this reading group. Their latest round of assessments indicates that their reading levels are not improving.

#ResearchBased

\*Post to course chatter

Share an example of a research-based strategy you would use to promote reading fluency with the students. Describe how the teacher would use this strategy in this classroom.

Post your response with the hashtag #ResearchBased. This is an opportunity to engage in direct discussion with other aspiring teachers at WGU: wearch for responses from your classmates (within the Course Chatter, use ctrl-f to open the search feature, then search for "#ResearchBased"). Review some of your peers' responses, and post follow-up questions or comments.

### **Reflect: How Research Supports Teaching and Learning**

As a teacher, you will learn valuable strategies and activities from your peers, administrators, and support staff. Professional development conferences, in-service trainings, reading educational articles and journals all help ensure that teachers are kept up to date with current trends in education and research.

Read the following:

- [Research: How It Supports Teaching and Learning](#)

Consider the following question:

- As a teacher, how will you strive to be a lifelong learner?

## **Engagement**



In order for true learning to take place, students must be engaged. There are many strategies that can be implemented to ensure that students have an engaging learning experience. This section will focus on helping you understand and encourage engagement in your classroom.

## **Active Engagement**

This topic highlights the following key concepts:

- types of active participation strategies
- active participation and student success
- including types of active participation strategies at appropriate frequency in lesson plans
- justification for the selection of active participation strategies that align with standards or learning goals

### **Read: Teacher-Centered Strategies**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 134–138 of chapter 5 \("Teacher-Centered Instructional Strategies"\)](#)

Pick two strategies from this reading that you feel are effective and that you would one day like to implement in your classroom. In your learning journal, explain why you would like to implement these strategies.

### **Read: Student-Centered Strategies**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- pages 145–166 of [chapter 6 \("Student-Centered Instructional Strategies"\)](#)

Pick two strategies from this reading that you feel are effective and that you would one day like to implement in your classroom. Create a Venn diagram in your learning journal comparing the two strategies.

### **Watch: Active Participation Strategies**

In your learning journal, list the following strategies:

- Pair and Share
- 3-Step Interview
- Jigsaw
- Structured Academic Controversy
- Inside Outside Circles
- Kinesthetic Learning

As you watch the following video, take notes on these different strategies.

Watch the following videos from [Module 3 Topic A](#) (11 min.) of Educational Impact: Designing Lessons to Inspire Thinking and Learning:



- Try this strategy: PAIR and SHARE
- Try this Strategy: A 3 Step Interview
- Try this Strategy: A Jigsaw
- Try this Strategy: Structured Academic Controversy
- Try this Strategy: Inside Outside Circles
- Try this Strategy: Kinesthetic Learning

Summarize key points of each strategy in your learning journal. Then reflect on each strategy. Is there one that you feel is more effective than others?

### **Read: Engagement in the Classroom**

There are many strategies a teacher can implement to promote active engagement in the classroom. Some activities are student-centered, and some are more teacher-centered. When used properly, these strategies can promote thinking, understanding, and a higher level of learning.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 181–187 of chapter 7 \("Strategies That Promote Understanding, Thinking, and Engagement"\)](#)
- [pages 214–216 of chapter 8 \("Managing Lesson Delivery"\)](#)

Take note of any strategies that you would like to someday incorporate into your classroom. Write your reflections in your learning journal.

### **Active Engagement: Experiential and Problem-Based Learning**

This topic highlights the following key concepts:

- problem-based learning models
- integrating problem-based learning into lesson plans
- relevancy of specific learning activities for different age groups
- benefits and drawbacks of experiential or problem-based learning
- developing standards-based, problem-based lesson plans

### **Read: Problem-Based Learning**

- [pages 155–156 of chapter 6 \("Student-Centered Instructional Strategies"\)](#)

### **Read: Generating and Testing Hypothesis**

Teachers can implement hypothesis testing in any area of the curriculum. Two approaches, inductive and deductive, can be implemented when creating and testing a hypothesis.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 181–182 of chapter 7 \("Strategies That Promote Understanding, Thinking, and Engagement"\)](#)



In your learning journal, describe the six types of tasks that can be implemented to engage students in generating and testing hypotheses.

### **Explore Experiential and Problem-Based Learning**

Implementing problem-based learning into the classroom is a way to promote higher-order thinking skills. Although this approach is student-centered, a teacher must prepare for authentic learning to take place.

Create a KWL (what I know, what I want to know, what have I learned) chart in your learning journal about problem-based learning. You can learn more about KWL charts on the following web page:

- [KWL Charts](#)

Fill out your KWL chart as you review the following websites:

- [Problem-Based Learning](#)

Evaluate the benefits and drawbacks of experiential or problem-based learning in your learning journal. Answer the following questions:

- What do you feel the merits of this type of approach might be?
- What might be the challenges?

Write your reflections in your KWL chart.

## **Integrating Learning Across the Curriculum**

Effective learning takes place when students make connections between curricular areas. When planning instruction, teachers should plan activities that incorporate prior learning (what students already know) and include other areas of the curriculum whenever possible. This helps students make connections and gain interest in what they are learning.

### **Prior Learning**

This topic highlights the following key concepts:

- components of lesson plans that incorporate prior learning
- importance of activating prior learning to the learning process
- age-appropriate resources that activate prior learning
- activating prior learning using both oral and written strategies
- strategies that align with state standards and are age appropriate

### **Read: Assessing Students' Prior Knowledge**

As a teacher, you will need to know the aims, goals, and objectives that are going to be taught. However, it is equally important to have an understanding of the students to better prepare the instruction.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:



- [pages 78–81 of chapter 3 \("The Fundamentals of Planning"\)](#)

Think about how a teacher would use this information to create lessons. Answer the "What Would You Decide" questions on page 81 in your learning journal.

### **Read: Incorporating Prior Learning**

Various strategies can be modified and implemented to help students activate their prior knowledge. Read the following articles and reflect on specific strategies you can use to activate students' prior knowledge:

- [Building and Activating Background Knowledge](#)
- [Accessing Students' Background Knowledge in the ELL Classroom](#)

## **Metacognition**

This topic highlights the following key concepts:

- components of a lesson plan that incorporate student metacognition
- how metacognition can enhance learning across the curriculum
- how metacognition can be used to assess the success of a lesson plan
- a justification for the design of a lesson plan that incorporates metacognition
- age-appropriate and standards-based lessons that incorporate metacognition

### **Read: Objectives Within the Learning Domains**

Incorporating metacognition in the classroom begins with selecting objectives that support this process.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 99–105 of chapter 4 \("Planning Lessons and Units"\)](#)

#Metacognition

\*Post to course chatter

What are the challenges that teachers might experience when teaching lessons with objectives in the affective domain dealing with attitudes, values and emotions? Post your response with the hashtag #Metacognition. This is an opportunity to engage in direct discussion with other aspiring teachers at WGU: search for responses from your classmates (within the Course Chatter, use ctrl-f to open the search feature, then search for "#Metacognition"). Review some of your peers' responses, and post follow-up questions or comments.

### **Watch: Incorporating Metacognition**

Watch the following video from [Module 2 Topic C](#) (6 min.) of Educational Impact: Charlotte Danielson's Teaching Framework:

- Middle School Math: Use of Formative Assessment (components 2A, 2B, 2E)



Answer the following questions in your learning journal about how the teacher incorporates metacognition into the lesson:

- Why do you think he chose the approach he uses in the lesson?
- What are some examples of metacognition being implemented?
- Would you approach this lesson differently? Why or why not?

### **Read: Promoting Thinking**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 180–186 of chapter 7 \("Strategies That Promote Understanding, Thinking, and Engagement"\)](#)

### **Analyze: Effective Experiences**

Consider the following scenario:

- A second-grade teacher conducts daily small reading groups. These homogeneous groups consist of students with similar skill and ability levels. One of the teacher's groups are considered to have higher reading abilities and read with a greater rate of fluency than the other second-grade students. While in their reading groups, the teacher instructs them to read from their basal reader in a "round-robin" format (each student reads aloud one after another).

Answer the following questions in your learning journal:

- What types of metacognition would be appropriate and effective for this age group?
- How might this teacher modify this activity to include metacognition?
- How would this benefit the students?

## **Civil Discourse**

This topic highlights the following key concepts:

- civil discourse in lesson plans
- enhancing learning across the curriculum with civil discourse
- justification for the design of integrated public discourse lesson plans
- civil discourse in age-appropriate lessons

### **Read: Civil Discourse in the Classroom**

Read [Civil Discourse in the Classroom](#). Reflect on the following questions as you read:

- What is civil discourse and how does it promote societal good?
- As a teacher, how will you intentionally give a voice to all the students in your classroom?
- How can a teacher work with students in developing "ground rules" for civil discourse in the classroom?

## **Integrated Curriculum**





This topic highlights the following key concepts:

- activation of prior learning
- integration of multiple disciplines in lesson plans
- relevancy and interest of specified age group
- integration of reading and writing instructional goals into lessons in other content areas

**Read: Implications for Diverse Classrooms**

The following reading activity provides a framework for how one should make considerations for those with specific learning needs.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- pages 26–39 of [chapter 2 \("Knowing Your Students"\)](#)

**Literacy and Language in the Content Areas**

Read the following article:

- "[Reading in the Content Areas: Strategies for Success](#)"

In your journal or notebook, identify the differences between the following types of readers identified in the article:

- proficient readers
- struggling readers

How can content area teachers support readers in their classrooms?

**Teaching Content Knowledge and Reading Strategies**

Read the following article:

- "[Teaching Content Knowledge and Reading Strategies in Tandem](#)"

In your journal or notebook, identify one discipline-specific reading strategy discussed in the article and discuss how it can be incorporated into the strategies that you reviewed in the Common Core State Standards or the local standards (use the [State-Specific Standards](#) page to find the relevant standards).

**Watch: Integrating Areas**

Watch the following videos from [Module 2 Topic D](#) of Educational Impact: The Inclusion Breakthrough: Integrating Students with Special Needs:

- A Classroom Example of an Integrated Lesson (3 min.)
- Classroom Demo: Moving from History to Literature Lesson (4 min.)

Reflect on the following questions:



- How did this teacher in the first video integrate more than one area of the curriculum?
- How does the teacher in the second video integrate history and literature?
- What would you do in your classroom?
- How might this be applied to younger students?

## Grouping

Grouping can be an excellent way for students to not only learn but also to grow socially. There are numerous ways teachers can group their students in the classroom. Considerations need to be made to ensure that grouping is appropriate and will help meet the goals of the lesson. Strategies also need to support the specific learning needs of all students, including those with special learning needs.

### Grouping Strategies

This topic highlights the following key concepts:

- grouping strategies that facilitate equity pedagogy
- grouping strategies for specific learning goals
- grouping strategies that align with learning goals
- grouping strategies for specific ages

#### **Read: Grouping Students for Instruction**

The following section provides information about grouping. Before you begin reading, make sections in your learning journal to take notes on whole-group, small-group, and individual instruction.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- pages 194–197 of [chapter 8 \("Managing Lesson Delivery"\)](#)

Take some time to reflect in your learning journal on the various types of grouping presented and how you can incorporate them into your classroom. Select one or two subjects, and discuss how these group methods could be used during your instruction.

#### **Summarize: Types of Grouping Strategies**

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 157–166 of chapter 6 \("Student-Centered Instructional Strategies"\)](#)

This reading selection explains the various types of grouping strategies. Provide a summary in your learning journal for each of the following approaches:

- discussions
- cooperative learning
- panels and debates
- role-playing, simulations, and games
- learning centers and stations



- independent work and learning contracts

### **Reflect: Learning Centers**

Learning centers can be an effective approach in any classroom, but to ensure that meaningful learning occurs, teachers must plan effectively.

#LearningCenters

\*Post to course chatter

What guidelines need to be considered to ensure a smooth implementation of learning centers in the classroom? It might be helpful to focus on your subject area and grade level as you think about the types of centers that could be utilized.

Post your response with the hashtag #LearningCenters. This is an opportunity to engage in direct discussion with other aspiring teachers at WGU: search for responses from your classmates (within the Course Chatter, use ctrl-f to open the search feature, then search for "#LearningCenters"). Review some of your peers' responses, and post follow-up questions or comments.

## **Technology**

Technology is a powerful tool that can be incorporated into any lesson. However, it is imperative that teachers integrate technology appropriately and efficiently and consider the age and needs of the students.

### **Technology to Support Instruction**

This topic highlights the following key concepts:

- appropriate technology for various age groups
- technology tools that are available free to teachers
- components of lesson plans that effectively incorporate technology
- benefits and challenges of using technology as an instructional tool
- age-appropriate and goal-appropriate technology
- justifying the selection of technology specific lesson plans
- incorporating technology strategies in standards-based lesson plans
- applying the ISTE Standards for Educators

### **Explore: ISTE Standards for Educators**

The [ISTE Standards for Educators](#) provides a framework to guide teachers in integrating technology in meaningful ways. There are seven standards along with indicators that teachers can use to reflect on their practice and administrators can use to assess how well teachers are able to integrate technology in ways that amplify the curriculum. Explore each of the standards and reflect on how you will apply these standards enhance teaching and learning, promote collaboration your colleagues, and analyze student data to improve learning outcomes.



**Watch:** [What is the SAMR Model?](#)

The SAMR Model, developed by Dr. Ruben Puentedura, provides a way for teachers to reflect on their use of technology in the classroom and encourages them to integrate technology in meaningful ways that challenge students to apply what they are learning and to demonstrate understanding in creative ways. "SAMR" is an acronym that stands for Substitution, Augmentation, Modification, and Redefinition.

- Video: [What is the SAMR Model?](#)

**Read:** [SAMR and Bloom's](#)

This website by Kathy Schrock articulates ideas for how to ensure that your technology infused activities help to engage students in higher order thinking.

**Watch: Effective Technology Tools for Learning**

Watch these teaching examples that show what teachers can do to integrate technology into the classroom. What strategies did you find the most effective? What strategies did you find the least effective? Take note in your learning journal of any strategies you would like to implement.

Access the following video:

- [Technology Puts Every Student in the Front Row](#)

**Compare and Contrast: Technology at Different Learning Levels**

It is important that technology used in the classroom be purposeful and relevant. Teachers should ensure that the technology is relevant to what is being taught, and that the technology used is at the appropriate developmental level. Read and reflect on the readings below. Compare and contrast how technology is integrated at the various levels. Reflect on how you will effectively integrate technology into your classroom and align it with your learning goals.

- Read [Chapter 2 \("Using Technology to Differentiate by Interest"\)](#) in *Differentiating Instruction with Technology in K-5 Classrooms*
- Read [Chapter 3 \("Using Technology to Differentiate by Readiness"\)](#) in *Differentiating Instruction with Technology in K-5 Classrooms*
- Read [Engage Students by Embracing Technology](#)

**Create: Using Activities that Involve Interactive Whiteboard Technology**

When deciding to use technology in the classroom, teachers must first evaluate their own



knowledge of how to use a specific technology efficiently, and then they need to know the prior experience that students have with that technology. Interactive whiteboards have become very common in classrooms, and are used by teachers and students alike. Read the following article:

- [Teaching with Interactive Whiteboards](#)

Think about the ways you would like to integrate interactive whiteboard technology into your classroom. What are some activities that you could implement? In your learning journal, create three activities that you would like to implement using technology.

### **Explore: Virtual Field Trips**

Imagine being able to take your students on the adventure of a lifetime without having to leave the comfort of your classroom! Teachers can take their students on "virtual field trips" to museums, historical battle grounds, and other interesting venues. In fact, a teacher could even arrange for students to "meet" a person of interest virtually.

Explore the following resources to learn more about how this useful resource can be implemented.

Access the following resources:

- [How to Plan a Virtual Field Trip](#)
- [NASA Classroom](#)

### **Reflect: Technology in the Classroom**

Consider the following questions:

- What technologies are you most familiar with?
- Which technological tools would be most fitting for the content area?
- For the age you would teach, what types of technology would be appropriate?

In the school district, what types of technology are available or affordable?

### **Impacting Technology Integration in Schools**

Watch the video series on integrating technology in the classroom.

Access the following resource:

- [Using Technology to Learn How to Learn](#)

### **Read: Managing Computers in the Classroom**

Technology cannot be effective if it is not used properly. A teacher must implement rules and procedures so that equipment is not damaged or misused. In addition, a teacher needs to consider the students' knowledge of how to operate the equipment properly.

Read the following resource and reflect on how you would manage technology in your



classroom:

- [Technology Integration for the New 21st Century Learner](#)

## Using Data to Inform Instruction

In order to know whether students have learned the content and mastered given objectives, teachers must administer assessments. The results of these assessments can then be used to guide future instruction.

### Assessment-Driven Decision Making

This topic highlights the following key concepts:

- assessment strategies that are age-appropriate and are aligned with standards-based learning goals
- assessment strategies used to generate data
- assessment data generated from specific assessment strategies
- using assessment data to improve student learning success
- using assessment data to inform curriculum decisions and increase student success
- age-appropriate assessment strategies
- assessment strategies aligned with specified learning goals
- improving a lesson plan based on given assessment results

#### Read: What is Assessment?

On [page 285](#), three types of assessment are described. In your learning journal, provide a brief description of the following assessment types:

- pre-assessment
- formative assessment
- summative assessment

In your learning journal, compare norm-referenced and criterion-referenced evaluations.

Read the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- pages 282–309 of [chapter 11 \("Assessing Student Performance"\)](#)

In your learning journal, complete the "Discussion/Reflective Questions" on page 309.

Explain how assessment data can be used to inform curriculum decisions and increase student success.

#### Watch: Selecting Effective Assessment Tools

There are many types of assessments that can be implemented with students. However, a teacher must know which type is the most effective for each lesson.

Access the following resource:



- [How Should We Measure Student Learning?](#)

### **Watch: Importance of Assessment Types**

The following video series provides useful information about how assessments can be implemented in the classroom.

Access the following resource:

- [Assessments, Rubrics and Formative Assessments](#)

### **Reflect: Performance-Based Assessments**

In the following section of the textbook, you should pay particular attention to the list on [page 290](#), which includes a useful list of the types of products a teacher could require students to use instead of the traditional paper-and-pencil test.

Complete the "Classroom Case Study" activity on [page 300](#) in your learning journal.

### **Read: Rating Student Performances**

Consider the following scenario:

- A fifth-grade teacher plans a lesson on expository writing (i.e., writing that explains about a topic). The teacher instructs her students to write with voice and organization. She wants to assess the students using a rubric.

Develop a rubric that could be used to assess fifth-grade expository writing.

You may want to refer to [pages 292–294 in chapter 11 \("Assessing Student Performance"\)](#) of *Methods for Effective Teaching: Meeting the Needs of All Students*. These pages include information about creating rubrics.

### **Review: Achievement Tests**

Most states assess students yearly using standardized testing. These assessments are used to measure student progress.

Review the following pages in *Methods for Effective Teaching: Meeting the Needs of All Students*:

- [pages 304–307 of chapter 11 \("Assessing Student Performance"\)](#)

Identify the type of achievement test that your school district and/or state use. In your learning journal, explain the type of information these assessment provide. How might a teacher use the data from these tests to plan instruction?

## **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.