This course supports the assessments for EIA4. The course covers 13 competencies and represents 3 competency units.

Introduction

Overview
In the Instructional Planning and Strategies Course, you will use what you learned in the Foundations of Teaching domain to effectively and systematically plan lessons and then teach them in the manner that helps your students to best acquire knowledge and skills.

You will learn how to select, develop, and evaluate instructional materials as well as strategies to use to accomplish specific learning goals. Much like the students that you will teach, you will take the information that you have previously learned and use it (together with the information contained in this course) to write learning objectives, plan lessons, and pick instructional materials.

Watch the following video for an introduction to this course:

*Note: View the video in full screen at 720p for best results.*

Competencies

This course provides guidance to help you demonstrate the following 13 competencies:

- **Competency 602.1.1: Curriculum Alignment**
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.

- **Competency 602.1.2: Lesson Planning and Instructional Resource Identification**
  The graduate prepares appropriate lesson plans.

- **Competency 602.1.4: Learning Objectives**
  The graduate generates clear, relevant, measurable learning objectives to meet student needs and achieve program goals.

- **Competency 602.1.5: Instructional Materials Development**
  The graduate creates appropriate instructional materials.

- **Competency 602.1.6: Lesson Plan Adaptation**
  The graduate adapts instruction for individual and group student needs.

- **Competency 602.2.1: Grouping**
  The graduate understands, selects, and implements appropriate grouping strategies for instruction.

- **Competency 602.2.2: Instructional Approaches and Strategies**
  The graduate explains the features of research-based instructional approaches, identifies characteristics of effective instructional strategies, and demonstrates how to
use them.

- **Competency 602.2.3: Self Management**
  The graduate teaches students strategies to manage their own learning and behavior including goal setting, monitoring performance, and making appropriate decisions based on data.

- **Competency 602.2.4: Study Skills**
  The graduate understands the strategies students use to organize, retain, and recall information; and teaches study skills to students.

- **Competency 602.3.1: Start-of-Lesson Review**
  The graduate conducts a brief review of previously-taught information before beginning instruction on new content.

- **Competency 602.3.2: Lesson Introduction**
  The graduate introduces a lesson and goals to students.

- **Competency 602.3.3: Prior Knowledge Activation**
  The graduate activates students' prior knowledge before presenting new, related lesson content.

- **Competency 602.3.5: Content Restructuring**
  The graduate structures lesson content appropriately, using organizers to help students organize lesson skills and information.

**Teaching Dispositions Statement**
Please review the [WGU 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.

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.*

**VitalSource Navigational Video**  
**Print-On-Demand Option**

**Other Learning Resources**

You will use the following learning resources for this course.

**Lesson Planning Best Practices**

For this course, you will submit lesson plans to Taskstream. The **Lesson Planning Best Practices** resource is available to assist you in developing this important skill.

Please use this resource for this course and throughout the remainder of the program.

**Lesson Planning and Presentation**

You should learn the basics of developing goals and objectives that align with state or district standards. You should also study direct instruction and how to begin presenting a lesson.
If you and your students do not have a clear idea about the learning objective, then it will be very difficult to determine if learning has occurred. Clearly stated objectives are a roadmap for you and your students because they outline exactly what, how, and when learning has occurred.

Direct instruction is a teaching model that includes specific steps such as lesson introduction, anticipatory set, procedures, guided practice, and independent practice. Every lesson needs to help students connect to previously learned information and to build on prerequisite knowledge and skills.

**Writing Learning Objectives**

Reflect on the following questions as you complete the activities for this topic:

- Why are learning objectives important to lesson planning?
- How do learning objectives help student learning?

This topic addresses the following competencies:

- **Competency 602.1.1: Curriculum Alignment**
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.

- **Competency 602.1.4: Learning Objectives**
  The graduate generates clear, relevant, measurable learning objectives to meet student needs and achieve program goals.

- **Competency 602.3.1: Start-of-Lesson Review**
  The graduate conducts a brief review of previously-taught information before beginning instruction on new content.

- **Competency 602.3.2: Lesson Introduction**
  The graduate introduces a lesson and goals to students.

**Learning Objectives and Assessment**

Read the following sections in the *Measurement and Assessment in Teaching* text:

- chapter 2 ("The Role of Measurement and Assessment in Teaching")
- chapter 3 ("Instructional Goals and Objectives: Foundation for Assessment")
- appendix A ("Taxonomy of Educational Objectives")
- appendix D ("Relating Assessment Procedures to Instructional Objectives")

Also, read the following chapter in *Effective Teaching Methods: Research-Based Practice*:

- chapter 4 ("Unit and Lesson Planning")

Then, create an outline for each chapter or appendix that summarizes the important information about writing learning objectives.
Good Learning Objectives

Practice writing good learning objectives. All learning objectives must include:

- a behavior (i.e., the specific student behavior to be attained),
- a condition (i.e., the condition by which that behavior must be demonstrated), and
- a criterion (i.e., the students' proficiency level to be attained).

Try your hand at creating objectives. Write at least three objectives for a grade level and subject area of your choice (e.g., third-grade reading). Be sure to include the specific behavior, the condition, and the criterion for each objective.

602.1.4-02 Performance Task

Complete the following task in Taskstream:

- ETP: Inst. Planning & Strategies: Task 602.1.4-02

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

Curriculum Alignment and Development

As a teacher candidate, you should learn about developing curriculum and the importance of aligning unit plans to standards. You should also learn about the relationship between lesson and unit plans.

As you study this section, reflect on the following questions:

- How can curriculum be aligned to standards?
- Why is this important?

This topic addresses the following competencies:

- **Competency 602.1.1: Curriculum Alignment**
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.

- **Competency 602.1.4: Learning Objectives**
  The graduate generates clear, relevant, measurable learning objectives to meet student needs and achieve program goals.

- **Competency 602.3.1: Start-of-Lesson Review**
  The graduate conducts a brief review of previously-taught information before beginning instruction on new content.

- **Competency 602.3.2: Lesson Introduction**
  The graduate introduces a lesson and goals to students.

Alignment: Matching Objectives to Standards
Review the following section in *Effective Teaching Methods: Research-Based Practice*:

- *chapter 4* ("Unit and Lesson Planning")

Also, read or review the following chapters in *Measurement and Assessment in Teaching*:

- *chapter 2* ("The Role of Measurement and Assessment in Teaching")
- *chapter 3* ("Instructional Goals and Objectives: Foundation for Assessment")

Search the Internet and locate your state board of education's website, and then find the page for your state's standards.

*Note: You should bookmark your state board of education's website (or more specifically, the web page with your state's standards). It will be important for you to know where this page is now and throughout your career.*

**Direct Instruction**

Reflect on the following questions as you complete the activities for this topic:

- What is "direct instruction"?
- What are some of the critical elements of direct instruction?

This topic addresses the following competencies:

- **Competency 602.1.1: Curriculum Alignment**
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.

- **Competency 602.1.4: Learning Objectives**
  The graduate generates clear, relevant, measurable learning objectives to meet student needs and achieve program goals.

- **Competency 602.3.1: Start-of-Lesson Review**
  The graduate conducts a brief review of previously-taught information before beginning instruction on new content.

- **Competency 602.3.2: Lesson Introduction**
  The graduate introduces a lesson and goals to students.

**Teaching Directly**

Review the following chapter in *Effective Teaching Methods: Research-Based Practice*:

- *chapter 4* ("Unit and Lesson Planning")

Read the following chapter in *Educational Psychology: Theory and Practice*:

- *chapter 7* ("The Effective Lesson")
Use a Venn diagram or a T-chart to compare and contrast models of an effective direct instruction lesson. Keep this in your notebook for reference.

**Beginning the Lesson**

As you study this section, reflect on the following questions:

- What are some of the fundamentals of beginning a lesson?
- Why is it important to prepare students for the beginning of the lesson?

This topic addresses the following competencies:

- **Competency 602.1.1: Curriculum Alignment**
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.

- **Competency 602.1.4: Learning Objectives**
  The graduate generates clear, relevant, measurable learning objectives to meet student needs and achieve program goals.

- **Competency 602.3.1: Start-of-Lesson Review**
  The graduate conducts a brief review of previously-taught information before beginning instruction on new content.

- **Competency 602.3.2: Lesson Introduction**
  The graduate introduces a lesson and goals to students.

**Stating Objectives**

Review the following section in *Effective Teaching Methods: Research-Based Practice*:

- pages 138–140 of chapter 4 ("Unit and Lesson Planning")

Review also the following section in *Educational Psychology: Theory and Practice*:

- pages 201–202 of chapter 7 ("The Effective Lesson")

**WGU Lesson Plan Best Practices**

Open the [Lesson Plan Best Practices](#) document. Read the introductory information and watch the video under Lesson Plan Section One.

**Lesson Planning and Prerequisite Knowledge**

As a teacher candidate, you should learn the fundamentals of plans that are consistent with state and national standards. You should also learn the importance of using student prerequisite knowledge to guide lesson plan development.

Standards-based education relies on alignment of learning objectives with state and national standards. Preparing lessons that are aligned with state and local standards is a critical step in designing curriculum. Local and national efforts to focus on standards and assessment often
require that teachers carefully plan their instruction so as to provide creative, learning-centered experiences that help all students meet the standards.

Lesson planning involves the careful orchestration of learning experiences, procedures, and materials that will enable students to meet learning goals. Activating prior knowledge is critical as students begin and progress through lessons. Cueing, questioning, and advance organizers are strategies teachers might use to activate prior knowledge.

**Lesson Planning**
As you study this section, reflect on the following questions:

- Teachers may lament about lesson planning, but what does it really mean to plan for the lesson?
- What is necessary to do it correctly?

This topic addresses the following competencies:

- **Competency 602.1.2: Lesson Planning and Instructional Resource Identification**
  The graduate prepares appropriate lesson plans.

- **Competency 602.3.3: Prior Knowledge Activation**
  The graduate activates students' prior knowledge before presenting new, related lesson content.

- **Competency 602.3.5: Content Restructuring**
  The graduate structures lesson content appropriately, using organizers to help students organize lesson skills and information.

**Start Planning**

Read or review the following chapters in *Effective Teaching Methods: Research-Based Practice*:

- chapter 1 ("The Effective Teacher")
- chapter 4 ("Unit and Lesson Planning")

Review the following chapter in *Educational Psychology: Theory and Practice*:

- chapter 7 ("The Effective Lesson")

Review the following chapter in *Measurement and Assessment in Teaching*:

- chapter 3 ("Instructional Goals and Objectives: Foundation for Assessment")

In your notebook generate a list of at least eight questions to ask yourself before you plan lessons. The following are example questions:

- What is the knowledge level for this lesson?
- How will this lesson provide for diversity?

**WGU Lesson Plan Best Practices**
Open the Lesson Plan Best Practices document. Watch the videos under Lesson Plan Section Two and Lesson Plan Section Three.

Review the sample lesson plan. Identify the various components found in the lesson plan and compare with what you viewed in the video.

**Locating Lesson Plans**

Locate a good, online resource for reputable lesson plans.

Post the link to a pertinent discussion thread in the learning community along with an explanation for why you find it to be such a good resource.

**602.1.1-03, 04, 08 and 602.1.2-03, etc Performance Tasks**

Complete the following in Taskstream:

- ETP: Inst. Planning & Strategies: 602.1.1-03, 04, 08
- ETP: Inst. Planning & Strategies: 602.1.2-03, etc

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

**Prior Knowledge Activation: Prerequisite Knowledge and Skills**

Reflect on the following as you complete the activities for this topic:

- What role does the information that students already have play in learning new information?
- How can teachers use this information to plan and present new information?
- Why is it important to review information from previous lessons at the beginning of instructional presentations?

As a teacher candidate, you should learn the role that prior knowledge has in learning and in lesson presentation. You should also learn how to help students organize lesson skills and information.

This topic addresses the following competencies:

- **Competency 602.1.2: Lesson Planning and Instructional Resource Identification**
  The graduate prepares appropriate lesson plans.
- **Competency 602.3.3: Prior Knowledge Activation**
  The graduate activates students' prior knowledge before presenting new, related lesson content.
- **Competency 602.3.5: Content Restructuring**
  The graduate structures lesson content appropriately, using organizers to help students organize lesson skills and information.

**Prerequisite Knowledge and Skills**

Read the following in *Educational Psychology: Theory and Practice*:
Then review the following sections in *Effective Teaching Methods: Research-Based Practice*:

- page 140 - chapter 4 ("Unit and Lesson Planning")
- pages 233-234 - chapter 7 ("Teaching Strategies for Direct Instruction")

In your notebook, reflect on the purposes of review and its importance in the student learning process.

**Evaluating, Selecting, and Developing Materials**

Part of the lesson planning process is evaluating, selecting, and developing materials that will help students meet the learning objectives for the lesson. As you work through this section, consider the following:

- How do instructors evaluate, select, and develop dynamic and engaging material that will aid students in meeting learning objectives for the lesson?
- What are the components an instructor needs (that you will need to compile and be aware of) in order to choose material that meets objectives effectively?

As a teacher candidate, you should learn about selecting and evaluating lesson materials.

**Selecting and Evaluating Materials**

As a teacher candidate, you should develop an understanding of the criteria to use in selecting material that will promote student learning.

Reflect on the following questions as you complete the activities for this topic:

- How can teachers select materials that will promote student learning?
- Why is this important?

This topic addresses the following competencies:

- **Competency 602.1.1: Curriculum Alignment**
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.
- **Competency 602.1.5: Instructional Materials Development**
  The graduate creates appropriate instructional materials.

**Study Tip: Materials Selection**

Choose three instructional materials (one electronic and two from other sources) that you might
use for a future lesson plan.

There are various types of instructional materials:

- textbooks
- video or audio recordings
- instructional computer programs
- websites and web pages
- CD-ROMs
- other electronic media

### 602.1.1-03, 04, 08 and 602.1.5-07 Performance Tasks

Complete the following task in Taskstream:

- ETP: Inst. Planning & Strategies: Task 602.1.1-03, 04, 08
- ETP: Inst. Planning & Strategies: Task 602.1.5-07

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

### Instructional Materials Development

As a teacher candidate, you should develop an understanding of how to use graphic aids, bulletin boards, games, and simulations that will promote student learning.

Reflect on the following questions as you complete the activities for this topic:

- How do graphic aids, bulletin boards, games, and simulations promote student learning?
- How can these tools be used to teach?

This topic addresses the following competencies:

- **Competency 602.1.1: Curriculum Alignment**
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.

- **Competency 602.1.5: Instructional Materials Development**
  The graduate creates appropriate instructional materials.

### Bulletin Boards

Read the following section in the *Instructional Technology and Media for Learning* text:

- pages 227-228 of chapter 8 ("Instructional Materials and Displays: Using Media to Engage Learners")

Scour the Internet for bulletin boards that teach and are incorporated within a lesson. Take pictures of the boards or copy them from the Internet and then keep them as a part of your
toolkit for your use during demonstration teaching (DT) and in your own classroom

**602.1.5-02, 602.1.5-05, and 602.1.4-02 Performance Tasks**

Complete the following task in Taskstream:

- ETP: Inst. Planning & Strategies: Task 602.1.5-02
- ETP: Inst. Planning & Strategies: Task 602.1.5-05
- ETP: Inst. Planning & Strategies: Task 602.1.4-02

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

### Information Processing

Review or read the following chapter in *Educational Psychology: Theory and Practice*:

- chapter 6 ("Information Processing and Cognitive Theories of Learning")
- page 218 of chapter 7 ("The Effective Lesson")

Read about advance organizers in the following pages in *Effective Teaching Methods: Research-Based Practice*:

- pages 270–281 of chapter 8 ("Teaching Strategies for Indirect Instruction")

Read or review the following chapters in the *Instructional Technology and Media for Learning* text:

- chapter 3 ("Visual Principles: Designing Effective Materials")
- chapter 9 ("Visuals: Enhancing Learning with Visuals")

Think of examples to illustrate the goals of visual design. Record your thoughts in your notebook.

### Games and Simulations

Review the following chapter in *Effective Teaching Methods: Research-Based Practice*:

- chapter 4 ("Unit and Lesson Planning")

Review the following chapter in *Educational Psychology: Theory and Practice*:

- chapter 9 ("Questioning Strategies")

### Lesson Plan Adaptation

As a teacher candidate, you should learn how to adapt lesson plans to meet the specific learning needs and styles of students.

The diversity of learners in every classroom requires that teachers adapt lesson plans to meet
all learning needs. By focusing on learning objectives teachers can find ways to allow students with various learning styles and exceptionalities to meet learning goals by adapting how they acquire and demonstrate knowledge.

**Adapting Lesson Plans**
Reflect on the following question as you complete the activities for this topic:

- What are some methods that can be employed when adapting lesson plans?

This topic addresses the following competency:

- **Competency 602.1.6: Lesson Plan Adaptation**

The graduate adapts instruction for individual and group student needs.

**The Purpose of Adapting Lesson Plans**

Read the following chapter in *Effective Teaching Methods: Research-Based Practice*:

- chapter 2 ("Understanding Your Students")

**602.1.6-04 Performance Task**

Complete the following task in Taskstream:

- ETP: Inst. Planning & Strategies: Task 602.1.6-04

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

**Grouping**

As a teacher candidate, you should learn the purpose for using grouping strategies for instruction.

There are many times during instruction when teachers organize students into learning groups. It is important to understand characteristics and purposes of different types of groupings and to make appropriate grouping choices so students learn effectively.

Once a decision is made about grouping, teachers need to provide clear instructions, role expectations, and feedback about working in groups. Teachers must also be skilled in adjusting group size based on need.

**Grouping Students for Instruction**

As a teacher candidate, you should learn grouping strategies and how to implement them for instruction.

Reflect on the following questions as you complete the activities for this topic:

- Which strategies do teachers use to group students?
- Why do students need to be grouped for instruction?
This topic addresses the following competency:

- **Competency 602.2.1: Grouping**
  The graduate understands, selects, and implements appropriate grouping strategies for instruction.

**The Purposes for Heterogeneous/Homogeneous Groups**

Read the following chapter in *Effective Teaching Methods: Research-Based Practice*:

- chapter 11 ("Cooperative Learning and the Collaborative Process")

Also, review the following chapter in *Educational Psychology: Theory and Practice*:

- chapter 9 ("Questioning Strategies")

In your notebook, make a Venn diagram that identifies reasons for using heterogeneous and homogeneous instructional groups.

**Effective Homogeneous Groups**

You should learn about different kinds of groups.

Read in *Effective Teaching Methods: Research-Based Practice*:

- chapter 8 ("Teaching Strategies for Indirect Instruction")

Also read the following pages in *Educational Psychology: Theory and Practice*.

- pages 221–222 of chapter 7 ("The Effective Lesson")
- pages 244–249 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")
- page 273 of chapter 9 ("Accommodating Instruction to Meet Individual Needs")

**Different Kinds of Groups**

Read the following articles about different types of groups:

- "Grouping Students for Instruction"
- "Grouping Practices and Reading Outcomes for Students With Disabilities"
- "Grouping Children For Instruction: Some Guidelines"

**602.2.1-15,16 Performance Task**

Complete the following task in Taskstream:


For details about this performance assessment, see the "Assessment" tab in this course.
Instructional Strategies and Approaches

As a teacher candidate, you should learn the characteristics of effective instructional strategies.

There is not one right way to teach. However, some instructional strategies are more effective in helping students acquire facts, procedures, and concepts. Teachers must determine which instructional strategies to use when designing and implementing lessons.

This section identifies characteristics of effective instructional strategies.

**Instructional Strategies**

As a teacher candidate, you should learn how to choose the best strategy to help students achieve objectives.

Reflect on the following questions as you complete the activities for this topic:

- How can teachers determine which are the best instructional strategies?
- How can these strategies be identified?
- Where do you find them?

This topic addresses the following competency:

- **Competency 602.2.2: Instructional Approaches and Strategies**
  
The graduate explains the features of research-based instructional approaches, identifies characteristics of effective instructional strategies, and demonstrates how to use them.

**Instructional Approaches and Strategies**

Read or review the following chapters in *Effective Teaching Methods: Research-Based Practice*:

- chapter 7 ("Teaching Strategies for Direct Instruction")
- chapter 8 ("Teaching Strategies for Indirect Instruction")
- chapter 9 ("Questioning Strategies")

Distinguish between implicit and explicit instruction.

Now, review the following chapter in *Effective Teaching Methods: Research-Based Practice*:

- chapter 4 ("Unit and Lesson Planning")

Think of ways to employ technology as an instructional strategy.

**Performance Task: Research-Based Instructional Approaches**

Choose the research-based instructional approach you can see yourself employing the most. In your notebook, describe this approach and reflect on how you see yourself using it in the classroom.
602.2.2-06 Performance Task

Complete the following task in Taskstream:

- ETP: Inst. Planning & Strategies: Task 602.2.2-06

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

Self-Management and Study Skills

As a teacher candidate, you should learn how to help students develop self-regulation strategies and how to study.

Self-regulation is the ability to control all aspects of one's own learning. Self-regulation includes the elements of "planning," "monitoring," and "evaluating," and allows students to take charge of their own learning. Students learn to become self-regulating by developing metacognitive strategies. Teachers have an obligation to help students learn effective self-regulation strategies.

In order to learn effectively students must process and store information in their memory systems. Additionally, they must be able to remember the information when necessary. Teachers play a tremendous role in helping students learn how to learn and how to study.

The following information is intended to help you understand how students encode, store, and remember information. Strategies for learning and studying are provided.

Self-Regulation Skills

As a teacher candidate, you should learn how to help students become responsible for their own learning.

Reflect on the following questions as you complete the activities for this topic:

- Why is it important to teach students to become responsible for their own learning?
- What are some strategies that students can use for self-regulation?

This topic addresses the following competencies:

- **Competency 602.2.3: Self Management**
  The graduate teaches students strategies to manage their own learning and behavior including goal setting, monitoring performance, and making appropriate decisions based on data.

- **Competency 602.2.4: Study Skills**
  The graduate understands the strategies students use to organize, retain, and recall information; and teaches study skills to students.

Self-Regulation

Read the following sections in *Educational Psychology: Theory and Practice*: 
As you learn to help your students to self-regulate their learning, reflect on your own learning.

- Which strategies do you employ to regulate your learning?
- How does understanding how you learn help you to teach your students?

Record your thoughts in your notebook.

Self-Management

Read the following chapter in *Effective Teaching Methods: Research-Based Practice*:

- chapter 10 ("Self-Directed Learning")

Read the following chapter in the *Creating Literacy Instruction for All Students* text:

- chapter 9 ("Reading and Writing in the Content Areas and Study Skills")

Using self-regulation, self-directed learning strategies, and classroom management principles, think of ways to help students become responsible learners.

Together with the teacher you are working with through your PCE placement, develop a plan for helping students to become more responsible.

*Note: Keep this information to use when you complete your performance tasks in Taskstream.*

Study Skills

As a teacher candidate, you should learn to help students in the development of study strategies that enhance their learning.

Reflect on the following questions as you complete the activities for this topic:

- How can you help students to develop study strategies to enhance their learning?
- How might students accomplish this by themselves?

This topic addresses the following competencies:

- **Competency 602.2.3: Self Management**
  The graduate teaches students strategies to manage their own learning and behavior including goal setting, monitoring performance, and making appropriate decisions based on data.

- **Competency 602.2.4: Study Skills**
  The graduate understands the strategies students use to organize, retain, and recall
information; and teaches study skills to students.

**Locution and Pronunciation Skills**

Read or review the following sections in *Creating Literacy Instruction for All Students*:

- pages 222–226
- chapter 6 ("Building Vocabulary")
- pages 423–427

Also, read the following section in *Educational Psychology: Theory and Practice*:

- pages 481–482 of chapter 14 ("Standardized Tests and Accountability")

Once you have done this, list the following in your notebook:

- one strategy to help students pronounce words in text
- one strategy to help students locate word meanings
- one strategy to help students learn how to use glossaries.

**602.2.3-03 and 602.2.4-05 Performance Task**

Complete the following task in Taskstream:

- ETP: Inst. Planning & Strategies: Task 602.2.4-05
- ETP: Inst. Planning & Strategies: Task 602.2.3-03

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