Effective Teaching Practices: Instructional Planning and Strategies, Instructional Presentation and Follow-up, Instructional Planning, Strategies & Presentation Integration

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Instructional Planning, Strategies, Presentation and Follow-up. Your competency will be assessed as you complete a series of two performance assessments (EIT4/5 and ETT4/5) and in on the objective exam, (EIO4 or EIO5). Depending on your educational background and work experience, this Course of Study may take up to fourteen weeks. Following sequentially in the order of weeks is an important part of your assessment preparation. The intention of this document is to aid you in learning independently and provides several learning methods to allow you to gain and then demonstrate your competency. As with any learning activity, steps may be completed more quickly than noted below or they could take the full amount of time indicated. We suggest the pacing as a guide to the amount of time you should take to develop the competencies necessary and prepare to complete the required assessment on time. Completing your assessments with the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

Welcome to Effective Teaching Practices! Effective teaching depends on effective planning. Teachers need to devote systematic thought to what they want students to learn and to how students will best acquire knowledge and skills. Candidates learn how to select, develop, and evaluate instructional materials as well as strategies to use to accomplish specific learning goals. Teachers plan for effective instruction and then implement the plans. Interactive teaching includes all of the details that evidence themselves during presentation of lessons. Just as learning is a process, so is teaching. Teachers plan lessons and then present them. They use information about the lesson presentation to make appropriate changes to improve both student achievement and lesson presentation. Chalu Harris, M.Ed., and Susie Richards, M.Ed., are your course mentors for this Course of Study. They have experience in both elementary and secondary classrooms. Both have worked to provide professional development for teachers and are excited to work with you to help you to successfully complete Instructional Planning & Strategies, Instructional Presentation & Follow up, and Instructional Planning, Strategies & Presentation Integration assessments. Chalu will work with you primarily on Instructional Planning and Strategies. Susie will work with you on Instructional Presentation and Follow-Up. They will work as a team to aid you in successfully preparing for the Instructional Planning, Strategies and Presentation Integration objective assessment. Their contact information is as follows:

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                                 Wednesday, 8:00 a.m. to 3:00 p.m., Pacific Time Zone
                                 Thursday, 8:00 a.m. to 3:00 p.m., Pacific Time Zone
                                 Friday, 8:00 a.m. to 3:00 p.m., Pacific Time Zone

Competencies
There are several academic competencies associated with this Course of Study that will be addressed sequentially over the next several weeks. The list is a good overview of precisely what you will know and be able to do at the conclusion of this Course of Study and demonstrate through assessment.

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 & 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 602.3.4 - Content Explanation and Demonstration**
The graduate provides explicit explanations and demonstrations of the knowledge, skills, concepts, attributes, and/or thinking processes of the lesson.

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

**Competency 602.3.6 - Examples**
The graduate provides illustrations and concrete examples.

**Competency 602.3.7 - Materials/Resources Used for Instruction**
The graduate provides illustrations and concrete examples.

**Competency 602.3.8 - Questioning and Feedback**
The graduate explains effective questioning and feedback and provides students with information about their behavior and learning progress.

**Competency 602.3.9 - Academic Monitoring**
The graduate explains the importance of actively monitoring student performance and uses a variety of monitoring procedures to identify student performance on tasks presented during teacher-directed and independent work.

**Competency 602.3.10 - Time Management**
The graduate maximizes instructional time in the school day and within lessons.

**Competency 602.3.11 - Instructional Adjustment**
The graduate adjusts lesson procedures and content during instruction in response to student performance.

**Competency 602.3.12 - Re Teaching**
The graduate understands and uses reteaching purposes and methods.

**Competency 602.3.13 - Discussion Procedures**
The graduate is able to lead discussions that engage all students in exploring important questions and connections among content and ideas.

**Competency 602.3.14 - Connections**
The graduate connects: concepts within and across subjects; to student characteristics; and to student experiences.

**Competency 602.3.15 - Guided Practice**
The graduate explains the features and functions of guided practice and uses guided practice procedures within lessons.

**Competency 602.3.16 - Independent Practice**
The graduate provides opportunities for students to practice skills independently after determining that they have mastered the new skills during guided practice.

**Competency 602.3.17 - Lesson Closure**
The graduate provides periodic reviews of lesson knowledge, skills, and concepts.

**Competency 602.3.18 - Record Keeping**
The graduate maintains records of student performance on academic and behavioral measures.

**Competency 602.3.19 - Analysis of Student Work**
The graduate analyzes student work to determine mastery.

**Competency 602.3.20 - Assessment Administration**
The graduate administers a variety of assessments to measure student achievement and to evaluate instructional effectiveness.

**Competency 602.3.21 - Assessment Interpretation and Dissemination**
The graduate interprets the information from assessments to understand student performance and disseminates the results to students’ parents and school staff.

**Competency 602.3.22 - Teaching Across the Content Areas**
The graduate uses strategies for oral language development and the teaching of reading, comprehension, writing, and numeracy within all content areas.

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**Required Learning Resources**

**Textbooks:**

   **ISBN: 9780131714960**

   **ISBN: 9780205616121**

   **ISBN: 9780132408936**

   **ISBN: 9780132391740**

Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Online and Mailed Learning Resources (Enroll from the Learning Resource Tab of Your AAP)

- Canter & Associates: Designing, Curriculum, Instruction, and Assessment
- ASCD: Differentiating Instruction
- ASCD: Strategies for Literacy and Learning
- Teachscape Library Subscription

Disposition Statement: Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. All TC students and faculty will demonstrate the following dispositions described in the Teachers College's conceptual framework and code of ethics: Competent and caring; Respectful and embracing of diversity; Reflective practitioners; Equitable and fair; Professional practice consistent with the belief that all students can learn; Collaborative professionals; Professional leaders and change agents. Please review the Teachers College Code of Ethics found in the WGU Student Handbook. Practice the dispositions above while working through this Course of Study. Reflect on your learning. Believe that you will learn the material needed to pass your assessment(s). Care about your education by scheduling time each week to devote to your studies. Collaborate with other teachers by interacting in the community. Be a leader of change by making suggestions to improve this learning document.

The Course of Study is a dynamic document that is updated on a regular basis. As you work through the Course of Study, make certain you check to make sure you are using the most current version of the document found by clicking on the “Start Here” button on the AAP Learning Resources.

WEEK 1

Preparing for Success
To successfully complete EIT4/5 and ETT4/5, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Acquire Learning Resources
Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you week by week in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information.

Order your Textbooks
The textbooks that you will need to order for this course are listed below. You will need to order these early in order to avoid any delays in getting them when required throughout this 13 - 14 week course.

ISBN: 9780205616121

ISBN: 9780132408936

ISBN: 9780132391740

ISBN: 9780138140823

**Check Teachscape Subscription**

Check to make certain your Teachscape subscription is still current. If not, contact your mentor.

**Order Canter and Associates Materials**

Enroll in Canter & Associates: Designing, Curriculum, Instruction, and Assessment, Follow these directions:
- Open your AAP.
- Click “View” on “EIT4 or EIT5” under the Course of Study column.
- Click on the “Learning Resources” tab.
- **Designing Curriculum, Instruction & Assessment/Instructional Models & Strategies** should appear as a learning resource.
- Click on the “Show Sections” link under the “action” column.
- Click the —”Enroll Now” link.

**Order ASCD Materials**

Enroll in Canter & Associates: Designing, Curriculum, Instruction, and Assessment, Follow these directions:
1. Open your AAP.
- Click “View” on “ETT4 or ETT5” under the Course of Study column.
- Click on the “Learning Resources” tab.
- **ASCD: Designing Curriculum, Instruction & Assessment/Instructional Models & Strategies** and **ASCD: Successful Strategies for Literacy and Learning** should appear as a learning resources.
- Click on the “Show Sections” link under the “action” column.
- Click the —”Enroll Now” link.

**Important Notice!**
Remember as you work through Effective Teaching Practices you are gaining competence in three areas: Instructional Planning & Design, Instructional Strategies & Approaches, and Instructional Presentation & Follow-up. It is imperative that you purchase the learning resources, read the assignments, enroll in and participate in self-paced courses, and complete learning activities. You will need all of this information to prepare for and pass the EIO4/5 Competency Exam as well as complete the performance tasks. The EIO4/5 Competency Exam is a comprehensive test you will take that covers all of Effective Teaching Practices. You will take this exam after you have completed all of the work in Planning, Strategies and Presentation. That may be six months or more after you start Instructional Planning and Strategies. Take effective notes, complete Study Tips, etc. so you will have a body of information to study to prepare for the EIO4/5. The Course of Study is a dynamic document that is updated on a regular basis.

As you work through the Course of Study, make certain you check to make sure you are using the most current version of the document found by clicking on the “Start Here” button on the AAP Learning Resources.

Take the Pre-Assessment
As noted above, your competence in this area will be determined through a combination of performance assessments (EIT4/5 and ETT4/5) and the competency examination (EIO4 or EIO5). The competency examination encompasses Instructional Planning, Strategies, Presentation & Follow-up. You should plan to complete the work contained in both sub-domains prior to attempting the competency examination.

However, there is a pre-assessment available to help you prepare for that examination:

1. On the AAP under the “Pre-assessment Available” column for EIO4 or EIO5, click “Yes”.
   Click on the request to take the PAE4 Pre-assessment.

Please set aside approximately two hours to take the pre-assessment. Do not use any notes, textbooks, or other learning resources. Remember that the purpose of the pre-assessment is to determine (1) if you are ready to take the competency examination and (2) what specific areas you need to spend additional time studying. If you take longer than the recommended amount of time, or if you utilize resources that will not be permitted during the actual examination, the purpose of taking a pre-assessment is defeated. Moreover, taking the pre-assessment more than two or three times significantly dilutes the value that can be gained from this tool, so do not attempt to take the pre-assessment until you honestly feel that you are ready to proceed. Once you have taken the pre-assessment, ask your mentor to review with you the pre-assessment detail. The two of you can analyze the results by looking at the topic sections and percentage scores, and your mentor can guide you with regard to what specific areas to concentrate on, when you will be ready to attempt the competency examination, and so on.

Acquire a Notebook
You will be completing many worthwhile learning activities as you work through this course of study. You will want to take notes on the chapters that you read. Purchase
a notebook and organize it so you can record important information and use it as study materials when you prepare for the objective exam.

Access the Learning Community
Learning Communities are an integral part of the WGU learning experience. Communities provide opportunities to learn through communication with the facilitator and other students. Any time you have a question about the content you are learning in this Course of Study, contact the community facilitator for assistance. Community facilitators and other students will not provide answers, but will engage you in discussion to help you clarify and extend your understanding of important concepts.

Lesson Planning and Presentation
Teacher candidates will learn the basics of developing goals and objectives that align with state or district standards. They will also study direct instruction and how to begin presenting a lesson.

If you don’t know where you are going, you won’t know when you get there. The same is true in teaching. If you and your students to 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.

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

Competency: Curriculum Alignment 602.1.1
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: Start of Lesson Review 602.3.1
The graduate conducts a brief review of previously-taught information before beginning instruction on new content

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

Writing Learning Objectives
Teacher candidates will learn to write objectives which will convey the specific student behavior to be attained, the conditions under which that behavior must be demonstrated, and the student proficiency level expected.

Read Chapters in two required texts
Read Chapters 2, 3, and Appendices G & H, Measurement and Assessment in Teaching, Read Chapter 3, Effective Teaching Methods. In your notebook create and outline for each chapter that summarizes the important information about Writing Learning Objectives.
Study Tip: Learning Objectives
In your notebook write five or six examples of learning objectives using the “Guidelines” table on page 60 Measurement and Assessment in Teaching and the “Summary of Steps for Stating Instructional Objectives” on pages 65-66 Measurement and Assessment in Teaching. Use the format “the student will learn what (content) and do what (assessment).” For example, the student will recite (do what) four elements of an effective objective (learn what).

A Quick Guide to Writing Learning Objectives
URLs: http://nwlink.com/~donclark/hrd/templates/objectivetool.html

Review the contents of the link and use the five or six objectives you wrote previously and add conditions and standards to the objectives. Remember that standards indicate “how well” the students must perform the objective and conditions are the “givens”.

Study Tip: Hints for writing effective learning objectives
Develop a list of hints for writing learning objectives. Interact with your fellow teacher candidates by posting two or three hints on the discussion board thread, Learning Objectives. Read and respond to the hints of other teacher candidates.

Evaluating Learning Objectives
URLs: https://web5.wgu.edu/aap/content/ETP%20602.1.4-01%20Objective%20Evaluation%20Table.rtf

Use the Objective Evaluation Table at the above URL to evaluate each of the following five learning objectives, marking “yes” or “no” in the appropriate boxes for each objective’s objective-writing criteria (i.e., stated observable learning outcome, criterion levels selected, and conditions stated) and media/methods criterion (i.e., lends itself to a variety of teaching materials and methods).

1. Students will learn about cultural understanding.
2. Given a multiple-choice test, students will recall information and answer at least five questions correctly.
3. Students will complete a cause and effect accurately to show the impact of two main causes on the outcome of the U.S. Civil War.
4. The teacher will lecture about the food chain.
5. Students will each write a five-paragraph essay that contains fewer than five composition errors.

If your analysis for any objective contains a "no" evaluation for any one of the objective-writing criteria, you should provide an alternative objective statement correcting deficits in the original. Share one of your “no” evaluations in the community discussion thread, Evaluating Learning Objectives. Comment on one shared by another peer.
Refer for the EIT4/5 Performance Assessment

Talk to your mentor about being referred for EIT4/5 performance assessment through your AAP. After being referred, you will be able to access the EIT4/5 tasks within TaskStream. The directions for each task are in TaskStream. After writing up your task, check that you have covered all the requirements in the rubric. If you need help, contact the course mentor.

EIT4/5 TaskStream Task 602.1.4-02

URLs: www.taskstream.com

Follow the directions and complete this performance assessment.

Curriculum Alignment and Development

Teacher candidates will learn about developing curriculum and the importance of aligning unit plans to standards. They will also learn about the relationship between lesson and unit plans.

Read Chapters in two required texts

Read Chapter 4, Effective Teaching Methods. Read Chapter 3, Measurement and Assessment in Teaching.

Study Tip: Curriculum Guides and Teacher Plans

In your notebook summarize the elements and functions of state and district curriculum guides. Show how curriculum guidelines flow through state, district, and local levels to specific lesson objectives and plans.

Teacher’s Candidates in Elementary Education:

First, identify the standards available in your state. Each state has individual standards that are available via the World Wide Web. Do an Internet Search and find the standards for Literacy (English and Reading), Math, Science and Health*

*The standards that have been developed may differ from state to state. You may live in a state that has not developed standards for all subjects. If you live in a state without standards for all subjects, identify National Standards that will help you as you move through the program. These standards are also available in the Standards Manager in TaskStream. Learn to use it with the help of your mentor.

Teacher’s Candidates in Secondary Education:

Identify the standards available in your state. Each state has individual standards that are available via the World Wide Web. Do an Internet Search and find the standards for the specific subject in which you are seeking certification. These standards are also available in the Standards Manager in TaskStream. Learn to use it with the help of your mentor.

Explain the relationship of curriculum guides to unit and lesson plans. Post your summary to the discussion board thread, Curriculum Guides and Teacher Plans.
Read “Developing Curriculum in Essential Schools”
URLs: www.essentialschools.org/cs/resources/view/ces_res/89
Read the article entitled “Developing Curriculum in Essential Schools.”

Canter Course, Designing Curriculum, Instruction, and Assessment
View Program Two, “making Sense of Standards.” The Canter series presentation discusses the “Paradox of Standards” – there are too many standards but also too few standards. How do you interpret that statement? In your notebook write down your thoughts on this question and save them for future reference.

Read “Aligning Curricula Standards in an Era of Accountability”
Read the Gerunda Hughes article, “Aligning Curricula Standards in an Era of Accountability.” In your notebook develop a list of advantages of aligning curriculum with state and district standards. What are the elements of State Curriculum Frameworks and District Curriculum Guides? Consider different kinds of curricula identified in the article as you develop your list. Interact with your fellow teacher candidates by posting a hint for aligning curriculum with state and district standards to the discussion board, Aligning Curriculum and Standards. Use your previous exploration of standards to aid you.

Direct Instruction
Teacher candidates will learn the critical elements of Direct Instruction.

Read “The Research Literature: Teaching Functions”
URLs: http://www.usu.edu/teachall/text/effective/research/functions.pdf
Read “The Research Literature: Teaching Functions” from Online Staff Development Academy (2004).

Read Chapters in two required texts
Read Chapter 4, Effective Teaching Methods and Chapter 7, Educational Psychology: Theory and Practice. 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.

Study Tip: Essential Elements of Direct Instruction
Develop your own lesson plan template that includes essential elements of a direct instruction lesson. Save it in your notebook for future use as you prepare for your assessments.

Beginning the Lesson
Teacher candidates will learn the fundamentals of beginning a lesson.
Anticipatory Set – Read “An Outline of Direct Instruction”  
URLs:  http://www.humboldt.edu/~tha1/hunter-eei.html  
Read the online article, “An Outline of Direct Instruction.”

Stating Objectives - Review portions of chapters in two required texts  
Review pages 138 – 140, Effective Teaching Methods, and pages 201 – 202, Educational Psychology: Theory and Practice. Think of an objective for a lesson you might teach. Develop an introduction to the lesson. How would you convey the objective? What kind of anticipatory set would you include? Interact with your fellow teacher candidates by posting your example to the discussion board thread, Learning Objectives. Then ask a question to one of your fellow teacher candidates, would you include anything different in an anticipatory set for a similar situation? Record responses to these questions in your notebook.

Teachescape Resource Library – Effective Teaching Practices  
URLs: Use the URL provided with your Teachscape course enrollment  
Access Teachscape Resource Library – Effective Teaching Practices and view “Setting Objectives and Providing Feedback.” Focus on the portion of the course that relates to setting objectives. Record observations in your notebook.

Study Tip: Review  
Consider why it is important to review information from previous lessons at the beginning of instructional presentations. Interact with your fellow teacher candidates by posting a classroom scenario in which prior information is reviewed in the thread, Activating Prior Knowledge. What type of situation would include planning for re-teaching or review of information from a previous lesson? What type of things do you need to take into consideration to make your lesson effective?

Study Tip: Orienting Students Toward the Lesson  
On pages 201-202 in Educational Psychology there are examples of the instructional step “state the learning objective and orient students to the lesson”. In your notebook critique the two examples. Is the objective for the lesson stated? If so, where? Is there an anticipatory set that engages students in the lesson objective?

Read chapter in required text  
Read Chapter 6, Educational Psychology: Theory and Practice. Using what you have learned about information processing, why is it important to introduce lessons? What purposes do lesson introductions serve? Interact with your fellow teacher candidates by posting to the discussion board thread, Schema Theory and Information Processing, your justifications for how lesson introductions apply specific information processing principles. Are there different ways to introduce a lesson? How can you make sure that you introduce lessons in a manner that serves all of the students in your classroom?
WEEK 2
Lesson Planning and Prerequisite Knowledge
Teacher candidates will learn the fundamentals of plans that are consistent with state and national standards. They will 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. The current local and national focus on standards and assessment requires that teachers carefully plan their instruction 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.

Competency: Lesson Planning & Instructional Resource Identification 602.1.2
The graduate prepares appropriate lesson plans.

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

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

Lesson Planning
Teacher candidates will define lesson plans and their fundamental elements.

Read chapter in required text
Read Chapter 1, Effective Teaching Methods.

Review Chapters in required texts
Review Chapter 4 in Effective Teaching Methods, Chapter 7 in Educational Psychology: Theory and Practice, and Chapter 3 in Measurement and Assessment in Teaching. In your notebook generate a list of at least 8 questions to ask yourself before you plan lessons. For example: What is the knowledge level for this lesson? How will this lesson provide for diversity?

LEARN Planning Model
Activity Type: External URL
URLs: Use the URL provided with your Teachscape course enrollment
Complete the Teachscape Resource Library – Effective Teaching Practices – Instructional Planning (LEARN) Model course. Compare and contrast the elements of lesson plans from the chapters you have read and from the LEARN Model. Develop a lesson plan template that includes at least six critical elements. Why did you include specific elements in your template? Save this in your notebook for future reference.
Developing Lesson Plans
URLs: http://www.adprima.com/mistakes.htm
Access and read “Six Common Mistakes in Writing Lesson Plans (and what to do about them).” Create notes on each of the six common mistakes; keep them in your notebook for later use.

Locating Lesson Plans
URLs: http://www.eduref.org and http://lessonplanspage.com
Access Educators’ Reference Desk (http://www.eduref.org), click on the “Lesson Plans” tab. Access Lesson Plans Page (http://lessonplanspage.com). Review sample lesson plans. Choose one of these plans and analyze the quality by using “Six Common Mistakes in Writing Lesson Plans” and your list of lesson plan elements. Discuss one of the six mistakes with your fellow teacher candidates on the discussion board thread, Lesson Plan Analysis. How can you help to avoid making these mistakes? How can you prepare to avoid these mistakes while you are lesson planning?

EIT4/5 TaskStream Task 602.1.2-03, 04, 06, 08, etc.
Activity Type: External URL
URLs: www.taskstream.com
Follow the directions and complete this performance assessment.

Prior Knowledge Activation; Prerequisite Knowledge and Skills
Teacher candidates will learn the role prior knowledge has in learning and lesson presentation. They will learn how to help students organize lesson skills and information.

Review chapter in required text – Prerequisite Knowledge and Skills
Review page 140 in Effective Teaching Methods and page 205 in Educational Psychology: Theory and Practice.

Review chapter in required text – Activating Prior Knowledge

Methods for Activating Prior Knowledge
URLs: Use the URL provided with your Teachscape course enrollment
Access and complete Teachscape Resource Library – Effective Teaching Practices – “Cues, Questions, and Advance Organizers.” After completing this assignment and reviewing the texts in the previous two activities, use your notebook to reflect and describe the importance of prior knowledge in the student learning process.

Read chapter in required text – Purpose of Review
Read pages 233 – 234 in Effective Teaching Methods. In your notebook reflect on the purposes of review and its importance in the student learning process.

**Study Tip: Activating Prior Knowledge and Review**

Why is it important for teachers to activate prior knowledge and skills at the beginning of lessons? Use your notebook to make a list of at least five strategies for activating prior knowledge. Also, make a T chart that includes the reasons teachers activate prior knowledge at the beginning and during lessons. On one side of the T put the reason. On the other side include an example. Save this in your notebook for future study reference.

**Review chapter in required text – Theory and Practice**

Review Chapter 6 in Educational Psychology: Theory and Practice. Ask yourself, how is prior knowledge a prerequisite condition for learning? How does the Schema Theory explain the importance of prior knowledge activation? What is the relationship between sequential learning and the need to activate prerequisite skills? Record the responses in your notebook.

**WEEK 3**

**Evaluating, Selecting, and Developing Materials**

Teacher candidates will learn about selecting and evaluating lesson materials. Part of the lesson planning process is evaluating, selecting, and developing materials that will help students meet the learning objectives for the lesson.

**Competency: Curriculum Alignment 602.1.1**

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: Instructional Materials Development 602.1.5**

The graduate creates appropriate instructional materials.

**Selecting and Evaluating Materials**

Teacher candidates will develop an understanding of the criteria to use in selecting material that will promote student learning.

**Read chapter in required text – Identifying and Selecting Materials**

Read pages 237-240 in Instructional Technology and Media for Learning. Select an instructional material you might use to teach a specific skill or concept. Use the Selection Rubric on page 247 of Instructional Technology and Media for Learning to evaluate the material you selected. In your notebook write a brief summary explaining how and why you have chosen to evaluate it in the manner in which you chose.
Read chapters in required text – Instructional Materials
Read Chapters 7, 8, and 9 in Instructional Technology and Media for Learning.

Study Tip: Materials Selection
After reading the assigned pages and using the Selection Rubric, what criteria would you use to select instructional materials? Find a web resource that you might use in a lesson. Use the chart on page 207 of Instructional Technology and Media for Learning to analyze the Internet resource. Save this in your notebook for future reference.

Read chapter in required text – The ASSURE Model
Read Chapter 4, Instructional Technology and Media for Learning. In your notebook create a list of questions you can ask yourself as you evaluate curriculum materials. Use the “Selection Rubric Criteria” on page 97 Instructional Technology and Media for Learning as a starting point. Post one of the questions to the discussion board thread, Evaluating Curriculum Materials; explain why you chose this question.

Culturally Responsive Materials and Curriculum
Read “Culturally Responsive Curriculum” (http://www.eric.ed.gov – on the ERIC page in “Search Term(s)”) put in the number of the article, ED370936. Click on search. Then click on “Full Text” at the bottom of the article abstract) and “The Framework for Curriculum Development” (http://www.evergreen.edu/washcenter/resources/FrameworkCurriculum.htm). Identify six characteristics of Culturally Responsive Curriculum. Think of a classroom application for each of the six characteristics. Save these notes in your notebook for future study reference.

Read chapter in required text – Computerized Materials
Read Chapter 5, Instructional Technology and Media for Learning. Use the “When to Use Computers…Table on page 139, Instructional Technology and Media for Learning and think of specific lessons where it would be effective to apply each of the guidelines. Interact with your fellow teacher candidates by posting to the discussion board thread, CAI Methods, an example of how you could effectively infuse the use of CAI methods in a lesson. Read and respond to other teacher candidate examples. Specifically think of ways to aid instruction with computers, not just how to add computers to existing lesson. How can you mindfully blend computers with a lesson to engage students and further the chance that they meet learning objectives?

EIT4/5 TaskStream Task 602.1.1-03, 04, 08
URLs: www.taskstream.com
Follow the directions and complete this performance assessment.

For this task you will evaluate real instructional materials that you might use to teach to a learning objective.

Start by reading and reviewing the Instructional Materials Evaluation Checklist.
Describe why each area in the evaluation checklist is important. Areas include “Design” “Clarity” etc. To provide support for your description include several of the criteria from the checklist. For example, under the area of “Clarify” - The text is clear and easy to read is one of the criteria.

Make certain in your description to give consideration to how criteria for selecting materials that are culturally and linguistically sensitive influence the selection of instructional materials.

Evaluate the real instructional resources.

1. Identify a grade level, subject, and learning objective for a lesson you might teach. Find three instructional materials that relate to your selected learning objective. One of the instructional materials must be a computer-based resource. Instructional materials include textbooks, prints, websites, software programs, workbooks, etc.

Evaluate each of the instructional resources using the Instructional Materials Evaluation Checklist. As you complete the checklist, take notes to help you remember what you see as strengths and limitations of each resource. You will submit the three Evaluation Checklists with the task.

   Explain why you would or would not use the resources you evaluated as instructional materials for teaching to your selected objective. Use the evaluations you completed to defend your decision.

Selecting Appropriate Lessons/Programs

   In your notebook reflect on the importance of selecting lessons/programs appropriate for student:

   - Instructional Levels
   - Development Levels
   - Diversity
   - Disabilities
   - Reading Levels
   - Curricular Goals

Write a short paragraph about each. Research and explain why each of the six areas is important to consider when selecting lessons or instructional programs. This is a general explanation. That is, describe what is meant by instructional levels, developmental level, etc.

For each of the six areas, think of a specific example to illustrate that you can develop lessons or programs that are appropriate. You might develop one example to illustrate all six areas or you might have six different classroom examples. Share your example(s) in the community discussion thread, Selecting Lessons/Programs. Comment on the posting of another peer.

WEEK 4
Evaluating, Selecting, and Developing Materials (continued)

Teacher candidates will learn about selecting and evaluating lesson materials.
Part of the lesson planning process is evaluating, selecting, and developing materials that will help students meet the learning objectives for the lesson.

**Competency: Curriculum Alignment 602.1.1**
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: Instructional Materials Development 602.1.5**
The graduate creates appropriate instructional materials.

**Instructional Materials Development**
Teacher candidates will develop an understanding of how to use graphic aids, bulletin boards, games and simulations that will promote student learning.

**Bulletin Boards**

**Read chapter in required text – Bulletin Board Ideas**
Read pages 227-228 in Instructional Media and Technology for Learning.

**EIT4/5 TaskStream Task 602.1.5-02, 603.1.4-04**
**URLs:** [www.taskstream.com](http://www.taskstream.com)
Follow the directions and complete this performance assessment.

**Review chapter in required text – Information Processing**
Review Chapter 6 in Educational Psychology: Theory and Practice.

**Read in required text – Advance Organizers**
Read pages 270-281 in Effective Teaching Methods and page 218 in Theory and Practice.

**Study Tip: Graphic Aids and Information Processing**
Interact with your fellow teacher candidates. Explain in the discussion board thread, Schema Theory and Information Processing, how understanding Schema Theory and Information Processing influences the kinds of graphic aids teachers use to help students learn. Describe a graphic organizer you have used or come across; post a link to the graphic organizer, if possible.
Read chapters in required texts – Visual Principles
Read Chapter 3 and Chapter 9 in Instructional Technology and Media for Learning. Think of examples to illustrate the goals of visual design. Record your thoughts in your notebook.

Study Tip: Advance Organizers
Think of a learning objective. Develop an advance organizer that would help students meet the learning objective. Share it on the discussion boards and save it in your notebook for future reference.

Study Tip: Video Clips
Locate a video or video clip that you might use in a classroom. Use the rubric on page 330 of Instructional Technology and Media for Learning to evaluate the selected video or clip. Record the evaluation in your notebook.

Review and read chapters in required texts – Games and Simulations
Review Chapter 4 in Effective Teaching Methods and read Chapter 9 in Educational Psychology: Theory and Practice.

Games, Activities, and Simulations
URLs: http://abcteach.com
http://dositey.com
http://www.k-6educators.about.com/cs/educationalgames/
http://www.creativeteachingsite.com/edusims.html
Browse through the URLs to see examples of various games, activities, and simulations that can be used to support lesson objectives. Record thoughts in your notebook.

Study Tip: Games and Simulations
Use the matrix to compare and contrast games and simulations.

<table>
<thead>
<tr>
<th></th>
<th>Simulation</th>
<th>Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Save in your notebook for future study reference.

Simulations
URLs: http://www.creativeteachingsite.com/edusims.html
Read and review “Educational Simulation Website. Think of a lesson objective in math or science that would appropriately use simulation as a learning activity. Why would a simulation be appropriate for your objective? Record answers in your notebook.
WEEK 5

Lesson Plan Adaptation

Teacher candidates will 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.

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

Adapting Lesson Plans
Teacher candidates will learn how to adapt lesson plans to meet student learning styles and exceptionalities.

Read chapter in required text – Purpose of Adapting Lesson Plans
Read Chapter 2 in Effective Teaching Methods.

Differentiation - Canter Course, Designing Curriculum, Instruction, and Assessment
Access Section 7 of Designing Curriculum, Instruction, and Assessment and view Differentiation Part I, Program Ten, and Differentiation Part II, Program Eleven. Note: “Designing Curriculum and Instruction” is the Canter Series you enrolled in and received. In your notebook list and describe three reasons it is important to adapt instruction.

Adapting Curriculum
Read “Ideas for Adapting Curriculum.”

Study Tip: Adaptation Examples
URLs: Use the URLs in previous activities.
Develop an organizing scheme for different adaptation methods. Think of examples for each – three types of adaptation (content, process, product). Interact with your fellow teacher candidates by posting your examples to the discussion board thread, Adaptation Examples.

EIT4/5 TaskStream Task 602.1.6-04
URLs: www.taskstream.com
Follow the directions and complete this performance assessment. For this task, you will use the two lessons that you submitted for Task 602.1.2-03, etc. For one of the lessons from Task 602.1.2-03, etc. you will revise the plan to accommodate students who have learning disabilities. You will revise the other lesson plan to accommodate gifted and talented students.
In an essay, explain three adaptations you would make in your lesson to meet the needs of students with learning disabilities. Provide a rationale for each of the adaptations.

Explain three adaptations you would make in the other lesson to meet the needs of students who are gifted and talented. Provide a rationale for each of the three adaptations.

Make sure you attach the original lesson plans when you submit this task.

WEEK 6
Grouping
Teacher candidates will 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 with need.

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

Grouping Students for Instruction
Teacher candidates will learn grouping strategies and how to implement them for instruction.

Read and review chapters in required texts – Purposes for heterogeneous/homogeneous groups
Read Chapter 11 in Effective Teaching Methods and review Chapter 9 Educational Psychology: Theory and Practice. In your notebook make a Venn diagram that identifies reasons for using heterogeneous and homogeneous instructional groups.

Group Characteristics
URLs: http://www.educationworld.com/a_admin/admin/admin095.shtml
Access and read “Homogeneous or Heterogeneous: Which Way to Go?”

Tacking and Ability Grouping
Access and read “Does Ability Grouping Help or Hurt?”
(http://www.edexcelquality.net/detail/news.cfm?news_id=127&pubsubid=782#782).
Teaching Decisions and Grouping

URLs:
http://www.netc.org/classrooms@work/classrooms/peter/working/grouping.htm

Access and read “Thoughts on Student Grouping: Teaching Decisions.”

Study Tip: Effective Homogeneous Groups

Activity Type: Test and External URL

URLs: Use the URLs in previous activities.

In your notebook make a list of at least 10 characteristics of effective homogeneous groups of students. What criteria are used to place students in homogeneous groups? What are some of the characteristics or different grouping techniques? When would you choose homogenous grouping over heterogeneous?

Read chapters in required texts – Different kinds of groups

Read Chapter 8 in Effective Teaching Methods. Read pages 221-222; 273, 244-249 in Educational Psychology: Theory and Practice.

Different kinds of groups - Canter Course, Designing Curriculum, Instruction, and Assessment

Access Section 14 in Designing Curriculum, Instruction, and Assessment and view Program 13, Jigsaw Strategy. Note: “Designing Curriculum and Instruction” is the Canter Series you enrolled in and received. In your notebook develop a matrix, using the sample below, to compare use of small groups, peer tutoring, and cooperative learning:

<table>
<thead>
<tr>
<th>Instructional Purpose</th>
<th>Small Group</th>
<th>Peer Tutoring</th>
<th>Coop Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Organizing Students into Collaborative Groups

URLs: http://www.londonmet.ac.uk/deliberations/collaborative-learning/panitz-paper.cfm

Read “A Definition of Collaborative vs. Cooperative Learning.”

Organizing Students into Cooperative Groups

Using the table and scenarios below, organize the students into four cooperative learning groups with five students in each group. Show how you have grouped the students by inserting the student identifiers (e.g., Student A) into the appropriate cell for each group and role in a table like the one below.

If you are pursuing a K–8 teaching certification, use this scenario:
A sixth-grade social studies teacher wants to use cooperative groups during a lesson in which students will compare and contrast the causes of the American Revolutionary
War with the U.S. Civil War. The groups will research an assigned topic using questions provided by the teacher, write a summary of their research, and report their findings to the class using a poster presentation/illustration format. Student role assignments for each group will include: researcher, recorder, reporter, illustrator, and supporter/leader. Some students may play more than one role. Below is a list of the 20 students and their traits.

If you plan to teach secondary math, science, or social science, use this scenario:
Imagine that you are going to conduct a lesson that will include a cooperative learning activity. The cooperative learning task is for students in your class to research a problem, summarize how they arrived at their problem solution, and visually and verbally report their findings to the class. Student roles in the activity include: researcher, recorder, reporter, illustrator, and supporter/leader. Some students may play more than one role. Below is a list of the 20 students and their traits.

Students:
Student A—shy, organized, average reader
Student B—distracted, good artist, average reader
Student C—gregarious, organized, accelerated reader
Student D—mechanically inclined, not self-directed, poor reader
Student E—inquisitive, disorganized, good writing skills
Student F—quiet, loves to write poetry, above average reader
Student G—popular, disorganized, artistic, outgoing
Student H—responsible, quiet leader, average reader
Student I—ESL student with limited writing and reading proficiency, hands-on learner
Student J—focused and task-oriented, likes art, average reader
Student K—Attention Deficit Disorder, kinesthetic learner, average reader
Student L—above average student, self-directed, easily distracted by peers, likes to talk
Student M—independent worker, talented artist, excellent writing and reading skills
Student N—outgoing, organized, below average writer, average reader
Student O—quiet, artistic, task-focused, limited writing skills
Student P—hands-on learner, dislikes group work, excellent reader
Student Q—outgoing, artistic, creative writer, average reader
Student R—quiet, creative and random (not organized) thinker, not self-directed
Student S—popular, leader, excellent writer, above average reader
Student T—positive, encouraging, responsible, cooperative

<table>
<thead>
<tr>
<th></th>
<th>Researcher</th>
<th>Recorder</th>
<th>Reporter</th>
<th>Illustrator</th>
<th>Supporter/Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
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<tr>
<td>Group II</td>
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<td>Group III</td>
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<td>Group IV</td>
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</tbody>
</table>

In your notebook explain your reasons for placing the students in their groups. Share your conclusions in the community discussion thread, Cooperative Groups. Comment on those of one other peer.

EIT4/5 TaskStream Task 602.2.1-13, 15,16
URLs:  www.taskstream.com
Follow the directions and complete this performance assessment.

Following are a number of principles to consider as you form student groups
1. The larger the group, the broader the range of interests, personalities, skills, and knowledge
2. The larger the group, the more likely some members will be passive and others dominate
3. The larger the group, the more the teacher has to facilitate cooperation and collaboration
4. The materials needed are related to the size of groups
5. Smaller groups are typically more efficient
6. Smaller groups lend themselves to involvement
7. Purpose governs the size of the groups. Number and complexity of tasks to be accomplished also influence group size

WEEK 7
Instructional Strategies and Approaches
Teacher candidates will 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 of the course of study identifies characteristics of effective instructional strategies.

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

Instructional Strategies
Teacher candidates will learn how to choose the best strategy to help students achieve objectives.

Instructional Approaches and Strategies - Canter Course, Designing Curriculum, Instruction, and Assessment
Access Section 6 in Designing Curriculum, Instruction, and Assessment and view Program Eight, Instructional Strategies Part 1, and Program Nine, Instructional Strategies Part 2. Note: “Designing Curriculum and Instruction” is the Canter Series you enrolled in and received.

Read and review chapters in required texts – Instructional Approaches and Strategies
Review chapters 7 and 8 and read chapter 9 in Effective Teaching Methods. Distinguish between implicit and explicit instruction. Think of a lesson objective. Then ask yourself what kind of outcome is demanded through the objective? What is the best strategy to use to help students to reach the objective? Choose an instructional strategy and explain why the selected strategy is appropriate. Save this in your notebook for future study reference.
EIT4/5 TaskStream Task 602.2.2-02

URLs: www.taskstream.com

Follow the directions and complete this performance assessment.

Specific Instructional Strategies – Canter Section 8
Access Section 8, Designing Curriculum, Instruction, and Assessment and view Building Your Repertoire of Teaching Strategies Program One-Introduction to Effective Teaching Strategies and The Mastery Model Program Two. Note: “Designing Curriculum and Instruction” is the Canter Series in which you enrolled and received. Take notes in your notebook.

Specific Instructional Strategies – Canter Section 9
Access Section 9, Designing Curriculum, Instruction, and Assessment, and view Building Your Repertoire of Teaching Strategies The New American Lecture Strategy Program Three and Building Your Repertoire of Teaching Strategies-Graduated Difficulty Strategy Program Four. Note: "Designing Curriculum and Instruction" is the Canter Series in which you enrolled and received. Take notes in your notebook.

Research-based Instructional Strategies
URLs: http://www.netc.org/focus/strategies/them.php

This activity asks you to first consider the issues teachers need to think about when reading about research on educational approaches and strategies.

Read the article: Davis, S. H. (2007). Bridging the gap between research and practice: What's good, what's bad, and how can one be sure? (cover story). Phi Delta Kappan, 88(8), April, 569–578. (Available in the e-reserves in the WGU library.); it should help you better understand some of those issues.

Also, read the article, Focus on Effectiveness: Research-Based Strategies, at the URL above.

It is also important to recognize the differences between instructional approaches and instructional strategies. For Task 602.2.2-02 you were asked to explain instructional approaches. Approaches are broad instructional models such as direct instruction or cooperative learning. This activity asks you to address instructional strategies. Instructional strategies are more specific. In a cooperative learning environment the teacher might use a jigsaw strategy or a STAD strategy. During the direct instruction approach, the instructor might use the New American Lecture Strategy or a questioning strategy. There are numerous strategies you might select to discuss for this activity.

In your notebook summarize briefly what key issues teachers should consider when reading about research-based programs and when adapting research-based programs for local instructional use.

Select three research-based instructional strategies you would like to implement in the classroom and research and identify the instructional purpose of each.
1. Identify the three strategies you chose and the instructional purpose each fulfills. Describe appropriate circumstances for using each strategy (e.g., grade level, developmental level).

2. Identify one of the following content areas in which you would implement each strategy: reading, spelling, mathematics, social studies, writing/composition, or science. Provide an example of how you would implement each strategy within the content area in the community discussion thread, Research-based Strategies. Comment on strategies shared by one other peer.

3. Review the research literature pertaining to each strategy and identify at least three appropriate sources (one for each strategy) for your review. Keep a complete annotated list of your sources in your notebook.

**Specific Instructional Strategies – Canter Section 10**
Access Section 10, Designing Curriculum, Instruction, and Assessment, and view Building Your Repertoire of Teaching Strategies-The Understanding Model Program Five and Building Your Repertoire of Teaching Strategies-Concept Attainment Strategy Program Six. Note: “Designing Curriculum and Instruction” is the Canter Series in which you enrolled and received. Take notes in your notebook.

**Specific Instructional Strategies – Canter Section 11**
Access Section 11, Designing Curriculum, Instruction, and Assessment, and view Building Your Repertoire of Teaching Strategies-The Mystery Strategy. Note: “Designing Curriculum and Instruction” is the Canter Series in which you enrolled and received. Take notes in your notebook.

**Review chapter in required text – Integrating Technology in Instruction**
Review Chapter 4 in Effective Teaching Methods. Think of ways to employ technology as an instructional strategy. Record your thoughts in your notebook.

**EIT4/5 TaskStream Task 602.2.2-08**
**URLs:** [www.taskstream.com](http://www.taskstream.com)
Follow the directions and complete this performance assessment.

**WEEK 8**

**Self Management and Study Skills**
Teacher candidates will 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 three elements: Planning, monitoring, and evaluation 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.

**Competency: Self Management 602.2.3**
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: Study Skills 602.2.4**
The graduate understands the strategies students use to organize, retain, and recall information; and teaches study skills to students.

**Self Regulation Skills**
Teacher candidates will learn how to help students become responsible for their own learning.

**Read sections in required text – Self-regulation**
Read pages 148-150; 302-303; 235-236 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.

**Read Chapter in required text – Self-directed learning**
Read Chapter 10 in *Effective Teaching Methods*.

**Read chapter in required text – Self-management**
Read Chapter 9 *Creating Literacy Instruction for All Students*.

**Study Tip: Responsible Learners**
Using self-regulation, self-directed learning strategies, and classroom management principles, think of ways to help students become responsible learners. Interact with your fellow teacher candidates by posting to the discussion board thread, Creating Responsible Learners, your thoughts on this.

**EIT4/5 TaskStream Task 602.2.3-03**
**URLs:** [www.taskstream.com](http://www.taskstream.com)
Follow the directions and complete this performance assessment.

**Study Skills**
Teacher candidates will learn to help students in the development of study strategies that enhance their learning.

**Read chapters in required texts – Location and Pronunciation Skills**
Read pages 222 - 226 (Chapter 5) and Chapter 6 in *Creating Literacy Instruction for All Students*. Explain a strategy to help students pronounce words in text. Explain a
strategy to help students locate word meanings. Explain a strategy to help students learn how to use glossaries. Save this in your notebook for future study reference.

**Read chapters in required texts – Test Taking**
Review pages 423 – 427 (Chapter 9) in Creating Literacy Instruction for All Students. Read pages 481-482 in Educational Psychology: Theory and Practice.

**Preparing for Tests**
URLs: [http://www.kvhigh.com/learning/preparing_tests.html](http://www.kvhigh.com/learning/preparing_tests.html)
Read “Preparing for Tests.”

**Study Tip: Study Strategies**
URLs: Use the URL in previous activity.
Make a list of study strategies that will help students learn. Make certain the strategies are founded in information processing or other learning principles. Interact with your fellow teacher candidates by posting to the discussion board thread, Using Study Strategies, your explanation and justification of one study strategy.

**EIT4/5 TaskStream Task 602.2.4-05**
URLs: [www.taskstream.com](http://www.taskstream.com)
Follow the directions and complete this performance assessment.

**WEEK 9**

**Lesson Presentation**
Teacher candidates will learn fundamentals about presenting content. Once students have been introduced to lessons, teachers implement instructional strategies to present information and concepts that meet the objectives and the kind of learning outcome. Types of instructional strategies include questioning, short interactive lectures, compare and contrast, etc. In addition to the instructional strategies that teachers select to present content, instructional materials and resources enhance the instructional and learning processes. Instructional materials, developed and selected during the planning process are incorporated during various phases of instruction such as presenting content, guided practice, etc.

**Competency: Content Explanation and Demonstration 602.3.4**
The graduate provides explicit explanations and demonstrations of the knowledge, skills, concepts, attributes, and/or thinking processes of the lesson.

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

**Competency: Examples 602.3.6**
The graduate illustrations and concrete examples.

**Competency: Materials/Resources Used for Instruction 602.3.7**
The graduate knows how to use instructional curriculum, materials, and resources to meet instructional objectives and improve learning.

**Competency: Questioning and Feedback 602.3.8**
The graduate explains effective questioning and feedback and provides students with information about their behavior and learning progress.

**Presenting Content**
Teacher candidates will learn strategies to present information and concepts that meet the lesson plan objectives.

**Read chapter in required text – Teaching Strategies**
Read Chapter 7 in **Effective Teaching Methods**. Explain the two types of learning outcomes. Think of examples of lessons that are appropriate for each outcome. Record your thoughts in your notebook.

**Study Tip: Presenting and Structuring**
Summarize the organization structures for presenting information. How will you decide which kind of structuring format is appropriate for specific lesson objectives? Interact with your fellow teacher candidates by posting to the discussion board thread, Structuring Lesson Objectives, your thoughts on this question.

**Presenting New Concepts**
**URLs:** [http://www.usu.edu/teachall/text/effective/research.htm](http://www.usu.edu/teachall/text/effective/research.htm)
Select a new concept to introduce to a group of students. Identify the subject, concept, and grade level for your description. Write an objective that includes a new concept that you will have students learn. In your notebook explain how to present new or unmastered concepts in small steps that are logically organized.

Think about the most logical and effective method for teaching the concept you have chosen. Explain how you would present the new concept in small, logically organized steps using one of the following methods of structuring content:

- Part-Whole Relationships
- Sequential Relationships
- Combinations of Relationships
- Comparative Relationships

Share your explanation in the community discussion thread, Presenting New Concepts. Comment on the posting of one other peer.

The Research into Practice chapter at the URL above is provided for reference.

**Review chapter in required text – Presenting New Material**
Review pages 205 -208 in Educational Psychology: Theory and Practice.
Read chapters in required text – Teaching Concepts
Read pages 281-283 in Effective Teaching Methods and pages 216-220 in Educational Psychology: Theory and Practice.

Concept Attainment Strategy - Canter Course, Designing Curriculum, Instruction, and Assessment
Access and view Building Your Repertoire of Teaching Strategies “Concept Attainment Strategy” Program Six. This program is found in the Canter Series: Designing Curriculum, Instruction, and Assessment that in which you enrolled during Instructional Planning. Take notes in your notebook.

Concept Attainment Strategy
URLs: http://www.usask.ca/education/coursework/mcvittiej/methods/conatt.html
Read the article, “Teaching Method: Concept Attainment.”

Study Tip: Concept Instruction
URLs: URLs from previous activity
Identify a concept you might want to teach students. Explain the instructional sequence you would use to teach the concept. Provide a justification for the instructional sequence. Interact with your fellow teacher candidates by posting to the discussion board thread, Concept Instruction and Sequencing, your sequence and justification. Read and respond to other teacher candidate responses.

Study Tip: Questions as an Instructional Strategy
What do you already know about the use of questions as an instructional strategy? How many different ways do you think you can use questioning as a teaching strategy? Record your answers in your notebook.

Review chapters in required texts – Questioning as an Instructional Technique

Questioning as an Instructional Technique - Canter Course, Classroom Management for New Teachers and Motivating Today’s Learner
Access and view Engaging All Learners: Questioning Strategies Part One and Engaging All Learners: Questioning Strategies Part Two in Canter and Associates Classroom Management for New Teachers and Motivating Today’s Learner. NOTE: This Canter Series was used in FOT Classroom Management!

Study Tip: Questioning as an Instructional Technique
Distinguish between different types of questions. Identify purposes for asking questions. Make a list of five methods for using questions as an instructional strategy.
How can probes be used to help students’ correct responses? Explain the importance of “wait time” during questioning. Think of a learning objective. Write several questions that you might ask during instruction. Be sure to include both closed questions – those that require a specific answer – and open questions – those that allow for varied responses. Record these in your notebook for future reference.

**Study Tip: Questioning and levels of learning**
Interact with your fellow teacher candidates by posting to the discussion board thread, Concept Instruction and Sequencing, your thoughts about how the questions teachers ask influence the depth of student thinking.

**Review sections in required texts – Cultural Considerations**
Review pages 322-324 in *Effective Teaching Methods*.

**Read chapters in required texts – Question Bias**
Read Chapter 1 in *Measurement and Assessment in Teaching*. How will you avoid asking bias questions? What are some of the effects of biased questions? Record your answers in your notebook.

**Review section in required text – Common Question Problems**
Review pages 324 – 329 in *Effective Teaching Methods*. In your notebook make a “Do and Don’t” list that you will follow when asking questions.

**Instructional Materials/Resources**
Teacher candidates will review resources that may be used to support instruction.

**Visual Representations**
**URLs:** Use the URL provided with your Teachscape enrollment
Access and complete Teachscape Resource Library-Effective Teaching Practices- “Nonlinguistic Representations.” This course describes graphic organizers and provides examples!

Review sections in required texts – Varying Materials

Review pages 141-143 in *Effective Teaching Methods*. In your notebook make a list of the different kinds of materials that can be incorporated to vary instruction. How does varying instruction enhance learning?

**Differentiating Instruction through Materials and Resources**
**URLs:** Use the URL provided with your ASCD course enrollment
Review Designing Curriculum, Instruction, and Assessment-Differentiation, Part Two. This is part of the Canter Series you have used earlier in this course of study or access and complete the ASCD Differentiating Instruction course.
Refer for the ETT4/5 Performance Assessment

Talk to your mentor about being referred for ETT4/5 performance assessment through your AAP. After being referred, you will be able to access the ETT4/5 tasks within TaskStream. The directions for each task are in TaskStream. After writing up your task, check that you have covered all the requirements in the rubric. If you need help, contact the course mentor.

ETT4/5 TaskStream Task 602.3.5-01

URLs: www.taskstream.com

Follow the directions and complete this performance assessment.

ETT4/5 TaskStream Task 602.3.7-04

URLs: www.taskstream.com

Follow the directions and complete this performance assessment.

If you are an elementary education major, think of a lesson that you might teach a third-grade class. If you are a secondary education major, choose a lesson for a specific grade level in your subject area.

Make sure you indicate the grade level and lesson for this task.

Find at least five different instructional resources that you might use in the lesson. Make certain that you include five different types of resources from the list given in the task. The instructional resources need to be real instructional materials that you might use in a lesson.

Develop a matrix that has the type of instructional resource on the left with required diverse student groups (listed in the task prompt) across the top. Use the example matrix attached to the task as your guide. Evaluate each instructional resource you selected for each diverse group of students. Then on the matrix mark an X for the resources that you would recommend for use in the classroom with that diverse group and an O for those that you would not recommend. Make sure you attach the matrix with your essay. Provide a rationale explaining why each instructional resource should or should not be used with each diverse group. For those resources that would be appropriate for use in the classroom with specific groups of students, explain how you could use each instructional resource.

WEEK 10

Guided Practice and Monitoring

Teacher candidates will learn the fundamentals of guided practice and how it is employed in lessons. They will also learn the positive and negative effects of academic monitoring. Once new content is presented, the Direct Instruction Model calls for guided practice. Guided practice includes a variety of strategies such as questioning, providing feedback, students demonstrating understanding, etc. During guided practice teachers monitor student understanding and progress and remediate if necessary.

Competency: Guided Practice 602.3.15
The graduate explains the features and functions of guided practice and uses guided practice procedures within lessons.

**Competency: Questioning and Feedback 602.3.8**
The graduate explains effective questioning and feedback and provides students with information about their behavior and learning progress.

**Competency: Academic Monitoring 602.3.9**
The graduate explains the importance of actively monitoring student performance and uses a variety of monitoring procedures to identify student performance on tasks during directed and independent work.

**Guided Practice, Feedback, and Monitoring**
Teacher candidates will learn how to employ guided practice, feedback, and academic monitoring during lesson presentation.

**Review sections in required texts – Guided Practice**

**Review sections in required texts – Checks for Understanding**
Review pages 209 - 211 in Educational Psychology: Theory and Practice.

**Study Tip: Guided Practice**
Make a list of the benefits of guided practice for both teachers and students. Think of a specific guided practice activity you might use for a lesson. Save this in your notebook for future study reference.

**Read and review chapters in required texts – Feedback and Praise**
Review Chapter 7 Effective Teaching Methods. Read Chapter 10 in Educational Psychology: Theory and Practice.

**Feedback and Praise**
URLs: [http://www.usu.edu/teachall/text/effective/research/feed.pdf](http://www.usu.edu/teachall/text/effective/research/feed.pdf)
Read “Academic Feedback.”

**Feedback**
URLs: Use the URL provided with your Teachscape enrollment
Access and complete Teachscape Resource Library-Effective Teaching Practices-“Setting Objectives and Providing Feedback.” Focus on the part of the course that relates to providing feedback.

**Corrective Feedback**
URLs: [http://www.usu.edu/teachall/text/effective/research.htm](http://www.usu.edu/teachall/text/effective/research.htm)

The Hofmeister and Lubke, Research into Practice chapter (Academic Feedback) at the URL above is provided as reference for this activity.
In your notebook explain the importance of implementing good pedagogical procedures when making corrections to a group (whole-class instruction), including addressing corrections quickly and in a matter-of-fact fashion.

Discuss five different and effective instructional procedures that you can use as a teacher to make corrections when addressing the whole group.

This activity requires synthesis of information so don’t look for five specific procedures to be listed in your reading. Develop a list of five procedures from all of the information you read. For example, one procedure would be to consider why the class has responded incorrectly and ask additional clarification questions so the class can arrive at a correct response.

Explain the importance of preserving students’ dignity by not embarrassing, demeaning, or humiliating them when providing behavioral or academic feedback. Discuss at least three feedback procedures that you can use that preserve student dignity.

Share your feedback strategies in the community discussion thread, Feedback Strategies, and comment on the posting of another peer.

**ETT4/5 TaskStream Task 602.3.13-05, 06**
**URLs:** www.taskstream.com

Follow the directions and complete this performance assessment.

**Academic Monitoring**
**URLs:** http://www.usu.edu/teachall/text/effective/research/monitor.pdf
Read “Academic Monitoring” (URL) and review pages 384 – 385 in *Effective Teaching Methods*.

**Study Tip: Positive and Negative Effects of Academic Monitoring**
**URLs:** Use the URL in previous activity.

Make a chart to compare positive and negative learning effects of academic monitoring. Put the monitoring behavior in the middle of the chart with the positive use and effect on the left and negative use and effect on the right. Save it in your notebook for future study reference.

**Study Tip: Academic Monitoring**
**URLs:** Use the URL in previous activity.

Academic monitoring is a process that teachers use through all phases of the instructional process. For example, teachers monitor during lesson presentation, guided practice, and independent learning. Explain how teachers use academic monitoring during guided practice. Interact with your fellow teacher candidates by posting to the discussion board thread your thoughts regarding how academic monitoring is used during all phases of instruction.
Review chapter in required texts – Self-directed Learning
Review Chapter 10 in Effective Teaching Methods.

ETT4/5 TaskStream Task 602.3.9-07, 09, 11
URLs: www.taskstream.com
Follow the directions and complete this performance assessment.

WEEK 11
Instructional Adjustment and Independent Practice
Teacher candidates will learn fundamentals of adjusting lessons based on student performance. They will also learn how to give students opportunities to practice skills from newly acquired knowledge. As teachers monitor academic progress there are times they need to adjust instruction and re teach concepts. Once students have acquired knowledge or skills, it is important that they practice, apply, and think of ways to remember them. Independent practice structures opportunities for students to enhance their learning.

Competency: Instructional Adjustment 602.3.11
The graduate adjusts lesson procedures and content during instruction in response to student performance.

Competency: Re Teaching 602.3.12
The graduate understands and uses re teaching purposes and methods.

Competency: Connections 602.3.14
The graduate connects concepts within and across subjects to student characteristics and student experiences.

Competency: Independent Practice 602.3.16
The graduate provides opportunities for students to practice skills independently after determining that they have new knowledge.

Competency: Lesson Closure 602.3.17
The candidate provides periodic reviews of lesson knowledge, skills, and concepts.

Instructional Adjustment and Re teaching
Teacher candidates learn about adjusting instruction based on student performance and re teaching concepts.

Adapting Curriculum
URLs: Use the URL provided with your ASCD enrollment
Access and complete or review the ASCD Differentiating Instruction. Note: This is the same course referenced in Week 9.

Study Tip: Alternative Explanations
Develop a list of types of tasks that might require alternative explanations in order for students to learn and understand. Save it in your notebook for future study reference.
Review chapter in required text – Alternative Explanations
Review Chapter 1 in Effective Teaching Methods.

Adjusting Instruction for Gifted Students
URLs: www.eric.ed.gov
Access and read Differentiating Curriculum for Gifted Students. Click on the ERIC URL. When you get to the ERIC homepage, type ED342175 in the Search Box. Click on “search” then click on Full Text to access the article.

Re teaching
URLs: http://www.usu.edu/teachall/text/effective/research/feed.pdf
Review the section on Re teaching in the web article, Academic Feedback. In your notebook reflect on how academic monitoring and questioning during guided practice inform the need to re-teach information.

Study Tip: Re teaching
URLs: Use the URLs in previous activities.
What is re teaching? In your notebook construct a web to show your understanding of re teaching.

Read sections in required texts – Re teaching
Read pages 242 – 244 and 400 – 402 in Effective Teaching Methods. Think of strategies teachers use to determine if they need to re teach information. When should teachers engage in re teaching? How do academic monitoring and questioning during guided practice inform the need to re teach? What kind of evidence will you seek regarding student performance to help determine if re teaching is necessary? Interact with your fellow teacher candidates by posting to the discussion board thread, Re teaching, your new understanding of re teaching.

ETT4/5 TaskStream Task 602.3.11-01, 02, 03
URLs: www.taskstream.com
Follow the directions and complete this performance assessment.

Independent Practice Strategies
Teacher candidates will learn how to provide students the opportunity to practice new skills derived from new knowledge.

Review chapters in required texts – Methods for Applying and Practicing
Review Chapter 6 and Chapter 7 in Educational Psychology: Theory and Practice.

ETT4/5 TaskStream Task 602.3.14-06
URLs: www.taskstream.com
Follow the directions and complete this performance assessment.

**Review sections in required texts – Independent Practice**

**Review sections in required texts – Distributed Practice**
Read pages 213 -214 in Educational Psychology: Theory and Practice. Read pages 246 – 247 in Effective Teaching Methods. Why are distributed practice and review important? How are they related to automatic processing? What is the teacher’s role during independent practice? What are the benefits of multiple practice opportunities? Answer these questions in your notebook.

**Homework**
**URLs:** http://www.netc.org/focus/strategies/home.php
Access and read “Homework and Practice.”

**Homework – Canter Module 9**
Read Canter Module 9. This information is included at the back of the Canter Series, Designing Curriculum, Instruction, and Assessment Part III, guide.

**Study Tip: Homework**
**URLs:** Use the URL in previous activity.
Write a script of the directions that you will provide student for a specific homework assignment. Save this in your notebook for future reference.

**Managing Homework**
**URLs:** http://www.usu.edu/teachall/text/effective/research.htm
Prior to completing this activity you may want to review the sections of “Research into Practice: Implementing Effective Teaching Practices” at the URL above. For a quick review, search each section using the keyword, Homework.

In your notebook explain how student homework can be appropriately managed. Include strategies for making sure student homework:

1. Consolidates skills already taught
2. Results in low student error rates
3. Presents a management strategy for correcting homework
4. Is highly aligned with daily lessons

Share your thoughts for two of the above on the community discussion thread, Managing Homework. Comment on the posting of one other peer.
WEEK 12
Content Explanation and Making Connections
Teacher candidates will learn how to employ indirect instructional approaches. They will also examine concept connections as they apply to student experience and characteristics. Up to this point in the course of study, we have dealt with elements of the Direct Instruction Model. Now we will address a number of indirect instructional approaches. We will also examine making concept connections within and across subjects to student experience.

Competency: Content Explanation and Demonstration 602.3.4
The graduate provides explicit explanation and demonstration of the knowledge, skills, concepts, attitudes, and/or thinking processes of the lesson.

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

Competency: Discussion Procedures 602.3.13
The graduate is able to lead discussions that engage all students in exploring important questions and connections among content and ideas.

Competency: Connections 602.3.14
The graduate connects concepts within and across subjects to student characteristics and student experiences.

Competency: Time Management 602.3.10
The graduate maximizes instructional time in the school day and within lessons.

**Indirect Instruction and Discussion Strategies**
Teacher candidates will learn about indirect instructional approaches. They will also explore strategies for effective discussion.

**Review chapter in required text – Indirect Instruction**
Read Chapter 8 in Effective Teaching Methods.

**Study Tip: Comparing Instructional Approaches**
In your notebook develop a matrix to compare and contrast direct and indirect instructional approaches. Interact with your fellow teacher candidates by posting to the discussion board thread, Comparing Instructional Approaches, your thoughts about the similarities and differences between direct and indirect instruction.

**Study Tip: Indirect Instruction**
Explain two indirect instructional strategies. Save this in your notebook for future study reference.

**Review sections in required texts – Discussion Strategies**
Discussion Strategies
URLs: http://condor.admin.ccny.cuny.edu/~es0554/
Access and read “Research Paper 2” on “Discussion as a Teaching Strategy” website. When you get to the “Discussion as a Teaching Strategy” page, click on “Research Paper 2.”

Discussion Problem Solving
URLs: http://literacy.kent.edu/eureka/strategies/discuss-prob.html
Browse and review the various PDF documents on the “Discussion/Problem Solving Teaching Strategies” website.

Study Tip: Discussion Strategies
URLs: Use the URLs in previous activities.
Think of three or four objectives for lessons you might teach. Explain a specific discussion strategy you would use as your instructional strategy to teach to each objective. Explain why you have chosen the specific discussion strategy for each objective. How are questioning strategies related to group discussion strategies? Why is it important for teachers to ask questions during group discussions? Save this in your notebook for future study reference.

ETT4/5 TaskStream Task 602.1.1-05
URLs: www.taskstream.com
Follow the directions and complete this performance assessment.

Connections and Time Management
Teacher candidates will learn to make concept connections within and across material as it relates student characteristics and experience. They will also learn to manage time within the school day and as it relates to lesson presentation.

Review chapters in required texts – Integrating Lessons and Units - Connections
Review Chapter 4 and pages 284 – 287 in Effective Teaching Methods. Review Chapter 6 in Educational Psychology: Theory and Practice. Think of examples of how teacher can use school, family, and community contexts when connecting student experience to real-world circumstances. Record your thoughts in your notebook.

Study Tip: Challenges of Integrated Instruction
Think of the benefits for students when teachers develop integrated lessons. What are the challenges for teachers when developing and teaching integrated units? Interact with your fellow teacher candidates by posting to the discussion board thread, Challenges of Integrated Instruction, your thoughts on this question.

Read chapter in required text – Time Wasters
Read Chapter 11 in Educational Psychology: Theory and Practice.
Making Instructional Time
URLs: [http://para2.unl.edu/legacy/Organization/lesson2.html](http://para2.unl.edu/legacy/Organization/lesson2.html)
Access and read “Finding Additional Instructional Time.”

Study Tip: Instructional Strategies to Maximize Instructional Time
URLs: Use the URL in previous activity.
Develop a list of the most important strategies you will use to make the most of instructional time. Save this in your notebook for future study reference.

ETT4/5 TaskStream Task 602.3.10-05
URLs: [www.taskstream.com](http://www.taskstream.com)
Follow the directions and complete this performance assessment.

WEEK 13
Assessment Administration, Interpretation, and Dissemination
Teacher candidates learn the fundamentals of assessment administration and interpretation. They also learn how to communicate with parents about assessment results. Assessment is an integral part of the lesson presentation process and is included in lesson planning models. Assessment provides valuable information about how and what students have learned as well as giving students insights about the effectiveness of lessons.

Competency: Assessment Administration 602.3.20
The graduate administers a variety of assessments to measure student achievement and to evaluate instructional effectiveness.

Competency: Analysis of Student Work 602.3.19
The graduate analyzes student work to determine mastery.

Competency: Assessment Interpretation and Dissemination 602.3.21
The graduate interprets the information from assessments to understand student performance and disseminates the results to students’ parents and school staff.

Competency: Record Keeping 602.3.18
The graduate maintains records of student performance on academic and behavioral measures.

Assessment Administration
Teacher candidates learn about the fundamentals of assessment administration – evaluating students, developing rubrics, grading systems, identifying student strengths and needs, and communicating with parents.
Read chapter in required text – Assessment Administration
Read Chapter 13 and Chapter 14 in *Educational Psychology: Theory and Practice*. Think of a learning objective for a lesson you might teach. Design an informal assessment to measure progress toward the objective. Design a formal assessment to assess the accomplishment of the objective. Save this in your notebook for future reference.

Evaluating Student Work
Access and read “Evaluating Student Work.”

Read chapter in required text – Grading Systems and Evaluating Student Writing
Read Chapter 12 in *Effective Teaching Methods*.

ETT4/5 TaskStream Task 602.3.19-03
URLs: [www.taskstream.com](http://www.taskstream.com)
Follow the directions and complete this performance assessment.

Make sure that you review the task attachment, Designing Scoring Rubrics for Your Classroom.

Develop a rubric that you could use to assess the students’ verbal presentation. You can structure the rubric by developing a table in “Word” or by using existing rubric building websites. You can use the rubric wizard in Task Stream for ideas, but make certain that you structure your own rubric. The verbal presentation rubric needs to have at least three levels of performance and at least three aspects of the students’ presentation.

Develop a rubric that you could use to assess the students’ written reports. Make sure the rubric has at least three levels of performance and three aspects of the students’ reports.

Read and review chapters in required texts – Grading Systems
Review Chapter 13 in *Educational Psychology: Theory and Practice*. Read Chapter 15 in *Measurement and Assessment in Teaching*.

Grading - Canter Course, Designing Assessment to Promote Learning
Access and view Designing Assessment to Promote Learning Section 7, Program 11 “Grading” and Program 12 “Grading Q & A.” Note: You enrolled in this Learning Resource during FOT: Testing!
Review chapters in required texts – Identify Student Strengths and Needs
Review Chapters 13 and 14 in *Educational Psychology: Theory and Practice*. Find an example of a student assessment. As you grade the assessment, consider what the assessment results tell you about the student’s learning. What kind of errors is the student making? Record your findings in your notebook.

**ETT4/5 TaskStream Task 602.3.21-01, 02**
URLs: [www.taskstream.com](http://www.taskstream.com)
Follow the directions and complete this performance assessment.

Review chapters in required texts – Communicating about Assessment with Parents
Review Chapter 13 in *Educational Psychology: Theory and Practice* and Chapter 15 in *Measurement and Assessment in Teaching*. In your notebook identify why it is important to communicate assessment criteria to students and parents.

Review chapter in required text – Record Keeping
Review Chapter 11 in *Educational Psychology: Theory and Practice*. In your notebook brainstorm all of the different kinds of records teachers need to keep. Do not forget to include records that serve as documentation of student behavior, grades, accomplishments, etc.

Read chapter in required text – Record Keeping
Read Chapter 3 in *Creating Literacy Instruction for All Students*. Think of ways teachers could use some of the record keeping strategies identified in this chapter. Interact with your fellow teacher candidates about record keeping by posting to the discussion board thread, Record Keeping.

**WEEK 14**

**Teaching Across the Content Areas**
Teacher candidates will learn strategies for teaching skills across the content areas. We will now explore how oral language development, teaching reading, comprehension, writing, and numeracy are integrated into different content areas of the curriculum.

**Competency: Teaching Across the Content Areas 602.3.22**
The graduate uses strategies for oral language development and the teaching of reading, comprehension, writing, and numeracy within all content areas.

Teaching Across the Content Areas
Teacher candidates will learn strategies for teaching oral language, reading, comprehension, writing, and numeracy skills across the content areas.

Teaching Literacy
**URLs:** Use the URL provided with your ASCD course enrollment
Access and complete ASCD Strategies for Literacy and Learning.

**Study Tip: Literacy Statement**
*URLs: Use the URL from previous activity.*

Write a teaching literacy philosophy statement that includes reasons for teaching reading in all subject areas. Interact with your fellow teacher candidates by posting to the discussion board thread, Literacy Philosophy Statement, your thoughts on this.

**Review chapter in required text – Reading and Study Skills**
Review Chapter 9 in Creating Literacy Instruction for All Students.

**Read chapter in required text – Phonemic Awareness**
Read Chapter 4 in Creating Literacy Instruction for All Students.

**Read chapter in required text – Phonics**
Read Chapter 5 in Creating Literacy Instruction for All Students.

**Review chapter in required text – Vocabulary**
Review Chapter 6 in Creating Literacy Instruction for All Students. Think of two or three strategies for teaching vocabulary. Record them in your notebook.

**Read and review chapters in required texts – Comprehension Strategies**
Review pages 185 – 191 (Chapter 6) in Educational Psychology: Theory and Practice and Chapter 8 in Effective Teaching Methods. Read Chapter 7 and Chapter 8 in Creating Literacy Instruction for All Students. Make a list of strategies that influence learning. Describe each strategy and state its purpose. Save these in your notebook for future reference.

**Summarizing and Note-taking**
*URLs: Use the URL provided with your Teachscape enrollment*

Access and view Teachscape Resource Library-Effective Teaching Practices-“Summarizing and Note-taking.”

**Read chapter in required text – Expository Text versus Literature**
Read Chapter 10 in Creating Literacy Instruction for All Students.

**Study Tip: Teaching Comprehension**
Interact with your fellow teacher candidates by posting to the discussion board thread, Teaching Comprehension and Fluency, your thoughts on how teaching comprehension in your content area helps students learn.


**Reading Content Material and Literature**

An elementary or secondary teacher has scheduled a 90-minute literacy block in which students engage in reading both content area texts (such as science, social studies, and math material) as well as literature. When planning learning activities, the teacher takes into account the different approaches to reading content area material and literature.

Given the above scenario:

In your notebook describe four teaching strategies (2 for each category) you think would be most useful and appropriate for:

1. Reading content area material
2. Reading literature

Also, explain how a teacher should select learning materials for the chosen strategies in each of the above.

Share your strategies in the community discussion thread, Reading Content Material and Literature. Critique the posting of another peer.

**Review chapters in required texts – Fluency**

Review pages 239 - 249 (Chapter 5) in Creating Literacy Instruction for All Students. Review Chapter 6 in Educational Psychology: Theory and Practice.

**Study Tip: Fluency**

What are the components of fluency? Using the information processing model as your guide, explain how fluency and automaticity in reading are related to working memory space. Also explain why teaching reading across the content areas is important to learning. Interact with your fellow teacher candidates by posting to the discussion board thread, Teaching Comprehension and Fluency, your thoughts on these questions.

**Read and review chapters in required text – Language Development**

Read Chapter 1 and Chapter 2 in Creating Literacy Instruction for All Students. Review Chapter 4 in Creating Literacy Instruction for All Students.

**Language Development**

**URLs:** [http://www.sasked.gov.sk.ca/docs/ela/e_literacy/index.html](http://www.sasked.gov.sk.ca/docs/ela/e_literacy/index.html)

Access and read “Early Literacy: A Resource for Teachers.”

**Study Tip: Language Development**

**URLs:** Use the URL from previous activity.

Develop a chronology that includes the names of critical stages in language development. Include typical behaviors, suggested language development activities, and possible assessments for each stage. Save this in your notebook for future study reference.
Read and review chapters in required text – Impact of Linguistic Development on Instructional Decisions
Read Chapter 11 and review Chapter 2 in Creating Literacy Instruction for All Students. Explain strategies teachers can use to build second language acquisition skills for ELL students. How does the presence of ELL students in the classroom influence the use of instructional and learning activities? Save this in your notebook for future study reference.

Review chapters in required text – Assessment Strategies for Language
Review Chapters 3, 4, 8, and 9 in Creating Literacy Instruction for All Students. What are strategies you can use to informally assess competence in language usage and comprehension? Record your answer in your notebook.

Review chapters in required texts – Correcting Misunderstandings in Language Use
Review Chapter 6 in Creating Literacy Instruction for All Students and Chapter 7 in Effective Teaching Methods. In your notebook explain how students can use context cues to correct language use. Identify instructional strategies that increase oral language development and understanding.

Conclusion
Congratulations on completing all the weeks for Instructional Planning, Strategies, Presentation & Follow-up As you can appreciate; this Course of Study covers a broad range of topics. Your studies included the basics of lesson planning, presentation, materials development, as well standards based planning and implementation. As an elementary or secondary teacher, you should comprehend how these topics are interrelated so that you can share the connections with your students. During your Instructional Planning, Strategies, Presentation & Follow-up studies, you read and viewed a great deal of pertinent resources to apply your new knowledge. Share this experience with your students. What strategies helped you learn the material? Write these down and share with your students when teaching. You now need to demonstrate your competency in Instructional Planning, Strategies, and Presentation & Follow-up by passing the objective exam and performance assessments.

Objective Exam
If you have not already done so, take the pre-assessment for the EIO4 or EIO5 exam, available through your AAP. The results will provide a percentage for each of the bright blue topics in this COS. You should then review your notes for topics with low scores. Your textbook will have additional online resources to check your understanding. Another way to check your understanding is to start with blank paper and write down your understanding of the topic. Pretend you are teaching this topic to a student. You can also post your understanding in the community for review. Once you have confidence with your new knowledge, take the pre-assessment again. Schedule the EIO4 or EIO5 exam after passing the pre-assessment. You will take the objective exam before completing the performance assessments.
**Feedback**
If you wish to provide feedback on this Course of Study, please contact James Evans, Professional Studies Program Coordinator, at jevans@wgu.edu.