This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Presentation and Follow-Up. Your competence will be assessed as you complete the 10 tasks that make up the ETT4/5 performance assessment and the EIO4/5 objective assessment. This course of study represents 4 competency units (CUs). Consult with your mentor if you wish to accelerate your progress through this course of study.

Introduction

Welcome
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. Teacher candidates should learn how to select, develop, and evaluate instructional materials as well as strategies to use to accomplish specific learning goals. You will plan for effective instruction and then implement those plans.

Interactive teaching includes all of the details that evidence themselves during presentation of lessons. Just as learning is a process, teaching is as well. 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.

Outcomes and Evaluations
There are several academic competencies associated with this course of study. 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: 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: Content Structuring
The graduate structures lesson content appropriately, using organizers to help students organize lesson skills and information.

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

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

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

Competency: Discussion Procedures
The graduate is able to lead discussions that engage all students in exploring important questions and connections among content and ideas.
Competency: Connections
The graduate connects: concepts within and across subjects; to student characteristics; and to student experiences.

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

Competency: 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.

Teaching Dispositions Statement
Please review the WGU Statement of Teaching Dispositions.

Preparing for Success
To successfully complete the Foundations of Teaching: Testing Course of Study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Topics

Obtain 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 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.

Resources

Gather Your Materials

The textbooks that you will need to order for this course are listed below. You will need to order these early to ensure you have them when required throughout this course.


*Note: The following textbooks are available as an e-text through CourseCompass. Please see the "CourseCompass Registration Instructions" for more information.*


*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.*

Other Learning Resources
You will need to enroll in or subscribe to several learning resources as a part of this course of study. Please verify that you have access to these learning resources, and renew your enrollment or subscription if you do not currently have access.

Use the following general instructions for the learning resources below:

1. In your AAP, navigate to the course code for this course of study (under the "Course Codes" column).
2. Click on the "Learning Resources" tab.
3. Click on the name of the appropriate learning resource.
4. Click on the "Show Sections" link, under the "Status" column.
5. Click the "Enroll Now" link.

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

**CourseCompass**
Check to make certain your CourseCompass subscription is still current. If not, please contact your mentor.

You will need this learning resource to access the digital version of the *Educational Psychology: Theory and Practice* text.

**Canter and Associates**
Enroll in the following learning resource from Canter and Associates to obtain corresponding course materials (i.e., DVDs, course handbooks).

- "Designing Curriculum and Instruction and Building Your Repertoire of Teaching Strategies" should appear as a learning resource.

You will receive one workbook and two sets of DVDs (i.e., *Designing Curriculum and Instruction* and *Building Your Repertoire of Teaching Strategies*) for this learning resource.

**ASCD Materials**
Enroll in the following learning resources from the Association for Supervision and Curriculum Development (ASCD):

- "ASCD: Differentiating Instruction" should appear as a learning resource.

**Additional Preparation**
Remember that as you work through this course of study you are gaining competence in three areas:

- instructional planning and design,
- instructional strategies and approaches, and
- instructional presentation and follow-up.

It is imperative that you purchase the required 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 EI04/5 objective assessment as well as complete the
performance tasks.

**Learning Tools**
There are many different learning tools available to you within your course of study in addition to the learning resources discussed above. Some or all of them may be very useful to you as your progress through this course of study. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**Resources**

**The ETT4/5 Performance Assessment**

*Note: Follow these directions to access your performance assessment.*

The ETT4/5 performance assessment is made up of several separate performance tasks. The directions for each task are located in TaskStream.

As you work through this course of study, you will complete all of the tasks that make up the ETT4/5 performance assessment. These tasks can be completed in any order, but they have been spaced throughout the course of study to help you pace yourself.

After writing up your tasks, check that you have covered all the requirements in the rubric before submitting it. If you need help, contact the course mentor.

**Message Boards, Learning Communities, Study Notes, and FAQs**

Message boards, learning communities, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" document to review these tools.

**Acquire a Notebook**

Acquire a notebook and organize it so you can record important information and use it as a study guide when you prepare for the objective assessment.

Take effective notes and complete study tips so you will have a body of information to study in order to prepare for the objective assessment.

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.

**Content Structuring**

In this section, teacher candidates will learn strategies to present information and concepts that meet the lesson plan objectives.

- What are the key elements of effective lesson presentation?
- How is questioning used in the classroom as an important instructional strategy?
- How can graphic organizers be used effectively to structure content and enhance students' learning?
- How do teachers identify and review appropriate instructional resources?
Topics

Content Structuring

As a teacher candidate, you will learn fundamentals about presenting content and gain skills in presenting lessons in ways that engage students and enhance student learning.

Once students have been introduced to lessons, teachers implement instructional strategies (e.g., questioning, short interactive lectures, compare and contrast) to present information and concepts that meet the learning outcomes.

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 and guided practice.

Resources

Instruction Basics: Professional Readings

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

- chapter 4 ("Unit and Lesson Planning")
- chapter 8 ("Teaching Strategies for Indirect Instruction")
- chapter 1 ("The Effective Teacher")

Then read the following chapter in the *Educational Psychology: Theory and Practice* text:

- chapter 7 ("The Effective Lesson")

Concept Attainment Strategy (1)

Access and view the following program in the Canter and Associates course *Building Your Repertoire of Teaching Strategies* DVD course materials:

- program 6 ("Concept Attainment Strategy")

*Note: You might have enrolled in this course as part of the Instructional Planning and Strategies Course of Study.*

Take notes in your notebook.

Concept Attainment Strategy

Read the following article:

- "What Is Concept Attainment?".

Try discussing what you just learned about this strategy with a friend. Can you name three aspects of the strategy?

Visual Representations

Access and complete the following video clip from the *Teachscape Resource Library*:
"Effective Teaching Practices: Nonlinguistic Representations"

After navigating to this point in Teachscape, view at least two video clips from grades K-2 and 3-5 under the "Seeing the Strategies in Action" heading.

Reflect in your journal or notebook as follows:

- Do you think the use of nonlinguistic representations varies as it is used across content areas or across grade levels?
- Do you think that it should?
- Based on what you know of the lesson, how did the use of the instructional strategy seem to advance the learning goals of the lesson?

Notice how in each example one or two of the research generalizations and classroom practices are implemented. Consider whether that makes sense in terms of the classroom example.

- Could the implementation of the strategy have been modified to exemplify more of the research generalizations and classroom practices and still have achieved the learning goals of the lesson?

**Learning Activity: Concept Attainment**

Review the following web page on the development of effective graphic organizers from the Center for Applied Special Technology (CAST) website:

- "Graphic Organizers"

In your notebook, outline two to three graphic organizers that you gained knowledge of through this reading. Then, indicate a list of skills each type of organizers could be a useful tool in supporting students in achieving learning objectives.

**TaskStream Performance Assessment**

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.5-01

**Materials and Resources for Instruction**

Choosing appropriate instructional materials and resources is very important to effective teaching. Teachers must know how to identify and select materials and resources that are appropriate for all students in their classroom, regardless of performance level.

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

- How do teachers access instructional materials and resources that are appropriate for a wide range of students and learning needs?
- How do teachers determine if a particular resource is appropriate for the needs of different groups of students?

For this topic, teacher candidates will review resources that may be used to support instruction.

**Resources**
Textbook Reading

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

- chapter 2 (“Understanding Your Students”) with special emphasis on pages 132-136
- chapter 4 (“Unit and Lesson Planning”) with special emphasis on pages 132-136

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

- chapter 4 (“Student Diversity”)

Differentiating Instruction Through Materials and Resources

Access and view the following program in the Canter and Associates course *Designing Curriculum and Instruction* DVD course materials:

- program 10 ("Differentiation")

Access and complete the ASCD *Differentiating Instruction* course.

Materials/Resources for Instruction

Review the following article on the Consultative Group on Early Childhood Care and Development website:

- "Early Childhood Care Development"

This resource should provide you with a definition and overview of early childhood education. You will need to know this in order to complete the task for this topic.

Compile Lists of Resources

Look at a number of online classroom resources sites, and begin to become familiar with the range of resources that are available for teachers to access.

Make a list in your notebook of textbooks, videos, and other teaching resources that you feel would be of value.

Examples of resource sites you can review include the following:

- Classroom Resources
- California Academy of Sciences
- Experience Learning Community

Consult with Teachers about Resources

Talk with educators that you know and discuss with them where they obtain their classroom resources (including maps, photos, books, and other instructional materials).

You may wish to ask questions such as the following:

- Do you buy the materials yourself?
- Do you borrow from a public or school library?
- What other organizations or sites do you use to obtain resources and materials for your
classroom?

Consider what should be taken into consideration when choosing instructional resources and materials for students with special needs, including English Language Learner (ELL) students and students with learning disabilities.

**TaskStream Performance Assessment**

Follow the directions in [TaskStream](#) to complete the following task as part of the performance assessment for this course:

- 602.3.7-04

**Discussion Procedures**

Did you know that classroom discussions and interactions through questioning can be powerful teaching and learning tools? Learners gain much more understanding when they talk about key concepts and terms.

Reflect on the following questions as you study this section:

- What have your own personal experiences been with discussions and questioning as an effective teaching and learning strategy?
- Do you believe that questioning is an effective teaching strategy?

**Topics**

**Discussion and Questioning Strategies**

In this topic, as a teacher candidate, you should gain skills and knowledge on a wide range of discussion and questioning strategies to support and enhance student learning.

**Resources**

**Textbook Reading**

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

- chapter 9 ("Questioning Strategies")

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

- chapter 1 ("Question Bias")

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

- chapter 7 ("The Effective Lesson") with special focus on pages 209-221

In your notebook make a list of what you will do and what you will not do when asking students questions.

**Learning Activities: Discussion Procedures**

In your notebook, please complete the following:
- Reflect on how you will avoid asking biased questions. What are some of the effects of biased questions?
- Distinguish between different types of questions. Identify purposes for asking questions. Make a list of five methods for using questions as an instructional strategy.
- Consider how probes can be used to help students correct their responses. Explain the importance of "wait time" during questioning.

Now, think of a learning objective. In your notebook, write down several questions that you might ask during instruction that support students achieving lesson objectives.

- Be sure to include both closed (i.e., those that require a specific answer) and open questions (i.e., those that allow for varied responses).

**Review**

Be sure that you have taken notes as you engage in the assigned readings for questioning techniques and strategies.

Make sure you understand the difference between follow-up questions, probing questions, and other questioning approaches.

**TaskStream Performance Assessment**

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.13-05

**Academic Monitoring**

As a teacher candidate, you should learn the fundamentals of guided practices and how it is employed during the implementation of a lesson.

Guided practice includes a variety of strategies such as questioning, providing feedback, and students demonstrating understanding. During guided practice, teachers monitor student understanding and progress and remediate if necessary.

Additionally, as a teacher candidate, you should learn how to employ guided practice, feedback, and academic monitoring during lesson presentation.

Reflect on the following questions as you study this subject:

- Why is it important for teachers to engage in guided practice after the presentation of instruction?
- What are effective monitoring techniques and systems that can be integrated into the classroom routines and a teacher's ongoing instructional strategies?

**Topics**

**Monitoring Student Understanding**

As a teacher, it is extremely important to keep a close eye on what parts of your lessons your students are understanding and what concepts they may be struggling with.
You can then use this information to inform or modify your instruction.

**Resources**

**Textbook Reading: Monitoring Student Understanding**

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

- chapter 7 ("Teaching Strategies for Direct Instruction") with special focus on pages 237-243
- chapter 12 ("Assessing Learners")
- chapter 10 ("Self-Directed Learning")

Read the following chapters in the *Educational Psychology: Theory and Practice* text:

- chapter 9 ("Accommodating Instruction to Meet Individual Needs")
- chapter 10 ("Motivating Students to Learn")
- chapter 13 ("Assessing Student Learning")

**Learning Activities: Monitoring Students' Understanding**

Read the following article from "Research Into Practice: Implementing Effective Teaching Strategies":

- "Academic Feedback"

*Note: To access these articles you will need to download them as PDF documents; this is done by clicking the article title on the "Research Into Practice: Implementing Effective Teaching Strategies" website.*

Be prepared to discuss the difference between academic monitoring strategies and systems. Also, be sure you have explored academic monitoring systems that would be most effective for students experiencing difficulty or for ELL students.

**Focus on Feedback**

Access and complete the following video clip from the 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**

Read or review the following articles from "Research Into Practice: Implementing Effective Teaching Strategies":

- "Academic Feedback"
- "Academic Monitoring"

*Note: To access these articles you will need to download them as PDF documents; this is done by clicking the article title on the "Research Into Practice: Implementing Effective Teaching Strategies" website.*

As you engage with the academic monitoring readings and resources, focus on the difference between monitoring strategies and monitoring systems.
TaskStream Performance Assessment

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.9-07,09,11

Instructional Adjustment

Reflect on the following questions as you study this section:

- How do teachers know when it is appropriate to adjust instruction?
- What are strategies for adjusting instruction for students who are struggling?
- What are strategies for adjusting instruction for students whose learning is accelerated?

As a teacher candidate, you should learn the fundamentals of adjusting lessons based on student performance. You should also learn how to give students opportunities to practice newly acquired skills.

As teachers monitor academic progress, there are times they will 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 can provide structured opportunities for students to enhance their learning.

Topics

Adjusting Instruction

The old phrase "one size fits all" definitely does not apply to the classroom.

Effective teachers know how to make modifications to their curriculum and instruction in order to meet the needs of all students in their classroom, regardless of ability or performance level.

Resources

Textbook Reading: Adjusting Instruction

Review the following chapters in the Effective Teaching Methods: Research-Based Practice text:

- chapter 7 ("Teaching Strategies for Direct Instruction") with special focus on pages 243-246
- chapter 12 ("Assessing Learners")

Then, review the following chapters in the Educational Psychology: Theory and Practice text:

- chapter 6 ("Methods for Applying")
- chapter 7 ("Practicing")

Adjusting Instruction for Gifted Students

Access and read the following article:

- "Differentiating Curriculum for Gifted Students"

Re-teaching
Review the following article from "Research Into Practice: Implementing Effective Teaching Strategies":

- "Academic Feedback" (specifically the portions on "re-teaching")

Note: To access these articles you will need to download them as PDF documents; this is done by clicking the article title on the "Research Into Practice: Implementing Effective Teaching Strategies" website.

Focus during this reading on gaining understanding on when re-teaching is necessary and the difference between re-teaching and providing clarification on instruction.

Think of strategies teachers use to determine if they need to re-teach information. Consider the following questions:

- 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?

Independent Practice Strategies

As a teacher candidate, you should learn how to provide students with the opportunity to practice new skills derived from new knowledge.

Resources

Review Questions

Answer the following questions in your notebook:

- What are several hints for providing effective practice time?
- What is the difference between "guided practice" and "independent practice"?
- 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?

Homework

Access and read the following web page:

- "Homework and Practice"

Prior to completing this activity, you may want to review the sections on "homework" in the following article in the "Research Into Practice: Implementing Effective Teaching Strategies".

- "Practical Suggestions for Academic Monitoring"

Note: For a quick review, you may want to search for the keyword "homework" within each section.

Note: To access these articles you will need to download them as PDF documents; this is done by clicking the article title on the "Research Into Practice: Implementing Effective Teaching Strategies" website.
Review

Be sure you have a clear understanding of the difference between guided practice and independent practice as you prepare for this task.

Also, make sure that you have engaged in readings to identify strategies for making adjustments to instruction.

TaskStream Performance Assessment

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.11-01,02

Connections

In this section, as a teacher candidate, you will examine concept connections as they apply to student experience and characteristics.

Up to this point in the course of study, you have dealt with elements of the direct instruction model. Now, a number of indirect instructional approaches will be addressed.

You will also examine the making of concept connections within and across subjects to student experience, as well as learn about indirect instructional approaches and explore strategies for effective discussion.

Reflect on the following questions:

- What are indirect instructional approaches?
- What are the benefits of teachers using indirect instructional strategies?
- How does current brain research impact curriculum development and presentation?
- What are the advantages of group discussions?

Topics

Connecting the Dots of Learning

Students learn so much more when they are able to see the relevance of the content and when they are able to make meaningful connections to their own experiences.

Consider, for example, when you were trying to learn a new skill such as driving a car. You likely thought back to when you saw your parents driving and were able to connect specific skills to those experiences. It is the same when you teach your students a new concept or skill.

Resources

Textbook Reading: Connecting the Dots of Learning

Read the following chapters in the Effective Teaching Methods: Research-Based Practice text:

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

Focus especially on pages 287-290, which address the topic of "Use of Group Discussion."
Read the following chapter in the *Educational Psychology: Theory and Practice* text:

- chapter 7 ("The Effective Lesson") with special focus on pages 221-223

**Connecting the Dots of Learning**

Access and read the following on the "Discussion as a Teaching Strategy" website:

- "Research Paper 2"

Then, browse through and review the various documents and articles on the following web page:

- "Discussion/Problem Solving Teaching Strategies"

**Definitions of Brain-Based Learning**

Access and read the following article:

- "Brain-based Learning"

In your notebook take notes on the key elements you read about in the article.

**Brain-Based Learning**

In a pertinent discussion thread in the Instructional Presentation and Follow-Up Learning Community, post ways in which you can see yourself integrating some of the key concepts of brain-based research into your own teaching.

**Review**

Make sure that you have taken good notes on all of you readings related to the key principles of brain-based learning.

Access the Instructional Presentation and Follow-Up Learning Community for insights and discussion on this topic.

**TaskStream Performance Assessment**

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.14-06

**Curriculum Alignment**

What you teach absolutely must be connected to how you teach, and how you teach must be connected to how you assess students' understanding.

This series of connections is the principle of alignment. Experienced teachers should be adept at adhering to this skill as they plan for weekly instruction.

**Topics**

**Basics of Connecting the Curriculum to Instruction and Assessment**
There are certain basics that teachers must follow when creating appropriate instructional experiences for their students. They must, for example, consider state or national standards, and then they must write learning objectives to fit those standards.

From there, they must create learning opportunities and assessment plans to align with the curriculum. In other words, planning must be careful and purposeful.

**Resources**

**Textbook Reading: Connecting the Curriculum to Instruction and Assessment**

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

- chapter 8 ("Teaching Strategies for Indirect Instruction"), with special focus on pages 287-290

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

- chapter 7 ("The Effective Lesson") with special focus on pages 221-223

**Essentials of Curriculum and Instruction Design**

Work through the following programs in your Canter and Associates *Designing Curriculum and Instruction* DVD course materials:

- program 5 ("Curriculum-Instruction-Assessment Design Process")
- program 6 ("Essential Knowledge")
- program 7 ("Learning Experiences")

Create a graphic organizer that lists at least four major points made in each program.

**Benefits of Curriculum Alignment**

Access and read the following article:

- "The Benefits of Curriculum Alignment"

Then, in a pertinent discussion thread in the Instructional Presentation and Follow-Up Learning Community, post your thoughts on why it is critical for teachers to align curriculum with state learning standards to any pertinent discussion thread.

**Curriculum Mapping**

Read about curriculum mapping in the following article:

- "A Curriculum Mapping Primer"

Describe in your notebook how curriculum mapping is an important strategy for curriculum alignment.

**Learning Activities: Connecting Curriculum to Instruction and Assessment**

Reflect on the information that has been presented in the previous activities in this topic section.

- Think about how the concepts of "curriculum alignment" and "curriculum mapping" relate to the No Child Left Behind Act of 2001.
Then in a pertinent discussion thread in the Instructional Presentation and Follow-Up Learning Community, post your thoughts on why it is critical for teachers to align curriculum with state learning standards.

Describe in your notebook how curriculum mapping is an important strategy to use when aligning curriculum.

**TaskStream Performance Assessment**

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.1.1-05

**Time Management**

As a teacher candidate, you should learn to make concept connections within and across material as it relates to student characteristics and experience.

You should also learn to manage time within the school day and as it relates to lesson presentation.

As you complete the activities in this section, reflect on the following questions:

- Why is the consideration of time in the classroom key to effective student learning?
- How can teachers maximize instructional time and minimize time wasters in the day?
- How do effective classroom management strategies maximize instructional time?

**Resources**

**Textbook Reading: Time Management**

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

- chapter 4 ("Unit and Lesson Planning")

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

- chapter 11 ("Effective Learning Environments")

**Learning Activities: Time Management**

Access and read the following web page:

- "Lesson 2: Finding Additional Instructional Time"

Then in a pertinent discussion thread in the Instructional Presentation and Follow-Up Learning Community, post the strategies that you found helpful. Develop a list of the most important strategies you will use to make the most of instructional time.

Consider the following question:

- As a teacher, what will you do to maximize the amount of instructional time you have?

**Instructional Pacing**
Pacing is the rate of instructional presentations and response. The pace of instruction is influenced by many variables such as task complexity or difficulty, relative newness of the task, and individual student differences.

Read the following article from "Research into Practice: Implementing Effective Teaching Strategies":

- "Instructional Pacing"

Then, describe in your notebook at least three new pacing techniques you gained from the article.

Note: To access this article you will need to download it as a PDF document; this is done by clicking the article title on the "Research Into Practice: Implementing Effective Teaching Strategies" website.

Pacing and Special Student Populations

Access and read the following article:

- "Making Content Comprehensive for English Language Learners"

Take notes on two to three strategies that could be used to appropriately gear pacing for ELL students.

Classroom Management

Access and read the following web page from CAST:

- "Classroom Management"

This site is provided to help you gain an understanding of the role of classroom management in effective use of time in the classroom.

TaskStream Performance Assessment

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.10-05

Analysis of Student Work

What are strategies teachers can use to effectively analyze student work in the classroom?

The analysis and evaluation of student work is an important component of effective teaching.

As a teacher candidates, you should gain skills and understanding in the development and use of instructional tools to support effective analysis of student work.

Resources

Textbook Reading: Analysis of Student Work

Review the following chapter in the Effective Teaching Methods: Research-Based Practice text:
Learning Activities: Analysis of Student Work

Access and read the following article from the McGraw Center at Princeton University:

- "Evaluating Student Work"

TaskStream Tools

For this activity, you will be reviewing the standards wizard and rubric wizard tools in TaskStream.

Rubric Wizard

Begin by accessing the front page of TaskStream.

1. Click on the "Lessons, Units, and Rubrics" menu at the top of the page.
2. Click on "Rubric Wizard."
3. Explore the various types of rubric templates through the "Adapt a Rubric" option.

Make note that these rubric templates can be used as a foundation for creating rubrics for tasks in this assessment.

State Learning Standards and Objectives

Begin by accessing the front page of TaskStream.

1. Click on the "Standards" menu at the top of the page.
2. Click on "Browse Standards and Outcomes."
3. Explore the various options to access your state's academic K-12 learning standards.

Determine the language your state uses to describe objectives that are aligned with the academic standards. Make note that a range of language is used, including benchmarks and grade level expectations.

Please contact your course mentor for clarification if you are unable to determine the language used in your state standards.

Note: Please make note that the TaskStream standards wizard and Rubric Wizard can both be of value for completing the performance task associated with this topic. Please see any pertinent discussion threads in the Instructional Presentation and Follow-Up Learning Community for further information on the topics of rubrics and standards.

TaskStream Performance Assessment

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.19-03

Assessment Interpretation and Dissemination

It is important for teachers to be able to look at assessment results and know what they mean in order to inform their instruction and thus meet the needs of each student in the class.

Resources
Interpreting Test Scores and Norms

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

- chapter 19 ("Interpreting Test Scores and Norms")

Make sure you can respond to the following questions with confidence:

- What is the difference between norm-referenced and criterion-referenced assessments?
- What are performance standards?
- What is a normal curve?
- What is the difference between percentile ranks and stanines?

Assessing Learners

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

- chapter 12 ("Assessing Learners")

After reading that chapter, make a list of at least five different types of assessments that you could use in your classroom. Then, indicate how you would use the results from each to inform your instruction.

Finally, draft a sample letter to parents which explains what the test results mean as it relates to their child.

TaskStream Performance Assessment

Follow the directions in TaskStream to complete the following task as part of the performance assessment for this course:

- 602.3.21-01,02

Final Review

Congratulations on completing all the activities for the Instructional Presentation and Follow-Up Course of Study.

As you can appreciate, this course of study covers a broad range of topics. Your studies included the basics of lesson, presentation, and 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 studies for the Instructional Presentation and Follow-Up Course of Study, you read and viewed a great deal of pertinent resources to apply your new knowledge to. 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 and follow-up by passing the objective and performance assessments.

Topics

The Performance Assessment
The performance assessment is made up of several separate performance tasks. These tasks can be completed in any order, but they have been spaced throughout the course of study to help you pace yourself. The directions for each task are located in TaskStream.

Resources

Completing the Performance Assessment

By this time, you should have completed all of the tasks that make up the performance assessment. If you have not, please do so now. If you need help, contact your course mentor.

*Note: Follow these directions for accessing your performance assessments.*

The Pre-Assessment

There is a pre-assessment available to help you prepare for the examination, which you should take after completing all required TaskStream performance assessments for both the Instructional Planning and Strategies and the Instructional Presentation and Follow-Up Courses of Study.

Overview

You should 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 if you are ready to take the objective assessment and also
- identify the specific areas you need to spend additional time studying.

When taking the pre-assessment, be sure that you do not

- take longer than the recommended amount of time,
- utilize resources that will not be permitted during the actual examination, or
- take the pre-assessment more than two or three times.

Remember that, if you do any of this, the purpose of taking a pre-assessment will be defeated. Moreover, do not attempt to take the pre-assessment until you honestly feel that you are ready to proceed-taking the pre-assessment more than a few times can significantly dilute the value that can be gained from it.

Resources

Take the Pre-Assessment

You should now attempt the PAE4 pre-assessment for the EI04/5 objective assessment.

Follow these directions for accessing your pre-assessment.

Review Your Pre-assessment

Review your pre-assessment score by asking your mentor to review with you the pre-assessment details with you.

The two of you can analyze the results by looking at the topic sections and percentage scores. Your mentor can guide you in what specific areas to concentrate on. Your mentor can also help you to determine when you will be ready to attempt the objective assessment.

Once you have confidence with your new knowledge, take the pre-assessment again.
The Objective Assessment

The EIO4/5 objective assessment encompasses the Instructional Planning Strategies Course of Study and the Instructional Presentation and Follow-Up Course of Study. You should plan to complete the work contained in both subdomains prior to attempting the objective assessment.

The EIO4/5 objective assessment is a comprehensive objective exam. You should wait to take the objective assessment until after you have completed the tasks that make up the performance assessment for this course of study.

Resources

Schedule the Objective Assessment

Schedule the EIO4/5 objective assessment after you have passed or completed the pre-assessment. Coordinate the timing of the assessment with your mentor.

Follow these directions for accessing your objective assessment

Review for the Objective Assessment

Review for the objective assessment by completing any of the following:

- Take or review the PAE4 pre-assessment for the EIO4/5 exam, available through your AAP. The results will provide a percentage for each of the topics in this course of study.
- Then, review your notes for the topics you did not score well on. Your textbook will have additional online resources to help you check your understanding.
- Another way to check your understanding is to start with blank paper and write down your understanding of the topic. It may also help to imagine that you are teaching this topic to a student.
- You can also post your understanding in the Instructional Presentation and Follow-Up Learning Community for review.

Once you have confidence with your new knowledge, take the pre-assessment again.

Take the Objective Assessment

Take the EIO4/5 objective assessment at the time and location you have scheduled.

Follow these directions for accessing your objective assessment

Feedback

To provide feedback on this or any other course of study, please use the Course of Study Feedback form.

ADA Requirements

Please review the University ADA policy.