This course supports the assessments for EIT4. The course covers 13 competencies and represents 3 competency units.

**Introduction**

**Overview**
Welcome to Effective Teaching Practices! You will learn how to select, develop, and evaluate instructional materials and well as strategies to use to accomplish specific learning goals. Much like the students that you will teach you will use the information that you have previously learned and use it with this information to write learning objectives, plan lessons, and pick instructional materials.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Instructor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.
E-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

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


*Note:* The Educational Psychology e-text includes many references to supplemental material in the MyEducationLab environment, however access to this resource is not included with the e-text in this course. The material is not necessary for completion of the assessment, and is not considered a resource required for this course.

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

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

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

EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resources for this course.

Lesson Planning Best Practices

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

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

Additional Preparations

Important Note
California candidates entering WGU on or after July 1, 2008 should review the California Teaching Performance Assessments (CalTPA) Requirements for California Students document.

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. You will want to take notes on the chapters that you read.

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- Pacing Guide: Effective Teaching Practices: Instructional Planning and Strategies

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Lesson Planning and Presentation

As a teacher candidate, you should learn the basics of developing goals and objectives that
align with state or district standards. You should also study direct instruction and how to begin presenting a lesson.

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

**Writing Learning Objectives**
As you study this section, reflect on the following questions:

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

This topic addresses the following competencies:

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

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

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

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

**Learning Objectives and Assessment**

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

- chapter 2 ("The Role of Measurement and Assessment in Teaching")
- chapter 3 ("Instructional Goals and Objectives: Foundation for Assessment")
- appendix A ("Taxonomy of Educational Objectives") *(click link and use table of contents navigation in e-text to access)*
- appendix D ("Relating Assessment Procedures to Instructional Objectives") *(click link and use table of contents navigation in e-text to access)*

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

- chapter 4 ("Unit and Lesson Planning")

In your notebook, create an outline for each chapter that summarizes the important information about writing learning objectives.
Good Learning Objectives

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

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

Find the "Learning Objectives" discussion thread in the learning community, and post an example of a good learning objective.

Instr Plan & Str Performance Assessment

Complete the following task in TaskStream:

- Instr Plan & Str: 602.1.4-02

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

Curriculum Alignment and Development

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

This topic addresses the following competencies:

- Competency 602.1.1: Curriculum Alignment
  The graduate understands the importance of aligning curriculum, teaching resources, materials, and strategies to accepted academic, district and state standards, goals, and priorities as part of a curriculum evaluation and selection process to achieve instructional purposes.
- Competency 602.1.4: Learning Objectives
  The graduate generates clear, relevant, measurable learning objectives to meet student needs and achieve program goals.
- Competency 602.3.1: Start-of-Lesson Review
  The graduate conducts a brief review of previously-taught information before beginning instruction on new content.
- Competency 602.3.2: Lesson Introduction
  The graduate introduces a lesson and goals to students.

Alignment: Matching Objectives to Standards

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

- chapter 4 ("Unit and Lesson Planning")

Read or review the following in the Measurement and Assessment in Teaching text:
Search the Internet search and locate your state board of education's website, and then find the page for your state's standards.

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

**Direct Instruction**

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

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

This topic addresses the following competencies:

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

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

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

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

**Teaching Directly**

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

- chapter 4 ("Unit and Lesson Planning")

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

- chapter 7 ("The Effective Lesson")

Use a Venn diagram or a T-chart to compare and contrast models of an effective direct instruction lesson. Keep this in your notebook for reference.

**Beginning the Lesson**

As you study this section, reflect on the following questions:
• What are some of the fundamentals of beginning a lesson?
• Why is it important to prepare students for the beginning of the lesson?

This topic addresses the following competencies:

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

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

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

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

**Stating Objectives**

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

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

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

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

**WGU Lesson Plan Best Practices**

Open the [Lesson plan best practices document](#). Read the introductory information and the watch the video under lesson plan section one.

**Lesson Planning and Prerequisite Knowledge**

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

**Lesson Planning**

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

• Teachers often bemoan the process of lesson planning, but what does it really mean to plan for the lesson?
• What is necessary to do it correctly?

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

Start Planning

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

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

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

• chapter 7 ("The Effective Lesson")

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

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

In your notebook, generate a list of at least eight questions to ask yourself before you plan lessons.

For example:

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

**WGU Lesson Plan Best Practices**

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

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

**LEARN Planning Model**

Complete the following Teachscape module:

• [Design for LEARNing](#)

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.

**Locating Lesson Plans**

Locate a good, online resource for reputable lesson plans.

Post the link to the message board along with an explanation for why you find it to be such a good resource.

**Instr Plan & Str Performance Assessment**

Complete the following task in TaskStream:

- Instr Plan & Str: 602.1.2-03,04,06,08

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

**Prior Knowledge Activation; Prerequisite Knowledge and Skills**

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

This topic addresses the following competencies:

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

**Prerequisite Knowledge and Skills**

Over the past 10 years, researchers, educators, and policymakers have increased their focused on building literacy by integrating within the curriculum. Teaching is not simply about lesson planning, but in the ability to tap into prior knowledge and skills. As a teacher, it is important for you to have the knowledge skills of major aspects of effective reading/literacy instruction.

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

- chapter 6 ("Information Processing and Cognitive Theories of Learning")
- page 205 of chapter 7 ("The Effective Lesson")

Then review the following in the *Effective Teaching Methods: Research-Based Practice* text:
- page 140 of **Chapter 4 ("Unit and Lesson Planning")**
- pages 233-234 of **Chapter 7 ("Teaching Strategies for Direct Instruction")**

Read the following in the **Literacy Strategies for Grades 4-12: Reinforcing the Treads of Reading** text:

- Chapter 1: The Struggling Reader
- Chapter 2: Fluency
- Chapter 3: Vocabulary
- Chapter 4: Comprehension
- Chapter 5: Higher-Order Thinking

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

**Methods for Activating Prior Knowledge**

Read the following in the **Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders** text:

- Chapter 2: Integrating Literacy and Learning Across the Content Areas
- Chapter 3: Integrating Literacy and Learning Interventionist for Struggling Readers and Writers

Read the following in the **Managing the Literacy Curriculum: How Schools Can Become Communities of Readers and Writers** text:

- Chapter 2: A Framework for Understanding Literacy Teaching and Learning
- Chapter 4: Literacy and Learning in the Primary Classroom
- Chapter 5: Literacy Across a Secondary School Curriculum
- Chapter 6: Managing the Literacy Curriculum

Complete the following Teachscape course:

- **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.

**Evaluating, Selecting, and Developing Materials**

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

- How do instructors evaluate, select, and develop dynamic and engaging material that
will aid students in meeting learning objectives for the lesson?

- What are the components an instructor needs (that you will need to compile and be aware of) in order to choose material that meets objectives effectively?

## Selecting and Evaluating Materials

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

### Instructional Resources

As you move through this section, you will find many that educational materials have many names, (resources, materials, etc.) here is a general guide for identifying them:

#### Instructional Resources or Materials

Instructional resources or Materials are defined as anything which is read, listened to, observed or experienced by students as part of the instructional process. They are used to transfer information and skills to others. Resources may be consumable or non-consumable, and may vary greatly in the kind of student response they stimulate. Instructional resources include, but are not limited to, textbooks, teacher manuals, kits, games, computer software, apparatus, media collection of library books, films, filmstrips, periodicals, posters, charts, or human speakers, excluding manipulatives.

#### Manipulatives

Three-dimensional teaching aids and visuals that teachers use to help students with concepts. Examples include: counting beads, tangrams, fraction slips, base-ten blocks, and sight word slips.

Important Note: As a rule of thumb, most of the functional equipment in a classroom does not qualify as an instructional material. To that end: desks, chairs, computers, overhead projectors, SMART Boards, Projectors and Projection Screens are not instructional materials.

This topic addresses the following competencies:

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

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

### Evaluation, Selection, and Development of Materials

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

- chapter 4 ("The ASSURE Model: Creating the Learning Experience")
- chapter 5 ("Computers and Multimedia: Accessing Digital Worlds")
- chapter 7 ("Online Learning: Learning Through the Internet and Computer Networks")
• chapter 8 ("Instructional Materials and Displays: Using Media to Engage Learners")
• chapter 9 ("Visuals Enhancing Learning with Visuals")

Review the following pages in the Instructional Technology and Media for Learning text:

• pages 237-240 of chapter 8 ("Instructional Materials and Displays: Using Media to Engage Learners")

Select an instructional material you might use to teach a specific skill or concept.

Use the selection rubric on page 247 in chapter 8 ("Instructional Materials and Displays: Using Media to Engage Learners") of Instructional Technology and Media for Learning to evaluate the material you selected. Keep this evaluation for your performance tasks in TaskStream.

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 in chapter 4 ("The ASSURE Model: Creating the Learning Experience") of the Instructional Technology and Media for Learning text as a starting point.

**Study Tip: Materials Selection**

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

There are various types of instructional materials. You can use

• a textbook (but you are not limited to them),
• video or audio recordings,
• instructional computer programs,
• websites and web-pages,
• CD-ROM, and
• other electronic media.

Keep this for when you work on the tasks for your performance assessment in TaskStream.

**Instr Plan & Str Performance Assessment**

Complete the following task in TaskStream:

• Instr Plan & Str: 602.1.1-03, 04, 08

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

**Instructional Materials Development**

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

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

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

**Bulletin Boards**

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

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

In order to prepare you for greater success later on in your Demonstration Teaching (DT) placement, you will complete various pre-clinical experiences (PCE) throughout the Effective Teaching Practices and Specific Teaching Practices domains of study. Be sure to download the latest PCE Summary Task List from the [WGU Student Handbook](#).

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

**Instr Plan & Str Performance Assessment**

Complete the following task in TaskStream:

- Instr Plan & Str: 602.1.5-02
- Instr Plan & Str: 603.1.4-04

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

**Information Processing**

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

- chapter 6 ("Information Processing and Cognitive Theories of Learning")
- page 218 of chapter 7 ("Online Learning: Learning Through the Internet and Computer Networks")

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

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

Read or review the following chapters in the *Instructional Technology and Media for Learning* text:
Think of examples to illustrate the goals of visual design. Record your thoughts in your notebook.

**Games and Simulations**

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

- chapter 4 ("Unit and Lesson Planning")

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

- chapter 9 ("Accommodating Instruction to Meet Individual Needs")

**Lesson Plan Adaptation**

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

**Adapting Lesson Plans**

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

- Which methods can be employed for adaptation?

This topic addresses the following competency:

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

**The Purpose of Adapting Lesson Plans**

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

- chapter 2 ("Understanding Your Students")

Complete the following Star Legacy Module:

- **Differentiated Instruction: Maximizing the Learning of All Students**

**Instr Plan & Str Performance Assessment**

Complete the following task in TaskStream:

- Instr Plan & Str: 602.1.6-04

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

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

**Grouping Students for Instruction**

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

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

- Which strategies do teachers use to group students?
- Why do students need to be grouped for instruction?

This topic addresses the following competency:

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

**The Purposes for Heterogeneous/Homogeneous Groups**

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

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

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

- [chapter 9](#) ("Accommodating Instruction to Meet Individual Needs")

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

**Effective Homogeneous Groups**

Read about different kinds of groups.

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

- [chapter 8](#) ("Teaching Strategies for Indirect Instruction")

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

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

**Different Kinds of Groups**
Read the following articles about different types of groups:

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

Instr Plan & Str Performance Assessment

Complete the following task in TaskStream:

- Instr Plan & Str: 602.2.1-13, 15, 16

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

**Instructional Strategies and Approaches**

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

**Instructional Strategies**

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

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

- How can teachers determine which are the best instructional strategies?
- How can these strategies be identified?
- How can these strategies be implemented to meet the needs of students who are English Language Learners, hearing impaired, have a specific disability (e.g. reading disability-dyslexia, writing disability-dysgraphia, language disability etc.), are physically disabled or gifted/accelerated learners?
- Where do you find them?

This topic addresses the following competency:

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

**Instructional Approaches and Strategies**

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

- chapter 7 ("Teaching Strategies for Direct Instruction")
- chapter 8 ("Teaching Strategies for Indirect Instruction")
- chapter 9 ("Questioning Strategies")
Distinguish between implicit and explicit instruction.

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

- chapter 4 ("Unit and Lesson Planning")

Think of ways to employ technology as an instructional strategy.

**Instr Plan & Str Performance Assessment**

Complete the following task in TaskStream:

- Instr Plan & Str: 602.2.2-02
- Instr Plan & Str: 602.2.2-08

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

**Self-Management and Study Skills**

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

**Self-Regulation Skills**

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

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

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

This topic addresses the following competencies:

- Competency 602.2.3: Self Management
  The graduate teaches students strategies to manage their own learning and behavior including goal setting, monitoring performance, and making appropriate decisions based on data.
- Competency 602.2.4: Study Skills
  The graduate understands the strategies students use to organize, retain, and recall information; and teaches study skills to students.

**Self-Regulation**

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

- pages 148-150 of chapter 5 ("Behavioral Theories of Learning")
- pages 235-236 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")
- pages 302-303 of chapter 10 ("Motivating Students to Learn")
Watch the following videos:

- "Teaching Kids Time Management"
- "Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills"

As you learn to help your students to self-regulate their learning, reflect on your own learning.

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

Record your thoughts in your notebook.

**Self-Management**

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

- chapter 10 ("Self-Directed Learning")

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

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

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

**Instr Plan & Str Performance Assessment**

Complete the following task in TaskStream:

- Instr Plan & Str: 602.2.3-03

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

**Study Skills**

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

This topic addresses the following competencies:

- Competency 602.2.3: Self Management
  The graduate teaches students strategies to manage their own learning and behavior including goal setting, monitoring performance, and making appropriate decisions based on data.
- Competency 602.2.4: Study Skills
  The graduate understands the strategies students use to organize, retain, and recall information; and teaches study skills to students.

**Teaching Study Skills**
Read the following articles:


Skim through the following text:

- *Study Skills Guide : Essential Strategies for Smart Students*

**Instr Plan & Str Performance Assessment**

Complete the following task in **TaskStream**:

- Instr Plan & Str: 602.2.4-05

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

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.