This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Planning and Strategies. Your competence will be assessed as you complete a 10-task performance assessment (EIT4/5). This course of study represents 3 competency units and may take up to 14 weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

Introduction

Welcome
Welcome to Effective Teaching Practices! In Effective Teaching Methods you have reached the point where you will be developing the skills that you use in the classroom. While you may have previously read about teaching, its methods, and best practices, this course meant to help you become a teacher!

In the Instructional Planning and Strategies Course of Study, you will use what you have learned previous to this course to effectively and systematically plan lessons and to teach them in the manner that helps them to best acquire knowledge and skills.

Overview
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.

Outcomes and Evaluation
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: 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: Lesson Planning and Instructional Resource Identification
The graduate prepares appropriate lesson plans.

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

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

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

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

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

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

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

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

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

**Teaching Dispositions Statement**
Please review the [WGU Statement of Teaching Dispositions](#).

**Preparing for Success**

To successfully complete the performance assessment for this course of study (EIT4/5), you need the appropriate resources to help with your learning.

You should also prepare a calendar to schedule times you can devote to your studies. Share this calendar with your family and friends so that 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 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.

**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 in order to avoid any delays in getting them when required throughout this course.

You must order each of the following textbooks individually:

*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.
Additional Preparation

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.

The following activities and information will help you as you work through this course of study.

Resources

The Performance Assessment

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

The EIT4/5 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 EIT4/5 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.

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.

If you do not know where you are going, you will not 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.

**Topics**

**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?

**Resources**

**Learning Objectives and Assessment**

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

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

Read the following chapter 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.

**TaskStream Performance Assessment**

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

- 602.1.4-02

**Curriculum Alignment and Development**

As a teacher candidate, you should learn about developing curriculum and the importance of aligning unit plans to standards. You should also learn about the relationship between lesson and unit plans.
As you study this section, reflect on the following questions:

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

**Resources**

**Alignment: Matching Objectives to Standards**

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

- chapter 4 ("Unit and Lesson Planning")

Read or review the following chapters 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")

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?

**Resources**

**Teaching Directly**

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

- chapter 4 ("Unit and Lesson Planning")

Read the following chapter 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?

**Resources**
Stating Objectives

Review the following: pages in the *Effective Teaching Methods: Research-Based Practice* text:
- pages 138-140 of chapter 4 ("Unit and Lesson Planning")

Review the following pages in the *Educational Psychology: Theory and Practice* text:
- pages 201-202 of chapter 7 ("The Effective Lesson")

**Teachscape Resource Library: Effective Teaching Practices**

Access and view the following video in the Teachscape Resource Library:
- "Effective Teaching Practices: Setting Objectives and Providing Feedback"

Focus on the portion of the course that relates to setting objectives. Record observations in your notebook.

**Lesson Planning and Prerequisite Knowledge**

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

Standards-based education relies on alignment of learning objectives with state and local standards. Preparing lessons that are aligned with state and local standards is a critical step in designing curriculum.

The focus on standards and assessment at local and national levels requires teachers to carefully plan their instruction so that creative, learning-centered experiences are provided to 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.

**Topics**

**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?

**Resources**

**Start Planning**

Read or review the following chapters in the *Effective Teaching Methods: Research-Based Practice* text:
Review the following chapter in the *Educational Psychology: Theory and Practice* text:

- chapter 7 ("The Effective Lesson")

Review the following chapter 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?

**LEARN Planning Model**

Access and complete the following video clips from the Teachscape Resource Library:

- "Effective Teaching Practices: Instructional Planning (LEARN) Model"

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.

**TaskStream Performance Assessment**

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

- 602.1.2-03,04,06,08

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

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

- What role does the information that students already have play in learning new information?
- How can teachers use this information to plan and present new information?
- Why is it important to review information from previous lessons at the beginning of instructional presentations?
As a teacher candidate, you should learn the role prior knowledge has in learning and lesson presentation. You should also learn how to help students organize lesson skills and information.

**Resources**

**Prerequisite Knowledge and Skills**

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

- pages 182
- pages 187-189
- page 205
- chapter 6 ("Information Processing and Cognitive Theories of Learning")

Then review the following sections in the *Effective Teaching Methods: Research-Based Practice* text:

- page 140
- pages 233-234

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

**Methods for Activating Prior Knowledge**

Access and complete the following video clips from the *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.

**Evaluating, Selecting, and Developing Materials**

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

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

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

**Topics**

**Selecting and Evaluating Materials**

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

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

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

Resources

Evaluation, Selection, and Development of Materials

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

- pages 237-240

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. Keep this evaluation for your performance tasks in TaskStream.

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

- chapter 4 ("The ASSURE Model: Creating the Learning Experience")
- 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")

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 the *Instructional Technology and Media for Learning* text as a starting point.

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

- chapter 5 ("Computers and Multimedia: Accessing Digital Worlds")

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.

TaskStream Performance Assessment

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

- 602.1.1-03, 04, 08

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.

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

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

**Resources**

**Bulletin Boards**

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

- pages 227-228

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](https://www.wgu.edu/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.

**TaskStream Performance Assessment**

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

- 602.1.5-02
- 603.1.4-04

**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

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

- pages 270-281

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

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

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

**Games and Simulations**
Lesson Plan Adaptation

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

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

Topics
Adapting Lesson Plans

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

- Which methods can be employed for adaptation?

Resources
The Purpose of Adapting Lesson Plans

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

- chapter 2 (“Understanding Your Students”)

TaskStream Performance Assessment

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

- 602.1.6-04

Grouping

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

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

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

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?

Resources

The Purposes for Heterogeneous/Homogeneous Groups

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

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

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

- chapter 9 ("Questioning Strategies")

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

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

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

- pages 221-222
- page 273
- pages 244-249

Different Kinds of Groups

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

- section 14, program 13 ("Jigsaw Strategy")

In your notebook, develop a matrix, using the sample below, to compare use of small groups, peer tutoring, and cooperative learning.

TaskStream Performance Assessment

Follow the directions in [TaskStream](#) to complete the following tasks as part of the performance assessment for this course:
Instructional Strategies and Approaches

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

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

This section of the course of study identifies characteristics of effective instructional strategies.

Topics

Instructional Strategies

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

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

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

Resources

Instructional Approaches and Strategies

Read or review the following chapters 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 chapter 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.

TaskStream Performance Assessment

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

- 602.2.2-06
- 602.2.2-08
Self-Management and Study Skills

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

Self-regulation is the ability to control all aspects of one's own learning. Self-regulation includes 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.

Topics

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?

Resources

Self-Regulation

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

- pages 148-150
- pages 302-303
- pages 235-236

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

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

Record your thoughts in your notebook.

Self-Management

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

- chapter 10 ("Self-Directed Learning")

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

- chapter 9 ("Reading and Writing in the Content Areas and Study Skills")
Using self-regulation, self-directed learning strategies, and classroom management principles, think of ways to help students become responsible learners.

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

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

**TaskStream Performance Assessment**

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

- 602.2.3-03

**Study Skills**

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

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

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

**Resources**

**Locution and Pronunciation Skills**

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

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

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

- pages 481-482

In your notebook,

- explain a strategy to help students pronounce words in text,
- explain a strategy to help students locate word meanings, and
- explain a strategy to help students learn how to use glossaries.

**TaskStream Performance Assessment**

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

- 602.2.4-05

**Final Review**
Congratulations on completing all the sections in the Instructional Planning and Strategies Course of Study.

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, and
- 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, you read and viewed a great deal of pertinent resources to which you can apply your new knowledge. Remember the strategies that helped you to learn the materials; write these down and share them with your own students once you are a teacher.

Share this experience with your students. Remember the strategies that helped you to learn the materials and then write these down and share with your students when you teach.

You now need to demonstrate your competency by passing the objective exam and performance assessments.

**Topics**

**The Performance Assessment**

The EIT4/5 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 EIO4/5 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 (EIO4/5) 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 EIC4/5 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](#).