



This course supports the assessments for EIT5. 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 Mentor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course mentors 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 mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors 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 mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors 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.

Enroll in Learning Resources

You will need to enroll in or subscribe to learning resources as a part of this course. You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the ["Acquiring Your Learning Resources"](#) page.

**CourseCompass MyLabSchool**

Check your subscription for CourseCompass MyLab/Mastery. If your subscription has expired, please contact Learning Resources at learning@wgu.edu to obtain a MyLab/Mastery (formerly called MyLabSchool) Renewal access code.

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.

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.

- Borich, G. (2007). *Effective teaching methods: Research-based practice*. Upper Saddle River, NJ: Pearson. ISBN: 9780131714960
- Linn, R., Miller, M., & Gronlund, N. (2009). *Measurement and assessment in teaching* (10th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780132408936
- Slavin, R.E. (2009). *Educational psychology: Theory and practice* (9th ed.). Boston, MA: Pearson. ISBN-13: 9780205616121
- Smaldino, S., Lowther, D.L., & Russell, J.D. (2008). *Instructional technology and media for learning* (9th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780132391740

eBrary 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.

- Irvin, J.L., Meltzer, J., & Dukes, M. (2007). *Taking action on adolescent literacy: An implementation guide for school leaders*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 9781416605416
- Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 1416602593.



- Webster, A., Beveridge, M., & Reed, M. (2005). *Managing the literacy curriculum: How schools can become communities of readers and writers*. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0203975731

Teachscape

You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.

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.

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 G \("Taxonomy of Educational Objectives"\)](#) (click link and use table of contents navigation in e-text to access)
- [appendix H \("Relating Assessment Procedures to Instructional Objectives"\)](#) (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 Preparation" box 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
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- 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:

- [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?

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 \("The Effective Lesson"\)](#)

Teachscape Resource Library: Effective Teaching Practices

Complete the following video in the Teachscape course:

- [Setting Objectives and Providing Feedback](#)

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

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?

LEARN Planning Model

Complete the following Teachscape module:

- [Instructional Planning](#)

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 Preparation" box 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, researches, 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.

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 Preparation" box 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 Preparation" box 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:

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

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

Games and Simulations

Review the following 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 Preparation" box 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

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

Instr Plan & Str Performance Assessment

Complete the following task in [TaskStream](#):

- Instr Plan & Str: 602.2.1-15,16

For details about this performance assessment, see the "Assessment Preparation" box 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: 602.2.2-06
- Instr Plan & Str: 602.2.2-08

For details about this performance assessment, see the "Assessment Preparation" box 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 \("Motivating Students to Learn"\)](#)

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 Preparation" box 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.

Locution and Pronunciation Skills

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

- pages 481-482 of [chapter 14 \("Standardized Tests and Accountability"\)](#)

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.

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 Preparation" box 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.

The WGU Library

The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

- [WGU: Accessing the Library](#)
- [WGU Library: Finding Articles, Books, & E-Reserves](#)



Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

ADA Requirements

Please review the [University ADA Policy](#).