

# [Plt: instructional process](https://assignbuster.com/plt-instructional-process/)

Standards-Based InstructionUse backwards design to planning for standards-based instruction. Ask yourself three questions:
1. What do students need to know and be able to do?
2. How will you assess what students know and are able to do?
3. What goes into planning the lesson? Theory into practice: CognitionTeachers need to understand how the human memory operates and to help students learn to retrieve information from short and long term memory. To help, teachers can:
-guide students to rehearse info, use mnemonics to aid in recall, and allow students to work with others (Schema--using schemes to make connections, Information Processing--declarative, procedural and conditional knowledge, Mapping--concept maps, graphic organizers) ONPLT: INSTRUCTIONAL PROCESS SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder NowTheory into practice: Social Learning TheoryLet student talk! Allow students to work in pairs, groups and have class discussion.
Modeling--teachers modeling behavior.
Reciprocal determinism--peoples behavior is controlled by the individual through internal cognitive processes and external events in the environment.
Vicarious learning--social interaction and observation; working with peers, mentors or adults. Theory into practice: ConstructivismIndividual learners construct or create knowledge through their interactions with the environment and others.
Problem-based learning, Zone of Proximal Development, Scaffolding (ZPD), Discovery Learning, Inquiry ModelTheory into practice: BehaviorismConditioning
Intrinsic and Extrinsic Rewards
Reinforcement
PunishmentCurriculumScope--materials to be taught
Sequence--order in which it is taught
Standards of learning--state and national standards
Curriculum Frameworks--lists the goals of a district, state or school and provide subject specific outlines of content, standards and expectations
Curriculum planning--teachers must plan scope and sequence for a series of units of study, align the curriculum to standards, plan the assessment to measure students' progress
Emergent curriculum--based on interests of children. Mostly used in early childhood and alternative secondary schools. Unit PlanningInvolves a cohesive, interconnected set of lessons lasting 2-6 weeks. Understanding by Design: using backward planning; designing a unit of instruction based on what students need to know & be able to do, how to assess learning and plan a series of lessing. Interdisciplinary-unit Instruction: incorporates info from two or more content areas or subjects
Thematic-unit Instruction: organizing curriculum around themesLesson PlanningBackward planning. Madeline Hunter's effective teaching model: Objectives, Standards of performance, Anticipatory set or advance organizer, Teaching, Guiding practice and monitoring, Lesson cloture and practiceLesson Template: Instructional ObjectivesThe student will...
Base objectives on Bloom's Taxonomy of the cognitive, affective and for performance domains. Lesson Template: National, state and/or local standards addressed... Lesson Template: MaterialsList all materials you'll need for the lesson so you are well prepared. Be sure to choose age-appropriate, quality materials for your students. Lesson Template: Learner and Environment FactorsInclude learner factors such as the target grade level for the lessons, as well as any specific learning styles or modalities the lesson addresses. Consider environment factors, including the room arrangement, arrangements of materials, need for student movement, noise-level expectations and so on. Lesson Template: Opening... Develop anticipatory set.
... Make connection to previous less.
... Share lesson objectives (in student friendly terms)
Let your students know what they will be learning and why it is important. As a teacher, it is important to activate, assess, and/or develop prior knowledge during the opening of the lesson. Lesson Template: Middle... Model strategy or content to be learned.
... Provide guided practice of strategy or content.
... Monitor student progress
Understand that this is where a lesson varies greatly depending on the instructional method chosen: direct, indirect, independent, experimental, and/or interactive. Lesson Template: Closing... Lesson cloture
... Assign independent practice or homework.
Summarize, connect to a prior knowledge, discuss process or products of the lesson, review key concepts, preview tomorrow's lesson and so on. Lesson Template: AssessmentMust align carefully with objectives and standards.
Develop assessments, which may be informal and/or formal; formative or summativeWriting ObjectivesObjectives should have three parts (1) measureble verb, (2) criteria, and (3) conditions.
Affective Objective: The student will actively participate in discussion (1) on the US Civil War after viewing primary documents (2), making two or three key points on fact (3).
Cognitive Objective: The student will summerize (1) two main causes (3) of the Civil War after discussing the third chapter of the textbook (2).
Performance/psychomotor objective: The student will act out (1) on a battle from the Civil War (2) demonstrating three accurate facts from the battle (3). Citing Standards
Providing Quality Materials for Enrichment and Remediation... Recognizing Learner and Environment Factors[Carol Ann Tomlinson] Teachers strive to teach the same core content to all student, to do so successfully, they must differentiate. Differentiating refers to responding and acknowledging a wide range of abilities in the classroom.
Tiered Instruction--Same core content, different levels of support
Curriculum compacting--Finding what must be learned, reducing examples, activities or lesson so the student can demonstrate and move on
Curriculum Chunking--Breaking down into smaller units, providing support and feedback
Flexible Grouping--groups that change as students' learning needs change. Opening of the Lesson (Set Induction)Creating an anticipatory set is an activity at the start of a lesson used to set the stage for learning in order to help motivate students and activate prior knowledge. Middle of the LessonActively involves students in learning.
5 Broad categories of instructional methods.
1. Direct Instruction
2. Indirect Instruction
3. Independent Instruction
4. Experiential and virtual instruction.
5. Interactive InstructionMOTL: Direct InstructionCarefully planned lessons presented in small, attainable units with defined goals and objectives... is more teacher centered, specific. Ex--Demonstration, Lecturing and Mastery Learning, review of student performance and student examinationMOTL: Independent InstructionProviding structured opportunities for students to learn at their own pace. (learning contracts, research projects, learning centers, distance learning. MOTL: Experiential and Virtual Instruction (anchored instruction)Ties info to an " anchor" and also may be known. Using concrete applications of the concept being taught (anchor) to connect what he/she is learning to a concrete experience.. MOTL: Interactive InstructionCooperative Learning, Positive Interdependence (students working together to complete a task), Positive interaction (face to face or individual interaction/relationships, Individual and group accountability (Students must contribute to the group's success) Lesson--Think-pair share, reciprocal teaching (student and teacher engage in discussion, asking and answering questions to improve student comprehension, Jigsaw, STAD (collaborating on worksheets)Closing of the LessonProvides students with the opportunity to summarize and synthesize what has been learned thus far. Teacher should facilitate. Focus should be on student talking/thinking, promote transfer. Homework should be integral part of the lesson and not an afterthought. AssessmentAssessment must align carefully to the subject. It can either be formative or summative. Formative checks for understanding for the next days of instruction. Summative is more for student achievement. Can also be informal or formal. Informal--observations, conferencing, checking for understanding. Formal--tests, quizzes. Critical ThinkingRationally deciding what to believe or what to do. Graphic OrganizersCause and Effect Maps
Continuums
Cycle Maps
Matrices
Sequence Diagrams
Story MapsMetacognitionThinking about one's own thinking. Grouping PracticesPartner check or pair/share
Small-group investigation: assign topic and prepare report
Whole-group instruction: students work together as a class to read, discuss or solve a problem
Independent study sessions or units: students work at their own pace under the teacher's leadership or guidance.
Cooperative Learning, Homogeneous grouping, Heterogeneous Learning, Collab Learning, Multiage, grouping by gender or interestReflection Process in TeachingDonald Schon suggests that effective teachers use a reflection process that involves reflections in action and reflection on actionReflection in ActionTeaching moment that comes available during the lesson when it is apparentReflection on ActionLooking back on the instructional process and analyzing what worked and what didn'tQuestioning Techniques and ConsiderationsRoom Arrangement
Getting the Discussion Started (shared/concrete experience, music, video)
Factual Recall (mnemonic devices, mental imagery, patterns)
Higher Level Thinking (open ended questions)
Probing for Student Understanding
Student question generating
All Pupil Response
Wait TimeStimulating Discussion and Responses in the ClassroomWhole Class and Small Group Discussions, Literature Groups, Panel and Debates, Reports, Reader Response, Environmental Factors to Promote CommunicationPromoting Respect and Caring, Goal Setting, Effective Class Management, Problem Solving, Curbing School Violence, Risk Taking, Stimulating Curiosity, Positive interdependenceTechniques to Foster Verbal and Non-Verbal CommunicationI messages, Setting Clear Expectations, Providing Clear Directions, Breaking Down Complex Tasks, Signaling Transisitons, Highlighting Key Information, Gesturing, Making Eye Contact, With-it-ness, Respecting Personal Space, Paying Attention to Noise LevelExplicit TeachingBarak Rosenshine--10 basic principles for the development of an explicit teaching session
1. Create a short statement of lesson purpose
2. Provide a short review of previous, prerequisite learning.
3. Present new material in small steps, withe student practice
4. Provide clear, detail explanations and instructions
5. Provide active practice for all students.
Ask effective questions, check for understanding and encourage all pupil response
7. Guide students during practice
8. Offer students during practice.
9. Provide Practice for independent work and monitor students.
10. Continue Practice until students are ready to use new info independently and confidently. Communicating in a Culturally and Linguistically Diverse ClassroomDawn Abt-Perkins and Louis Matz Rozen suggest five important knowledge bases for teachers of culturally and linguistically diverse students:
Self-knowledge:
Cultural Knowledge
Linguistic knowledge
Culturally informed teaching knowledge:
Knowledge of multicultural materials and methodsFour general elements of communicationDegree of directiveness
Role of context
Importance of Saving Face
The task and the personOther areas of Diversity in Classrooms Today and Communication ConsiderationsSES, Social Styles, Learning Styles, Lifestyles, Scholastic Abilities