

Plt: instructional process



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Standards-Based Instruction Use 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:

Cognition Teachers 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)

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Theory into practice: Social Learning Theory Let student talk! Allow students to work in pairs, groups and have class discussion.

Modeling--teachers modeling behavior.

Reciprocal determinism--people's 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: Constructivism Individual 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 Model Theory into practice:

Behaviorism Conditioning

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Intrinsic and Extrinsic Rewards

Reinforcement

Punishment Curriculum Scope--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 Planning Involves 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 lessons. Interdisciplinary-unit Instruction: incorporates info from two or more content areas or subjects

Thematic-unit Instruction: organizing curriculum around themes Lesson

Planning Backward planning. Madeline Hunter's effective teaching model:

Objectives, Standards of performance, Anticipatory set or advance organizer, Teaching, Guiding practice and monitoring, Lesson closure and

practice Lesson Template: Instructional Objectives The 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: Materials List all materials you'll need for the lesson so you are well prepared. Be sure to choose age-

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appropriate, quality materials for your students. Lesson Template: Learner and Environment Factors Include 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 closure

... 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: Assessment Must align carefully with objectives and standards. Develop assessments, which may be informal and/or formal; formative or summative Writing Objectives Objectives should have three parts (1) measurable verb, (2) criteria, and (3) conditions.

Affective Objective: The student will actively participate in discussion (1) on

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the US Civil War after viewing primary documents (2), making two or three key points on fact (3).

Cognitive Objective: The student will summarize (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

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4. Experiential and virtual instruction.

5. Interactive Instruction
MOTL: Direct Instruction
Carefully 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 examination
MOTL: Independent Instruction
Providing 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 Instruction
Cooperative 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 Lesson
Provides 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. Assessment
Assessment 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 Thinking
Rationally deciding

what to believe or what to do. Graphic Organizers Cause and Effect Maps

Continuums

Cycle Maps

Matrices

Sequence Diagrams

Story Maps Metacognition Thinking about one's own thinking. Grouping

Practices Partner 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 interest Reflection Process

in Teaching Donald Schon suggests that effective teachers use a reflection process that involves reflections in action and reflection on action Reflection

in Action Teaching moment that comes available during the lesson when it is

apparent Reflection on Action Looking back on the instructional process and

analyzing what worked and what didn't Questioning Techniques and

Considerations Room 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

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Wait Time Stimulating Discussion and Responses in the Classroom Whole Class and Small Group Discussions, Literature Groups, Panel and Debates, Reports, Reader Response, Environmental Factors to Promote Communication Promoting Respect and Caring, Goal Setting, Effective Class Management, Problem Solving, Curbing School Violence, Risk Taking, Stimulating Curiosity, Positive interdependence Techniques to Foster Verbal and Non-Verbal Communication I messages, Setting Clear Expectations, Providing Clear Directions, Breaking Down Complex Tasks, Signaling Transitions, Highlighting Key Information, Gesturing, Making Eye Contact, With-it-ness, Respecting Personal Space, Paying Attention to Noise Level Explicit Teaching Barak 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, with the 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 Classroom Dawn Abt-Perkins and Louis Matz Rozen suggest five important knowledge bases for teachers of culturally and linguistically diverse

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students:

Self-knowledge:

Cultural Knowledge

Linguistic knowledge

Culturally informed teaching knowledge:

Knowledge of multicultural materials and methods Four general elements of

communication Degree of directiveness

Role of context

Importance of Saving Face

The task and the person Other areas of Diversity in Classrooms Today and

Communication Considerations SES, Social Styles, Learning Styles, Lifestyles,

Scholastic Abilities