



Course Description

EDG4343 | Instructional Strategies for P-12 Teachers | 3.00 credits

In this teacher certification course, the student will utilize research-based instructional design models to create lesson plans and instruction that aligns with state standards. The student will learn to incorporate educational theories and educational neuroscience to develop strategies for inclusive P-12 classrooms serving diverse populations.

Course Competencies

Competency 1: The student will connect developmental and learning theories and factors of motivation to the planning of instructional activities for students (FEAP 1) by:

1. Examining the historical perspectives of human development including theories of Locke, Rousseau, Darwin, Binet, Baldwin, and Maslow
2. Discussing the patterns of social-emotional and cognitive development of P-12 students
3. Examining motivational strategies and factors that encourage all students (ELL, ESE, SES, males, religion) to be achievement-oriented and goal-oriented
4. Comparing and contrasting the strengths and weaknesses of various theories such as cognitive development (Bandura, Bruner, Piaget), behaviorism (Skinner, Watson), constructivism (Vygotsky), psychosocial development (Erikson), ethological theories of development (Lorenz), maturational theory (Gesell), stages of moral development (Kohlberg), stages of the ethics of care (Gilligan), and theories of educational neuroscience (Fischer, Daley)
5. Analyzing theories and empirical research that form the basis of curriculum development and instructional practice
6. Applying learning theories to integrating subject matter with other disciplines and life experiences
7. Integrating the principles of learning theories into an emerging personal philosophy statement

Competency 2: The student will demonstrate knowledge of research-based practices to ensure assessments are aligned with state adopted standards (FEAP 1) by:

1. Differentiating between instructional long-term goals and short-term objectives appropriate to P- 12 student needs
2. Designing a variety of activities that accommodate different students' learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage in a creative, relevant, and success-oriented environment
3. Planning and conducting lessons with identified performance and learning outcomes for all children
4. Designing formative assessments that align with learning objectives and serve as a tool for monitoring student learning
5. Aligning instruction with state-adopted standards at the appropriate level of rigor
6. Integrating effective questioning skills into lesson plans
7. Discussing the importance of pacing, wait time, and transition in teaching a lesson

Competency 3: The student will differentiate and apply effective teaching and communication strategies (FEAP 2, 3) by:

1. Modeling clear, acceptable oral and written communication skills
2. Identifying effective classroom management and flexible grouping strategies for specific instructional activities
3. Writing appropriate higher-order questions for leading class discussion
4. Planning to address student misconceptions and learning gaps
5. Understanding non-verbal communication cues to redirect instruction
6. Utilizing effective communication techniques to convey high expectations for all students

7. Sequencing lessons and concepts to ensure coherence and activation of prior knowledge
8. Applying appropriate instructional technology to ensure students master the learning objectives

Competency 4: The student will demonstrate knowledge of assessments (FEAP 4) by:

1. Differentiating between formative and summative assessments and their uses
2. Designing formative and summative assessments that align with standards and lesson objectives
3. Identifying factors that affect the assessment of all students
4. Utilizing multiple assessments to diagnose students' learning needs, inform instruction, and drive the learning process
5. Using a variety of assessment tools to monitor student progress, achievement, and learning gains
6. Communicating the importance and outcomes of student assessment data with the student and the family

Learning Outcomes

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information