

Course Description**EPI0002 | Instructional Strategies | 3.00 credits**

The student will learn to connect human developmental theories and current educational neuroscience research to the planning of instructional activities for students in P-12 settings. The student will learn to apply varied teaching strategies, develop questions that address all levels of the cognitive domain, create lesson plans to include objectives, anticipatory set, practice, and assessment, as well as to research professional literature to hone the craft of effective teaching. Pre-requisites: EPI0001, or an equivalent course.

Course Competencies

Competency 1: The student will align developmental and learning theories, as well as other student information, to the understanding of the teaching and learning processes by:

1. Examining the historical perspectives of human development including theories of Locke, Rousseau, Darwin, Binet, Baldwin, and Maslow
2. Exploring, identifying, and discussing the patterns of physical, social, and academic development of students
3. Examining motivational strategies and factors that encourage students to be achievement and goal oriented
4. Comparing and contrasting the strengths and weaknesses of various theories, i.e., cognitive development (Bandura, Bruner, Piaget), behaviorism (Skinner, Watson), constructivism (Vygotsky), psychosocial development (Erikson), ethological theories of development (Lorenz), and maturational theory (Gesell), stages of moral development (Kohlberg), stages of the ethics of care (Gilligan), and theories of educational neuroscience research (Fischer, Daley, Jensen, Sousa)
5. Analyzing theories and research that form the basis of curriculum development and instructional practice
6. Applying learning theories by integrating subject matter with other disciplines and life experiences

Competency 2: The student will develop research-based lesson planning by:

1. Discussing the components of a lesson plan that meets the institutional guidelines of Miami Dade College (MDC) School of Education (SOE) and the local district
2. Aligning objectives with current state curricular and grade level expectations
3. Explaining the arrangement and purpose of Bloom's Taxonomy and Webb's Depth of Knowledge and how they are used to develop standards, questions, and lesson plans
4. Writing a satisfactory behavioral objective using Bloom's Taxonomy and Webb's Depth of Knowledge (DOK)
5. Defining and developing an anticipatory set and its role in a lesson
6. Explaining the need for skill practice and time to learn
7. Ensuring smooth transitions from activity to activity and subject to subject
8. Discussing the importance of homework and its role in learning
9. Explaining the role of wait time, specific praise statements, and teacher v. student talk
10. Defining assessment and its appropriate use
11. Differentiating between formative and summative assessment

Competency 3: The student will apply knowledge of human development and learning theories to create lesson plans, instruction, and assessment that is aligned with state adopted standards by:

1. Differentiate between instructional long-term goals and short-term objectives appropriate to students' needs
2. Aligning instruction with state-adopted standards at the appropriate level of rigor (Bloom and DOK).
3. Planning lessons that address learning outcomes, student performance, diverse needs, varied activities, and appropriate assessments
4. Designing a variety of activities to accommodate different student learning needs, taking into consideration developmental levels, experiential background, linguistic development, and cultural and

family heritage

5. Identifying materials based on instructional objectives, student learning needs, and performance, specifically those students with an Individual Education Plan (IEP), with a 504 medical plan, students who are Limited English Proficiency (LEP), and those in the gifted program with an Education Plan (EP)
6. Applying varied instructional strategies and resources to include appropriate technology (such as websites, videos, etc.) to provide comprehensible instruction and to teach for student understanding
7. Identifying and aligning an appropriate formative and summative assessment that matches learning objectives and monitor student progress, achievement, and learning

Competency 4: The student will differentiate and apply effective teaching and communication strategies by:

1. Identifying effective verbal and nonverbal communication strategies that build student character and create a climate of openness, inquiry, fairness, and support
2. Researching effective communication techniques to convey high expectations for student learning.
3. Modeling clear, acceptable oral and written communication skills when planning lessons
4. Sequencing lessons to communicate and ensure coherence from prior knowledge to concept mastery
5. Identifying character-based classroom techniques within planning for effectively grouping student for instruction
6. Implementing appropriate higher order questioning techniques when planning and leading class discussions
7. Determining effective ways to correct student errors
8. Highlighting verbal and non-verbal cues in order to facilitate instruction

Competency 5: The student will develop research-based lesson planning through elements including, but not limited to, objectives, anticipatory set, instruction for whole group/small group and assessments by:

1. Implementing a lesson plan format that meets the institutional guidelines of Miami Dade College(MDC) School of Education (SOE) and the local district
2. Aligning objectives, anticipatory set, skill practice, and assessment elements with mandated curricular priorities such as Next Generation Sunshine State Standards, Florida Standards, benchmarks, and grade level expectations
3. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies

Competency 6: The student will plan and/or implement instruction for K-12 students by:

1. Preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own ideas clearly and persuasively

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Create strategies that can be used to fulfill personal, civic, and social responsibilities