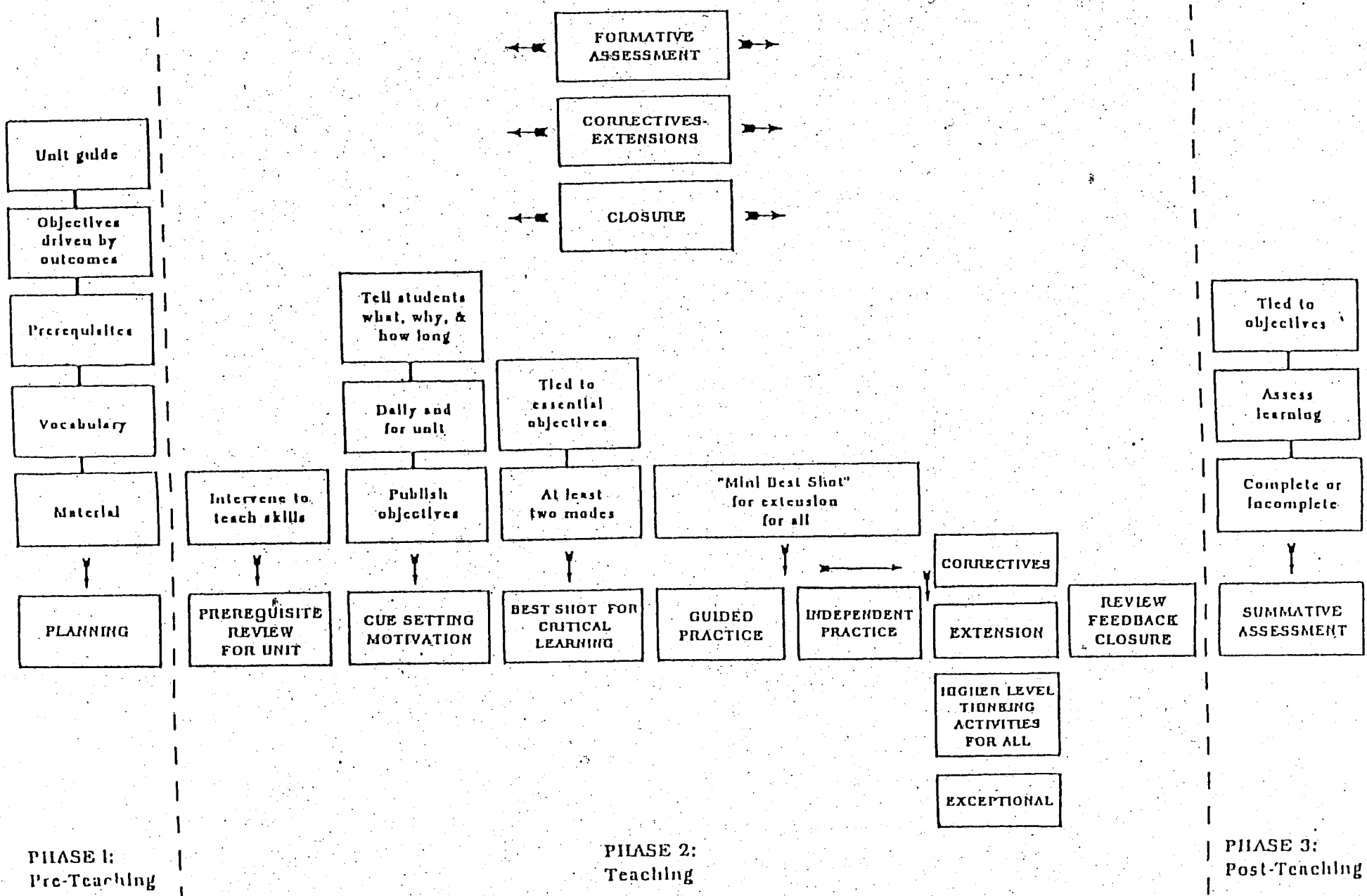


INSTRUCTIONAL PROCESS OVERVIEW

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THE INSTRUCTIONAL PROCESS: VOCABULARY

PHASE I: PRE-TEACHING

THE INSTRUCTIONAL PROCESS (I, II, III):

Represents a systematic action plan to the teacher for planning and providing direction to students engaged in learning until outcomes are obtained.

UNIT GUIDE:

Is the document used by the teacher that serves as a lesson guide and includes the content and strategies for classroom presentation. It gives direction for instruction to teachers and students and should be constantly renewed.

OBJECTIVES:

Are those concepts, information, and procedures you want the students to learn? The objectives should get students into higher levels of thinking and the students must always know what they are going to learn: why, how, and the ways they will be expected to demonstrate sufficient achievement.

PREREQUISITES:

Are those concepts, information, and procedures the students must know before instruction for the objectives can begin?

VOCABULARY:

Includes those words and terms essential to the understanding of the lesson or unit that may be new or need clarification.

MATERIALS:

Is a list of those items you will need for yourself, the instructor, and for your students, the learners.

PHASE II. TEACHING

PREREQUISITE REVIEW FOR THE UNIT:

Is when you review or teach those prerequisite concepts, information and procedures which the students have not yet learned.

CUE SETTING/MOTIVATION:

Is that part of the Instructional Process in which the student is informed of what is to be accomplished, why the task is to be done, how the learning is to take place and how they will be expected to demonstrate achievement. This should engage students in active participation. Objectives should be written for the student and restated daily.

ELIGIBILITY:

Are those assignments and or activities the students must complete prior to the summative assessment.

BEST SHOT INSTRUCTION FOR CRITICAL LEARNING:

Is a planned presentation of material based on selection of appropriate techniques. It must include more than one mode of instruction (read, view, listen, manipulate, discuss, observe, etc.) and actively involve students in the learning process. It is always tied to the objectives.

GUIDED PRACTICE:

Must be matched to the objectives. It is utilized immediately following initial instruction, is short and intense. It should be carefully guided for accuracy and success.

MINI BEST SHOT:

Is a planned presentation of the skills and activities that are included in using the objectives in another way with particular emphasis on higher level cognitive skills. It is presented to all students even though not all of them will have class time to practice.

INDEPENDENT PRACTICE:

Must be matched to the objectives. It should only be utilized after proficiency is assessed during guided practice. Homework is only assigned for purposes of review, reinforcement, drill and or retention.

PHASE II. TEACHING (continued)

FORMATIVE ASSESSMENT:

Is how you determine if the students are learning what you are teaching. It can include teacher observation, guided and independent practice, questioning and conferencing. It occurs on an on-going basis throughout the Instructional Process. It needs to be casual and carries no penalty. Techniques include group reports, presentations, oral assessments, demonstrations, student evaluations, teacher assessments, self-assessment and more.

CORRECTIVES:

Are those intentional activities planned to reteach all or parts of the lesson. They utilize modes of instruction different from those utilized in the initial instruction. These should occur on an ongoing basis.

EXTENSIONS:

Are those individual and group activities that include challenging problems, subject exploration, research activities and inquiry activities. There must be plans for all students to participate in these activities at least part of the time.

CLOSURE:

Should be matched to the lesson or unit objectives and is a summary of what has been learned. It must precede any summative assessment. a visual/verbal activity would be effective.

PHASE III. POST-TEACHING

SUMMATIVE ASSESSMENT:

Must be matched to the lesson or unit objectives. It should be designed to assess only those objectives of the lesson or unit. Students must know ahead of time the levels of mastery and the standards for grades.

80/20

80 stands for the critical learning portion of the summative assessment. All the questions are directly related to the objectives. These are frequently objective questions such as matching, completion, true/false, etc.

20 stands for the extended learning portion of the summative assessment. The questions are still related to the objectives but give the student an opportunity to exhibit higher levels of understanding. Essay questions are quite common.

COMPLETE

Is when the student exhibits mastery of the unit objectives or critical learning portion of the summative assessment. The level of mastery needed was made clear to the students prior to the summative assessment.

INCOMPLETE:

Is when the student is unable to exhibit the prior identified level of mastery of the objectives or critical learnings on the summative assessment. The student must be made aware of where mastery was not attained and what procedures or further learning must be followed by the student before retesting can occur.