Strategic Lesson Planning
Research-Based Strategies for Every Lesson
An Online Graduate Course

Course Description

This course is designed to assist teachers in public and private schools in creating more effective lesson plans by aligning their plans with their students' learning styles. Lesson plans are a teacher's self-created guide to content presentations that maximize mastery by the student. This course combines meta-analysis with current action research. By combining these two fields of educational research, you will be able to create lesson plans that are both efficient and effective. Research based lesson plans address both today's high standards and the differentiated learning styles of the student. The identification and approach to each of the learning styles presented in the book, *The Strategic Teacher* by Harvey F. Silver, Richard W. Strong & Matthew J. Perini, will form the foundation for the course. The course will explore the following:

- Direct and indirect instruction
- Reading for meaning
- Concept attainment
- Compare and contrast
- Reciprocal learning
- Decision making
- Task rotation
- Competition and cooperation within game learning

Course Objectives

- Identify and utilize the correct strategy for each lesson.
- Plan lessons that incorporate direct instruction to create questions designed to take students through the steps that lead to mastery.
- Design indirect instruction to guide students to mastery by exploring the common attributes of concepts, terms, data and events.
- Assist students in creating simple statements and questions that will enable them to preview, predict and identify relevant material while reading for meaning.
- Structure concept attainment by identifying key concepts and their critical attributes.
- Raise achievement through structuring a process that identifies similarities and differences.
- Effectively pair students to form learning partnerships that are mutually beneficial.
- Structure lessons that teach students to make informed decisions that can be applied to other content areas.
- Present students with four different types of tasks which differentiate both teaching and learning styles.
- Optimize content mastery through the use of games, tournaments and teams.

- Combine and shift strategies within a lesson to address the wide variety of learning styles in the classroom.

Curriculum Design

Students will be required to complete a variety of tasks, readings and reports on readings, reflections and the creation of actual lesson plans. Required periodic forum postings foster collegiality and the active exchange of ideas. The is an online sixty-hour, three credit graduate level course taught over a thirteen-week period.

Hardware & Computer Skills Requirements

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Course Materials

The required text for this course is *Powerful Teaching: Unleash the Science of Learning 1st Edition* by Pooja K. Agarwal and Patrice M. Bain. A variety of readings, graphs and charts will be referenced throughout the course. In addition, participants will be directed to several websites that will provide them with a greater breadth of understanding.

Module Outline

Module One
Introduction and Overview, Direct Instruction: Modeling and Practice

- Master the four phase process for maximizing instruction
- Plan a direct instructional lesson
- Utilize the command strategy

Module Two
Inductive Instruction: Key Concept Identification

- Teach identification & categorization
- Determine methods of grouping
- Plan an inductive learning lesson

Module Three
Reading for Meaning: Ten Key Statements

- Prepare focused guiding statements
- Support, preview, predict & identify strategies

Module Four
Concept Attainment: Conceptual Clarity

- Identify key concepts
- Recognize critical attributes

Module Five
Compare and Contrast: Four Organizers

- Identify similarities and differences
- Facilitate the use of Comparison Organizers

Module Six
Reciprocal Learning: Peer Problem Solving
- Initiate student pairing
- Enhance learning through peer coaching

Module Seven
Decision Making: Questions, Dilemmas, and Situations

- Enable informed decision making
- Apply decisions
- Organize ideas and testing conclusions

Module Eight
Task Rotation: Differentiated Presentations

- Objectives: Identify dominant learning styles
- Differentiate assessment
- Rotate teaching styles

Module Nine
Competition and Cooperation: Games, Tournaments, Teams

- Foster cooperative learning
- Construct games that address learning styles
- Optimize mastery through games

Module Ten
Creating the Lesson Plan: Selecting the Strategy

- Engage multiple styles simultaneously
- Build reflective skills through note taking

- Increase meaningful discussions

Student Requirements

1. Forum Activities - In the course you will be asked to post items in the "Forum." Not all module assignments require a forum posting. For those that do, you must post your reflection or requested response in the forum to share with your classmates. You are asked to post your reflection or requested response to the module assignment. Additionally, send the instructor your reflection and/or requested response. The purpose of the Forum Posting is to share your work with your classmates and to respond to at least two of your classmates Forum Postings.

2. Reflections - At the conclusion of each module there are assignments that you are asked to complete. Direct any questions regarding module assignments to your instructor.

3. Final Requirement - You will create a lesson plan based on the research and strategies identified in the course content.

Grading

Assignment	Points
Forum Participation	15
Reflections	75
Final Lesson Plan	10
Total	**100**

Points	Grade
93– 100	A
85– 92	B
77- 84	C

Student Academic Integrity
Participants guarantee that all academic work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own) is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

Bibliography and Suggested Reading

Butler, F.M. (1999). Reading Partners: Student can help each other learn to read! *Education and the Treatment of Children,* 22(4), 415-426

Fuchs, D., Fuchs, L. D., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to academic diversity. *American Educational Research Journal*, 34(1), 174-206.

Hashey, J. M., & Connors, D. J. (2003). Learn from our journey: Reciprocal teaching and action research. *The Reading Teacher*, 57(3), 224-232.

Hunter, R. (2004). *Madeline Hunter's mastery teaching: Increasing instructional effectiveness in elementary and secondary schools.* (Updated edition.). Thousand Oaks, CA: Corwin Press.

Jensen, E. (2005). *Teaching with the brain in mind* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: cooperative, competitive, and individualistic learning* (5th ed.). Boston: Allyn & Bacon.

Jung, C. G. (1923). *Psychological types.* (H.G. Baynes, Trans.) New York: Harcourt, Brace & Co.

King-Stearns, M. E., & Bradley, D. F. (1995). Classwide peer tutoring: heterogeneous instruction in general education classrooms.

Marzano, R. J., Pickering, D., & Pollack, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, H. F., Strong, R. W., & Perini, M. J. (2007). *The Strategic Teacher: Selecting the Right Research-based Strategy for Every Lesson.* Alexandria, VA: Association for Supervision and Curriculum development.

Tierney, R. J., & Cunningham, P. M. (1984). Research on teaching reading comprehension. In P. D. Pearson (Ed.), *handbook of reading research.* New York: Longman.

Young, E., Righeimer, J., & Montbriand, C. (2002). *Strategic teaching and reading project: Comprehension resource handbook.* Naperville, IL: North Central Regional Laboratory.