

FEAP 1b.- Sequence lessons and concepts to ensure coherence and required prior knowledge

Examples to assist your evaluation:

Unsatisfactory	Developing	Accomplished	Exceptional
<p>The teacher shows all students the algorithm for regrouping on the board.</p> <p>The teacher begins the new history lesson without referring to any previous historical events.</p> <p>The young adult novel is assigned without making any connections to the students' experiences.</p>	<p>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. (D)</p> <p>After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. (D)</p> <p>The teacher has found an atlas to use as a supplemental resource during the geography unit. (D)</p> <p>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. (D)</p> <p>The kindergarten teacher observes her students one-to-one correspondence with blocks before introducing them to counting objects.</p> <p>The teacher engages in a brief review highlighting yesterday's lecture before beginning today's lesson. (M)</p> <p>Students will be able</p>	<p>One of the learning outcomes is for students to appreciate the aesthetics of 18th-century English poetry. (D)</p> <p>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War. (D)</p> <p>The teacher has the students complete a quick "Check in" when entering the class and reviews them while the students work on the problem of the day.</p> <p>The teacher does not introduce students to regrouping unless they have a solid foundation of place value.</p> <p>The teacher has students bundle tens and ones before introducing the algorithm for regrouping.</p> <p>Students work in a team to create a word web with highlights from a Social Studies chapter they read for homework. (M)</p>	<p>Students will develop a concept map that links previous learning goals to those they are currently working on. (D)</p> <p>Some students identify additional learning. (D)</p> <p>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated. (D)</p> <p>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned. (D)</p> <p>After reviewing last night's homework while students work on the problem of the day, the teacher tweaks her lesson for the day to address some common errors.</p> <p>The teacher listens attentively to student responses while students are playing quiz-quiz-trade to review yesterday's</p>

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	<p>to recognize healthy versus unhealthy foods given a list. (M)</p> <p>Students will be able to recognize accurate statements about Roosevelt’s foreign policy during World War II. (M)</p>	<p>The teacher plans to review counting by fives before teaching telling time to the minute.</p> <p>The teacher engages students in review of yesterday’s highlights and notices student responses before beginning today’s lesson. (M)</p> <p>The students are asked to discuss the body’s most important dietary needs. (M)</p> <p>Students are asked to discuss the key aspects of Roosevelt’s foreign policy during World War II. (M)</p>	<p>lesson and makes necessary adjustments in today’s content. (M)</p> <p>Students used the Kagan strategy “Numbered Heads Together” to review their chemistry lesson. (M)</p> <p>Students are asked to discuss what would happen if the body received no calcium for an extended period of time. (M)</p> <p>Students are asked to compare the successes and failures of different Presidents’ foreign policies during times of conflict. (M)</p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

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Additional Resources for Evaluators:

Book chapter about gauging students' prior knowledge:

<http://www.ascd.org/publications/books/109001/chapters/Know-Where-Your-Students-Are-Going.aspx>

Article about maximizing the use of students' prior knowledge:

<http://www.edutopia.org/blog/prior-knowledge-tapping-into-often-classroom-rebecca-alber>

Article about the importance of activating prior knowledge:

<http://www.teachervision.fen.com/skill-builder/reading-comprehension/48540.html>

Best strategies for activating prior knowledge with reading:

<http://www.thinkport.org/Tools/ContentViewer/ContentPreview.aspx?ContentID=66b7d08c-8a60-47d7-bee4-be024cac0af0>

Lesson strategy to activate prior knowledge:

<http://www.jimwrightonline.com/pdffdocs/priorknow.pdf>

More strategies to activate prior knowledge:

<http://www.studygs.net/preread.htm>