

**FEAP 3g.-Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding**

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>The teacher says, "Read Chapter 5 from your science book and answer the questions at the end of the chapter.</p> <p>The teacher lectures with a monotone.</p> <p>The teacher verbally introduces the rules of fast pitch to her class.</p> <p>Students are instructed to make a poster using their own writing and drawing their own pictures.</p>	<p>The students use various websites (Starfall, Ticket to Read, etc.) for reinforcing reading skills practice.</p> <p>The teacher has books on varying reading levels with information on "The Dust Bowl."</p> <p>The teacher shares a Venn diagram with comparisons of two Shakespearean plays.</p> <p>The teacher shows a video clip introducing the rules of fast pitch to her class.</p>	<p>When assigning biographies, the teacher grouped students by interest.</p> <p>Most student use various websites (Starfall, Ticket to Read, etc.) for reading skills practice while the teacher meets with a reading group.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p> <p>The teacher uses choral response to review key figurative terms and their definitions. i.e. "A metaphor is...Now, everyone, let's repeat that. A metaphor is.."(M)</p> <p>A homework assignment asks students to watch a media-based overview of the topic that will be discussed the next day.(M)</p> <p>The teacher creates a "critical-input" experience by having the students watch a video about animals of the rainforest and making a summary of their new understandings. (M)</p> <p>When studying ant colonies, the students are asked to write a simile...My family is like an ant colony because..." (M)</p>	<p>The teacher uses a variety of groupings throughout the day...depending on the instructional goals. (D)</p> <p>Some students use various websites (Starfall, Ticket to Read, etc.) for reading skills practice and others are in a book club with a parent while the teacher meets with a reading group.</p> <p>The teacher uses "Pause Time" by saying, "Share your thoughts with your face partner and be prepared to share them with the group. (M)</p> <p>Teams of students read contradictory articles on global warming and are then asked to discuss any errors in logic they observed. (M)</p> <p>Teacher has students construct a Venn diagram comparing two Shakespearean plays.</p> <p>The teacher creates a "critical-input" experience by having the students watch a video about animals of the rainforest and then pretending they are interviewing one of the animals that live there. (M)</p> <p>When studying ant colonies, the students are asked to write a simile...Bee hives are like ant colonies because..." (M)</p>

**FEAP 3g.-Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding**

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.

**Resources:**

[Integrating Technology into the Classroom using Marzano’s Instructional Strategies](#)

[http://www.tltguide.ccsd.k12.co.us/instructional\\_tools/Strategies/Strategies.html](http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html)

<http://www.microsoft.com/education/en-us/teachers/how-to/Pages/index.aspx>

<http://www.teach-nology.com/teachers/methods/models/>

<http://www.netc.org/focus/strategies/cues.php>

<http://www.ixl.com/promo?partner=google&phrase=remarketing%20flash%20ad&gclid=CIeBxpHuybECFcVgTAodehIAPg>

[http://www.readwritethink.org/search/?resource\\_type=16&type=24](http://www.readwritethink.org/search/?resource_type=16&type=24)

[http://www.readwritethink.org/search/?resource\\_type=16&type=26](http://www.readwritethink.org/search/?resource_type=16&type=26)

<http://wilderdom.com/games/>

[http://www.microsoft.com/education/en-us/teachers/how-to/Pages/OneNote\\_for\\_dyslexia.aspx](http://www.microsoft.com/education/en-us/teachers/how-to/Pages/OneNote_for_dyslexia.aspx)

*Sources with a variety of skill building games*

<http://www.arcademicskillbuilders.com/>