I. Course Description

The course is a content course that surveys the field of educational psychology. Educational psychology is the application of empirical psychological principles and research to the field of education. Psychology, as defined as the science of behavior, relies heavily on basic and applied research for its applications to education. Students should find the material relevant to good teaching practice and an aid to preparation for the TExES. The content of this class is consistent with the main thrust of NCLB that teachers and schools utilize in effective practices that are consistent with scientific experimental findings.

II. Intended Learning Outcomes/Goals/Objectives

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

The mission of the College of Education prepares competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department.
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Core Curriculum Assessment Exemplary Educational Objectives

**EEO 1:** To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

**EEO 3:** To use and critique alternative explanatory systems or theories.

**EEO 5:** To analyze the effects of historical, social, political, economic, cultural and global forces on the area under study.

**EEO 12:** To identify and understand differences and commonalities within diverse cultures.

Student Learning Outcomes

**Outcome 1:** Students will be able to identify educational psychology research methods including laboratory and field experiments, as well as descriptive and correlational research.

**Outcome 2:** Students will be able to recognize the elements of various developmental and learning theories and to identify criticisms of each one.

**Outcome 3:** Students will be able to compare and contrast the effectiveness of instruction in America to that of other nations and make suggestions as to how American education can be improved.

**Outcome 4:** Students will be able to identify social, political, economic, and cultural forces on public education.

**Outcome 5:** Students will be able to interpret assessment data related to academic achievement as reported in assessment reports.

**Outcome 6:** Students will be able to identify the characteristics of research-based educational methods.

**Outcome 7:** Students will be able to identify factors related to academic achievement among diverse populations.

Course Objectives and Outcomes

**STANDARDS**

I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate instruction.
III. The teacher promotes student learning by providing responsive instruction that makes uses of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

The following objectives pertain to Standards I and III:

A. Describe and provide examples of the impact of environmental factors on learning.
B. Describe and provide examples of basic learning processes.
C. Identify the different stages of development consistent with theory and domain.
D. Describe and provide examples of how a student’s current development impacts learning in a specified domain.
E. Identify and provide examples of pedagogy based on basic learning processes.
F. Assemble lessons for students based on their development in specified domains.
G. Develop a lesson plan.
H. Identify and provide examples of naturalistic pedagogy and cooperative learning.
I. Identify specific formal and informal assessment measures.
J. Construct teacher-made assessment instrument for specific academic areas.
K. Recognize the strengths and weaknesses of different assessment instruments.
L. Define validity, reliability, test bias and standard error of measurement.
M. Construct lessons based on test scores.
N. Discriminate between different types of test scores (t-score, z-score, standard score, percentile, grade level, age level).

STANDARD

II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

The following objectives pertain to Standard II:

A. Structure an academic environment to promote learning.
B. Implement research-based methods to promote student motivation.
C. Describe and provide examples of how diverse students are impacted by instructional and cultural variables.
D. Identify strategies for assembling lessons that effectively teach diverse children.
E. Assemble lessons that enhance all children’s understanding of society and establishes respect for individual diversity.

STANDARD
IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The following objectives pertain to Standard IV:

A. The student knows of the laws governing education.
B. The student knows that teachers have specific ethical responsibilities.
C. The teacher knows the roles teachers play in schools.

Course Outcomes

1. To demonstrate knowledge of the basic processes of the science of human behavior and learning and the empirically valid instructional and assessment processes resulting from behavioral science.
2. To demonstrate skills in defining what is to be taught, and to arrange sequences of instruction in the form of a lesson plan that assess prerequisites and uses adequate prerequisite knowledge as a starting point for the lesson.
3. To demonstrate skills in writing worthwhile instructional objectives corresponding to the six levels of cognitive objectives from Bloom’s Taxonomy and designing assessments that would accurately measure the performances specified in each objective.

TExES COMPETENCIES:

TExES Pedagogy and Professional Responsibilities (EC-4) Standards and Preparation Manuals can be found at the following WebSite: http://www.sbec.state.tx.us/

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Unit activities: Two activities are required for the course. All activities should be submitted through the assignment tab in Blackboard as Microsoft Word documents. These will be graded pass/fail according to the correctness and completeness of the activity that has been submitted. Each will have its own due date. Unit 3 has an activity that requires writing instructional objectives and test questions (assessments) that measure the accomplishment of the objective. Unit 4 has an activity that requires making a directed instruction lesson plan for a class. Be sure to review the calendar carefully for deadlines. Rubrics for both activities are located at the end of the syllabus.

There is a deadline for the original submission and for resubmission of revisions for all activities. You have one week from the date feedback is sent to resubmit your activity. Please submit all activities as you complete them. Waiting until the deadline to submit all of your completed activities at once creates a bottleneck of grading and delayed feedback. Assignments will not be accepted after the deadline unless a student has
obtained permission to do so for some extraordinary circumstance before the deadline has actually expired.
IV. Evaluation and Assessments:

**Syllabus Quiz:** Before you can take any of the Unit Quiz Exercises, you must first pass the syllabus quiz with a perfect score. The syllabus quiz does not earn you course points; it is a “ticket” of admission to the unit quiz exercises. You may take the syllabus quiz as many times as you need to make a perfect score.

**Unit Quiz Exercises:** There are 8 unit quiz exercises which are taken online. Quiz exercises are meant to prepare students for the exams since the exams will have similar questions. Each quiz exercise has a 90% mastery criterion. Students who do not achieve 90% will receive no credit for the quiz exercise. Students achieving 90% or above will receive all of the possible points for the unit quiz exercise. Students can retake a failed unit quiz after a 2-hour hold period. The course is largely self-paced. If you procrastinate, you may find the quiz exercises to be more difficult than you anticipate. As a result you may not finish all the units by the deadline, thereby reducing your grade. Please be sure to review the syllabus calendar carefully for deadlines.

Some unit quiz exercises will have 10 questions; others will have 20 questions. Please answer all of the questions before submitting them. After submission, students will be able to review the quiz and receive feedback for missed questions. Any unanswered questions will be scored as incorrect, and no feedback will be given for those questions.

The unit quiz exercises will open and close in blocks that coordinate with the exams. Quiz exercises for Units 1 and 2 will open together and will close the night before the first exam deadline. Quiz exercises for Units 3, 4 and 5 will open after the first exam and will remain open for students to take until the night before the second exam deadline. Quiz exercises for Units 6, 7 and 8 will open after the second exam and will close the night before the third exam. You may work on any quiz exercise that is open at any time, and you may take the quiz exercises AS MANY TIMES as you want. There is a 2-hour hold after taking each quiz exercise for a particular unit, but you may work on a quiz exercise from another unit immediately after.

Each quiz exercise is worth 5 points. If you do not achieve the 90% criteria for a unit quiz exercise, you will not receive the points for that unit.

**Semester Exams:** There will be 3 noncumulative exams for this class. You will have a choice to take these on campus at a scheduled time to be determined or to arrange to take these exams at an approved testing center that provides proctored testing services. It will be up to the student to make the arrangements for the proctored exams. You may schedule to take the exam at a testing center any day during the week the exam is
scheduled – exam deadlines are on Fridays. If you live in Nacogdoches or the surrounding area, you may come to a scheduled exam time on campus in the Human Services (HSTC) building. This means that you will have to make the necessary arrangements with your employer and families to attend. Proctored exams average around $25. You will need to notify the instructor with information regarding the proctor and testing center. For those of you taking the exam on campus, the exams will be given at 10:00 am on Tuesday and at 5:30 pm on Wednesday of the exam week. You will have a maximum of 1 hour for each exam – although you will probably finish in less time.

Sept. 27 at 9:30 am or Sept. 28 at 5:30 pm  HSTC 321  
Nov. 8 at 9:30 or Nov. 9 at 5:30 pm HSTC 321  
Dec. 12 at 10:00 am Location to be announced

To be ready for the exams, you should have read all textbook chapters and supplementary readings and taken the relevant quiz exercises other course materials as you worked through the course. Proper preparation on the individual units will go a long way in preparing you for each exam.

Proctored Exams:

If you are unable to travel to the Nacogdoches campus to take the exam, you may arrange a proctored exam. Proctored exams must be taken at an approved testing center. The course instructor reserves the right to reject a testing center based on the level of monitoring that it provides. You, the student, must make the arrangements and pay any fees. You will need to locate a testing center, usually this is a testing center at a local community college, college or university. The testing center must provide a computer for you to take your test over the internet, and they must provide ongoing supervision during the time that you are taking the exam. You may not take a test on a computer that you bring to the testing site. After you have made arrangements with the testing center, you will contact your course instructor through Blackboard email, providing the testing center name, proctor name, email, phone number, and scheduled time of your exam. Some proctoring sites will not schedule the exam until the course instructor has contacted them. Be sure you make this clear in your email.

After you have been approved for a proctor and testing center, you will be able to use the same proctor for the remaining exams. However, you will still need to notify the instructor by email for each and every exam. Arrangements should be made in advance to ensure that you get your exam scheduled by the deadline. Exams past the deadline must be approved by the course instructor.

Although you will be taking the exam online, you will not be allowed to go to any other
site other than your Blackboard site, you will not be allowed to print any materials from
the exam, and you will not be allowed access to any notes, course materials, or other
electronic devices.

The procedure is as follows. You will log into Blackboard and go to your EPS 380
course. You will select the exam after which the proctor will enter a security code for
you. You will then have access to the exam for the specified time period – 1 hour.

**Unit Objectives:** Each unit is accompanied by unit study objectives. **Quiz exercises
and exams are based on these unit objectives.** The unit objectives will contain the
relevant pages numbers from the textbook that the objective is based upon. Objectives
from the Supplementary Readings will be followed by the symbol SR to indicate the
source of the relevant material. Instructor Notes are also included and considered to be
an additional objective. A good study strategy is to use the objectives as you read the
material. “Answer” the objectives as you read the material and use the objectives and
your answers to study for quizzes and the final. **Note** “answering” the objectives is NOT
an assignment. Therefore, you do NOT need to send me a copy of your “answers” should
you take my study advice.

**Discussion Participation:** You will be required to post to the threaded discussions at
least twenty-five times during the term. You are also required to read at least 25 posts
made by other participants in the class. A problem or an issue will be posted on the
discussion board. Each of you should make a comment regarding the problem. Comments
should be about one paragraph (5 sentences but longer ones are probably better). Merely
stating you agree or disagree is not sufficient to get credit. These will be graded pass/fail
according to your understanding of the issue as it is related to course content. Relevant
comments or questions will receive full credit. A post counts as an original reply to the
topic or content **OR a reply to another student’s or instructor’s post.** You can choose
topics to which you want to post. You may post all twenty-five in one discussion topic or
spread out your posts across several topics. Discussion topics and threads are opened
throughout the semester.

**Student Evaluation/Grading:**

Each student will be graded according to the following scale:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1:</td>
<td>24%</td>
<td>120</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>24%</td>
<td>120</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>24%</td>
<td>120</td>
</tr>
<tr>
<td>Activities:</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>Quiz Exercises:</td>
<td>8%</td>
<td>40</td>
</tr>
<tr>
<td>Discussion:</td>
<td>10%</td>
<td>50</td>
</tr>
</tbody>
</table>
Total: 100% 500 points
Grades:
A = 450 and above
B = 400-449
C = 350-399
D = 325-349
F = 324 or below

In addition 5 bonus points are available for good participation.

V. Tentative Course Outline/Calendar:

Week 1: Unit 1 - Attitudes of Science, Scientific Methods (EEO 1)
Week 2: Unit 2 - Learning Processes and Concepts (EEO 3; Standard III)
Week 3: Unit 2 - Learning Processes and Concepts (EEO 3; Standard III)
Week 4: Unit 2 - Learning Processes and Concepts (EEO 3; Standard III)
Week 5: Exam 1 / Unit 3 - Assessment (EEO 1, 3; Standard I)
Week 6: Unit 3 - Assessment (EEO 1, 3; Standard I)
Week 7: Unit 4 - Pedagogy (Standard I, III)
  Unit 3 Activity due Sunday, 16th, 12:00 am
Week 8: Unit 4 - Pedagogy (Standard I, III)
Week 9: Unit 4 - Pedagogy (Standard I, III)
Week 10: Unit 5 – Motivation (EEO 3; Standard II)
  Unit 4 Activity due Sunday, 6th, 12:00 am
Week 11: Exam 2 / Unit 6 – Classroom Management (Standard 2)
Week 12: Unit 7 – Student Diversity & Special Ed. (EEO 5, 12; Standard II, IV)
Week 14: Unit 8 – Developmental Theories and Concepts (EEP 1, 3; Standard I)
Week 15: Unit 8 – Developmental Theories and Concepts (EEP 1, 3; Standard I)
Week 16: Final Exam

VI. Readings

Required Text


Supplementary Reading: All of the units will have additional readings that can be found online. The unit objectives will also have objectives for the supplementary readings. Test questions will be asked from these objectives as well as those from the textbook.
**Instructor’s Notes:** On your unit study objectives you will have references to instructor’s notes that are relevant to a particular study objective from the text. An Instructor’s Note may provide additional relevant information, correct an error in the text, provide additional examples or interpret material differently that the author of the text. Test Questions can come from Instructor’s Notes and should be treated as another objective.

**Chapter/Unit Correspondence**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>5 &amp; 6</td>
</tr>
<tr>
<td>3</td>
<td>13 &amp; 14</td>
</tr>
<tr>
<td>4</td>
<td>7, 8 &amp; 9</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>4 &amp; 12</td>
</tr>
<tr>
<td>8</td>
<td>2 &amp; 3</td>
</tr>
</tbody>
</table>

**Supplementary Reading:** All of the units will have additional readings that can be found online. The unit objectives will also have objectives for the supplementary readings. Test questions will be asked from these objectives as well as those from the textbook.

**Instructor’s Notes:** On your unit study objectives you will have references to instructor’s notes that are relevant to a particular study objective from the text. An Instructor’s Note may provide additional relevant information, correct an error in the text, provide additional examples or interpret material differently that the author of the text. Test Questions can come from Instructor’s Notes and should be treated as another objective.

**VII. Course Evaluations**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

Students completing an evaluation will receive **2 course points** as part of the participation bonus points.
VIII. Student Ethics and Other Policy Information:

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Location:** Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText
LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

IX. Other Relevant Course Information
Rubric for Bloom’s Taxonomy Objectives and Assessment Questions (Unit 3 Activity)

- Must have all items listed in each category to receive credit for that objective or assessment question.
- There are 12 gradable components, 2 for each level of Bloom’s Taxonomy (a & b)
- Each component is graded separately; however, a question must assess the objective of that same level to receive credit for the question.
- An ✗ indicates no credit; a ✓ indicates credit received.

<table>
<thead>
<tr>
<th>1a. Knowledge Objective</th>
<th>1b. Knowledge Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge level objective</td>
<td>Knowledge level assessment question</td>
</tr>
<tr>
<td>Objective is behavioral</td>
<td>Multiple-choice</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a. Comprehension Objective</th>
<th>2b. Comprehension Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension level objective</td>
<td>Comprehension level assessment question</td>
</tr>
<tr>
<td>Objective is behavioral</td>
<td>Multiple-choice</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Analysis Objective</th>
<th>3b. Analysis Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis level objective</td>
<td>Analysis level assessment question</td>
</tr>
<tr>
<td>Objective is behavioral</td>
<td>Multiple-choice</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4a. Application Objective</th>
<th>4b. Application Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application level objective</td>
<td>Application level assessment question</td>
</tr>
<tr>
<td>Objective is behavioral</td>
<td>Performance-based assessment</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5a. Synthesis Objective</th>
<th>5b. Synthesis Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis level objective</td>
<td>Synthesis level assessment question</td>
</tr>
<tr>
<td>Objective is behavioral</td>
<td>Product-based assessment</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Evaluation Objective</th>
<th>6b. Evaluation Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation level objective</td>
<td>Evaluation level assessment question</td>
</tr>
<tr>
<td>Objective is behavioral</td>
<td>Essay question requiring argument and judgment</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Total
## Rubric for Direct Instruction Lesson Plan (Unit 4 Activity)

**1. Orientation to Lesson/Objective**
- Behavioral objective introduces the intended learning outcomes for the current lesson
- Or statement of what students are to learn from lesson

**2. Assess and Review Prerequisites**
- Plan to assess for necessary prerequisite skills needed for new material
- Plan for review or teaching on the prerequisite skills if lacking or missing

**3. Introduction of New Material**
- Plan for method of delivery
- New skills detailed step-by-step
- Details of this step provided

**4. Learning Probes**
- Questions/probes for understanding and acquisition of skills taught in Step 3
- Plan for re-teaching any skill from Step 3 that is not firm
- Examples provided

**5. Independent Practice**
- Plan for work students can do independently
- Practice covers material taught in Step 3
- Plan for length of practice time
- Examples provided

**6. Assess Performance and Provide Feedback**
- Plan for checking students’ progress and work during Step 5
- Plan for delivering feedback based upon how the students are doing

**7. Distributed Practice**
- Plan for distributed practice
- Examples provided

| Total |  |