

Fine Points:

What Happened to *Teacher Prep Review's* Standard 11: Lesson Planning?

The first and second editions of the *Teacher Prep Review* included **Standard 11: Lesson Planning** rather than **Standard 11: Fundamentals of Instruction**. The change reflects a refinement of the standard rather than a change in its focus.

Both standards are premised on the notion that teacher candidates need to learn how to plan the most effective instruction possible. To that end, the original Standard 11 evaluated whether candidates were trained and expected to do the following:

- Identify technology applications that will boost instruction and explain how they will do so.
- Anchor instruction in the state's K-12 learning standards.
- Address the needs of English language learners.
- Accommodate students with special needs.
- Extend instruction for students who have demonstrated proficiency in relevant standards.

In addition, evaluation addressed whether programs:

- Encouraged candidates to use pseudo-scientific methods of instruction, such as planning means of accommodating student learning styles.
- Required that throughout their student teaching experience, teacher candidates develop written instructional plans whose content follows the program's explicit instructional guidelines.

Although all these aspects of training and related requirements are important, NCTQ's continued research in this area has revealed the even greater importance of training teacher candidates to dig deeper into instructional design. In that deeper analysis, teacher candidates consider the instructional strategies that are of *universal* importance in enhancing learning and retention for *all* students, the *fundamental* instructional strategies.

Standard 11: Fundamental Instructional Strategies evaluates programs on whether they train candidates on the following:

- Using graphic depictions of content, such as flow charts or diagrams, in combination with verbal descriptions of the same information.
- Explicitly linking abstract and concrete representations of concepts.
- Asking probing questions that require students to explain their knowledge, such as "why," "how," "what if" and "how do you know."
- Repeatedly alternating problems for which solutions are delineated with problems that students solve independently or in groups.
- Providing multiple opportunities, distributed over weeks and months, for students to practice what they learned previously.

Programs that train candidates on all of the above, and also demonstrate that candidates learn how to design assessments that boost student retention and practice designing assessments that do so, will earn a "strong design" designation.

Whereas the first version of Standard 11 lacked strong research support but was premised on common sense and the expressed needs of school district leadership, the revised version of Standard 11 is backed by extremely strong research given the stamp of approval by the federal Institute of Education Sciences.