

# Competency 1 – 6 Review

Domain 1: Designing Instruction and Assessment to Promote Student Learning

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**COMPETENCY 1****THEME**

The theme of this competency is environmental influences and human development and how these conditions affect learning.

**MAJOR POINTS AND SUMMARY**

Being responsive and supportive to student needs allows students freedom through the feeling of safety, acceptance, competence and production in the classroom.

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**THE INTERNAL ENVIRONMENT EFFECTS ON LEARNING**

- Maslow's research provided information that states learning is connected to psychological, deficiency and growth needs being met providing operational variations and uniqueness
- Jean Piaget's research connected learning to cognitive development and behavior of intelligence, learning and memory dependent upon studies of previous experiences, maturation and the social situation
- Lev Vygotsky's added to the cognitive development of language to research by linking private speech, social interactions, scaffolding, assisted learning and zone of proximal development (ZPD) to the variations in thinking

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**PSYCHOSOCIAL DEVELOPMENT OF LEARNING**

- Erik Erikson associated learning to the 8 stages of development, connecting unsuccessful completion of a stage to the developmental setbacks while learning
- James Marcia elaborated Erikson's finding by detailing adolescent development according to the succession of identity crisis states

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**MORAL/ETHICAL DEVELOPMENT OF LEARNING**

- Lawrence Kohlberg presented 6 states of moral development during crisis that can be used to guide opinions during discussions
- Carol Gilligan included, on record, the moral development and reasoning of females with her stages of the ethic of care

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**PHYSICAL DEVELOPMENT WHILE LEARNING**

Determines the natural characteristics of students according to their age-level that will determine lesson planning

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**HOW WILL I USE THIS IN MY FIELD?**

With competency 1 I will be more attentive to the several changes my students will be going through developmentally and environmentally and will include this in their lessons by adding developmentally challenging tasks that interest and challenge students accordingly.

## COMPETENCY 2

### THEME

Competency 2 deals with the multiculturalism and educational opportunities available to all students

### MAJOR POINTS AND SUMMARY

Multiculturalism and educational opportunities based upon creating a community, despite gender differences, diversity, ethnicity, cultural differences in communication styles, that supports the efforts of learning such as:

- Research concerning the cultural differences in learning styles and background knowledge distinguishes how students learn (field-independence or field-dependence) that is strongly affected by their culture, using “culturally responsive” teaching that favors the culturally responsive curriculum restructuring that supports classroom diversity.
- Culturally and linguistically (CLD) diverse students who are English language learners, exceptionalities or gifted are more aware if the students background diversity (home environments, background experiences, languages abilities and academic potential) is taken (such as the use of bio cards) into consideration.

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### HOW WILL YOU USE THIS IN YOUR FIELD?

Taking close consideration of cultural differences and acknowledgements is very important in building a classroom community. Including what is different as well as what makes the classroom a whole supports identity as students support the uniqueness of their classroom community.

## COMPETENCY 3

### THEME

Competency 3 supports the need of designing effective planning

### MAJOR POINTS AND SUMMARY

- Diagnosis

Through diagnosis, a teacher is more likely to decide where, what, when and how to deliver lesson content along with checking for understanding and evaluation with various types of procedures.
- Task Analysis
  - Task Analysis allows teachers to deliver content with the use of procedures directed towards class objective completion in a dependent or independent categorization
- Instructional Objectives

- Through instructional objectives, students can gather the goals of the lesson before they learn through providing direction for instruction, providing guidelines for assessment and conveying the instructional intent to others.
- Bloom's Taxonomy
  - Bloom's Taxonomy allows lesson planning according to thinking skills of the lower and higher level that include the six levels of cognitive processes through sentence starters during classroom discussions.
  - Lesson Design
    - With the use of the seven common elements of a lesson design (anticipatory set, objective, input, modeling, checking for understanding, guided-monitored practice and independent practice) a novice teacher can prepare the direction of their applied curriculum.
- 5-E Model
  - For scientific discovery, the use of the 5-E model will provide a platform for experiments as students learn the skills needed to research (engagement, exploration, explanation, elaboration, evaluation)

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#### HOW WILL YOU USE THIS INFORMATION IN YOUR FIELD?

The use of competency 3 in the classroom is almost mandatory if you want a successful classroom. The foundations of knowing how to seek a start in class curriculum through regularly used procedures will assist even the novice in the classroom.

### COMPETENCY 4

#### THEME

The theme of Competency 4 is how learning occurs

#### MAJOR POINTS AND SUMMARY

The importance of learning, retention and recall skills are necessary to assist students as new material is presented and linked together.

- Self

Using “self” experiences to initiate short-term memory allows teachers to use memory skills as students recall and retain information

- Emotion

The use of emotion also allows teachers to support engagement through provoking passion to allow elaboration during class assignments

- Discrepant Event

The use of discrepant events is a practice to draw student attention into higher thinking

- Mand

Mands are various ways teachers can communicate with their students without words and supports efforts in classroom community.

- Similarity & Association

Similarity is best used when relating information for optimal understanding of prior or associated material that can occur through knowledge and skill, thoughts and feelings and learning methodology or style.

- Association

Association can be used to facilitate learning by attaching understanding to situations, persons or things and correlating to the given understanding.

- Ways to reduce the need for practice

Including meaning, transfer of theory, relationship, sequencing (review, chunking, change in sequence, extra practice, chaining) assist with the learning process and makes it easier to retain decreasing the need to practice

- Metacognition

Including learning through self-checks and monitoring support students as they retain given information

- Information Processing

Knowing how your class community processes information, either field-dependent or field-independent learners, will assist learning during various topics discussed or assignment performances.

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## HOW WILL YOU USE THIS INFORMATION IN YOUR FIELD?

Including all strategies will be important in the classroom. Having various ways all learning styles can receive and understanding information is necessary to support classroom community. It also is important to make sure students get opportunities to work with students who accelerate in certain areas for peer teaching.

## COMPETENCY 5

### THEME

The theme of Competency 5 is the importance of a positive classroom environment to enhance academic achievement and to promote effective social interactions

**MAJOR POINTS AND SUMMARY**

- Classroom Climate and Teacher Expectations

It is important to provide a bond between student and teacher with high, but reachable, possibilities of each other that is grounded in confidence

- Emotional and Physical Safety/ Respect and Acceptance

Providing a safe physical and emotional environment is necessary for students to learn without restraints with respect and acceptance that allows confident community building and support

- Student Competence

For success with learning, teachers need to establish understanding at a setting and level appropriate for the minds they are teaching

- Student Productivity

Allowing learning through the productivity of students by allowing multiple options to produce successfully display accomplished assignments through differential instruction

- Teacher enthusiasm, attitude and nurturing

Teacher enthusiasm, attitude and nurturing skills allow an open platform for the give and take of learning, allowing students to confidently rely on teacher assistance and guidance

- Caring and its effects on the classroom climate

Classroom climate established through the effects of caring provides an atmosphere where assured students can state their opinions and needs to a supportive teacher (best shown through praise)

- The appearance of a positive classroom

Preparation of the classroom for readied minds of learners with motivational displays will get the students in learning mode along with keeping them and directing them through tasks

- Instruction that promotes a positive climate

Promotion of positive climates allow opportunities for productive community building skills as students work together to listen, stay on task and achieve objectives as teachers include Maslow's hierarchy of needs to establish the environment.

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**HOW WILL YOU USE THIS INFORMATION IN YOUR FIELD?**

The use of the classroom will be the introductory to skills needed to socialize, with this known fact, providing an appropriate and safe area to discuss creativity and practice socializing skills will allow community establishment for the classroom.

**COMPETENCY 6****THEME**

The theme of competency 6 is managing student behavior

**MAJOR POINTS AND SUMMARY**

- Organizing the classroom

*The arrangement of classroom furniture allows the teacher and students the visual comfort of seeing each other during assignments and lessons.*

- Procedures and Routines

*Procedures and routines are a teacher's safety net as they teach, allow optimal time to teach and set the standards for learning*

- Establishing classroom rules and consequences

*Rules and consequences of positive and negative nature allow students the opportunity to practice appropriate behavior with guidance.*

- General Principles

*General principles should include behavioral modification, establishing the reinforcement theory, extinction, shaping to guide students to desired behaviors.*

- Managing student behavior

*Managing student behavior by deciding how to deal with negative behavior through interventions, the use of discipline programs, basic guidelines that have been successful, the use of the one-, two-, or three-finger signaling technique (that is strongly recommended for all ages) and allowing students to set rules concerning behavior will guide teacher and students throughout the school year.*

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**HOW WILL YOU USE THIS INFORMATION IN YOUR FIELD?**

Establishing behavioral management is an important element that is needed to allow safety and options available to all and will be implemented in the described ways listed.

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#### HOW WILL THE COMPETENCIES RELATE TO EACH OTHER?

All competency includes the overall developmental issues that occur while establishing a classroom community of students and a well-prepared teacher within a controlled and safe environment. Using management and behavioral monitoring skills to establish the safe environment will provide a foundation student can depend upon. Including how learning occurs will include all learning types in the building of the classroom community and culture.

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#### A SUMMARY OF THE SECTIONS AND EXPLANATION OF MY OVERALL TAKEAWAY OF THE COMPETENCIES AS A WHOLE

My overall take away from the competencies is that as a teacher, you need to set aside time and properly plan for the success that you want in the classroom. It's necessary to search for any aspect you can bring to the student so that you too can enjoy the school year. The strategies and procedures are a great start to build the needed ease teachers want as students look to the teacher as a knowledgeable guide who seems to have all the answers. I included my summaries in each competency.