

**Long Beach Unified School District
Essential Elements of Effective Instruction (EEEI)**

Overview

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| Formulating Objectives | <ul style="list-style-type: none"> • Identify the five parts of an objective (content, cognition, behavior, condition, performance) • Write instructional objectives containing the five parts • Ability to verbalize <u>content</u>, <u>level of cognition</u> and <u>behavior</u> for any and all lessons • Understand the relationship between the learning and the behavior in an objective • Understand how standards, curriculum maps, pacing charts, etc. correlate with terminal objectives • Develop instructional objectives and activities at different cognitive levels |
| Active Participation | <ul style="list-style-type: none"> • Show an understanding of how active participation maximizes student learning • Explain overt and covert behavior • Use of active participation techniques to engage all students, especially at critical points in lesson (i.e. closure) • Use a variety of techniques (both overt and covert) |
| Lesson Design | <ul style="list-style-type: none"> • Know the elements of lesson design • Develop a lesson plan using the LBUSD lesson design format • Teach lesson using the lesson design model, with appropriate pacing and questioning strategies and monitoring and adjusting as necessary |
| Task Analysis | <ul style="list-style-type: none"> • Know the steps in doing a task analysis • Understand the reasons for doing a task analysis (essentialness) • Develop a task analysis for a content objective • Use the ‘horizontal’ lesson design format in planning lessons |
| Bloom’s Taxonomy | <ul style="list-style-type: none"> • Know and explain the levels of Bloom’s Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation) • Identify objectives at different levels • Write objectives at different levels • Generate questions/activities for each level |
| Teaching to the Objective | <ul style="list-style-type: none"> • Explain the meaning of Teaching to an Objective • List the four teacher actions for Teaching to an Objective (Information, Response, Activities, Questions) • Explain the meaning of Relevancy and Congruency • Identify congruent and non-congruent teacher actions • Provide evidence of Teaching to an Objective in their lesson plans |

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| Classroom Management | <ul style="list-style-type: none"> • Show understanding of the underlying principle of classroom management (“Management is curriculum”) • Know and understand the three things an effective classroom manager does (<u>teach</u> the behavior, <u>support and promote</u> the behavior, <u>redirect</u> unproductive behavior) |
| Rules, Procedures and Routines | <ul style="list-style-type: none"> • Demonstrate understanding of rules, procedures, and routines in their classroom • Write terminal objectives for teaching a procedure in the classroom • Understand that all rules and procedures should have expected outcomes |
| Reinforcement Theory | <ul style="list-style-type: none"> • List three types of reinforcement • Define positive and negative reinforcers • Explain the effect of each type of reinforcer • Apply reinforcement theory (structure, approximation, extinction, consequences) and demonstrates proactive classroom management • Incorporate one or more of the strategies into a classroom management lesson plan |
| Locus of Control | <ul style="list-style-type: none"> • Understand the concept of “locus of control” • Apply the source-behavior-outcome model to assist students in shifting from external to internal locus of control in both positive and negative situations |
| Motivation | <ul style="list-style-type: none"> • Know and understand the three myths of motivation • Know and understand the three prerequisites to using motivation theory • Apply the components of motivation theory (level of concern, knowledge of results, interest, feeling tone, success) in a classroom situation |
| Differentiation | <ul style="list-style-type: none"> • Understand the facets of differentiation • Apply the components of a terminal objective in conjunction with the facets of differentiation in order to write differentiated objectives |
| Brain Based Learning | <ul style="list-style-type: none"> • Know and understand the nine principles attached to brain based learning • Apply strategies derived from brain research that have been translated into practical easy-to-understand principles |