30. Quality Instructional Planning: Improving Preservice Teacher Lesson Planning. Rebecca Stobaugh, Western Kentucky University; Janet Lynne Tassell, Western Kentucky University; Marge Maxwell, Western Kentucky University

58.094-13. Poster Session: Lives of Teachers SIG. SIG-Lives of Teachers; Poster Session
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Posters:
37. Lived Experiences of African American Teachers During Desegregation After Brown v. Board of Education. Martha J. Lash, Kent State University; Tonisha Glover, Kent State University
38. Mathematics Teachers’ Identities About Poverty: Using Photo-Elicitation/Photovoice Interviews to Tell the Stories of Latino/a Algebra Teachers. Theodore Chu, Harvard University
39. Teacher Enthusiasm as a Change Agent: Exploring Teachers Experiences in a Teaching American History Grant. Mimi Coughlin, California State University - Sacramento; Mimi H. Lee

58.094-14. Democratic Citizenship in Education SIG Poster Session. SIG-Democratic Citizenship in Education; Poster Session
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

58.094-15. Technology Impacting Teaching and Learning Poster Session. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Posters:
41. Building Community Through Telecollaboration (BCT) Network: Developing a Professional Learning Network for Effective ICT (Information Communications Technology)-Supported Teaching and Learning. Gyeong Mi Heo, CEFRIQ Canada; Alain Breuleux, McGill University
42. Blended Learning as a Bridge: Professional Development for Institutional Change. Nicola Wayer, Florida State College - Jacksonville
43. Empowering Gen Y Preservice Teachers to Become Change Agents for Technology Integration: Discovering Their Strengths. Ping Gao, University of Northern Iowa; Leigh Zeltz, University of Northern Iowa; Robin Galloway, University of Northern Iowa; Magdalen Galloway, University of Northern Iowa
44. Exploring Chinese Preservice Teachers’ Integrations of YouTube in Teaching. Elson S.Y. Szeto, The Hong Kong Institute of Education; Annie Y.N. Cheng, The Hong Kong Institute of Education
45. Maps, Math, and Media: Teaching Millennials in the New Millennium. Meldia N. Yildiz, Kean University
46. Multiligualism, Agency, and Interactive White Boards: A Qualitative Investigation of a Middle School Program. Rebecca Beucher, University of Colorado - Boulder; Diana J. Arya, University of Colorado - Boulder; Chelsey Shade, University of Colorado - Boulder
47. Online Learning Through the Eyes of Students and Faculty. Maysaa Y. Barakat, Auburn University; Ellen H. Reames, Auburn University
48. Reliability and Use of a Revised Rubric to Assess Pre-Kindergarten Teachers’ Monthly DVD Classroom Newsletters. Bridget A. Walsh, University of Nevada - Reno; Heidi Cromer, University of Nevada - Reno; J. Guillermo Villalobos, University of Nevada, Reno; Mauricio Alvarez, University of Nevada, Reno
49. The Use of Confidence Intervals as a Meta-Analytic Lens to Summarize the Effects of University Classroom Instruction on Preservice Teacher Technological Pedagogical Content Knowledge (TPACK). Jamaal Young, University of North Texas; Jemimah V. Lea, Texas A&M University

31. STEM Preservice Teachers Developing Disciplinary Literacy
Pedagogy: Steven Hart, California State University - Fresno; Stephanie Marie Bennett, University of South Florida
32. Scaffolding Preservice Teachers’ Reflection on Technology Integration. Ugar Kale, West Virginia University; Cheng-Hsien Wu, West Virginia University; Elizabeth Convey, West Virginia University
33. Student Engagement: How Preservice English Teachers Make Meaning of Student Participation. April Simun Salerno, University of Virginia; Ashley Elizabeth Simpson, University of Virginia
34. Utilizing the Construct of Professional Noticing to Meet the Needs of All Learners. Ingrid Weiland, University of Louisville; Julie Anamdar, University of Idaho; Rick Alan Hudson, University of Southern Indiana
35. Investigating Secondary Writing Instruction in an Era of Accountability: Implications for Professional Development and Preservice Programs. Mary A. Avalos, University of Miami; Yachtel Perez, University of Miami; Vanessa Thornton, University of Miami
36. Learning How: A Participatory Action Research Study of Collaborative Course Development for Preservice Teachers. Margaret P. Weiss, Center for Developmental Science; Anthony Michael Pellegrino, George Mason University; Linda Mann, George Mason University
Quality Instructional Planning: Improving Preservice Teacher Lesson Planning

Schedule Information:

Scheduled Time: Tue Apr 30 2013, 12:10 to 1:40pm  
Building/Room: Parc 55, Fourth Level - Cyril Magnin Foyer  
In Session: Practices, Instruction, Design, Assessing

Presenters/Authors:

Rebecca Stobaugh (Western Kentucky University)  
Janet Lynne Tassell (Western Kentucky University)  
Marge Maxwell (Western Kentucky University)

Abstract:

The focus of this research is to examine the impact of an instructional framework to improve the quality of pre-service teachers' lesson plans. The framework focuses on Higher-order thinking, Engagement, Authentic learning, and Technology integration as components of the lesson plan. The research study examined a) data from classes for two semesters to measure the impact of the instrument on instructional planning and b) Teacher Work Sample data from all elementary education student teachers to measure the impact of the instrument on pre-service teacher performance.

©2013 All Academic, Inc.