

Benjamin Bloom, a psychologist and educational theorist at the University of Chicago, see page 197);

- allowing that some students will need adjusted expectations;
- giving students a choice in what method they will use to demonstrate their understanding of the concept being taught;
- accepting that these different methods are of equal value;
- evaluating students based on their individual differences.

THE FOUR-STEP PROCESS IN DEVELOPING A LESSON

In order to develop a lesson that meets these objectives, teachers may use the following four-step process as a guide:

1. identify the underlying concepts;
2. determine the teacher method of presentation (teaching style, questioning techniques, partial participation);
3. determine the student method of practice (allowing for variation in assignments based on Bloom's Taxonomy, different presentation modes, and partial participation);
4. determine the method of student evaluation (considering different levels of skill and accepting a variety of evaluation procedures).

STEP ONE:

IDENTIFICATION OF UNDERLYING CONCEPTS

The first step is to identify the underlying concepts to be taught within a unit or a particular lesson. It is important to understand that underlying concepts are not merely the objectives established for a particular course. Objectives may be only part of a much broader picture.

Teachers must identify, in the material they are teaching, what they would like all the students in the class to under-