[**Ronald Hellems Owner**](http://ronaldhellems.com/ronald-d-hellems.html)

Setting an objective  
  
The first thing a teacher must do is decide on the lesson plan's focus. The teacher creates one idea or question they want the students to explore or answer. Next, the teacher creates classroom activities that correlate with the established idea or question. This includes individual and group activities. Having established these activities, the teacher identify what language arts skills the lesson plan must cover. After the teacher completes these activities, they must ensure the lesson plan adheres to the best practices used in language arts. This includes conducting research on what teaching methods result in a high success rate for students. The teacher must ensure the lesson plan goals are compatible with the developmental level of the students. The teacher must also ensure their student achievement expectations are reasonable.  
  
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Primary (or elementary) education consists of the first 5–7 years of formal, structured education. In general, main education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising. Under the Education for All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education, are mostly referred to as primary schools. Primary schools in these countries are often subdivided into infant schools and junior school.  
  
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Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. Educational psychology in turn informs a wide range of specialities within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.  
Ronald Hellems Owner   
The objective is typically accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills. Different ways to teach are often referred to as pedagogy. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. Many times, teachers assist in learning outside of the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of the internet over the past decade, has begun to shape the way teachers approach their roles in the classroom.  
  
Learning and cognition  
  
Two fundamental assumptions that underlie formal education systems are that students (a) retain knowledge and skills they acquire in school, and (b) can apply them in situations outside the classroom. But are these assumptions accurate? Research has found that, even when students report not using the knowledge acquired in school, a considerable portion is retained for many years and long term retention is strongly dependent on the initial level of mastery.One study found that university students who took a child development course and attained high grades showed, when tested 10 years later, average retention scores of about 30%, whereas those who obtained moderate or lower grades showed average retention scores of about 20%. There is much less consensus on the crucial question of how much knowledge acquired in school transfers to tasks encountered outside formal educational settings, and how such transfer occurs.Some psychologists claim that research evidence for this type of far transfer is scarce,while others claim there is abundant evidence of far transfer in specific domains. Several perspectives have been established within which the theories of learning used in educational psychology are formed and contested. These include behaviorism, cognitivism, social cognitive theory, and constructivism. This section summarizes how educational psychology has researched and applied theories within each of these perspectives.  
  
More results:   
  
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