Instructional Practices to Maximize Student Growth

Focus on
Tier 1 Instructional Practices

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Participants… Please complete this form for documentation of attendance.

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Session Objective…

Leave with Ideas to Make Your Good Teaching Even Better

- What Can We Do to Improve Outcomes? Focus Areas:
  - Bell to Bell Instruction
  - Gradual Release Teaching
  - Active Engagement
  - Alignment to State Standards/CCSS

Who Will Graduate High School?

"On-Track Indicator" – metric to determine the likelihood a student will graduate HS

Freshman year is KEY: students that earn at least five credits and get no more than one F are 3.5 times more likely to graduate than those with more than one F.

Consortium on Chicago School Research

Devastating Freshman Year

- One Semester F decreases the likelihood of graduating from 83% to 60%
- Two Semester Fs decreases the likelihood to 44%
- Three Semester Fs during Freshman year = 31% chance of graduating

Students must enter prepared – or receive immediate and effective support!

Predicting Course Failure

Factors that Predict Course Failure

- **Poor reading in 8th grade** (Alliance for Excellent Education)
- Unresolved **Social, Emotional and Behavior Difficulties** (Landrum, Tankersley & Kauffman)

Why is Core Instruction Problematic for Many Students?

- Format problems
- Too many things being taught
- Too rapid introduction of new concepts
- Insufficiently supported explanations and activities
- Limited consideration of student prior knowledge (required for new learning)
- Teaching methodology violate critical principles regarding learning (explicit, modeling, repetition, etc.)
- Not at instructional level; frustration level
- Spiraling curriculum
- Wrong and insufficient practice
    - (Carnine, Jones, & Dixon).

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From the National Mathematics Advisory Panel

"Existing instructional tools and textbooks often do a poor job of adhering to important instructional principles for learning in mathematics"

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So… What Do We Do?

- We can begin with a review of some basic rules regarding how the brain learns
- What does the research say about Effective Instruction so we have an idea what works and what doesn't
- Don't confuse common practices used to support struggling students with intervention

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Using Brain Research to Guide the Creation of Ideal Learning Conditions

Rule # 1

Memory is not fixed at the moment of learning….repetition provides the fixative!

Effective Teaching and Brain Research

Does Practice Make Perfect?

- The adage that "**practice makes perfect**" is **rarely true.**
- **Practice makes permanent**. Thus, a major goal of instruction is to ensure practice is perfect.

How the Brain Learns

What is Critical?

1. Select the **smallest amount of material** that will have the **maximum payoff** for the learner (priority/power standards, vocabulary, comprehension, etc.)
2. **Model** the application process step-by-step. Studies repeatedly show the **brain uses observation** as a means for learning (Petrosini, et al., 2003).
3. Insist the **practice occur in the teacher's presence** over a short period of time while the student is focused on the learning
4. Watch the practice and provide the students with **prompt and specific feedback**

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How the Brain Learns

The Role of Guided Practice, Independent Practice and Feedback

- Rule: **Perfect Practice makes Perfect**
- We want to make sure students **practice new learning correctly from the beginning**
- **Guided Practice** is used to ensure correct practice – thus, teachers provide corrective feedback to help students analyze and improve their practice
- **AVOID independent practice** until students are likely to practice it correctly

What Doesn't Work (very well)

(Visible Learning – John Hattie)

– d = 0.4 and larger is Zone of Desired Effects

- Whole Language Programs – d = 0.06
- Student Control over Learning – d = 0.04
- Individual Instruction – d = 0.23

Why doesn't this work?

- **Problem Based Learning – d = 0.15**
- Web Based Learning – d = 0.18
- Grade Retention – d = - 0.16 (negative)

Consider the Six Core Characteristics of Problem-Based Learning (Gijbels, 2005)

1. Learning is Student Centered
2. Learning occurs in small groups
3. A tutor is present as facilitator or guide
4. Authentic problems are presented at the beginning of the learning sequence
5. Problems encountered are used as tools to achieve the required knowledge and problem solving skills
6. New information is acquired through self-directed learning

The Disasters…

(Visible Learning – John Hattie)

	Studies	ES
• Mobility (shifting schools)	181	-.34
• Retention	207	-.16
• Summer Vacation	39	-.09
• Inductive Teaching	24	.06
– (from specific observations to broad generalizations)		
• Reading: Whole Lang.	64	.06
• Perceptual Motor Programs	180	.08

The Well Belows…

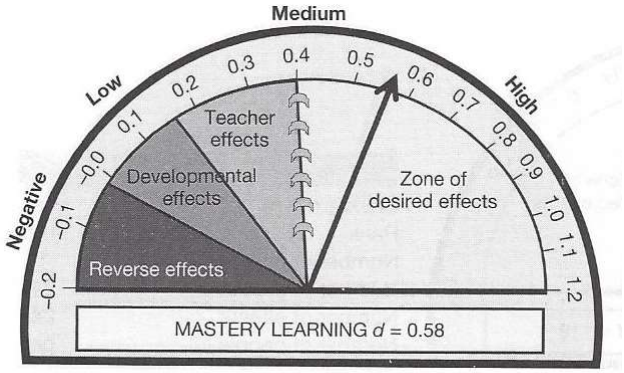
(Visible Learning – John Hattie)

	Studies	ES
• Distance Education	788	.09
• Web based Learning	10	.09
• Ability Grouping	494	.11
• Diet on Achievement	23	.12
• Teacher Subject Knowledge	27	.12
• Problem Based Learning	203	.15
• Home School Programs	14	.16

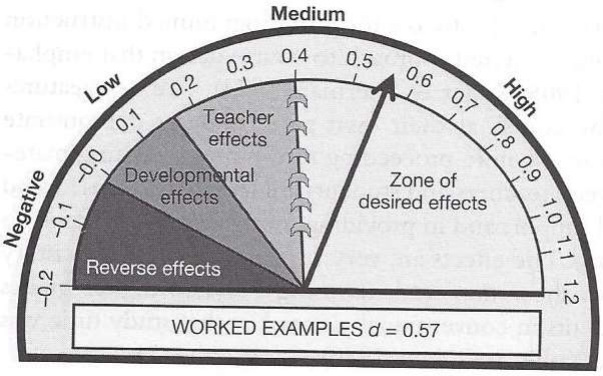
What Does Work?

- There are many things that do work to varying degrees.
- Teaching effectiveness is one of the most important variables.
- But other things matter as well.
- Perhaps a good place to start, as a school, is to ensure we are doing the things with a big pay off, yet somewhat easy to implement.

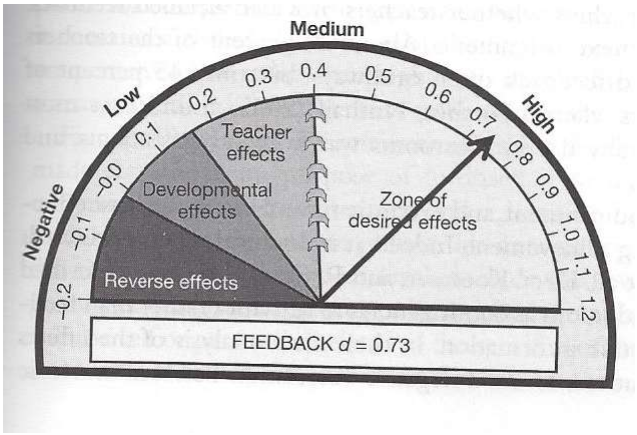
What Does Work? Mastery Learning



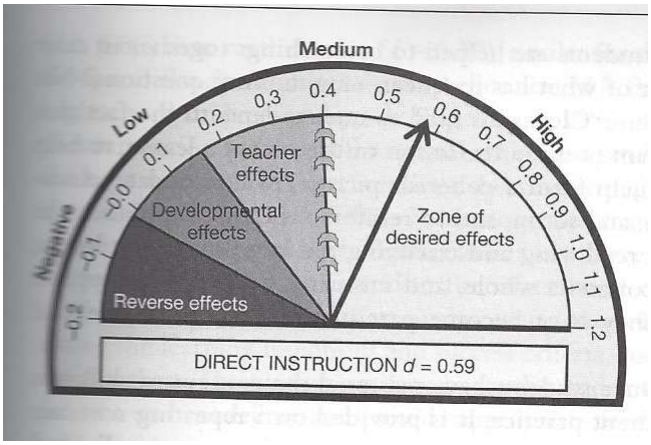
What Does Work? Worked Examples



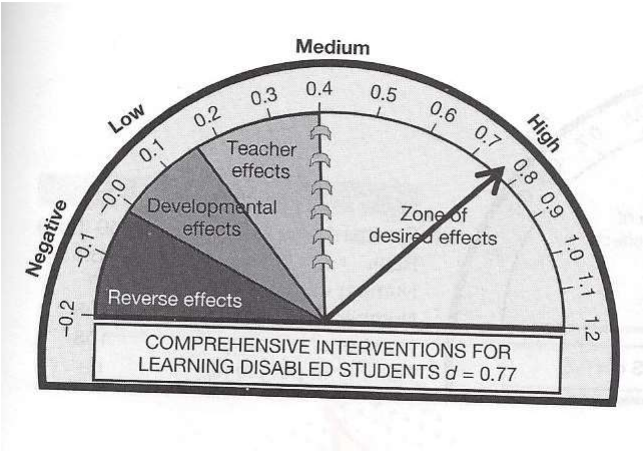
What Does Work? Feedback



What Does Work? Direct Instruction



Comprehensive Interventions for Students with Learning Difficulties



Your Turn…

Overall, what does Hattie's research say about teaching and learning? What's the big picture?

Features of Effective Instruction

1. Model instructional tasks when appropriate.
2. Provide explicit instruction.
3. Engage students in meaningful interactions with language during lesson.
4. Provide multiple opportunities for students to practice instructional tasks.
5. Provide corrective feedback after initial student responses.
6. Make sure students are engaged in the lesson during teacher-led instruction.
7. Make sure students are engaged in the lesson during independent work.
8. Make sure students are successfully completing activities at a high criterion level of performance.
9. Encourage student effort.

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Instructional Practices to Improve Student Learning

Bell to Bell Instruction	Gradual Release Teaching
• Bell Ringer Activity • Teach from beginning to end of class • Lesson objectives posted/reviewed/ “I Can” statement • Exit Activity	• Instructional task/concept explained using explicit language • Instructional task modeled/think aloud • Guided practice provided • Check for student understanding prior to independent practice • Additional teacher support to targeted students during independent practice time. • Students practicing correctly at high criterion level
Active Engagement	**Alignment to CCSS**
• All students responding and engaged (choral, partners, white boards) • Opportunities for active processing of information • Individual turns (to check for understanding) • Correction procedure/feedback	• Lesson is aligned to and addresses rigor of CCSS • Priority Standards are identified and prioritized • Formative Assessments are focused on Priority Standards • Proficiency Scales are established for assessing mastery of Priority Standards

How We Do Business

WILLISTON PUBLIC SCHOOL DISTRICT #1

H	O	W	L
Hello at the door/beginning of class Bell Ringer completed as students enter	Objective posted "I can" statements reviewed for the lesson Use the District adopted text/ materials	Work as a response to purposeful instruction Use the District adopted text /materials Teach Academic Vocabulary	Learning checked (formative) Exit tickets
	Active Engagement		

Bell to Bell Instruction

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Gradual Release Teaching

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Bell to Bell Teaching

- Use every instructional minute (no down time, i.e.., Free Friday)
- Begin period with a Bell Ringer – activity related to previous or current learning objective – something everyone does immediately upon entering room – allow teachers to take role, get ready, etc.
- What happens if you lose 7 minutes per day per class?

Teach from the beginning of class to the end

Rationale…

Use every instructional minute – Losing **7 minutes** will result in **1,260 minutes** of lost instructional time per subject per year (21 hours or the equivalent of twenty four, **52** minute classes). Think about a student missing 24 days of school.

Begin with a Bell Ringer

- Begin period with a Bell Ringer – activity related to previous or current learning objective – something everyone does immediately upon entering room – allow teachers to take role, get ready, etc.
- Bell Ringer is an excellent opportunity to revisit essential learning from day before– acts as distributed practice (effect size .71)

Wall Charts

Consider the organizational benefits of the following:

–Posting unit objectives

–Posting a daily agenda

Lesson Objectives Posted and Reviewed

- ✓Learning objectives for day should be **posted and reviewed**
- Require students to do something with the daily learning objective (do not expect students to read the objectives on their own)
- Review learning objective again **mid way** through class and **again at end of the class**

Hattie and Marzano's Take On Lesson Objectives

- According to Hattie, teacher clarity is one of the most potent influences on student achievement.
- Robert Marzano agrees, including lesson goals in his top 5 list of factors that affect how well students do at school.

- The Australian Society for Evidence Based Teaching, June, 2015

Mystery Learning or Mastery Learning???

- **Learning Objectives-stated in student friendly terms—not** standards… "You will increase student achievement by as much as 27% by stating the objective at the start of the lesson." J.Hattie
- Rubrics to match-Can the student tell you what they must master to achieve? "You raise student achievement by as much as 37%-when you give them a rubric to assess their learning."J.Hattie

Clear Focus

Clear Objectives

- For Students…Lesson objectives explain what the students need to understand and what they must be able to DO by the end of the lesson. They help clear the fog of the lesson; Google Earth.
- For Teachers…Clear Lesson Objectives help clarify our teaching – what to emphasize and what activities we include in the lesson

Exit Activity Completed at End of Class

- ✓Use Exit Activity as a means to revisit the learning objective at the end of class
- ✓Great way to hold students accountable for demonstrating they know the lesson's essential objective
- ✓Excellent way to check for understanding – who's got it, who doesn't
- ✓Distributed practice – repetition is essential

End Each Period with a Exit Activity - Ideas

- Summarize what you learned in writing
- Teach the essential learning target to a partner
- Compare and Contrast what you learned today with what you learned yesterday
- Identify an example of how you could use what we learned today in your life outside of school
- Revisit previous learning objectives
- Ticket out the door
- Journal or Log your learning

Take a Moment…

- Identify what stood out to you from our conversation regarding Bell to Bell Teaching?
- Identify something from this focus area you would like to try or change in your classroom. Share it on the Chat.

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Gradual Release Teaching

Effective Instruction:

Utilize Explicit Instruction to Teach New Skills	
Gradual Release of Responsibility **Teacher** ⇩ **Student**	**Explicitly teach and model skill(s)** • Remain in this phase until you see they are ready to move to the next phase based on formative data
	Engage in **guided practice with students.** • Provide targeted and immediate feedback • Utilize correction procedure and go back to modeling as needed • Gradually release responsibility as students demonstrate Mastery • Remain in this phase until you see they are ready to move to the next phase based on formative data
	Provide **independent practice opportunities** • " *Perfect practice makes perfect"* • Provide targeted and timely feedback • Remain in this phase until you see they are ready to move to the next phase
	Provide engaging experiences for students to **apply and generalize** their skills. • Allow students to use their skills to solve problems and use the skill(s) flexibly across a variety of settings.

- **Timing is essential**
- **Know what "phase" of gradual release you are in for each focus area you are teaching**
- **Repetition is critical**
- **New learning should be phased in gradually**

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9. **Encourage student effort.**

Marzano…

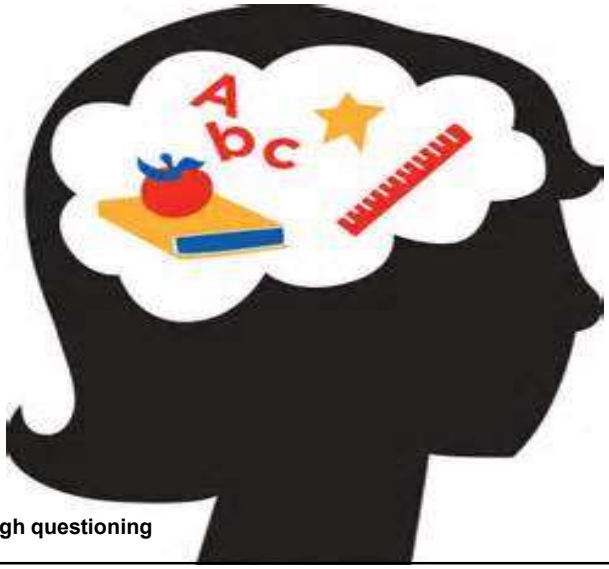
- Robert Marzano emphasizes the importance of **explicit teaching** - to directly teach your students the things they need to learn. His review of research revealed it was **the single most important factor (of teacher controlled factors)** affecting students' success.

The Australian Society for Evidence Based Teaching, June, 2015

Explicit Instruction Defined

- Explicit instruction is "a structured, systematic, and effective methodology for teaching academic skills…it is an unambiguous and **direct approach** to teaching that includes both **instructional design** and **delivery procedures**."
- "Explicit instruction is characterized by a series of **supports** or scaffolds, whereby students are guided through the learning process with **clear statements about the purpose and rationale for learning** the new skill, **clear explanations and demonstrations** of the instructional target, and **supported with feedback** until **mastery** has been achieved." A. Archer, 2010

"Who Can Guess What's in My Head" Teaching



Don't teach through questioning

Foundations of Explicit Instruction

- Use clear and concise language
- Provide **adequate range of examples** and non examples
- Provide guided and supported practice
- Require **frequent responses**
- Monitor student performance closely
- Provide immediate and affirmative and corrective feedback
- Deliver the lesson at a **brisk pace**
- Help students **organize knowledge**
- Provide distributed and cumulative practice

Lesson Structure

What	How	Example
I do It	Modeling: Show and describe in clear and concise language – leave nothing to the imagination	Thinking aloud, the teacher demonstrates 763 is equal to 7 hundreds, 6 tens, and 3 ones (teacher writes each number during the think aloud)
We Do It	Prompted or guided practice: Assist students in performing the skill or strategy.	"Lets do this one together: 242 is equal to how many hundreds ____, how many tens _____, how many ones ____ (choral response)
You Do It	Unprompted practice: Students perform independently without prompts, but with teacher	"Now it's your turn, do problem number one on your own (teacher walks around checking students

Explicit Instruction

"Opening it up"

Opening of Explicit Lesson

- Preview
  - State the goal of the lesson
  - Discuss the **relevance of the target skills** (or the larger goal)
  - 3 w's – Why? When? Where?
- Review
  - Review the critical prerequisite skills

Explicit Instruction

"Teaching It"

Body of Explicit Lesson

- **Modeling (I do it)**
  - Show and Tell (demonstrating and describing)
  - 3 c's = **Clear, Consistent, Concise**
- Involve Students

Modeling Instructional Tasks

- **Demonstrate the task** (e.g., use think alouds). "My Turn…listen to my thought process as I solve this problem…"
- Proceed in a **step-by-step** fashion
- **Limit language (teacher talk)** to demonstration of the skill
- Make **eye contact** with students, **speak clearly** while modeling the skill
- Require students to **repeat salient points** of what was modeled
- Give students **opportunity to process** information

Explicit Instruction

"Practice"

Body of Explicit Lesson

- Prompted or **Guided Practice (We do it)**

Prompts:

- Physical prompts
- Verbal prompts
- Visual prompts

Levels of Scaffolding:

- Tell them what to do
- Ask them what to do
- Remind them what to do

Provide Extensive Guided Practice

- **Guided Practice** means doing it together with the students (**Goal: ALL students participate**)
- Provide extensive **guided** opportunities for students to **practice new skills with feedback**
- Provide opportunities for practice **after each step of instruction**
- Provide **scaffolds/supports** as necessary
- Elicit Group responses
- **Provide extra practice** based on accuracy of student responses

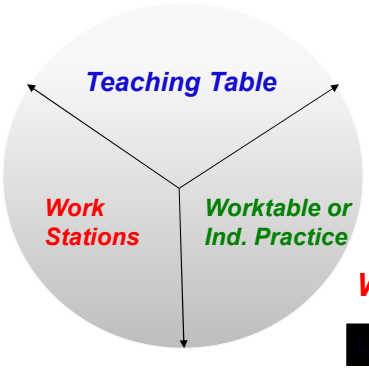
Explicit Instruction

"Practice"

Body of Explicit Lesson

- **Unprompted Practice (You do it)**
  - The release to independent practice varies depending on a student's readiness and ability to practice correctly

Differentiate delivery… rotate groups through activities



Teaching Table

[redacted]

Workstations

[redacted] names

Worktable

[redacted] names

The 5 "Mores"

- More explicit , more direct
- More modeling
- More practice
- More feedback
- More time

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Processing and Practice

Goal: Apply content, check for understanding, extension

- ✓ Ensure students understand content
- ✓ Apply concept
- ✓ Provide opportunities for students to expand and engage in deep processing
- ✓ Opportunities for practice
- ✓ Verification

Ways to Engage Students During the Critical Phase of Processing and Practice

- Processing is the act of keeping new information in the working memory long enough to act on it in a meaningful way before adding new information.- Marzano 2015
- It's how students make sense of what they are learning.
- Visible Manifestations:
  - ➢ Talking
  - ➢ Sharing
  - ➢ Explaining
  - ➢ Writing
  - ➢ Summarizing
  - ➢ Paraphrasing
  - ➢ Questioning

Example Processing Strategies

- Collaborative Processing
- Think-Pair-Share
- Concept Attainment
- Jigsaw
- Reciprocal Teaching
- Scripted Cooperative Dyads

Examples of Processing Content

Perspective Analysis

The teacher asks students to consider multiple perspectives on new knowledge using perspective analysis.

Examples of Processing Content

Thinking Hats

The teacher asks students to process new information by imagining themselves wearing any one of six different-colored thinking hats representing six different types of perspectives: white hat (neutral and objective perspective) red hat (emotional perspectives) black hat (cautious or careful perspectives) yellow hat (optimistic perspectives) green hat (creative perspectives) and blue hat (organizational perspectives) (de Bono 1999).

Examples of Processing Content

Collaborative Processing

The teacher asks students to meet in small groups to summarize the information he or she just presented, ask clarifying questions about the information, and make predictions about upcoming information.

Examples of Processing Content

Jigsaw Cooperative Learning

The teacher organizes students in teams of equal size (for example, four members) and the content into as many categories as there are team members (for example, four categories). The teacher assigns individual team members to each content chunk to become experts. They then return to their teams to present their content.

Examples of Processing Content

Reciprocal Teaching

After the teacher presents the chunk of content, the discussion leader in a group ask questions about the information presented, and the group members discuss each question. Someone from the group summarizes the content presented so far, and the group members make predictions about the upcoming chunk of content, beginning the cycle again.

Explicit Instruction

"Closing it up"

Closing of Explicit Lesson

- Review critical content
- Preview the content of the next lesson
- Assign independent work - work that can be accurately completed by students

Throughout the lesson….involve students, monitor performance, and provide feedback.

Example of Gradual Release…

- **Summarization**:
  - I Do:
    - Present, explain what it is and why it is important
    - Model the steps and use think aloud
    - Demonstrate multiple examples
  - We Do:
    - Ask students what you did in the demo
    - Walk through process and have students fill in strategic blanks
    - Set up example with parts missing, have students complete (use constant monitoring and use correction procedures – there should be NO guessing)

Example of Gradual Release…

- **Summarization:**
  - You Do:
    - Kids take over the process – consider having them work in small groups as you move around and monitor
    - Assign a variety of tasks that require students to use summarization strategy
      - vary the type of texts such as web article, story, science, etc.
      - vary the length of tasks such as multiple sentences, paragraphs, page, chapter, etc.)

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Active Engagement - Steps

- **Step 1**. **Introduce Topic**: Focus and Think Time
- **Step 2**. **Engagement**: Choral Response and Partner Share
- **Step 3**. **Monitoring**: Individual Turns and Correction Procedures
- **Step 4. Processing and Practice**

Introduce Topic: Focus and Think Time

Goal: Get Students' Attention when opening a lesson or introducing a new topic

- ✓ State the goal of the lesson
- ✓ Everyone engaged from the beginning
- ✓ Students look and track the teacher
- ✓ Students repeat topic or goal
- ✓ Students required to process and respond to key aspects to partners

Engagement: Choral Response and Partner Share

Goal: Active Participation throughout the lesson – maximize opportunities to respond

- ✓ I do, We do, You do
- ✓ Choral Response – short responses
- ✓ Partner Share – expanded responses
- ✓ Students held accountable
- ✓ Teacher monitors for accuracy of responses
- ✓ Use of Signal to ensure THINK time and to allow everyone to respond

A New Era for Instruction

Engagement Strategies

- Marzano, The New Art and Science of Teaching, 2017
- There are 10 categories of Engagement and over **67 individual strategies**

EXAMPLE ENGAGEMENT STRATEGIES

Marzano, The New Art and Science of Teaching

1. Noticing and Reacting When Students Are Not Engaged

Strategy	Description
Monitoring Individual Student Engagement	The teacher continuously monitors, looking for students not engaged. The goal is to keep all students engaged.
Monitoring Overall Class Engagement	The teacher monitors the engagement of the whole class. Disengagement would signal a change in the teaching approach or activity.
Using Self-Reported Student Engagement Data	Periodically asking students to report their engagement levels through informal assessments such as raising hands if they feel their energy levels dropping.
Re-Engaging Individual Students	Addressing students not engaged (e.g., reminding them, providing feedback, token system, etc.)
Boosting Overall Class Energy Levels	If energy or engagement levels are low, something is changed. Students are often invited to provide suggestions regarding how to increase energy levels. Examples include brain breaks, move around, leaving the task and returning later, etc.

2. Increasing Response Rates

Strategy	Description
Random Names	The teacher writes student names on pieces of paper or popsicle sticks and keeps them in a container. After asking, a name is selected at random from the jar and the student answers.
Hand Signals	The teacher has students respond nonverbally to a question using hand signals, such as thumbs up, thumbs down, thumbs sideways or holding up fingers (1,2,3,etc) to indicate their level of understanding.
Response Cards	The teacher has students write their answers on cards or whiteboards and reveal them to the teacher simultaneously.
Response Chaining	After a student answers a question, the teacher asks a second student to explain why the initial student's answer was correct, partially correct, or incorrect.
Paired Response	Students confer in pairs to answer a question. The teacher then calls on a pair. One student can verbalize the answer for the pair, or both can contribute.
Choral Response	The teacher presents information in a clear and concise statement and asks the class to repeat the information as a group. The goal is to form an "imprint" of important information.
Wait time	The teacher pauses for at least three seconds after posing a question. The teacher also pauses for three seconds between student answers.
Elaborative Interrogation	After a student answers a question, the teacher probes the answer by asking, "How do you know that to be true?" or "Why is that so?
Multiple types of Questions	The teacher uses a combination of types of questions such as: **Retrieval questions**—These require students to recognize, recall, and execute knowledge that was directly taught. **Analytical questions**—These require students to take information apart and determine how the parts relate to the whole. **Predictive questions**—These require students to form conjectures and hypotheses about what will happen next in a narrative or sequence of information or actions. **Interpretive questions**—These require students to make and defend inferences about the intentions of an author. **Evaluative questions—**These require students

3. Using Physical Movement

Strategy	Description
Stand up and stretch	Periodically, the teacher asks students to stand up and stretch. This is useful when students need to change their focus or level of concentration.
Vote with your feet	The teacher posts a sign in each corner of the room identifying responses to a true/false or multiple-choice questions. Students move to the location that has the sign with the answer they think is correct.
Corners Activities	The teacher splits the class into four groups, students rotate to each corner to answer a different question in each corner. The teacher assigns a recorder to stay in each corner to summarize students' comments about that corner's question.
Stand and be counted	The teacher presents a self-assessment scale. For example, a 1–4 scale in which 1 indicates "I didn't understand any of the concepts in this lesson" and 4 indicates "I clearly understand all the concepts in this lesson." Students take a moment to think, and then teacher prompts students at each level of the scale to stand.
Body Representations	Students create body representations in which they act out important content or critical aspects of a topic.
Drama related activities	Students act out an event being studied, taking the roles of various participants in the event.

4. Maintaining a Lively Pace

Strategy	Description
Instructional Segments	The teacher ensures that each of the following aspects of management and instruction are well planned and occur in a brisk, but not hurried, fashion: ***Administrative tasks, presentation of new content, act of practicing and deepening understanding of key knowledge and skills, application of knowledge to new situations, group organization, seat work, and transitions***.
Pace Modulation	The teacher speeds up or slows down the pace of the lesson to meet the engagement needs of students.
Parking lot	If the teacher or the students get stuck on the answer to a question, the teacher writes the problem in a space on the board called the "parking lot." The teacher and students come back to the issue the next day after everyone has had time to think about it and gather information about it.
Motivational Hooks	The teacher uses anecdotes, video clips, audio clips, newspaper headlines, and other short attention-grabbing media to spark students' attention.

Bell to Bell Instruction	Gradual Release Teaching
• Bell Ringer Activity • Teach from beginning to end of class • Lesson objectives posted/reviewed/ "I Can" statement • Exit Activity	• **Instructional task/concept explained using explicit language** • Instructional task modeled/think aloud • Guided practice provided • Check for student understanding prior to independent practice • Additional teacher support to targeted students during independent practice time. • Students practicing correctly at high criterion level
Active Engagement	**Alignment to CCSS**
• All students responding and engaged (choral, partners, white boards) • Opportunities for active processing of information • Individual turns (to check for understanding) • Correction procedure/feedback	• Lesson is aligned to and addresses rigor of CCSS • Priority Standards are identified and prioritized • Formative Assessments are focused on Priority Standards • Proficiency Scales are established for assessing mastery of Priority Standards

Thank You For Attending

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