Research Proven: Effective Teaching Practices

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Goals of This Training

- Build instructor knowledge of effective teaching research

- Develop school capacity to support research-validated effective teaching practices and active engagement

- Provide a model to maximize instruction that helps ensure success for all students

- Practice crucial skills and applications for classroom techniques.

EFFECTIVE AND INEFFECTIVE APPROACHES FOR SHAPING STUDENT BEHAVIOR

ADAPTED FROM *STRUCTURING YOUR CLASSROOM FOR ACADEMIC SUCCESS*

EFFECTIVE	**INEFFECTIVE**
Preventive	Reactionary
Whole Class	Individual
Analytical	Emotional
Standardized	Random

EFFECTIVE INSTRUCTION

- **D**ELIVERY OF INSTRUCTION

- **D**ESIGN OF LESSON

- **M**ANAGEMENT OF THE CLASSROOM

Delivery of Instruction

Adapted from Anita Archer

- Gain and maintain attention
- Elicit responses – active engagement
- Maintain a "perky" pace
- Monitor students' responses
- Provide corrective feedback

HOW TO GAIN AND MAINTAIN ATTENTION

- Cue or words to ask for attention
- Start only when you have attention
- Natural consequences
- Maintain close proximity
- Keep a perky pace
- Eliminate verbosity
- Connect with students
- Teach with enthusiasm
- "Free" choice, if done quickly

OTHER WAYS TO MAINTAIN ATTENTION

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Facilitating Being Present

- Walk around
  -
  -

- Look around
  -
  -

- Talk around
  -
  -

Arthur Costa:
Five Teacher Frustrations

- They blurt out the answers
- They depend on the teacher for the answers
- They give up quickly on difficult tasks
- They don't apply their existing knowledge
- They don't work well in groups

Types of Active Engagement

- Group oral responses
- Paired partner responses
- Individual oral responses
- Written responses
- Physical responses

- Anita Archer

Critical Issues for Design of Instruction

- **INTRODUCTION**
  - Gain attention
  - Objective
  - Establish relevance
  - Review/background knowledge
- **BODY**
  - I do it!
  - We do it!
  - You do it!
- **CONCLUSION**
  - Assess
  - Feedback
  - Extended practice

LESSON OBJECTIVE

- Stated clearly
- Student friendly definition
- Overt student performance
- Can be measured
- Related directly/indirectly to *Big Idea*
- Useful or generalizes

Motivation Through Relevance

- How can this help you in school?
- How is this related to something you already know or have experienced?
- How can this help you in your non-school life?
- How might this help you in the future?
- How does this relate to your interests?

Establishing Relevance: Practice

Pick two of the following and develop scenarios that will make them relevant

- Learning math facts
- Answering questions in comprehension section of anthology selection
- Teaching subordinate clauses to high school students
- Teaching the concept of manifest destiny

REVIEW/BACKGROUND KNOWLEDGE

- Related to objective
- Specific rather than general
- Necessary to be successful in body
- May build interest
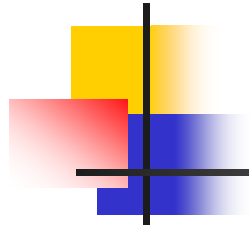- Should not replace objective
- Short as possible

Definition: Background Knowledge

Background knowledge refers to what a student already brings to a subject. For the purposes of successful instruction, we must determine what information is necessary for students to succeed and then guarantee that they acquire it before we teach toward a crucial objective.

Old English Verse

Original

"In the days of my youth," Father William replied, "I remembered that youth would fly fast, And abused not my health and my vigor at first, That I never might need them at last…"

Lewis Carroll's rendition

"You are old, Father William," the young man said, "And your hair has become very white; And yet you incessantly stand on your head – Do you think, at your age, it is right?"

The Importance of Background Knowledge

The extent that students will learn new academic content is dependent on these crucial factors:

- teacher instructional skill
- student interest
- complexity of content/instruction
- necessary background knowledge

What students already know about content, background knowledge, had a .66 correlation factor to what they would learn. (Marzano,2004)

Difference Between Activating and Building

Activating background knowledge assumes that the crucial knowledge is already in place. It is often associated with building student interest in the coming topic.

Building background knowledge assumes that the crucial knowledge is not in place and therefore the focus on instruction is making sure that knowledge is acquired before further instruction in the target standard is pursued.

Three Instructional Implications
Rosenshine, 1996

- Help students develop their background knowledge

- Provide instructional settings for deep student processing

- Help students to organize knowledge into logical "chunks"

Why Knowledge Structures are Important – Rosenshine, 1996

- They allow for easy retrieval of previously learned information
- They allow more information to be stored in a single "chunk"
- They facilitate the understanding and use of new information

Crucial Background Knowledge

Listen to the following scenarios and develop no more than 3 "packets" of background knowledge with details to support instruction.

- Packet 1:
- Packet 2:
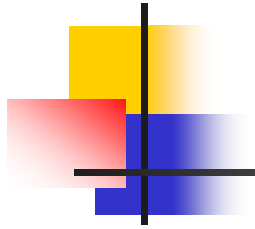- Packet 3:

BODY........THE HEART

- **MODEL** I DO IT!

- **LEAD** WE DO IT!
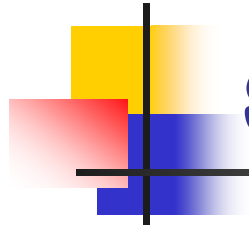
- **TEST** YOU DO IT!

ADAPTED FROM ANITA ARCHER

MODEL

- Tell......no secret skills

- Talk the students through it

- Show......share what you know

- Elicit student responses

Strategy and Direct Instruction

The most effective form of teaching children with learning disabilities combines components of direct instruction (teacher-directed lecture, discussion and learning from books) with components of strategy instruction (teaching ways to learn such as memorization techniques and study skills).

H. Lee Swanson, Ph.D.

Instructional Elements to Teach Cognitive Strategies – Rosenshine,1996

- Procedural prompts
- Use small steps
- Models for response
- Think aloud
- Discuss potential difficulties
- Regulate difficulty
- Provide a cue
- Guide student practice
- Provide corrective feedback
- Increase student responsibilities

Steps for Strategy Instruction
Adapted from Pressley (1992)

- Teach a small group of strategies
- Teach the strategies directly
- Practice and have students model and demonstrate thoroughly
- Teach when and where to use
- Teach the strategy specific vocabulary
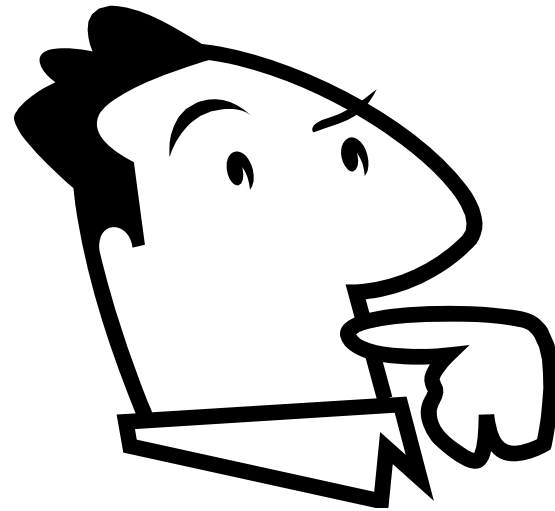
Paragraph Shrinking

FUCHS, MATHES, AND FUCHS

1. Name the who or what.

2. Tell the most important thing about the who or what.

3. Say the main idea in 10 words or less

HOW TO REMEMBER: RCRC

- **R**EAD
- **C**OVER
- **R**ECITE
- **C**HECK

Focusing on Strategies that Generalize - Writing

Summary Writing

1. List   (List the topic and the important details.)

2. Cross-out   (Cross-out any details that don't match the topic or you do not wish to include.)

3. Connect   (Connect details that can go in one sentence.

4. Number   (Number the ideas in the order they will appear in the summary.)

ADAPTED FROM REWARDS Plus

Whole Group Versus Small Group

- Whole group components should focus on grade level skills and concepts

- Small group instruction should focus on scaffolding skills and strategies that support the core instruction

- Intervention should be provided for students 2 or more grade levels below instruction in an additional time segment

LEAD/SCAFFOLD

- Guides students

- Can be done together

- Can be verbal

- Must be faded

Hints for Graphic Organizers

- Use fewer when possible
- Teach and practice them to mastery
- Not all organizers are created equally
- Keep it simple
- I do…..We do…….You do……..
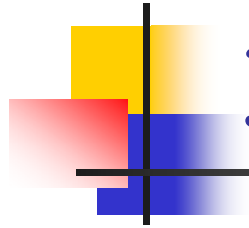- Review over time

CHECK

- Check for understanding
- Can be group or paired
- Verifies understanding before independent work
- Monitor for corrective feedback
- Continue until students reach mastery

BENEFITS OF CONSTANT MONITERING

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Feedback is Crucial

One of the chief benefits of active engagement is that it allows us to give corrective feedback. In general, this feedback is most effective when it is explicit and specific. It is crucial that the teacher construct the feedback with certain basic understandings of what effective feedback looks like.

Key Features of Feedback

- Occurs frequently
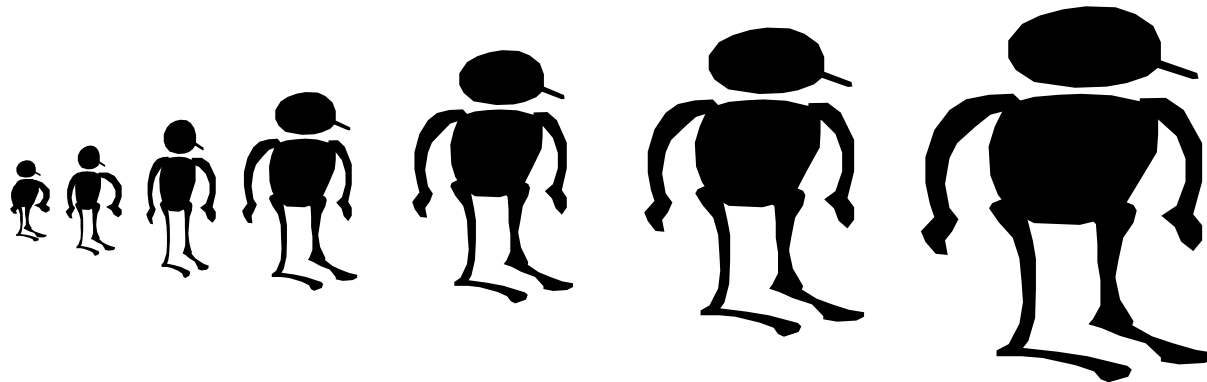- Specific
- Corrective/reinforcing
- Non-punitive

The Feedback Link

- Correction can't happen without feedback
- Feedback can't happen without monitoring
- Monitoring can't happen without student responses through active engagement

Judicious Review

- Must be sufficient to produce fluency
- Must be spaced over time
- Cumulative and integrated with other tasks over time
- Varied to demonstrate applications in numerous settings

MANAGEMENT OF ....

- Your room arrangement
- Your attention
- Student time
- Classroom rules