Instructional Practices that Make a Difference

Direct, Systematic, Explicit Instruction - ***Input***

Outcomes

You will have knowledge and skills to:

1. Define *Input*
2. Provide examples of *Input*
3. Understand *Input* sufficiently to incorporate it into your lessons.

Quick review: Research

A meta analysis of 272 research studies found that the most effective form of teaching children who struggle is ----

- *direct instruction*

Intervention Research for Students with Learning Disabilities: A Meta-Analysis of Treatment Outcomes, H. Lee Swanson, www.ld.org/research/osep_swanson.cfm

Working Definition of "Direct, Explicit, Systematic Instruction"

Direct, explicit, systematic Instruction is clear, specific, carefully planned teaching of content, skills and learning strategies that includes explanation, examples, modeling, guided and independent practice with feedback.

- **This is the definition we will be using in our work together. It is a generic composite of definitions from the literature.**

Lesson Cycle Used In Direct, Systematic, Explicit Instruction

- Anticipatory set (focus)
- Purpose (objective)
- ***Input***
- Modeling (show)
- Guided Practice (follow me)
- Checking for Understanding (CFU)
- Independent Practice
- Teach your partner
- Closure

Downloaded from:

http://www.slideshare.net/bambam242/madeline-hunters-lesson-design-latest 10/13/10

Review: Anticipatory Set (Focus)

- A short activity or prompt that focuses the students' attention before the actual lesson begins.
- Links students' prior learning to new.
- Works best if its thought provoking, interesting, fun, or exciting.
- Links to the learning objectives and lesson purpose

Anticipatory Set Examples:

- Sing “Yankee Doodle” before introducing the Revolutionary War.
- Bring a flower and have the kids feel and smell it before talking about the parts of a flower.
- Show an Internet video on lightning before beginning a lesson on weather.
- Taste a pineapple before having a lesson on Hawaii.

Review: Follow the Anticipatory Set with the Lesson Objective and Purpose

- Students will generally spend more time and effort, and consequently increase their learning if they know at the beginning of the lesson what they are going to learn and why it is important to them.

Next Step: *Input*

- ***Definition:***

The part of a lesson when a teacher states and explains the main points of a concept. Additionally, any illustrations or examples that a teacher provides students is considered ***Input.***

Input can be as simple as stating the definition of the concept or as in-depth as a lengthy lecture providing many details***.***

Input

- The direct instruction portion of the lesson can be as short as necessary as long as the main information is included.
- For example, a teacher might be able to teach a lesson on verbs by stating the fact that a verb is an action word and then providing one or two examples. This would be sufficient direct instruction before moving onto a guided instruction activity.

Input

Or-

A teacher may give a lecture on the causes of World War Two that lasts for 30 minutes.

(But in our situations, she may need to:

- Provide frequent opportunities for students to think-pair-share or do other activites allowing them to synthesize information
- Use graphic organizers, guided note structures or other techniques to help students absorb and record information)

Essential Components of *Input*

1. **Introduce/explain** the concept or skill
2. **Model** it by demonstrating or giving examples(Show)
3. **Show in graphic form or demonstration** what the finished product looks like
4. **"Think out loud"** while you use the new knowledge or skill (i.e., talk out loud to yourself to show the students what you are thinking as you model)

Examples of Input

7th Grade Language Arts

Input:

1. After providing the objective for the lesson the teacher show students Roget's Thesaurus and look up the word. She reads the list of synonyms to the students.
2. Then she demonstrate the use of *Thesaurus. com* to locate synonyms quickly. She talk out loud to herself about why its important to use the Thesaurus and what she is doing as she looks up the words.

Examples of ***Input*** - Cont'd.

She then models and shows the finished product in graphic form

1. On a long sheet of butcher paper she creates a chart with two columns. The First Column is titled *Plain Words* and the Second Column titled *Fancy Words*.
2. Using *Thesaurus.com* she looks up the word "smart." On the chart she writes "smart" under *Plain Words* and then lists several synonyms under *Fancy Words*.
3. She "thinks aloud" about what she is doing so the students hear her thought processes.

Input: What Teachers Do/Say

- ✓ **Explain specific concepts & skills**
- ✓ **Provide examples of the concept and skills**
- ✓ **Model the concepts and skills**
- ✓ **Think aloud about what they are doing as they model**
- ✓ **Break tasks into smaller sub skills and focus on one or two at a time**
- ✓ **Break information/skills into parts and then synthesize parts to whole**
- ✓ **Show what a finished product will look like**

Input: What Teachers Do/Say- Cont'd.

In addition teachers use language carefully.

For instance they:

- ✓ **Avoid double negatives and passive tense during instruction;**
- ✓ **Specifically teach critical vocabulary before or during *Input;***
- ✓ **Use less complex sentences when the content is new.**

Input: What YOU Do/Say

Questions to Consider:

- ✓ **What other things have you done/said during the *Input* part of a lesson?**
- ✓ **What challenges do you face as you provide Input?**
- ✓ **What have you seen or heard other teachers do to successfully provide *Input*?**
- ✓ **What additional ideas do you have to make the *Input* part of the lesson interesting for your students?**

Input: What Students Do/Say

- ✓ **Read, write, or say answers to questions**
- ✓ **Ask questions to further understanding**
- ✓ **See concrete examples**
- ✓ **Take notes**
- ✓ **Fill in charts/graphs**
- ✓ **Listen attentively**

Input: What Students Do/Say

Questions to consider:

1. **What else might students do/say during the *Input* time? (O.K. - we all know that's a loaded question! Let's focus on the positive things only!)**
2. **What challenges do you face to keep students engaged during the *Input* time?**
3. **What strategies have you used/observed others using to meet these challenges?**

Let's Watch a Teacher Providing ***Input***

Count off from one to four.

Each number watches for and is ready to discuss how the teacher in the video did these things:

#1 - **Introduce/explain** the concept or skill

#2 - Model (demonstrate or give examples)

#3 - Present **the input in a graphic form or demonstration** to show what the finished product looks like.

4. **"Think out loud"** (i.e., talk out loud to show the students what you are thinking as you model)

Input: Teaching Fractions Video

Go to:

- http://www1.teachertube.com/members/viewVideo.php?video_id=5725&title=Teaching_Equivalent_Fractions_with_a_Hersheys_Bar

Conversation

For each component of ***Input*** talk about:

1. What did this teacher do well?

2. How would this "play" in your class?

3. What would you need to do so that it would work well for you and the students?

Here's One More Example

Use the same assignments for #1 - 4 as you watch. Be ready to discuss.

Teaching Time and Rate

Go to:

- http://www1.teachertube.com/members/viewVideo.php?video_id=28610&title=Teaching_Rate_Distance_Time_Problems

Conversation

Again, consider each component of *Input* as you reflect on these questions:

1. What did this teacher do well?

2. How would this “play” in your class?

3. What would you need to do so that it would work well for you and the students?

Think Outside the Box

- What other thoughts about ***Input*** have been triggered for you as you've watched these videos and reflected on this topic?
- Talk with 3 -5 others near you.

Pulling It All Together: ***Input***

Think - Pair - Share

- What do I do **well** to provide ***Input*** in my classes?

- What challenges do I face in making input interesting and effective?
  - What new strategies might work?
  - Who can I talk to about this?
  - What supports would help?
  - What materials/supplies do I need?

- Where should I start?

Think About Getting Support

- Walk-throughs and follow-up conversations using the ***Instructional Flow Idea Chart.***
- Peer discussions
- Observations of other teachers
- Other?

Other Considerations

Ask Yourself:

"What structures, routines or strategies would be important to utilize if my Direct, Systematic, Explicit Instruction is to be successful?"

Proximity Control

- **The teacher physically moves close to the student**
  - **You are a source of protection and strength.**
  - **Helps the child control his impulses**

Removing Seductive Objects

- **Removing seductive objects such a squirt guns, balloons, video games.**
  - **Can lead to power struggle, so take an interest in the object and ask to see it.**
  - **You have the option of keeping it until the end of the class, noon or the end of the day.**
  - **Works best when you have a relationship with the student.**

Interest Boosting

- **The teacher shows interest in the student when his/her work is declining.**
  - **Engage the student in a conversation a topic which is of interest to the student.**
  - **May motivate student to continue work and/or help him view the teacher as a person to please.**
  - **Ask the student a question or to help you/get something for you.**

Teacher Signals

- **The variety of non-verbal signals the teacher uses to communicate to the student a feeling of disapproval or control.**
  - **Includes eye contact, hand gestures, tapping or snapping fingers, coughing or clearing one's throat, facial frowns and body posture.**
  - **Best used at the beginning stages of mis-behavior. These strategies are a "gentle reminder" to the student.**

- Select strategies to increase student engagement during input

Student Engagement Strategies

10-2

Teacher provides no more than 10 minutes of direct input

Students actively engage with the content from the direct input for 2 minutes

Repeat the pattern as needed

Student Engagement Strategies

Graphic Organizers

Teacher selects organizer to visually represent concepts

Teachers/Students complete sections as appropriate

Students refer to graphic to review and make meaning

Student Engagement Strategies

Choral Reading

Teacher leads students in unison reading.

Teacher sets the pace.

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Student Engagement Strategies

Guided Notes

Teacher supplies students with notes for a lesson or independent reading. The notes include blanks in strategic places for students to write in key facts, concepts, and/or relationships. Teacher stops at intervals to check that students have filled in the blanks in the notes.

Go for It! After All--

People who don't take risks generally make about two big mistakes a year. People who do take risks generally make about two big mistakes a year.

Peter Drucker