Going Deeper…..
Checking For Understanding
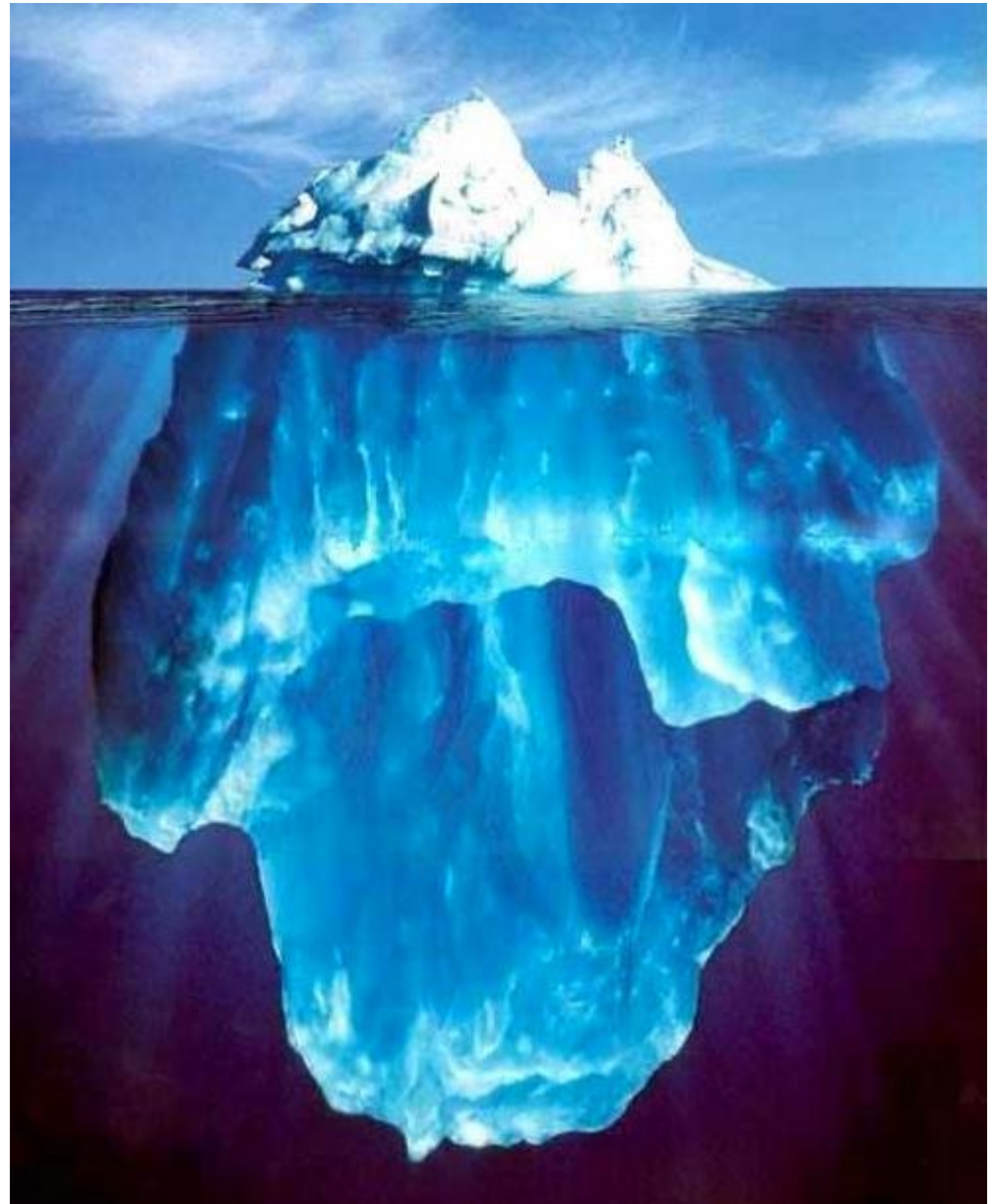
Facilities Directors' Leadership Academy
April 8, 2011

Learning new skills is like an iceberg because……

The surface only hints at what is below the surface.

Finding ways to determine what's beneath the surface is important.

Outcomes for Today

Leaders will :

1) Deepen their understanding of what Checking for Understanding is, why it is important, and how to structure it;

2) Increase their knowledge of classroom structures and student engagement strategies that support Checking for Understanding;

3) Increase skills for providing support for teacher growth through effective feedback.
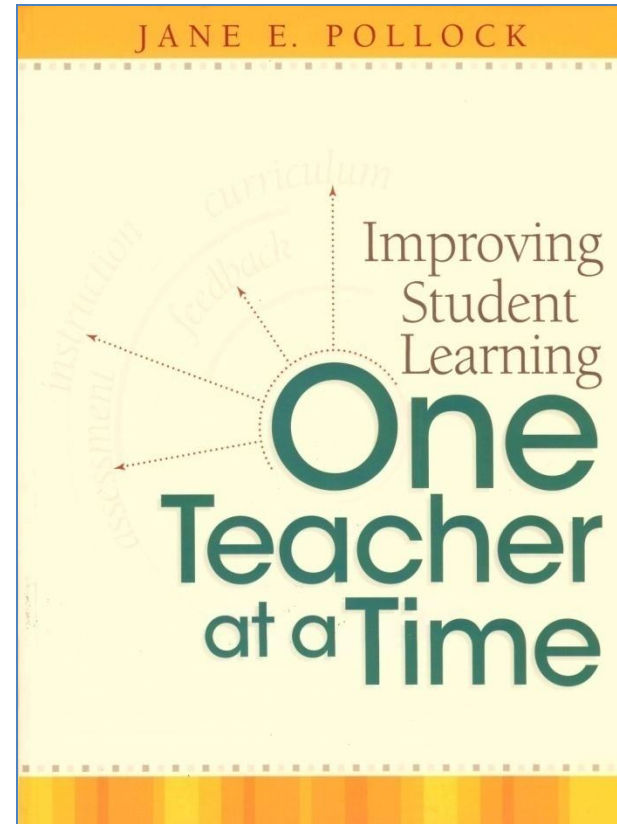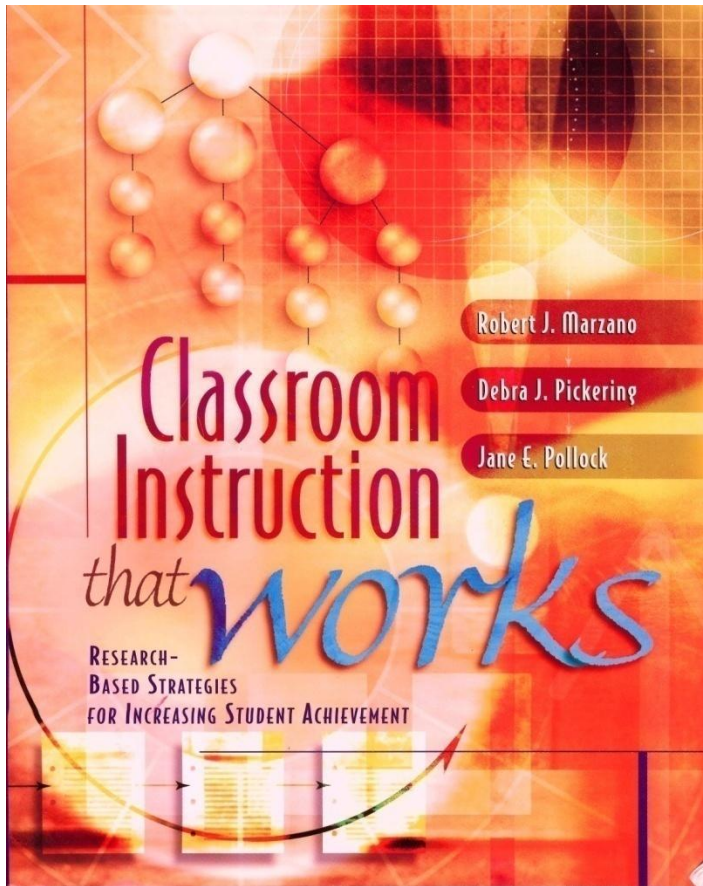
Today's Agenda

- Reconnecting with previous content
  - Using instruction for Developing Master Learners
- Learning together:
  - Checking for Understanding,
  - Supporting Classroom Structures &
  - Student Engagement Strategies
- Rehearsing Feedback Strategies
- Closure

Directors Academy

April 2011

Going Deeper With Instruction
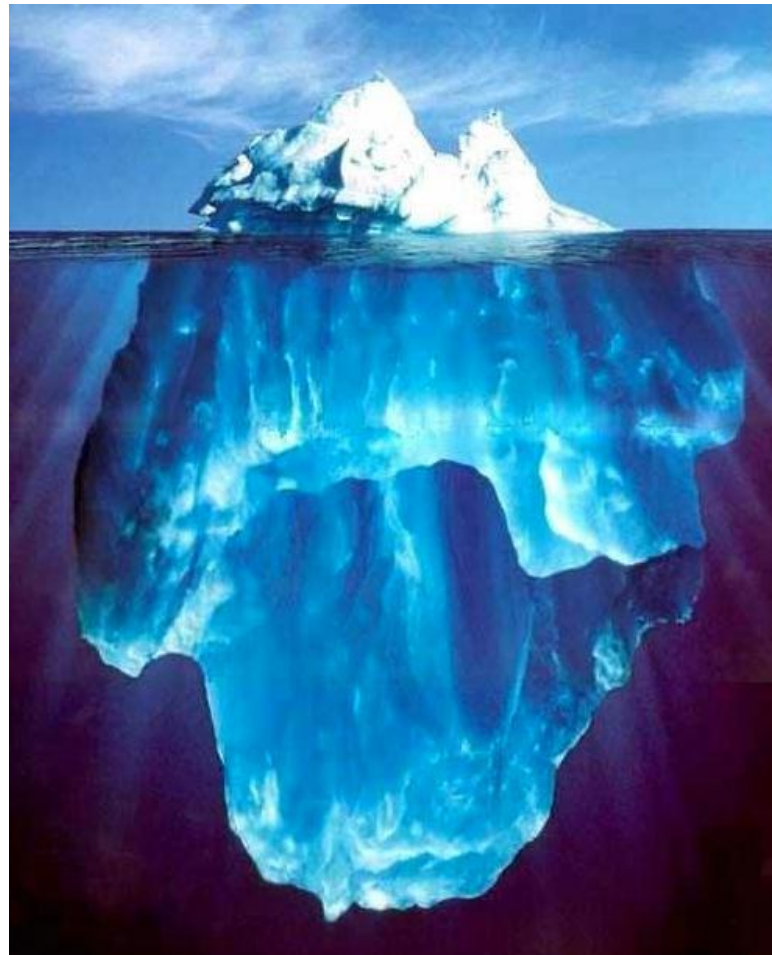
Resources

9 High Yield Strategies That Affect Student Achievement

Category	Ave. ES	%ile Gain	SD
Identifying similarities & differences	1.61	45	.31
Summarizing & note taking	1.00	34	.50
Reinforcing effort & providing recognition	.80	29	.35
Homework & practice	.77	28	.36
Nonlinguistic representations	.75	27	.40
Cooperative learning	.73	27	.40
Setting objectives & providing feedback	.61	23	.28
Generating and testing hypotheses	.61	23	.79
Questions, cues & advance organizers	.59	22	.26

Marzano, Pickering, & Pollock, 2001

Mastery Teaching	Master Learners
Learning Objective	→	Set the Learning Goal/ Benchmark or Objectives (GO)
Anticipatory Set	→	Access Prior Knowledge (APK)
Input/Modeling	→	Acquire New Information – Declarative or Procedural (NI)
Guided Practice	→	Apply Thinking Skills or real-world situation (APP)
Independent Practice	✕	Generalize or Summarize back to objective/benchmark (GEN)
Closure		Homework (HW)

As We Deepen Our Understanding Of Instruction…

We shift from a sole focus on "what teachers do" (Mastery Teaching)

To

One that includes both Mastery Teaching
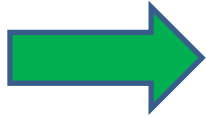
AND developing Master Learners (GANAG)

Master Learners….

G → Set **Goal**

A → **Access Prior Knowledge**

N → **New Learning**
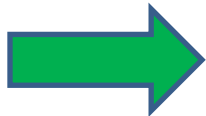
A → **Apply**

G → **Generalize & Summarize**

THE ESSENTIAL QUESTION FOR TEACHERS HAS EXPANDED

Former:

➤ **"How do I design and present a lesson that includes all the elements of mastery teaching?"**

➤ **i.e. What I do**

Current:

➤ **How do I design and present a lesson AND invite and ensure that students become master learners?**

➤ **i.e. What I do AND what the students are doing**

Essential Leadership Question

How do I help my staff view their "Mastery Teaching" as a vehicle to ensure that students become "Master Learners"?

So let's begin deepening our learning on the next step in the learning cycle…

Checking for Understanding.

Instructional Practices that Make a Difference

Direct, Systematic, Explicit Instruction
Check for Understanding

Outcomes

You will have knowledge and skills to:

1. Define *Check for Understanding*

2. Provide examples of *Check for Understanding and re-teaching.*

3. Understand *Guided Practice* sufficiently to incorporate it and re-teaching 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

CDE: Facilities Directors

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.

CDE: Facilities Directors

Lesson Cycle Used In Direct, Systematic, Explicit Instruction

- Anticipatory set (focus)

- Purpose (objective)

- Input

- Modeling (show)

- *Guided Practice (follow me)*

- **Checking for Understanding (CFU)**

  and re-teaching

- Independent Practice

- Teach your partner

- Closure

Downloaded from:

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

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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

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Review:
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.**

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Review: 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**.**

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Review: Input

- This is the *direct instruction* part of the lesson. It 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.

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)

Or - **IMST**

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Review: Guided Practice

Definition:

A time when students do a task with the teacher helping and providing feedback at key points in the process.

Guided Practice can be either individual or cooperative learning activities.

Guided Practice

- **Teachers observe the students' level of mastery of the material in order to inform their future teaching**

- **Additionally, they provide focused support for individuals needing extra help to reach the learning goals**

- **They correct any mistakes they observe**

And Now ---Check for Understanding (CFU)

In Check for Understanding the teacher

- uses a variety of questioning strategies to see if the students "get it,"
- and to pace the lesson- move forward/move backwards

This is followed by correction and re-teach when needed.

Check for Understanding Cycle

1. Check often and well during instruction to collect data on who are having trouble and what they are struggling with.

2. Use this data to craft a re-teaching lesson that targets the students' specific needs.

3. Devise a time and place to deliver your re-teach lesson to students.

From www.rbteach.com/rbteach2

Checking for Understanding: What Teachers Do/Say

Teachers who Check for Understanding:

- Probe students as to their understanding of content & skills

- Ask for responses individually, chorally and privately

- Give short, frequent quizzes on new content and skills

- Circulate among students as they practice and apply knowledge and skills

Checking for Understanding: What Teachers Do/Say

And they re-teach content and skills to students who are not demonstrating competence.

- Immediate individual re-teaching

- Small groups pulled together during and right after the practice time

- Groups at lunch, after school

- Peer teaching at convenient times.

Checking for Understanding: What Students Do/Say

Students demonstrate understanding when they:

- Review homework and ask for clarification

- explain what they did and why

- Stay involved from beginning to the end of the instructional episode

- Explain the topic/focus of the instruction and the steps in the skill

Checking for Understanding: What Students Do/Say

Students demonstrate understanding when they:

- Complete quizzes or other assessments of their learning

- Generate examples and non-examples of a concept

- Use signaled answers: i.e., Thumbs up, hold up white boards or paper with responses

- Respond chorally, individually and privately

Common Errors that Teachers Make During CFU

- Excessive use of "OK"

- Asking questions that assume your students understand

- Asking students if they have any questions

- Asking questions when you see the students are not paying attention

Effective Feedback Teachers Should Give

Based on the accuracy of the student's response, do one of three things:

1. *Echo* the correct response back

Restating the correct answer provides the affirmation to the student and allows the other students to hear the information again.

Effective Feedback Teachers Should Give - Cont'd.

Based on the accuracy of the student's response, do one of three things:

2. *Elaborate or paraphrase* the answer

When the response given by a student is tentative or partially correct, elaboration or paraphrasing reinforces the correct answer for the student and also benefits the rest of the class.

Effective Feedback Teachers Should Give - Cont'd.

Based on the accuracy of the student's response, do one of three things:

3. *Re-teach*

If two students in a row cannot answer, then the teacher needs to explain or re-teach.

Let's Observe

Number off from 1 - 3.

Number Ones will watch for teacher activities listed on slide # 28

Number Twos watch for teacher activities listed on slide # 29

Number Threes watch for student behaviors listed on slide # 30-31

All watch to see if these teachers fall in to any of the traps on slide # 32

Let's Observe

We're going to watch a video that shows several teachers using the Check for Understanding Cycle in their classrooms.

- http://www.rbteach.com/rbteach2/Flash/VideoPlayer/Streamer/Checking/checking_video.asp

After Observing

Take a few minutes to share your observations with the others in your group.

Identify two or three teacher behaviors that you liked especially well.

Be prepared to share the things you liked best with the big group.

Specific Strategies for CFU

- Let's consider some specific strategies you can use in your class easily.

- Refer to the Handout: "*Active Student Response Strategies*"

- Review the strategies and put a check beside the ones that might be used to check for understanding.

Strategies are Like Spices…….

….you have to know when and how to use them!

Specific Strategies for CFU

- So, how do we decide when and how to use specific strategies?

- Select one of the strategies that you checked on the handout, *"Active Student Response Strategies."*

- Record the strategy on the *"Give One, Get One"* form and list a "pro" and a "con" for the strategy.

Give One, Get One

- Walk around the room to gather information on the strategies.

- **GIVE ONE**: Share your strategy and the pro and con for the strategy. That person adds your strategy and pro and con for it in the appropriate space.

- **GET ONE**: The other person shares a strategy and pro and con which you record on your form.

- Fill in as many of the spaces as you can in the time allowed.

Pulling It All Together:
Checking for Understanding & Providing Follow-up

Think - Pair - Share

- What do I do **well** to *check for understanding and provide follow-up as needed* in my classes?

- What **challenges** do I face in checking for understanding and providing time to re-teach?

  ➤ What ideas might help me?

  ➤ Who can I talk to about this?

  ➤ What supports would help?

  ➤ What materials/supplies do I need?

- Where could I start?

Other Considerations

Ask Yourself:

"What structures, routines, and strategies would be important to utilize if my Check for Understanding and Re-teach are to be successful?"

Be Ready For Re-Teach

- Create a space for a small group to gather for re-teaching.

- Name the re-teaching space (i.e. "Go to the Huddle table.")

- Place any re-teach materials in the space PRIOR to teaching the lesson.

Have Ready Access To Support Materials

- When planning the lesson, predict which parts of the lesson may be challenging for some of your students.

- Have materials available to address the predicted challenging areas.

- Place the materials in a consistent space in the classroom.

Homework As A Tool To Check For Understanding

- Ensure students have sufficient mastery before you give them the task as homework.

- Develop a routine to quickly check homework when using it to establish understanding.

- Have back-up re-teach lesson ready if the "check" reveals students do not understand the concept/work.

"It is better to take many small steps in the right direction than to make a giant leap forward only to stumble backward."

Old Chinese Proverb