

Going Deeper..... Moving to Application

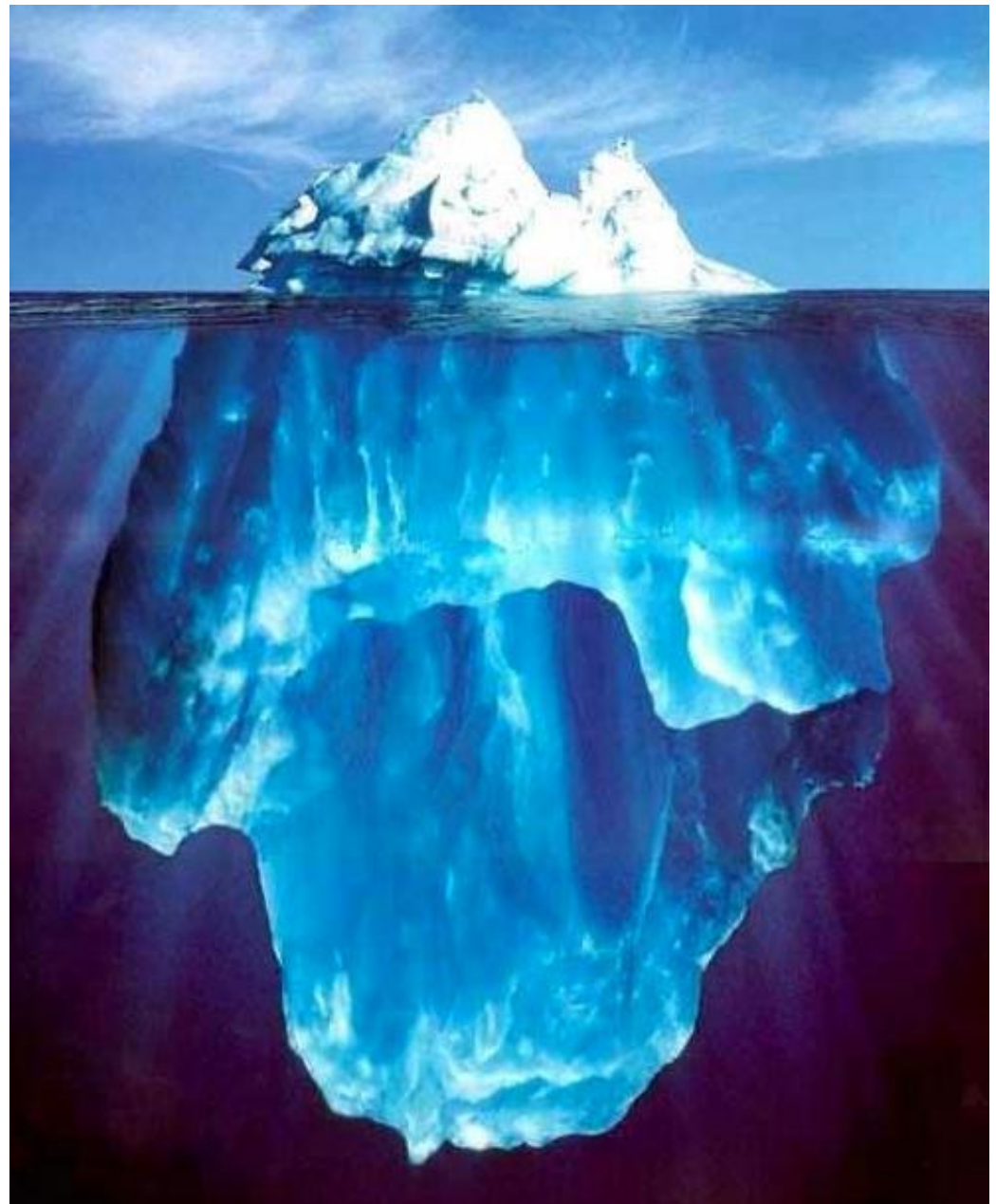


**Facilities Directors' Leadership Academy
May 13, 2011**

Learning new skills is like an iceberg because.....

The deeper you go, the more and more expansive it is.

The challenge is to apply new learning while recognizing the regions waiting to be explored.



Outcomes for Today

Leaders will :

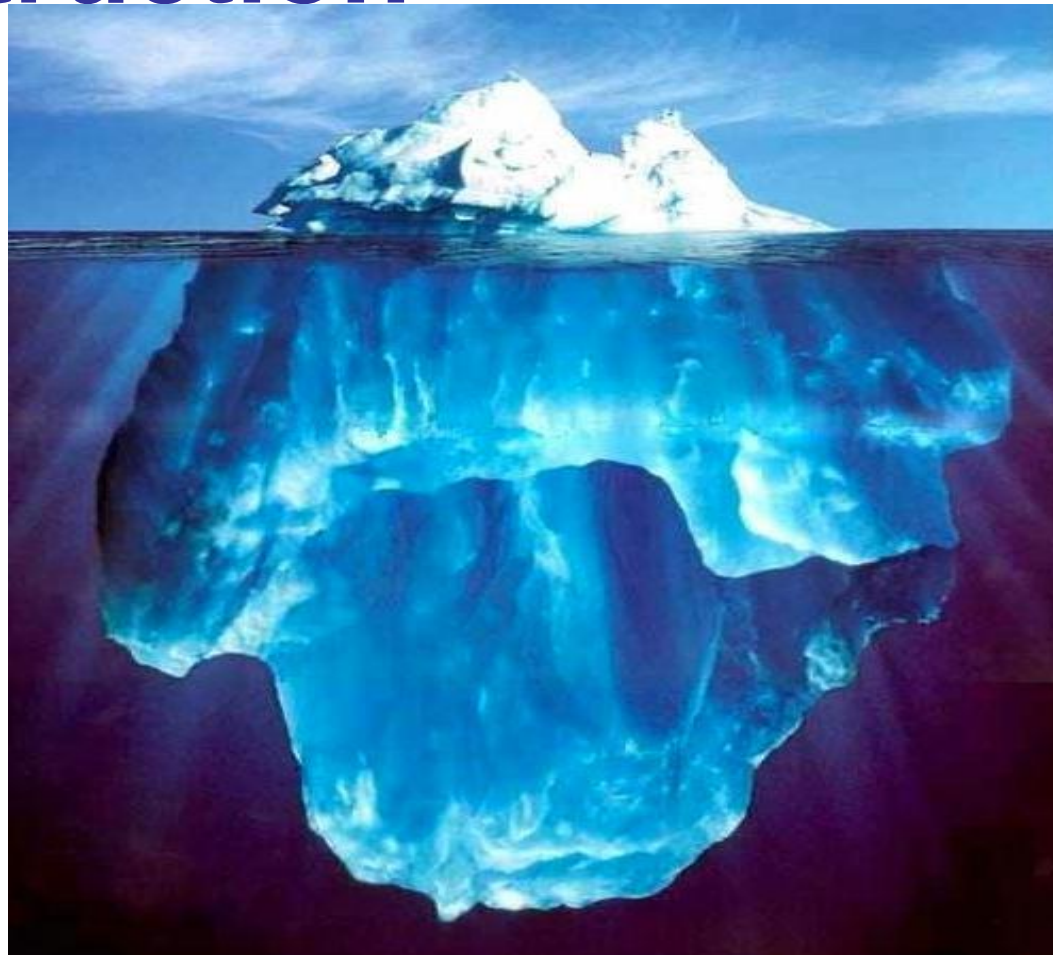
- 1) Deepen their understanding of what Independent Practice is, why it is important, and how to structure it;
- 2) Increase their knowledge of classroom structures and student engagement strategies that support Independent Practice;
- 3) Participate in creating shared meaning for planning and celebration.

Today's Agenda

- Reconnecting with previous content
- Learning together:
 - Independent Practice
 - Supporting Classroom Structures
 - Student Engagement Strategies
- Reflecting and creating shared meaning for planning and celebrating.



Going Deeper With Instruction





Reflecting on Where We Are

A. Review the Instructional Cycle:

1. Anticipatory Set
2. Purpose/Objective
3. Input
4. Modeling
5. Guided Practice
6. Check understanding
/re-teach

B. Reflect on the degree of implementation by the majority of teachers in your facility for each step.

C. Notice the charts posted on the walls.



Reflecting On Where We Are, Cont'd.

- D. Place a dot on the chart in the appropriate column for each step in the instructional cycle which reflects the majority of your teachers.**
- E. Scan the charts and notice any patterns.**

We'll return to this data later.

Place dots on the charts to indicate the average for your facility

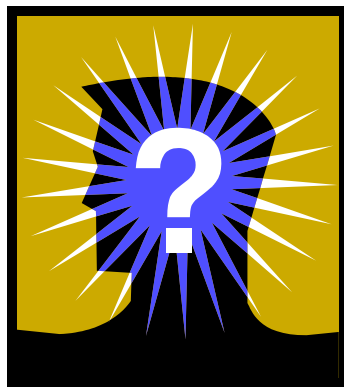
On Shore (haven't begun implementation)

Pushed off (plan to use or started to use)


At Sea (using occasionally & with increasing effectiveness)

At destination (using with consistency & effectiveness)

Essential Leadership Question



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

A large iceberg with a jagged, irregular shape floats in the middle of a dark blue ocean. The sky above is a pale, hazy blue. The text is overlaid on the image in a bold, black, sans-serif font.

**So let's continue deepening our
learning on the last step in the
Learning cycle...**

Independent Practice

Instructional Practices that Make a Difference



Direct, Systematic, Explicit
Instruction -
Independent Practice



Outcomes

You will have knowledge and skills to:

1. Define *Independent Practice*
2. Provide examples of *Independent Practice*
3. Understand *Independent 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 ----

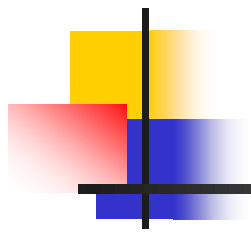
➤ *direct instruction*

Intervention Research for Students with Learning Disabilities: A Meta-Analysis of Treatment Outcomes, H. Lee Swanson,
www.id.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 have been 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) and Re-teaching
- ***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



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.



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.



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: IMST

1. **In**roduce/explain the concept or skill
2. **Mo**del it by demonstrating or giving examples(Show)
3. **Sh**ow in graphic form or demonstration what the finished product looks like
4. “**Th**ink 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)



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 future teaching
- provide focused support for individuals needing extra help to reach the learning goals
- correct any mistakes they observe

Check for Understanding (CFU)

Teachers

- Use a variety of questioning strategies to:
 - see if the students “get it,”
 - pace the lesson - move forward/move backwards
- Provide correction and re-teach when needed.





And now --- *Independent Practice*

Through Independent Practice, students have a chance to ***reinforce skills*** and ***synthesize their new knowledge*** by completing a task *on their own* and away from the teacher's guidance.

From: http://k6educators.about.com/od/lessonplanheadquarters/g/independent_pra.htm

Independent Practice

Teachers

- Provide opportunity for students to practice new skills with a safety net of the classroom around them.
- Structure extra practice for mastery of new skills and integration of new knowledge.





And More---

Independent Practice is done to the point of mastery!

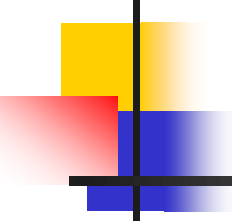
Question: What is the definition of mastery?

Answer: Usually 80 - 100% accuracy.

Independent Practice



- Independent Practice can take the form of a homework assignment or worksheets, but it is also important to think of other ways for students to reinforce and practice the given skills.



Watch This Teacher Introduce Independent Practice

- <http://www.youtube.com/watch?v=3T-cw-rW5DM>



Hmmm-

- Is something missing?



Oh, Yes, In Addition----

- Ideally, practice opportunities are **creative, fun** and **authentic**.
 - Provide opportunity for real world application
 - Capture student interest
 - Build on enthusiasm for the topic



Research Says *Independent Practice* is Most Effective

When We---

- Program for more demonstration and guided practice time than independent time to adequately prepare students to work independently
- Provide structured support at the beginning of the independent practice (have the class perform the first two or three tasks and check the work prior to moving on)
- Circulate among the class and monitor student work by asking questions, checking answers, and giving brief instructions if needed.

Rosenshine, 1983



And When We

Provide opportunity for students to work together as they practice.

- Presumably, the advantages of these cooperative settings come from the social value of working in groups and the cognitive value gained from explaining the material to someone and/or having the material explained (Rosenshine, 1983).

<http://www.teachercreated.com/blog/2008/12/tips-for-independent-practice-in-the-classroom/>



Independent Practice: What Teachers Do

Teachers provide frequent opportunities for students to use new knowledge and skills:

- **in new situations or with other subjects or purposes**
- **with carefully designed homework assignments**
- **in situations where students teach other students**
- **at learning stations**
- **in cooperative learning activities**



Independent Practice: What Students Do/Say

Students:

- Model for and teach other students the targeted knowledge/skills
- Demonstrate targeted knowledge/skills in small groups
- Demonstrate targeted knowledge/skills in new situations and content



Examples

After a unit on causes of the Viet Nam War and one on writing cause-effect paragraphs:

- Complete a Cause-Effect Graphic Organizer identifying the causes and effects of the war.
- Interview someone who was in their 20's during the war about the causes of the war from their perspective and write a cause-effect paragraph or essay about the interview.



Planning

Questions to help design effective
Independent Practice:

1. Based on observations during Guided Practice, what activities will my students be able to complete on their own?
2. How might I provide a new and different context in which the students can practice their new skills?



Planning - cont'd.

Questions to help design effective
Independent Practice:

3. How might I offer Independent Practice on a repeating schedule so that the learning is not forgotten?
4. What are some ways I could integrate the learning objectives from this particular lesson into future projects?

From: http://k6educators.about.com/od/lessonplanheadquarters/g/independent_pra.htm



Most Importantly

Once you receive the work from student's Independent Practice, it is important to:

- assess the results,
- see where learning may have failed,
- use the information you gather to inform future teaching.

Without this step, the whole lesson may be for naught.



Let's Watch

Here is another example of Independent Practice

- How does it differ from the first one we observed?
- What has this teacher incorporated into her class?

<http://www.schooltube.com/video/fdb225ff10e4dab13fcc/language-arts-centers>



This Teacher Was Using Practice Stations

- Practice stations are areas in the classroom with sets of materials and tasks requiring students to use and practice targeted skills and knowledge.



Structuring Practice stations

Practice stations include:

- a statement of the purpose for the activities
- clear written directions
- all necessary materials, including tables and chairs.
- a specific amount of time to complete each station
- directions to circulate to the next station at the given time.



Getting Started

Bottom Line:

1. Begin by identifying the **specific** knowledge/skills you want students to practice.
2. Figure out how the knowledge/skills will be applied in real life.
3. Think about creative, fun ways to have students practice and apply the targeted knowledge/skills with authentic tasks.



Getting Started

Collaborate with your colleagues to develop creative tasks for practice, application, and enrichment.

Think big, **start small**, and go for the easy win!



Language Arts Example

- When studying the recognition of the parts of speech, a good practice activity might be to have students work with a partner to fill out a mad libs story.
- A second station asks students to write a letter using a specific number of each part of speech studied.
- Another station may require students to identify each part of speech in a story using different colored pencils.



Math Example

- For a math unit on measurement, a small group of students can use their new knowledge to measure various things in the classroom or school for the purpose of determining how much carpet to purchase.
- A more complicated station may have students, draw the design for a chair or bench or other simple project that requires the use of accurate measurement.
- A third station may require students to figure the average height of students in their class.



Money Lesson Example

- A small group of students can browse the classified section of the newspaper in order to purchase a specific item or collection of items given a specific amount of money.
- Older students learning about interest rates can go through the motions of purchasing a new car and obtaining a car loan.
- Teams or small groups can use ads look for apartments to rent and figure out how much it would cost to for a year's rent.



Acknowledgment

- The prior examples were adapted from information found at:

<http://www.suite101.com/content/lesson-plan-tips-for-independent-practice-a171955>



Managing stations

When using stations, teachers will want to:

- spend time modeling the expectations they have for how students should behave and the types of tasks they will encounter at each station.
- circulate to monitor progress, provide immediate feedback and instruction and encourage attention to task.
- debrief students' experiences after station time.



Other Considerations

Ask Yourself:

“What **structures, routines** and **strategies** might be important to utilize if my Guided Practice is to be successful?”



Have Stations Ready

- Check that the station area is clear and has sufficient space and chairs.
- Have all necessary materials at the center (i.e. pencils in can, worksheets, etc.)
- Have written directions posted at station:
 - Include every step and be as clear as possible.
 - Have someone else read them to check for clarity.
 - Plan for any possible contingency and include them in the directions (Ask yourself, “What could happen?”)



CHAMPS: Teaching Expectations

- C Conversation** Can students talk to each other?
- H Help** How do students get questions answered?
- A Activity** What is the task or objective?
- M Movement** Can student move about?
- P Participation** What does the behavior look and sound like?
- S Success** This will lead to student success



Teach CHAMPS For Stations

- CHAMPS may be different for different stations depending on the activity required at each.
- Remember teaching CHAMPS will include explanation and modeling.
- Be sure to include expectations for what students should do if they have questions and/or problems.



Challenges in Providing Learning Stations

What specific challenges do you face in setting up Learning Stations?

- Use the Problem Solution Graphic Organizer to work with a partner in identifying your challenges.
- *Trade your list of challenges/problems with those of another team.*
- Work with your partner to identify solutions to the other team's problems.

Homework Buddies

1. Assign partners
2. Each partner completes homework individually
3. Partners are responsible to check their answers with each other prior to class when it is due.
4. May combine with Numbered Heads

Engagement Strategy

Numbered Heads

1. Assign students to heterogeneous groups of four
2. Each group is assigned a Letter or Group Name (i.e. A, B, C or Bears, Lions, etc.)
3. Each member of group has a number 1,2,3, or 4
4. Draw a number, then a Group Name to determine who will respond for group



Pulling It All Together: *Independent Practice*

Think - Pair - Share

- What do I do **well** to provide *Independent Practice* in my classes?
- What challenges do I face?
 - What ideas might help me?
 - Who can I talk to about this?
 - What supports would help?
 - What materials/supplies do I need?
- Where will I start?



**“An ounce of practice
is worth more than
tons of preaching.”**

Mahatma Gandhi

