

The slide features a dark purple background with several decorative elements: a large purple circle on the left, two smaller purple circles below it, and a cluster of three purple circles (one solid, two outlined) on the right. The text is centered and rendered in a white, sans-serif font.

Leadership for Direct instruction

October, 2010

Lois Adams

Leadership



If our actions inspire others to dream more, learn more, do more and become more, we are leaders.

John Quincy Adams, sixth president of the United States

May these ideas help us be leaders

- The following slides will be shared with the teachers who attend the November workshop.
- But we all know that hearing and seeing without doing is not enough to instill new skills.
- Your observations, examples, conversations and questions to inspire others to do and become more.

Something to Think About

Everyone believes that to be a good teacher all you need is to love to teach, but no one believes that to be a good surgeon all you need is to love to cut.

○ Adam Urbanski, Vice President, American Federation of Teachers

But, Compared to the Field of
Medicine ----

Classroom teaching "is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented."

○ Lee Shulman, Educational Psychologist

If It's That Complex, What Works?

The general principles, are a ***high degree of specificity for what you want to do*** and ***high degrees of support for teachers to do it with fidelity.***"

Brian Rowan, Study Director for *Study of Instructional Improvement*

(Compared Success for All, America's Choice, Accelerated Schools reform models)

And That's Why We're Here Today - -

To reflect on what we know about effective instruction for struggling students;

To insure we use a common vocabulary;

To identify very specific effective instructional behaviors;

And

To consider ways to implement effective instruction.

Instructional Practices that Make a Difference: Direct, Systematic, Explicit Instruction

Facilities Educators
Fall, 2010

Outcomes for this section

You will have knowledge and skills to:

1. Define direct, explicit, systematic instruction.
2. Provide a rationale for using it for struggling students
3. Describe instructional factors essential for student learning.
4. Understand instructional factors sufficiently to use them in your classes.

Assumption for Our Work Together

- Our focus today will be struggling students
- We assume that most students in our facilities struggle with academic learning
 - They may have invisible disabilities that make learning difficult;
 - They may have missed a lot of school, resulting in a “Swiss Cheese” knowledge and skill base;
 - Behavior and motivational challenges may interfere with learning.

Whatever the Cause, You Probably Have Classes With a Lot of “Struggling Learners”



The Big Balancing Act

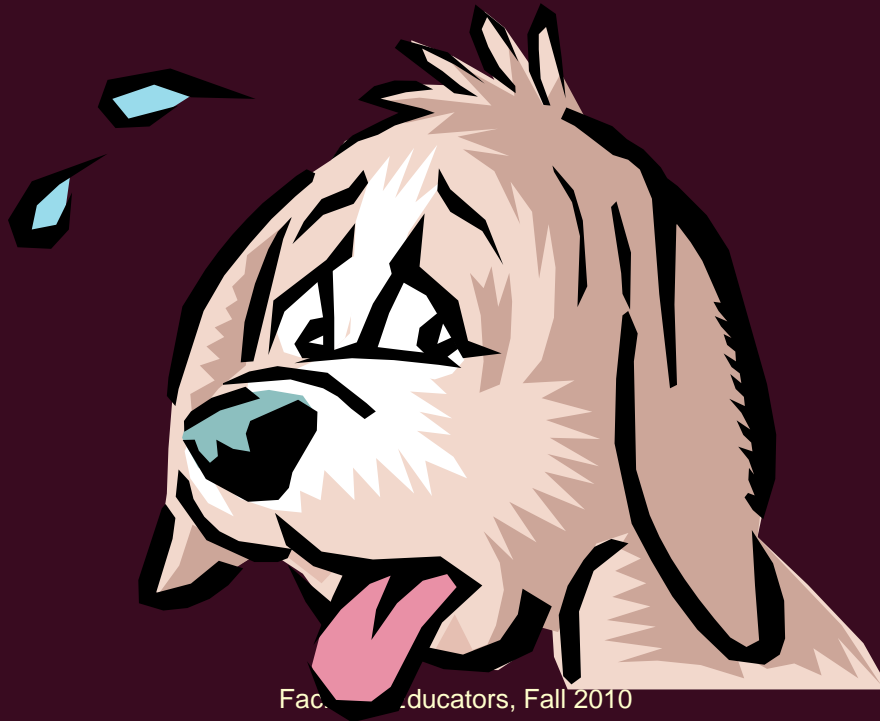
How do we effectively instruct struggling students?

These students need to focus on:

- ✓ Approved Academic Standards *and*
- ✓ 21st Century skills *and*
- ✓ Mastery of basic skills *and*
- ✓ Strategic learning/study skills

Yet...

These students have the same number (or less) of hours available to learn as all other students!



So, we need to pay attention!

Instruction must be balanced, targeted, and effective to respond to the array of behavior and academic needs of these students.



But...How Can We Do All That?



Let's Simplify It to the Big Ideas:

1 - 2 - 3

1. Begin by considering the instructional needs of struggling learners.
2. Add research-based instructional techniques that work with these students
3. Reflect on your instruction and talk with other teachers about instruction in their classes.

Step 1: Begin by Considering the Instructional Needs of Struggling Learners

This requires an understanding of the learning characteristics of the students.

- We know that students in facilities often have low achievement in general and “spotty” educational backgrounds.
- What does research say about the characteristics of these “vulnerable learners?”

Let's Explore That a Bit

- Find a partner.
- On your tables are two envelopes.
- Please take the one marked No. 1.
- In the envelope you will find lavender, blue, and green slips of paper. The long lavender slip contains learner characteristics, smaller blue slips are descriptions of the characteristics, green slips are blank.
- Your task is to match the the blue slips of paper to the correct category on the long lavender slip on the table in front of you. Then place a green slip by each match.

Let's Explore That a Bit - cont'd.

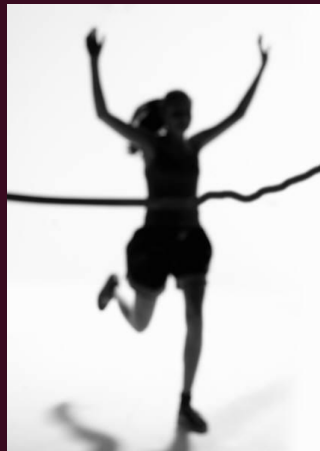
- For instance, one of the characteristics is “slow learning rate.” You will put that on the table. Then search through the blue slips until you find a description that matches “Slow learning.” Place that characteristic beside slow learning. Then place a blank green slip beside that.

Let's Explore That a Bit - cont'd.

- When you have matched all 7 characteristics and descriptions, go back to the blank green slip and write down the initials of a student in your facility that evidences this characteristic.
 - For instance, “slow learning rate” - you might think of a student who always needs more time and repetitions to “get” a new idea or concept.

Let's Explore That a Bit - cont'd.

- When you have finished with all seven characteristics, descriptions and students initials, please look up so we can see you are ready to move on.



Let's Explore That a Bit - cont'd.

- Next, take the envelope marked #2
- In this envelope you will find pink slips (no pun intended)
- These slips contain information on instructional implications related to each student characteristic.
- You guessed it - you are to match the instructional implication to the characteristic it goes with.
- When you are finished look up.
- Now use the handout *Characteristics of Vulnerable Learners/Low Achievers* to check your work.

Based on the Characteristics of Vulnerable Learners ----

Given the definition of instruction: "the purposeful direction of the learning process"

We'll be focusing today on direct, explicit, systematic instruction which we believe is a very helpful place to begin.

Good web site for an overview of d.i:

<http://chiron.valdosta.edu/whuitt/col/instruct/instruct.html#Direct>

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3. Reflect on your own instruction and talk with other teachers about instruction in their classes.

Step 2: Add research-based instructional techniques that work

That's d. i -----

Because it works!

And, it works especially well for struggling learners!

See for example Stevens & Rosenshine, 1981, Gersten, 1981 Anderson, St. Pierre, Proper & Stebbens, 1978.

More 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

And Finally -

- Recent reports advise using direct, explicit, systematic instruction to teach reading.
- Report of the **National Reading Panel**: Teaching Children to Read,
www.nichd.nih.gov/publications/nrp/smallbook.cfm,
Oct 11, 2006
- Webinar: Bridging Research and Practice Improving Adolescent Literacy: Effective Classroom and Intervention Practices, **Regional Education Laboratory and Islands, Fall, 2009.**

Direct Effective Systematic Instruction is Based on These Questions

- What knowledge & skills will students be learning?
- What will be done to teach these?
- How will we and they (the students) know the students have learned?
- What will we do if they haven't learned?

Adapted & Retrieved from:

<https://www.schoolimprovement.com/store/index.cfm?action=ViewDetails&ItemID=283>, *Classroom Instruction That Works*.

What is d.i.?

- direct instruction (small d.i.) refers to teaching skills in an explicit, direct fashion. It involves drill/repetition/practice and can be delivered to one child or to a small group, or even a whole class of students at the same time.
- Lessons are fast paced, well sequenced, highly focused, and usually taught in small groups of students who are given several opportunities to respond and receive feedback about accuracy and responses.
- d.i. is easily learned and used by any teacher.

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 today. It is a generic composite of definitions from the literature.
- Not to be confused with “D.I.”

Direct, Explicit, Systematic Instruction

One aspect of this type of instruction is opportunity for practice.

Let's try that!

- Review the definition for 30 seconds.
- Turn to a neighbor and follow the directions from the facilitator to identify a Number One and a Number Two.
- Number Two: say the definition for direct, explicit instruction without looking.
- Number One can coach as needed.

Characteristics of Direct, Explicit, Systematic Instruction

- Learning is not left to chance.
- Every task and skill the student is asked to perform is taught directly and modeled.
- Teachers explicitly teach concepts, principles, rules and strategies.
- There is a high level of teacher and student interaction.
- Students are given multiple opportunities to practice new skills.
- Students apply new skills in different situations.
- Teachers give frequent, specific feedback regarding demonstration of knowledge and skills.

Main Instructional Components of d.i.

- Sequencing (breaking down the task, providing step-by-step prompts)
- Drill-repetition-practice (e.g., daily testing, repeated practice, sequenced review)
- Segmentation (e.g., breaking down skills into parts and then synthesizing the parts into a whole)
- Directed questioning and response (e.g., teacher asks process or content questions)
- Control of task difficulty

What does d.i. look like in a classroom?

Sound instructional practices include:

- daily reviews
- statements of an instructional objective
- teacher presentations of new material
- guided practice
- independent practice
- formative evaluations (i.e., testing to ensure the child has mastered the material)

Direct, Explicit, Systematic Instruction in Your School

Review the descriptions of d.i. on the last 3 slides.

- Which of these components do you use most often in your classes?
 - ✓ Put a check by these.
- Which do you hardly ever use?
 - Circle these.
- Discuss your reflections with a neighbor.
 - What patterns do you see in your teaching?
 - What are your strengths?
 - What aspects of effective instruction might you like to use more often?

Are There “Canned” Programs that Use d.i.?

- *Yes!* Some that are used in Colorado for reading include *Wilson, Language!, Rewards, Corrective Reading.*
 - What others do you use or know about?
- But you don't need a program to do d.i.!
- Let's see how d.i. might “play out” in a lesson or unit.

Instructional Flow often used in d.i.

1. Present the new skill/concept

- o Introduce it
- o Model it
- o Think out loud while you use it

2. Regulate the difficulty during guided practice (scaffolding)

- o Start with simple task and gradually make it more complex
- o Complete part of the task for the student
- o Provide cue cards
- o Do only one or two steps at a time
- o Anticipate errors and areas of difficulty and have supplemental prompts and lessons ready.

Instruction



3. Provide various contexts for practice

- o Teacher-led practice
- o Small groups/partners
- o With different topics

4. Provide feedback

- o Teacher questions and responses
- o Checklists
- o Examples

Instruction

5. Increase student responsibility

- o Diminish prompts and models
- o Increase complexity and difficulty
- o Practice putting all the steps together
- o Check for mastery

6. Provide independent practice

- o With other subjects or for other purposes
- o In new situations

7. Monitor for transfer and review, if needed

Adapted from Rosenshine & Meister, 1992

Summary



- Good lessons start with a clear, curriculum-based objective and assessment,
- followed by multiple cycles of instruction, guided practice, checks for understanding and
- ongoing adjustments to instruction.

And the Payoffs are Huge

We now know that the consistent delivery of lessons that include these elements are the most cost-effective action we can take to ensure learning. Solid research demonstrates that students learn as much as **four times** as quickly from such lessons.

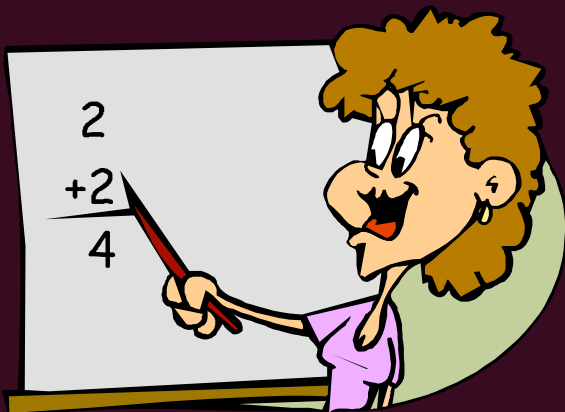
Mike Schmoker, **Education Week**,

<http://www.edweek.org/ew/articles/2010/09/29/05schmoker.h30.html?tkn=YYYFAiDD9aHMUdH2dwAwVEipxIFkp2gcL9uY&cmp=clp-edweek>

That's a Lot to Remember, you think!

- Well, here's the **Reader's Digest** version

I Do, We Do, You Do



I Do, We Do, You Do

- The teacher provides an example/model (***I do***)
- Then students have a chance to practice together with the teacher's supervision and guidance. (***We do***)
- Finally, the students work independently. (***You do***).

Altogether, now - what is the protocol?

What Does d.i. Look and Sound Like?

- Let's watch an instructional sequence.
- The content is not academic - the teacher is introducing a routine. (Something that needs to happen if we are to do effective instruction - more on this later)
- Number off from 1 to 7. You will be responsible for watching for behaviors for your number listed on previous slides. And for describing if it is an I - We or You D.
- As you watch use the list of behaviors to tally and take notes about what you see.
- Then we will get together by number to share our observations.
- Each number group will report to large group what they observed.

Anita's Demonstration



QuickTime™ and a
decompressor
are needed to see this picture.

Now Group by Numbers

- Members in each group compare their observations and make a master list of all that was seen.
- Determine the ones you think are the most powerful.
- Identify a reporter who will share your thoughts with the large group.
- All groups quickly report out their most important observations.

Students with Basic Skill Deficits

- Must have d.i. to learn!
- Keep these added factors in mind . . .



Students with Basic Skill Deficits

require instruction that provides **increased:**

- Time and practice
- Examples
- Repetition of concepts
- Focus
- Progress monitoring
- Feedback
- Student-to-student interaction
- Instruction-related student talk

Students with Basic Skill Deficits - cont'd.

Students who need support to acquire basic skills require **decreased:**

- Number of students in instruction group
- Number of concepts taught at one time
- Number of steps in processes
- Linguistic complexity

d.i. in Intervention Groups

Students who need specific support to acquire basic skills require instruction that provides a **focus on:**

- Mastery of critical basic skills
- Basic Language development (ie., vocabulary, sentence structure)
- Organization
- Strategic thinking and study skills
- Content specific and abstract language (cognitive academic language skills)

Reflect on Your Instruction

- Look at the *Instruction for Students With Basic Skills Deficits: Teacher/Student Behaviors Idea Chart*
- You will see suggested Teacher and Students behaviors listed for each of the intervention factors (more, less, focused)
- Circle **ONE** factor in each category (more, less, focus) that you think is most critical for effective instruction in your class, and which you would like to be sure to use.

Reflect on Your Instruction - Cont'd.

- Now, confer with a neighbor.
- Discuss what you already do related to each thing you circled.
- Discuss challenges you face implementing these.
- Brainstorm together some ways you may do the items you circled more effectively.
 - Generate as many ideas as you can.
- Now fill in the chart on your *Personal Instructional Implementation Plan*

Reflect on Your Instruction - Cont'd.

- Keep your plan handy - we will be referring to it again. . .



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Step Three: O.k., So, Now That We Have Identified What Instruction is Needed and What We Want to DO----

How do we support ourselves?

1. Be clear about what is needed and expected.
 - D.I. when appropriate for all students
 - More, less, focused d.i. for students with skill deficits
2. Use quick easy strategies to be observed, reflect and talk about your instruction
 - *Walk Through* protocol - we'll talk about this later today.
3. Review student progress and talk together about what is happening in the classes in your facility.

Think-Pair-Share

- What **structures** will **you** use to provide **leadership** for effective direct, systematic instruction in your facility?

