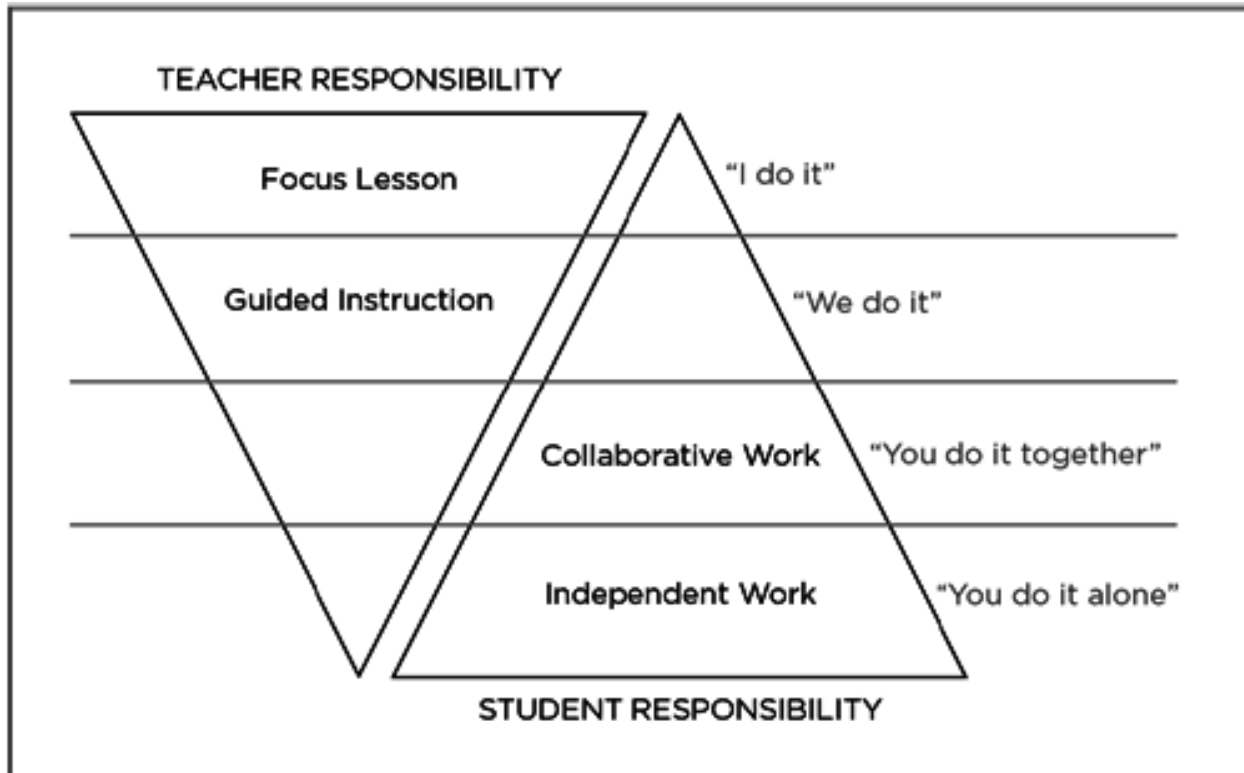


A Structure for Instruction



Fisher, D. , & Frey, N. (2010). *Guided Instruction: How to develop confident and successful learners*. Alexandria, VA: ASCD

The Gradual Release of Responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher as model, to joint responsibility between teacher and student, to independent practice and application by the learner.

Focus Lesson: Teachers establish the lesson's purpose and model their own thinking to illustrate for students how to approach the new learning.

Guided Instruction – Teachers strategically use questions and assessment-informed prompts, cues, direct explanations, and modeling to guide students to increasingly complex thinking and facilitate students' increased responsibility for task completion.

Productive group work – collaboration – Teachers design and supervise tasks that enable students to consolidate their thinking and understanding – and that require students to generate individual products that can provide formative assessment and information.

Independent tasks – Teachers design and supervise tasks that require students to apply information they have been taught to create new and authentic products. This phase of the instructional framework is ideal for the "spiral review" (distributed practice over time) that so many educators know their students need, and it is a way to build students' confidence by allowing them to demonstrate their expanding competence.



Transforming from Good to Great Through Effective Instruction

During a regular classroom visit, Mrs. MacGyver, the principal, observed that about a third of the class was not actively engaged in the lesson. Mr. Watson, a teacher rated as developing, is a dedicated teacher, but is sensitive to feedback.

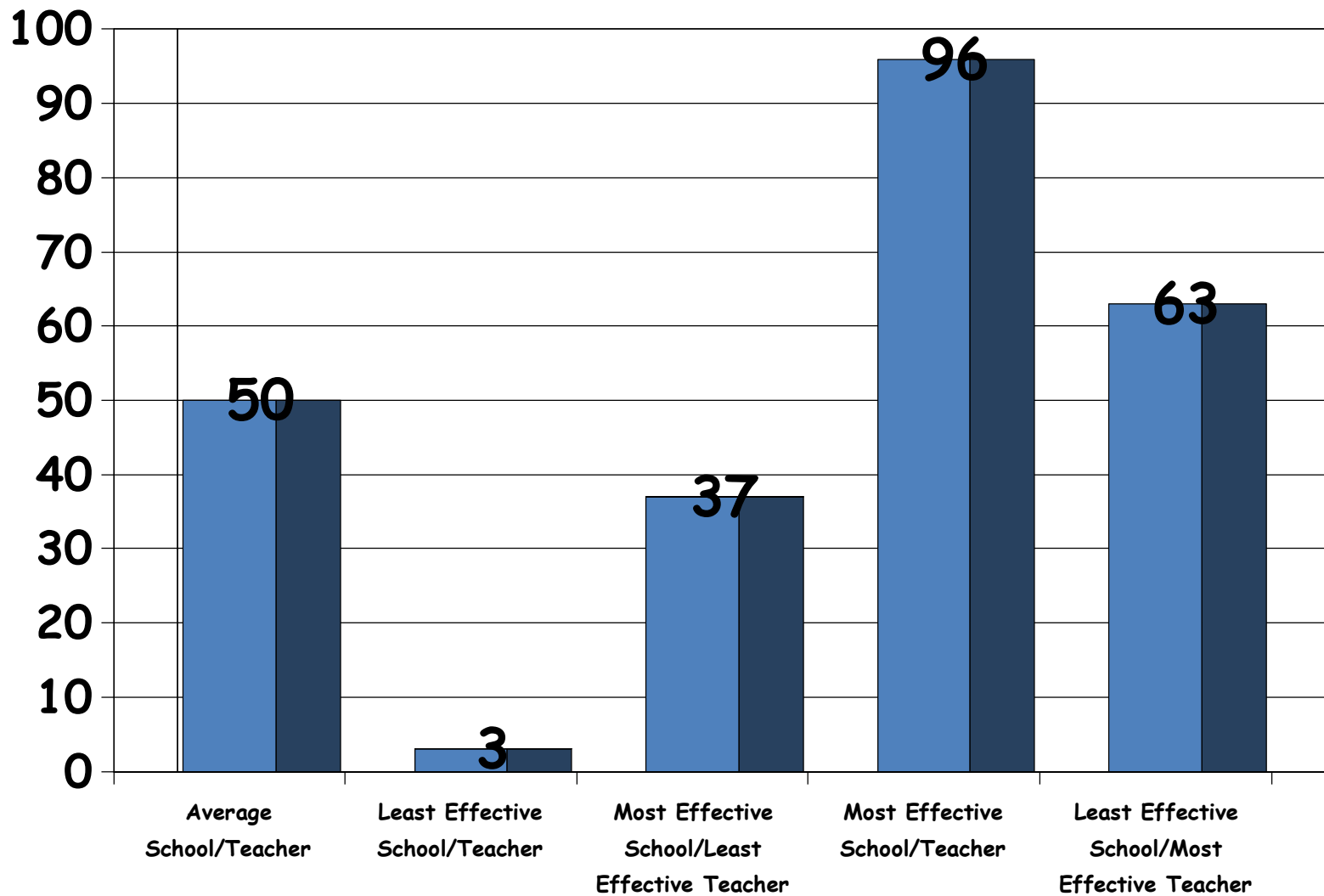
Mrs. MacGyver asked him how his students were doing on the formative assessments. Mr. Watson replied, “Good.”

When Mrs. MacGyver pressed further and asked if they were all meeting criteria, Mr. Watson said, “for the most part.”

Mrs. MacGyver asked to see the assessment data, and upon review it became evident that he was not effectively using the data to guide his instruction. As they spoke, it also became clear that Mr. Watson did not know what the data was telling him, nor did he realize the importance of mastery learning.

Learning Targets

- I will be able to identify Teachers' and Principal's Importance to Instruction
- I will be able to identify what effective Instruction is and know what to look for in the classroom
- I will understand the need for assessments and effective professional development



- **Teachers** are the single most important factor in determining student performance
- The **principal** is second only to the quality of the teacher in contributing to what students learn in the classroom.
- **Principals and Teachers** working together results in increased student learning and performance



**Principals
influence
performance
through
others**

Use Existing Technology
BEST PRACTICES
 Expert Advice
 Buddy Up With A Partner
 Keep Video Lectures Short
 Allow Yourself Time To Experiment
 DONT TRY TO DO TOO MUCH AT ONCE
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**Professional
Development
must be aligned
with school and
student needs**



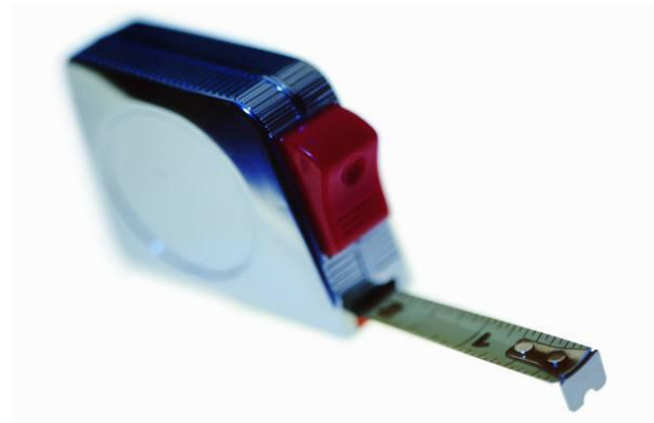


Assessment

...is the
engine
which drives
student learning

Tools to Differentiate

- Learning Contracts
- Tiered Assignments
- Choice Boards



Telling is not teaching...
Teaching is not telling



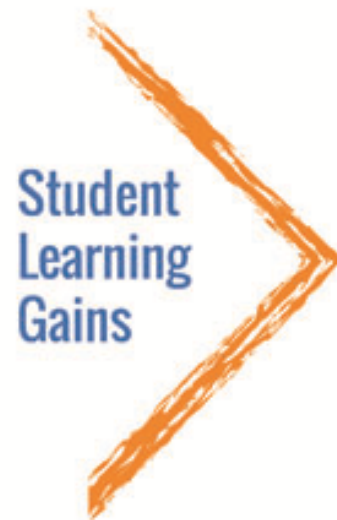
Explicit Instruction What to Look for...

- Gradual Release of Responsibility
- Immediate, specific instruction feedback
- Model, Lead, Test (meaningful repetitions to mastery)
- Task analysis of pre-requisite skills
- Overt responses from students
- Formative Assessments to determine mastery
- Concise Language of Instruction
- Immediate corrections-all learning is a function of instruction
- Behavior Management-Positive interactions between student and teacher

Systematic Instruction What to Look for...

- Guided and assessed with clearly defined objectives
- Focused precisely on the thing to be learned
- Provides planned practice
- Provides planned work on new examples
- Uses assessments in a timely fashion





Routines and Procedures





Organization

Eight Things to Remember

1. Good Instruction does not happen overnight.
2. It takes many forms.
3. Learn everything possible about your teachers.
4. Pre-assess your teachers' knowledge.
5. Begin with small changes and
6. Gradually, add more difficult things.
7. Set high expectations for your teachers.
8. Stay up- to- date on best practices.

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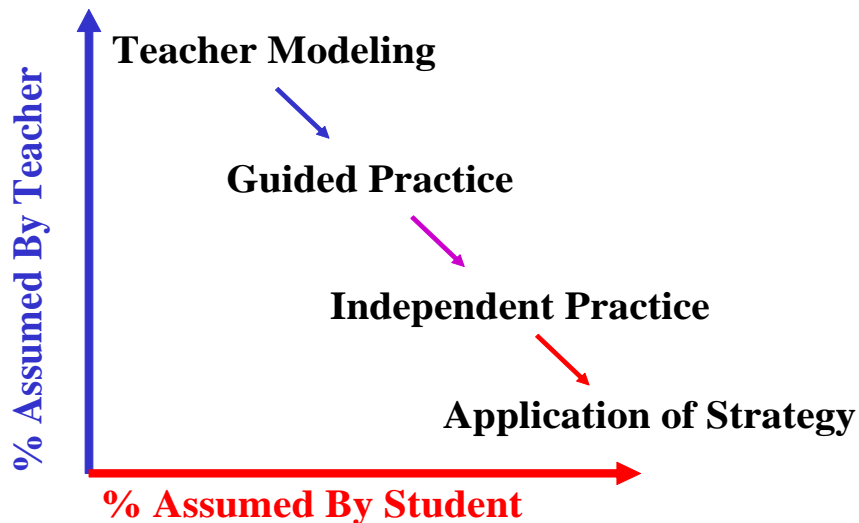
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The Solution

Turning our schools around is not simply about a good plan or a good program, at the heart of all improvement efforts are the *people who bring the strategies to life.*

Gradual Release of Responsibility



(Adapted from Fieldings & Pearson, 1994 as cited in Harvey & Goudvis, 2000)

The Gradual Release of Responsibility Model allows teachers to provide instructional support to children while they are learning important reading, writing, math, etc. skills. The model describes a process in which students gradually assume a greater degree of responsibility for a particular aspect of learning.

- Using the gradual release model teachers first model and describe the use of a strategy,
- The students then practice applying the strategy while the teacher guides instruction, provides feedback and,
- Finally students move into the stage where they are able to collaboratively and independently apply the strategy in new situations (Morrow, Gambrell & Pressley, 2003)

20 Observable Characteristics Of Effective, Explicit Instruction

1. Begins all lessons promptly and has all instructional materials ready.
2. Room is physically set up for optimal learning. Most naïve students are front and center.
3. Teachers have consistent routines and procedures for all classroom activities.
4. Provides Learning Targets for the information/lesson of the day and gets overt responses back from students to check for understanding.
5. Provides clear directions for the upcoming instruction and gets overt responses back from students to check for understanding.
6. Student Engagement rate is high for all students. Teacher is constantly monitoring students for mastery learning. This teacher understands the critical importance of time on task for all students.
7. Provides clear, specific expectations for assignments.
8. Uses the Gradual Release of Responsibility model for instruction
9. Provides frequent, specific and immediate feedback to students on their performance. Positively reinforces students who are correct, and immediately corrects those students who are not at mastery using prompts, cues, modeling and probing questions.
10. Practices effective behavior management techniques. Positive interactions between teacher and students outweigh any corrective interactions by a ratio of 5 positives to 1 negative.
11. Carefully chooses examples and non examples to teach new learning. Examples relate to students' existing schema or background knowledge
12. Students are encouraged to be risk takers. Teachers treat student mistakes as opportunities for learning.
13. Instruction is data driven. Teacher uses frequent formative assessments to adjust and vary instruction and pace to meet the needs of every student. Student assessments are readily available to view.
14. Effectively implements differentiation during instruction to align to ALL student needs. Teacher is very aware of the variation of learning abilities in the classroom and aligns instruction to meet those needs.
15. Uses nonverbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments. Monitors all students WHILE learning is going on.
16. Focuses on the class objective and does not let class get sidetracked.
17. Uses feedback from students (and others) to assess and improve teaching.
18. Teacher exhibits high expectations for ALL students.
19. Transition times between lessons is kept at a minimum so instructional time is maximized.
20. Reflects on own teaching to improve it.



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Good to Great Case Scenario

Directions:

This is a two part activity.

First Part: Read the scenario below and review the suggested questions. Reflect and write down your thoughts, but don't share.

Second Part: In your groups (you will be assigned to read as either Mrs. MacGyver or Mr. Watson) re-read and answer the questions again based on the workshop discussion. Feel free to suggest other questions and insights.

During a regular classroom visit to a new teacher's, Mr. Watson, classroom, Mrs. MacGyver, the principal, observed that about a third of the class was not actively engaged in the lesson. Mr. Watson is a dedicated teacher, but a naïve teacher who is sensitive to feedback.

Mrs. MacGyver asked him how his students were doing on the formative assessments. Mr. Watson replied, "Good."

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Some questions to consider:

- *How would you have started the feedback and why*
- *What questions would you ask Mr. Watson*
- *What feedback would you give Mr. Watson*
- *How would you deal with Mr. Watson's sensitivity to feedback? Is this a teacher problem or an administrator problem?*
- *Plus any you come up...*