



Good Instruction for All
April 19, 2016



Purpose

Exposure to *Elements of Effective Instruction*

- High impact
- Adaptable
- Functional
- Useful



@Jwill_EdNW

Objectives



- Identify three components of effective instruction
 - Explicit/Systematic instruction with scaffolding
 - Multiple opportunities to respond
 - High quality feedback
- Relate each component to instruction in your specific setting

Locate Our Tools



<http://tinyurl.com/EACXFEI>

EXPLICIT/SYSTEMATIC INSTRUCTION WITH SCAFFOLDING



1.



2.

___ X ___ E ___ R ___ O ___ X ___

3.

MB BB PB

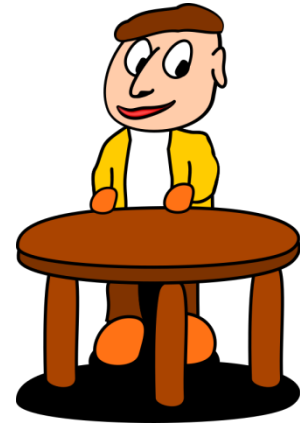
4.

Two Words



Explicit Instruction

- Concrete and Visible
 - Model
 - Multiple examples
- Use clear language
 - Provide vocabulary instruction
 - Make a table (math)
 - ESL
 - Barking up the wrong tree





Explicit Instruction

- Overlap and consistency
 - Predictable, clear, and consistent instructions
 - Clear expectations
 - Familiar routines

Explicit Instruction/Example



Explicit Instruction

- Precise Instructions
 - Task appropriate step-by-step process
 - Plan for difficulties
 - Start with most useful
 - Highlight prior knowledge
 - Move from easier to harder (scaffold)



Scaffolding

- Aiding a novice to achieve a task/goal that would be beyond his/her unassisted efforts
- Gradually removed as the novice achieves proficiency





Scaffolding

- **Scaffolding 1:** Planned curriculum progression over time
- **Scaffolding 2:** The procedures used in a particular activity
- **Scaffolding 3:** The collaborative process of interaction (the process of achieving Scaffolding 2)



Explicit Instruction

Explicit Instruction Handout 2

Explicit Instruction

Explicit Instruction

- 1) **Present concepts in a concrete and visible manner**
 - a) Provide models of what is expected
 - b) Do not assume prior knowledge, always demonstrate what behavior/product you want produced

- 2) **Include clear language**

PROVIDE MULTIPLE OPPORTUNITIES TO RESPOND AND PRACTICE



Multiple Opportunities to Respond





Opportunities to Respond/ Practice

- Avoid having a single student respond
 - One answer only
 - Everyone at one time
 - More than one correct answer
 - Pairs
 - Group
- Provide multiple exposures

Opportunities to Respond/ Practice

- Provide appropriate wait time
 - Minimum of 3 seconds
- Consider your questioning technique



Handout 3

H3_Opportunities to Respond



<http://tinyurl.com/EACXFEI>

Activity Directions

- **Handout 3**
- Read the questions in the table. Determine which questions will provide opportunities for:
 - a. Multiple students to think/respond
 - b. All students to think/respond
 - c. Which questions will only allow one student to think/respond
 - d. Why for each



Question Set

Share with your partner please. What are solids? What is the connection between solids and liquids?

Basha, yesterday we talked about the use of 'wait time' in asking questions. Please tell others in your group the 3 benefits of exercising and whether or not you agree with those benefits.

Who can tell me whether the tree or the boy is the better friend, and why?

Take 5 seconds to think of the difference between a plant and an animal. Be prepared to share your answer with your group.

Who in this group can explain how $3 + 2$ and $3 + 1 + 1$ are similar?

Thumbs up if you agree and down if you disagree and be prepared to defend your answer. Water is essential for both plants and animals to live.

In Sum

Avoid the dreaded “Who Can” questions.



Handout 4

Active Engagement Techniques

Technique	Description
Give One Get One	<p>This technique allows participants to learn from each other. Individuals list 3-5 ideas on a topic or in a response to a prompt. Draw a line after the final idea. Participants write their names at the top of their pages. They then have structured conversations with a new partner during which they exchange lists, read silently and briefly discuss their ideas. Then they record one idea from the partner's list. Repeat 2-3 times. Then have a structured share-out of one new idea from each participant, stating "from X, I learned..."</p> <p>Optional: teacher or designee records all ideas on overhead or chart paper.</p>
Inside Outside Circle	<p>a. Partners, designated A and B, face each other in a circle. The teacher calls out a topic or a question. Partner A speaks for 15</p>

IMMEDIATE/CORRECTIVE FEEDBACK APPROPRIATE PRAISE



Feedback

- Reduces the gap between understanding and desired learning goal
 - Should be immediate
 - Should be corrective



What Does Feedback Provide a Student?

Feedback will answer three questions for a student:

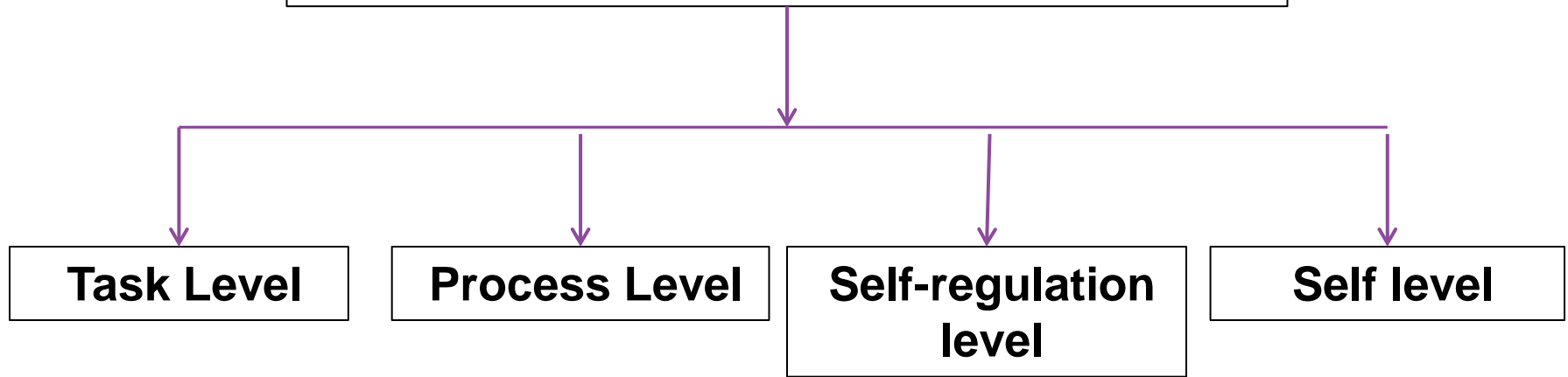
1. Where am I going?
2. How am I going?
3. Where to next?

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.



Levels of Feedback Questions

Each question works at four levels:





Levels of Feedback Questions

Task Level
How well tasks
are understood/
performed



Task Level Example:

Excellent job, you determined the total number of basketballs to be 5. Now keep working on adding two single digit numbers.



Levels of Feedback Questions

Process Level
The main process
need to
understand/
perform tasks



Process Level Example:

It was necessary to add here, and you subtracted. Try the next two order of operations problems.



Levels of feedback questions

Self-regulation Level

Self-monitoring,
directing, and regulating
of actions



Self-regulation Level Example:

I see you were upset that the other student got to your favorite chair first. You did a wonderful job of stopping, calming yourself down, and deciding the best thing to do was find another chair. Understanding that this was an appropriate response is important to your future.



Levels of Feedback Questions

Each question works at four levels:



Task level
How we understand

Self level
evaluations and
of the learner

learner

Hattie, J., & Timperley, H. (2007). The effects of feedback. *Review of Educational Research*, 77(1), 81-112.



Process vs. Person

PRAISE



Differentiating Process v. Person

Process Feedback	Person Feedback
You are really trying hard or trying your best.	You're really good at this.
Excellent job writing your letters.	You are a smart boy.
We can tell how hard you worked practicing this piece of music. We're proud of you!	You're a brilliant musician.



Feedback

- Specific
 - Actionable
 - Timely
 - Respectful
-
- Maintain a 3:1 positive to negative ratio



Activity

- **Open Handout 5**
- **Activity**
 - *You are working with students to write a short paragraph that includes complete sentences about their summer vacation. How could you take the feedback on the next slide and improve?*



Feedback

Excellent job writing the sentences.

Good job writing those letters, but the sentences need improvement.



Examples

Excellent job writing sentences. I see that each sentence begins with a capital letter and ends with a period. Continue writing using the same rules of grammar.

You made all of your letters correctly. Outstanding. Look at the first sentence with me. It does not have a capital letter or a period. All sentences begin with a capital letter and a period. Please correct the sentences.

On this assignment you have 3 of 5 sentences that begin with a capital letter and a period. That is a great improvement from the last time we did this. You're not 100% correct yet, but will be. Please correct the two sentences that do not have a capital letter and period.

What Could Go Wrong?





Thank You

Further Assistance

<http://educationnorthwest.org/equity-assistance-center/request-assistance>



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