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
### Activity: Handout 1

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<td>3.</td>
<td>MB BB PB</td>
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<td>4.</td>
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<td>OODRWWS</td>
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</tbody>
</table>
1. ___ X ___ E___ R ___ O ___ X___

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

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
<table>
<thead>
<tr>
<th>Question Set</th>
<th></th>
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<tbody>
<tr>
<td>Share with your partner please. What are solids? What is the connection</td>
<td>Basha, yesterday we talked about the use of ‘wait time’ in asking</td>
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<tr>
<td>between solids and liquids?</td>
<td>questions. Please tell others in your group the 3 benefits of</td>
</tr>
<tr>
<td></td>
<td>exercising and whether or not you agree with those benefits.</td>
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<tr>
<td>Who can tell me whether the tree or the boy is the better friend, and why?</td>
<td>Take 5 seconds to think of the difference between a plant and an</td>
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<tr>
<td></td>
<td>animal. Be prepared to share your answer with your group.</td>
</tr>
<tr>
<td>Who in this group can explain how $3 + 2$ and $3 + 1 + 1$ are similar?</td>
<td>Thumbs up if you agree and down if you disagree and be prepared to</td>
</tr>
<tr>
<td></td>
<td>defend your answer. Water is essential for both plants and animals</td>
</tr>
<tr>
<td></td>
<td>to live.</td>
</tr>
</tbody>
</table>
In Sum

Avoid the dreaded “Who Can” questions.
# Active Engagement Techniques

<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Give One Get One</td>
<td>This technique allows participants to learn from each other. Individuals list 3-5 ideas on a topic or in 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...” Optional: teacher or designee records all ideas on overhead or chart paper.</td>
</tr>
<tr>
<td>Inside Outside Circle</td>
<td>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 seconds, then Partner B speaks for 15 seconds. The teacher gathers ideas and records them.</td>
</tr>
</tbody>
</table>

Region X Equity Assistance Center at Education Northwest
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?

Levels of Feedback Questions

Each question works at four levels:

- Task Level
- Process Level
- Self-regulation level
- Self level

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:

1. **Task Level**
   - How well tasks are understood/performed

2. **Process Level**
   - The main process needed to understand/perform tasks

3. **Self-regulation Level**
   - Self-monitoring, directing, and regulating of actions

4. **Self Level**
   - Personal evaluations and affect about the learner

Process vs. Person

PRAISE
## Differentiating Process v. Person

<table>
<thead>
<tr>
<th>Process Feedback</th>
<th>Person Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are really trying hard or trying your best.</td>
<td>You’re really good at this.</td>
</tr>
<tr>
<td>Excellent job writing your letters.</td>
<td>You are a smart boy.</td>
</tr>
<tr>
<td>We can tell how hard you worked practicing this piece of music. We’re proud of</td>
<td>You’re a brilliant musician.</td>
</tr>
<tr>
<td>you!</td>
<td></td>
</tr>
</tbody>
</table>
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?
Excellent job writing the sentences.

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

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
What Could Go Wrong?
Thank You

Further Assistance

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