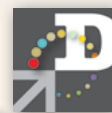


# Implementation Guide

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# THE CLASSROOM INSTRUCTION BOOK

Created by

**Harry K. Wong and Rosemary T. Wong**

“To make an Impact on your students and yourself,  
improve your instructional capacity.”

Harry and Rosemary Wong

HARRY K. WONG PUBLICATIONS, INC.  
[www.EffectiveTeaching.com](http://www.EffectiveTeaching.com)

## Overview of the *Implementation Guide*

This *Implementation Guide* brings the pages of *THE Classroom Instruction Book* to life in classrooms, schools, and school districts. The guide helps lead teachers to success by incorporating the ideas and techniques in the book into daily practice.

This *Implementation Guide* helps administrators, principals, staff developers, coaches, and lead teachers work directly with teachers to improve their effectiveness in their classrooms. It changes the way lessons are constructed and actively involves students in the learning process.

Studies conclusively show that teachers who are knowledgeable and experienced in researched-based, instructional practices are effective. And when teachers are empowered through effective practices, the effect on student performance is astounding.

### Structure of the *Implementation Guide*

*THE Classroom Instruction Book* has twenty-two chapters. This guide presents each chapter with a plan of action to guide the facilitator through meetings that instruct teachers in the elements of effective instruction. Each plan is consistently structured around five areas:

1. Information
2. Involvement
3. Implementation
4. Further Exploration
5. My Notes

An **Opening and Closing Personal Reflection** charts progress on the person's **Journey to Instructional Mastery**.

**INFORMATION** is a concise overview of the information from each chapter in four sections:

- ◆ **Key Idea** begins each chapter of the book, providing a quick snapshot of the material covered.
- ◆ **Important Understandings** cover the essential elements of each chapter.
- ◆ **Terms** provide clear understandings of significant words or phrases used in the chapter.
- ◆ **Mastering Instruction . . . Produces Achievement!** duplicates the ending summary and key takeaways of each chapter.

**INVOLVEMENT** is designed to engage the participants in the content. The **Discussion Questions** establish the groundwork for implementing the book's content. Select the questions that best suit your group and lead participants in a discussion of each chapter.

**IMPLEMENTATION** is a suggested activity to put the chapter concepts into action. Some of the activities require a table to complete. The tables are shown in reduced size in the guide, but are clickable to download a printable PDF version to complete with pen or pencil. Each file is formatted so it can be sent to participants to complete digitally, if preferred. [Click here to download a single file](#) with all of the tables before you begin.

**FURTHER EXPLORATION** highlights the content of any QR code in the chapter. (Not all chapters have QR codes.) Suggested **Discussion Questions** help to further explore the ideas and techniques presented in the chapter.

**MY NOTES** is a space to make any notes pertinent to your specific group, whether it be the date of a meeting, a question to ask, or an activity to do.

### Implementation of the *Implementation Guide*

Each participant must have access to *THE Classroom Instruction Book*. They are expected to bring these copies to the meetings or have access to the eBook. Reference will be made to pages, charts, and graphics in the book. **Each chapter discussed should be read prior to the meeting.**

Leaders mark the path to success for their followers. With this *Implementation Guide*, you have the tools you need to lead teachers to a highly effective professional career.

#### **MY NOTES**

## Opening Personal Reflection

- ◆ Duplicate the “My Journey to Instructional Mastery” reflection page for each participant.
- ◆ In the first meeting, ask group members to complete the reflection and save it until the last meeting.

*THE Classroom Instruction Book* offers a clear path for closing the achievement gap for all students. The instructional strategies in the book produce results.

What is your readiness for helping all students succeed?

<b>My Journey to Instructional Mastery</b> Rank each statement by circling a number between 1 (low) and 10 (high).	
I know the importance of good classroom management on instruction.	1 2 3 4 5 6 7 8 9 10
I know how to create a culture of safety and care in my classroom.	1 2 3 4 5 6 7 8 9 10
I know how to make every minute count in my classroom.	1 2 3 4 5 6 7 8 9 10
I know the effect of teacher estimation on student achievement.	1 2 3 4 5 6 7 8 9 10
I know how to teach for lesson mastery.	1 2 3 4 5 6 7 8 9 10
I know how to use all parts of The Learning Triangle in a lesson.	1 2 3 4 5 6 7 8 9 10
I know how to write objectives before I start teaching a lesson.	1 2 3 4 5 6 7 8 9 10
I know how to use actionable verbs when writing objectives.	1 2 3 4 5 6 7 8 9 10
I know how to share objectives with students before instruction begins.	1 2 3 4 5 6 7 8 9 10
I know multiple ways to state a lesson's objective.	1 2 3 4 5 6 7 8 9 10
I know the best instructional strategies to use to get student achievement.	1 2 3 4 5 6 7 8 9 10
I know how to use I do, We do, You do in teaching.	1 2 3 4 5 6 7 8 9 10
I know how to teach active listening to students.	1 2 3 4 5 6 7 8 9 10
I know how to use multiple forms of feedback to encourage effort.	1 2 3 4 5 6 7 8 9 10
I know how to construct a rubric.	1 2 3 4 5 6 7 8 9 10
I know the difference between formative assessment and summative tests.	1 2 3 4 5 6 7 8 9 10
I know the difference between a criterion-referenced and norm-referenced test.	1 2 3 4 5 6 7 8 9 10
I know when to assess and when to test.	1 2 3 4 5 6 7 8 9 10
I know how to get maximum achievement for every student.	1 2 3 4 5 6 7 8 9 10
I know how to move myself to the highest stage of teaching.	1 2 3 4 5 6 7 8 9 10

*Click the table to download a printable version.*

Keep this page. At the end of your study of *THE Classroom Instruction Book*, you will be asked to reflect on your experience and rank these statements again to see your growth and development on your journey to Impact.

**Wishing you success!**

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UNIT

A

Learning and Achievement

Chapter

1

**How to Ensure Effective Instruction**

Effective instruction is essential for student learning and achievement. .... 3

2

**How to Teach for Student Achievement**

Effective teachers use well-researched, evidence-based methods that have a profound influence on learning and achievement. .... 7

3

**How to Organize Instruction**

The Learning Triangle is the basis for organizing a lesson for effective instruction. .... 12



# How to Ensure Effective Instruction

## **INFORMATION**

### **Key Idea:**

Effective instruction is essential for student learning and achievement.

### **Important Understandings:**

- ♦ Learning is the core business of education.
- ♦ The most basic task in a school is teaching and learning.
- ♦ The three characteristics of effective teaching are Classroom Management, Lesson Mastery, and Positive Expectations.
- ♦ There is an abundance of research to support that effective teaching has the greatest effect on student achievement.
- ♦ Using effective instructional techniques has a great impact on student achievement—more than any other aspect of schooling.
- ♦ There are four stages of teaching:
  1. Fantasy
  2. Survival
  3. Mastery
  4. Impact
- ♦ Principal leadership is second only to classroom instruction among factors that contribute to student success.
- ♦ Successful schools stress effective practices. Unsuccessful schools stress programs.
- ♦ Effective principals regard teachers as their greatest asset.
- ♦ The achievement gap facing students is not due to their backgrounds or socio-economic differences, but to systemic differences in teacher effectiveness.
- ♦ Teachers must be trained in effective instructional practices.

### **Terms:**

- ♦ **Curriculum** – The content that is to be taught and learned in a class or subject
- ♦ **Instruction** – Instruction is the act or practice of instructing
- ♦ **Learning** – The process of acquiring basic knowledge and skills about a subject
- ♦ **Achievement** – Taking what is learned and using it to demonstrate an act of accomplishment
- ♦ **Classroom management** – The practices and procedures that a teacher uses to organize a classroom so learning can take place
- ♦ **Lesson mastery** – The instruction provided so students will understand and master a concept or skill as determined by the lesson objective and assessment

- ♦ **Positive expectations** – A teacher’s belief of what will happen that greatly influences the success of students
- ♦ **Fantasy stage of teaching** – Characterized by a desire to be liked
- ♦ **Survival stage of teaching** – Characterized by struggling with organizational and instructional skills
- ♦ **Mastery stage of teaching** – Characterized by knowing how to employ effective instructional practices
- ♦ **Impact stage of teaching** – Characterized by consistently employing effective instructional strategies and sharing knowledge with others so all can make a difference for students

### Mastering Instruction . . . Produces Achievement!

- ✓ For students to learn, there must be a curriculum and there must be a teacher who instructs effectively.
- ✓ A teacher who uses effective instructional practices is the single biggest school-based influence on student achievement.
- ✓ Principal leadership is second only to teacher effectiveness among school influences on student success.
- ✓ The characteristics of effective teacher practices must be the central focus of an administrator’s vision for a school.
- ✓ A district can use the three characteristics of effective teacher practices to form the framework of an effective professional development program to train teachers to be effective.

## INVOLVEMENT

### Discussion Questions:

1. Are all three characteristics of an effective teacher necessary to embody as a classroom teacher? Why or why not?
2. Do you think a teacher who knows how to design lessons for student mastery but doesn’t have command of positive expectations or classroom management can still . . .  
  
    deliver an effective lesson?  
  
    be called an effective teacher?
3. Unsuccessful schools stress programs. Successful schools stress practices. What is the difference between a program and a practice? What are the benefits of practices over programs?



## IMPLEMENTATION ACTIVITY

Recognizing the three characteristics in yourself and others is essential for growth.

- ♦ Recall your most recent teacher—someone who led you in learning something—a college professor, a staff development leader, an online course. Consider what characteristics of an effective teacher the teacher exhibited and how it impacted your level of learning.
- ♦ Complete the table with your observations.

Describe the effect of each of these on your level of learning.	
Evidence of classroom management	
No evidence of classroom management	
Evidence of positive expectations	
Evidence of no positive expectations	
Evidence of instructional strategies	
Evidence of no instructional strategies	

*Click the table to download a printable version.*

- ♦ Think of your most recent time in front of students. Did it encompass all elements of an effective teacher?
- ♦ Select one characteristic of an effective teacher and improve on it in your next lesson. Note if there is any improvement in student learning and be ready to share your results the next time the group meets.

Impact is gradual. Building momentum in confidence and skill is essential to reach Impact.

## **FURTHER EXPLORATION**

### **Page 8 QR Code 1: Research on Effective Teaching**

Scan the QR code for the complete citations for these studies.

#### **Discussion Question:**

1. The research is overwhelming that an effective teacher has the greatest impact on student learning. Which one of the studies shared can you implement immediately and what is the plan to make it happen?

### **Page 12 QR Code 2: Binder Covers**

Download covers for your Classroom Instruction Plan binder.

#### **Discussion Question:**

1. While many teachers have a Classroom Management Plan binder, why is it that they don't have a Classroom Instruction Plan binder?

## **MY NOTES**

## 2

# How to Teach for Student Achievement

## **INFORMATION**

### **Key Idea:**

Effective teachers use well-researched, evidence-based methods that have a profound influence on learning and achievement.

### **Important Understandings:**

- ♦ Visible learning is used by teachers to become evaluators of their own teaching.
- ♦ John Hattie's research provides evidence of which education practices work better than others to improve teaching and learning.
- ♦ Visible teaching and learning occur when teachers help their students become their own teachers.
- ♦ Effective educators instruct their students using evidence-based instructional strategies.
- ♦ Evidence-based instruction shows how to approach work in ways that will help students achieve the best results they possibly can.
- ♦ Out of 130 teaching techniques, Hattie identified those influences with a statistically positive effect on student achievement.
- ♦ These are the three most effective influences on student achievement:
  1. Teacher Estimation
  2. Collaborative Impact
  3. Self-reported Grades
- ♦ Class size, student control over learning, and retention have very poor effects on student achievement.
- ♦ Teachers who practice student obsession create lessons that ensure their students succeed no matter what the circumstance.
- ♦ Students learn from teachers who know which instructional practices are more effective than others.
- ♦ Principals are expected to be knowledgeable in pedagogy and in instruction to conduct teacher evaluations.

### **Terms:**

- ♦ **Meta-analysis** – A statistical tool for combining findings from different studies
- ♦ **Evidence-based instruction** – Instruction based on accurate and thorough research
- ♦ **Effect size** – A statistical unit of measurement that shows the influence of a strategy or technique
- ♦ **Hinge point** – The balance point between desired effects and moderate effects on improving student achievement
- ♦ **Student obsession** – Teaching while firmly focused on each student's potential to succeed

**Mastering Instruction . . . Produces Achievement!**

- ✓ There is extensive research on how to instruct and improve student achievement.
- ✓ The effective teacher uses evidence-based research methods that have a profound influence on learning and achievement.
- ✓ An effect size is the size of a teaching technique that has a statistical significance in influencing student achievement.
- ✓ By implementing the influences with effect sizes above 0.40, the potential for a student to experience academic growth increases.
- ✓ Effective teachers use visible learning techniques to help students become their own teachers.

**INVOLVEMENT****Discussion Questions:**

1. Work smarter, not harder. How does evidence-based instruction feed this philosophy?
2. Retaining a student is often looked at as the answer to helping students who have failed to comprehend the curriculum of the grade level. Is this a viable solution to a student's lack of learning?
3. Mastery learning versus mystery learning. What is an example of mystery learning? What can be done to change this example into visible, mastery learning?

**IMPLEMENTATION ACTIVITY****REMINDER:**

The Implementation Activity from Chapter 1 asked participants to improve on an area of effective teaching and report the results to the group at this meeting.

Teacher growth is a reflective process. Improvement is done best when the need is self-recognized and a course of action planned to fill the need.

The research is unequivocal for what produces student learning. Yet we seldom actively pursue growth in these areas.

John Hattie's research rank orders the influence and its effect on student learning. The table is on page 16 in the printed copy of *THE Classroom Instruction Book*.

These are the top six influences with a positive effect on student achievement.

- ♦ Rate each influence based on your understanding, use of each, and desire to learn more.

<b>Top Six Influences on Student Learning</b> (Rate 0 – 5, with 5 being the highest or most)				
<b>Influence</b>	I understand the idea and how to use it.	I use the idea in my teaching.	I want to learn more about how to use it.	Put an X in the column next to the one influence that will be most difficult to use in your teaching.
Teacher Estimation				
Collaborative Impact				
Self-reported Grades				
Reciprocal Teaching				
Feedback				
Direct Instruction				

*Click the table to download a printable version.*

- ♦ Poll the group to reveal the findings.
  1. Is there one influence that the group is more familiar with than others? What might be the reason for this?
  2. Is there group consensus as to the one influence they use more than others? Why aren't others used? Is it because of content taught, lack of time, lack of understanding, class size, class dynamics, lack of equipment, etc.?
  3. Is there a consensus around the influence the group wants to learn more about? Discuss how this might be incorporated in a lesson.
  4. Is there one influence that will be the most difficult to incorporate? Engage in a discussion to reveal the obstacles that could get in the way and how to overcome them.



- ♦ Based on the findings in the poll, divide the group for pair-share time.
  1. For each of the influences, identify someone who uses it (a 4 or 5 rating) and pair the person with someone who gives the influence a 0 or 1 rating. (Adjust the size of groups depending on the strength of understanding and lack of knowledge. If no one is strong in the use of the influence, earmark this as a topic for another professional development day. Each of these topics is a must-have tool for teachers to develop and use consistently in lesson planning.)
  2. Ask the person who uses the influence to share with the partner or group how it is used and the benefits of using it.
  3. Brainstorm as a group so each of those who don't use it can begin to incorporate it in their lessons.

When teachers understand the influences that affect learning and then use the methods and techniques that best accomplish the learning, students will achieve. And when it is done in every classroom in a school, students will succeed no matter their circumstances. Students learn from teachers who know best how to deliver instruction so everyone is successful.

## **FURTHER EXPLORATION**

### **Page 16 QR Code 3: Ranking of Effect Sizes**

See John Hattie's complete list of influences on student achievement.

#### **Discussion Questions:**

1. Reducing anxiety at 0.42 has a positive influence on student achievement. What are some ways to address reducing anxiety in the classroom?
2. Teachers who use and understand Piaget's stages in lesson construction have an extremely high impact on student achievement. What are the stages to Piaget's learning? What are ways to incorporate it in lesson construction?

### **Page 16 QR Code 4: Effect Size**

Read more information on effect size and the statistical implications of learning.

#### **Discussion Question:**

1. The YouTube video is a clear, visual explanation of an effect size. Not every teaching strategy has a positive gain in student learning. What are some influences that are surprising, either way, relative to the impact on learning?

**Page 18 QR Code 5: Rising to the Top**

See the list of countries and how to move to the top of the list.

**Discussion Question:**

1. Paragraph 65 states, “Researchers in some countries even are working with specialists in nonparticipating countries to help those countries initiate reforms in curriculum and teacher education.” This practice ranks high in positive influences on student achievement. How is it practiced in your school? And if not, what can you do to begin the collaborative effort?

**MY NOTES**

## 3

# How to Organize Instruction

## **INFORMATION**

### **Key Idea:**

The Learning Triangle is the basis for organizing a lesson for effective instruction.

### **Important Understandings:**

- ♦ The three sides of The Learning Triangle are Objectives, Instruction, and Assessment.
- ♦ There is no one definitive way to teach or learn.
- ♦ Effective teaching boils down to “I do, We do, You do.”
- ♦ Consistency is the hallmark of an effective classroom.
- ♦ In a well-organized lesson, students know what they are learning, if they are learning it, what it means to be good at the learning, and what it means to have learned it.
- ♦ Effective teachers always teach with targeted objectives.
- ♦ Objectives guide the teaching of the lesson and the learning expectations of the student.
- ♦ If there are no objectives, then it is just busy work.
- ♦ Assessment is not evaluation, testing, or even grading.
- ♦ Assessment is planned at the same time objectives are written.
- ♦ One of the most significant influences on student achievement is direct instruction.
- ♦ When instruction is well organized, learning becomes visible to the student.

### **Terms:**

- ♦ **The Learning Triangle** – The idea of using objectives, instruction, and assessment to create a strong and stable lesson
- ♦ **Gradual Release of Responsibility** – The academic term of “letting go” or “I do, we do, you do.”
- ♦ **Objectives** – Communication of very specific expectations for the student
- ♦ **Assessment** – The process of helping students make progress or what is commonly known as “check for understanding”
- ♦ **Instruction** – The activities used to teach the lesson objectives
- ♦ **Direct instruction** – To first explain exactly what students are expected to learn and then demonstrate the necessary steps to accomplish the expectation

**Mastering Instruction . . . Produces Achievement!**

- ✓ Students need structure and consistency to learn and achieve.
- ✓ Effective teaching occurs when teachers create an effective instructional program.
- ✓ Instruction that is organized using the three components of The Learning Triangle—Objectives, Assessment, and Instruction—gives students the best opportunity to learn.
- ✓ Well-organized instruction results in visible learning.
- ✓ One of the most significant influences on student achievement is direct instruction with an effect size of 0.60.

**INVOLVEMENT****Discussion Questions:**

1. Why is “doing” such an important part of student learning?
2. How does Gradual Release of Responsibility promote student independence?
3. How do you know if a student is ready for independent work?
4. Why can’t the three parts of The Learning Triangle be prioritized?
5. What is a skill you learned by direct instruction?
6. Why is direct instruction considered a life skill?
7. How often must you PLAN for student achievement?
8. Prioritize Learning. Address Needs. Why should this be the mantra for all teachers?

**IMPLEMENTATION ACTIVITY**

When instruction is well organized, it becomes visible to the students and to the teacher.

- ♦ In preparation for this activity, ask teachers to bring a copy of a current lesson plan.
- ♦ Use this template to assess the strength of the lesson.
- ♦ Fill in the cells on the table based on the lesson plan.

✓ PLAN Check ✓	
What is the learning objective of the lesson?	
How will I let students know what they are responsible for learning?	
What instructional activities will I use to teach the objective?	
How will I assess the students' understanding during the lesson?	
How will I measure student achievement at the end of the lesson?	
How will I evaluate my teaching performance for this lesson?	
What can I do to make learning more effective the next time I teach this objective?	

*Click the table to download a printable version.*

- ♦ Pair group members to share with each other or ask for volunteers to share with the group how the questions were answered.
- ♦ Ask teachers to reflect on their lesson plan and the information in the table. Have they considered all the parts to planning a lesson before teaching the lesson?
- ♦ Use the questions in the table in planning a future lesson.
- ♦ Invite teachers to present the lesson to their students and share the results at a future meeting. How was their confidence level? Were the students more engaged? What levels of success were experienced?

Whether it is plan, plan, plan or PLAN, both are skills to be practiced consistently when organizing instruction to maximize student learning.

## **FURTHER EXPLORATION**

### **Page 28 QR Code 6: Don't Teach in Panic Mode**

See if you're teaching in panic mode and how to get out of it!

#### **Discussion Question:**

1. Plan—a word that impacts almost every action in the classroom. What are some ways that planning gets put on the back burner, forcing teachers to declare panic mode instruction just to make it through the day? Is this ever acceptable?



## **MY NOTES**

## Chapter

4

**How to Use Objectives**

Simply tell students what they will be learning (objectives) and student achievement can be raised by as much as 27 percent. .... 17

5

**How to Use Learning Targets**

Learning targets are manageable daily goals that students can feel personally responsible for achieving. .... 21

6

**How to Use Essential Questions**

Essential questions engage students in issues that will recur throughout life. .... 25

7

**How to Drive Instruction Using Objectives**

Objectives determine how the instructional program will be organized. .... 29

## 4

# How to Use Objectives

## INFORMATION

### Key Idea:

Simply tell students what they will be learning (objectives) and student achievement can be raised by as much as 27 percent.

### Important Understandings:

- ♦ Teaching with objectives is intentional teaching.
- ♦ Students learn best when they understand what they are to learn and what is expected of them.
- ♦ Objectives apply to all instructional strategies.
- ♦ Objectives are derived from standards.
- ♦ The textbook is useful to supplement and support the curriculum, not be the curriculum.
- ♦ Knowing your destination before instruction begins sets the course for instructional success.
- ♦ Objectives tell students exactly what is expected of them.
- ♦ The effective teacher does not cover material, but rather uncovers what students are to learn.
- ♦ Objectives contain a verb, an action word that requires a student to do something.
- ♦ Objectives must be achievable and based on realistic expectations.
- ♦ Posting objectives every day creates visible learning, so students become more capable and motivated.
- ♦ The Learning Triangle (Objectives, Instruction, and Assessment) must be aligned for an effective lesson.
- ♦ Objectives provide direction to learning. Learning is not left to chance.
- ♦ Use of objectives ranks 0.42 on Hattie's influences on learning and achievement.

### Terms:

- ♦ **Curriculum** – A course of study that determines what students are to learn
- ♦ **Content standards** – Broad statements that outline the scope of a particular course or grade which show how knowledge and skills accumulate
- ♦ **Curriculum guide** – A roadmap authored by curriculum experts in the district to set the standard for specific subjects or grades
- ♦ **Bloom's Taxonomy** – A widely-used, hierarchical guide to our thinking process
- ♦ **Imprecise words** – Vague or soft verbs that are not measurable to determine whether the student has successfully completed the objective
- ♦ **Timeframe** – The amount of time it takes to accomplish an objective

**Mastering Instruction . . . Produces Achievement!**

- ✓ Students learn best when they understand what they are to learn and what is expected of them.
- ✓ Objectives are based on academic standards.
- ✓ No matter what instruction strategy you are using, post the objective first.
- ✓ Objectives begin with a precise and measurable verb.
- ✓ Learning happens when both students and teacher are moving towards the same objectives.

**INVOLVEMENT****Discussion Questions:**

1. If the textbook is not the curriculum, then what is the purpose of a textbook?
2. Do objectives stifle creativity?
3. Why is it important to begin with the end in mind in lesson planning?
4. How do objectives provide clarity to the teacher?
5. How do objectives provide clarity to the student?
6. What is intentional teaching?
7. How do objectives help students take ownership of their learning?
8. Is it better to be proactive or reactive in your teaching strategies? Defend your response.
9. How do objectives drive day-to-day living?

**IMPLEMENTATION ACTIVITY**

Understanding the components of a strong learning objective ensures that teachers are efficient in their instruction and the students know what is expected of them for success.

- ♦ Use this learning goal and create objectives at all levels of Bloom's Taxonomy: I want students to know how to write a complete sentence.
- ♦ Ask the teachers to work independently on the objectives and then share samples with the group.

Learning Goal: I want students to know how to write a complete sentence.			
Bloom's Level	Possible Sample Verbs	Learning Objective	SMART Test Check
Remembering	list, state, define		
Understanding	describe, identify, explain		
Applying	choose, use, write		
Analyzing	compare, contrast, examine		
Evaluating	check, critique, support		
Creating	construct, create, produce		

*Click the table to download a printable version.*

- ♦ Introduce the SMART Test Check to assess the strength of the objectives. Is the learning objective . . .

Specific (Does it clearly state what is to be accomplished?)

Measurable (Are quantifiable metrics used to assess the level of learning?)

Achievable (Is the objective realistic given resources or ability level of the learner?)

Relevant (Does it contribute meaningfully to the learning goal?)

Time-bound (If applicable, is there a deadline for producing the result?)

- ♦ Ask the group to self-check the objectives created against the SMART Test Check and note areas needed for strengthening the objective.
- ♦ In conclusion, discuss how creating robust objectives aid in delivering instruction that satisfies the other two sides of The Learning Triangle (Instruction and Assessment).

## **FURTHER EXPLORATION**

**Page 39 QR Code 7: Access the code to see Bloom's Taxonomy.**

Scan the QR code for the complete citations for these studies.

### **Discussion Question:**

1. How can using the range of higher-level questions in instruction help to develop this process as a life skill in students?



**MY NOTES**

## 5

# How to Use Learning Targets

## INFORMATION

### Key Idea:

Learning targets are manageable daily goals that students can feel personally responsible for achieving.

### Important Understandings:

- ♦ Learning targets are useful for all students when a concept is introduced for the first time.
- ♦ Learning targets are bite-size pieces of learning.
- ♦ “I can” statements guide students to aim clearly and hit the bullseye of the learning expected of them.
- ♦ Special education, ELL, or other challenged students benefit when learning targets are written and posted the same way each day.
- ♦ The response “I cannot” is just as important as “I can.” This allows students to ask for assistance so teachers can guide them to success.
- ♦ When students say, “I can” or “I cannot,” they become responsible for their learning.
- ♦ The learning target must be referred to repeatedly as the lesson progresses, not just at the beginning of class.
- ♦ Achieving proficiency in one day’s learning target leads to proficiency in the next day’s target.
- ♦ A learning target begins with “I can,” “I will,” or “We can,” “We will,” followed by a verb that states what the students will do.
- ♦ Long-term and complex projects can be broken down into achievable tasks using daily learning targets.
- ♦ What is taught should align with the expectations for student performance and achievement.
- ♦ WALT and WILF acronyms help students understand learning intentions and the criteria for success.
- ♦ Display an example of what students are to produce for achievement at the completion of the lesson or task.
- ♦ Learning targets assess daily progress.

### Terms:

- ♦ **Learning target** – Statement of an instructional goal that begins with “I can,” “I will,” or “We can”
- ♦ **WALT** – An acronym for We Are Learning To
- ♦ **WILF** – An acronym for What I’m Looking For

### Mastering Instruction . . . Produces Achievement!

- ✓ Learning targets are objectives that begin with “I can.” They are specific, time-limited, and clear.
- ✓ Learning targets instill confidence. They ensure students say, “I can” and take responsibility for learning.
- ✓ Objectives and learning targets are based on standards and district curriculums.
- ✓ Long-term and complex projects can be broken down into achievable tasks using daily learning targets.
- ✓ Align what you teach with your expectations of student performance.

## INVOLVEMENT

### Discussion Questions:

1. How can learning targets be useful for all levels of learners at any grade level?
2. A learning target will drive every decision made in the classroom. Is this statement true or false? Defend your choice.
3. Is a learning target the journey or the destination?

## IMPLEMENTATION ACTIVITY

A learning target is a bite size piece of information that must be related to greater elements of a lesson.

- ♦ Ask the group to brainstorm and add to the list of analogies that exemplify the relationship between Learning Goal → Objective → Learning Target.

Learning Goal Concept	Objective Concept	Learning Target Concept
Green salads	Caesar salad	Romaine lettuce
Writing an essay	Writing a paragraph	Writing a sentence
Adding three-digit numbers	Adding two-digit numbers	Adding one-digit numbers
State	County	City
Garden	Plants	Seeds
Clothing	Fabric	Design

*Click the table to download a printable version.*

- ♦ Divide the group into small teams and give them the task of brainstorming multiple learning targets based on the learning goal: The student will be able to explain how the checks and balances of the three branches of government work.

Learning Goal	
The student will be able to explain how the checks and balances of the three branches of government work.	
Learning Targets	
1.	
2.	
3.	
4.	
5.	
6.	
7.	

*Click the table to download a printable version.*

- ♦ Share some of the learning targets with the large group. Evaluate the statements to ensure each learning target is a bite-size piece of learning that can be achieved in one class meeting. Continue to break down the statements that are broad into singular, actionable bits of learning.

## **FURTHER EXPLORATION**

### **Page 46 QR Code 8: For the Love of a Closing Couplet**

If you are curious, scan the code to see a correct response for the Shakespearean sonnet objective.

#### **Discussion Questions:**

1. What are the benefits of using learning targets to achieve a more complicated goal?
2. How does this aid the teacher and the student?

**Page 48 QR Code 9: From Paragraphs to Essay**

See an example of how a student can convert paragraphs into an essay, bit-by-bit and step-by-step.

**Discussion Question:**

1. Using the piecemeal or bit-by-bit approach, how would you teach someone to drive a car?

**Page 50 QR Code 10: WALT and WILF**

Use these and other ready-made WALT and WILF graphics to bring clarity to your instruction.

**Discussion Questions:**

1. The most asked question from students is, “What are we going to do today?” The second question most asked is, “Why do we have to learn this?” TIB—This Is Because when used in conjunction with WALT and WILF tells students why they are learning the information. Select two examples of WALT and WILF shown in the QR code and suggest a TIB statement for each.
2. What is the impact of knowing why in learning?

**MY NOTES**



## 6

# How to Use Essential Questions

## INFORMATION

### Key Idea:

Essential questions engage students in issues that will recur throughout life.

### Important Understandings:

- ♦ The essential question is an all-encompassing idea.
- ♦ Essential questions are often designed for larger units of learning.
- ♦ Essential questions provide the big picture for students.
- ♦ Essential questions require intensive investigation and are often challenging.
- ♦ A single essential question can plan a framework for instruction that spans a much longer length of time than a learning target, which is typically for a day.
- ♦ Essential questions spark discussion, curiosity, and introduce new ideas.
- ♦ Essential questions must be written in language that students can easily understand.
- ♦ Essential questions can be shared at the beginning, middle, and end of instruction.
- ♦ An essential question addresses core issues to help learners make sense of important, complicated ideas.
- ♦ Essential questions are more about deeper thinking than doing.
- ♦ Essential questions are not arbitrary; they must be related to the curriculum or lesson.
- ♦ This is the planning order to create a unit based on essential questions:
  1. Devise the question.
  2. Make a of list of big ideas.
  3. Select supplemental texts.
  4. Determine the final project.
  5. Determine knowledge or skill to be learned.
  6. Plan the instructional activities.

### Terms:

- ♦ **Essential question** – A question that is relevant to the subject being learned that students can link to personal experience
- ♦ **Schedule** – An outline of what students will do that day
- ♦ **Opener or Do Now** – A prompt designed to get students on task immediately
- ♦ **Text set** – A collection of readings that bring ideas and information to bear on an essential question
- ♦ **The culminating project** – The demonstration of what students have learned at the end of a unit

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- ✓ Essential questions engage students in thought-provoking life issues.
- ✓ Essential questions engage students in complex thinking.
- ✓ An essential question reflects a big idea.
- ✓ An essential question must be derived from academic standards and the district's curriculum.
- ✓ Units constructed using essential questions allow for teacher creativity.

**INVOLVEMENT****Discussion Questions:**

1. What type of classroom environment must exist to foster curiosity and discussion when using essential questions to drive instruction?
2. How do essential questions help students see the relevance of what they are learning?
3. Can essential questions not be answered and learning still take place?
4. How do essential questions support the premise that teachers are the architects of learning?
5. In what ways does the use of essential questions encourage students to transfer their learning to new experiences?
6. How can essential questions lead to birdwalking?

**IMPLEMENTATION ACTIVITY**

The use of essential questions engages students more in thinking about something rather than doing something.

- ♦ Ask group members to deconstruct these essential questions into smaller objectives suitable for mastery:

How does the past influence the future?

How does matter change?

Is AI a helpful tool for the future?

How can literature be used as a vehicle for change?

Essential Question Practice	
Essential Question	Possible Lesson Objectives
What makes a great story?	<ol style="list-style-type: none"> <li>1. TSWBAT list the essential parts of a story.</li> <li>2. Defend the importance of the plot in a story.</li> <li>3. Describe the overall setting in a story.</li> <li>4. Identify the main characters in a story.</li> <li>5. Summarize the conflict in a story.</li> <li>6. Defend the theme in a story.</li> </ol>
How does the past influence the future?	
How does matter change?	
Is AI a helpful tool for the future?	
How can literature be used as a vehicle for change?	

*Click the table to download a printable version.*

- ♦ Once group members get the feel for the all-encompassing idea of an essential question, ask them to share objectives used in current lessons and work to create some meaningful essential questions.

Essential Question Practice	
Lesson Objectives in Use	Possible Essential Question

*Click the table to download a printable version.*

Because essential questions are open-ended and thought-provoking, they prompt students to think critically, evaluate different perspectives, and justify their reasoning rather than recall basic facts. They spark curiosity and invite exploration. Students are more likely to engage in learning when they are posed with genuine questions that invite discussion and discovery.

## **FURTHER EXPLORATION**

### **Page 57 QR Code 11: Note This Essential Question**

See an example of how a single essential question can be utilized in a year-long general music class.

#### **Discussion Question:**

1. What are the pros and cons of teaching with the essential question approach versus teaching the same content with reading pages from a textbook?

### **Page 60 QR Code 12: Sources for Essential Questions**

See this listing of websites for additional essential questions.

#### **Discussion Question:**

1. What characteristics must a teacher possess to use essential questions to teach the curriculum?

## **MY NOTES**



# How to Drive Instruction Using Objectives

## **INFORMATION**

### **Key Idea:**

Objectives determine how the instructional program will be organized.

### **Important Understandings:**

- ♦ Teaching is the skill of organizing the instructional program to stimulate and expand students' outlooks while learning the required curriculum.
- ♦ Effective teachers know how to organize an instruction program just like they know how to organize a classroom.
- ♦ Effective teachers use different kinds of objectives for different purposes and often use several types in any given lesson.
- ♦ Objectives drive instruction and deliver direction, focus, and purpose to ensure lessons are meaningful.
- ♦ Every instructional activity must be correlated to lesson objectives.
- ♦ There are three basic types of instructional objectives:
  1. Statements that begin with verbs (Bloom's Taxonomy)
  2. Learning Targets ("I can" statements)
  3. Essential Questions (Broad, all-encompassing ideas)
- ♦ The objective should be the same for all students in the classroom, uniting the class to a common purpose.
- ♦ It is essential to provide equal opportunity for all students to learn with the expectation that every student is capable of succeeding.
- ♦ When necessary, instructional strategies may vary to accommodate individual learning abilities.

### **Terms:**

- ♦ **Classroom management plan** – How a teacher uses procedures and routines to organize a class and classroom for student learning
- ♦ **Classroom instruction plan** – How a teacher uses instructional strategies to organize instruction for student learning
- ♦ **Daily questions** – Designed for a single objective, these questions are asked at the beginning of class and typically answered at the end of that same class
- ♦ **"We" Objectives** – Objectives that encourage team collaboration and cooperation to help reflect the realities of the work world
- ♦ **General Objectives** – Aspirational goals that inspire positive behavior, work ethic, and success that are not attached to a specific lesson or unit

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- ✓ Teaching is the skill of organizing an instructional program.
- ✓ Each component of The Learning Triangle is a critical component for success.
- ✓ Different kinds of objectives can be used for different learning purposes.
- ✓ Objectives determine what activities will be used in the instructional program.
- ✓ Although instructional strategies may vary, all students should have the same objectives and the equal opportunity to learn.

**INVOLVEMENT****Discussion Questions:**

1. What is the relevance of saying “We will” or “We can” instead of “I will” or “I can” when stating objectives?
2. Why is it important to have the same learning objective for all students despite their mixed abilities and learning levels?
3. Programs do not teach. Teachers teach. Are these conflicting or complementary statements?
4. Why must all instructional activities be related to an objective?
5. What is the difference between an objective and an activity?
6. How do objectives support the idea of learning being seen, understood, and measured?

**IMPLEMENTATION ACTIVITY**

The more concrete the objective, the more visible the learning for the student and the teacher. Strong objectives state learning expectations for students and provide a roadmap for instruction to teachers.

- ♦ Rewrite the typical objectives found in most lesson plans and make them stronger by adding the specifics needed to successfully accomplish the learning.
- ♦ Work on this in groups, then come together and share the rewrites of the objectives.
- ♦ If help is needed, refer to the Implementation Activity in Chapter 4 and the use of the SMART Test Check (page 19 in this guide) to assess the strength of each new objective.

SMART Check for Objectives	
Typical Objective	Stronger Objective
Students will know the elements on the Periodic Table.	Given a list of symbols of elements from the Periodic Table, students will be able to correctly identify the first 15 elements with 100% accuracy.
Students will correctly multiply problems with two-digit multipliers.	
Students will order the steps to the water cycle.	
Students will be able to recommend a personal reading book to another class member.	
Students will be able to recite “Hold Fast Your Dreams” by Louise Driscoll.	
Students will understand the significance of the Revolutionary War.	
Students will be able to do ten sit-ups.	
Students will play “Mary Had a Little Lamb” on a keyboard.	

*Click the table to download a printable version.*

## **FURTHER EXPLORATION**

### **Page 73 QR Code 13: How to Design an Efficient and Effective Emergency Room**

This blog essay is a great example of Career and Technical Education where high school students work in teams.

#### **Discussion Questions:**

1. Put yourself in the place of the teacher leading the class through the process described in the essay. What are some of your objectives for this lesson?
2. Is there an essential question that could drive the work of the students?



**Page 74 QR Code 14: Study Guidelines Define Lesson Objectives**

See an example of a study guide found in *THE First Days of School*.

**Discussion Questions:**

1. Look at the questions in the Study Guide on page 2 of the QR code. Which ones are higher-level thinking ones according to Bloom's Taxonomy?
2. How do these types of questions transcend the regurgitation of facts?

**MY NOTES**

## Chapter

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## 8

# How to Use Assessment

## INFORMATION

### Key Idea:

The number one factor for improving student achievement is frequent formative assessment.

### Important Understandings:

- ♦ Assessment is at the heart of effective teaching and is one of the most powerful influences on student achievement.
- ♦ Assessment checks for student understanding of your instruction.
- ♦ Assessment checks what students are to learn.
- ♦ There are two types of assessment:
  1. Formative = Continuous feedback to check progress towards reaching lesson objectives
  2. Summative = Evaluation of learning towards mastery of lesson objectives
- ♦ Assessment is checking for understanding and measuring progress towards a goal. When used effectively, it can double the speed of student learning.
- ♦ With continuous assessment for learning, students get a clear picture of the final learning targets.
- ♦ The role of a teacher is to assess that students have mastered the material, identify which students have not, and ensure that those students get additional time, instruction, and practice to master what the curriculum specifies.
- ♦ The purpose of formative assessment is to assess and assist.
- ♦ Assessment is conducted as immediately as possible and continually throughout the lesson. Instruction must adjust to keep students on track while no grades or scores are given.
- ♦ Formative assessment is not about testing, scoring, or grading.
- ♦ Evaluations end learning. Assessments continue learning.
- ♦ Cover, test, grade is not teaching.
- ♦ Tests don't teach.
- ♦ Assessment helps students make progress in their learning and help prepare for a summative test.
- ♦ Authentic assessment and specific task-related praise in real time build trust and confidence in students.
- ♦ There is no research to support that praise itself produces learning.
- ♦ Teachers use assessment to examine and improve their own teaching practices.

### Terms:

- ♦ **Formative assessment** – What a teacher does to monitor and provide feedback to assist a student in making progress towards the learning objectives

- ♦ **Summative assessment** – Used as a culminating test with a grade, rating, or ranking given to the student
- ♦ **Assessment tool** – A means for students to self-assess their personal learning and progress

### Mastering Instruction . . . Produces Achievement!

- ✓ Assessment is what a teacher does to monitor student work to see if the student is learning what has been taught.
- ✓ The effective teacher uses assessment and feedback as THE major strategy in their teaching.
- ✓ Assessment and feedback continue learning; testing and evaluation end learning.
- ✓ Assessment is not used just to determine student progress, but also to determine teacher effectiveness.
- ✓ Just as assessment of students must be done in real time, modifying instruction must be done in real time, also.

## INVOLVEMENT

### Discussion Questions:

1. Classroom management is the most misused term in education as it is often confused with discipline. Assessment is the second most misused term as it is often confused with testing. Why is assessment not testing?
2. Are formative or summative assessments more important?
3. How does the phrase “it’s a journey, not the destination” apply to assessment?
4. If all instruction includes sharing with students the objectives and a means to assess their learning before the lesson begins, why are students still failing?
5. Assessment is a common practice of daily living. We assess without realizing it. If assessment is second nature, why are teachers reluctant to implement it as a common teaching practice?
6. How does assessment give hope to students?
7. In the section Praise and Rewards Are Not Assessment (page 87 in the printed book), the sentence, “Praise can discourage effort.” appears. Do you agree or disagree with this statement?
8. Why is assessment one of the three points of The Learning Triangle?
9. Cover, test, grade is the common methodology used by many teachers. Why is this not teaching, yet has been an acceptable practice for decades?

## IMPLEMENTATION ACTIVITY

When students think that an outcome is within their grasp, they will try harder to achieve it. Assessment is the vehicle for the teacher to drive that outcome and for the student to benchmark their progress toward it.

Formative and summative assessments are roadmaps of success for teachers and students.

- ♦ Divide group members into small groups.
- ♦ Give each group a piece of chart paper and instruct them to divide it as shown:

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

- ♦ Give each group a packet of the words or phrases made from this chart.

Gauge student learning	Evaluate overall achievement	Continuous throughout
At the end of instruction	Frequent	Infrequent
Low stakes	High stakes	Class discussions
Poll	Survey	Exit ticket
Final project	Group work	Rubric
Opening assignment	Pop quiz	Graded
Ungraded	Spontaneous	Planned
Immediate feedback	Delayed feedback	Multiple choice test
True/False test	Research paper	Vocabulary test
Physical demonstration	Oral report	Book report
Concept map	Think-Pair-Share	Homework
Standardized test	Observation	Portfolio
Assessment for learning	End of unit test	Assessment of learning

*Click the table to download a printable version.*

- ♦ In the group, discuss where each slip of paper goes on the chart. With consensus, fill in the chart and display it in the room.
- ♦ Check the posted charts for any variances in the sort and discuss why or why it should not appear in the column.

ASSESSMENT KEY		
(F) Gauge student learning	(S) Evaluate overall achievement	(F) Continuous throughout
(S) At the end of instruction	(F) Frequent	(S) Infrequent
(F) Low stakes	(S) High stakes	(F) Class discussions
(F) Poll	(F) Survey	(F) Exit ticket
(S) Final project	(F) Group work	(F) Rubric
(F) Opening assignment	(F) Pop quiz	(S) Graded
(F) Ungraded	(F) Spontaneous	(S) Planned
(F) Immediate feedback	(S) Delayed feedback	(F) Multiple choice test
(F) True/False test	(S) Research paper	(F) Vocabulary test
(S) Physical demonstration	(S) Oral report	(S) Book report
(F) Concept map	(F) Think-Pair-Share	(F) Homework
(S) Standardized test	(F) Observation	(S) Portfolio
(F) Assessment for learning	(S) End of unit test	(S) Assessment of learning

It is important that teachers understand the difference between the two types of assessment and how to best use them to motivate students to achieve. The adage, “What you measure is what you get,” is critical for setting expectations and creating instruction for student success.

- ♦ Practice creating both types of assessments. Given this learning goal: “Students will be able to identify latitude and longitude lines and use them to locate features on a map,” ask each person to create two formative assessments and one summative assessment related to the goal.
- ♦ Share the assessments in the group and comment on the diversity of ways to assess student learning.

Assessment shapes what students learn, how they learn it, and how they feel about learning. To positively impact learning, assessments should be purposeful, aligned with learning objectives, goals and targets, and actionable.

## **FURTHER EXPLORATION**

### **Page 84 QR Code 15: Outperform 98 Percent of Regular Students**

Read and learn from studies that show that assessment for learning is comparable to individual tutoring in its effectiveness.

#### **Discussion Question:**

1. Much of the teaching done in classrooms uses the conventional instruction method of reading the textbook, lecturing to the students, maybe giving the students a worksheet that correlates to the text just read, and giving a summative test. There is no room for real time formative assessment in this model. How can you infuse assessment into this teaching method to increase student achievement?

## **MY NOTES**

## 9

# How to Use Feedback

## **INFORMATION**

### **Key Idea:**

Feedback, along with effective instruction, is a powerful strategy to enhance and promote learning.

### **Important Understandings:**

- ♦ Feedback is the bridge between teaching and learning.
- ♦ Feedback helps students stay on track and make progress towards a goal.
- ♦ Feedback enables students themselves to plot, plan, and understand how to move forward successfully. It enables them to take action.
- ♦ With an average effect size of 0.70, feedback translates into substantial student growth.
- ♦ Feedback must always align with explicit objectives.
- ♦ Feedback enables students to learn four times as quickly with consistent use.
- ♦ For feedback to be effective, students need an understanding of the desired goal, evidence about their current position in relation to that goal, and guidance on the way to close the gap between the two.
- ♦ Feedback is not ranked, graded, or even recorded.
- ♦ The ultimate purpose of feedback is to get students to learn the skills of teaching themselves and self-assess their learning.
- ♦ Positive feedback is as important as corrective feedback and it tells the student what they have done right.
- ♦ For an effective teacher, feedback is not secondary—it is the core of their professional work.
- ♦ Use feedback to modify instruction in real time. Make it frequent, timely, and consistent.
- ♦ The shorter and more targeted the feedback, the better. Too much feedback can be overwhelming and difficult to absorb.
- ♦ The most powerful benefit of feedback is when it is from the student to the teacher. This makes the teacher a habitual student of their students.
- ♦ Students understand best what a goal or objective really means when they can see examples of good work.
- ♦ Feedback is only useful if it is understood and accepted by the student.
- ♦ When the frequency of feedback goes up and evaluation goes down, students learn more.
- ♦ An effective teacher gives increased wait times to encourage students to answer in longer, complete sentences, and discussion responses.
- ♦ Feedback is not praise, about giving rewards, or about criticizing students.
- ♦ Students are more motivated by an ungraded quiz that is used as feedback than by a quiz that is scored.



**Terms:**

- ♦ **Feedback** – The method the teacher uses to help students make progress in attaining the learning objective
- ♦ **Correction key** – A legend of abbreviations or symbols that identify student’s errors that require the students to do the thinking to identify and make the corrections themselves
- ♦ **Wait time** – The time a teacher gives a student to answer the question just asked
- ♦ **Feedback sandwich** – A technique that will wrap one suggestion for improvement with two things the student did well according to the learning target

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- ✓ Feedback is always given against explicit objectives.
- ✓ Feedback is of most value while students are still working on the learning target.
- ✓ Feedback has great power in influencing student achievement because it is focused on how to perform a task more effectively.
- ✓ For underachieving students in particular, frequent and immediate feedback is imperative.
- ✓ Feedback should always focus specifically on the work, not the student.
- ✓ The most important feedback is that which the students give to the teacher.

**INVOLVEMENT****Discussion Questions:**

1. How does assessment guarantee that the student will not fail?
2. What is the relationship between assessment and feedback?
3. How does feedback instill confidence in students?
4. Why is the question, “Are you there yet?” an important one to ask of students?
  - a. If the student answers no, what is an appropriate response?
  - b. What is an example of an inappropriate response?
5. The world is fast-paced and time in the classroom is a valuable commodity. How can you use wait time in your instruction without it slowing the pace of instruction?
  - a. Does waiting promote lively discussion?
6. How can praise like “good job,” “nice work,” “right on,” and a physical thumbs up be misinterpreted and end up being a negative for students?
7. Which is more important, the quality or the quantity of feedback and why?

## IMPLEMENTATION ACTIVITY

Feedback is not about showering students with flowery, feel-good words. Feedback is about giving specific actions students can use to improve an outcome.

- ♦ Distribute the Feedback chart to group members.

Feedback	
Common or Vague Feedback	Specific Feedback
Good job	
Nice work	
Well done	
Interesting	
Overly Broad or Ambiguous Feedback	Specific Feedback
Expand on this.	
Make it stronger.	
8/10 (with no comments)	
You can do better.	

*Click the table to download a printable version.*

- ♦ Watch the clip of student David Sun presenting “Time to Shine Together” at an Oratory Celebration at Ford’s Theatre. [https://www.EffectiveTeaching.com/David\\_Sun](https://www.EffectiveTeaching.com/David_Sun)
- ♦ Ask participants to select two pieces of feedback under Common or Vague Feedback as it applies to David’s speech.
- ♦ Turn them into Specific Feedback and fill in the table.
- ♦ Do the same for the Overly Broad or Ambiguous Feedback. Select two pieces of feedback and turn them into Specific Feedback.
- ♦ Upon completion, ask volunteers to share how they changed the Common Feedback into Specific Feedback.
- ♦ Have the group determine if the Specific Feedback contains actionable items that the student can easily incorporate with the next attempt.
- ♦ Repeat with each item in the left column to establish clarity in what constitutes strong corrective feedback so David can reach his potential the next time he delivers his speech.

**BONUS:**

Based upon the Specific Feedback, ask the group to create the learning goal for David.

For feedback to have meaning, the student must understand the desired goal, show evidence of accomplishment toward the goal, and have guidance along the way to close the gap between learning and reaching the goal.

**FURTHER EXPLORATION****Page 100 QR Code 16: Corrective Feedback**

See how English language learners struggle with corrective feedback.

**Discussion Question:**

1. Communication is key in giving feedback. Look at these comments by teachers. How can they be stated as helpful feedback?
  - a. “You made a mess of your last essay. Use shorter sentences and don’t be so quick to turn in your paper.”
  - b. “Your presentation to the class wasn’t very good. Don’t be afraid of your audience. Don’t look at your notes so much. But overall it was a good presentation.”
  - c. “You didn’t use enough adjectives to describe the setting of the story.”

**MY NOTES**



# How to Use Personal Assessment

## **INFORMATION**

### **Key Idea:**

Personal assessment tools enable teachers to check for understanding as they teach.

### **Important Understandings:**

- ♦ Whiteboards, Exit Tickets, Student Response Cards, and Guided Notes are just some of the tools that can be used for personal assessment.
- ♦ Personal assessment tools are not graded.
- ♦ Personal assessment tools provide teachers with immediate feedback to improve teaching and determine student learning.
- ♦ Personal assessment tools give individual, immediate feedback in a classroom setting.
- ♦ Whiteboards make it possible to determine individual understanding and achievement quickly and quietly.
- ♦ Exit Tickets let the teacher know what the students are thinking and what they have learned at the end of a lesson.
- ♦ At the beginning of class, state the problem or question on the Exit Ticket so it stays in the forefront of the student's mind.
- ♦ Student Response Cards engage students while checking for overall trends in understanding for the entire class.
- ♦ Use Guided Notes when introducing new material or as a study guide for students.
- ♦ Guided Notes can serve as an accommodation to students with disabilities in a general education setting.

### **Terms:**

- ♦ **Personal assessment tools** – A variety of ways students can self-assess their learning while communicating their progress during a lesson
- ♦ **Whiteboards** – Personal handheld boards that students use to write on using an erasable marker for immediate assessment
- ♦ **Exit Tickets** – Questions asked that collect feedback on student's understanding at the end of class to assess learning and provide an opportunity for self-reflection
- ♦ **Student Response Cards** – Cards or signs that are held up by all students at the same time to display their responses to questions or problems presented by the teacher
- ♦ **Guided Notes** – Written outlines of a verbal presentation with blanks or graphic organizers in designated spaces for students to complete

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- ✓ There are many tools a teacher can use to assess for learning.
- ✓ Personal assessment tools give teachers immediate feedback from all students at once during the course of a lesson.
- ✓ Personal assessment tools give students the opportunity to communicate what they have understood and what they have not.
- ✓ Personal assessment tools give teachers guidance when teaching a lesson and when developing future lesson plans.
- ✓ Personal assessment tools help create a lively, interactive classroom atmosphere where students are focused and engaged and teachers are responsive to their immediate needs.

**INVOLVEMENT****Discussion Questions:**

1. Why is it important to include some means of personal assessment as part of a lesson plan?
2. One screwdriver does not fit every task. How does this apply to personal assessment?
3. Should learning be a game?
4. Should learning be fun?
5. When does personal assessment become a hindrance to learning?
6. In what ways do students grow as learners when they assess their own work?

**IMPLEMENTATION ACTIVITY**

When students regularly assess themselves, they realize that learning is a process. Personal assessment helps students identify what they understand and what they still need to work on. Teachers can use this information to adjust instruction, provide targeted support, and help students reach learning goals.

Knowledge of a variety of personal assessment techniques ensures that all students are supported and challenged appropriately.

**The One Minute Sentence**

- ♦ Distribute copies of “The Roller Coaster” to participants.

### The Roller Coaster

Long ago, in the 1600s, people in Russia built giant slides made of ice for fun during the winter. These slides were the earliest form of what we now call roller coasters. Riders would climb stairs to the top, sit on wooden sleds, and zoom down the icy slope. They became very popular, and people began to build better versions that worked even in warmer weather.

In the 1800s, roller coasters started to appear in France and the United States. One of the first roller coasters in the U.S. was built by LaMarcus Adna Thompson in 1884 at Coney Island in New York. It was called the “Switchback Railway” and had a gentle hill that riders rolled down in small cars. Even though it was simple, people loved the thrill and came from far away to try it.

As time went on, roller coasters got bigger, faster, and more exciting. Engineers began designing coasters with loops, sharp turns, and huge drops. In 1959, Disneyland introduced a design breakthrough with Matterhorn Bobsleds, the first permanent roller coaster to use a tubular steel track. Steel tracks replaced wood, allowing for smoother rides and cool new shapes. Amusement parks competed to have the tallest or fastest coaster, and riders kept coming back for more.

Today, roller coasters are one of the most popular rides at theme parks around the world and are statistically very safe when compared to other rides. The International Association of Amusement Parks and Attractions (IAAPA) reports that a rider has one chance in 15.5 million of being injured on a ride. In a typical year, more than 385 million guests enjoy in excess of 1.7 billion rides at approximately 760 North American roller coasters. Coasters come in many shapes and sizes, from gentle rides for kids to extreme ones for thrill-seekers. Even though they have changed a lot, roller coasters are still all about the same thing: giving people a fun, exciting ride they’ll never forget.

*Click the story to download a printable version.*

- ♦ Distribute copies of The One Minute Sentence worksheet to participants.

The One Minute Sentence
<b>Write three main ideas of this passage.</b>
1.
2.
3.
<b>Use the ideas to write one sentence that summarizes the most important idea from the passage.</b>

*Click the table to download a printable version.*

- ♦ Ask participants to quietly read the passage and complete the main idea portion of the worksheet.
- ♦ When everyone is done, ask them to compose the one sentence summary in one minute.
- ♦ Share the summaries with the group one at a time.
- ♦ With each two summaries, ask the group to vote on the better summary in the pairing.
- ♦ Put that summary against the next summary shared.
- ♦ Ask the group to select again.
- ♦ Continue comparing two summaries at a time until the best summary is chosen.
- ♦ Discuss the characteristics that made the summary the best of the group.
- ♦ Discuss how a technique like this could be used in their teaching and what type of instructional adjustment could be revealed.

When using this technique with students, collect papers at the end of the lesson for teachers to read in place of sharing in the classroom.

This technique could also be used as a self-check assessment. After students complete the worksheet, the teacher shares the main ideas from the passage and students check it against their lists.

The teacher then shares key words that should appear in the one sentence summary. Students check their sentences for these key words.

Ask students who have incorporated all of the key words in the one sentence to share the sentence with the class.

Teaching students how to assess their own work and progress is a critical skill that extends beyond school. Personal assessment builds habits of thinking about effort, goal-setting, and responsible learning that are useful in all areas of life.

## **FURTHER EXPLORATION**

### **Page 115 QR Code 17: 3.2.1**

This tool collects specific, detailed information about what students understand to be the most important information about a topic.

#### **Discussion Question:**

1. The 3.2.1 tool is typically used at the end of a lesson. How can it be modified to create a lesson based on prior knowledge of the subject and gather data before lesson development?

### **Page 115 QR Code 18: Concept Map**

This tool visualizes information so students can connect ideas, concepts, and terms.

#### **Discussion Question:**

1. How does a concept map stretch learning beyond basic information?

**Page 115 QR Code 19: Entry Ticket**

This tool gathers information regarding previous learning and may help to prescribe changes for the day's lesson.

**Discussion Question:**

1. Work smarter, not harder. What do you and your students gain by using the same Entry Ticket as an Exit Ticket?

**Page 115 QR Code 20: Graphic Organizers**

This tool organizes and structures information to be readily recalled by students.

**Discussion Question:**

1. What are the benefits of using a graphic organizer to study for tests?

**Page 115 QR Code 21: K-W-L**

This tool assesses what students already Know, what they Want to know, and what they have Learned.

**Discussion Question:**

1. This tool is similar to the 3.2.1 tool. Why use different methods to gather and assess the same information?

**Page 115 QR Code 22: One-Minute Note**

This tool encourages students to form a concise summary of what they just learned at a various point in the lesson.

**Discussion Question:**

1. Research validates that interspersing questions to check for understanding throughout a lesson increases retention. This tool disrupts passive instruction and creates active student engagement. Is this a waste of instructional time? Why or why not?

**Page 115 QR Code 23: Stop and Jot**

This tool gives students the opportunity to record their perception of a key concept or idea about a lesson topic while it is still fresh in their minds.

**Discussion Question:**

1. What's the purpose of posing a key question before asking students to Stop and Jot?



**Page 115 QR Code 24: Study Cards**

This tool creates personal note cards to use for study and review.

**Discussion Question:**

1. We have all used study cards for learning and retaining information. From math flash cards to study packs for college classes, all were meaningful to the learning experience. What are some of the study cards you used in your life, and what made them helpful?

**Page 115 QR Code 25: Triangle-Square-Circle**

This tool accesses information that students feel is important, they agree with, or is still circling in their minds.

**Discussion Questions:**

1. All the personal assessments shared in this chapter mention how they allow teachers to address misunderstandings and intervene immediately to correct learning. While it is the student who gains insight into progress toward the objective, it is the teacher who gains insight into the quality of the instruction. What are some traits the teacher must have to improve the quality of the instruction, if needed?
2. Is it content knowledge or instructional knowledge that drives mid-course corrections?

**MY NOTES**

## 11

# How to Use Group and Partner Assessment

## **INFORMATION**

### **Key Idea:**

Group assessment strategies ensure the participation of all students and the opportunity for teachers to modify instruction as they teach.

### **Important Understandings:**

- ♦ Craft Sticks Random Calling, Four Corners, Inside-Outside Circles, and Whip Around are just some of the tools that can be used for group and partner assessment.
- ♦ Group and partner assessments give teachers the opportunity to observe lesson effectiveness in real time.
- ♦ Group and partner assessments help create a classroom culture where every student's voice has the opportunity to be heard.
- ♦ Using a variety of assessment tools keeps students motivated and stimulated while learning.
- ♦ Group and partner assessment tools are a dynamic way to check for student understanding of a lesson.
- ♦ Craft Sticks Random Calling allows for a quick evaluation of every student's learning and prevents one or two eager students from dominating a lesson or discussion.
- ♦ Craft Sticks Random Calling eliminates favoritism and establishes the expectation that all students are worth hearing.
- ♦ Four Corners provides a format for students to present and defend thoughts and opinions.
- ♦ Inside-Outside Circles allows students to participate at their own level, gives equal opportunity for all to participate, and gives students a chance to interact with classmates they normally may not work with.
- ♦ Whip Around gives students an opportunity to brainstorm, review for an upcoming test, or review a lesson that was just learned.

### **Terms:**

- ♦ **Group or partner assessment** – Tools or group activities where students share learning or opinions, fostering collaboration and communication
- ♦ **Craft Sticks Random Calling** – A tool where a teacher can call on any student by filling a container with the name of each student on a craft stick and randomly selecting one
- ♦ **Four Corners** – A group activity where the teacher identifies the four corners of the room as different opinions or answers to a question asked and students go to the corner based on their beliefs

- ♦ **Inside-Outside Circles** – A group activity where students split into two groups and are assigned to one of two rotating circles that face each other with students taking turns answering questions or solving problems in pairs
- ♦ **Whip Around** – A group activity where students list answers to a posed question and quickly share a response with no feedback

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- ✓ Group and partner assessment tools foster communication and collaboration among classmates.
- ✓ Group and partner assessment tools allow all voices to be heard.
- ✓ Group and partner assessment tools help reluctant participants who could benefit from peer support and interaction.
- ✓ Group and partner assessment tools help kinetic learners who are more likely to be engaged when learning activities are more dynamic.
- ✓ Group and partner assessment tools provide an efficient overview of all students in the classroom to measure the effectiveness of instruction.

## INVOLVEMENT

### Discussion Questions:

1. What is the benefit of group or partner assessment for real-world learning?
2. Find the image of a child with glasses presented with the option of cupcake or apple. (Page 120 in the printed book) How can you use this image to teach students the procedures for using Four Corners?
3. Are there any group or partner assessment tools you use that are not shared in this chapter? Please share with the group.
4. Why is it important to vary the tools used to assess learning?

## IMPLEMENTATION ACTIVITY

Group or partner assessment encourages students to work together, share ideas, and learn from each other. The process deepens understanding and encourages more thoughtful analysis while building teamwork and communication skills.

### *THE Classroom Instruction Book* Secret Phrase Game

The objective of the game is to practice understanding of key terms from *THE Classroom Instruction Book* by guessing the word or phrase with as few clues as possible.

- ♦ Divide the group into pairs.
- ♦ Duplicate the secret phrases.

<b><i>THE Classroom Instruction Book Secret Phrase Game Partner 1</i></b>		
<b>The secret phrase is . . .</b>	<b>Number of Clues Needed</b>	<b>Page Number</b>
Formative assessment		78
Curriculum guide		36
Feedback		89
Personal assessment		105
Bloom's Taxonomy		39
Objective		32
<b><i>THE Classroom Instruction Book Secret Phrase Game Partner 2</i></b>		
<b>The secret phrase is . . .</b>	<b>Number of Clues Needed</b>	<b>Page Number</b>
The Learning Triangle		27
Evaluation		79
Group assessment		117
Essential question		53
Summative assessment		78
Learning target		43

*Click the table to download a printable version.*

- ♦ Give a Partner 1 or Partner 2 slip to each person in the group.
- ♦ Partner 1 is the first partner to give a one-word clue about the first term on the list.
- ♦ Partner 2 gets one guess after each clue.
- ♦ Set a timer for 1 minute and begin the first round. When the timer rings, Partner 1 records how many clues were needed for Partner 2 to guess the word.
- ♦ If Partner 2 has not been able to guess the term, Partner 1 records "10" under number of clues.
- ♦ Play rotates to Partner 2 to give clues about the first term on the list.
- ♦ The timer is set for 1 minute again. If Partner 1 is not able to guess before the timer rings, Partner 2 records "10" under number of clues.
- ♦ Timed rounds continue with partners alternating giving and receiving clues until all the terms on their lists have been put into play.

- ♦ At the end of play, the partners total the number of clues given. The partner with the LOWEST score wins!
- ♦ Identify and celebrate the winner or winners of the entire group.
- ♦ Discuss how this process can be used as an instructional strategy.

Note how the page number for each term is listed as part of the sheet. This addition can guide students to self-guided corrective study. (Use the search feature in the eBook reader to review the terms.)

This activity can be modified for full class participation. Two students stand at the front of the room with their backs to the “secret phrase.” The rest of the class gives clues to these two students. Students take turns guessing the term until one of them guesses correctly. The student who guesses the secret phrase correctly remains at the front of the class to challenge another student.

Using a variety of assessment tools keeps students excited about and engaged in learning.

## **FURTHER EXPLORATION**

### **Page 125 QR Code 26: Back and Forth**

This tool engages students in activities where they share ideas and discuss how each perceives the new information.

#### **Discussion Question:**

1. How does this tool foster social skills?

### **Page 125 QR Code 27: Buddy Journal**

This tool pairs students and engages them in a back-and-forth written discussion about their writing and strategies to improve upon it.

#### **Discussion Question:**

1. Using the Buddy Journal tool mimics the culture of many situations in the work world. Is clear communication becoming a lost skill? How can it be encouraged as a useful and meaningful attribute?

### **Page 125 QR Code 28: Card Sort**

This tool engages students in activities of sorting and categorizing to help them analyze similarities and differences among concepts.

#### **Discussion Question:**

1. While seemingly a simple technique, high-level thinking skills are used to answer questions about a sort. What are some ways this strategy can be helpful in making choices in one’s personal life?

**Page 125 QR Code 29: Quiz, Quiz, Trade**

This tool allows students to assess the knowledge of their classmates in an engaging quiz-game format.

**Discussion Questions:**

1. A Learning Pyramid is on page 3 of this QR code. Think about a teacher from your past who filled your head with knowledge and wonder. Where did this teacher's instructional techniques land on this pyramid?
2. How can you elevate your teaching to achieve the highest possible retention rate?

**Page 125 QR Code 30: Tableau**

This tool asks students to physically manifest their understanding of a question or concept.

**Discussion Question:**

1. How does physical involvement increase retention?

**MY NOTES**

## 12

# How to Use Rubrics

## **INFORMATION**

### **Key Idea:**

Rubrics are guides that enable students to take responsibility for their progress throughout a lesson or assignment.

### **Important Understandings:**

- ♦ A rubric is an assessment tool for the student and the teacher.
- ♦ A rubric is a tool for students to see a continuum of progress and for self-assessment.
- ♦ Rubrics tell students specifically what they need to check for and what they can do to make progress.
- ♦ A rubric contains a list of criteria, several levels of proficiency, and the performance expected at every level.
- ♦ The purpose of a rubric is to help students become aware of stages in learning performance.
- ♦ Rubrics are not tools for evaluation or grading.
- ♦ Rubrics are an integral part of any task or lesson and are shared with students at the start of the lesson or unit of study.
- ♦ Rubrics eliminate the mysterious and uncertain ways in which students often feel teachers judge them.
- ♦ With rubrics, there are no surprises.
- ♦ Rubrics make it possible to assess and guide students in every subject and every task.
- ♦ The role of a teacher is not to grade students. The teacher's main role is to help every student make progress to reach the highest possible level of achievement.
- ♦ Teachers review rubrics to assess the effectiveness of their instruction and use that information for any mid-lesson adjustments.
- ♦ Teaching students to self-assess is the highest form of teaching a teacher can hope to accomplish.

### **Term:**

- ♦ **Rubric** – A guide listing specific criteria used for assessing skill, knowledge, or understanding of content taught

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- ✓ A rubric is a tool that outlines a continuum of proficiency or performance.
- ✓ Rubrics are an integral part of any task or lesson and should be shared with students from the beginning.
- ✓ Rubrics give students the concrete information they need to take responsibility for achieving different levels of performance.
- ✓ Students can be active participants in learning by creating their own rubrics.
- ✓ The ultimate goal of rubrics is to have students self-assess their work.
- ✓ Once students see the value of using a rubric to self-assess their own work, they will rise to another level of academic achievement.

**INVOLVEMENT****Discussion Questions:**

1. Why is it important to give students a rubric before instruction begins?
2. How do you explain to students that a rubric is a tool for their benefit and is not graded?
3. How is a rubric helpful in improving a teacher's instructional abilities?
4. A rubric categorizes levels of performance. What are the benefits and pitfalls of having too many or too few levels?
5. In what ways can rubrics improve the consistency and fairness of grading?
6. How do rubrics support clarity in instruction?

**IMPLEMENTATION ACTIVITY**

Rubrics clearly outline the criteria for success for a task. This helps students understand what is expected of them and the performance levels for mastery of the goal.

When students use rubrics to assess their own work, they learn to reflect on their strengths and areas for growth, developing critical thinking and self-monitoring skills.

- ♦ Post a copy of “The Best Day” for all to see.



### The Best Day

One day I went to the park. It was really funny and exciting. There were trees and I like trees. My brother was there too.

Then we eat food. It was so good and tasty. I had a samwich. The sun was hot and we drank drinks. I like parks.

The slide was big. I went down it. I went down it again. Then I played. There were lots of things to do.

That day was the best day. I like going to the park. It was the best.

- ♦ Distribute copies of the Writing Rubric.

Writing Rubric					
Category	4 – Excellent	3 – Good	2 – Needs Work	1 – Not Yet	Score
<b>Ideas and Details</b>	The writing has clear, interesting ideas with good details.	The ideas make sense and have some detail.	The ideas are basic or missing important details.	The ideas are unclear, confusing, or not explained.	
<b>Organization</b>	The writing has a clear beginning, middle, and end.	There is a beginning, middle, and end, but it could flow better.	Some parts are out of order or hard to follow.	The writing is mixed up and has no clear structure.	
<b>Word Choice and Voice</b>	Words are specific and show how the writer feels.	Some words are interesting, but others are plain.	Many words are plain or repeated.	Words are dull, confusing, or not related to the topic.	
<b>Spelling, Punctuation, and Grammar</b>	Sentences are correct with almost no mistakes.	A few mistakes, but the meaning is still clear.	Lots of mistakes that make it hard to understand.	So many mistakes that it is very hard to read.	

*Click the table to download a printable version.*

- ♦ Ask each group member to score the passage.
- ♦ Discuss with the group why they gave the scores they did and what areas could be improved.

- ♦ Use this scoring table to guide the discussion.

Category	Score	Reasoning
<b>Ideas and Details</b>	1	The ideas are very basic, repeated, and not developed. There are no specific details (e.g., what games they played or who they talked to).
<b>Organization</b>	1	There is no clear beginning, middle, or end. Each paragraph feels random and disconnected from the others.
<b>Word Choice and Voice</b>	1	Words are repeated ("I like," "the best") and plain ("stuff," "things"). There is no unique voice or interesting description.
<b>Spelling, Punctuation, and Grammar</b>	1	Several grammar errors make the writing confusing (e.g., "Then we eat food" instead of "ate"). Sentences are short and choppy.

By reviewing student performance across rubric categories, teachers can identify patterns of misunderstanding and adjust instruction accordingly to meet learning goals. These are some areas of instruction and guidance to give students.

### Ideas and Details

1. Did I **clearly say what happened**?
2. Did I **add specific details** (what, where, who, when, why)?
3. Did I include **interesting or fun parts** that help the reader picture it?

### Organization

1. Does my writing have a **clear beginning, middle, and end**?
2. Did I write my ideas in an **order** that makes sense?
3. Do my **paragraphs each focus on one part** of the story?

### Word Choice and Voice

1. Did I use **specific words** instead of boring ones (like "stuff" or "things")?
2. Did I try to **show how I felt** during the story?
3. Did I **avoid saying the same thing over and over**?

### Spelling, Punctuation, and Grammar

1. Did I **check for complete sentences**?
2. Did I **check the punctuation and spelling**?
3. Did I **fix any grammar mistakes** (like verb tense)?

- ♦ Ask the group to suggest ways to improve the writing.
- ♦ Distribute copies of the revised version.

### The Best Day (Suggested Revised Version)

Last weekend, I went to the park with my family. The weather was sunny, and the sky was bright blue. I brought my scooter, and my brother brought his soccer ball. We were excited to play and enjoy the day together.

First, we found a shady spot under a big tree to eat lunch. I had a turkey sandwich and some apple slices. The food tasted great because I was so hungry after riding my scooter. We all laughed and talked while we ate.

After lunch, my brother and I played on the big slide. It was really tall, and I felt like I was flying when I went down. We also climbed on the jungle gym and raced to the swings. There were lots of other kids, and we made a few new friends.

Going to the park with my family was the best part of my weekend. I liked the sunshine, the games, and spending time with the people I love. I hope we can go again next weekend!

*Click the story to download a printable version.*

- ♦ Use the same rubric to score the revised version.
- ♦ Mark the new scores with a different color.
- ♦ Use this guide to lead the group in discussion to point out improvements in the writing and thus a higher score on the Writing Rubric.

Side-by-Side Comparison: The Best Day		
Category	Original Version (Low-Scoring)	Revised Version (High-Scoring)
<b>Ideas and Details</b>	Very basic ideas; little detail ("I went to the park," "It was fun.")	Clear, specific ideas with added details (e.g., food, games, friends)
<b>Organization</b>	No clear structure; choppy and disconnected sentences	Clear beginning, middle, and end; smooth transitions between events
<b>Word Choice and Voice</b>	Repetitive and simple ("I like parks. It was the best.")	Descriptive and varied ("bright blue," "flying," "jungle gym")
<b>Spelling, Punctuation, and Grammar</b>	Grammar mistakes ("Then we eat food... we drank stuff.")	Proper grammar and sentence structure; no noticeable spelling or punctuation errors
<b>Overall Quality</b>	Feels rushed, underdeveloped, and hard to follow	Feels thoughtful, interesting, and easy to read

Using rubrics in teaching offers several important benefits for students and teachers.

1. Clarifies Expectations

Rubrics clearly outline the criteria for success on an assignment or task. This helps students understand what is expected of them and what high-quality work looks like.

2. Supports Consistency

Rubrics provide a standardized way for teachers and students to assess learning toward a goal.

3. Gives Constructive Feedback

Rubrics allow teachers to give specific, detailed feedback on different aspects of a student's performance (e.g., content, organization, creativity, grammar), making it easier for students to know what to improve.

4. Encourages Self-Assessment and Reflection

When students use rubrics to assess their own work, they learn to reflect on their strengths and areas for growth, developing critical thinking and self-monitoring skills.

5. Improves Teaching and Instruction

By reviewing student performance across rubric categories, teachers can identify patterns of misunderstanding and adjust instruction accordingly to meet student needs and learning goals.

## **FURTHER EXPLORATION**

### **Page 136 QR Code 31: Rubrics on the Internet**

No need to reinvent the wheel. The Internet is awash with websites for creating rubrics at all grade levels and all content areas.

#### **Discussion Question:**

1. Only you can create a rubric for your lesson. If that is true, what is the value of these recommended resources for “instant” rubrics?

### **Page 136 QR Code 32: Rubrics in This Chapter**

The full version of all of the rubrics shared in this chapter are here for you to use or adapt to your curriculum needs.

#### **Discussion Question:**

1. There are seven different rubrics spanning content and grade levels shared in this chapter. What are some of the challenges in using rubrics as an assessment tool?

## **MY NOTES**

## 13

# How to Teach Self-Assessment

## INFORMATION

### Key Idea:

The ultimate aim of effective teaching is enabling students to self-assess their own work.

### Important Understandings:

- ♦ Student self-assessment stands alone as the preeminent strategy in closing the achievement gap.
- ♦ The ultimate purpose of self-assessment is to develop students' internal motivation to acquire the skills they need to continuously teach themselves.
- ♦ Self-assessment promotes learning responsibility, independence, initiative, and shifts the focus from teacher dependence to student ownership of learning.
- ♦ Self-assessment is an integral part of the curriculum and classroom community every day of the school year and is not an isolated activity.
- ♦ Involving students in self-assessment invites them to be partners in the teaching and learning process.
- ♦ In self-assessments, mistakes in learning are necessary and acceptable for growth in learning.
- ♦ Transparency exists when there are clear lesson objectives, feedback, and self-assessment.
- ♦ With an effect size of 1.33, student expectations and self-reported grades have one of the greatest effects on student achievement.
- ♦ Student learning engagement increases even further when students are able to help develop an appropriate checklist or rubric and are involved in setting expectations and goals.
- ♦ The primary goal for a teacher is to help students exceed, rather than just reach, their self-defined potential.
- ♦ Introduce students to the process of self-assessment by developing checklists.
- ♦ Rubrics for self-assessment are more powerful when used in conjunction with samples of student work or exemplary work.
- ♦ Performance recognition is simple, immediate, and powerfully reinforcing.
- ♦ Students who have been taught to use self-assessment are more likely to develop internal resources, a feeling of empowerment, and a sense of autonomy.

### Terms:

- ♦ **Checklist** – A simple way for students to list to-do items in relation to their learning, giving a sense of accomplishment when they check an item off of the self-created list
- ♦ **Must Do/Should Do/Could Do** – A self-assessment tool with three columns or a sectioned to-do list using must do, should do, and could do to help students prioritize their time

- ♦ **Work Diary** – A student journal to record what they are learning and perceptions of their degree of success
- ♦ **Writing Samples** – An assessment technique that sorts writing samples based on performance as called out in a rubric
- ♦ **Progress Graphs** – Student generated data tables with graphs that show their progress during a specific amount of time

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- ✓ One of the greatest effects on influencing student achievement is the expectations students set for themselves.
- ✓ The ultimate aim of effective teaching is enabling students to self-assess their own work.
- ✓ Self-assessment is an ongoing life practice, for both students and teachers.
- ✓ Self-assessment is not an isolated activity. It is woven into the curriculum and classroom community.
- ✓ When students become adept at self-assessment, they can take responsibility and direct their own learning and progress.
- ✓ When students set their own goals, encourage them to do even better.

## INVOLVEMENT

### Discussion Questions:

1. The first heading in this chapter states, “Self-Assessment Is a Life Skill.” What are some examples of this?
2. The story Best and Worst Days (page 144 in the printed book) lists factors that contribute to having a great day at the office. What makes for a great workday for you?
3. Is there a limit to encouraging students to do even better?
4. As students self-assess their work, what are some statements to say or questions to ask that show you are there to support their learning journey?

## IMPLEMENTATION ACTIVITY

Teaching self-assessment to students supports academic achievement and personal growth. When students understand what quality work looks like and where they stand against that work, they are more likely to put effort toward improvement, resulting in better outcomes. When students become active participants in the assessment process, they feel more engaged and motivated to succeed because they see the relevance and purpose behind their work.

Self-assessment comes in many forms, from simple to complex. Once students feel comfortable with self-assessing their work, intricacy can be increased.

Glow and Grow is a simple technique used to introduce self-assessment as a learning tool.

- ♦ Put teachers in the shoes of students with this activity. Students are given the prompt: Describe your favorite place and explain why you like it.
- ♦ A typical student writing response might be:

My favorite place is the beach. It is fun because there is water and sand. I like to swim and build sandcastles. Sometimes we eat snacks and play music. It is the best place ever.

- ♦ Display the response for all to see.
- ♦ Ask group members to draw a “T” on a piece of paper.
- ♦ Label the left side of the T with Glows.
- ♦ Label the right side of the T with Grows.
- ♦ Label the bottom of the T with Next Steps.





- ♦ Under Glows answer, “What is one thing I did well on this task?”
- ♦ Encourage writing in complete sentences. Help at first with sentence starters like, “I am proud of . . .” or “One thing I think I did well is . . .”
- ♦ Under Grows answer, “What is one thing I can improve next time?”
- ♦ Help with sentence starters like, “Next time, I will . . .” or “One thing I want to get better at is . . .”
- ♦ Under Next Steps answer, “What will I do differently or continue to do next time?”
- ♦ Ask for volunteers to share some of the Glows, Grows, and Next Step responses.
- ♦ Discuss how these responses inform instruction and what possible next steps would be.
  1. Students rewrite the paragraph with improvement in a specific area (descriptive words, opening sentence, spelling, writing in complete sentences, etc.).
  2. Teacher rewrites the paragraph to illustrate areas of improvement.

My favorite place is the beach because there are so many fun things to do. I love swimming in the waves and building big sandcastles with moats and towers. The warm sand feels soft on my feet, and I like to collect seashells along the shore. Sometimes my family brings snacks, and we listen to music while we relax under an umbrella. The beach is my favorite place because it makes me feel happy and free.

3. Pair students and have them analyze each other’s work to improve their paragraphs.

The use of self-assessment as an instructional strategy equips students with skills they will use beyond the classroom. This lifelong benefit will translate into long-term academic success.

## **FURTHER EXPLORATION**

### **Page 139 QR Code 33: Gaming Challenge**

Read more about the challenge of computer gaming.

#### **Discussion Question:**

1. Man versus Machine. One is constantly growing, learning, and developing 24/7. Which one do you think it is and why?

### **Page 149 QR Code 34: Argumentative Paragraph Structure Rubric**

Download the full rubric to use with your students.

#### **Discussion Questions:**

1. Kristine uses a color code on her rubric to hone in on what is being assessed. How does this help her focus on student understanding of the task?
2. What is the benefit of color coding for students?

## **MY NOTES**

## Chapter

14

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### How to Use Instructional Strategies

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### How to Use Guided Practice

Guided practice encourages collaboration and gives students the support they need to reinforce learning. .... 83

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The end goal of teaching is to guide and support students so that they are able to take responsibility for their own learning. .... 89

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### How to Use Evaluation

To ensure student success, align tests to learning objectives and grading to mastery of the objectives. .... 93

## 14

# How to Create and Use a Lesson Plan

## **INFORMATION**

### **Key Idea:**

A well-planned lesson ensures effective instruction in the classroom.

### **Important Understandings:**

- ♦ Use The Learning Triangle when planning a lesson.
- ♦ The basics of a lesson start with “I do,” “We do,” then “You do.”
- ♦ Clearly defined content standards ensure that everyone in the classroom is working toward the same goal.
- ♦ Teach to the objectives and there will be a significant rise in levels of achievement.
- ♦ An effective lesson plan begins by first considering the end results.
- ♦ Content standards determine the results teachers and students aim to achieve.
- ♦ The purpose of any lesson should be visible for all to see with clearly identified knowledge, tasks, and skills students must know and do to demonstrate mastery.
- ♦ Instructional strategies offer opportunities for teacher innovation and creativity.
- ♦ Determine the check-in points while planning instructional strategies and learning activities to assess the effectiveness of instruction.
- ♦ Lesson objectives, instructional strategies, assessment, and evaluation are all written at the same time as they must all be correlated to each other.
- ♦ Guided, correct practice is essential for student academic growth.
- ♦ Well-planned lessons increase the likelihood that teaching is effective and students receive quality instruction.

### **Terms:**

- ♦ **Instruction** – The action of teaching
- ♦ **Lesson plan** – The organization of instruction
- ♦ **I do** – The first stage in the basics of a lesson where the teacher instructs and models to a goal
- ♦ **We do** – The second stage in the basics of a lesson where students are engaged in practicing what has been taught, while the teacher provides feedback
- ♦ **You do** – The last stage in the basics of a lesson where the student, independently, completes work that demonstrates learning of the goal
- ♦ **Instructional strategy** – What a teacher does to instruct and deliver the content
- ♦ **Guided practice** – A shared process where a teacher correctly explains, demonstrates, and models what needs to be learned while students practice what has been taught and therefore are learning-by-doing

- ♦ **Independent practice** – A process where students practice by themselves to demonstrate that they have mastered the learning target
- ♦ **The Super 7 Plan** – A visual lesson plan that consists of seven instructional components with corresponding objectives written next to each
- ♦ **Sharing Out** – A ten-step lesson to achieve student mastery of learning
- ♦ **Morning Message** – A written message that poses a question to provide a clue to an activity that will be part of the day's lesson

### Mastering Instruction . . . Produces Achievement!

- ✓ For instruction to be effective, there needs to be an instructional plan, also commonly called a lesson plan.
- ✓ With a lesson plan, students can come to school each day and experience a consistent, stable, predictable, and safe environment.
- ✓ Since content standards define end results, an effective lesson plan begins by considering the standards.
- ✓ Instruction, assessment, and evaluation must be correlated to the lesson objectives.
- ✓ Once a basic lesson plan is created, the effective teacher continuously researches ways to enhance the plan.

## INVOLVEMENT

### Discussion Questions:

1. A lesson plan is a game plan for success. Is the time spent on developing it worth the effort?
2. Everyone at a school needs a game plan for a successful day. What would a game plan look like for the . . .
  - a. principal?
  - b. office staff?
  - c. counselor?
  - d. custodian?
  - e. bus driver?
  - f. other positions in the school?
3. As consistency translates to routines with procedures, consistency is important in lesson plans. How does instructional consistency help students achieve maximum success?
4. Is consistency in lesson plans boring?
5. There is no one right way to teach. What determines the right way?

6. Learning has nothing to do with what the teacher covers. Learning has to do with what the student accomplishes. What's the difference between covering a topic and teaching a topic?
7. I do, We do, You do. Why is “doing” such an important word in student learning?

## IMPLEMENTATION ACTIVITY

*“He who fails to plan is planning to fail.”*

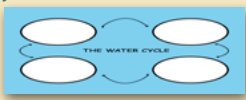
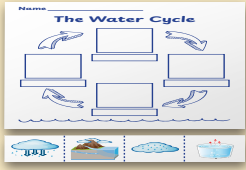
Winston Churchill

It is easy to become sidetracked and distracted wasting valuable instructional time—taking care of housekeeping tasks, digressions, slow transition time, discipline problems, and the like. A lesson plan is a recipe for instruction. It outlines what will be taught, how it will be taught, and what students should learn by the end. It provides focus, keeping both the teacher and the student on task.

Lesson plans come in multiple formats. Ideally, a similar format should be adopted by all teachers making it easier for colleagues or substitute teachers to understand and follow instructional intentions should the teacher not be in the classroom.


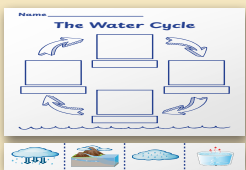
No matter the format, a complete lesson plan contains essential elements.

- ♦ Duplicate the table.

<b>Recognizing Parts of a Lesson Plan</b> Put an X in the box that identifies each element in a lesson plan.							
Lesson Plan Part Element	Learning Target	Instructional Strategies	Assessment	Evaluation	Bellwork	Guided Practice	Independent Practice
Label a water cycle worksheet together.							
Exit ticket: Write one new thing you learned.							
Where do you think rain comes from?							
Teach key vocabulary: evaporation, condensation, precipitation, collection							
Draw and label the water cycle in your own words. 							
Diagram the cycle for the class.							
Give students a handout to draw and label. 							
Show the class pictures of each cycle stage. Take a thumbs up, thumbs down vote for name of stage.							
I can identify and name the stages of the water cycle.							

Click the table to download a printable version.

- ♦ Ask group members to identify the lesson plan part by putting an X in the box.
- ♦ Ask for volunteers to identify the parts.
- ♦ Check the answers against this table.

<b>Recognizing Parts of a Lesson Plan</b> Put an X in the box that identifies each element in a lesson plan.							
Lesson Plan Part Element	Learning Target	Instructional Strategies	Assessment	Evaluation	Bellwork	Guided Practice	Independent Practice
Label a water cycle worksheet together.						X	
Exit ticket: Write one new thing you learned.			X				
Where do you think rain comes from?					X		
Teach key vocabulary: evaporation, condensation, precipitation, collection		X					
Draw and label the water cycle in your own words. 				X			
Diagram the cycle for the class.		X					
Give students a handout to draw and label. 							X
Show the class pictures of each cycle stage. Take a thumbs up, thumbs down vote for name of stage.			X				
I can identify and name the stages of the water cycle.	X						

- ♦ Discuss the importance of each part of a lesson plan and how instruction would be different if one of the parts was missing.
- ♦ Time permitting, give the group one of these learning targets to practice writing a simple lesson plan.
  1. I can write a complete sentence.
  2. I can identify and locate the seven continents.
  3. I can count to ten in Spanish.
  4. I know the difference between a noun and proper noun.
  5. I can write a haiku.
  6. I can count to 100 by tens.
- ♦ Ideally, get group consensus to start using a standard format in lesson construction moving forward.

Well-planned lessons increase the likelihood that teaching will be effective and students will receive quality instruction.

## **FURTHER EXPLORATION**

### **Page 155 QR Code 35: Setting Standards**

View the list of professional organizations to access their set of standards.

#### **Discussion Questions:**

1. What is the purpose of having standards in education?
2. How do standards inform instruction?
3. How do standards help measure achievement?

### **Page 159 QR Code 36: Lesson Plan Template**

Download this lesson plan and Karen Whitney's lesson plan template to use as a guide when planning your instruction.

#### **Discussion Question:**

1. Look at the sample first-grade lesson plan. At what points does a teacher stop and assess the quality of instruction and its ability to achieve the learning target in the lesson?

### **Page 159 QR Code 37: Middle and High School Lesson Plans**

Access examples of completed lesson plans for middle and high school.

#### **Discussion Question:**

1. While students are not actively involved in all components of a lesson plan each day, which one must be included each day and why?

### **Page 159 QR Code 38: Consistency**

See what Sisseton Middle School does to establish consistency in classroom management.

#### **Discussion Question:**

1. What are some things you (we) can put in place to establish a culture of consistency in your (our) school?

### **Page 163 QR Code 39: Sample Elementary Lesson Plan**

See how Amanda Bivens of Dyersburg, Tennessee, creates a lesson on abolitionist leaders.

#### **Discussion Question:**

1. Not all lesson plans need to be formatted as a grid. What are the benefits and pitfalls of using a grid versus a text document?



## **MY NOTES**

## 15

# How to Deliver the Instruction

## **INFORMATION**

### **Key Idea:**

Effective communication in the classroom is the key to teaching and learning success.

### **Important Understandings:**

- ♦ The basic parts of a lesson:
  1. Instruction (Direct Instruction)
  2. Engagement with feedback (Guided Practice)
  3. Demonstration of learning (Independent Practice)
- ♦ The organized and effective teacher always begins with a welcome, establishes procedures, and has an opening assignment ready that reviews the previous day's lesson or introduces the lesson for the day.
- ♦ Research says greeting students increases classroom engagement by 27 percent.
- ♦ What you say and how you say it can change your class for the better or the worse.
- ♦ Your success as a teacher is greatly dependent on how well you communicate with your class.
- ♦ Because 70 percent of the sensory cortex of the brain is made up of the visual cortex, what your students see during your presentation—images that illustrate the ideas and concepts—greatly impacts their retention.
- ♦ There are three parts to an effective presentation.
  1. Introduction – Determines the purpose and the objective of the presentation
  2. Key content – Contains the ideas and supporting details presented in a clear and concise way
  3. Conclusion – Contains a few sentences of the key content to summarize and reinforce the objective and purpose of the presentation
- ♦ The Cornell Note-Taking Method is an effective technique to teach students how to take notes.
- ♦ The effective teacher executes strong speaking techniques by speaking with confidence and passion, using accessible and normal language, understanding when to pause to add impact or allow for processing information, and above all, making sure that students can see and hear them.
- ♦ Non-verbal communication is just as impactful as the words used.
- ♦ Posture, eye contact, facial expressions, and gestures add great value and impact when speaking to students.
- ♦ The teacher's role is to assess whether students have mastered the material, identify which students have not, and ensure that those students get additional time, instruction, and practice to master what the curriculum specifies.
- ♦ Be proud that you are a teacher.

**Terms:**

- ♦ **Direct instruction** – The “I do” process where the teacher instructs and models lesson objectives
- ♦ **Guided practice** – The “We do” process of what the teacher and students do together
- ♦ **Independent practice** – The “You do” process where students work on their own

**Mastering Instruction . . . Produces Achievement!**

- ✓ Teachers have the knowledge and responsibility to offer inspiration and sage advice.
- ✓ What you say and how well you say it will change your class for the better.
- ✓ Effective teachers know how to communicate effectively and compassionately.
- ✓ Active listening is an essential skill in the classroom.
- ✓ Present and execute your knowledge and wisdom in your own creative way and make a difference in the lives of the students you teach.

**INVOLVEMENT****Discussion Questions:**

1. Why is, “How are you?” not a question to be asked of students?
2. How does a teacher’s effective communication skill impact student interest and student learning?
3. The importance of listening cannot be overstated. How do students know a teacher is listening to them?
4. Are you long winded or short winded? Is there a time for both in the classroom?
5. Lesson plans are like sheet music. Its beauty is not fully experienced until the instrument plays the song. It is the delivery of the lesson that will create learning. This chapter focuses on the delivery of a lesson.
  - a. What aspects mentioned are the most important in delivering instruction?
  - b. What aspects are often missing in a teacher’s repertoire?
  - c. What trait is the hardest to cultivate?
6. Think of a few favorite teachers. What elements of their delivery of a lesson resonated with you?
  - a. Did it inspire you to learn more?
7. I do, we do, you do all involve effective communication. What elements of effective communication are essential in each area?
  - a. I do?
  - b. We do?
  - c. You do?

8. What is the connection between effective communication and . . .
  - a. authenticity?
  - b. empathy?
  - c. awareness?
  - d. warmth?
  - e. listening?
  - f. hearing?
9. How can communication gaps between teachers and students lead to misunderstandings or confusion in learning?
10. What are some signs that a student may not be understanding instruction, despite appearing attentive?

## IMPLEMENTATION ACTIVITY

Non-verbal communication often goes unnoticed during instruction yet plays a crucial role. It supports, enhances, and sometimes even substitutes verbal instruction. Posture, eye contact, facial expressions, and gestures all add value to even the best teaching.

Help the group become more aware of the use of non-verbal cues to improve their instructional effectiveness.

- ♦ Put the names of the group members in a paper bag.
- ♦ Put these activities in a separate paper bag.

How to solve the math problem $23 - 9$	How to write a complete sentence
How to draw a flower	How to write a limerick
How to fold a paper airplane	How to teach the color order of a rainbow
How to brush your teeth	How to line up in alphabetical order
How to tie a shoelace	How to dance the cha-cha
How to do a jumping jack	How to shake hands

*Click the table to download a printable version.*

- ♦ Select a name from the name bag.
- ♦ Select a slip from the activity bag.
- ♦ Instruct the person to “teach” the activity non-verbally to the group.
- ♦ Do as many rounds as time allows, selecting a new name and activity for each round.

- ♦ After each round, discuss and analyze the impact non-verbal communication played in the successful completion of the assignment.
  1. What non-verbal cues supported the teaching?
  2. Were any hand signals like stop, listen, or quiet used to process information?
  3. Was eye contact made with the during instruction?
  4. How was off-task behavior managed non-verbally?
  5. What non-verbal cues were used to let the group know they were on track with successfully completing the task?
  6. Which gestures appeared to support student engagement?
  7. Was the teacher's body under control during the teaching, even if instruction was not going well?
  8. Was there any display of joy to show the teacher was excited to teach?

Whichever way teachers choose to present instruction, encourage them to put their whole body into the task. Effective teachers know how to communicate with compassion and meaning in the silence of the classroom.

## **FURTHER EXPLORATION**

There are no QR codes of additional content in this chapter.

## **MY NOTES**

## 16

# How to Use Instructional Strategies

## INFORMATION

### Key Idea:

The effective use of instructional strategies supports and enhances student learning.

### Important Understandings:

- ♦ Research-based instructional strategies enhance both student learning and teacher effectiveness.
- ♦ Increase the probability of student learning by making strategic instructional decisions.
- ♦ Instructional strategies are a key element when developing a lesson plan.
- ♦ Students can only read about, write about, and understand things that are somewhat familiar to them.
- ♦ Covering the textbook, doing lots of activities, or adopting programs are not instructional strategies.
- ♦ When designing a lesson, it is important to determine what students have learned in the past or are learning in other classrooms.
- ♦ Learning increases when students see how each lesson relates to a previous lesson.
- ♦ Testing students on prior knowledge or abilities at the start of the school year causes student anxiety and does not give the teacher a true picture of a student's current level.
- ♦ Beginning a lesson with a short review of previous learning to establish a base of knowledge reinforces continuity.
- ♦ Students often need three to four exposures to the learnings—over several days—before there is reasonable probability they will learn.
- ♦ Prior knowledge is an important factor influencing learning and student achievement.
- ♦ Visual aids provide an opportunity to clarify main points and promote deep thinking about key ideas.
- ♦ Establishing a good pace for instruction helps students feel like they are making progress and learning is effortless.
- ♦ Students are successful in classes where they are told what they are to learn and then shown, modeled, and taught how to learn what is to be learned.

### Terms:

- ♦ **Technique** – A practice or procedure that a teacher does to carry out a strategy
- ♦ **The Index Card Technique** – A technique used on the first day of school to help teachers get to know students efficiently by asking them to provide important contact information as well as answer several questions on an index card

- ♦ **Appropriate Level of Learning** – An instructional strategy to help students learn more by tailoring lessons at the appropriate level
- ♦ **Continuity** – An instructional strategy that starts a lesson with a short review of the previous learning
- ♦ **Discrepant Events** – An instructional strategy to motivate curiosity and intrigue by showcasing a surprising and paradoxical outcome that is not what the students would normally expect
- ♦ **Chunking** – An instructional strategy that helps students learn by presenting new material in small, manageable steps with practice after each step
- ♦ **Scaffolding** – An instructional strategy where information or skills are constructed and presented in a logical order
- ♦ **Pacing** – An instructional strategy focused on the appropriate pace for a lesson in relation to the needs of the students
- ♦ **Spaced Practice** – An instructional strategy that strategically spaces practice over a period of time instead of massed together at the same time
- ♦ **Interleaving** – An instructional strategy to help improve students' memories by randomly jumping from topic to topic instead of in sequence
- ♦ **Retrieval Practice** – An instructional strategy where students recall and apply information previously learned
- ♦ **Combining Graphics with Words** – An instructional strategy utilizing graphics combined with text to add visual interest and support
- ♦ **PowerPoint Inventory** – An instructional strategy where students answer open-ended questions related to images that are from a forthcoming learning unit
- ♦ **Whiteboard Inventory** – An instructional strategy where personal whiteboards are used to answer true or false, multiple-choice, or short answer questions to determine the class's general level of knowledge
- ♦ **Gallery Walk** – An instructional strategy where information stations or posters are set up around the classroom and students work in groups to write what they think is on each poster and then present their ideas to the class
- ♦ **One-minute Papers** – An instructional strategy where students answer one or two questions about what they learned before class ends, similar to an Exit-Ticket
- ♦ **Anticipatory Set** – A brief portion of a lesson given at the beginning to pique students' curiosity about what will happen next
- ♦ **Think Aloud** – An activity where students hear a teacher analyzing and modeling problem solving out loud so they discover how to emulate this in their own minds
- ♦ **Bookending** – Having clear breaks between various activities to give a positive sense of pace and progress

**Mastering Instruction . . . Produces Achievement!**

- ✓ Effective teachers employ research-based instructional strategies and techniques to motivate and inspire students.
- ✓ Effective teachers get to know their students and create lessons that address their strengths and weaknesses.
- ✓ Students learn more when lessons are appropriate to their level of learning and have continuity to previous lessons.
- ✓ Students acquire knowledge and understanding when new material is chunked and scaffolded logically.
- ✓ Students learn more when teachers pace lessons and allow ample time for students to practice and master new material before more material is introduced.

**INVOLVEMENT****Discussion Questions:**

1. How do instructional strategies improve the effectiveness of your teaching?
2. How do instructional strategies improve the impact of a lesson?
3. Why is covering the textbook not an instructional strategy?
4. How does your rapport with students affect their learning?
5. Knowing students is important in lesson planning to select strategies and techniques to increase probability of learning. What are some methods used to learn about students?
6. What barriers do teachers face in successfully incorporating various instructional strategies in a lesson plan?
7. Of the ten instructional strategies shared in this chapter, which ones are more difficult to use?
8. Of the ten instructional strategies shared in this chapter, which ones are the easiest to use?
9. Why does “That’s funny” lead to deeper learning than “Eureka!”?



## IMPLEMENTATION ACTIVITY

Chunking is a skill that can be taught at any grade level to help students recall information. It also helps to overcome short-term memory to allow the brain to process more information into long-term memory—a process used every day in real life.

The goal of chunking is to teach students how to break down a large piece of information into meaningful “chunks” for better understanding. To introduce the strategy, model how it works before turning it over to students.

- ♦ Distribute the text and chunking worksheet on Volcanoes.

### Volcanoes

Volcanoes are openings in the Earth’s surface where molten rock, ash, and gases can escape. They often form at the edges of tectonic plates, which are large sections of the Earth’s crust that move over time. When these plates collide or pull apart, magma from inside the Earth can rise to the surface.

Some volcanoes erupt explosively, sending ash high into the sky, while others flow more slowly, releasing lava that travels down the sides of the mountain. The type of eruption depends on the magma’s thickness and gas content. Thicker magma with more gas creates more violent eruptions.

Volcanoes can create new land over time. For example, the Hawaiian Islands were formed by repeated volcanic eruptions. As the lava cooled and hardened, it built up layers that eventually became islands.

Even though volcanoes can be dangerous, they also have benefits. The soil around volcanoes is often rich in nutrients, which helps plants grow. Scientists also study volcanoes to learn more about Earth’s inner layers and how to predict future eruptions.

Volcanoes			
Chunk #	Text of Main Idea	One Sentence Summary	Visual
1			
2			
3			
4			

*Click the table to download a printable version.*

- ♦ Ask the group to read paragraph 1.
- ♦ Stop and copy the sentence that contains the main idea of the paragraph.
- ♦ Rewrite the main idea in one sentence using their own words.
- ♦ Draw a visual of the main idea, if desired.
- ♦ Ask group members to share their one sentence summary.

This represents the first chunk of information. The repetition of reading, writing, rewriting, drawing, and sharing cements the material for later recall.

- ♦ Repeat the action for each paragraph of information, stopping after each paragraph to share with the group.
- ♦ In conclusion, discuss how chunking can help students more easily understand information and how it can be applied in various subject areas.

Chunking is like a shopping list, where each item represents a piece of information. When combined, these individual bits support a thorough understanding—much like a basket of groceries purchased to feed a family. Just as each item in a grocery basket contributes to a balanced meal, each instructional chunk contributes to student mastery of the overall learning goal.

## **FURTHER EXPLORATION**

### **Page 196 QR Code 40: Kansas Teacher Examples**

Karen Rogers shows how to use spaced learning and interleaving.

#### **Discussion Questions:**

1. At times, it seems that students have forgotten everything taught to them. Is there a song lyric you forgot, an instrument you played that seemed lost in your memory—until you heard the song again or played a few bars on the instrument? How are spaced practice and interleaving the nudges needed to create a retrievable long-term memory?
2. How does practice, practice, practice—repetition, repetition, repetition—apply to creating long-term memory?

### **Page 198 QR Code 41: Strategies for Instruction**

Read about the ten, research-based strategies for instruction.

#### **Discussion Question:**

1. Strategy 7 is “obtain a high success rate.” “Practice makes perfect, but practice can be a disaster if students are practicing errors!” Practice takes time, and with the pressure to teach a specific amount of material, practice often gets shortchanged. Which is more important, learning amount or learning quality?

## **MY NOTES**

## 17

# How to Use Guided Practice

## **INFORMATION**

### **Key Idea:**

Guided practice encourages collaboration and gives students the support they need to reinforce learning.

### **Important Understandings:**

- ♦ In guided practice, students practice what has been taught while the teacher observes, assesses, and guides them to do it correctly.
- ♦ Practice cements new learning into long-term memory, making it “second nature.”
- ♦ Reciprocal teaching is also known as reciprocal learning or collaborative learning.
- ♦ Reciprocal teaching has a strong influence on student achievement with an effect size of 0.74.
- ♦ There are four reading strategies used in reciprocal teaching:
  1. Predicting
  2. Questioning
  3. Clarifying
  4. Summarizing
- ♦ Reciprocal reading strategies are often referred to as the Fab Four of Reading and require practice so students understand the responsibilities of each technique.
- ♦ Predicting greatly increases students’ awareness of, and familiarity with, trends and cause-and-effect relationships.
- ♦ Questioning forces students to examine to what extent the current content has an impact on their lives.
- ♦ Clarifying allows students to practice how to facilitate a discussion.
- ♦ Summarizing assists students in evaluating and drawing conclusions—connecting the dots—from what they have read to grasp the big ideas.

### **Terms:**

- ♦ **Reciprocal Teaching** – An instructional strategy in which students do some content area reading and then take responsibility for leading an academic conversation within a group
- ♦ **Fab Four** – Term used for the four reading comprehension strategies used in reciprocal teaching
- ♦ **Predicting** – A Fab Four reading strategy used before and during a lesson to discern what will happen next
- ♦ **Questioning** – A Fab Four reading strategy that encourages questions from the students and the teacher to connect to present and past learning

- ♦ **Clarifying** – A Fab Four reading strategy that addresses any confusion or uncertainty students may have about the meaning of certain words, phrases, paragraphs, or entire readings
- ♦ **Summarizing** – A Fab Four reading strategy that promotes student retention of the material by concisely condensing the material into written statements, a drawn timeline, flashcards, or even a reenactment of an event or story
- ♦ **Accountable Talk** – A strategy used to teach students how to respectfully talk and participate in discussions
- ♦ **Noticing and Wonderings** – A strategy where students notice the facts from the text and then ask questions about it

### Mastering Instruction . . . Produces Achievement!

- ✓ The strategy of guided practice is based on “We do.”
- ✓ In guided practice, students practice what has been taught while the teacher observes, assesses, and guides students to do it correctly.
- ✓ Reciprocal teaching gives students the skills to collaborate and help each other learn.
- ✓ Accountable talk is a strategy used to teach students how to participate in discussions in a respectful manner.
- ✓ Students who are given the opportunity to master communication and collaboration skills will be prepared for success.

## INVOLVEMENT





### Discussion Questions:

1. Procedures in a classroom often fail because the teacher stops at telling the students what to do. There is no rehearsal or reinforcement. The same is similar with instruction. Instruction often starts at the “I do” and proceeds directly to the “You do,” skipping the “We do.” Why is “We do” a critical step in instruction?
2. There are four skills reinforced in reciprocal teaching—Predicting, Questioning, Clarifying, and Summarizing.
  - a. Is there one of these skills that today’s students lack more than the others?
  - b. Which one of the four skills is most important to master?
  - c. What role does communication play in these skills?
3. How do reciprocal teaching and accountable talk promote a collaborative classroom culture?

## IMPLEMENTATION ACTIVITY

Practice predicting, questioning, clarifying, and summarizing with this variation of “The Three Little Pigs” from *Revolting Rhymes* by Roald Dahl.

- ♦ Distribute copies of individual role cards to participants.

 <h3>Predictor</h3> <hr/> <p><b>What do you think the text will be about?</b></p> <hr/> <ul style="list-style-type: none"> <li>• I predict that _____.</li> <li>• I bet that _____.</li> <li>• I think that _____.</li> <li>• Since “X” happened in the text, I bet the next thing to happen will be _____.</li> <li>• After reading this part, I think _____ will happen.</li> <li>• I wonder if _____.</li> <li>• All evidence leads me to think _____.</li> <li>• I think _____ because _____.</li> </ul>	 <h3>Questioner</h3> <hr/> <p><b>What questions do you have that are based on the text?</b></p> <hr/> <ul style="list-style-type: none"> <li>• Why did _____?</li> <li>• What would happen if _____?</li> <li>• Who is _____?</li> <li>• What does _____ mean?</li> <li>• How are _____ and _____ alike?</li> <li>• How are _____ and _____ different?</li> <li>• Why is _____ important?</li> <li>• Where did _____?</li> <li>• How can _____?</li> </ul>
 <h3>Clarifier</h3> <hr/> <p><b>What were the words or ideas you didn't understand?</b></p> <hr/> <ul style="list-style-type: none"> <li>• This makes sense now because _____.</li> <li>• First I thought _____ but now I think _____.</li> <li>• _____ is really saying _____.</li> <li>• _____ means _____.</li> <li>• This happened because _____.</li> <li>• I am confused about _____.</li> <li>• All evidence leads me to think _____.</li> <li>• I think _____ because _____.</li> <li>• I don't understand _____.</li> </ul>	 <h3>Summarizer</h3> <hr/> <p><b>Use your own words to explain what you read.</b></p> <hr/> <ul style="list-style-type: none"> <li>• I learned _____.</li> <li>• The most important idea is _____.</li> <li>• I think that _____.</li> <li>• The problem is _____.</li> <li>• First _____; then _____; last _____.</li> <li>• My summary is _____.</li> <li>• My one word explanation of this is _____.</li> <li>• This reminds me of _____.</li> <li>• Overall, I thought _____.</li> </ul>

*Click the role cards to download a printable version.*

- ♦ Create groups of four.
- ♦ Assign a role to each person in the group.
- ♦ Read these lines from the rhyme to the group:

The animal I really dig,  
Above all others is the pig.  
Pigs are noble. Pigs are clever,  
Pigs are courteous. However,  
Now and then, to break this rule,

One meets a pig who is a fool.  
What, for example, would you say,  
If strolling through the woods one day,  
Right there in front of you you saw  
A pig who'd built his house of STRAW?

The Wolf who saw it licked his lips,  
And said, "That pig has had his chips."  
"Little pig, little pig, let me come in!"  
"No, no, by the hairs on my chinny-chin-chin!"  
"Then I'll huff and I'll puff and I'll blow your house in!"  
The little pig began to pray,  
But Wolfie blew his house away.

He shouted, "Bacon, pork and ham!  
Oh, what a lucky Wolf I am!"  
And though he ate the pig quite fast,  
He carefully kept the tail till last.  
Wolf wandered on, a trifle bloated.  
Surprise, surprise, for soon he noted  
Another little house for pigs,  
And this one had been built of TWIGS!

- ♦ Ask the question: What will happen to the second house and the pig?
- ♦ Ask each group's predictor to verbalize their responses with the group.
- ♦ Continue the process with the questioner, clarifier, and summarizer in that order.
- ♦ When all groups are done, read the next part of the rhyme to the group.

"Little pig, little pig, let me come in!"  
"No, no, by the hairs on my chinny-chin-chin!"  
"Then I'll huff and I'll puff and I'll blow your house in!"  
The Wolf said, "Okay, here we go!"  
He then began to blow and blow.  
The little pig began to squeal.  
He cried, "Oh Wolf, you've had one meal!  
Why can't we talk and make a deal?"  
The Wolf replied, "Not on your nelly!"

And soon the pig was in his belly.  
"Two juicy little pigs!" Wolf cried,  
"But still I'm not quite satisfied!  
I know how full my tummy's bulging,  
But oh, how I adore indulging."  
So creeping quietly as a mouse,  
The Wolf approached another house,  
A house which also had inside  
A little piggy trying to hide.

- ♦ Discuss the responses made prior to reading the selection to the group. How on target were they?
- ♦ Distribute new copies of individual role cards to participants.
- ♦ Ask the group to rotate roles to the right and repeat the process again.
- ♦ Ask the question: What is going to happen to the third pig?
- ♦ Beginning with the predictor, continue with all roles sharing within the group.
- ♦ When all groups are done, read the last part of the rhyme to the group.

"You'll not get me!" the Piggy cried.  
"I'll blow you down!" the Wolf replied.  
"You'll need," Pig said, "a lot of puff,

And I don't think you've got enough."  
Wolf huffed and puffed and blew and blew.  
The house stayed up as good as new.

“If I can’t blow it down,” Wolf said,  
 I’ll have to blow it up instead.  
 I’ll come back in the dead of night  
 And blow it up with dynamite!”  
 Pig cried, “You brute! I might have known!”  
 Then, picking up the telephone,  
 He dialed as quickly as he could  
 The number of red Riding Hood.  
 “Hello,” she said. “Who’s speaking? Who?  
 Oh, hello, Piggy, how d’you do?”  
 Pig cried, “I need your help, Miss Hood!  
 Oh help me, please! D’you think you could?”  
 “I’ll try of course,” Miss Hood replied.  
 “What’s on your mind...?” “A Wolf!” Pig cried.  
 “I know you’ve dealt with wolves before,  
 And now I’ve got one at my door!”

“My darling Pig,” she said, “my sweet,  
 That’s something really up my street.  
 I’ve just begun to wash my hair.  
 But when it’s dry, I’ll be right there.”  
 A short while later, through the wood,  
 Came striding brave Miss Riding Hood.  
 The Wolf stood there, his eyes ablaze,  
 And yellowish, like mayonnaise.  
 His teeth were sharp, his gums were raw,  
 And spit was dripping from his jaw.  
 Once more the maiden’s eyelid flickers.  
 She draws the pistol from her knickers.  
 Once more she hits the vital spot,  
 And kills him with a single shot.  
 Pig, peeping through the window, stood  
 And yelled, “Well done, Miss Riding Hood!”

- ♦ Discuss the responses made prior to reading the selection to the group.
- ♦ Distribute new copies of individual role cards to participants.
- ♦ Ask the group to rotate roles to the right and repeat the process again.
- ♦ Ask the question: How will this rhyme end?
- ♦ Beginning with the predictor, continue with all roles sharing within the group.
- ♦ When all groups are done, read the last part of the rhyme to the group.

Ah, Piglet, you must never trust  
 Young ladies from the upper crust.  
 For now, Miss Riding Hood, one notes,

Not only has two wolfskin coats,  
 But when she goes from place to place,  
 She has a PIGSKIN TRAVELING CASE.

- ♦ Ask groups to share their experiences within the group to identify strengths and weaknesses of the process.
- ♦ Are there proactive procedures needed to teach students before successfully using this technique?
- ♦ Ask participants to use this strategy with students and report their findings to the group at the next meeting.



## **FURTHER EXPLORATION**

### **Page 203 QR Code 42: Role Cards**

Use these role cards to help students with the responsibilities of the Predictor, Questioner, Clarifier, and Summarizer.

#### **Discussion Question:**

1. Kylo Ren, Hermione Granger, Big Bird, and Forrest Gump—all characters that epitomize one of the skills of predicting, questioning, clarifying, and summarizing. Perhaps you'll want to update the headings on these role cards with a character's name. Can you think of more names to replace the skill?

### **Page 204 QR Code 43: Reciprocal Teaching**

Kentucky teacher Jeff Gulle reports how he uses reciprocal teaching in his history lesson.

#### **Discussion Question:**

1. The skills of predicting, questioning, clarifying, and summarizing need to be taught. Jeff uses prompts to guide students' thinking. What are some other ways to practice these skills with students before delving into reciprocal teaching?

## **MY NOTES**

## 18

# How to Use Independent Practice

## **INFORMATION**

### **Key Idea:**

The end goal of teaching is to guide and support students so that they are able to take responsibility for their own learning.

### **Important Understandings:**

- ♦ The effective teacher creates a classroom where objectives are clear, procedures are practiced, and instruction is strategic so that student independence in actions and learning can take place.
- ♦ When students learn how to learn, they have the power to take control of their lives.
- ♦ There comes a time when the teacher can gradually release students so they become responsible for their own learning.
- ♦ Gradual release of responsibility is not the same as personalized or individual learning.
- ♦ While students need to learn from teachers and be informed about their progress, eventually they need to be challenged to work independently and collaboratively.
- ♦ Learning must be practiced, repeated, and rehearsed over and over again until it is transferred from short-term memory to long-term memory.
- ♦ Learning centers provide a way for students to be innovative in an experiential space where they can focus on and show mastery of lesson objectives.

### **Terms:**

- ♦ **Personalized learning** – Learning where students set the curriculum and set the pace of learning
- ♦ **Independent Practice** – Where students have the opportunity to practice “You do” and demonstrate what they have just learned
- ♦ **Gradual Release of Responsibility** – A research-based instructional model where the responsibility for learning and task completing shifts gradually over time from teacher to student
- ♦ **Learning Centers** – Defined areas within a classroom where students focus, enrich their learning, and practice their skill
- ♦ **Graphic Organizer** – A visual and graphic display that depicts the relationships between facts, terms, or ideas within a learning task
- ♦ **Alike and Different Diagram** – A graphic organizer using a Venn diagram so students can see similarities and differences in defined spaces when comparing items
- ♦ **Story-Elements Butterfly** – A butterfly-shaped graphic organizer intended to identify the four elements of a story—setting, time period, main characters, and basic plot

- ♦ **Student Books** – A strategy for independent practice where students write and publish their own books to demonstrate mastery of the writing process
- ♦ **Cycle Illustrations** – A visual tool that translates words into pictures to show a student’s understanding of a concept
- ♦ **Genius Hour** – A personal topic that students choose to study, how to study it, and what to do, produce, or create through self-directed learning
- ♦ **The Power of Voice** – An independent research project where students research influential leaders and how their voice and opinions impact society

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- ✓ The end goal of effective teaching is for students to take responsibility for learning.
- ✓ Independent practice is when students have the opportunity to coalesce what they have learned to complete and produce a product that shows mastery of lesson objectives.
- ✓ The classroom should be designed to be a place that promotes independent practice.
- ✓ Teaching independent practice is teaching students how to learn.

## INVOLVEMENT

### Discussion Questions:

1. In the sidebar story Practice Makes Progress (page 211 in the printed book), Stephen Curry says, “I can get better. I haven’t reached my ceiling yet on how well I can . . .” Reflect on your performance as an educator and complete his statement as it pertains to your growth.
2. What is needed to turn busy work into meaningful, independent practice?
3. Learning centers are areas where students work independently on projects, activities, or interests. What are some procedures needed for these centers to run smoothly and accomplish the goal of student independence and learning?
4. Should independent study be graded?
5. How does “You do” relate to the gradual release of responsibility?
6. The work world of today demands continuous learning, change, and adaptation. What elements of independent study foster growth in these areas?
7. Why is “Practice Makes Progress” a better phrase to use with students than “Practice Makes Perfect?”

## IMPLEMENTATION ACTIVITY

### REMINDER:

The Implementation Activity from Chapter 17 asked participants to practice the predicting, questioning, clarifying, and summarizing strategies and report the results to the group at this meeting.

Independent learning does not imply that the learner is left alone or unsupported. The teacher must create a supportive environment where the student can use appropriate resources, ask for guidance, and get feedback. Independent study fosters self-reliance by asking students to take charge of their learning and determine ways to achieve a specific learning objective. Help students navigate their independence with a checklist to balance their freedom.

- ♦ Brainstorm additional items to add to the checklist.
- ♦ Compile the ideas and create a checklist to share with students as they embark on their studies.

Independent Study Checklist	
<b>When I Get Started</b>	<input type="checkbox"/> I have everything I need to do my work. <input type="checkbox"/> I start my work immediately. <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>When I Need Help</b>	<input type="checkbox"/> I look for resources in the classroom. <input type="checkbox"/> I ask a classmate before asking the teacher. <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>When Others Are Nearby</b>	<input type="checkbox"/> I stay focused on my work. <input type="checkbox"/> I don't distract my classmates. <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>When I'm Stuck</b>	<input type="checkbox"/> I don't give up. <input type="checkbox"/> I skip the holdup and come back to it later. <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>When I Think I'm Done</b>	<input type="checkbox"/> I check my work. <input type="checkbox"/> I find a way to make it even better. <input type="checkbox"/> _____ <input type="checkbox"/> _____

*Click the table to download a printable version.*

## **FURTHER EXPLORATION**

### **Page 217 QR Code 44: Extending the Learning**

See how a teacher uses the food chain to extend students' learning beyond independent practice.

#### **Discussion Question:**

1. What are some topics that are relevant to students today? As with the food chain example in this QR code, learning can be extended beyond the singular topic. Develop some deeper interests with some of the topics shared.

### **Page 219 QR Code 4: Independent Study Rubric**

Download Oretha Ferguson's The Power of Voice rubric to use with your students.

#### **Discussion Question:**

1. Self-assessment is a critical tool for independent study. How does using a rubric help to focus learning while not stifling it?

## **MY NOTES**

## 19

# How to Use Evaluation

## **INFORMATION**

### **Key Idea:**

To ensure student success, align tests to learning objectives and grading to mastery of the objectives.

### **Important Understandings:**

- ♦ Assessment is for learning. Evaluation is for testing and grading.
- ♦ Determine the evaluation component early while planning a lesson to align every test question to the objective.
- ♦ Tests are used to determine if students have or have not accomplished and comprehended the stated objectives of the lesson.
- ♦ The main reason for giving a test is to monitor and evaluate if students have mastered the learning objectives.
- ♦ Test students only on what has been taught or experienced. If it is to be tested, it needs to be taught or experienced.
- ♦ Formative tests give students an opportunity to practice using new knowledge and skills in a risk-free environment.
- ♦ Results of a summative test will show how well a teacher taught students to master the learning objective.
- ♦ Quizzes given at the end of every class are the best way to help students retain what they've learned.
- ♦ Tests based on the passage of time or when the class has finished a certain amount of content are ineffective and do not assess the students correctly.
- ♦ Grading on the curve hinders cooperation, harms relationships, and does not show individual mastery of the learning objectives.
- ♦ Tests are diagnostic tools, not tools of terror.
- ♦ A well-designed summative test is written for students to complete tasks and questions related to the objectives and are not based on any pre-determined length of time or class period.
- ♦ Summative tests are diagnostic for both the student and teacher to measure how well the subject was taught and learned.
- ♦ Summative tests evaluate instruction to help teachers determine which strategies are effective or ineffective.
- ♦ Grades are determined in reference to the learning criteria to show the student's mastery of the learning objectives.
- ♦ Grading reflects mastery at the point of the grading period, not an average of the student's work since the beginning of the school year.

- ♦ In grading, a zero distorts the average and tells nothing about learning. Zeros represent giving up on teaching and learning.
- ♦ Instead of issuing an F or zero grade, assign the student an incomplete and provide a time for the student to complete the missing work.
- ♦ Rubrics are an ideal way to show progress in learning as they articulate clear learning targets and levels of proficiency.
- ♦ Norm-referenced tests divide students into incorrectly labeled groups that do not truly represent their ability, knowledge, or mastery of a subject.
- ♦ Norm-referenced tests do not give opportunities for correction and remediation and are typically linked to socio-economic status.
- ♦ Effective teachers write criterion-referenced tests because they are based on specific learning objectives that the students have been prepared for through instruction, feedback, and assessment.
- ♦ When students understand how a test is written, they know how and what to study, it lessens test anxiety, and sets the students up for success.
- ♦ Writing a criterion-referenced test can be broken down into three parts:
  1. Tell students that the test will be aligned to the learning objectives.
  2. Provide students with an assessment device like a rubric so they can stay on task and track their progress.
  3. Post a model test showing how each test question correlates to an objective.
- ♦ Tests utilize a variety of testing forms.
- ♦ If learning objectives are not mastered, show the student how to correct errors and give an opportunity for remediation.
- ♦ Correction is part of the learning process. Students and teachers learn by making mistakes and correcting them.
- ♦ Grades help enhance achievement and foster learning progress only when they are paired with individualized comments that offer guidance and direction for improvement.
- ♦ Student success is related to the quality of the teaching that students experience.
- ♦ When instruction is clear (teacher clarity) and students can predict their achievement level (self-reported grades), students will succeed.

### Terms:

- ♦ **Formative test** – A non-graded test that checks and corrects students while they are forming or developing their knowledge
- ♦ **Summative test** – A graded test given at the end of a unit to sum up what students have learned
- ♦ **Rubric Integer System** – A way to show progress in learning by replacing letter grades with a numbered system based on rubrics
- ♦ **Norm-referenced test** – A test designed to rank or sort students in comparison to other students using a normal distribution (bell-shaped) curve and commonly known as grading on the curve
- ♦ **Criterion-referenced test** – A test designed to grade students on individual mastery of a learning objective giving all students the opportunity to succeed
- ♦ **Competency-based learning** – An approach that focuses on students who need more help or time to achieve mastery of the learning

- ♦ **Roses and Thorns** – A form of evaluation where the student chooses what type of feedback, positive or negative, they would like to hear first, giving the student control of the order of the assessment
- ♦ **Fist to Five** – A management tool to assess student understanding by having students show on a scale of zero to five how well they thought they achieved the day’s objective—a fist (zero) being total confusion and five fingers being complete understanding
- ♦ **The Hand Slap Game** – A group exercise to reunite and reconnect students where they lie on their stomachs in a circle with arms overlapping and pass a slap around the circle

### Mastering Instruction . . . Produces Achievement!

- ✓ Write lesson objectives and tests at the same time to ensure that every test question is aligned to an objective.
- ✓ Tests are diagnostic—they tell the teacher how well the subject was taught, and they tell students how well they learned the subject.
- ✓ Certain testing and grading practices can harm students’ future prospects.
- ✓ A norm-referenced test is grading on the curve. A criterion-referenced test is based on mastery of a set of standards or learning objectives.
- ✓ Correction and remediation are essential to the learning process.
- ✓ We need to move from a grading culture to a mastery-based evaluation culture.

## INVOLVEMENT

### Discussion Questions:

1. Just as there is great confusion between the terms classroom management and discipline, the same is true for assessment and evaluation. What can you do to help students understand the difference between the two terms?
2. Who benefits more from a formative test—the teacher, the student, or both?
3. “I want all my students to get an A in my class.” What does this statement say about this type of teacher?
4. “I only give out one A in my class.” What does this statement say about this type of teacher?
5. How are correction and remediation part of the learning process?
  - a. At what point does the teacher move on?
6. What is your definition of mastery?
  - a. What attributes of the definition are the same for everyone?



7. One of the greatest causes of anxiety for a student is when it is time for the first test at the start of the school year. What can you do to alleviate that anxiety?
8. Do “gotcha” questions serve any value in assessing or evaluating students and their level of achievement?

## IMPLEMENTATION ACTIVITY

Assessment and evaluation are not interchangeable terms. Each plays a specific role in instruction. Assessment is for learning. Evaluation checks if learning has taken place.

The term test is typically associated with evaluation, but that is not always the case. It depends what type of test is created and when during instruction it is given.

There are two forms of tests—formative, used for checking progress, and summative, used for determining a final grade. It is important to understand the purpose of both and extend that information to students to relieve any test anxiety.

Help teachers distinguish between formative and summative tests and explain their different purposes in instruction.

- ♦ Group teachers in pairs or small groups.
- ♦ Give each group a packet of phrases made from this chart.

A quiz at the end of a chapter	A student conference
Student use of a rubric	Teacher observation during a discussion
A final exam	An exit ticket with one reflective question
A district-wide standardized test	Peer feedback on a rough draft
A weekly journal entry	A unit test
A cumulative portfolio	A pop quiz
A “thumbs up/thumbs down” quick check	A matching worksheet

*Click the table to download a printable version.*

- ♦ Ask each group to sort the phrases into two categories: Formative or Summative
- ♦ On the whiteboard, put the headings Formative and Summative
- ♦ As a whole group, go through each phrase and ask for volunteers to share their rationale for the classification.
- ♦ Upon group consensus, put the phrase under the agreed upon heading.
- ♦ Ask reflective questions of the group:
  1. Which of the phrases were the easiest to classify? Why?
  2. Which of the phrases were the hardest to classify? Why?
  3. Can the same assessment type ever serve as both formative and summative?
  4. What type of test is used more in their instruction—formative or summative?
- ♦ Ask the group to describe one test that they use, when they use it, and which type it is.
- ♦ Add those to the chart.
- ♦ Encourage the group to select a formative test they have not used before, try it before the next group meeting, and share the results with the group.

When used thoughtfully and correctly, formative and summative evaluation enhance the quality of instruction and maximizes student learning.

## **FURTHER EXPLORATION**

### **Page 236 QR Code 46: Limitless Possibilities Through Structure**

Learn how Laurie Kash organizes her class to bring out the potential creativity of all her students.

#### **Discussion Questions:**

1. Is there structure in the creative process?
2. “Clear the deck!” is Laurie’s announcement when there may be a safety issue at the moment. What is your word or phrase to alert your students to a potentially unsafe situation?

## **MY NOTES**



Chapter

20

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Effective teachers attain Mastery.  
Empowered teachers achieve Impact. .... 107

## 20

# How to Use Teacher Clarity

## **INFORMATION**

### **Key Idea:**

Teacher clarity guarantees student success.

### **Important Understandings:**

- ♦ Teacher clarity tells students what you'll teach and what they'll learn.
- ♦ Teacher clarity ensures student achievement and makes instruction appear effortless.
- ♦ Teacher clarity ranks high as an influence on student achievement with an effect size of 0.75.
- ♦ Teacher clarity transforms students from passive recipients into active participants.
- ♦ Effective teachers are obsessed with creating and inventing lessons on behalf of their students so they will succeed.
- ♦ Teacher clarity eliminates mystery, uncertainty, and confusion in student instruction.
- ♦ There are three distinct stages of teacher clarity:
  1. Direct teaching
  2. Guided practice
  3. Independent practice
- ♦ Students must know what acceptable performance looks like to achieve proficient or mastery performance.
- ♦ Model the process for achieving excellence so that students can emulate you.
- ♦ Teaching is a precise skill.

### **Terms:**

- ♦ **Teacher Clarity** – Instruction designed to communicate clearly to students what they are to do and learn in an organized way
- ♦ **After Action Review** – A tool for students to use in problem solving to ascertain any differences in what happened compared to what they hoped or expected to happen with four core questions:
  1. What did I set out to do?
  2. What actually happened?
  3. Why is there a difference between the first two questions?
  4. What should I continue and what should I change?

**Mastering Instruction . . . Produces Achievement!**

- ✓ Teacher clarity tells what is to be taught and what is to be learned.
- ✓ Effective teachers manage the classroom and instruct with clarity and consistency.
- ✓ Effective teachers are clearly focused on what they want students to accomplish.
- ✓ Instructional quality is directly linked to teacher clarity.
- ✓ Clarity gives students control over what happens with learning so they can achieve and succeed.
- ✓ Clarity and structure make it possible for students to realize their potential and exceed expectations.

**INVOLVEMENT****Discussion Questions:**

1. In many classrooms, keeping students “busy” does not promote learning. Why is this so? When is “busy” learning—or is it ever?
2. How does teacher clarity transform students into active participants of their learning?
3. Do you buy into the comment that students want to learn and succeed? If not, then why do students come to school?
4. What makes teacher clarity a win-win?
5. What hindrances exist that prevent teachers from being clear in their instruction?
6. What is a real-life situation you have encountered that, had the directions been clearer, would have been more successful?
7. How is formative assessment an aid in increasing teacher clarity?

**IMPLEMENTATION ACTIVITY****REMINDER:**

At the last meeting, group members were asked to use a formative test that they had not used before and share the results with the group at this meeting.

Teacher clarity is strongly linked to improved student outcomes. When learning intentions, success criteria, and content are clearly communicated to students, success is a natural outcome.

- ♦ Practice translating commonly stated learning intentions into clear statements with a defined success outcome.

**EXAMPLE:****Commonly Stated**

Students will solve some math problems.

**Clearly Stated**

Students will learn how to find the area of a triangle. To be successful, they will use the formula correctly to solve three problems by the end of class.

- ♦ Make copies of the worksheet and distribute it to the group.
- ♦ Ask members to complete the Clearly Stated column by improving the Commonly Stated learning intention and making it as clear as possible. Remind them to . . .
  1. Express the learning target clearly.
  2. Ensure the success criteria is visible and understandable.

Commonly Stated	Clearly Stated
Students will study animal homes.	
Students will know how to measure using a ruler.	
Students will learn about King Tutankhamun.	
Students will complete a worksheet on similes.	
Students will understand the life cycle of a butterfly.	
Students will do a science experiment.	
Students will throw a baseball.	
Students will sing a song.	
Students will put numbers in order.	
Students will study the presidents.	

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- ♦ When the group is finished, ask for volunteers to share their rewrite of the first learning intention.
- ♦ Write the response on the whiteboard.
- ♦ Ask the group these two questions:
  1. Was the learning target clear?
  2. Was the success criteria clearly stated and easy to understand?
- ♦ If “No” is answered for any of these questions, ask to group to rewrite the learning intention with greater clarity.
- ♦ Repeat the process for the remaining Commonly Stated learning intentions as time permits.

Teacher clarity is one of the most impactful teaching strategies with a high effect size on student achievement. With time and practice, the ease of developing impactful learning intentions during lesson planning will become second nature—a routine in creating content so all students can achieve.

## **FURTHER EXPLORATION**

### **Page 239 QR Code 47: Ants**

#### **Discussion Questions:**

1. How does the scurrying of the ants in this video relate to your classroom?
2. If the ants were creatures in a classroom setting, what qualities would their teacher embody?

## **MY NOTES**

## 21

# How to Teach with Collaboration

## INFORMATION

### Key Idea:

Teachers who collaborate with colleagues give themselves and their students the best chance of success.

### Important Understandings:

- ♦ Collaboration allows teachers to capture each other's fund of collective intelligence.
- ♦ Collaborative impact is one of the strongest influences on student achievement and occurs when teachers work together and purposefully focus on instruction that will make an impact.
- ♦ Collaborative impact is ranked as the second-highest factor influencing student achievement with an effect size of 1.57.
- ♦ In schools where professional collaboration is present and making an impact, students are less likely to be suspended or removed from the classroom due to misbehavior.
- ♦ Individualized instruction has a low effect size of 0.23 and deprives students of the opportunity to build collaboration in the classroom.
- ♦ Learning is inherently social. It is as much social as it is academic.
- ♦ Collaboration is the most effective way for teachers to learn their profession, be trained, and increase the likelihood to stay in the profession.
- ♦ Collaboration is not just about teachers working together; it requires the entire staff to come together for student learning gains.
- ♦ Induction programs are comprehensive, coherent, and sustained to align teachers to the teaching standards expected of them.
- ♦ The induction process builds relationships and trust.
- ♦ Structured and sustained professional development programs allow new teachers to observe, be observed, and be part of collaborative teams that focus on student achievement, while developing and keeping them in the profession.
- ♦ Professional development programs are essential to both developing and seasoned teachers to feel valued while they continuously improve their craft.
- ♦ It is imperative that administrators and policymakers create schools with a culture where collaborative impact is focused on pursuing a common vision for student learning and achievement.

### Terms:

- ♦ **Collaborative impact** – When teachers are committed to working together with peers and staff to organize and improve instruction, assessing the results when it is delivered to students, and making adjustments when necessary



- ♦ **Individualized instruction** – A method of instruction in which there is one-to-one teaching and self-paced learning
- ♦ **Lesson study** – A collaborative meeting where teachers research and design a lesson, present it to other teachers, and get feedback

### Mastering Instruction . . . Produces Achievement!

- ✓ Effective teaching thrives in a collaborative learning environment created by teachers and school leaders.
- ✓ Collaborative practices make a significant impact on student achievement.
- ✓ Professional development and induction programs foster collaborative practices.
- ✓ Collaboration is the most effective way to train and retain good teachers.

## INVOLVEMENT

### Discussion Questions:

1. Why is formalized training of teachers not common in school districts?
  - a. What difference would such a program make in your district? In your school?
2. Research says that these items do not improve student learning: class size, technology, or length of school day. Why are we compelled to focus on these items when looking for ways to improve achievement?
3. The discussion at any type of team meeting must not focus on the teacher or the student, but on the work being assessed. How can personalities be removed from this type of meeting?
4. If teachers are the strongest influence on student achievement, why isn't it a priority to train teachers on an ongoing basis to create a stellar workforce?
5. In schools that do not have an induction program for new teachers, what elements are essential to include when developing one?
6. Can teachers be motivated to leave a "legacy of love" as discussed in the sidebar story Leaving a Legacy of Love? (Page 263 in the printed book)
7. With the emergence of artificial intelligence, will human collaboration become outdated?
8. What is your school's shared vision?
  - a. How can you achieve it?

## IMPLEMENTATION ACTIVITY

Collaborative impact on teaching refers to the impact of working together—among teachers, between teachers and students, or across school teams—and has a significant influence on instructional quality and student learning. Teachers learn from each other’s strengths, strategies, and subject knowledge. Collaboration encourages ongoing reflection and feedback, leading to more intentional and effective teaching.

This activity will emphasize the strength that comes from having many minds focused on a task. Change up the usual Think-Pair-Share activity into a Think-Pair-Repair one. Pose an open-ended question to the group and ask them to come up with their best answer.

- ♦ Pose any of these questions for the group to answer:
  1. Should humans colonize other planets or focus on saving Earth?
  2. Is it more important to understand the oceans or outer space?
  3. Is conflict or cooperation a more powerful force in shaping world history?
  4. How can households reduce their water use without making major sacrifices?
  5. Should the use of AI be taught as an instructional strategy?
  6. What matters more in writing: the words used or the emotions created?
  7. Is it more important to focus on competition or cooperation in sports?
- ♦ Ask the group to write a response individually to the question posed. Limit the response time to five minutes.
- ♦ Next pair group members and ask them to share their responses with each other and agree upon a single response. Limit the group time to five minutes.
- ♦ Combine two pairs for a group of four and assign the same task. Share responses and agree upon a new single response. Limit the group time to five minutes.
- ♦ Keep combining groups until the entire group is split into two large groups.
- ♦ Repeat the same process each time a new group is formed.
- ♦ After the final groups meet and create a new response, ask a member from one of the groups to share the final response with everyone.
- ♦ Whomever shares from each group, ask that person to share their individual, initial response as well.
- ♦ Ask the entire group to comment on the differences and benefits between a singular response and a response created with multiple contributions.
- ♦ Repeat the process for the other group.

When teachers collaborate, students succeed.

- ♦ Engage in a post-activity discussion with the group.
  1. What opportunities does the school currently have—or could create—for more meaningful collaboration?
  2. What’s one small collaborative action to put in place before the next meeting? Choose one and put the feedback on the agenda for the next group meeting.

Foster collaboration and end isolation among teachers to drive meaningful, significant improvements in student learning.

## **FURTHER EXPLORATION**

### **Page 255 QR Code 48: Katie's Outcome**

Find out what happens to Katie by scanning the QR code.

#### **Discussion Question:**

1. It is believed that observation is the foundation of all knowledge. It's what one does with the knowledge that brings out one's brilliance. How is staying behind the doors of a classroom counterintuitive to this belief?

### **Page 256 QR Code 49: Lesson Study Process**

Read the process that Shota Matsumoto and his colleagues engage in as they go through the details of a lesson.

#### **Discussion Questions:**

1. While revising a single lesson plan twelve times seems a little much, what is the value that drives this process?
2. How can schools, departments, or grade levels create something similar so students can reap the benefits of collaborative impact?

## **MY NOTES**

## 22

# How to Teach with Impact

## **INFORMATION**

### **Key Idea:**

Effective teachers attain Mastery. Empowered teachers achieve Impact.

### **Important Understandings:**

- ♦ Effective instructional practices are the single biggest school-based influence on student achievement.
- ♦ Students do not learn from programs, structural changes, or fads.
- ♦ There is no research evidence of the effectiveness of the more than 247 trends and practices that teachers have had to implement through the years.
- ♦ High-performing countries stress a content-rich curriculum taught by effective teachers who are high-performing instructors.
- ♦ The curriculum drives instruction and effective instruction drives student achievement.
- ♦ A coherent, knowledge-rich, well-rounded curriculum is the key to student achievement.
- ♦ It is essential that teachers have access to a curriculum guide to ensure their lessons align to the district's standards so student progress is measured and steady.
- ♦ Research says that when teachers receive well-designed professional development, they can increase student achievement by as much as twenty-one percentile points.
- ♦ The most effective professional development programs are job-embedded and provide teachers with collaborative learning, active learning, and sustained learning.
- ♦ High-performing school systems have achieved their status by focusing on recruitment, training, and empowering teachers.
- ♦ High-performing school systems succeed because their systems are understandable, transparent, and coherent.
- ♦ To improve the educational system, the proficiency of the teacher must be improved on an ongoing basis.
- ♦ Teacher quality is the most significant factor affecting student performance.
- ♦ The single greatest effect on student achievement is the teacher to whom a student gets assigned.
- ♦ Inspiring teachers believe in their students.
- ♦ The greatest quality a person can have is the desire to make other people's lives better.
- ♦ Invest in yourself.
- ♦ Every student desires and deserves an empowered, effective teacher—You!

**Term:**

- ♦ **High-performing** – A label describing a teacher, school, district, or country that has a clear vision for student learning, high expectations for students, and effective teaching and that knows how to develop teachers to achieve ongoing success with student learning

**Mastering Instruction . . . Produces Achievement!**

- ✓ Effective teachers rely on structured curriculums, not fads, programs, or technology.
- ✓ The single greatest impact on student achievement is an empowered teacher.
- ✓ Empowered teachers make choices to continuously improve their professional skills.
- ✓ The greatest quality a person can have is the desire to make other people's lives better.

**INVOLVEMENT****Discussion Questions:**

1. Given the research on student achievement, what are some areas of focus for schools (or your school) and districts (or your district) for future professional development?
2. Why should professional development be job-embedded?
3. What are some attributes administrators should be looking for when recruiting new teachers?
4. What do those in survival mode need to do to move beyond that level?
5. Reflect on your qualities as an effective teacher. What are your recommendations to yourself for improving your performance?
6. Is there an endgame for a teacher's professional development?
7. Think of your district, your school, your classroom. Are they high-performing areas of ongoing success with student learning? What can be done for even more success?
8. You've used technology in your classrooms. Why is it not the silver bullet it is exaggerated to be?
9. In the sidebar story Repeating the Same Programs (page 267 in the printed book), are there some fads or programs that you've used? Have they produced the expected results?
10. If curriculum is the foundational piece for education, then why isn't more time devoted to its cultivation in the profession?
11. What is the difference between mastery and impact?

## IMPLEMENTATION ACTIVITY

### REMINDER:

The Implementation Activity from Chapter 21 asked participants to use a small collaborative action and share the feedback with the group at this meeting.

The single greatest impact on student achievement is an empowered teacher. The information in *THE Classroom Instruction Book* has given teachers the means to make a significant contribution to the growth and intellectual development of students. Unleash their potential and invite them to put knowledge into action and change lives. Make an impact.

This activity starts with self-reflection as group members ponder the difference between the traits associated with empowered and impactful teachers.

- ♦ Duplicate this worksheet and distribute it to each group member.
- ♦ Ask them to reflect on the trait to determine if it is a characteristic of an Impactful or Empowered Teacher.
- ♦ At the same time, ask them to reflect and select if it is a characteristic they practice in their professional lives.

As a teacher I . . .	Impactful Teacher	Empowered Teacher	Me
Put an X in the box that describes the trait. Mark "Me" if you practice the trait.			
Continually develop skills and knowledge			
Improve academic performance and engagement			
Participate in leadership or innovation			
Inspire and motivate students			
Build meaningful relationships			
Advocate for myself, students, and their community			
Make instructional decisions based on student needs			
Leave a lasting legacy on students' lives			

*Click the table to download a printable version.*

As a teacher I . . .	Impactful Teacher	Empowered Teacher	Me
Put an X in the box that describes the trait. Mark “Me” if you practice the trait.			
Continually develop skills and knowledge		X	
Improve academic performance and engagement	X		
Participate in leadership or innovation		X	
Inspire and motivate students	X		
Build meaningful relationships	X		
Advocate for myself, students, and their community		X	
Make instructional decisions based on student needs		X	
Leave a lasting legacy on students’ lives	X		

- ♦ Read the correct responses to the group to self-check their responses.
- ♦ Ask if any clarifications are needed.

An impactful teacher is someone who makes a measurable difference in student learning, development, and success. An empowered teacher is someone who feels confident, capable, and in control of their teaching practice and professional growth.

- ♦ Lead the group in discussion.
  1. What does it mean to be an empowered teacher?
  2. What does it mean to be an impactful teacher?
  3. Is there an overlap between empowerment and impact?
  4. Can someone be one without the other?
  5. What supports empowerment in schools?
  6. What gets in the way of making an impact?
- ♦ At the end of the discussion, ask group members to reflect on this question and write the response on the back of their handout: What’s one small shift I can make to feel more empowered—or to increase my impact?
- ♦ Ask if anyone in the group wishes to share a response. If so, discuss how you can support each other in the area of growth and improvement.
- ♦ Do the same for anyone who wishes to share.
- ♦ Encourage the group to continue and commit to their empowerment and impact.

The most admirable quality a teacher can possess is a genuine desire to make a positive difference in students' lives. Teachers play a vital role in shaping future leaders, problem solvers, and compassionate citizens. Their influence reaches far beyond the classroom, often leaving a lasting mark that students carry into their futures—into their communities, careers, and lives. A teacher's impact is profound, enduring, and truly immeasurable. Teachers are the difference in the lives of their students.

## **FURTHER EXPLORATION**

There are no QR codes of additional content in this chapter.

## **MY NOTES**



## Closing Personal Reflection

- ◆ Duplicate the “My Journey to Instructional Mastery” reflection page for each participant.
- ◆ In the final meeting, ask group members to complete the reflection and compare it with the results when they first ranked themselves.
- ◆ Ask for volunteers to share areas of growth and improvement.

You have completed your study of *THE Classroom Instruction Book*. You’ve been exposed to what works for increased instructional mastery.

Have you grown in your understanding of the components of effective instruction?

<b>My Journey to Instructional Mastery</b> Rank each statement by circling a number between 1 (low) and 10 (high).	
I know the importance of good classroom management on instruction.	1 2 3 4 5 6 7 8 9 10
I know how to create a culture of safety and care in my classroom.	1 2 3 4 5 6 7 8 9 10
I know how to make every minute count in my classroom.	1 2 3 4 5 6 7 8 9 10
I know the effect of teacher estimation on student achievement.	1 2 3 4 5 6 7 8 9 10
I know how to teach for lesson mastery.	1 2 3 4 5 6 7 8 9 10
I know how to use all parts of The Learning Triangle in a lesson.	1 2 3 4 5 6 7 8 9 10
I know how to write objectives before I start teaching a lesson.	1 2 3 4 5 6 7 8 9 10
I know how to use actionable verbs when writing objectives.	1 2 3 4 5 6 7 8 9 10
I know how to share objectives with students before instruction begins.	1 2 3 4 5 6 7 8 9 10
I know multiple ways to state a lesson’s objective.	1 2 3 4 5 6 7 8 9 10
I know the best instructional strategies to use to get student achievement.	1 2 3 4 5 6 7 8 9 10
I know how to use I do, We do, You do in teaching.	1 2 3 4 5 6 7 8 9 10
I know how to teach active listening to students.	1 2 3 4 5 6 7 8 9 10
I know how to use multiple forms of feedback to encourage effort.	1 2 3 4 5 6 7 8 9 10
I know how to construct a rubric.	1 2 3 4 5 6 7 8 9 10
I know the difference between formative assessment and summative tests.	1 2 3 4 5 6 7 8 9 10
I know the difference between a criterion-referenced and norm-referenced test.	1 2 3 4 5 6 7 8 9 10
I know when to assess and when to test.	1 2 3 4 5 6 7 8 9 10
I know how to get maximum achievement for every student.	1 2 3 4 5 6 7 8 9 10
I know how to move myself to the highest stage of teaching.	1 2 3 4 5 6 7 8 9 10

Click the table to download a printable version.

Effective instruction is not just about delivering content—it's about . . .

1. Being intentional: Setting clear goals and using purposeful teaching strategies
2. Being responsive: Adapting instruction according to student needs and assessment
3. Being vigilant: Ensuring all students are respected and supported
4. Being significant: Maintaining high expectations for all students so they see themselves as capable learners

When instruction is consistent and driven by data, it becomes one of the most powerful tools to elevate achievement for all students. You have been empowered with knowledge. Now use it to improve the lives of students.

## **MY NOTES**