

OTISS Summer Institute

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Presenter: Dr. Mary Dahlgren,

Being Leaders In Our Classrooms:

The Rewards of Challenging Ourselves are Enormous

“The rewards of challenging ourselves are enormous. When we pursue excellence, we gain a deeper understanding of our purpose, a fuller knowledge of the contribution we make, and the satisfaction that comes from doing work that makes us proud. When teachers strive to be the best they can be, they have a more positive impact on the lives of children, and their actions encourage their students to start their own journey – to strive for their own personal bests” (Knight, 2012).

Let’s remember the incredible gift of learning to read.

This video can be found on YouTube: <https://www.youtube.com/watch?v=Zsgo8y6B684>

Session Goals:

We will:

- Determine what effective instruction will look like.
- Revisit how we create good lessons.

Part 1 -

Goal: Determine what effective instruction is, what does it look like in our classrooms and how we can plan for more of it.

Article:

Principles of Instruction: Research-Based Strategies That All Teachers Should Know

by Barak Rosenshine

Guided Instruction = Direct Instruction

“The most effective teachers ensured that their students efficiently acquired, rehearsed and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modeling, guiding student practice, helping students when they made errors and providing for sufficient practice and review. Many of these teachers also went on to experiential, hands-on activities, but they **always** did the experiential activities **after**, not before, the basic material was learned through guided instruction” (p. 12).

Directions:

- 1) Divide up into five groups of equal numbers.
- 2) Complete the worksheet below.
- 3) Read the part of the article your group is assigned:

Group 1: p. 12 and principle #1 and #2

Group 2: p. 12 and principle #3 and #4

Group 3: p. 12 and principle #5 and #6

Group 4: p. 12 and principle #7 and #8

Group 5: p. 12 and principle #9 and #10

- 4) Discuss the introduction and the two principles you were asked to read.
- 5) Create a poster:
 - Draw a central box and write the title of the article.
 - Write your two main principles in a box under the central box
 - Find and write two to four important details to list under each main idea.
- 5) Be prepared to discuss your two principles with the whole group.
- 6) Go back to the worksheet. Add some details to your action plan column.

17 Principles of Effective Instruction

from Rosenshine, B. (Spring 2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, pp. 12- 19.

Rate Yourself		Action Plan
0 = do not do 1 = do a little 2 = do a lot!		
	Begin with short review	
	Provide new info in small steps	
	Limit amount of info at one time	
	Give clear, detailed info	
	Ask lots of questions to check comp	
	Provide high level of practice for all	
	Guide students during practice	
	Think aloud / model steps	
	Provide models	
	Ask students to explain their learning	

	Check students' responses	
	Provide systematic feedback	
	Use more time to provide explanations	
	Provide many examples	
	Reteach when necessary	
	Prepare for independent practice	
	Monitor during independent practice	

Part 2:

Goal: Learn the content and instructional routines necessary for the teaching of vocabulary.

“Success depends upon previous preparation, and without preparation there is sure to be failure.”

-Confucius

Why focus on how to create solid phonological and phonics lessons?

Because...

- When teachers have time to think deeply about what to teach, how to organize that instruction, and how to assess the subsequent learning, their content knowledge shoots up like a rocket.



(Knight, 2012)

References:

Knight, J. (2012). *High Impact Instruction: A Framework for Great Teaching*. Corwin.

Rosenshine, B. (2012). *Principles of instruction: Research-based strategies that all teachers should know*. *American Federation of Teachers*, Spring.