# Effective Instruction to Ensure ALL Students Learn

## Summer Series for Campus Leaders

**July 23, 2020**

**RENAME** yourself with First Name and School or District (Ex: Chris-School)
- Hover over your video
- Click "..."
- Click "Rename"
- Type First Name-School or District and hit enter

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

# How to build and support a positive student culture:

**Help me get there:** Attendance Support

**Make me feel like I belong:** Identity & Pride

**Make a way for me:** Ready-to-Learn Systems

**Show me the way:** Re-Entry Curriculum

**Connected to June 25**

**Engage & empower me:** Effective Instruction

**Teach me how to lead:** Students lead learning and life

**Teri Clement**
*Director of School Transformation*
tclement@e3alliance.org



**Amy Havard**
*Director of School Transformation*
ahavard@e3alliance.org

**Lety Maynard, Moderator**
*Director of School Transformation*
lmaynard@e3alliance.org

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

**Agenda**

- **The WHY of Effective Instruction**
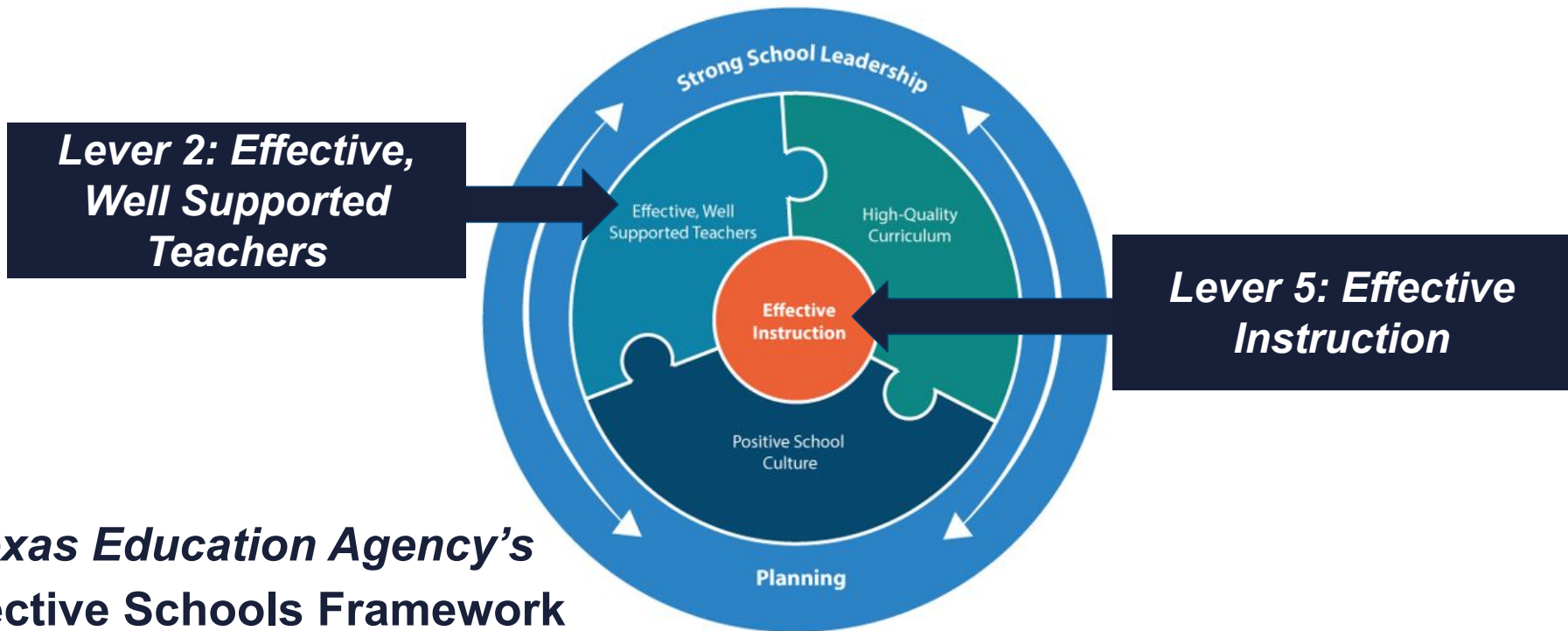- **HOW to Ensure ALL Students Learn**
- **Talk Time**

- **Keep Audio Muted**
- **We recommend taking notes (on paper or digital)**
- **The PDF of these slides is in the chat NOW.**

# The URGENCY of Effective Instruction

- The "COVID Slide" means kids will need targeted, instruction
- Potentially less instructional minutes with virtual/adaptive schedules
- Prioritize need to build relationships and heal as a community

E³ ALLIANCE
EDUCATION EQUALS ECONOMICS

# WHY is Effective Instruction important?



**Lever 2: Effective, Well Supported Teachers**

**Lever 5: Effective Instruction**

Strong School Leadership

Effective, Well Supported Teachers

High-Quality Curriculum

Effective Instruction

Positive School Culture

Planning

*Texas Education Agency's*
**Effective Schools Framework**

*The purpose of school is to ensure students learn, NOT just give them the opportunity to learn.*

*~Richard DuFour*

# The **HOW** of Effective Instruction:

1) Supportive Learning Environment

2) Teach with Urgency

E³ ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020

# Supportive Learning Environment...

- ❏ Educator Language
- ❏ Connections before Content

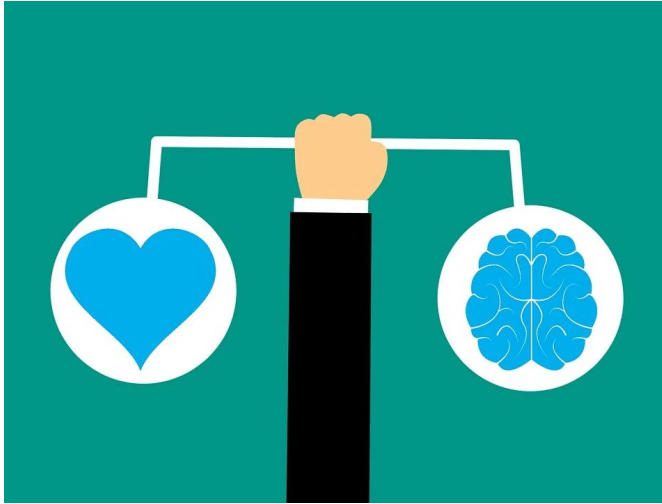# Supportive Learning Environment...

❏ Educator Language

**Growth Mindset Language**

"WE"  "US"  "OUR"
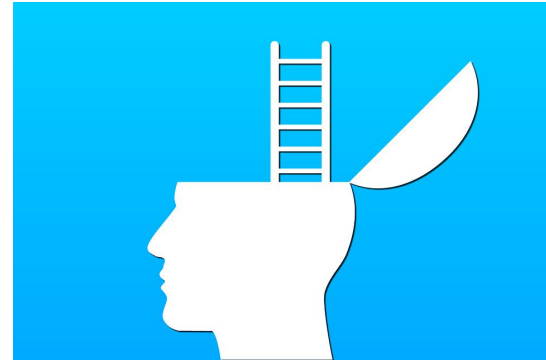
→ *"YET"*
→ *praise actions not person*
→ *specific feedback*

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

# Supportive Learning Environment...

❏ Connections BEFORE Content



- Relationship-building as a value
  - Campus Culture Content
  - Time scheduled during school day
  - "Every kid is my kid"
- Campus-wide practices in EVERY classroom
  - Healing-based practices (listening lunches, wellness check-ins, "CKH Good Things")
  - Explicit Communication (ready-to-learn)

# The HOW of Effective Instruction:

- ☑ Supportive Learning Environment
- ❏ Teach with Urgency

# Teach with Urgency!

❏ study standards→ select focus standards
❏ use pre-assessment to focus even more
❏ acceleration mindset (not remediation)
❏ well-matched learning experiences
❏ focused set of instructional strategies
❏ grow autonomous, goal-focused learners

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

# ☑ **study standards→ select focus standards**



**FEW UNIT STANDARDS**
- Pre-Assessment identified need for support to mastery
- College/Career Readiness
- Real-world readiness
- essential to course understanding

**3**

**SOME UNIT STANDARDS**
- Prioritized by curriculum systems
- College/Career readiness
- Real-world readiness
- essential to course understanding

**2**

**1**

**ALL UNIT STANDARDS**
- All essential standards in a unit are collaboratively studied (language, assessment items, vertical alignment)

**E³ ALLIANCE**
**EDUCATION EQUALS ECONOMICS**

# ✓ use pre-assessment to focus even more

## *Pre-assessment Must Do's and How To's:*

➔ Give yourself time to use the results
➔ Assess only after you've narrowed the standards with your initial study, prioritization & selection

➔ Keep it short and to the point-focus standards only
➔ Consider pre-assessing confidence / attitude
➔ USE THE RESULTS: adjust the plan and use flexible grouping

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020

# ✓ acceleration mindset (not remediation)

## WHY?

- remediation can sometimes widen learning gaps
- remediation often lowers relevance and leads to lower motivation

## HOW?

- strategically prepare students for success right now (like NOW. like this week. like TODAY)
- provide prior knowledge (allow connections)
- explicit, targeted learning goals & vocabulary
- pre-teach big ideas/concepts to students who are behind / struggle
- MOST IMPORTANT: bring acceleration mindset to your planning process and collaborative conversations

# ✓ well-matched learning experiences

## Well-Matched: *levels of learning with levels of the standard*

### 1. Select & study a critical standard

□ High impact (readiness and/or big concept for the course/subject)

□ Review data

▪ Last year's students-this SE
▪ This year's students-vertical SE's

□ Study the parts of the SE

▪ Verb(s) (what exactly will students be asked to do?)
▪ Stuff (what are they going to do that with/to/about?)

□ Evaluate how the students have been asked to demonstrate mastery before? (assessment items)

□ Create a teacher draft of an authentic student anchor supported/developed for this SE

### 2. Plan for the learning for this SE following your campus practice:

□ Use an Explicit Instructional Sequence

□ Activate critical prior knowledge

□ Explicit about the "why" with students (make connection to current SE)

□ High-impact learning strategies integrated throughout (YOUR Campus Instructional Playbook)

□ Opportunities for students to think, talk and write at the level of the SE's verb(s)

□ Create a student draft of an authentic student anchor that can be co-created with students and utilized going forward for independent, critical thinking and practice toward successful mastery of this SE

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS
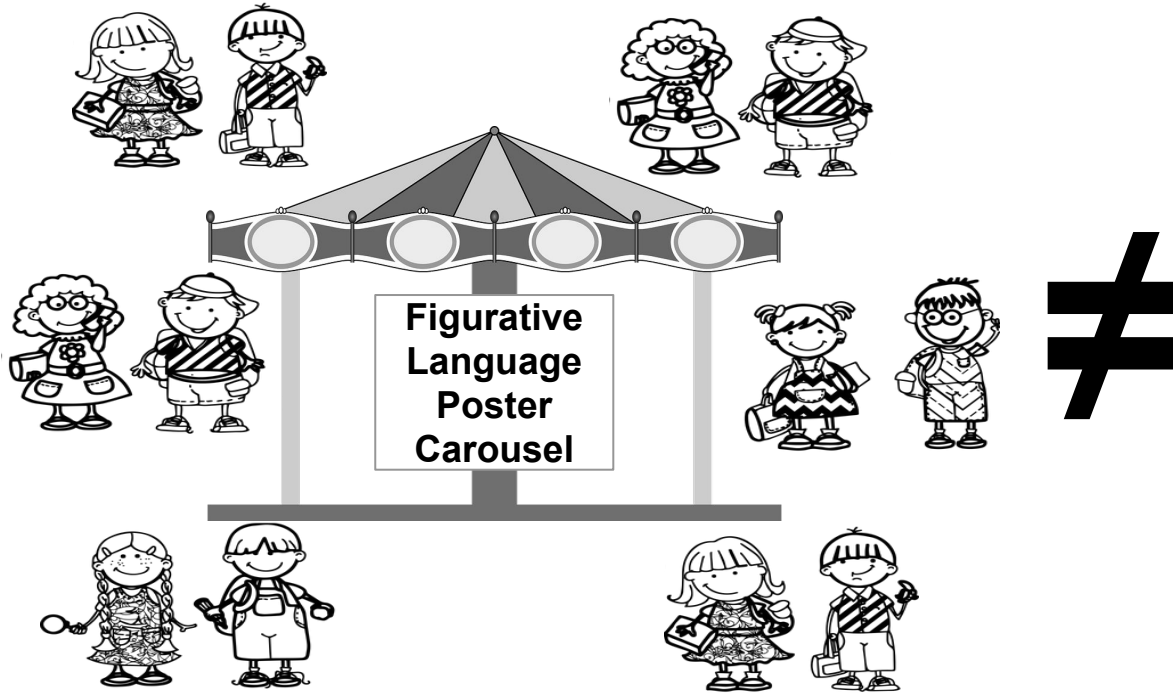
# ✓ focused set of instructional strategies
## (VIRTUAL OR IN-PERSON!)

*"A focused set of instructional strategies will grow teacher capacity!"*
- *In order to be effective, we have to practice and get better*
- *We can't get better at everything*
- *A community of learners can accelerate the practice and help each other get better, faster!"*

**Learn to Love to Learn!**

# Smiley Middle School
# Campus Instructional Playbook

is about

**SLUGS**

## Go Slugs!

providing a clear and consistent set of effective instructional practices that all teachers will use in all classrooms to ensure success for all students.

## Think, Pair, Share
*link for virtual instruction*

**Why:** Provide structure and accountability for student collaboration and academic talk.

**How:**
1. Ask a high level question or give a prompt
2. Give silent think time (ensure anchor of support and/or sentence stems are available for students)
3. Direct students to share for a specified amount of time (tell them who to talk to)-monitor / listen
4. Use randomization to call on some students to share their response with the class

## CUE-DO-REVIEW
*link for virtual instruction*

**Why:** Ensure students understand the connection between the **_why, what_** and **_how_** of the day's learning--metacognition benefits for students.

**How:**
1. Review the learning objective (students engage)
2. Describe how learning will happen
3. Review why we are learning the content in this way (students engage)
4. Give clear expectations for the lesson
5. Do the lesson
6. Review by following steps 1-4 as reflection/questions.

## Randomization
*link for virtual instruction*

**Why:** Ensure all students are active participants in and feel accountable for academic thinking & discussions

**How:**
1. Set up a method (popsicle sticks, name picker app, etc.)
2. Ask a high level question
3. Provide wait time and anchors of support (notes, stems, etc.)
4. Choose a name
5. Thank them for contributing

## Written Response
*link for virtual instruction*

**Why:** Daily opportunities to practice writing across content areas regarding a specific topic to gain a deeper understanding and demonstrate learning.

**How:**
1. Prepare a prompt to assess either the previous or current day's learning.
2. Support with anchors and/or student talk before writing.
3. Allow students 2-5 minutes to write to the prompt.
4. Remind students to write in complete sentences (use anchors)

Allow students to briefly share their writing with teacher or peers-feedback.

The Smiley Middle School Instructional Playbook will ensure all students have consistent access to effective learning environments across our campus. We will practice these strategies in our classrooms frequently and with fidelity. We will participate in professional learning and ask for any needed support for implementing these strategies. These strategies will be part of classroom observations and feedback.

# Think-Pair-Share for Virtual Instruction

## Activity

Online lesson

Reading a book

Watching a program

eLearning via iStation, Galaxy Math, etc.

## Think

Assign an essential question.

How would you summarize...

Explain the process you used to …

## Pair

Text or call a classmate that is doing the same assignment and explain your response.

Explain your response to a family member.

## Share

Share your response and your partner's response with your teacher through Google Classroom, Zoom, Video, or text.

Write your response on a shared platform or journal software.

# ✓ grow autonomous, goal-focused learners

**Reflection from looking back at how 'emergency' virtual instruction went:**

**Students <u>MUST</u> be able to learn without us.**

➢ CLEAR, EXPLICIT directions, guidelines and checklists
➢ Graphic Organizers
➢ Authentic Student Anchors
➢ Student Collaboration
➢ Writing to Learn
➢ Chunking (time, tasks, content)
➢ Goal-setting and self-monitoring

**Look in your District LMS for this feature!**

E³ ALLIANCE
EDUCATION EQUALS ECONOMICS

# Sample Virtual Lesson Plan-Synchronous 1 hr session: Grade 6 Mathematics August 24, 2020

| ESSENTIAL STANDARD(S) | 6.5(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models [integrated activation, application & practice of 6.4(G) generate equivalent forms] |
|---|---|
| PLANNED INSTRUCTIONAL STRATEGIES | structured student talk, randomization, critical writing, collaboration, movement, authentic student anchors, feedback |

**Focus standard(s) based on study, selection & pre-assessment results**

| | | | |
|---|---|---|---|
| **LIVE: Synchronous Session (1 hr scheduled)** | | | |
| How long does this take? | What are the students doing? What is teacher doing? | Why are you doing it this way? | How will you know if students are successful? |
| **MINUTES** | **ACTIVITY / EXPERIENCE** | **IMPACT/PURPOSE** | **EVIDENCE OF LEARNING / ASSESSMENT** |
| 4 | Vocabulary THINK-INK-PAIR-SHARE: paraphrase vocab in breakout sessions: equivalent/generate/part/whole/percent | activate prior knowledge; pre-teach for talk; collaborate | student written and oral responses with randomization |
| 2 | Interactive objectives review (learning, language) & expectations for learning guided by student leaders | student metacognition, relevance, engagement | randomization, whole group attention signals, shared reading |
| 7 (recorded) | I do / We do: Teacher demonstrates during think-aloud intro to proportional figure for solving problems involving percent (students record their own, participate through randomization and partner talk) (record live demonstration) | modeling & engagement, student-generated anchor for consistent problem solving | student writing, randomized responses, observation of student talk |
| 7 | Y'all do: students work in breakout sessions (3-4) to analyze a given problem description and set up figure (saved whiteboard session) | student talk, independent critical thinking & writing | student whiteboard share out, active monitoring with feedback |
| 10 (recorded) | I do / We do: review of figure set up and continue to learn the solve process (students take their own notes to record process w/labels; participate through randomization and partner talk) (session recorded) | modeling/engagement, student-generated anchor for consistent problem solving | student writing, randomized responses, observation of student talk |
| 10 | Y'all do: students work in partners with Rally Coach structure apply solve process to the figures they set up before (student talk stems, written response for each) | student talk, independent critical thinking & writing, collaboration | student whiteboard share out, active monitoring with feedback |
| 5 (recorded) | You do: Guidelines provided for students to create mini-poster representing the process they applied for analyzing, planning (figure draft with labels), solving and justifying today. (model of mini-poster shared) | independent application, authentic student anchors, writing to explain | Planned: content of mini-posters w/video, check for understanding of planned independent, asynchronous practice |
| 5 | students review the learning objective, language objective and expectations/commitment for asynchronous practice | metacognition, relevance, engagement, self-monitoring | whole group response; reflection think time; clarity of objective and guide for practice |

**Acceleration with explicit vocabulary prior knowledge activated**

**Focused instructional playbook strategies throughout**

**Well-Matched: students analyze problem situations to solve**

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

# Sample Virtual Lesson Plan-Synchronous 1 hr session: Grade 6 Mathematics August 24, 2020

| ESSENTIAL STANDARD(S) | 6.5(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models [integrated activation, application & practice of 6.4(G) generate equivalent forms] | | |
|---|---|---|---|
| PLANNED INSTRUCTIONAL STRATEGIES | structured student talk, randomization, critical writing, collaboration, movement, authentic student anchors, feedback | | |
| **LIVE: Synchronous Session (1 hr scheduled)** | | | |
| How long does this take? | What are the students doing? What is teacher doing? | Why are you doing it this way? | How will you know if students are successful? |
| **MINUTES** | **ACTIVITY / EXPERIENCE** | **IMPACT/PURPOSE** | **EVIDENCE OF LEARNING / ASSESSMENT** |
| 4 | Vocabulary THINK-INK-PAIR-SHARE: paraphrase vocab in breakout sessions: equivalent/generate/part/whole/percent | activate prior knowledge; pre-teach for talk; collaborate | student written and oral responses with randomization |
| | | student metacognition, relevance, engagement | randomization, whole group attention signals, shared reading |
| (recorded) | | modeling & engagement, student-generated anchor for consistent problem solving | student writing, randomized responses, observation of student talk |
| | | student talk, independent critical thinking & writing | student whiteboard share out, active monitoring with feedback |
| 10 (recorded) | the solve process ... their own notes to record process w/labels ... through randomization and partner ... recorded) | modeling/engagement, student-generated anchor for consistent problem solving | student writing, randomized responses, observation of student talk |
| 10 | Y'all do: students ... Coach structure apply solve process to the ... before (student talk stems, write ... for each) | student talk, independent critical thinking & writing, collaboration | student whiteboard share out, active monitoring with feedback |
| 5 (recorded) | You do: Guidelines provided for students to create mini-poster representing the process they applied for analyzing, planning (figure draft with labels), solving and justifying today. (model of mini-poster shared) | independent application, authentic student anchors, writing to explain | Planned: content of mini-posters w/video, check for understanding of planned independent, asynchronous practice |
| 5 | students review the learning objective, language objective and expectations/commitment for asynchronous practice | metacognition, relevance, engagement, self-monitoring | whole group response; reflection think time; clarity of objective and guide for practice |

**Focus standard(s) based on study, selection & pre-assessment results**

**Acceleration with explicit vocabulary prior knowledge activated**

**Autonomy Support:**
**Gradual release, modeling, exemplars, anchors and asynchronous assignment with planned feedback and support**

**Focused instructional playbook strategies throughout**

**Well-Matched: students analyze problem situations to solve**

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

# The HOW of Effective Instruction:

☑ Supportive Learning Environment

☑ Teach with Urgency

E³ ALLIANCE
EDUCATION EQUALS ECONOMICS

**Leading Forward**
*Leading the Transformation*

**A Safe Place**
*A Healthy, Secure Environment*

**We're in this Together**
*Support Student & Staff Attendance*

**A Place to Belong**
*Reignite School Culture*

**Close the Gap**
*Equitable, High-quality instruction for all*

# ROAD TO RECOVERY– Priority Playbook

# Upcoming Opportunities

- **Road to Recovery Webinar Part 3**
  - September 17 @ 2:00pm
  - [Registration](#) Info will be in follow-up

- **More Summer Series--Thursdays @ 1:00**
  - July 30--We're in this Together: Attendance Systems and Support
  - August 6--Student Leadership in Learning and Beyond
  - [Past Summer Series](#)

  *Share registration info with others!*

E³ ALLIANCE
EDUCATION EQUALS ECONOMICS

# Collaboration Time

- Instead of ending at 1:45 we will stay until 2:00!
- Make a PLAN:
  - What did you hear that you want to share with others?
  - How and when will you share with the entire guiding coalition?
  - What actions do you need to take?

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

# Feedback

# www.menti.com

# Code: 53 92 00

DIRECT LINK:  https://www.menti.com/6fu4ja5oqz

**E³ ALLIANCE**
EDUCATION EQUALS ECONOMICS

# Effective Instruction to Ensure all Students Learn

**For questions or more information:**
Amy Havard:  ahavard@e3alliance.org
Teri Clement:  tclement@e3alliance.org
Lety Maynard:  lmaynard@e3alliance.org

E3 ALLIANCE
EDUCATION EQUALS ECONOMICS