**1: Graduate Standards: Graduate Standards that relate to this area of Teaching are . . .**

Strategy: Using a A Note-making Framework/Advance Organiser

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Statement (copied from TRB doc):** | **Define Key Terms/Phrases in own words (share meanings)** | **Describe link between part of statement and content of today’s tutorial** |
|  |  |  |  |
|  |  |  |  |

**2: Student Summary of First Steps Reading: Explicit Literacy Teaching?**

**3: Direct Instruction: More than Chalk and Talk?**

Procedural or Declarative? Which type of knowledge does Direct Instruction tend to teach?

Task: divide the list below into things that are associated with Direct Instruction and things that are often contrasted with Direct Instruction . . .

|  |  |  |
| --- | --- | --- |
| * Lectures * Discovery learning * Demonstrations * Student practice * Workshops, * Resource based learning * Explicit Teaching * Observation, * Enquiry based learning * Mastery Learning | Direct Instruction |  |
| Contrast |  |

**The Lesson**

1. Review previous material
2. State objectives
3. Present new material/steps in procedure though modelling.
4. Directed practice (use questions to lead students thru steps and see reasons behind them)
5. Guided practice (students generate own leading questions while working thru steps. Teacher coaches)
6. Independent practice (students work through more examples on their own)
7. Review periodically

**The Planning**

1. Determine the skill (goal) you want students to master
2. Identify the steps in the skill and convert them into focused questions
3. Select/create examples for various stages of practice
4. Create a schedule for practising the skill (from short, freq occurring to longer time gaps)
5. Select or design a synthesis tasks that required students to use the new skill.

**Key Aspects of Using this Effectively**

Task: Choose one of these and create a list of things to do that ensure this, then check against sheet:

1.Teacher clarity

2.Variety of presentation

3.Student-task focus

**4: Direct Vocab Instruction Works**

1. Prior instruction of new words enhances learning them in context
2. One of best ways: associate an image with it
3. Direct instruction on words that are critical to new content produces the most powerful learning

**DoL Dim 2 Strategy:**

1. Present student with brief explanation, demonstration, description of new term or phrase (e.g. censorship re Farenheit 451, teacher censoring music, writing,reading in practice)
2. Present students with nonlinguisttic representation of new word
3. Ask students to generate own explanations or descriptions
4. Ask students to create own non-linguistic representation of
5. Periodically ask students to review accuracy of explanations/representations.

**Explicit Vocabulary Strategy (links to Dim 2)**

**‘Mind’s Eye’**

1. Select 20-30 key words from text
2. Explain you’ll read the words aloud while they ‘create movies in their minds’. Consider whether they’d be most likely to draw a picture, ask a question, make a prediction or describe their feelings in response to the words they’ll hear. Use their chosen end product (picture, question etc) as a frame of reference for their visualisations
3. Read words slowly, with emphasised feeling. Students to create movies or mental images as you read the words and add to/refine images with each new word. Students develop end product and share in pairs, groups or whole class.
4. Students to read text, comparing their initial ideas with what they discovered while reading.
5. Students reflect on process and types of thinking they’re most comfortable with (visualisation, questioning etc)
6. Teach students to use strategy independently as form a ‘pre-reading a text’, modelling the selection of key words, making images, forming predictions and reading actively to confirm predictions.

**Some models from: http://www.edpsycinteractive.org/topics/instruct/dirprn.html**

One of the components of Slavin's [QAIT](http://www.edpsycinteractive.org/edpsyc/QAIT.html) model of effective classroom practice is Quality of Instruction. The following is a brief overview of the instructional events that he includes in his version of a model of direct or explicit instruction (see Slavin, 2006).

**1. State learning objectives and orient students to lesson**

Tell students what they will be learning and why it is important (the more personal, the better.) Relate current lesson to previous and future lessons.

**2. Review prerequisites**

Be certain students have the prerequisite knowledge or skills for the current lesson. This is one of the most important components of the overview or orientation phase of the lesson.

**3. Present new material**

Presentation should have an organizational structure with many concrete examples and demonstrations

* component relationships
* sequential relationships
* relevance relationships
* transitional relationships

**4. Conduct learning probes**

Ask relevant questions (consider wait-time and level of questions)

* First subskill
* Conduct learning probes on first subskill
* Second subskill
* Conduct learning probes on second subskill
* Third subskill
* Conduct learning probes on third subskill
* Etc.

**5. Provide independent practice**

Give students an opportunity to work alone; students should have done some supervised or guided practice before they attempt to work independently.

**6. Assess performance and provide feedback**

Review independent work or perhaps give a quiz, providing corrective feedback for all work. At this point it may be necessary to reteach some of the lesson.

**7. Provide distributed practice and review**

Assign homework or otherwise allow students to work on material previously covered. Give assignments that require students to use the content and skills in different circumstances.

**References**

* Slavin, R. (2006). *Educational psychology* (8th ed.). Boston: Pearson/Allyn & Bacon.

|  |  |  |
| --- | --- | --- |
| **Event** | **Teacher Behavior** | **Student Behavior** |
| **PRESENTATION** | | |
| Overview   * Review | * provides an opportunity for students to recall and/or examine what they have already learned in preparation for the current lesson | * focus on prerequisite skills and concepts * check homework and discuss difficult questions * link the lesson to previous ones * work a problem similar to those done already * review the previous lesson -- explaining what they did and why |
| Overview   * What | * presents the specific concept(s) and skill(s) to be learned | * read a stated objective for the lesson * hear what the topic of the lesson is * see what they will be able to do at the end of a lesson |
| Overview   * Why | * states a reason or a need for learning the skill(s) or concept(s) | * see how the lesson is related to the real world relate the lesson to their own interests * discuss how the skill or concept can be applied to other subject areas * see how the lesson relates to their deficiencies |
| Explanation | * develops or explains the concepts and skills to be learned | * hear an explanation * use manipulative materials to develop concepts and/or skills * have class discussions * see concrete examples * watch films or filmstrips * read explanations in textbooks * interact with Computer Assisted Instruction program |
| Probe & Respond | * probes students as to their initial understanding of concepts and skills | * answer teacher questions * verbalize understandings * model demonstrated processes * generate examples and non-examples of a concept |
| **PRACTICE** | | |
| Guided Practice | * closely supervises the students as they begin to develop increased proficiency by completing one or two short tasks at a time | * read a paragraph aloud in a reading group * complete one or two math problems in an assignment, while the teacher monitors their work * complete an activity on the board, while others do the same * activity at their seats, and the teacher monitors the work * use structural analysis skills to orally decode new vocabulary words |
| Independent Practice | * allows students to work independently, with little or no teacher interaction, to reinforce individual proficiency with concepts and skills | * complete seatwork assignments * drill on basic arithmetic facts * begin or complete homework assignments * play games related to specific skills or concepts |
| Periodic Review | * provides students opportunity to have distributed practice on previously covered content and skills | * demonstrate retention of previously learned concepts and skills |
| **ASSESSMENT AND EVALUATION** | | |
| Formative (Daily Success) | * checks students work each day and offers corrective instruction as necessary | * complete independent work at or above a given level of proficiency |
| Summative (Mastery) | * checks students work at the end of each unit of instruction | * demonstrate knowledge and application of concepts and skills at or above a given level of proficiency |
| **MONITORING AND FEEDBACK** (Provided throughout the lesson as needed) | | |
| Cues and Prompts | * provides students with signals and reminders designed to sustain the learning activity and to hold students accountable | * attend to signals and/or reminders continue working on assigned activity |
| Corrective Feedback | * tells students whether their answers are correct, see or hear the correct answers, and are told why those answers are correct | * read correct answers aloud * write correct solutions to math problems on board * check spelling by comparing their answers to those on a transparency * support their answers to reading comprehension questions by reading aloud from the text |

Putting this all together the model looks like this:

