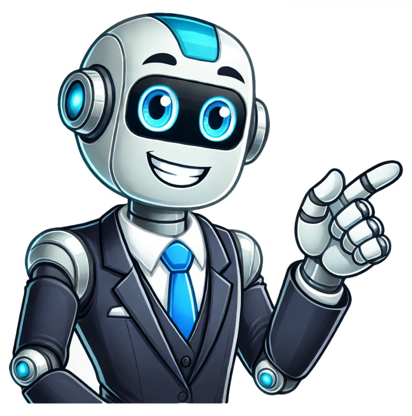
I'm not a bot



Direct instruction is a powerful approach that has proven highly effective in promoting successful learning outcomes. This teaching method aims to provide students with clear, explicit, and systematic instruction, leaving no room for ambiguity or confusion. With direct instruction, educators actively guide students through learning, ensuring they acquire the necessary knowledge and skills to excel academically.The foundation of direct instruction lies in its definition as an instructional approach that explicitly teaches concepts, strategies, and skills. It involves breaking down complex concepts into manageable steps and providing students with clear explanations, demonstrations, and examples. Direct instruction sets a solid framework for student learning and understanding by offering precise instructions and modeling expected behaviors.Through systematic and structured lessons, students have the necessary building blocks to advance their learning. Explicitly teaching foundational concepts and skills, direct instruction ensures that students have a solid grasp of important content, enabling them to tackle more complex tasks and challenges in their academic journey.Direct instruction empowers educators to address misconceptions or gaps in students understanding. Teachers can guide students toward the correct learning path by providing immediate feedback and corrective measures. This targeted intervention allows for timely adjustments and ensures students do not persist with misconceptions, maximizing their learning potential.It aims to provide clear, explicit, and systematic instruction to students.The goal is to eliminate ambiguity and confusion in learning.Educators play an active role in guiding students through the learning process.Direct instruction focuses on explicitly teaching concepts, strategies, and skills.Complex concepts are broken down into manageable steps.Clear explanations, demonstrations, and examples are provided.Direct instruction establishes a solid framework for student learning and understanding.Systematic and structured lessons equip students with foundational knowledge and skills.Direct instruction addresses misconceptions and gaps in understanding.Immediate feedback and corrective measures are provided.Teachers guide students toward the correct path of learning.Direct instruction is an instructional approach that focuses on explicit teaching and provides clear, direct guidance to students. It is a method of instruction where educators take an active role in delivering information, modeling skills, and guiding students through the learning process. Direct instruction aims to ensure that students thoroughly understand the subject matter by providing them with specific, step-by-step instructions. There are The six steps in Direct Instruction are:Introduction/ReviewPresenting the new materialGuided PracticeFeedback and CorrectivesIndependent PracticeEvaluation/ReviewWhat is direct instruction?What is Direct Instruction? Direct instruction refers to an instructional approach in which teachers provide explicit and structured guidance to students, delivering information, modeling skills, and guiding the learning process. It is a method that aims to make learning more efficient and effective by breaking down complex concepts into manageable steps and providing students with clear and direct instructions.In direct instruction, teachers actively participate in the classroom, providing explicit explanations, demonstrations, and examples to help students grasp the subject. The emphasis is on clarity and directness, leaving no room for ambiguity or confusion. Teachers present information systematically and sequentially, ensuring that students understand the foundational concepts before moving on to more advanced topics.Direct instruction aims to provide students with a solid foundation of knowledge and skills. By explicitly teaching specific content and strategies, direct instruction helps students acquire the necessary tools to succeed academically. It focuses on providing students with the essential information and skills to master a particular subject or topic.Direct instruction is often used in subjects that require specific procedures or skills, such as reading, math, and science. It is particularly effective for teaching foundational concepts, ensuring students understand the basics clearly before progressing to more complex ideas. Direct instruction helps students build confidence and competence by providing step-by-step guidance and immediate feedback.Direct instruction involves explicit and structured guidance from teachers.It breaks down complex concepts into manageable steps with clear instructions.Teachers play an active role, providing explanations, demonstrations, and examples.Direct instruction focuses on building a solid foundation of knowledge and skills.It effectively teaches foundational concepts and subjects requiring specific procedures or skills.History of direct instructionDirect Instruction (DI) is not a new educational trend; its origins can be traced back to the 1960s when Siegfried Engelmann and Wesley Becker developed a preschool curriculum for children from socially disadvantaged backgrounds at the University of Illinois. This curriculum, known as DISTAR (Direct Instruction System for Teaching Arithmetic and Reading), was further developed and refined by Siegfried Engelmann and his colleagues at the University of Oregon The DI approach encompasses various instructional methods such as seminars, participative classes, small group discussions, study groups, and focus groups.The foundation of DI lies in its three-pronged approach: the I, the We, and the You. In the I phase, the teacher takes on the role of the instructor, providing clear and explicit explanations to the students. The We phase emphasizes collaborative learning, with the teacher and students actively acquiring new skills and knowledge. Finally, in the You phase, students independently apply what they have learned through homework assignments and practice exercises.This approach aims to enhance students academic performance and foster positive affective behaviors. By breaking down the teaching and learning process into manageable units and providing scaffolding support, DI promotes a structured, reflective learning environment that facilitates mastery of concepts and skills.Implementing DI involves delivering clear instructions that leave no room for ambiguity. The teachers role is pivotal in providing explicit guidance and support, ensuring students grasp the content effectively. Additionally, DI encourages active student participation and engagement, promoting a sense of ownership and responsibility for their learning outcomes.DI originated in the 1960s as an approach to teaching children from disadvantaged backgrounds.The DI approach includes various instructional methods and focuses on three phases: I, We, and You.The I phase involves the teacher providing explicit explanations and instructions.The We phase emphasizes collaborative learning between the teacher and students.The You phase encourages the independent application of learned skills through homework and practice.6 Functions (or steps) in Direct InstructionThe Six Functions (or Steps) of Direct InstructionDirect instruction involves a systematic approach to teaching that goes beyond simply explaining a concept. It follows a series of steps or functions crucial in the teaching process. Lets delve deeper into these steps to gain a comprehensive understanding.6 Steps in Direct InstructionStep 1; Introduction/Review: The first step in direct instruction is setting the learning stage. This involves engaging students, capturing their attention, and activating their prior knowledge. You can build upon previous lessons or assess students background knowledge related to the subject you are about to teach. Providing lesson objectives can also help students understand what they will learn and what is expected.Step 2; Present the New Material: The teacher presents the new material to students using clear and guided instructions. The lesson content should be carefully organized step-by-step, each building upon the previous one. Two common methods for presenting new material are through a lecture or a demonstration. Lecture Method: To deliver an effective lecture, there are several essential steps to consider:State the main points of the lecture.Introduce a main organizing idea or theme.Use examples to illustrate each idea.Employ repetition to reinforce the main points.Summarize and refer back to the main organizing idea. Its important to note that a lecture can be engaging and interactive, contrary to the misconception that it is a dull and one-sided approach to teaching.Demonstration: In this method, the teacher demonstrates a skill or principle in small steps, often using visual aids. Visual demonstrations can be more engaging for students compared to purely auditory lectures. This approach is commonly used in science classes to illustrate scientific concepts and experiments.Step 3;Guided Practice: During guided practice, the teacher and students work together to practice the concept introduced earlier. The student attempts the skill or task with the assistance of the teacher and peers. The purpose of this step is to guide initial practice, correct mistakes, reteach if necessary, and provide sufficient practice for students to work independently eventually. Asking effective questions is crucial to assess students understanding and guide their learning process.Step 4;Feedback and Correctives: Feedback and correctives play a vital role in direct instruction, especially during guided practice. If students struggle to understand the lesson material, the teacher must correct them and provide feedback. There are four types of student responses to questions, and the teachers actions should vary accordingly:Correct, quick, and firm: Ask a new question to maintain the lessons pace.Correct, but hesitant: Provide encouragement and support.Incorrect but careless: Correct the mistake and continue.Incorrect and lacking knowledge: Offer hints, ask simpler questions, or provide additional instruction.Step 5;Independent Practice: After guided practice and receiving feedback, students are ready to apply the newly learned material independently. Independent practice allows students to reinforce their understanding and integrate new information or skills with prior knowledge. It helps them develop fluency and automaticity in using the skills. Students typically go through two stages during this phase: unitization and automaticity. In the unitization stage, students consolidate and apply the skills they have learned in new situations. With continued practice, students reach the automatic phase, where they can perform the skills successfully and rapidly without consciously thinking through each step.Step 1; Evaluation/Review: Before moving on to a new concept that builds upon previous learning, evaluating students comprehension and reviewing their progress is essential. Collecting student data allows the teacher to assess whether the lesson needs to be retaught or reinforced. Various evaluation and review methods can be employed, and it is crucial to select the most appropriate one that yields meaningful data regarding students learning process. Formative assessments are particularly well-suited for this purpose, as they provide ongoing feedback and allow for adjustments in instruction based on students needs.Introduction/Review: Engage students, activate prior knowledge and state lesson objectives.Present the New Material: Deliver clear and guided instructions through a lecture or demonstration.Guided Practice: Work with students to practice the new concept, provide support, correct mistakes, and ask effective questions.Feedback and Correctives: Provide feedback and correct errors during guided practice, adjusting teaching strategies based on student responses.Independent Practice: Allow students to apply the learned material independently, reinforcing understanding and developing fluency.Evaluation/Review: Assess student comprehension, review progress, and determine if further instruction or reinforcement is needed.Direct Instruction examplesDirect instruction can be made engaging and interactive through various strategies and tools. Here are 16 examples of engaging natural instruction techniques:Entry ticket: Begin the lesson with a short activity or question related to the previous lesson to activate students prior knowledge and prepare them for the upcoming material.Mentimeter: Use online polling or survey tools like Mentimeter to gather real-time responses from students and promote active participation.Math Arithmetic: Engage students in hands-on activities or manipulatives to teach arithmetic concepts, making the learning experience more tangible and interactive.Storytelling: Incorporate storytelling techniques to present new material in a captivating and relatable manner, fostering students engagement and understanding.Photo widgets: Use visual aids such as photo widgets or graphic organizers to help students visualize and connect ideas, enhancing comprehension and retention.Demonstrate: Demonstrate a skill or concept step-by-step, utilizing visual aids, props, or multimedia resources to enhance understanding and make the content more accessible.Video Quiz: Integrate interactive video quizzes into the lesson, where students answer questions or solve problems related to the video content, promoting active engagement and assessment.Group work: Organize students into small groups to work collaboratively on tasks or projects, encouraging peer learning, problem-solving, and communication skills.Think, Pair, Share: Engage students in the think, pair, share strategy, where they individually reflect on a question or prompt, discuss their ideas with a partner, and then share their thoughts with the whole class.Buzz session: Conduct a lively and fast-paced discussion or debate on a specific topic, encouraging active participation and critical thinking among students.Quiz: Administer quizzes to assess students understanding and provide immediate feedback, reinforcing their learning and identifying areas that require further attention.Planner: Provide students with a planner or organizer to help them plan and track their progress, fostering independence and self-regulation in their learning.Flashcards: Use flashcards as a quick and effective way to review and reinforce key concepts, allowing students to practice retrieval and improve memory recall.Kahoot: Utilize online interactive quiz platforms like Kahoot to create engaging and competitive quizzes that motivate students to participate and review the lesson content actively.Mind Map: Encourage students to create mind maps or concept maps to visually represent the relationships between ideas and concepts, promoting deeper understanding and knowledge organization.Digital Quiz/Worksheet: Incorporate digital quizzes or interactive worksheets through educational platforms or learning management systems, providing students immediate feedback and personalized learning experiences.Benefits of direct instructionDirect instruction offers several benefits that contribute to effective and successful student learning experiences. Here are some key benefits of implementing direct instruction in the classroom:Clarity and Explicitness: Direct instruction provides clear and explicit explanations, education, and demonstrations, leaving little room for confusion or misinterpretation. Students receive precise guidance on what to learn and how to apply the knowledge or skills, which promotes a deeper understanding of the subject matter.Structured Learning: Direct instruction follows a structured approach, with carefully planned lessons and a sequential progression of content. This structure helps students grasp foundational concepts before moving on to more complex ideas, ensuring a solid understanding of the material. The organized framework of direct instruction fosters efficient learning and facilitates the retention of information.Active Student Engagement: Direct instruction encourages active student participation throughout the learning process. Students actively listen, observe, and respond to the teachers instruction. This engagement promotes attentiveness and keeps students focused on the lesson content, enhancing comprehension and retention.Scaffolded Learning: Direct instruction provides a scaffolded learning experience, supporting students as they develop new skills and knowledge. Teachers gradually release responsibility to students, starting with explicit guidance and gradually allowing more independent practice. This gradual release approach ensures that students receive appropriate support and progressively build their competence and confidence.Immediate Feedback: Direct instruction facilitates immediate feedback, allowing teachers to assess students understanding and provide timely guidance and correction. Students receive immediate feedback on their performance, enabling them to make necessary adjustments and improvements. This feedback loop promotes self-reflection, helps students monitor their progress, and guides them toward achieving mastery.Enhanced Academic Achievement: Research suggests that direct instruction positively impacts academic achievement. Its direct and systematic approach helps students acquire and retain knowledge and skills effectively. By providing students with a strong foundation of essential concepts and strategies, direct instruction equips them with the tools they need to succeed academically.Inclusive Instruction: Direct instruction can be tailored to meet the needs of diverse learners. Teachers can differentiate instruction by modifying the pace, level of support, or instructional materials to accommodate students with varying abilities, learning styles, or backgrounds. This inclusive approach ensures that all students have access to quality instruction and opportunities for success.5 Phases of Direct InstructionDirect/Explicit Instruction: Five Essential Phases for an Instructional ProcessPhase One: Direct Explanation Before Learning Strategies: Provide a hook for instruction, clarify learning targets, activate prior knowledge, make connections, and generate questions.Sample Activities: Think Alouds, Providing Cues, KWL/BDA Chart, Think, Pair, Share, 3 Minute Pause, Say Something, Guided Imagery, Anticipation Guides, Double Entry Diaries.Phase Two: Demonstration and Modeling I Do It Strategies: Engage students through questioning, model strategies, and cues, encourage metacognitive thinking, and monitor and assess student learning.Sample Activities: Concept Definitions, Note Making (e.g., Cornell Notes), Graphic Organizers, Connect to Self/Text/World, Kagan Strategies.Phase Three: Guided Practice We Do It Strategies: Provide opportunities for independent practice, maintain a high level of support initially, gradually withdraw consent based on student data and performance, and monitor for conceptual clarity.Sample Activities: FALS, Interactive Reading Guides, Questioning the Author, Story Mapping, Double Entry Journals/Diaries, Logographic Cues, Use of Bookmarks, Syntax Surgery, Anticipation Guides, Author Says, I Say, Connect Two, Character Quotes, Mind Mapping, KWL Plus, Labs, Magnet Summaries, Sketch to Stretch, GIST.Phase Four: Corrective Feedback/Verification Strategies: Provide descriptive feedback, intervention/remediation, and metacognitive strategies based on student work samples and responses.Sample Activities: Anticipation Guides, Scales (Likert), Plus/Delta, Somebody Wanted But So, Text Reformulation, It Says-I Say-So, Most Important Word, Reflections, Cornell Notes, Summaries, Conjectures.Phase Five: Independent Practice and Problem Solving You Do It Strategies: Students demonstrate proficiency, engage in problem-solving, use rubrics and exemplars, evaluate their own work, and engage in discussions.Sample Activities: Differentiated independent practice formats, peer tutoring, self-correcting materials, software/web-based activities, cooperative learning, group work, centers, and projects. Level of Support: No teacher support, opportunity for Tier I interventions, and monitoring student work for further instructionImportance of Direct InstructionThe rationale behind Direct Instruction (DI) is rooted in its systematic and student-centered approach to teaching. DI emphasizes breaking down lessons into small, manageable steps, regularly checking for understanding, and ensuring active and successful student participation. It recognizes that every student has the potential to learn and that educators can employ effective teaching methods at all levels of expertise.Research, such as the findings by Baker et al. (2013), has provided compelling evidence supporting the positive impact of explicit or direct instruction on various academic outcomes, particularly for students who may be at risk for academic difficulties. This highlights the importance of implementing DI as an effective instructional approach, especially for students who require additional support and guidance in their learning journey.Direct Instruction extends beyond traditional lecture-style teaching. It incorporates a variety of teaching techniques, including the use of movies, documentaries, video clips, or PowerPoint presentations, carefully selected by the teacher to introduce learning objectives and align with the curriculum. These multimedia resources serve as valuable tools to engage students and enhance their understanding of the subject matter.In the broader context of the US education system, particularly in public schools, DI aligns with the overall approach of teachers designing educational programs and selecting appropriate methods and materials for instruction. It can coexist alongside other instructional approaches, such as scaffolding when thoughtfully planned and integrated into the curriculum. For instance, while working in pairs may not strictly adhere to the principles of direct instruction, the preparation and instructional guidance provided by the teacher in that collaborative setting contribute to a successful DI implementation.Understanding the fundamentals of DI is essential for its effective implementation. These fundamentals include the belief that every student can learn and progress in their education. DI recognizes the need for students who may be performing below grade level to receive targeted instruction at an accelerated pace in order to catch up with their peers. It also emphasizes the importance of ongoing supervision and monitoring to minimize errors and misinterpretations, ensuring the maximum impact of curriculum implementation.By embracing the principles and fundamentals of DI, educators can create a supportive and structured learning environment that empowers students to reach their full potential, facilitates academic growth, and promotes educational equity.Direct instruction holds significant importance in the realm of education due to the following reasons:Clarity and Focus: One of the key benefits of direct instruction is its ability to provide clarity and focus in the learning process. By delivering explicit and direct instruction, teachers ensure that students understand the content thoroughly and have a clear roadmap for their learning journey. This clarity eliminates ambiguity and helps students stay on track, fostering a deeper understanding of the subject matter.Mastery of Essential Skills: Direct instruction is vital in helping students master essential skills and knowledge. By breaking down complex concepts into manageable parts and providing step-by-step guidance, direct education equips students with the necessary tools and strategies to acquire foundational skills. This mastery builds a solid foundation for further learning and empowers students to tackle more advanced concepts.Improved Academic Performance: Direct instruction has been proven to enhance academic performance. Its explicit and structured approach ensures that students receive targeted education and ample practice opportunities, essential for deep learning and retention. The systematic progression of content in direct instruction enables students to build upon their knowledge and skills, leading to improved academic outcomes.Engagement and Active Learning: Direct instruction promotes active engagement in the learning process. Through clear explanations, demonstrations, and guided practice, students actively acquire new information and apply it to solve problems or complete tasks. This active participation enhances student engagement and motivation, increasing learning outcomes.Differentiation and Individualization: Direct instruction allows for differentiation and individualization to meet the diverse needs of students. Teachers can tailor their instruction to address students specific learning styles, abilities, and interests. By providing explicit guidance and targeted support, direct instruction ensures that each student receives the necessary scaffolding and challenges to reach their full potential.Confidence and Self-Efficacy: Direct instruction contributes to developing student confidence and self-efficacy. As students receive clear education, practice, and feedback, they gain a sense of mastery and accomplishment. This positive reinforcement builds their confidence in their abilities and fosters a belief that they can succeed academically.Transferable Learning: Direct instruction helps students develop transferable skills and knowledge that can be applied across different contexts. By explicitly teaching foundational concepts and problem-solving strategies, direct education equips students with a toolkit of skills that can be utilized in various academic and real-life situations.Direct Instruction emphasizes breaking down lessons into small, manageable steps and ensuring active participation from all students.Research supports the positive impact of direct instruction on academic outcomes, particularly for students at risk for academic difficulties.Direct Instruction incorporates various teaching techniques, including multimedia resources, to engage students and enhance their understanding.Direct Instruction aligns with the overall approach of teachers designing educational programs and selecting appropriate methods and materials for instruction.The fundamentals of Direct Instruction include the belief that every student can learn, targeted instruction for struggling students, ongoing supervision and monitoring, and a structured learning environment.Direct Instruction provides clarity, helps students master essential skills, improves academic performance, promotes engagement and active learning, allows differentiation, boosts confidence and self-efficacy, and develops transferable skills.Pros and cons/benefits and Drawbacks of direct instructionPros / Benefits of Direct Instruction:Clarity and Explicitness: Direct instruction provides clear and explicit guidance, ensuring that students understand what is expected of them. This clarity helps students grasp concepts more effectively and reduces confusion.Systematic Approach: Direct instruction follows a systematic and structured approach, ensuring that all necessary content is covered in a logical sequence. This organized framework helps students build a strong foundation and facilitates the acquisition of new knowledge and skills.Mastery of Skills: Direct instruction focuses on mastery and provides ample practice opportunities for students to develop and reinforce their skills. This emphasis on mastery promotes deeper understanding and long-term retention of the material.Effective Use of Time: Direct instruction maximizes instructional time by providing efficient and targeted teaching. It minimizes distractions and focuses on actual content, allowing students to maximize their learning time.Active Student Engagement: Direct instruction promotes active engagement, keeping students involved and attentive throughout the lesson. This engagement enhances learning outcomes as students actively participate in discussions, demonstrations, and practice activities.Cons / Drawbacks of Direct Instruction:Limited Creativity and Critical Thinking: Direct instruction primarily focuses on delivering content in a structured manner, which may leave less room for creativity and critical thinking. Students may have fewer opportunities to explore alternative perspectives or think independently.Potential for Overreliance on Teacher: In direct instruction, the teacher takes on a central role, leading the lesson and providing explicit instruction. This can create a dependency on the teacher, limiting students ability to take ownership of their learning and develop independent problem-solving skills.Lack of Individualization: Direct instruction may not always cater to all students individual needs and learning styles. The structured approach may not provide sufficient flexibility to accommodate diverse learners, potentially leading to disengagement or limited understanding for some students.Potential for Monotony: Direct instruction can become repetitive if not varied with different instructional strategies or activities. The constant reliance on teacher-led education may lead to monotony, impacting student engagement and motivation.Limited Exploration and Discovery: Direct instruction primarily focuses on transmitting information to students, which may leave less room for exploration, discovery, and inquiry-based learning. Students may have fewer opportunities to develop their problem-solving skills through hands-on exploration.What are the Examples of Direct instruction strategiesDirect instruction employs various strategies to facilitate effective teaching and learning. Some commonly used direct instruction strategies include:Explicit Instruction: This strategy clearly and systematically teaches specific skills or concepts, providing step-by-step guidance and direct explanations. Teachers explicitly model and demonstrate the desired behavior or thought process, ensuring students understand the content thoroughly.Modeling: Modeling is a strategy where teachers demonstrate the desired behavior or skill to students. By observing the teachers actions, students learn how to perform the task correctly. Modeling can be used for various skills, such as problem-solving, reading comprehension, or scientific experiments.Guided Practice: Guided practice provides structured opportunities for students to practice new skills or apply newly acquired knowledge. Teachers offer support and feedback as students work through tasks or exercises, gradually releasing responsibility to the students as their proficiency increases.Scaffolded Instruction: Scaffolding is a strategy that provides temporary support to students as they develop their skills. Teachers provide additional assistance, prompts, or cues to help students achieve a task or solve a problem. As students gain confidence and proficiency, the scaffolding is gradually removed.Questioning: Questioning is a powerful direct instruction strategy that promotes critical thinking and engagement. Teachers use various question types, such as recall, analytical, and evaluative questions, to check for understanding, encourage deeper thinking, and stimulate discussion.Choral Response: Choral response involves having the entire class respond simultaneously to a question or prompt. This strategy promotes active participation and ensures all students are engaged in learning. Choral response can be used for reviewing concepts, practicing pronunciation, or reinforcing key information.Check for Understanding: Regularly checking for understanding is essential in direct instruction. Teachers use formative assessment techniques like quick quizzes, exit tickets, or thumbs-up/thumbs-down responses to gauge student comprehension and adjust instruction accordingly.Direct Explanation: Direct explanation involves clearly and concisely explaining concepts, procedures, or rules. Teachers use simple language and examples to ensure students understand the information.Cooperative Learning: Cooperative learning is a strategy that involves organizing students into small groups to work collaboratively on tasks or projects. This strategy promotes peer interaction, problem-solving skills, and shared learning experiences.Immediate Feedback: Providing immediate feedback is crucial in direct instruction. Teachers offer timely and specific feedback to students, highlighting correct answers, addressing misconceptions, and guiding further learning.Direct instruction methodsDirect instruction encompasses several methods to facilitate effective teaching and learning. Some common natural instruction methods include:Lecture: Lecture is a traditional direct instruction method where the teacher delivers information or explanations to the entire class. The teacher presents the content through verbal delivery, supplemented with visual aids such as slides or charts.Demonstration: The demonstration method involves the teacher showcasing a specific skill, process, or experiment to the students. By visually illustrating the steps or procedures, the teacher helps students understand how to perform the task correctly.Drill and Practice: This method uses repetitive practice to reinforce learning and mastery of specific skills or concepts. Students engage in structured exercises, worksheets, or online practice sessions to enhance their understanding and fluency.Direct Interactive Instruction: Direct interactive instruction involves active engagement between the teacher and students. It includes class discussions, question-and-answer sessions, and small-group collaborations. This method promotes student participation and interaction, encouraging deeper understanding and knowledge retention.Guided Reading: Guided reading is commonly used in language arts instruction. The teacher works with small groups of students, providing guidance and support as they read and comprehend texts at their appropriate reading level. The teacher assists with decoding, vocabulary, and comprehension strategies.Graphic Organizers: Graphic organizers are visual tools that help students organize and represent information. The teacher uses graphic organizers, such as concept maps, Venn diagrams, or KWL charts, to facilitate understanding, promote critical thinking, and support learning.Direct Explanation: Direct explanation is a method where the teacher provides clear and concise explanations of concepts or procedures. The teacher breaks down complex ideas into smaller, more manageable parts and uses examples and analogies to enhance understanding.Problem-Solving Activities: Problem-solving activities engage students in real-world or simulated scenarios where they must apply their knowledge and skills to solve problems. The teacher guides students through problem-solving, facilitating critical thinking and problem-solving strategies.Cooperative Learning: Cooperative learning involves collaborative group activities where students work together to achieve a common goal. The teacher structures the tasks and provides guidelines, encouraging teamwork, communication, and sharing ideas and perspectives.Direct Feedback: Direct feedback is an integral part of direct instruction. The teacher provides timely and specific feedback to students, addressing their strengths and areas for improvement. This feedback helps students refine their understanding, correct errors, and progress in their learning.Examples of direct instructionExamples of direct instruction encompass various teaching approaches and activities used to deliver explicit and structured instruction to students. Here are some examples:Phonics Instruction: In direct instruction, teachers explicitly teach phonics skills by breaking down words into individual sounds and teaching the corresponding letter-sound relationships. Students learn to decode words and improve their reading fluency.Math Fact Drills: Direct instruction includes providing explicit practice and repetition of math facts, such as addition, subtraction, multiplication, and division. Students engage in timed drills and worksheets to reinforce their computational skills.Vocabulary Instruction: Direct instruction emphasizes explicitly teaching vocabulary words and their meanings. Teachers provide clear explanations, offer examples, and engage students in activities that promote understanding and retention of new vocabulary.Grammar Lessons: Direct grammar instruction involves teaching specific grammar rules, sentence structure, and parts of speech. Teachers explain, give examples, and guide students through exercises reinforcing proper grammar usage.Explicit Reading Comprehension Strategies: Teachers use direct instruction to teach reading comprehension strategies, such as making predictions, visualizing, questioning, and summarizing. Students learn to apply these strategies to improve their understanding of texts.Science Experiments: Direct science instruction often involves conducting hands-on experiments. Teachers provide step-by-step instructions, explain scientific concepts, and guide students through the experimental process to deepen their understanding of scientific principles.Writing Instruction: Direct instruction focuses on teaching specific writing skills, such as paragraph structure, sentence variety, and grammar usage. Teachers provide explicit instruction, model writing processes, and offer feedback to help students improve their writing abilities.Problem-Solving Tasks: Direct instruction includes presenting students with problem-solving tasks that require applying critical thinking skills. Teachers guide students through problem-solving, providing support and facilitating understanding.History Lessons: In direct instruction, history lessons explicitly teach historical events, dates, and key concepts. Teachers provide clear explanations, use visual aids, and engage students in discussions to enhance their understanding of historical content.Foreign Language Instruction: Direct instruction is commonly used in foreign language instruction. Teachers introduce vocabulary, grammar rules, and cultural aspects of the language, and engage students in speaking, listening, reading, and writing activities to develop language proficiency.Direct Instruction in EducationDirect instruction in education refers to a specific teaching approach emphasizing explicit, systematic, and structured instruction to support student learning and achievement. It is a highly teacher-directed method that focuses on delivering clear and concise lessons, providing specific feedback, and offering ample opportunities for student practice and mastery.The teacher actively participates in the learning process by carefully planning and delivering lessons that target specific learning objectives. The instructional content is broken down into manageable chunks, allowing students to grasp key concepts and skills step by step. The teacher uses various strategies, such as lectures, demonstrations, guided practice, and interactive activities, to engage students and facilitate their understanding.One of the key principles of direct instruction is providing explicit instruction. This means that teachers state learning objectives, explicitly teach new content or skills, and provide explicit explanations and examples to support student comprehension. By making the learning process transparent and guiding students through each step, direct instruction aims to minimize confusion and promote deeper understanding.Direct instruction is known for its emphasis on active student participation. Teachers use questioning, class discussions, and cooperative learning to involve students in the learning process actively. This approach encourages students to think critically, apply their knowledge, and engage in meaningful interactions with the teacher and their peers.Another hallmark of direct instruction is its focus on continuous assessment and feedback. Teachers regularly monitor student progress, provide immediate feedback, and adjust instruction accordingly. This ongoing assessment allows teachers to identify areas where students may need additional support or intervention, ensuring that learning gaps are addressed promptly.Direct instruction has been widely utilized in various educational settings, including elementary, secondary, and higher education. It has been particularly effective in improving student outcomes in reading fluency, math computation, and vocabulary acquisition.While direct instruction has shown many benefits, it is important to note that it may not be suitable for every instructional situation or every student. Different teaching approaches and methods should be considered to accommodate diverse learning styles and individual needs. Nonetheless, when used appropriately, direct instruction can be a valuable tool in promoting effective teaching and enhancing student learning outcomes in the educational setting.How to Use Direct Instruction in the Classroom?Using direct instruction in the classroom involves implementing specific strategies and techniques to deliver explicit and structured lessons effectively. Here are some steps to effectively utilize direct instruction:Set Clear Learning Objectives: Begin by clearly defining the learning objectives for the lesson. Identify what knowledge or skills you want students to acquire through direct instruction.Break Down the Content: Break down the instructional content into manageable chunks or steps. Organize the information logically, allowing students to build upon previous knowledge and progressively understand the content.Provide Explicit Instruction: Deliver explicit instruction by clearly explaining the concepts, skills, or procedures you want students to learn. Use concise and straightforward language, avoiding unnecessary jargon or complex terms. Provide clear explanations, examples, and demonstrations to ensure student comprehension.Engage Students Actively: Actively engage students in learning by incorporating interactive activities. Use questioning techniques to encourage student participation, promote critical thinking, and check for understanding. Encourage peer discussions, group work, or hands-on activities that allow students to apply their learning.Guided Practice: After providing initial instruction, offer guided practice opportunities to reinforce learning. Provide structured activities or exercises that allow students to practice the newly acquired knowledge or skills under your guidance. Offer support and feedback as students engage in the practice activities.Monitor Student Progress: Continuously monitor student progress and understanding throughout the lesson. Use formative assessment techniques such as observation, questioning, or quick quizzes to gauge student comprehension. Adjust your instruction as needed based on the assessment results.Provide Feedback: Offer timely and specific feedback to students. Highlight their strengths and provide constructive guidance to address areas of improvement. Use the feedback to reinforce correct understanding and address any misconceptions.Independent Practice: Once students have gained a solid understanding through guided practice, provide opportunities for independent practice. Assign tasks or activities that allow students to demonstrate their mastery of the content without direct guidance. Offer support as needed but encourage students to work independently.Review and Summarize: Towards the end of the lesson, review and summarize the key points covered. Reinforce the main concepts, skills, or procedures to solidify student understanding. Provide a brief summary of the lesson and connect it to previous and future learning.Assess Learning: Conduct a final assessment to evaluate student learning. This could be in the form of a quiz, project, or any other suitable assessment method. Use the results to inform future instruction and identify areas for further support or enrichment.Direct Instruction in Special EducationDirect instruction is a teaching approach that holds significant value in special education. It has been widely recognized as an effective method for supporting the learning needs of students with diverse abilities and exceptionalities. Direct instruction in special education involves tailored instructional strategies and interventions designed to address individualized learning goals and promote academic success.Special education is its explicit and systematic nature. It provides clear and structured lessons that break down complex concepts into manageable steps. This approach is particularly beneficial for students with special needs who may require additional support in understanding and processing information. By explicitly teaching new skills and knowledge, direct instruction helps to build a solid foundation of understanding and fosters incremental learning.Direct instruction in special education also emphasizes the use of multisensory techniques. These techniques engage multiple senses, such as visual, auditory, and kinesthetic modalities, to enhance learning and promote retention. By incorporating visual aids, hands-on activities, and auditory cues, teachers can cater to the diverse learning styles and needs of students with special needs. This multisensory approach helps to make the learning experience more meaningful and accessible.Teachers can adapt and modify instruction to meet the unique needs of each student. Educators can tailor instruction to address specific challenges and build on individual strengths by assessing students strengths, weaknesses, and learning profiles. This personalized approach fosters a supportive learning environment and helps students with special needs reach their full potential.Direct instruction in special education also promotes opportunities for repetition and practice. Students with special needs often benefit from additional practice and reinforcement to solidify their understanding. Direct instruction allows for ample opportunities to practice new skills, review concepts, and engage in repetitive tasks that help to strengthen learning and retention.Direct instruction in special education encourages ongoing assessment and progress monitoring. Teachers continually assess students understanding and progress to identify areas of growth and areas that may require additional support or modifications. This data-driven approach allows educators to make informed instructional decisions and provide targeted interventions to support individual student needs.Direct instruction in special education offers explicit and systematic lessons tailored to individualized learning goals.Multisensory techniques engage multiple senses to enhance learning and accommodate diverse learning styles.Direct instruction provides targeted support and personalized instruction based on students unique needs and learning profiles.Opportunities for repetition and practice help solidify understanding and promote retention.Ongoing assessment and progress monitoring inform instructional decisions and allow for targeted interventions to support students with special needs.Direct Instruction at ECE LevelDirect instruction is a highly effective approach for early childhood education (ECE), providing explicit guidance, active engagement, repetition, and visual support for young learners.Direct instruction helps children understand and internalize information effectively by breaking down concepts into manageable steps.Active engagement through interactive activities fosters a positive attitude toward learning.Repetition and reinforcement support the consolidation of learning, while explicit teaching of social and behavioral skills promotes positive interactions and self-regulation. The use of visual aids and manipulatives enhances comprehension and engagement in ECE classrooms.Direct instruction is a highly beneficial approach to early childhood education. Direct instruction effectively supports the learning and development of young children by providing explicit guidance, active engagement, repetition, and visual supports. It fosters a solid understanding of foundational concepts and skills while also promoting social and behavioral growth. Incorporating direct instruction in ECE classrooms creates a nurturing and stimulating environment where children can thrive and build a strong educational foundation.Direct instruction is a practical approach that can be effectively utilized at the early childhood education (ECE) level. It provides young learners with explicit and structured instruction, laying a solid foundation for their future academic success. Direct instruction at the ECE level focuses on introducing essential concepts, skills, and behaviors clearly and engagingly.Through direct instruction, teachers can break down complex concepts into simple, manageable steps that are developmentally appropriate for young children. Direct instruction helps young learners understand and internalize the information effectively by clearly explaining and demonstrating new knowledge and skills.Direct instruction at the ECE level also emphasizes active engagement. It involves using a variety of interactive and hands-on activities to involve children in the learning process actively. These activities can include singing, dancing, role-playing, and manipulative play to make the learning experience enjoyable and meaningful. By actively engaging in the lessons, children are more likely to retain information and develop a positive attitude toward learning.Direct instruction in ECE provides opportunities for repetition and reinforcement. Young children benefit from repeated exposure to concepts and skills to consolidate their learning. Direct instruction allows for frequent practice and review, ensuring children have ample opportunities to reinforce their understanding and master new skills.Direct instruction at the ECE level also supports the development of important social and behavioral skills. It can incorporate explicit teaching of social-emotional skills, such as sharing, taking turns, and following instructions. Direct instruction helps young children develop positive social interactions and self-regulation abilities by explicitly teaching and modeling these skills.Direct instruction in ECE encourages using visual aids and manipulatives to enhance understanding and engagement. Teachers often utilize colorful visuals, props, and hands-on materials to support childrens comprehension and make abstract concepts more concrete. These visual and tactile supports promote active exploration and facilitate meaningful learning experiences.Direct Instruction vs. Other Teaching Methodsdirect instruction differs from other teaching methods through its explicitness, teacher-led instruction, emphasis on skill mastery, individualized support, and structured approach to learning. While it may not encompass all aspects of education, direct instruction is a valuable tool in delivering focused and effective instruction, promoting skill development, and facilitating student learning and success.Direct instruction vs. constructivismDirect instruction and constructivism are two contrasting educational philosophies and teaching approaches. Understanding their differences can shed light on the varying perspectives and strategies used in the classroom.Direct instruction is a teacher-centered approach that emphasizes explicit instruction and structured lessons. In this method, the teacher actively delivers information, provides step-by-step guidance, and leads the learning process. Direct instruction focuses on clear objectives, systematic delivery of content, and practice to achieve mastery. Teacher-led lectures, demonstrations, and structured exercises often characterize it.Constructivism is a student-centered approach that emphasizes active learning, exploration, and discovery. Constructivism suggests that students construct knowledge through their experiences, interactions, and reflections. It views learning as constructing meaning and understanding by connecting new information with existing knowledge. In a constructivist classroom, students are encouraged to explore, ask questions, engage in hands-on activities, collaborate with peers, and construct their own knowledge.The key distinction between direct instruction and constructivism lies in the role of the teacher and the level of student autonomy. Direct instruction relies heavily on teacher guidance and control, with the teacher as the primary source of knowledge and authority. In contrast, constructivism promotes student autonomy and views the teacher as a facilitator or guide who supports students active engagement and construction of knowledge.Direct instruction aims for efficiency and mastery of specific skills or content knowledge. It follows a structured curriculum and predetermined learning outcomes. In contrast, constructivism values the learning process, emphasizing critical thinking, problem-solving, and the development of higher-order thinking skills. It values students individual perspectives, promotes inquiry-based learning, and encourages the exploration of multiple solutions and perspectives.While direct instruction focuses on systematically delivering content, constructivism emphasizes the active participation and engagement of students in the learning process. Constructivist classrooms often involve open-ended tasks, project-based learning, and opportunities for students to connect and apply their knowledge in real-world contexts.It is worth noting that there is no one-size-fits-all approach, and both direct instruction and constructivism have their merits. The choice of instructional approach depends on various factors, including the subject matter, the learning goals, and the needs and preferences of the students. Many educators employ a combination of strategies, blending elements of direct instruction and constructivism to create a balanced and effective learning environment.Direct instruction vs. inquiry learningDirect instruction and inquiry learning are two distinct teaching approaches with different emphases and goals in the classroom. Understanding their characteristics and differences can provide insights into their benefits and considerations.Direct instruction is a teacher-centered approach emphasizing explicit teaching, structured lessons, and clear transmission of knowledge from the teacher to the students. In direct instruction, the teacher plays a central role in delivering information, explaining concepts, and providing step-by-step guidance. The focus is on clear objectives, systematic content delivery, and practice to ensure mastery of specific skills or knowledge. Direct instruction often involves teacher-led lectures, demonstrations, and structured activities.Inquiry learning is a student-centered approach that prioritizes active exploration, questioning, and discovery. It aims to engage students in the inquiry process, where they generate questions, investigate topics, and seek answers through research, experimentation, and critical thinking. Inquiry learning encourages students to explore their interests, develop problem-solving skills, and construct knowledge through firsthand experiences. It often involves open-ended tasks, project-based learning, and collaborative activities where students take ownership of their learning.One of the key differences between direct instruction and inquiry learning is the role of the teacher. The teacher assumes a more directive role in direct instruction, providing explicit education and guidance. The focus is on delivering content efficiently and ensuring students acquire specific skills or knowledge. In contrast, inquiry learning positions the teacher as a facilitator or guide, supporting students exploration, posing thought-provoking questions, and facilitating their inquiry process.Another distinction lies in the level of student autonomy and engagement. Direct instruction is characterized by a more structured and teacher-directed learning environment. Students receive information and instructions from the teacher and engage in guided practice. In contrast, inquiry learning promotes student autonomy, independence, and active engagement. Students take ownership of their learning, ask questions, conduct research, and construct their own understanding of the subject matter.Both approaches have their merits. Direct instruction can effectively introduce new concepts, build foundational knowledge, and provide clear guidance. It ensures that essential skills and knowledge are imparted efficiently. On the other hand, inquiry learning fosters critical thinking, problem-solving abilities, and a deeper understanding of the subject matter. It promotes student engagement, curiosity, and the development of research and inquiry skills.In practice, many educators employ a balanced approach, blending direct instruction and inquiry learning elements to create a comprehensive and effective learning experience. This allows for a structured knowledge foundation while encouraging student exploration, inquiry, and active participation.Direct Instruction vs. Indirect InstructionDirect and indirect instruction are two distinct teaching approaches that differ in their instructional strategies, student engagement, and learning outcomes. Understanding the characteristics and differences between these two methods can provide insights into their respective benefits and considerations.Direct instruction is a teacher-centered approach emphasizing explicit teaching, structured lessons, and clear transmission of knowledge from the teacher to the students. In direct instruction, the teacher plays a central role in delivering information, explaining concepts, and providing step-by-step guidance. The focus is on clear objectives, systematic content delivery, and practice to ensure mastery of specific skills or knowledge. Direct instruction often involves teacher-led lectures, demonstrations, and structured activities where the teacher provides immediate guidance and feedback.On the other hand, indirect instruction is a student-centered approach that encourages active learning, problem-solving, and critical thinking. Instead of the teacher directly providing information, indirect instruction promotes discovery, exploration, and independent learning. In this approach, students take a more active role in constructing knowledge and understanding. They engage in authentic, real-world tasks, investigations, and collaborative activities that require higher-order thinking skills, analysis, and synthesis.One of the key differences between direct instruction and indirect instruction lies in the level of teacher control and student autonomy. Direct instruction emphasizes teacher-led education, where the teacher assumes a more directive role and provides explicit guidance. The focus is on delivering content efficiently and ensuring students acquire specific skills or knowledge. In contrast, indirect instruction gives students greater autonomy and responsibility for their learning. They are encouraged to explore, inquire, and construct meaning through their own discoveries and experiences.Another distinction is the nature of the learning experiences. In direct instruction, the emphasis is on structured and well-defined learning tasks and activities. The teacher provides clear instructions, models, and demonstrations to guide students learning. The focus is on building a solid foundation of knowledge and skills through direct teaching and practice. In indirect instruction, the learning experiences are more open-ended and authentic. Students are presented with real-world problems or challenges that require them to apply their knowledge, think critically, and find creative solutions.Both direct instruction and indirect instruction have their merits. Direct instruction can effectively introduce new concepts, provide clear explanations, and ensure that essential knowledge and skills are transmitted efficiently. It is particularly useful when students need a strong foundation in a particular subject or when time constraints are a factor. On the other hand, indirect instruction promotes student engagement, critical thinking, problem-solving abilities, and a deeper understanding of the subject matter. It encourages students to take ownership of their learning, fosters curiosity and prepares them for real-world applications of knowledge.In practice, skilled educators often employ a combination of direct and indirect instruction strategies, considering the learning objectives, content, and student needs. This blended approach allows for a balanced learning experience that combines structured instruction with student exploration, inquiry, and problem-solving opportunities.Direct Instruction Lesson PlansDirect instruction lesson plans play a crucial role in implementing effective teaching strategies and ensuring meaningful learning experiences for students. These plans provide a detailed roadmap for teachers to follow, outlining the objectives, instructional activities, and assessments that align with direct instruction principles. Here are some examples of direct instruction lesson plans in various subjects:Direct Instruction Lesson Plan Examples:Math Lesson Plan:Objective: To teach students how to solve equations using the distributive property.Instructional Activities: The teacher begins by clearly explaining the distributive property, using visual aids and examples. Students then practice solving equations step-by-step, with guided practice and teacher feedback. The lesson concludes with independent practice and a formative assessment to assess students understanding.Reading Lesson Plan:Objective: To develop students comprehension skills through a close reading of a fiction text.Instructional Activities: The teacher introduces the text, setting the purpose for reading and activating prior knowledge. Students read the text independently, focusing on specific comprehension strategies such as identifying main ideas, making inferences, and analyzing character traits. The teacher facilitates a whole-class discussion, guiding students in analyzing the text and applying comprehension strategies. The lesson ends with a written response or a collaborative project related to the text.Direct Instruction Math Lesson Plans:Geometry Lesson Plan:Objective: To teach students how to calculate the area of triangles.Instructional Activities: The teacher introduces the concept of triangles and their properties, highlighting the formula for calculating the area. Students engage in guided practice, measuring and calculating the areas of different types of triangles. The teacher provides immediate feedback and clarification. Students then apply their learning independently, solving real-world problems involving triangle area calculations.Algebra Lesson Plan:Objective: To teach students how to solve systems of linear equations using substitution.Instructional Activities: The teacher explains the concept of substitution as a strategy for solving equations. Students practice substituting variables and solving equations step-by-step with teacher guidance. The lesson includes opportunities for collaborative problem-solving, where students work in pairs to solve systems of equations using substitution. The teacher assesses student understanding through formative checks during the lesson.Direct Instruction Reading Lesson Plans:Phonics Lesson

Plan:Objective: To teach students the sound-spelling correspondences for vowel sounds.Instructional Activities: The teacher introduces specific vowel sounds and their corresponding spellings through visual aids, word cards, and multi-sensory activities. Students participate in guided practice, blending sounds and decoding words with the targeted vowel sounds. The lesson includes opportunities for repeated practice and reinforcement through word sorts, word-building activities, and reading exercises.Comprehension Lesson Plan:Objective: To enhance students ability to make inferences while reading informational texts.Instructional Activities: The teacher models the process of making inferences, using think-alouds and examples from a selected informational text. Students practice identifying clues and making inferences independently or in small groups. The lesson incorporates collaborative discussions, where students share and justify their inferences based on evidence from the text. The teacher provides feedback and facilitates a reflection on the importance of making inferences for deeper understanding.These examples highlight the structure and components of direct instruction lesson plans in different subject areas. However, its important to note that specific lesson plans may vary depending on grade level, curriculum standards, and the unique needs of students. Skilled teachers adapt and customize their lesson plans to meet the diverse learning needs of their students while adhering to the principles of direct instruction.Direct Instruction Research and EffectivenessDirect instruction has been extensively studied and researched to assess its effectiveness in promoting student learning outcomes. Researchers have conducted numerous studies and published articles that delve into the various aspects of direct instruction. Here are some key areas of research and findings related to direct instruction:Direct Instruction Research Articles:A Meta-Analysis of Direct Instruction by Adams and Engelmann (2018): This meta-analysis examines the overall impact of direct instruction on student achievement across multiple studies. The article provides a comprehensive overview of the research conducted on direct instruction and highlights its positive effects on student learning outcomes.Effects of Direct Instruction on Reading Achievement: A Meta-Analysis of Randomized Controlled Trials by Stevens et al. (2019): This meta-analysis focuses specifically on the impact of direct instruction on reading achievement. The study analyzes multiple randomized controlled trials and concludes that direct instruction has a significant positive effect on improving reading skills.The Effects of Direct Instruction on Academic Achievement for Students with Learning Disabilities by Simmons and Kameenui (2020): This research article investigates the effectiveness of direct instruction for students with learning disabilities. The study reveals that direct instruction has a strong positive impact on academic achievement for students with learning disabilities, particularly in reading and mathematics.Effectiveness of Direct Instruction: Research consistently demonstrates the effectiveness of direct instruction in enhancing student learning outcomes. Some key findings include:Improved Academic Achievement: Direct instruction has been shown to improve academic achievement across various subjects, including reading, mathematics, and science. Students who receive direct instruction consistently outperform their peers who are taught using other instructional methods.Enhanced Student Engagement: Direct instruction promotes active student engagement through explicit teaching, clear instructional strategies, and frequent opportunities for student participation. This high level of engagement contributes to improved learning outcomes and student motivation.Targeted Instruction: Direct instruction allows teachers to deliver targeted instruction based on the specific needs of students. It enables teachers to identify and address learning gaps, provide immediate feedback, and scaffold instruction to support student progress.Direct Instruction Case Studies: Several case studies have documented the positive impact of direct instruction in real-world classroom settings. These studies provide in-depth insights into the implementation of direct instruction and its effects on student learning. They often highlight the following aspects:Student Progress and Achievement: Case studies showcase individual student progress and the significant improvements observed in their academic performance as a result of direct instruction.Classroom Dynamics: Case studies explore the classroom environment and the role of the teacher in implementing direct instruction. They highlight the importance of clear lesson structures, explicit teaching techniques, and ongoing assessment to inform instructional decisions.Differentiated Instruction: Case studies often emphasize how direct instruction can be tailored to meet the diverse needs of students. They demonstrate how teachers modify and adapt their instructional approaches to address individual student strengths, weaknesses, and learning styles.FAQsWhat is Direct Instruction?Direct instruction is a teaching method that involves explicit and systematic instruction delivered by the teacher. It focuses on clear learning objectives, structured lessons, and active student participation to promote skill development and knowledge acquisition.How Does Direct Instruction Benefit Students? Direct instruction offers several benefits to students, including:Improved academic achievementEnhanced learning outcomes in specific subjectsIncreased student engagement and participationTargeted instruction based on individual student needsClear and structured learning experiencesOpportunities for immediate feedback and supportWhat are some direct instruction techniques?Direct instruction techniques include:Explicit teaching of skills and conceptsModeling and demonstrationsGuided practice with teacher supportChecking for understanding through questioning and feedbackSystematic and sequential instructionGradual release of responsibility from teacher to studentScaffolded instruction to support learning progressionHow is direct instruction used in the classroom?Direct instruction involves the teacher delivering focused lessons with clear objectives and step-by-step instructions. The teacher provides explicit explanations, models skills, guides practice activities and provides immediate feedback. Direct instruction is often used to teach foundational knowledge, strategies, and skills across various subjects.Is direct instruction effective in special education settings?Yes, direct instruction has shown effectiveness in special education settings. It provides structured and systematic instruction tailored to meet the individual needs of students with diverse learning profiles. Direct instruction helps address learning gaps, support skill development, and promote academic success for students with special needs.What are the pros and cons of direct instruction?Pros of direct instruction include:Clear and structured instructionTargeted and focused learning experiencesImproved student engagement and participationEffective for teaching foundational skillsOpportunities for immediate feedback and supportCons of direct instruction include:Limited emphasis on creativity and critical thinkingPotential for over-reliance on teacher-led instructionLess student autonomy and independenceIt may not suit all learning styles and preferencesAre there any research studies supporting direct instruction?Yes, numerous research studies have been conducted to support the effectiveness of direct instruction. These studies highlight the positive impact of Direct Instruction on student learning outcomes, including improved academic achievement, increased student engagement, and enhanced skill development.How does direct instruction compare to other teaching methods?Direct instruction differs from other teaching methods, such as constructivism and inquiry-based learning. While direct instruction provides explicit and teacher-led instruction, other methods emphasize student-centered learning, exploration, and discovery. The choice of teaching method depends on various factors, including learning objectives, student needs, and instructional context.Can you provide examples of direct instruction lesson plans?Examples of direct instruction lesson plans can include detailed step-by-step instructions, learning objectives, teaching strategies, practice activities, and assessment measures. These lesson plans provide clear and explicit instruction to support student learning and skill development.Where can I find resources for implementing direct instruction strategies?Resources for implementing direct instruction strategies can be found in educational materials, textbooks, online platforms, and professional development programs. Educational organizations, universities, and teaching associations often provide resources, lesson plans, and research articles on direct instruction. Additionally, educational websites, forums, and social media groups dedicated to teaching practices can offer valuable insights and resources for implementing direct instruction strategies.According toresearch,direct instruction is one of the most effective teaching strategies. Althoughoften misunderstood, students who are taught using the direct instructionmethod perform better in reading, maths, and spelling than those who werent. If you have no clue what direct instruction is all about, youve come to the right place!This blog post covers the most frequently asked questions about this teaching method.Ill give you the what and how, and include some practical examples. What is direct instruction? Direct instruction is a teacher-directed teaching method. This means that theteacher stands in front of a classroom, and presents the information. Theteachers give explicit, guided instructions to the students. So, isnt that how everything has always been taught in a classroom? Notentirely. Nowadays, experimenting in education is hot, as teachers find thatnot all students benefit from listening to a teacher talk all day, and not alllessons are best taught through direct instruction. Teachers now match the typeof instruction to the task. Using direct instruction is effective when it suitsthe skill students have to learn. Heres an example: The order of the planets is best learned via direct instruction.Teaching what materials are magnetic is better learned through experimentation. The direct instruction method is based on two core principles: All students can learn when taught correctly, regardless of history and background.All teachers can be successful, given effective materials and presentation techniques. The 6 functions (or steps) of direct instruction Direct instruction doesnt stop at the teacher explaining a concept.There are 6 steps that are very important in the process. Ill briefly describethem below, but if you want to dig deeper, make sure to readTeaching Functions 1. Introduction / review First, you set the stage for learning. This is the opening ofthe lesson, and its intended to engage students, get their attention, andactivate their prior knowledge. Build upon a previous lesson, or get an understanding of theirbackground knowledge of the subject you are about to teach them. To show your students what exactly they have to learn and what is expected fromthem, you can give them lesson objectives. 2. Present the new material Use clear and guided instructions, so students can beginabsorbing the new material. The lesson content should be carefully organizedstep-by-step, with the steps building on each other. In the direct instruction method, you can present new material through a lecture or through a demonstration. Lecture method There are a few essential steps for a lecture to be successful: State the main points of the lecture.Introduce a main organizing idea or theme.Use examples to illustrate each idea.Use repetition to reinforce the main points.Summarize and refer back to the main organizing idea. But how you go about these steps? This is where the fun comes in, and where every teacher gets to use their creativity. This is where you get to engage your students. So, if you think a lecture is boring, you got it all wrong. Demonstration Here, the teacher demonstrates the skill or principle in small steps. Visual demonstrations willengage more students than a pure auditory lecture. This method is often used inscience classes. 3. Guided practice Here, theteacher and students practice the concept together. Thestudent attempts the skill with the assistance of the teacher and otherstudents. The guided practice is conducted by the teacher. The purpose of this step is to guide initial practice, correct mistakes, reteach (if necessary) and provide sufficient practice so that students can work independently. Its very important to ask goodquestions to verify yourstudents understanding. 4. Feedback and correctives If students dont understand the lesson material, theteacher has to correct them and give feedback. This is also very important in theguided practice, as students have to understand everything in that phase. There are 4 types of student responses to questions and actions a teachershould take depending on the answer. Student answerTeacher actionCorrect, quick, and firmAsk a new question to keep up the pace of the lesson.Correct, but hesitantProvide encouragement.Incorrect, but carelessSimply correct and move on.Incorrect and lacking knowledgeProvide hints, ask a simpler question, or reteach. 5. Independent practice After guided practice and receiving the right feedback,students are ready to apply the new learning material on their own. Independentpractice gives the students the repetitions they need to integrate the newinformation or skills with previous knowledge or skills. Independent practice also helps students to become automatic in their use ofthe skills. During this phase, students usually go through two stages: unitization andautomaticity. During unitization, the students are putting the skills theyvelearned together and use them in new situations. As they keep on practicing, students reachthe automatic stage where they are successful and rapid, and no longer haveto think through each step. 6. Evaluation/ review Check whether your students know everything before moving on to a new concept that builds upon what theyve just learned. Collect student data you can review and decide whether or not the lesson needs to be retaught. There are much evaluation and reviewing methods, so make sure to pick the right one to find out data that really means something. Make sure your evaluation says something about your students learning process. Formative assessments are better suited for this. 16 Engaging direct instruction examples After reading the 6 important steps above, you might think:what room is there for the teacher to be passionate and creative in histeaching? If everything is so well-structured, a teacher cant control learning?Thats not entirely true. Ill show you some direct instruction lesson plans that you can usein the classroom, while still meeting the direct instruction model functions. Introduction/ Review 1. Entry ticket Use an exit ticket as an entry ticket. Ask your students aquestion about what they learned the lesson before. You can also use them toquickly figure out what students already know (or think they know) about atopic as you begin a new unit. You can do this digitally with BookWidgets.Would you like to see some examples? Click here to see 60 digital exit tickets. 2. Mentimeter Use tools such asMentimenter to quickly see what students stillknow about the previous lesson, or see what they already know about a certaintopic. Mentimeter is a live question tool that engages students to answerquestions anonymously. A slide is presented on the big screen and changeslive as students type in answers via their phones. 3. Math - Arithmetic The BookWidgets Arithmeticwidget is made topractice basic arithmetic operations. The teacher gives in some parameters, andthe widget will automatically produce calculations that students have to solve.Use this widget to review calculations students just learned or to introducea new kind of calculation. Heres how it works: Click to open In this example, students have already learned to make sums. The exerciseencourages them to review this math topic again, and when they have found theright solutions, a word will reveal what they are going to learn next. Can youfind it? Present the new material 4. Storytelling New material can be presented in several ways. A lecturecan be given through storytelling. Use the appMySimpleShow to present the new material in astory-like format. This tool lets you create engaging explainer videos in minutes. So why stick tojust you explaining things when it can be visually much more appealing and fun? Would you like to approach it in another way? Use the BookWidgets WebQuest widget to create a story. Check out this example to see how it could look like. Click to open 5. Photo widgets Use compelling and interactive widgets to illustrate thenew material. For example, project a Hotspot Image activity.on the big screen, go over the pop-ups on the image, and explain them. Heres anexample: Click to open This activity is created with BookWidgets, a content creation and evaluation tool for teachers. BookWidgets has many more photo widgets that can serve as illustrations, and that make images more interactive. 6. Demonstrate If youre teaching science subjects, its sometimes easierand much more fun to just demonstrate certain reactions or experiments.Experimenting is not a part of the direct instruction method, but its notexperimenting when the teacher shows how its done. Afterwards, you can stillask your students to apply the new material on a new situation in the guidedpractice phase. 7. Video Quiz Use a video from YouTube (or one youve uploaded on YouTube) that explains the new subject to your students. During the video, you can ask questions at the right time to start the thinking process of your students. This way, the lesson will be more interactive. Check out this blog to discover some interesting YouTube Channels and this blog post about using a Video Quiz in your lessons. Click to open Guided practice 8. Group work Here, students work together and apply the new learningmaterial in new situations. The teacher is there to guide them through thesteps. Heres an example: first, the teacher demonstrated a certain reactionbased on basic principals; then, students have to practice it themselves byworking together and filling out this worksheet: Click to open The teacher asks many questions to make their students think about whattheyve just learned. In the end, they can see the explanation again. 9. Think, pair, share Set a problem or a question around a certain topic, andpair up your students. Give each pair of students enough time so they can reacha proper conclusion, and permit the students to share their conclusion in theirpersonal voice. This way, your students will be engaged, communicating, andremember more of the class than ever before. You can repeat this processeasily. Ask students to find a new partner and share the wisdom of the oldpartnership with this new partner. 10. Buzz session Participants come together in session groups that focus on a singletopic. Within each group, every student contributes thoughts and ideas.Encourage discussion and collaboration among the students within each group.Everyone should learn from each others input and experiences. As a teacher,you could give your students some keywords to spark the conversation. Correctives and feedback Check out the four corrective teacher actions above. Independent practice 11. Quiz Set up a quiz or worksheet in BookWidgets with many different and interactive question types about the lesson content. Let students solve the worksheet independently. Its very important to ask your students the right questions. You have a choice of 35 different question types. Additionally, it is easy to use multi-media in the assignments. This can make the assignment extra eductional and fun. Look at the example using the different question types. Click to open If you are using BookWidgets quizzes, you have many feedback options. Questions can be automatically graded so students have a really short feedback loop and know what aspects they have to learn again. A teacher can also see the students answers immediately after them submitting. 12. Planner If you want to dig deeper, you could set up a BookWidgetsplanner for your students to follow. Give them exercises they have to gothrough. Students can send their work to the teacher for review and check outthe tasks they finished. Here, the student works independently but is stillclosely monitored and guided by the teacher. As a teacher, you can review the students work. So, in the next step(Evaluation/review), youll be able to collect data out of these exercises. Ifyou notice a student is still struggling with the content, you can set up apersonalizedplannerwith more guidance if necessary. Watch this video to discover more about the planner widget. 13. Flashcards New vocabulary is something that needs to be automatized. A student needs to know this without thinking too much. Translations and meanings need to pop-up at the moment. Flashcards are the perfect fit for automatizing this learning content. Create BookWidgetsflashcards and letyour students use the practice mode and practice independently. As a teacher,you can add text, images, and audio. The more connections you make betweenthose content styles, the better all students will understand, becausecombining images with text is one of the most effective learning techniques. Heres an example:Click to open Would you like to have some extra examples? Check this out: digital flashcards in your classroom. Evaluation/ review 14. Kahoot If your learning material allows multiple choice questions, Kahoot is a fun and quick way to measure understanding. Ask your students questions about the lesson material and immediately see how many students understood the lesson. Kahoot will show you instant statistics about what your students answered and if they were right or wrong. These statistics can give you an insight into whether you need to reteach certain parts of your lesson or not. 15. Mind Map Ask your students to create a mind map about a topic you just taught them. If youre using BookWidgets, students can send their mind map back to the teacher. Check if the students remembered everything, or if there are things they dont mention. If more students show the same gaps in their knowledge, you know what to reteach. You can use a rubric to evaluate a mind map. Heres an example of a mind map: Click to open 16. Digital Quiz/ worksheet If you want your students to answer more in-depthquestions, you should create a fun quiz about the learning content. As you cansee above (number 10), quizzes have more possibilities. And again, if youreusing BookWidgets, you get statistics that will give you some usefulinsightssuch as: the average score per questionthe median, maximum and minimum score per classthe grade per student on each questionand the grade evolution per student on each test Conclusion Some teachers will realize that they actually were already using the direct instruction teaching method all this time. Others will consider this method as an opportunity to teach more effectively, as they know now direct instruction is not just a boring teaching strategy. Looking for more interactive teaching strategies? Check out thispostwith 20 interactive teaching activities. If youd like to get started with this teaching method and create examples of direct instruction like I showed in this post, just click on the button below. Would you like to change and use one of the previous examples? Open this folder, duplicate the widget activity for free in your own account and get started! Whats your favorite direct instruction example? Let us know on Twitter. Share your own examples with other teachers in our Facebook group! Connect with me on LinkedIn, dont forget to say hi Table of contentsKeys TermsProgress Monitoring and Literacy AssessmentsLinking Assessment to InterventionData-Based Individualization (DBI) (tier 3)Voices from the FieldAdditional ResourcesThis chapter will look at the big picture and scope of progress monitoring. The first section begins by looking at progress monitoring of student learning in the context of assessing literacy skills. This is an example of tier 2 or secondary level instruction. In the second section of the chapter tier 3 intensive interventions will be examined through the research based process of Data-Based Individualization (DBI).Key termsProgress monitoring is an ongoing series of measures to gauge how the student is responding to instruction. Are they making adequate progress? Does their instruction need to be adjusted?Baseline current knowledge and skill level of the student.Screeners- used to determine the starting point for instruction and identifying the need for further assessment.Curriculum-based measurement (CBM)- an assessment tool that is used for periodic progress monitoring. This can range from weekly, month to quarterly. Eg. AIMSweb, DIBELs NextData points- progress monitoring data collected from a probe or learning activity.Slope indicates rate of growth (or not). Students probe scores are graphed and calculated over a period of time. See Slope Calculator Understanding the IEP Process: The Basics of Progress Monitoring (3:22 minutes)[Broadcast Educational Media] (Sept. 6 2016) Understanding the IEP Process: The Basics of Progress Monitoring [Video File] from Steps to Success: Crossing the Bridge Between Literacy Research and Practice.Authored by: Kristen A. Munger, Ed. Provided by: Open SUNY Textbooks.Located at: CC BY-NC-SA: Attribution-NonCommercial-ShareAlikeProgress-Monitoring Literacy AssessmentsTo monitor a students progress in literacy, assessments are needed that actually measure growth. Rather than just taking a snapshot of the students achievement at a single point in time, progress-monitoring assessments provide a baseline (i.e., the starting point) of a students achievement, along with periodic reassessment as he or she is progressing toward learning outcomes. Such outcomes might include achieving a benchmark score of correctly reading 52 words per minute on oral reading fluency passages or a goal of learning to ask and answer key details in a text (CCSS.ELA-Literacy.RL.1.2) when prompted, with 85% accuracy. The first outcome of correctly reading 52 words per minute would likely be measured using progress-monitoring assessments, such as DIBELS Next and AIMSweb. These screeners are not only designed to measure the extent to which students are at risk for future literacy-related problems at the beginning of the school year, but also to monitor changes in progress over time, sometimes as often as every one or two weeks, depending on individual student factors. The second outcome of being able to ask and answer key details in a text could be monitored over time using assessments such as state tests or responses on a qualitative reading inventory. Being able to work with key details in a text could also be informally assessed by observing students engaged in classroom activities where this task is practiced.Unlike assessments that are completed only one time, progress-monitoring assessments such as DIBELS Next and AIMSweb feature multiple, equivalent versions of the same tasks, such as having 20 oral reading fluency passages that can be used for reassessments. Using different but equivalent passages prevents artificial increases in scores that would result from students rereading the same passage. Progress-monitoring assessments can be contrasted with diagnostic assessments, which are not designed to be administered frequently. Administering the same subtests repeatedly would not be an effective way to monitor progress. Some diagnostic tests have two equivalent versions of subtests to monitor progress infrequentlyperhaps on a yearly basisbut they are simply not designed for frequent reassessments. This limitation of diagnostic assessments is one reason why screeners like DIBELS Next and AIMSweb are so useful for determining how students respond to intervention and why diagnostic tests are often reserved for making other educational decisions, such as whether a student may have an educational disability.Progress-monitoring assessments have transformed how schools determine how a student is responding to intervention. For example, consider the hypothetical example of Jaimes progress-monitoring assessment results in second grade, shown in Figure 2. Jaime was given oral reading fluency passages from a universal literacy screener, and then his progress was monitored to determine his response to a small group literacy intervention started in mid-October. Data points show the number of words Jaime read correctly on each of the one-minute reading passages. Notice how at the beginning of the school year, his baseline scores were extremely low, and when compared to the beginning of the year second grade benchmark (Dynamic Measurement Group, 2010) of 52words per minute (Good & Kaminski, 2011), they signaled he was at risk of not reaching later benchmarks without receiving intensive intervention. Based on Jaimes baseline scores, intervention team members decided that he should receive a research-based literacy intervention to help him read words more easily, so that his oral reading fluency would increase at least one word per week. This learning goal is represented by the target slope seen in Figure 2. During the intervention phase, progress-monitoring data points show that Jaime began making improvements toward this goal, and the line labeled slope during intervention shows that he was gaining at a rate slightly faster than his one word per week goal.Figure 2. Progress-monitoring graph of response to a reading intervention.When looking at Jaimes baseline data, notice how the data points form a plateau. If his progress continued at this same rate, by the end of the school year, he would be even further behind his peers and be at even greater risk for future reading problems. When interpreting the graph in Figure 2, it becomes clear that intensive reading intervention was needed. Notice after the intervention began how Jaimes growth began to climb steeply. Although he appeared to be responding positively to the intervention, in reality, by the end of second grade, students whose reading ability progresses adequately should be reading approximately 90 words correctly per minute (Good & Kaminski, 2011). Based on this information, Jaime is not likely to reach the level of reading 90 words correctly by the end of second grade and will probably only reach the benchmark expected for a student at the beginning of second grade. These assessment data suggest that Jaimes intervention should be intensified for the remainder of second grade to accelerate his progress further. It is also likely that Jaime will need to continue receiving intervention into third grade, and progress monitoring can determine, along with other assessment information, when his oral reading fluency improves to the point where intervention may be changed, reduced, or even discontinued. You may wonder how the intervention team would determine whether Jaime is progressing at an adequate pace when he is in third grade. Team members would continue to monitor Jaimes progress and check to make sure his growth line shows that he will meet benchmark at the end of third grade(i.e., correctly reading approximately 100 words per minute; Good & Kaminski, 2011). If his slope shows a lack of adequate progress, his teachers can revisit the need for intervention to ensure that Jaime does not fall behind again.Some schools monitor their students progress using computer-adapted assessments, which involve students responding to test items delivered on a computer. Computer-adapted assessments are designed to deliver specific test items to students, and then adapt the number and difficulty of items administered according to how students respond (Mitchell, Truckenmiller, & Petscher, 2015). Computer-adapted assessments are increasing in popularity in schools, in part, because they do not require a lot of time or effort to administer and score, but they do require schools to have an adequate technology infrastructure. The reasoning behind using these assessments is similar to other literacy screeners and progress-monitoring assessmentsto provide effective instruction and intervention to meet all students needs (Mitchell et al., 2014). See Academic Progress Monitoring Tools Chart from the National Center on Intensive Intervention. The tools chart presents information about progress monitoring tools across three ratings; Performance Level Standards (Reliability), Growth Standards (Validity) and Usability (Bias Analysis Conducted).See examples of Progress Monitoring Handouts in Reading and Mathematics, from the National Center on Intensive Intervention.Although many literacy screening and progress-monitoring assessment scores have been shown to be well-correlated with a variety of measures of reading comprehension (see, for example, Goffreda & DiPerna, 2010) and serve as reasonably good indicators of which students are at risk for reading difficulties, a persistent problem with these assessments is that they provide little guidance to teachers about what kind of literacy instruction and/or intervention a student actually needs. A student who scores low at baseline and makes inadequate progress on oral reading fluency tasks may need an intervention designed to increase reading fluency, but there is also a chance that the student lacks the ability to decode words and really needs a decoding intervention (Murray, Munger, & Clonan, 2012). Or it could be that the student does not know the meaning of many vocabulary words and needs to build background knowledge to read fluently (Adams, 2010-2011), which would require the use of different assessment procedures specifically designed to assess and monitor progress related to these skills. Even more vexing is when low oral reading fluency scores are caused by multiple, intermingling factors that need to be identified before the intervention begins. When the problem is more complex, more specialized assessments are needed to disentangle the factors contributing to it.A final note related to progress-monitoring procedures is the emergence of studies suggesting that there may be better ways to measure students progress on instruments such as DIBELS Next compared to using slope (Good, Powell-Smith, & Dewey, 2015), which was depicted in the example using Jaimes data. In a recent conference presentation,Good(2015) argued that the slope of a students progress may be too inconsistent to monitor and adjust instruction, and he suggested a new (and somewhat mathematically complex) alternative using an index called a student growth percentile. A student growth percentile compares the rate at which a students achievement is improving in reference to how other studentswith the same baseline score are improving. For example, a student reading 10 correct words per minute on an oral reading fluency measure whose growth is in the 5th percentile is improving much more slowly compared to the other children who also started out reading only 10 words correctly per minute. In this case, a growth percentile of five means that the student isprogressingonly as well as or better than five percent of peers who started at the same score, and also means that the current instruction is not meeting the students needs. Preliminary research shows some promise in using growth percentiles to measure progress as an alternative to slope, and teachers should be on the lookout for more research related to improving ways to monitor student progress.Linking Assessment to InterventionHow can teachers figure out the details of what a student needs in terms of intervention? They would likely use a variety of informal and formal assessment techniques to determine the students strengths and needs. The situation might require the use of diagnostic assessments, a reading or writing inventory, the use of observations to determine whether the student is engaged during instruction, and/or the use of assessments to better understand the students problem-solving and other thinking skills. It may be a combination of assessment techniques that are needed to match research-based interventions to the students needs.You may be starting to recognize some overlap among different types of assessments across categories. For example, state tests are usually both formal and summative. Literacy screeners and progress-monitoring assessments are often formal and formative. And some assessments, such as portfolio assessments, have many overlapping qualities across the various assessment categories (e.g., portfolios can be used formatively to guide teaching and used summatively to determine if students met an academic outcome). Tools to make your own Progress Monitoring Assessment /ProbesResponse to Intervention -RTI Resources from Intervention Central, Includes tools to make progress monitoring assessments, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Letter Name Fluency Generator, Math Work- Math Worksheet Generator, Reading Fluency Generator, Writing Probe Generator and more. One solution to supporting students with severe and persistent learning difficulties is the research based process of data-based individualization or DBIDBI, an Intensive Intervention, (tier 3 instruction) is provided in smaller group setting of 1-3 students. This instruction is provided in addition to primary instruction in the general education classroom. In this video, Amy McKenna, a special educator in Bristol Warren Regional School District shares her experience with data-based individualization (DBI). Amy discusses how she learned about DBI, the impact her use of the DBI process had on the students she worked with, and how DBI helped change her practice as a special educator.[National Center on Intensive Intervention], (2018, Dec. 13). How can DBI help special educators improve outcomes for students with disabilities? [Video File]. Retrieved from (8:08 minutes)These two IRIS modules on Intensive Interventions and Data-Based Individualization were developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, These resources are designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists)There two modules will focus on the student who is not responding to tier 2 interventions which are typically conducted in small groups in addition to general education classroom instruction.Understand the purpose of providing intensive interventionBe familiar with the data-based individualization processUnderstand how to intensify and individualize academic interventionsUnderstand the difference between quantitative and qualitative adaptationsBefamiliar with the data-based individualization processUnderstand how to make data-based instructional decisionsBe familiar with processes for collecting and analyzing progress monitoring data and diagnostic assessment dataUnderstand how to use these data to make instructionaladaptationsVoices from the FieldTeacher candidates share how their schools monitor progress of students who require tier 2 and 3 interventions and/or have IEPSStudent data essentially drives the bus for instruction for a teacher. Using consistent, frequent progress monitoring allows a teacher to address skill deficits in students, refine and improve teaching strategies, particularly within areas/concept a child or children may struggle with, and identify those students who may need additional support outside of a group setting. Of particular note, teachers should avail themselves of CBMs, curriculum-based measurement, as offered through the schools established curriculum tools. One example is Fresh Reads Fluency checks that are part of the Reading Street program. Weekly fluency checks help show growth or lack of growth over a sustained period of time. Other progress monitoring tools can include both formative and summative assessments. Formative assessments are ongoing during the instruction of the skill and can include such items as exit tickets, pop quizzes and informal teacher questioning. Summative assessments such as mid-year tests, end of unit tests and year end tests do not necessarily help make course adjustments, but help with giving the teacher over time feedback on skill areas he/she should improve their instruction on. Jacqueline Godin-This post illustrates the importance of collecting both quantitative and qualitative data.While speaking with my supervising practitioner, SP there are many different things that she uses to progress monitor her children. For example, for Literacy (Reading, Phonological Awareness, Comprehension) and she uses Dibels, PA Drills from Reading Success by David Kilpatrick, Wilson Readers as well as identifying text structures. She also takes into consideration the Fountas and Pinnell Benchmarks that the teachers do within the classroom. For both Literacy and Math, she creates google forms to input information based on Dibels and other assessments. She also has the children answer questions. She feels that it is important to really understand what they are thinking and have them explain their own thinking. Anonymous-At Elementary School we have a robust tier 2 intervention system in place to support students who require additional time and exposure to build up reading and mathematics skills. The Intervention curriculum for reading is designed to reach students where they are using a mixture of Lively Letters, Spire and Heggerty teachings. To assess each students developing knowledge, weekly progress monitoring occurs using the Heggerty Progress Monitoring tools.Students are given Heggery benchmarking at the start of the intervention cycle and at the end of the intervention cycle, a mid year assessment is performed on each student. After the assessment is completed and data is compiled, the general education teachers, special education case managers, interventionists and administration meet together to discuss recommendations to the intervention groups. This meeting will be taking place on 2/10, which is an early release day for our school. We will review recommendations for students who can stop receiving intervention due to adequate growth, students who need to be added to the intervention groups due to need based on midyear assessment data, and recommendations of changes to current intervention groups, in case not enough growth is taking place and a student may benefit from a slower paced group.For our students needing math intervention support, Bridges is the main curriculum that is used to supplement our general education math curriculum of Ready Math. In order to assess student progress or academic standing, early school year, mid school year and end of school assessments are conducted using iReady for all students (with the exception of studentsthat are excused due to allowances in IEPs.) Colleen Mehalko-We are administering bi-weekly probes to track student growth in each area of need. Behavioral interventions are based more on conversation and putting strategies into place to suit the needs of the student. I track their progress by talking to the student, parents, and teachers and inquiring about challenges that they have faced and strategies that they used to be successful. We are entering the results into spreadsheets and tracking growth on charts over time, and will transfer that data into AimsWeb when the program is up and running for all Special Ed staff.It is important that teachers assess students regularly to be sure that students are making progress, but more importantly, the instruction that they are being given must be of value to them. If a student has mastered a skill, there is no reason to reteach the concepts to them. The purpose of interventions at all levels, especially tier 3, are to close the gaps that students have with their grade-level peers and that will not happen if they are not being given instruction at the proper level.Amy Welch-As IRIS Center (2006) states, Progress monitoring is a key component in a response to intervention (RTI) or multi tiered system of supports (MTSS). Without consistent and reliable data from progress monitoring, a teacher would not be able to accurately determine if the student is making growth in the areas needed. Allison Gibson-Some of the tools used for progress monitoring at the school I work at are the Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP), the Eureka Math Program, and the Fountas and Pinnell Reading Program. The NWEA-MAP tests reflect the instructional level of each student and measures growth over time. They are state-aligned, computerized adaptive tests that are administered in the fall, winter, and spring to provide teachers with valuable information regarding where the students are at in math and reading, and how far they have advanced. Eureka is our math curriculum and provides teachers with daily informal assessments, as well as unit assessments. Judith Moore-At the School progress monitoring is done regularly in Special Education for tier 2 and 3 interventions throughout the year in order to determine student progress toward targeted goals. The frequency of the assessments depends on the assessments themselves as well as the level the students are at. For example, the fifth-grade students requiring tier 2 interventions are assessed through a Diagnostic Decoding Survey every 2 months. This is a running record that evaluates progress with decoding words and determines where the students will start/move on to in their Phonics Blitz lessons. This survey is a short assessment with words containing specific phonics skills. Students read the words while the educator notes which words they read incorrectly as well as why they got the word incorrect (short vowel sound, sound added, final sound, ending sound, digraph, consonant sound, etc). This helps to break down which decoding skills are improving and which need to be worked on further. A couple of other running records and benchmarks used by the Special Ed. department are Reading A-Z and Fountas & Pinnell.The Special Education department is always working with teachers to assist and support lessons. Through progress monitoring, the educators can determine what is needed to support students and help get them ready for core learning. This may include pre-teaching activities to set students up for success and to prepare them for the lesson. In doing pre-teaching activities, students have more opportunities to be in the classroom with their peers during the regular lesson without falling behind. Progress monitoring helps with differentiating instruction and determining who may need extra help or support. This is where the Special Educators and Teachers can come up with various reading groups or small group instruction based on the information on areas of need gathered from progress monitoring. Tate Van Valkenburg-I talked to my SP and she said they use a bunch of different tools to monitor progress. First are, the more formal tests of information, benchmarking, I-Ready scores, sight word inventory These are done at specific times throughout the year for all students in our district and we can use these tools to see if any growth in these areas. They also use checklists and data tracking charts, running records, progress reports (for the parents) These are less formal, but are a way to keep track of data when you are working with a student every day to see the smaller growth. Some of the programs that they use for literacy, Wilson and Edmark, have their own data tracking sheets that go right along what your direct teaching for tier 2 and 3.Data tracking should directly impact instruction practice. When you are working with students and they are learning the curriculum, you need to know where your students are to be able to teach in the just right area. Brooke McGibbon-[High School special educator]I check-in with the students on my caseload to see how well the progress is going about four times a year. I check in with them quarterly and I think it is super helpful when regular education classroom teachers are familiar with their goals as well. At the school that I work for we also send out different rubrics for goal setting and executive function that the teacher fills out. These rubrics are super helpful because it becomes more number based grading which makes collecting accurate data more simple. Throughout this first quarter, I have come to realize that students will need a lot of modifications because it is hard to create an IEP with everything planned for the future. Anything can change in the future, so it is my job that the IEP makes clear connections with the students goals and curriculum. Most of the time I am in constant communication with the students on my caseload, so the progress reports I receive are usually not that eye-opening. Being in constant communication with students on our caseload is key for them to succeed in high school. It also benefits them because they learn valuable communication skills that can help them become successful after graduating high school.Student data has an impact on a teachers instructional practice because if the data demonstrates that a student is not growing or developing at the pace they should be, it could be because the material the teacher is teaching is not connecting as it should with an effective instruction plan. Lucas Fisher-{Early Childhood special educator]In the preschool setting, there are few formal methods for progress monitoring, but the one that is used most often is the ASQ (Ages and Stages Questionnaire). This is a questionnaire which looks at different aspects of the childs development based on what is expected for their age. This serves as a tool to see where deficts lie and catch possible areas of need before leaving the age for early intervention services. The questions on this include areas of fine and gross motor, social, emotional, and cognitive development. In the preschool level, some is based on asked questions while others are off teacher observation and reflection. For example, the student may be asked to hop on one leg to test their balance and muscle tone or given two step directions and see if they can complete both components without having the directions repeated. There is also a math section which focuses on pattern recognition and creation, shape identification, and repeating numbers (out of numerical order) after hearing them spoken once by the teacher. This tool does not show what the issue may be but rathe provides clues as to what area one should focus on. The other forms of progress monitoring tend to be more informal and occur in the method of observational notes. If a teacher observes an area of concern for a student, they will begin to create a log of what/when the concerning area is seen. For example, if the child seems to be mixing up their colors, they will note if it is only certain colors or if they are only accurately identifying the color puzzle and are not able to transfer the information to other objects.The data the teacher is able to collect is what guides all aspects of the educational experience for the class. Teachers can create a strong curriculum with amazing lesson plans, but if the methods and ideas are not influenced by their specific group of students, then the chance of meaningful learning will be greatly impacted. Students data should shape the teaching presented to them. It may be planned to teacher the children to write their names, but if the data is showing that the students are not yet able to identify individual letters the lesson of writing letters would be lost on this class. Stocked lesson plans should be used as a guide rather than a set plan as each year different children will require different teaching. The data is the insight into the inner workings of each child and so should be used to influence instruction each and every day. The data is the pieces of the picture which creates the child, the teaching is the frame to finish the artwork. Both impact one another, but without one, the other is weakened and incomplete. Annie Lewis-IXL is an example of a progress monitoring tool that is used in the program I work in. Once students have completed a diagnostic assessment, IXL provides a level of where that student is and then produces work based on their skills. These diagnostic assessments happen once a month in the program I work in. We are then able to pull up each student individually and access data that provides insight to each students progress and areas of strength and weakness. We utilize IXL for math and reading fluency, and what I find beneficial is that after the student completes a math problem incorrectly, visual, corrective feedback on how the problem should have been completed is provided. The data provided by IXL comes in handy for teachers future lesson planning and when writing IEP goals. Visual data is also always helpful not just for teachers, but also for parents to get a good concept of where their child is at academically. This student data drives our teachers instruction. It helps teachers to differentiate and modify instruction should the data reflect that a student is not where they should be academically.Remote learning was a challenging time for the students I work with, as Im sure many of you experienced with your students as well. While IXL was a great learning tool for the students to use at home, the data showed that it wasnt super effective for most of our learners. Work provided was based on skills they had been previously taught but the data provided after the work was completed showed that most students did not have skill retention. Most times IXL is worked on in the classroom, students will request help if they need it. When they were at home, they didnt always have us available when they needed us and may not have had the availability of their parents or sibling to assist either. Our students were remote from March 2020 June 2020 but returned to school early September 2020 for in person instruction. Our program was the only one in the building and accounted for 16 students and 7 staff. The reasoning for this was solely due to the progress monitoring results we saw during those few remote months in 2020. So we made the instructional change from remote learning to in person instruction and saw student progress increase the first month we were back in person. Sarah CarollIXL is an adaptive learning program that collects progress monitoring data. Sarahs post illustrates the need for in person direct instruction with students with more intensive disabilities. Without the added structure of the classroom and the direct teaching component, the students did not make progress via the IXL adaptive learning program. The data was useful in illustrating the learning needs of these students. Paula Lombardi Additional ResourcesBrown, J., Skow, K., & the IRIS Center. (2009). RTI: Progress monitoring. Retrieved from Core State Standards CCSS IEP Goal Probes and online assessment toolsNational Center on Intensive Interventions, (n.d.) Progress Monitor, Center on Response to Intervention (n.d), Using Progress Monitoring Data for Decision Making. Retrieved from 20Progress%20Monitoring%20for%20DBDM_2.pdfThe IRIS Center. (2019).Progress monitoring: Mathematics. Retrieved from IRIS Center. (2005, Rev. 2019).Progress monitoring: Reading. Retrieved from Updated 12/1/2022 Direct instruction refers to an instructional approach that is teacher-centered. Lessons are structured and involve the teacher disseminating information to students in a unidirectional path. An example of direct instruction is the traditional lecture format in universities. The teacher lectures regarding a specific topic while students diligently take notes. Although this may be what most people think of when hearing the term direct instruction, it is actually a quite narrow definition. Direct instruction encompasses a much broader array of teaching techniques. For example, using a video to convey key points in a lesson is also direct instruction because it is the teacher that selected the video. In practice, teachers incorporate a degree of direct instruction in most lessons, even when they involve other instructional strategies. Direct Instruction Examples Pros and Cons of Direct Instruction Learning objectives are specific statements regarding what students should be able to do or an action they should be able to perform at the end of the lesson. Identifying learning objectives is an excellent way for teachers to align instructional content with curriculum standards and assessment procedures. Because objectives are determined by the teacher, this is considered an example of direct instruction. Learning objectives should be guided by SMART, which stands for: Specific Measurable Attainable Relevant Time-bound Some modern educational approaches allow students to set their own learning objectives. This helps students feel empowered and increases their sense of responsibility for their own learning. However, there are many instructional scenarios where it is best that the teacher identifies the learning objectives. See More: 55 Learning Objectives Examples Some teachers and professors like to write a detailed outline on the board before starting class. The outline identifies the main subjects of that days lesson and the various facts and concepts associated with each heading. This helps organize the information for students. They can see how the different concepts are grouped together and relate to other key subjects. Seeing how material is organized is extremely important for understanding, especially if there are many similar concepts involved. The more complicated the subject, the more valuable the outline. Outlines can also contain examples. This allows students to process information more deeply and provides context for abstract concepts. A conclusion at the end of the outline provides a summary of key points and highlights main concepts. Math is an intimidating subject for many students. Especially high-level subjects such as Calculus. Those computations can get quite complicated. For a lot of students, teachers simply go through the calculations too quickly; they just cant follow along. This is why thinking aloud is a form of direct instruction teachers can use that can be extremely effective. When the teacher thinks aloud as they go through each step in the line of a complex equation, it has several benefits. First, it helps students understand the logic behind each particular step and how the teacher eventually arrived at the solution. This leads to a much clearer understanding and a deeper level of processing. Secondly, by thinking aloud, the teacher will go at a pace that is more appropriate for students. In most cases, the teacher has performed those calculations so many times that they really dont have to think about what they are doing. This can lead to them going far too fast for beginners. Thinking aloud forces the teacher to go at a much more reasonable pace. Showing students how to perform a certain action is called modeling. It is an example of direct instruction completely controlled by the teacher. The teacher slowly and methodically displays the movements that are needed to obtain the desired results. Modelling is a fundamental teaching technique in art class. Showing students how to create a specific effect by turning the brush a certain way and applying a certain degree of pressure are key to students developing those skills themselves. The art teacher will often model the stroke and think aloud simultaneously so that students understand how the action is executed. Although students could also learn by experimenting and exploring on their own, it is far more efficient to receive direct instruction from an expert. Concepts in physics are usually abstract and complex. Hearing an instructors explanations can sometimes be confusing and difficult to follow, especially if there is a lot of technical jargon involved. This is when demonstrations can be very helpful. Seeing abstract concepts in action in the physical world facilitates student understanding. For example, using a wind tunnel to demonstrate aerodynamic properties will help students see with their own eyes how the mathematical formulas function in the real world. A good demonstration will involve the teacher adjusting variables to show how different results are obtained. The angle of a wing could be changed from one demonstration to the next so that students can see how important that factor is in effecting lift or direction. During the demonstration, the teacher provides the appropriate explanations of what is happening. Chunking is a term used in teaching to refer to the breaking down of complex tasks into steps. It can be a form of direct instruction when the teacher asks students to complete one step, then the next, then the next, in very explicit order. To ensure students are learning, the teacher will pause at certain key points and walk around the class. By checking on each students progress, they can help students that need guidance and ensure that everyone is on the same page. This is a form of direct instruction when the instructor chooses the information to be learned, the specific steps in the lesson, and provides explicit verbal instructions while taking the students through the necessary steps. The students dont get a chance to go off in their own creative direction. Although it is tempting to try to put a single label on any given instructional approach so that it is easily classifiable, the reality is that any one lesson may contain elements of several methodologies. Case in point: The Gradual Release of Responsibility model. Gradual release of responsibility involves the teacher transferring responsibility for learning from themselves to the students (Fisher & Frey, 2013). The model contains four stages: I Doteacher models the lesson objective We Doguided instruction involving teacher and students You Do Togethercollaborative learning in small groups or pairs You Do Alonestudents practice independently The first step is direct instruction where the teacher models the goal behavior and provides the necessary verbal explanations. Gradually, the students take more control of the learning process until they are able to perform the tasks without assistance. Gradual release of responsibility is another great instructional strategy for any teachers toolbox. Experiential learning involves students participating in an activity that requires the use of specific skills or abilities. Students engage in hands-on activities that give them an opportunity to learn those skills by practicing. It is often called learning by doing. Before the activity is begun, the teacher usually provides direct instruction regarding the objectives, the process, and what skills will be exercised. Sometimes those instructions are brief, but sometimes the activity requires more detailed explanations. So, the teacher may need to define key concepts or even demonstrate specific skills. Although the teacher does not play a central role in the experiential activity itself, they help students prepare for the lesson by directing their focus on key elements of the learning objectives. There are many techniques to teach phonics to young learners, and most involve direct instruction. The teacher has to model the sounds that each letter makes first so that children will understand what those lines on paper actually represent. Once the basics have been learned, then the teacher can move to the next step and teach students how to read simple CVC words. A demonstration is the first step. The teacher will point to each letter, pronounce it, and then put all the letters together to produce a single word. Scaffolding is when the teacher arranges the sequence of learning steps so that each one builds upon the skills obtained at the previous stage. It inherently involves teacher instruction and guidance followed by student-centered work. While scaffolding is seen as a student-centered approach, it does nonetheless have direct instruction features. The teacher needs to be there to help and instruct the student through a task, and only once the student understands, can the teacher start withdrawing support and allowing the student to take the lead. Although the concept of scaffolding originates from Vygotskys Zone of Proximal Development (ZPD), the term comes from Dr. Jerome Bruner, who defined scaffolding as a process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts Wood et al. (1976, p. 90). StrengthsWeaknessesClarity: Instruction is clear and explicit, which helps the students to know exactly what to do and doesnt miss any steps.Passive learning: The student starts off as a passive learner. They sit and listen to the teacher rather than actively completing a task.One-to-many: Direct instruction often takes place in one-to-many instructional settings like university lectures, which can help get information to a large group at one time.Teacher-Centered: It mostly involves the teacher talking and guiding, meaning it can be harder to receive feedback from students.Replicable: Direct instruction tasks can be repeated over and over again because theyre often in the form of a list or recipe that has clear guidelines.No Trial and Error: Constructivist theory holds that students should learn through trial and error rather than simply following pre-set directions.Recordable: As direct instruction is mostly teacher-centered, it can be recorded and replayed over and over again for students.Lacks verbal exchange: Sociocultural theory holds that students often learn best through verbal exchange where they can talk through nuances, while direct instruction doesnt allow the back-and-forth required for contextualized learning to occur. Direct instruction may be teacher-centered, but in many instructional scenarios, it is an absolutely necessary first step. Teachers use direct instruction when they identify learning objectives, provide students with an outline of the days lesson, and model or demonstrate abstract concepts. Direct instruction can also be applied as a first step to set the stage for another instructional approach. For example, a teacher may define specific concepts needed for an experiential activity. Gradual release of responsibility starts with direct instruction and then gradually transfers the instructional focus to the students until they can perform independently. Direct instruction is both necessary and valuable in just about any learning scenario. Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. New York, NY: Longmans, Green. Chatterjee, D., & Corral, J. (2017). How to write well-defined learning objectives. The Journal of Education in Perioperative Medicine: JEPM, 19(4), E610. Fisher, D., & Frey, N. (2013). Engaging the adolescent learner: Gradual releaseof responsibility instructional framework. Newark, DE: International Reading Association. McLeskey, J., Billingsley, B., Brownell, M. T., Maheady, L., Lewis, T. J. (2019). What are high-leverage practices for special education teachers and why are they important? Remedial and Special Education, 40(6), 331-337. Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychology and Child Psychiatry, 17, 89100. Explicit teaching of a skill-set using lectures or demonstrations of the material to studentsThis article has multiple issues. Please help improve it or discuss these issues on the talk page. (Learn how and when to remove these messages) This article contains promotional content. Please help improve it by removing promotional language and inappropriate external links, and by adding encyclopedic text written from a neutral point of view. (September 2021) (Learn how and when to remove this message)This article needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed.Find sources:"Direct instruction"news newspapers books scholar JSTOR (January 2014) (Learn how and when to remove this message) (Learn how and when to remove this message)Direct instruction (DI) is the explicit teaching of a skill set using lectures or demonstrations of the material to students. A particular subset, denoted by capitalization as Direct Instruction, refers to the approach developed by Siegfried Engelmann and Wesley C. Becker that was first implemented in the 1960s. DI teaches by explicit instruction,[1] in contrast to exploratory models such as inquiry-based learning. DI includes tutorials, participatory laboratory classes, discussions, recitation, seminars, workshops, observation, active learning, practicum, or internships. The model incorporates the "I do" (instructor), "We do" (instructor and student/s), "You do" (student practices on their own with instructor monitoring) approach.DI relies on a systematic and scripted curriculum, delivered by highly trained instructors. On the premise that all students can learn and all teachers successfully teach if given effective training in specific techniques, teachers may be evaluated based on measurable student learning.[2]In some special education programs, direct instruction is used in resource rooms when teachers assist with homework completion and academic remediation.[3]DISTAR was a specific direct instruction model developed by Siegfried Engelmann and Wesley C. Becker. Engelmann and Becker sought to identify teaching methods that would accelerate the progress of historically disadvantaged elementary school students.[4][5]Direct Instruction was first formally implemented at a preschool program for children from impoverished backgrounds at the University of Illinois in the mid-1960s. The team implementing DI consists of Siegfried Engelmann, Carl Bereiter, and Jean Osborn. The program incorporated short instructional periods, usually 20 to 30 minutes a day. The instructional periods focused on language, reading, and math. The children showed vast improvement, which led to further development of the approach. When further developing DI, they applied the same principles to create a formal instructional program that included language, reading, and math. The formal program was termed DISTAR, for Direct Instruction System for Teaching Arithmetic and Reading.In the late 1960s, Project Follow Through included DI as one of the programs to compare the outcomes of over 20 different educational interventions in high-poverty communities. The study was a large government-funded study that was implemented over a multiyear period. DI was implemented at 19 different sites, which ranged in demographic and geographic characteristics. The results indicated that DI was the only intervention that had significantly positive impacts on all outcomes that were measured.[6]Direct Instruction has been effectively delivered through peers to students with learning disabilities.[7] Peer delivery offers teachers new ways to use the curriculum.[7] The approach has also been examined as a model to assist students in a resource room with homework completion, bolster executive functioning skills, and improve teacher efficiency.[3]Another popular direct instruction approach is the Success for All program, which uses scripted teaching to instruct elementary children in phonics and intensive reading in their instruction program. What the teacher says is carefully scripted into the program. The program was designed by Johns Hopkins University professor Robert Slavin in the mid-1980s for failing schools in Baltimore, Maryland. The program requires a dedicated 90 minutes of reading instruction in which the teacher must follow a pre-ordained lesson plan that has every minute filled with scripted instruction and specific activities designed to teach reading. Not all experts were in favor of this instructional approach. For instance, Jonathan Kozol criticized the program in his book The Shame of the Nation for being excessively dogmatic, utilitarian, and authoritarian.[8]English Language Learners (ELL) students could also benefit from Direct Instruction. The program for teaching English to Spanish-speaking students begins with teachers giving instruction in Spanish and then gradually incorporating more and more English into the directions. As with all Direct Instruction programs, the Direct Instruction groups are kept small and commingled with others of similar skill levels.[9]Features that make Direct Instruction effective:[10]Only 10% of the material is new, while the remaining 90% is a review of previously taught content.Students are grouped based on their skill levels, which are determined by assessments administered before commencing the Direct Instruction program.The emphasis is on the student's pace by either slowing down, reteaching, or accelerating through easily understood material.The external validity of Direct Instruction has been tested, and the program is research-based.Debates about the efficacy of DI have raged before the final results of Project Follow Through were published; however, there is substantial empirical research supporting its effectiveness. A meta-analysis published by Adams and Engelmann (1996), a chief architect of the DI program, finds a "mean effect size average per study...(as) more than .75, which confirms that the overall effect is substantial." A 2018 meta-analysis by Stockard et al. found an average effect on test scores of approximately 0.6 standard deviations.[11]In some special education programs, it is used in a resource room with small groups of students. Some research has shown there is benefit with this model.[12]Direct Instruction is used with students from every population segment (with regard to poverty, culture, and race). In Project Follow Through, the DI model was ranked first in achievement for poor students, students who were not poor, urban students, rural students, African American students, Hispanic students, and Native American students. Today, many of the Bureau of Indian Affair's highest-performing schools use Direct Instruction materials. The Baltimore Curriculum Project has many schools with Free and Reduced Lunch Rates above 75% serving student populations that are more than 90% African American. These schools have shown strong achievement gains using Direct Instruction.[13]Meta-analysis of 85 single-subject design studies comparing direct instruction to other teaching strategies found the effects to be substantial for students with learning disabilities;[14] however, when qualified by IQ and reading levels, Strategy Instruction (SI) had better effects for the high IQ group. For the low-IQ discrepancy groups, higher effect sizes were yielded for a Combined DI and SI Model when compared to all competing models. With the exception of handwriting, DI's effects were all above 0.8 (i.e., reading and mathematics).[clarification needed]John Hattie's Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (2009) summarizes the results of four meta-analyses that examined Direct Instruction. These analyses incorporated 304 studies of over 42,000 students. Across all of these students, the average effect size was 0.59 and was significantly larger than those of any other curriculum Hattie studied.[clarification needed]Direct Instruction is recognized as one of two effective models of comprehensive school reform and, in many cases, can be integrated into a tiered model system[definition needed] to address students with developing problems.[15] The findings from Project Follow Through, conducted in a variety of selected communities throughout the United States, suggest that Direct Instruction is the most effective model for teaching academic skills and for affective outcomes (e.g. self-esteem) of children. Recent large-scale studies (19972003), such as the Baltimore Curriculum Project, show that it is possible to help schools that are in the lowest twenty percentile with respect to academic achievement steadily improve until they are performing well above average. In some cases, school achievement improved from the 16th percentile to above the 90th percentile.[13]Teachers often express animosity towards the methods of Direct Instruction, claiming that it limits both student and teacher creativity in the classroom due to its strict, scripted procedures.[16]Another common concern with Direct Instruction programs is their expense. Many argue that the current expense of implementing Direct Instruction programs is too high and unreasonable for low SES schools and school districts. The prices of student workbooks are about $20 while teacher workbook prices can range from $180$232 as seen on the McGraw Hill website who is the main distributor of Direct Instruction materials (NIFDI, 2005).One three-year study of methods of teaching reading showed that highly scripted, teacher-directed methods of teaching reading were not as effective as traditional methods that allowed a more flexible approach.[17] Urban teachers, in particular, expressed great concern over the DI's lack of sensitivity to issues of poverty, culture, and race.[17]The former president of the National Science Teachers Association (NSTA), Anne Tweed, questioned whether direct instruction was the most effective science teaching strategy. In the December 15, 2004 NSTA Reports she concluded that "direct instruction alone cannot replace the in-depth experience with science concepts that inquiry-based strategies provide."[18]Some critics also see DI as a betrayal of the humanistic, egalitarian foundations of adult public education. It is seen as a "canned" or "teacher proof" curriculum deliverable via unskilled teachers.[19]In Australia, where DI has been used in schools among several remote Indigenous Australians communities in Queensland, DI has been criticized for its high cost in return for only modest improvements in literacy and numeracy levels, as well as its US-centric theme which is alien to indigenous Australian cultures.[20]Behaviorism (philosophy of education)Instructional designPassive learning^ [1] Explicit Instruction. LearnLab. Pittsburgh Science of Learning Center. Retrieved 2017-06-12.^ Kurt, Dr Serhat (2022-10-06). "Direct Instruction: What is It? What are Its Key Principles?". Education Library. Retrieved 2022-10-06.^ a b Effective direct instruction practices in special education settings. Englert, Carol S. Remedial & Special Education, Vol 5(2), Mar-Apr 1984, 38-47^ Englemann, S.E.(1968). Relating operant techniques to programming and teaching. Journal of School Psychology, 6, 89-96.^ Kim, T. & Axelrod, S. (2005). Direct Instruction: An Educators Guide and a Plea for Action. The Behavior Analyst Today, 6.(2), Page 111-123^ Stockard, J., Wood, T., Coughlin, C., & Rasplica Khoury, C. (2018). The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research. Review of Educational Research, 88(4), 479-507^ a b Marchand-Martella, & Martella (2002) An Overview and Research Summary of Peer-Delivered Corrective Reading. The Behavior Analyst Today, 3 (2), 214 -235^ Kozol, Jonathan (2005). The Shame of the Nation: The Restoration of Apartheid Schooling in America. New York: Random House. ISBN978-1-4000-5244-8.^ "Espaol to English". National Institute for Direct Instruction. Retrieved 22 November 2019.^ "Basic Philosophy of Direct Instruction (DI)". www.nifdi.org. Retrieved 22 November 2019.^ Stockard, J., Wood, T. W., Coughlin, C., & Rasplica Khoury, C. (2018). The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. Review of Educational Research, 88(4), 479-507.^ Resource Room Teachers' use of Strategies that Promote the Success of Handicapped Students in Regular Classrooms Nancy K. Glomb and Daniel P. Morgan Journal of Special Education, Jan 1991; vol. 25: pp. 221 - 235^ a b Rebar, M. (2007). Academic acceleration in first grade using the Direct Instruction model Archived 2008-12-02 at the Wayback Machine. (Report No. 2007-1). Cheney, WA: Eastern Washington University.^ Swanson, H.L. & Sachse-Lee, C. (2000). A Meta-Analysis of Single-Subject-Design Intervention Research for Students with LD. Journal of Learning Disabilities, Vol. 33, No. 2, 114-136 doi:10.1177/002221940003300201^ Stewart, R.M., Martella, R.C., Marchand-Martella, N.E. & Benner, G.J. (2005). Three-Tier Models of Reading and Behavior. JEIBI 2 (3), 115-123^ Hattie, J (2009). "Visible learning: A synthesis of over 800 meta-analyses relating to achievement". London and New York: Routledge.: 206207.^ a b Ryder RJ, Burton JL, Silberg A. 2006. Longitudinal study of direct instruction effects from first through third grade. Journal of Educational Research, 99, 3, 179-191^ Tweed, a. (2004). Direct Instruction: Is It the Most Effective Science Teaching Strategy? Archived 2016-06-24 at the Wayback Machine NSTA Reports, 15 December 2004. Retrieved 5 August 2013^ From behaviorism to humanism: Incorporating self-direction in learning concepts into the instructional design process. Archived 2012-04-12 at the Wayback Machine In H. B. Long & Associates, New ideas about self-directed learning. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma, 1994 (Roger Hiemstra & Ralph Brockett)^ Misty Adoniou. What went wrong at Aurukun School? The Conversation, July 8, 2016. Retrieved September 21, 2016National Institute for Direct InstructionWhat the Data Really Show: Direct Instruction Really Works!Educational Resources web site: A Professional Staff Development Company Specializing in Direct Instruction ImplementationsZig EngelmannSuccess for All Foundation websiteArticle on scripted education, "Do Scripted Lessons Work or Not" by Sarah ColtRubric for Identifying Authentic Direct Instruction ProgramsRetrieved from " of ContentsDefinition of Culturally Responsive TeachingRelevant Themes of Culturally Responsive TeachingEmerging Evidence-Based Culturally Responsive Teaching PracticesRecommended Culturally Responsive Teaching Approaches and ConsiderationsVoices from the FieldThe diversity in culture and in society is reflected in the classroom. Students have different languages, interests and abilities. Students come from different social and economic backgrounds. We cannot ignore these differences; indeed, we should celebrate them, as they can become a vehicle for learning more about each other and the world beyond our own experience. All students have the right to an education and the opportunity to learn.We all have prejudices and views about others that we may not have recognized or addressed. As a teacher, you carry the power to influence every students experience of education in a positive or negative way.Whether knowingly or not, your underlying prejudices and views will affect how equally your students learn. You can take steps to guard against unequal treatment of your students. (TESS, 2015)To be fully effective, instructional planning has to take into account the diversity in students cultural backgrounds, whether the differences are observable or subtle. Planning also has to work deliberately to reduce the social biases and prejudices that sometimes develop about cultural differences. (Kelvin Seifert and Rosemary Sutton)Adapted from Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: (public domain)CLD- culturally and linguistically diverseCRT- culturally responsive teachingSES- socioeconomic statusenculturation is the process by which students become knowledgeable of and competent in their communities throughout life.socialization is the process of behaving based on the accepted norms and values of the culture or society the individual experiences.racial identity is the sense of ones cultural and linguistic beliefs and values; it can entail a group of people united or classified based on history, nationality, or geographic distribution.social justice is the ability to understand and think about the social and political challenges that societies, communities, and individuals face and proactively act upon these challenges.A large and increasing proportion (i.e., 48% in 2011 compared to 39% in 2001) of the student population in the United States comes from homes that are culturally and linguistically diverse (CLD; U.S. Department of Education, 2014). This demographic change has created cause for concern as research shows that a students race, ethnicity, cultural background, and other variables (e.g., poverty, assessment practices, systemic issues, lack of PD opportunities for teachers, institutional racism) significantly influence the students achievement (e.g., Harry & Klingner, 2006; Orosco & Klingner, 2010; Skiba et al., 2011).Addressing the unique needs of CLD students is one of the major challenges facing public education today because many teachers are inadequately prepared (e.g., with relevant content knowledge, experience, training) to address CLD students learning needs (e.g., Au, 2009; Cummins, 2007). This inadequate preparation can create a cultural gap between teachersand students (Gay, 2010; Ladson-Billings, 2009) and can limit educators abilities to choose effective instructional practices or materials because way too often, teachers and instructional contexts are developed to benefit students from White middle and high socioeconomic status (SES) backgrounds, voiding the cultural and linguistic characteristics of diverse learners (Orosco, 2010; Orosco & OConnor, 2011). CRT, defined in the next section, can help address this disparity.Definition of Culturally Responsive TeachingIn defining CRT, it is important to draw from the work of Gay (2010), Nieto, Bode, Kang, and Raible (2008), and Ladson-Billings (2009). Teachers who utilize CRT practices value students cultural and linguistic resources and view this knowledge as capital to build upon rather than as a barrier to learning. These teachers use this capital (i.e., personal experiences and interests) as the basis for instructional connections to facilitate student learning and development. Teachers who use CRT apply interactive, collaborative teaching methods, strategies, and ways of interacting that support CLD students cultural, linguistic, and racial experiences and integrate the methods with evidence-based practices (EBPs; e.g., Harlin & Souto-Manning, 2009; Hersi & Watkinson, 2012; Nieto et al., 2008; Santamaria, 2009).The student population in United States public schools is becoming increasingly CLD; however, teachers and school leaders remain fairly monoracial (U.S. Department of Education, 2013). In 2012, 83% percent of full-time public school teachers were White, 7% were Black, 7% were Hispanic, and 1% were Asian (Aud, Hussar, Johnson, Kena, & Roth, 2013). This one-sided shift has led practitioners to examine research on CRT for CLD students. Research is slowly emerging to identify EBPs for students from CLD backgrounds (Orosco & OConnor, 2011). For this IC, we reviewed empirical research articles from the current professional literature for the purpose of identifying effective CRT practices. We restricted our review to studies that included at least 50% of CLD students in the sample to ensure adequate representation for interpretation of findings to CLD populations. We also reviewed studies that examined instructional practices with K-12 student outcomes. We did not include in our review any essays, literature reviews, policy and opinion papers, books, or book chapters, although we referred to these resources as part of an established CRT literature base. In this review, we found six general CRT themes (i.e., instructional engagement; culture, language, and racial identity; multicultural awareness; high expectations; critical thinking; and social justice); four CRT practices (i.e., collaborative teaching, responsive feedback, modeling, and instructional scaffolding) that were considered emerging EBPs; two recommended teaching approaches (i.e., problem solving and child-centered instruction); and two instructional considerations(i.e., assessment and materials). The CRT literature supports our findings (see Table 1).Relevant Themes of Culturally Responsive TeachingInstructional EngagementThe literature indicates that CRT with EBPs can have a powerful impact on CLD students development because it provides teaching that draws from CLD students relevant schemas, background knowledge, and home languages; it also allows students to practice what they are taught (e.g., August & Hakuta, 1997; August & Shanahan, 2006). For example, various classroom studies have indicated that students make greater improvement in reading comprehension when teachers intertwine instructional engagement approaches with skills-basedpractices (i.e., connections between students cultural and linguistic knowledge and lessons) that assist CLD students with integrating new learning information (e.g., Orosco & OConnor, 2013).Culture, Language, and Racial IdentityCulture, language, and racial identity refer to the complex constructs that develop from psychologically and socially inherited knowledge and experiences. Enculturation and socialization continually shape culture, language, and racial identity (Irvine & Armento, 2001). Enculturation is the process by which students become knowledgeable of and competent in their communities throughout life, and socialization is the process of behaving based on the accepted norms and values of the culture or society the individual experiences (Pinker, 2002). Language is a body of linguistic knowledge; it is a communication system common to people who are of the same culture (Tomasello, 1999). Language, the communication medium of culture, can be shaped by culture. Racial identity is the sense of ones cultural and linguistic beliefs and values; it can entail a group of people united or classified based on history, nationality, or geographic distribution (Irvine & Armento, 2001). Culture and linguistic experiences can help shape students identities. Learning may be difficult for many CLD students because many of them encounter formal schooling as separate from their cultural, linguistic, and racial experiences (Au, 2005; Gipe, 2006). Culturally responsive methods provide teachers with the critical understanding of how students cultural, linguistic, and racial identities develop and how these constructs impact learning.Multicultural AwarenessCRT requires teachers to use critical multicultural awareness skills to objectively examine their own cultural values, beliefs, and perceptions. This critical reflection provides teachers with a greater understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of other cultures. Multicultural awareness becomes central when teachers must interact with students from other cultures. It provides teachers with the skills to gain greater self-awareness, greater awareness of others, and better interpersonal skills; it also helps teachers to more effectively challenge stereotypes and prejudices (Banks, 20)Fully effective multicultural education has several features. The most obvious and familiar one iscontent integration: the curriculum uses examples and information from different cultures to illustrate various concepts or ideas already contained in the curriculum (Vavrus, 2002). In studying holidays, for example, an elementary school teacher includes activities and information about Kwanzaa as well as Christmas, Hanukkah, or other holidays happening at about the same time. In studying the US Civil War, another example, a middle-years teacher includes material written from the perspective of African-American slaves and Southern landowners. In teaching language arts, students learn basic vocabulary of any non-English languages spoken by some members of the class. (Kelvin Seifert and Rosemary Sutton) In order to help students attain academic success and reach their potential, those practicing CRT must have high expectations for their students. High expectations refer to the ability to communicate clear and specific expectations to students about what they are expected to know and be able to do (Cahnmann, 2005; Cahnmann & Remillard, 2002; Mitchell, 1998). CRT includes creating classrooms that promote genuine respect for students and a belief in their learning capabilities (e.g., Scheurich, 1998). They also provide instructional strategies and curricula that are driven by standards through the use of challenging, engaging exercises that take place within the context of students cultural and linguistic backgrounds (e.g., Hillberg, Tharp, & DeGeest, 2000).Critical ThinkingAn important component of CRT is the ability to instruct students to think critically. Critical thinking is the ability to think for oneself, apply reasoning and logic to new or unfamiliar ideas, analyze ideas, make inferences, and solve problems (e.g., Diaz-Rico & Weed, 2006). CRT methods provide teachers with the skills to teach students how to become critical thinkers by integrating their cultural and linguistic experiences with challenging learning experiences involving higher order thinking and critical inquiry. For example, in Funds of Knowledge, a well-researched critical thinking mediation (Gonzlez, Moll, & Amanti, 2013), researchers showed teachers how to integrate their teaching with students home experiences. One example from this method involved using students international traveling experiences, along with their parents skills and knowledge, to reinforce classroom-skills-based instruction by forming native language literacy circles with parents to explain and foster critical analysis skills. In return, the parents applied these skills in conversations with their children to reinforce classroom EBPs. This CRT allowed teachers to look past their own views of the world, better understand the thoughts of others, and form more cogent and well-rounded teaching, which allowed them to improve CLD students critical thinking skills.Social JusticeSocial justice is the ability to understand and think about the social and political challenges that societies, communities, and individuals face and proactively act upon these challenges (Cochran-Smith, 2004). CRT guides teachers practices and curricula because it is centered in students cultures, and it provides an active process for students to seek out information about what is happening in the communities around them, which guides them to better understandings of and better solutions for the inequities encountered in their communities (Irvine, 2002). However, cultural responsiveness goes beyond remedying mismatches from mishandled differences; it uses explicit instruction to help students access valued cultural capital, and it acknowledges that structural inequalities, including disparities in political and economic power, inhibit diverse students from succeeding (Ladson-Billings, 2009). For example, some teachers have taught students about the connections between their indigenous cultural heritages in the United States and Mexico, the history of injustice they have encountered, and the acts of resistance and strength by their people (Arce, 2004). Consistent with CRT is a pragmatic focus on what students can do given their current contexts, noting that structural change is a long, slow process (Anyon, 2005; Ladson-Billings, 1994). Nonetheless, even if starting at the micro level, culturally responsive educators contribute to structural change (Gay, 2010).Culturally responsive teachers include a strong social-justice component in their instruction through which they help students identify and confront sociopolitical inequities and issues of social power and class privilege. Teachers with a culturally responsive practice also nurture a sense of agency and action in their students (Nieto & Bode, 2012); that is, they instill in them a will and sense of efficacy to foster social change.Emerging Evidence-Based Culturally Responsive Teaching PracticesResearch during the past few decades has developed the foundation for EBP that supports teaching for students who struggle with learning basic academic skills. However, despite this research, CLD learners continue to underachieve in United States public schools. This\ underachievement has led researchers and educators to examine research on the development of EBPs with CRT methods. Although empirical research investigating EBPs for diverse students with learning difficulties has increased, a scant research base in this area remains (Aceves et al., 2014). Research is slowly emerging to identify effective, culturally responsive EBPs for students from CLD backgrounds. From the literature we reviewed for this IC, we identified four emerging EBPs for students from CLD backgrounds: (a) collaborative teaching, (b) responsive feedback, (c) modeling, and (d) instructional scaffolding.Collaborative Teaching Collaborative teaching is an umbrella term for instructional methods (e.g., cooperative learning, differentiated instruction, peer teaching, reciprocal teaching) that involve joint intellectual effort (i.e., requiring individual accountability, positive interdependence, and strong interpersonal skills) between students and teachers (Klingner & Vaughn, 1996, 1999; OConnor & Vadasy, 2011; Vaughn et al., 2011). Collaborative learning methods are a key component of CRT; they enable participants to share and learn from their collective experiences and challenges. Research indicates that practitioners who use direct and explicit collaborative-based approaches to learning to reinforce students background knowledge (e.g., interdependence, sharing, collaboration) improve student literacy engagement and motivation (e.g., Au, 2011; Genesee & Riches, 2006).In collaborative-based instruction, teachers provide a common introduction to lessons and then distribute learning assignments based on students academic skills (e.g., reading language level). Although all students learn about the same topic, the assignments may vary according to student ability. Teachers collectively organize students into heterogeneous learning teams by grouping based on learning abilities. After students have read and identified the assignment, they discuss the topic with their group members, share their knowledge, and complete the lesson as a whole group. Teachers monitor and review the key concepts and skills all students should have acquired. If learning challenges persist, teachers may need to reciprocate and teach specific skills for student understanding. For example, there have been several studies (e.g., Calhoon, Al Otaiba, Greenberg, King, & Avalos, 2006; Klingner & Vaughn, 1996; Senz, Fuchs, & Fuchs, 2005) that have used collaborative-based learning approaches to engage CLD students in small groups in content-related strategic discussion to assist students in understanding concepts, deriving the main ideas, asking and answering questions, and relating what they are learning to their own cultural backgrounds. When students did not have the background knowledge to understand concepts and text passages, they were encouraged to generate questions for understanding that were discussed in small groups with the teacher facilitating comprehension.Responsive FeedbackCulturally responsive feedback is provided when teachers offer critical, ongoing, and immediate feedback regarding students responses and participation. Through culturally responsive feedback, teachers supply individualized support regarding performance in a manner sensitive to students individual and cultural preferences. This strategy includes incorporating students responses, ideas, languages, and experiences into the feedback that is provided (Gersten & Geva, 2003) while inviting students to construct new understandings regarding what they are learning (McIntyre & Hulan, 2013).Providing responsive feedback is an instructional strategy recommended as a necessary practice in effective instruction with students experiencing academic difficulty (Fuchs & Vaughn, 2012). Responsive feedback has also been implemented as an important strategy within studies involving English language learners (Carlo et al., 2004; Gerber et al., 2004; Kamps et al., 2007; Vaughn et al., 2006). Prompting students with both affective and cognitive feedback encourages teachers to validate the students contributions while also clarifying and expanding students statements during instruction (Jimnez & Gersten, 1999).In order to engage in this critical feedback exchange, teachers must create multiple opportunities for students to respond and fluidly dialogue throughout the day. Scheduling opportunities for individualized teacher-student conferences allows students opportunities to receive individualized teacher feedback. Overall, students benefit from ongoing, specific feedback to increase their self-esteem, monitor their understanding, and challenge their thinking.ModelingTeacher modeling has long been viewed as an essential component of effective teaching. As a culturally responsive practice, modeling involves explicit discussion of instructional expectations while providing examples based on students cultural, linguistic, and lived experiences. Culturally responsive modeling requires teachers to exemplify learning outcomes of CRT, which include strategy use, content learning, metacognitive and critical thinking, and interest and respect for cultural and linguistic diversity.Research has established the modeling of skills, strategies, and new content as an essential and effective method for teaching English learners (Gerber et al., 2004; Gersten & Geva 2003; Kamps et al., 2007; Vaughn et al., 2006). Similarly, research on CRT practices emphasizes modeling as a key strategy for specific cultural groups (Hilberg, Tharp, & DeGeest, 2000). For example, within American Indian and Alaskan Native communities, learning through observation is an important tradition (Lipka et al., 2005).In an investigation involving indigenous Alaskan youth, researchers observed expert apprentice modeling during math problem-solving activities reflective of this indigenous groups cultural practice (Lipka et al., 2005). Engaging in an essential cultural practice within instruction can validate students group heritages while demonstrating its importance to academic tasks.Culturally responsive modeling serves to illustrate specific cognitive strategies while drawing from students cultures, languages, and everyday experiences (Jimnez & Gersten, 1999).Instructional Scaffolding Culturally responsive instructional scaffolding occurs when teachers control for task difficulty and promote a deeper level of understanding using students contributions and their cultural and linguistic backgrounds. Scaffolding skills include using different types of questions (e.g., open-ended questions, analytic questions); providing appropriate wait time and taking turns; extending and acknowledging students responses; and using supporting instructional materials (e.g., visual organizers, story maps; Jimnez & Gersten, 1999).Researchers have integrated scaffolding methods in studies involving students experiencing academic difficulty, including students who speak a second language (Gerber et al., 2004; Goldenberg, 2013; Vaughn et al., 2006). For instance, scaffolding may include reference to English language learners primary languages or cultures. In this example, teachers may use relevant cognates while teaching English language development or provide primary language explanations to support English comprehension (Carlo et al., 2004).Culturally responsive research further demonstrates the effectiveness of this strategy in facilitating students success and self-esteem during teaching episodes (Garza, 2009). Students have reported that teachers who provide this level of specialized assistance welcome a variety of student discourse and show genuine interest in their students successes (McIntyre & Hulan, 2013).Recommended Culturally Responsive Teaching Approaches and ConsiderationsIn addition to the instructional practices previously described and supported by emerging research, the existing literature base describing CRT encourages other approaches that may have the potential for enhancing diverse student-learning outcomes. As previously stated, current empirical research with diverse populations investigating the effectiveness of these practices in conjunction with examining its effects on student outcomes is lacking. Teachers, however, are encouraged to consider these areas of instruction supported by this literature base with diverse students. Specifically, these include using a problem-solving approach and child-centered practices during instruction and making special considerations during the assessment of CLD students and the selection of instructional materials that support students cultural and linguistic experiences.Problem-Solving ApproachProblem solving requires teachers to create opportunities for students to investigate real, open-ended problems; formulate questions; and develop solutions to genuine challenging situations. Engaging students in solving meaningful problems allows for complex and higher order thinking while increasing students motivation to learn and resolve authentic issues in their daily lives. Teachers create opportunities for students to critique, challenge, and transform examples of injustice or inequity in their daily lives and communities (Ladson-Billings, 2001). Therefore, problem solving becomes culturally responsive when students address problems that touch upon cultural and linguistic issues for the purpose of improving their daily lives. Some examples may include gathering and critiquing additional sources to supplement textbook curriculum to better reflect students cultural and linguistic backgrounds, investigating colleges with supportive programs for diverse students, and collecting oral histories from community elders regarding topics of study.This instructional approach not only identifies and challenges de facto community inequities that may exist, but also allows students to devise solutions toward meaningful change. For example, one teacher engaged her students in investigating zoning laws using math and reading skills in order to reduce the number of liquor stores and their associated problems (i.e., drug trafficking, prostitution, and public intoxication) around a schools campus (Tate, 1995). With the results of their research, students lobbied the state Senate and made formal presentations to the city council, which resulted in numerous citations and the closure of two liquor stores near the school. Culturally responsive problem solving encourages students to care about their communities. Literature documenting the implementation of culturally responsive problem solving with diverse populations is emerging.Child-Centered InstructionStudents contributions drive the teaching and learning process in a culturally responsive classroom as teachers develop culturally responsive learning opportunities and outcomes focused on student-generated ideas, background knowledge, values, communication styles, and preferences. Through student-oriented practices, teachers respond to students cultural and linguistic backgrounds and learning needs. Student-centered instruction, choice, and participation are central to CRT practices (Kea, Campbell-Whatley, & Richards, 2006).Research conducted with indigenous groups and later adopted for use with a variety of other diverse student populations has long established child-directed activities as essential to the instruction of CLD learners (Center for Research on Education, Diversity & Excellence [CREDE], 2013). Researchers studying American Indian educational systems and communities found that given that these children are allowed a high level of autonomy and decision making in their homes and communities, Indian students may be more comfortable and more motivated to participate in activities that they generate, organize, or direct themselves (Hilberg, Tharp, & DeGeest, 2000, p. 33). This practice is true for many diverse communities.In culturally responsive classrooms, teachers provide opportunities for choice in classroom activities, encourage child-directed learning, and assist students as they engage in these activities. Teachers create opportunities for students to make decisions regarding the content and form of instruction and support that students need to self-regulate their learning. Instructional Conversation (Saunders, 1999; Saunders & Goldenberg, 1999), an example of a child-centered practice, focuses on facilitating student dialogue in which students engage in conversations about academic content while establishing connections to personal, cultural, family, and community knowledge. Research support for these practices is emerging; for example, the What Works Clearinghouse (WWC) found Instructional Conversations and Literature Logs to demonstrate the promising effects on reading achievement and English language development in English language learners (U.S. Department of Education, 2006).AssessmentsWhile assessing diverse students, teachers should select informal measures and assessment procedures and formal (i.e., standardized) assessments that consider students linguistic and cultural identities. Selected assessment tools and procedures should be designed for the purpose of uncovering what students already know and understand in order for teachers and families to capitalize on students strengths (Richards, Brown, & Forde, 2006). While interpreting assessment results, teachers must recognize that norms regarding expected student performance may vary depending on students cultural backgrounds and experiences. Research shows that school personnel often ignore this variation or view differences as examples of deviance in need of correction (Klingner et al., 2005).*Inappropriate instruction, referral, and assessment procedures with diverse populations have been indicated a key contributors to the overrepresentation of CLD students in special education programs (Klingner et al., 2005; Linan-Thompson & Ortiz, 2009; Ortiz & Artiles, 2010; Ortiz & Yates, 2002). However, the examination of these practices within culturally responsive research is extremely limited. Recommendations related to culturally responsive assessment practices call for teachers to select measures and procedures validated for the population being assessed, recognize the influence of classroom instruction and the potential for teacher bias, integrate multiple ongoing performance assessments, tap into students strengths, involve qualified and trained representatives from students cultural groups and communities in assessment procedures and recommendations, integrate appropriate ongoing curriculum-based assessments, and recognize that learning is demonstrated by a continuum of performance rather than by discrete skills displayed at designated points in time (Gay, 2013; Klingner et al., 2005).*The studyMinorities Are Disproportionately Underrepresented in Special Education: Longitudinal Evidence Across Five Disability Categories, (2015) contradicts this finding for some ethnic and linguistically diverse groups.MaterialsCRT requires teachers to integrate research-developed and teacher-selected materials that validate and consider students cultural, linguistic, and racial identities. As critical consumers of these resources, teachers and students should review this material for the appropriate reflection of the diversity represented within the classroom community. When representative diversity is absent from this material, teachers should supplement as necessary to provide resources that reflect the cultures, languages, and lived experiences of the students they support (Banks, 2004; Gay, 2010, 2013; Ladson-Billings, 2009).When choosing curricular materials, consider:Who is the intended audience? Who is this going to be praised and affirmed?Research on the content of texts and other instructional materials shows that many materials provide poor, inaccurate, and absent representation of diverse cultural and linguistic groups (Gay, 2010). Integrating materials reflective of students cultural and linguistic backgrounds is a strategy implemented within research examining CRT practices. In order tomore directly address the inadequacies of curricular material for diverse students, Gay (2013) outlined the following explicit strategies in which teachers and students should engage:conducting analyses of textbooks, mass media, Internet, literary sources, and personal narratives;exploring how personal backgrounds and environmental factors influence authors scholarship;examining multiple ethnic descriptions and interpretations of events and experiences;investigating how different knowledge sources affect teaching and learning; andreconstructing or replacing existing presentations of issues and situations in the various resources with their own acquired cultural knowledge and insights (p. 59).These practices allow teachers and students to critically evaluate the materials and resources used to guide instruction, correct any misrepresentation, and validate diverse students histories and lived experiences.Overall, the literature base describing CRT highlights problem-solving and child-centered approaches as representative of a culturally responsive classroom. Teachers who carefully select and critique the assessments and materials used for evaluation and instruction do so with their students cultural and linguistic needs in mind. Although highly recommended, these CRT approaches and considerations require further empirical study with diverse populations for a better understanding of their influence on student achievement.ConclusionOverall, rigorous empirical research examining the effectiveness of CRT on the academic achievement of diverse learners in K-12 settings is severely lacking. Despite the dearth of studies in this area, available research to date provides the field with emerging practices and other relevant approaches and instructional considerations. Many educational professionals may conclude that the practices outlined in this review encompass examples of just good teaching (Au, 2009). This way of thinking, however, presumes a generic universality of what is considered good teaching practice while ignoring the understanding that teaching and learning are culturally situated, varying across and within cultural and linguistic groups (Gay, 2010). While implementing these practices, teachers must consciously make connections to students cultures, languages, and everyday experiences in order for students to experience academic achievement while preserving their cultural and linguistic identities. Academic success and cultural identity can and must be simultaneously achieved, not presented as dichotomous choices (Klingner et al., 2005, p. 23). To ensure the academic achievement of diverse learners in urban, rural, and suburban communities across the United States, institutions of higher education and school districts must provide a rigorous continuum of ongoing PD to support beginning and experienced teachers in their understanding and implementation of culturally responsive teaching practices. Voices from the fieldCulturally Responsive TeachingBefore moving to NH, I taught middle school in a multicultural district for 12 years. Our learners were from diverse backgrounds and having multiple ESL/ELL students in a class was not uncommon; we had twelve languages in which school documents were translated and translators were provided at school conferences and meetings. In NH I am currently at a homogeneous school. Anecdotally, something that I have experienced at schools in NH for their spirit days iscrazy hair day.In the NJ school this would not work as it is inherently exclusive. For the students who wear hijab or for students whose hair has historically been used to control, punish, or judge such a day would not be welcome. The diversity in my NJ district readily lent itself to educators being able to learn about our students cultures. Due to the homogenous nature of the current school in NH, educators may need to work slightly harder to learn about a students culture and how best to support the student and their family. Kate Appolonia-I will admit this weeks reading was difficult and very personal. In doing this weeks reading I found it very surprising that 83% (as of 2013) of public-school teachers are white. Having lived in mostly non-urban areas, I always assumed that in urban areas there were a higher number of ethnic teachers. I thought it would make the numbers a little more balanced on a national level. Having something called culturally responsive teaching seems counter intuitive from the outside. Teachers should be taught to teach all children race or ethnicity should not matter, but unfortunately, it does. As an ethnic women, mother, and educator it matters greatly.New Hampshire is 94% white and despite that I find I have a diverse classroom. In my class of 14 students, I have 1 African American, 1 Indian, 1 Egyptian, 2 Latino/white and 1 Asian/white student. I have also noticed, and so has my principal, that most of the ethnic students in the school find a reason to speak with me. Sometimes I do find it an uncomfortable spot to be in. But I think it would have been nice if my children had had someone they could connect with when they were in K-12. I remember what it was like being the only ethnic student in my school growing up. So, when I read the words Representation absolutely matters and it matters for almost every educational outcome you can think of (Meckler & Rabinowitz, 2019) it struck a chord, and I cannot agree enough. Barbara HoltMeckler, L., & Rabinowitz, K. (2019, December 27). Americas schools are more diverse than ever. But the teachers are still mostly white. The Washington Post.-As I have learned, even families from the same country have very different cultural beliefs. For example, a student from Northern India celebrates completely different holidays than a student from Southern India. I cannot begin to understand their experiences just because they are from the same country, I must get to know and understand each individual student. This requires time.How do we allow the time for students to connect with a subject and share their differences when we are mandated to complete a set curriculum in a short amount of time? In second grade we have 30 mins a day for either social studies or science. After reading these articles there is so much I would like to incorporate into my day but there is so little time. As an educator we need to be thoughtful and use every extra minute to connect with our students in a meaningful way. Sheri Gauvin-Teachers may find it uncomfortable or difficult to reflect upon their own culture. Some might even believe that they do not have a culturethat is, their opinions, values, and expectations about education and behavior are part of the dominant cultural perspective and, therefore, are regarded as the norm. As a result, many teachers do not recognize that their own culture influences their expectations about students and, in turn, affect their students performance (IRIS, 2009). In addressing different cultures, teachers should also avoid showcasing a student as a representative of a whole minority group; this is called tokenism. Alicia JobsonThe IRIS Center. (2009).Cultural and linguisticdifferences: What teachers should know. Retrieved from work in a very affluent town as a paraprofessional and while I realized it was more affluent, I did not realize how much different the curriculum was compared to the curriculum in the school that my children attend in the neighboring town. In the town where I live I do not see any of the techniques being used in the culturally responsive teaching article (Aceve & Orosco 2014), however in the district where I work these approaches are commonplace and welcomed. Jennifer Wylie-When I took Assessment of Students with Disabilities over the summer, a very important thing that I learned was the importance of making sure assessments used to identify students with disabilities are culturally responsive to the student being assessed. This is imperative so the students are not misdiagnosed because of a language barrier or the tests that are not intended for non English language learners. Michelle Shaw-I remember a book I used when I taught 4th grade, Encounter by Jan Yolen. Its a juvenile fiction book told from a point of view of a young child. It talks about Christopher Columbus from the perspective of an indigenous childs point of view and as this child ages into an old man. It discusses the distrust and the crimes committed against indigenous people by Columbus and those who came before and after. Its a book that needs to be used only when supported by a strong social justice curriculum. I dont use it now, as I work with much younger kiddos, but its a good book. Lara Provencher-It is great to read books from other cultures and backgrounds, include holidays from childrens nationality, and treat them equally, but that is not enough. As Braelan stated we need to understand their culture and how this changes their responses in the classroom. She discussed her family and how they are loud, boisterous, and emotionally expressive. This really stood out to me as I am working with a second grader that is loud, boisterous, and emotionally expressive. The classroom teacher likes the class quiet all day. She has long blocks of independent work where she expects the class to be quiet and not talk. Working with special education I know this is not possible for many children, especially seven and eight-year olds. However, I never considered the familys culture to be part of this need to impact the classroom in such as significant way. It became clear to me that we need to look beyond what we think we are doing to be inclusive and understanding of all our students, but take a deeper look at our entire approach to how we interact with the students.Braelan Martin also talked about the resources we use to teach. Its more than including cartoon pictures with culturally diverse names and features, its about honesty. For example she talked about the Pilgrims and Native Americans and how we show historical pictures of their costumes. We should also show actual pictures of Native Americans then and now. How do they dress now? Do they still wear feathers, or do they dress just like us? Discussing the differences and similarities without judgement should be included in all lessons.In order to successfully reach all of our students, we need to first think about our own culture and expectations. How does this impact our teaching style? We need to first learn from our students about their culture and their lives. We need to give them opportunities to share and make connections to the material we are studying. The two articles I read Culturally Responsible Teaching: What you need to know and 15 Culturally Responsive Teaching Strategies and Examples offered steps to think about and include in our lessons. These are all great tools but if we dont take the time to allow our students to share and make connections, we are not really being culturally responsive. Sheri Gauvin[That Special Educator/Braelan Martin], (2020, Jun. 8). Anti-Racism in the Classroom- My Ramblings. [Video File], Retrieved from think that is an important reminder for educators to not only learn more about their students, but to reflect on their culture and how it may be influencing their teaching. I work with students who are in a residential court ordered placement and I spend every day reminding myself how different our upbringings were. It helps me to empathize and to come up with different teaching strategies to effectively educate them. Anonymous-When I got my masters degree in education, I went through a program that taught education through a Social Justice model (World Education Linked, I think it might be called Thrive now). Learning to teach from a social justice model was difficult in the beginning, but as the program went on it became more natural. When I teach Vermont geography, we compare it to China (because my daughter goes to college there and my little kids are mesmerized by it). When we study climate, we also study cultural differences by Climate Zone. Little things, we may not have time to really jump into these issues, but any time we can make a child notice and accept differences we are a step closer to our diversity goal. Lara Provencher-I was drawn to exploring Culturally Responsive Teaching for this forum. In this weeks resources, I connected to what Braelan Martin said, This is just a way in which you view children and the way in which you view education Its not necessarily an administration-driven initiative. Its you, as a teacher, educating all children and thinking that every one of their cultures and their experiences are valid There is no curriculum or specific product that will transform your classroom into an anti-racist classroom. Its you, as an educator, doing the work. ([That Special Educator], 2020). I agree with her feelings on this. All of the specialized, anti-racist resources and curriculum would not create an anti-racist classroom if the teacher was not modeling respect and appreciation for all students, and promoting cultural inclusivity regularly.I was also reminded about an IRIS module that I read for another course titled, Cultural and linguisticdifferences: What teachers should know. In the section Teacher Reflection it reads, Another way for teachers to become culturally responsive is to practice on-going reflectionan undertaking through which teachers identify their thoughts, values, and behaviors about their own and other cultures. Such reflection allows teachers to gain deeper levels of self-knowledge and recognize how their personal worldviews can influence their teaching and shape their students concepts of self. It creates opportunities to reconsider stereotypes and gives teachers the chance to consider how their instruction might be improved. Teachers may find it uncomfortable or difficult to reflect upon their own culture. Some might even believe that they do nothavea culturethat is, their opinions, values, and expectations about education and behavior are part of the dominant cultural perspective and, therefore, are regarded as the norm. As a result, many teachers do not recognize that their own culture influences their expectations about students and, in turn, affects their students performance (IRIS, 2009).In addressing different cultures,teachers should also avoid showcasing a student as a representative of a whole minority group; this is called tokenism. My daughter is Native American, but also adopted. She wants to be treated as a unique individual, and expecting her to speak on behalf of all Native Americans or all people who have been adopted would alienate her. This would only serve to highlight the differences between her and her peers, which is something that she already feels and struggles with daily. I feel that this would be true for other students as well who are underrepresented. Alicia Jabson-I think back to a time my daughter was 13 and we were visiting my sisters YMCA camp in the Poconos. She had a work weekend for her camp and about 50 people from Newark, New Jersey volunteered along with my family and some friends. My daughter was so overwhelmed by the cultural differences of the 50 or so people of African American descent that she had a panic attack. She had never been around people of color where she was the minority.I imagine that is how some of our minority children feel if they move to our cities and towns and are surrounded by a different culture. While making sure we engage students with comfortable names of culturally diverse people etc. in word problems and reading selections I think it is equally important to know how to weave the cultures of all children in your class throughout a regular day to day curriculum. In todays age its not ok to just do a few things here or there, but to be aware of all the lifestyles and cultures of the families we work with and make them always part of the class. Jacqueline Godin-I remember once going to lunch at Dennys with my young daughters in a busy Connecticut city. There was a man with a beard and wearing clothes we dont see in New Hampshire much I am assuming he was from the Middle East. My youngest thought he was from the Bible. All I could think about was how I need to get my daughters out in the world more! Kari Grimes-I work in a K-3 elementary school that is not very culturally diverse, but offers a great opportunity for exploring other cultures near and far through books, activities, and projects. The age group that I work with is just at the beginning of their educational journey and is at the perfect place to begin exploration of the world around them, the similaritiesand the differences. Judith Moore-I work in a very affluent town as a paraprofessional and while I realized it was more affluent I did not realize how much different the curriculum was compared to the curriculum that my children attend in the neighboring town. In the town where I live I do not see any of the techniques being used in the culturally responsive teaching article (Aceve & Orosco 2014), however in the district where I work these approaches are commonplace and welcomed.My hope for the future to help our students and communities heal from the trauma of this pandemic, schools across the nation implement trauma focused approach which mirror culturally responsive teaching. In trauma informed education it starts with the administration, provides professional development, builds relationships with families, allows students to receive supports and services when they need it regardless of coding and providing students with strategies to manage their academics and emotions (flexible framework). This mirrors culturally responsive teaching as that approach is based on instructional engagement, using culturally sensitive language, teaching critical problem solving, allowing for multicultural awareness and social justice. Many of these aspects could be intertwined, which would create an extremely safe and thoughtful environment for students to thrive in. Jennifer Wyie Other references can be found on the original document at byMadhana GopalfromPixabay chapter heading Updated 6.22.22 In classrooms a significant amount of time is used by teachers to ask questions. When teachers are skilled in the type of questions they ask, and how they ask them, it can propel and support student learning.For effective teacher questioning to occur, teachers need to plan their questions and how they respond to students. Redirection, probing and reinforcement are effective ways to respond to students. Why focus on teacher questioning?So much of classroom time is spent with teachers questioning the studentsskilled questioning by teachers can guide students to thoughtful and reflective answers and sofacilitatehigher levels of academic achievement. (Hattie)The research of Hattie,Cotton, Walsh and Satteshas highlighted that teachers spend a lot of time asking questions, and that:Questioning accounts for up to a third of all teaching time, second only to the time devoted to explanation.Teachers ask up to 2 questions every minute, up to 400 in a day, around 70,000 a year, or 2-3 million in the course of a career.Of the 400 a day, a large proportion of these (anything between 30-60 per cent) are procedural.Teachers frequently call on volunteers to answer their questions and these volunteers often constitute a select group of students. This meansnot all students are accountable to respond to all questions.Teachers typically wait less than a second after asking a question before calling on a student to answer. They wait even less time (often 0 seconds) before speaking after a student has answered.Teachers often accept incorrect answers without probing, andfrequently answer their own questions.Students, in turn, ask teachers very few content-related questions.Questions serve many purposes. They can help pupils to reflect on information and commit it to memory. They can develop thinking skills, encourage discussion and stimulate new ideas. Questions allow teachers to determine how much a class understands and enable them to pitch lessons at an appropriate level. They are an important tool for managing the classroom, helping to draw individuals into the lesson and keeping them interested and alert. And questions have a symbolic value sending a clear message that pupils are expected to be active participants in the learning process. (Hastings)Understand the characteristics of effective teacher questioning and how to plan for them, prior to, and when youre in the classroom.Effective questioning involves all students and engages students in thinking for themselves.Good questioning:reinforces and revisits learning objectives/goalsshows connections between previous and new learninggives the teacher immediate feedback on students understanding, which they can then use to modify their teachingincludes staging questions to draw students towards key understanding or to increase the level of challenge in a lesson as it proceedshelps students develop their thinking from the lower order concrete and factual recall type to the higher order analytical, conceptual and evaluative which promote deeper understandingpromotes justification and reasoningencourages students to speculate and hypothesizecan support students to draw inferenceskeeps students focussed on the salient elements in a lesson and not on extraneous mattersencourages students to ask as well as to receive questionsencourages students to listen and respond to each other as well as to the teachercreates an atmosphere of trust where students opinions and ideas are valued and where teacher praise can be connected directly to their responses.Redfield and Rousseau,as cited inHattie, found that:Lower-level questions are more effective when aiming at surface level information, and a mixture of lower-level andhigher-levelquestions are more effective when aiming at deeper information and understanding. Planning for effective questioningEffective questioning is an aspect of a teachers professional practice that needs to be developed and honed throughout their career. It isnt something that just happens and teachers need to:critically reflect on their practice in relation to questioningobserve the questioning practice of othershave others observe themwork with colleagues to track and evaluate the frequency and types of questions they ask and then plan ways to sharpen and improve these practices.When planning to incorporate effective questioning into teaching practice teachers need to specifically:examine and reflect upon questioning practicesestablish expectationsestablish student accountabilitybuild essential questions into lesson plansask more open questionsuse questions to promote collaborationinvolve students in forming and asking questions. Examine and reflectIts important for teachers to examine and reflect on their questioning practices.Teachers can record and evaluate their questioning by recording a whole-class question-and-answer session. Replay the recording and evaluate the different aspects of your own questioning and focus on whether:you asked too many questionsyou had a balance of open and closed, high-order and low-order questionsyou encouraged opinion, informed speculation and tentative answersyou handled incorrect answers effectivelyyou provided thinking time.Reflect on how you asked the questions and consider:Do you ever consciously audit your questions?How good are the key questions you plan for each lesson? How well do the questions you ask relate to the lessons learning objectives/goals?Do the questions you ask challenge students? thinking?How often do you ask further questions that really probe understanding?How often do the learners ask the questions?How do the questions you ask promote learning? Specific frameworkThe questions below provide a more specific framework to analyze your strengths and weaknesses in questioning and to focus your next efforts.Traffic light your responses, then choose 1 or 2 ambers to develop and work on in collaboration with your supervisor/ mentor/ coach.Do you ask questions that reinforce or revisit the learning objectives?Does your questioning engage students in thinking for themselves?Do you involve all students?Do you model for students the sort of questions they might need to ask?Do you ask questions that show connections between previous and new learning?Do your questions motivate students?Do you preface your questions with an individuals name and a motivational challenge?Do you ask students to explain their thinking?Do you reflect back? So, if Im right what youre saying is?Do you ask students to listen accurately?Do they listen and respond to each other as well as the teacher?Do you sometimes play devils advocate with your questions?Do you promote justification and reasoning?What about speculation and hypothesis? Can you encourage upside-down thinking by asking for the opposite point of view or an outrageous alternative?Do you provide opportunities for students to explain the processes they choose, as well as describe the outcome?Do you foster an atmosphere of trust where the students concerns and ideas are valued?Do you stage or sequence questions with increasing levels of challenge, moving them from unsorted or unordered knowledge to organize understanding, where patterns and meaning have been established? Establish expectationsLet students in on the way lessons will be conducted. Negotiate a set of rules or norms for group expectations related to individual behavior during lessons and discussions. For example, specify:We all need time to reflect on past experiences if we are to gain new understandings.We all need time to think before speaking.We all need time to think out loud and complete our thoughts.We learn best when we formulate and answer our own questions.We learn from one another when we listen with attention and respect.When we share talk time, we demonstrate respect, and we learn from one another.1. Introduce and explicitly teach and explain the norms. For example:We all need time to think before speaking.Sometimes, when I ask a question, several of you raise your hands right away. You know an answer immediately and you want to share it! Others of you are still thinking. And thats OK. In fact, Im going to ask all of us to take more time before we speak and to use that time to think.Because even if you have an answer right away; if you think about the question for a little while before you speak, you may come up with another answer or a better answer. Why do you think it would be good to take some time to think before speaking?2. After students demonstrate an initial understanding of this norm, it can be reinforced through practice and feedback. For example:Lets try this. Im going to ask a question, and then I want all of us to say together, one-thousand-and-one, one-thousand-and-two, one-thousand-and-three. Then Ill call on someone to answer. OK?Now I want you to practice this in your groups. Youll find a set of questions in your folders. You are to facilitate a group discussion, using wait time after posing each question.The teacher might circulate around the room, monitoring and making notes for feedback that can be given to the class at the end of the exercise.3. Finally debrief the activity with the whole group probing again to encourage students to reflect on the value of this norm to their learning. Establish student accountabilityClarify with students the importance of everyone doing the thinking, learning and reflecting throughout each stage of every lesson. If the classroom culture emphasises that everyone is expected to think and be ready to answer any question rather than hands up, students are more likely to be involved with the lesson.Create a system to help you keep track of who you call on, so you can ensure that all students have equal opportunities to contribute.Forewarn students about some key questions: Later in this lesson, I am going to ask a question about ??Model how a variety of questioning strategies will be used in the classroom, reminding students that they can say please come back to me if they need more think time or are unsure and want to build on the ideas of their peers. However, be sure to let them know you will always come back to them.Try to avoid answering your own questions! If the students know you will give them the answers after a few seconds of silence anyway, what is their incentive?Try not to accept I dont know for an answer.Allow additional think time, if necessary, by moving on and then coming back to the student for a response later.Offer hints or suggestions to guide students in formulating quality responses.If a student is unable or unwilling to formulate a response, then offer 2 or more options and let the student choose one.Always try to find something positive to say about a students efforts, even if their answer is incorrect, as public embarrassment only confirms apprehensions about class participation.When students make mistakes, build their confidence and trust by asking follow-up questions to help them self-correct and achieve success.Practice questioning strategies with students. Repeat as necessary until various strategies become routine. Build essential questions into lesson plansWhen planning units or lesson sequences, plan the essential questions to accompany the major learning goals/ objectives for the unit/ learning sequence. These big picture essential questions should be concept-related, open-ended and designed to guide inquiry into the big ideas. Forexample:In what ways do living organisms survive harsh or changing environments?Do the benefits outweigh the costs of deforestation?What should we eat?What can we learn from the past?How do writers influence their audience?Share the essential question/s at the beginning of the unit/ lesson sequence to motivate students and generate interest. For example, These are the questions we will be trying to answer in this unit/ lesson.Use essential questions to guide the planning of further questions within lessons.Ensure the questions are answered by the unit/ lesson.Match questions to, and embed them in, the learning objectives/ goals for the lesson and share with students.Ensure there is a balance between asking and telling.Ensure there are questions planned that require students to engage in higher-level thinking as well as recall. Its easy to pose a lower-level question on the spot, but much harder to construct a higher-level question on the spot.Stage the questions so that the level of challenge increases as the lesson proceeds. This means asking knowledge and comprehension questions about new material prior to questions of analysis and evaluation.Pause during the lesson to check whether the key questions have been answered: Have we answered this? What else do you need to know?? Importance of asking more open questionsDifferent experts categorize questions in different ways. However, the simplest and most important distinction, recognized by all experts, is between lower-order questions, which require children to remember, and higher-order questions, which require them to think.As a general rule:a lower-order or factual recall questions tend to be closed, with a single right answer, and are likely to be what, who, when or where.higher-order are more likely to start with how, why or which, and tend to be open with a range of possible responses.Lower-order questions have an important part to play in checking knowledge. However, most research suggests teachers ask too many of these basic recall questions and not enough thought-provoking, higher-order questions.Because teachers ask so many questions each day, its easy for one style of questioning to become habitual and lower-order questions feel safest because they keep the lesson moving.When planning:rework lower-order questions to raise the level of thinking requiredpose one question at a timerefrain from posing a string of questionsask the types of questions that have more than one answer or that dont have a single right answerfollow up answers with words and phrases like: Explain why?, What makes you think that? and Tell me more, to provide greater challenge, encourage speaking at greater length and get students thinking around the question in greater depthuse tools such as Blooms taxonomy to assist with the framing of questions that pose different cognitive demand. Use questions to promote collaborationTips and tacticsBegin a lesson by giving pairs of students a question to answer from the last lesson.Ask pairs to discuss a question for a minute before they answer it.Make questions a normal part of the lesson. Earlier this lesson I asked you 2 questions. Turn to a partner and see if youre ready to answer them yet.Allow time for groups/ pairs of students, to research answers to more complex questions.Snowballing: pairs discuss, move into fours, share ideas, fours to eights feedback (this allows safety as no one person is responsible for the answer).Instead of leading a discussion, teach students how to discuss and break the class up into groups of 4 or 5 students, so they can then discuss the issues. This is much more productive than having 30 or more students listening to just a few talk with the teacher.Students cannot answer questions or discuss something of which they know nothing. Design learning activities in preparation for student-led discussions that will give students background knowledge, evidence, and ammunition to argue a point.Help students identify opinion and utilize evidence to support their argument the point of the argument being to convince rather than to simply expound both sides of an issue.Involve students in forming and asking questionsIf the classroom culture encourages the asking of questions and makes it okay to give a wrong answer, then students will be more likely to offer answers.Hold back on a new topic until the class has worked out what questions they would like answered in the course of the following lessons to encourage students interest, curiosity and motivation.Give students post its on which they write questions about the topic prior to the main teaching input. They tick off questions as they are answered and ask about anything not covered at the end. This can help students focus on the input, and help the teacher understand from what levels students are approaching a topic.Get one pair/ group to formulate questions for another pair/ group.Question wall: a working space for students to communicate questions about their learning. Place closed questions on the left of the wall, whereas more open questions are placed progressively to the right-hand side.Hot-seating: prepare questions to ask a character or person.Answer/ question: the teacher provides an answer, students must think of as many possible questions for it as they can.5Ws who? what? where? when? why? for example, in response to a photograph, a diagram, an account, a newspaper report.What questions might a have about this? for example, a parent with small children about the closing of a local shop.Model appropriate types of questions for example, thinking aloud:?Now, a really good question at his point would bebecause?. This can later be adapted to: What would be a really good/ important question to ask at this point?More senior students write exam-type questions for themselves and develop mark schemes to increase understanding of the kind of depth required. This is particularly effective as a revision strategy.Continue on to the next chapter on Key Questioning StrategiesKey Questioning Strategies New South Wales Government, (n.d.)Why Focus on Teacher Questioning. From (CC BY)New South Wales Government, (n.d.) Effective Teacher Questioning From (CC BY)Cotton, K. (2001). Classroom Questioning.Hastings, S. (2003, July 4). Questioning article from the TES.Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London, UK: Routledge.Hattie, J. (2011). Visible Learning for Teachers: Maximizing Impact on Learning. London, UK: Routledge.Walsh, J. A., &Sattes, B. D. (2005). Quality Questioning: Research-Based Practice to Engage Every Learner. California: Sage Publications. Table of ContentsIntroductionRoles and Responsibilities of the ParaeducatorRequirementsCertification and TrainingPerformance and EvaluationVoices from the FieldIn this course we will focus on the special education paraprofessional through the lens of the special educator/case manager, who will hire, train and supervise the paraeducator. The terms paraprofessional and paraeducator as used interchangeably throughout this chapter. Paraprofessionals are widely employed in schools in the United States and Canada, and in some European countries.In the United States these educators have over 30 titles, but a recent national trend has encouraged states to title these positions as paraeducators under their various job positions (example: Support Staff>Paraeducator>Special Education).Paraprofessional educators are frequently used to help support student/s inspecial education settings. Paraprofessional educators in these roles work with students with a variety of disabilities, including learning disabilities, emotional disturbance,autismspectrum disorders,ADHD,schizophrenia, developmental disabilities, and communication disorders. Paraprofessional educators may work in special classrooms, resource rooms or serve as inclusion assistants who accompany individual students throughout their day. Paraprofessional educators in these roles may require specialized training in behavior management, de-escalation, personal-professional boundaries, and sometimes physical restraint.[6](Wikipedia, n.d.) Roles and Responsibilities of the Paraeducator (paraprofessional)Some paraprofessionals provide services for special needs pre-schoolers, which include toddlers and infants and their families. When they provide this type of service in family centered practices, paraprofessionals are required to know and possess necessary cultural competencies, which include social, ethnic, as well as economic aspects of the family and community. Knowing this, the paraprofessional can best understand the particular needs of both the child and the family (Stiffler, 1993). When teachers utilized paraprofessionals in the inclusion model, paraprofessionals modify materials and lessons as directed by their general and special education teachers, taking and recording data and monitoring student behavior. They also correspond with the teachers to discuss behavior strategies for all or individual students, and communicate information to the students about class assignments (Carroll, 2001; Broer, Doyle, & Giangreco, 2005).(Archibald, D.L. 2008) Reading on the Roles and Responsibilities of the Paraeducator:Parker, D, (n.d.) Supporting Paraprofessionals to Support Students with IEPs. Retrieved from Requirements to become a paraprofessional vary widely, normally ranging from ahigh school diploma,G.E.D., two years ofcollegeeducation, or anassociate degree. Some positions may require experience, particularly as an aide in an instructional role like inspecial educationand inEnglish as a Second Languageinstruction.In the United States, theNo Child Left Behindfederal legislation requires that educational paraprofessionals be highly qualified.[3]The definition of highly qualified is left to the individual states, as are the means for measuring qualification. TheUnited States Department of Educationhas issued guidelines regarding paraprofessionals whose positions are funded underTitleIof the federal legislation. In 2015, TheEvery Student Succeeds Act was passed replacing No Child Left Behind. This gave more autonomy to the individual states and local school districts to make guidelines/standards that fit the needs of their particular demographics. It also created guidelines to provide greater voice and support to paraeducators citing the need to adequately train, support, evaluate and include in decision making forums. CertificationSome jurisdictions offer or require certification for some paraprofessionals. Others may require a contracted paraprofessional to pass an examination. Some require none of the above.A paraprofessional certificate is typically a certificate that an educator has obtained by passing an exam, enabling them to perform a task requiring extensive knowledge, but not requiring a college degree and a teaching license. Subject areas could include any areas of education such as a GED Teacher, Alternate School Teacher, ISS Teacher, After School Tutor, Home School Teacher, Credit Recovery Teacher, Continuing Education Teacher, and any Special Education area which could be but is not limited to CML, tutoring, and providing any needs to an individual student.The training of paraprofessional educators varies widely by state and district. (Research your state standards to find out more about individual requirements) The Council for Exceptional Children (CEC) in collaboration with the National Resource Center for Paraeducator has validated some guidelines for use in training paraeducators to serve individuals with exceptionalities A link to these can be found here [link]. Professional development companies, such as 321insight.com and PD360 provide targeted training to enhance paraeducator competency.Wikipedia, (n.d.) Paraprofessional educator. Retrieved from Webster Dictionary list several definitions for Training, such as (1) to form by instruction, (2) discipline, or drill, to teach so as to make fit, qualified, or proficient: to make prepared (as by exercise) for a test of skill. Training can also be defined as preparation and/or activity leading to skilled behavior. Training serves a very important function within any organization, even if those people to be trained have prior education or prior work experience (Smith, 1995). With increased pressure from legislation, and mandates such as the reauthorization of IDEA 97, ESEA, and the NCLB Act, which defined further job responsibilities and job duties as well as noted the increased and wide use of paraprofessionals, much focus was directed on paraprofessional training provided by and putting much pressure on states and school districts.Pre-NCLB paraprofessional qualifications and training specified that in order to be hired as a paraprofessional, individuals applying for the position only needed only a high school diploma, and the desire to work with and around children. Once the individual was hired, the paraprofessional received a series of training. These training sessions could be delivered in three ways: pre-service training, on the job training, in-service training which was provided by the county the paraprofessionals worked (Trautman, 2004). In the piece entitled Managing and Preparing Paraprofessionals (2004), Trautman defines pre-service training as a prearranged amount of time used for instruction and observations. In the case of paraprofessionals, Trautman states that this pre-service time should occur prior to the paraprofessionals start of the job, usually during the summer months. In addition, preservice training is defined as an experience that will communicate job expectations and provide a level of knowledge appropriate for further training During this time such information as the roles and responsibilities of the position, the school orientation, opening and closing times of the school, a description of the types of children with who the paraprofessional will be working, and instructional methods used by both the teacher and the paraprofessional would be discussed.Of the three forms of training, pre-service was the least recommended of the forms (Riggs & Mueller, 2001). The trouble with pre-service training was: problems arise from scheduling paraprofessionals to come in early or stay late for such training. In most cases, these paraprofessionals are usually not paid to attend this pre-service training. In addition, Firth & Mim (1985) stated that inadequate pre-service training was one of the major reasons that paraprofessionals in special education did not stay on the job. On the- job training is defined as training provided by an employer on the job site. The United States Department of the Interiors defines On-The-Job Training as one of the best training methods because it is planned, organized, and performed on the employees worksite (US Department of Interior). The Vermont Paraeducator Survey conducted by Mueller, discloses that paraeducators in that state who completed the survey reported receiving 40% of their training on the job. The U. S. Department of Interior also concurs that by employees conducting an effective on-the-job training program at their jobsite, moral, productivity, and professionalism will normally be high (US Department of Interior).The third type of training; in-service training is defined as training and professional development offered by the employer and given during the regular work hours. In a survey conducted by Causton-Theoharis and Malmgren (2005), which tried to increase the interaction rate between paraprofessionals and students with severe disabilities, by the use of in-service training of paraprofessionals. The training was held at two elementary schools and consisted of a four hours training session. held one-to-one with instructor and paraprofessional. This study consisted of four paraprofessionals who had not received any prior training prior to employment in the schools. Presented as an in-service, the purpose of this study was to increase purposeful behavior by paraprofessionals that would increase students with disabilities interaction with students without disabilities. Results indicted that by paraprofessionals applying interventions the interaction between students with and without disabilities increased. In the survey completed by Mueller (The 62 Vermont Paraeducator Survey) paraeducators (57%) were presented with in-service training and completed it, however of that 57%, 48% questioned its relevance. In one survey taken by Ashbaker and Morgan in 2001 when paraprofessionals were asked what type of training they received, 90% stated they had received training ranging from short workshops to college classes; however, the majority of the training came from the school district or colleges. (Archibald, D.L. 2008) Performance and EvaluationAnother way to fulfill the requirements of NCLB lies in passing an assessment that is approved by the district and state in which the paraprofessional works. These written formal assessments determine whether a paraprofessional, has the skills to assist teachers in the areas of reading, writing, and mathematics. These types of assessment used can be classified as Competency-Based Assessments. Such assessments measure an individuals performance against a standard of acceptable performance, or score, and are not compared against other individuals taking such assessment. (Archibald, D.L. 2008)Evaluation tools and methods like checklists and rubrics can be used to evaluate and provide performance feedback to paraeducators. Paraeducators should be formally evaluated at least once a year (Douglas & Bowles, 2018). However, it is important for a paraeducator to receive more frequent feedback from their supervisor and ideally be informally evaluated quarterly, giving them a chance to improve their practice. In many schools, administrators evaluate paraeducators, whether thats an assistant principal or coordinator of special education. (Rachel Stoudt). Council for Exceptional Children ResourcesSpecial Education Paraeducator Preparation GuidelinesSpecialty Set: Special Education Paraeducator Preparation Standards Related ReadingsIona County ISD-ASD Team, (2007). Effectively Utilizing and Supporting Paraprofessionals. (working with students on the autism spectrum).Parker, D. (n.d.) Supporting Paraprofessionals to Support Students with IEPs. , Association of Wisconsin School Administrators Paraeducator StandardsVoices from the FIeldTeacher candidates talk about the CEC Special Education Paraeducator standards in relation to the support they see paraeducators receiving in their school. They address areas of needed professional development to support paraeductors. PCCG.1.K11- Effect of speech and language development on academic and nonacademic learning of individuals with exceptionalitiesSpeech and language deficits in students can truly be debilitating not only for academics, but social aspects of the students lives as well. My school has two SLPs, one who started a few months ago and one who is about to retire, and together they form an incredible team. They are highly effective in communicating how important it is for students with speech and language deficits, to not only receive speech services, but also supplementary services and practice such as working in the classroom with the Paraeducator. My school has weekly team meetings for the special education department and we invite the paraeducators when possible. Our SLPs do an fantastic job on keeping the entire team informed on the students who receive speech services. During IEP meetings they take the necessary time to discuss the students deficits, how it is impacting them currently and how it may impact them later in life, and offer great support and guidance to those who work directly with the students and the parents as well. They are truly passionate about their work and understand that clear communication, practice, and consistency are key ingredients in assisting any student. Jake MunizPCCG.1.S1- Demonstrate respect and appreciation for differences in values, languages, and customs among home, school, and communityGiven the cultural diversity of my current school and schools throughout the country and coming from a Hispanic household, I believe it to be imperative for not only the paraeductor but ever staff within the building to acknowledge, respect, and celebrate the differences that our population has. I was not entirely briefed on exactly how diverse our student population is (60 dialects are spoken within the 425 student population) upon beginning my time at the school. I would like for the school to place a larger emphasis on this when someone new starts, maybe provide some resources on the varying cultures as well. Different cultures require different approaches as the social rules vary. Students with limited or no English proficiency should feel just as comfortable as the English speaking students. Having an understanding of cultures and joining in celebrating with the students would do nothing but improve the educational experience for all students and staff. Jake MunizPCCG.2.K4 Rules and procedural safeguards regarding behavioral support of individuals with exceptionalities.Though we have a crisis prevention intervention team, the paras themselves are not all CPI trained. I feel like this would be so helpful for all paraprofessionals. Though not all paras work with students with behavior problems, you never know what student you will have in the future. Having this knowledge would be beneficial for the safety of the students and staff members. I just started working with a new student, though she doesnt act out physically towards me, she destroys the classroom and spits. The first time she did this I had no idea what to do. Yes, I knew what to do for the average student tantrum, and I de-escalated the situation. Yet, had she started going overboard, I would not know how to go about it in a trained CPI way. Which also goes with PCCG.7.S7 Participate actively in conferences and team meetings, I should have had at least a quick meeting before taking on a more difficult student. It is important to meet the team members, develop a relationship, understand the game plan, and just overall figure out your student. I am a very quick learner and go with the flow, but I felt a little thrown to the wolves at the beginning of this year. Jazmine PerkinsPCCG.3.K2 Purpose of individual plans relative to general education curriculumMy school does a really nice job emphasizing collaboration and communication between members of the multidisciplinary team. I have always felt comfortable and encouraged to ask questions; get feedback from the special education and general education teachers; and familiarize myself with the students IEPs, goals, and appropriate learning supports. I am 1:1 with a student for half of the day. He is high needs and I work with him on his IEP goals, provide behavioral support during class specials and OT/ST services, etc. The general education teacher is great about providing me and the students other para with school work relative to the general education curriculum. I was not expecting, however, to feel like his classroom teacher is primarily communicating with me and his other para more than with his special education teacher. It makes sense as she sees us with him every day, but it is a reminder of how vital communication between all members of the instructional team is and the central role that paras play in that. Both of these examples are meant to emphasize the importance of training classroom teachers to provide clear expectations and responsibilities to paras in their classrooms (Sauberan, 2015). This is valuable because of how differently classrooms are run and what the teacher expects from the para. Rebecca FossPCCG.1.S3 Access credible resources to extend and expand understanding of exceptionalitiesLast year a newer 1stgrade student with ASD was struggling with transitions and following expected behaviors in the halls. While accessing 3rdand 4th grades wings, he would move things, run, play with water stations, open display cases, etc. Not everyone was aware of how to assist. While some teachers would try to redirect, others would ignore, and few seemed to be on the same page. After concerns for safety were vocalized by the upper grade teachers, a meeting was held on protocol forstudentsso that the whole building could be on the same page (students, because privacy laws do not permit access to the specifics of those not directly working with the individual). Unbeknownst to many staff members for some students, greeting them in the hallway could trigger off-task or unsafe behavior. We are a community that greets each other in the hallways so we had to learn that for some students, doing so was not the community kindness we practice and was in fact unhelpful. The BCBA was able to provide resources to the staff to further our understanding of variations of appropriate and supportive responses in the hall and during transitions. Kate DAppoloniaPCCG.2.S4 Provide least intrusive level of support based on the demands of the learning environment as determined by the instructional team.I believe this is a standard that paraeducators need support in. While they all have access to students IEPs, theyre not always sure of the exact support that they should provide to each student. I see paras where I work do a lot of the students work for them. And its with the best intentions, they want to help these students and see them succeed. But it is a constant conversation between special educators and paraeducators as to what the student is actually capable of doing on their own. Sometimes it seems that the para may know what works best for each student as they tend to spend the most amount of time with them compared to the special educator. I do hope special educators view paras as an invaluable piece of each students program. However, I feel that paraeducators need professional development in this area as a way to help them to promote a little more independence amongst the students they work with and to create constructive conversation amongst themselves and the special educator. The para needs to communicate with the special educator things like, this is what I see the student struggling with so this is the way I provide support. Sarah CarollPCCG.2.S5 Use routines and procedures to facilitate transitions as determined by the instructional teamThis standard sticks out to me as one where I believe paras are receiving adequate support at my school. There are behavioral specialists and special educators that work closely with the paras on ways to support students through transitions and taking breaks during the day. This is something that the team wants to continue to challenge students with to not feel too comfortable in their routine, in order to adapt to the changes of life. Tate VanlkenburgPCCG.2.S11 Promote self-advocacy and independence as determined by the instructional teamI believe that this standard is one where working as a para can be difficult. When working to support a child throughout the day, every day, it can be hard for them to gain independence as they feel they have someone to constantly lean on. Especially when it comes to simple things like writing and recording their ideas, it can feel so much easier to just write it for them if their writing is illegible or if they constantly get distracted. This is something I find myself challenged with, and I notice that sometimes even the special educators even do. We know that ultimately this does not help the students become independent and figure things out on their own, so I think it should be talked about more regarding what is expected of the student and how much support should be given before it turns to doing the work for them. Tate VanlkenburgPCCG.2.S13 Protect the health and safety of individuals with exceptionalitiesThis standard is one that paras are receiving adequate support through at my school. The paras I work with always have the best interest of the student. If there is a health concern regarding a student, the para is the first one to bring that student to the nurse to be evaluated. We have a handful of medically fragile students so for paras to be on top of health issues is huge for this crew. I see paras often looking out for the safety of students by walking next to them in the hallways, having the student stop and look both ways before crossing on the crosswalk, etc. I have also witnessed a para, who was concerned about a students mental health and potential harm to himself, remove that student from class and bring him to the nurse for evaluation. That para then called the students case manager to fill them in on what was going on. That para did not show fear or judgment toward that student, instead she acted as an advocate for this student. The paras at my school really do show compassion toward the health and safety of each student they support! Sarah CarollPCCG.2.S14Support individuals with exceptionalities by modeling and facilitating the use of collaborative problem solving and conflict management .When I was a para I was never invited to come to any intervention meetings. I was always told information from the classroom teacher after a meeting. This would be hard since I was the one who was mainly working with the students, but I was not there to be a part of the intervention plan. Sometimes the classroom teacher would be so busy I wouldnt hear about what they came up with till days later. I also had very limited interaction with the family of the student I was working with. I think finding ways for paras to be part of intervention meetings in some way so that they could feel more part of the team and be in the loop would be helpful for everyone involved. I know it may not always be appropriate for the para to communicate directly with families, but if there was even some form of PD to help paras be better prepared for if/ when they need to communicate with families,I think that would make paras have more confidence and professionalism when it comes to collaboration. Jenna HershmanPCCG.7.S5 Communicate effectively with stakeholders as determined by the instructional teamParas are not invited to attend meetings with the Special Education Team or grade level teams. Many feel this is an unfortunate practice, and their participation would be helpful to both learners and educators. However, it is not uncommon that the case managers or special education teachers will ask paras their opinions or experiences with students prior to meetings or when new ideas are considered. Kate DAppolonia ReferencesArchibald, Donna Lynn, Roles and Responsibilities of the Georgia Special Education Paraprofessionals and the Impact of the NCLB Mandates: An Assessment by Georgia Administrators, Special Education Teachers, and Special Education Paraprofessionals (2008). Electronic Theses and Dissertations. 245. CC By 4.0Douglas, S.N., & Bowles, R.P. (2018). Michigan Applied Public Policy Brief: Paraeducator Training, Supervision, and Evaluation in Michigan. Michigan Applied Public Policy Research Program. Retrieved from 20Training,%20Supervision,%20and%20Evaluation%20in%20Michigan.pdfStoudt, Rachel, Granite State College Student, winter 2021, EDU 606Vierstra, G. (n.d.). Paraprofessionals: What you need to know. Understood For All Inc. Retrieved from (n.d.) Paraprofessional educator. Retrieved from updated 6.22.22 Direct Instruction aims at accomplishing two learning outcomes:Mastery of well-structured knowledgeSkill mastery in a step-by-step fashionTable of ContentsHLP 16 Use explicit instructionEarly Childhood Education considerationsWatch the video on Direct and Explicit InstructionDirect Instruction Teaching MethodTeacher ModelingGuided PracticeQuestioningIndependent PracticeMonitoring/Observation/FeedbackMaintenanceData Collection and Record Keeping Direct Instruction.Authored by: S. Abbott (Ed.).Provided by: Great Schools Partnership.Located at: The Glossary of Education Reform.License:CC BY-NC-SA: Attribution-NonCommercial-ShareAlike(1) instructional approaches that are structured, sequenced, and led by teachers, and/or(2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are directing the instructional process or instruction is being directed at students.While a classroom lecture is perhaps the image most commonly associated with direct instruction, the term encompasses a wide variety of fundamental teaching techniques and potential instructional scenarios. For example, presenting a video or film to students could be considered a form of direct instruction (even though the teacher is not actively instructing students, the content and presentation of material were determined by the teacher). Generally speaking, direct instruction may be the most common teaching approach in the United States, since teacher-designed and teacher-led instructional methods are widely used in American public schools. That said, its important to note that teaching techniques such as direct instruction, differentiation, orscaffolding, to name just a few, are rarely mutually exclusivedirect instruction may be integrated with any number of other instructional approaches in a given course or lesson. For example, teachers may use direct instruction to prepare students for an activity in which the students work collaboratively on a group project with guidance and coaching from the teacher as needed (the group activity would not be considered a form of direct instruction).In addition, the basic techniques of direct instruction not only extend beyond lecturing, presenting, or demonstrating but many are considered to be foundational to effective teaching. For example:Establishing learning objectives for lessons, activities, and projects, and then making sure that students have understood the goals.Purposefully organizing and sequencing a series of lessons, projects, and assignments that move students toward stronger understanding and the achievement of specific academic goals.Reviewing instructions for an activity or modeling a processsuch as a scientific experimentso that students know what they are expected to do.Providing students with clear explanations, descriptions, and illustrations of the knowledge and skills being taught.Asking questions to make sure that students have understood what has been taught. The next section of the chapter is adapted from: McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. (Public domain)Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.The text below is from a Video Transcript available at: summary, explicit instruction is effective for most students, not only those with disabilities. This approach can be used across grade levels and content areas. Although explicit instruction can be provided by any teacher, the unique setting and needs of the students being taught determine the level of intensity with which the teacher uses this practice. The difference in intensity is not merely the number of students in each class, but that instruction should be appropriately intense and matched to the unique needs of students. A trained special educator or similar specialist is responsible for ensuring data that is carefully collected and monitored drives instructional decision-making. This ensures the explicit instruction being delivered is appropriately intense, and that the team is ready to make changes as needed.Note to the teacher candidates in the Early Childhood Education Program- The emphasis for planning for ECE is to be aware of the school/state learning objectives, and then plan lessons that can be either teachable moments around the childrens interests or project-based learning units exploring and discovering. Ideally, instruction in ECE should not be direct instruction- it should be experiences; activities, and guided play with the teacher as the more capable peer asking open-ended questions. Elizabeth ReedNew Hampshire Early Learning Standards (birth through 5 years)Vermont Early Learning Standards (birth to 3rd grade)Massachusetts Early Childhood Program Standards for three and four year olds WATCH THE VIDEO ON DIRECT AND EXPLICIT INSTRUCTIONHow to do Direct Instruction Teach Like This(3:40 minutes)[TeachLikeThis]. (2013, Oct. 11). How to do Direction Instruction-TeachLike This. [Video File]. Retrieved from Note that in the body of the lesson, you have the flexibility to move through the steps in a different order, as appropriate to the lesson. You may want to revisit guided practice and modeling intermittently as needed based on your observations of student learning, especially if the students are struggling. Questioning and feedback can be used at each stage. Independent practice can be differentiated based on student ability levels. Systematic Introduction of the Lesson using the Direct Instruction Teaching Method.Orientation to the lesson- activating prior knowledge,clarifying the purpose of the lessonSystematic Body of the LessonModelingThe teacher models and instructs students.The teacher points out challenging aspects of the concept or skillsGuided PracticeShort meaningful amounts of practice under teacher supervision.QuestioningA sequence of questions is planned so that the cognitive level increases as the questions progress.Students have opportunities to ask questions and seek their own answers.Independent practice w/ monitoringStudents complete sample problems independentlyStudents may work in pairs or small groups.Students may move through learning centers and work on related activitiesFeedbackThe teacher checks student performance on independent or group work and tells them how they are doing in relation to the learning objective, and provides guidance and opportunities for improvement.Student Specific IEP Accommodations, modifications, assistive technology, evidence-based practices, or learning strategies.Systematic Closing of the LessonCheck for understanding- formative or summative assessment. Assessment must address the Measurable Learning Objective*Differentiation, accommodations, etc. are embedded in the body of the lesson*formative assessment data can also be collected during the lesson, in addition to a closing activity.Below is a brief introduction to the Direct Instruction Teaching Method. The next chapter, Delivering Instruction, will go into further depth on the components of teaching. During the modeling phase, instructors think aloud as they model the process of working through a computation problem; read, set up, and solve a word problem; use a strategy; or demonstrate a concept. During modeling, instructors should be clear and direct in their presentation; they also should be precise and mindful in using general and mathematical vocabulary as well as in selecting numbers or examples for use during instruction. During modeling, instructors should involve students in reading the problems and should ask questions to keep students engaged in the lesson. (math lesson example)(National Center on Intensive Intervention, 2016) Guided Practice (We do)During guided practice, instructors engage all students by asking questions to guide learning and understanding as students actively participate in solving problems. During this phase, instructors prompt and scaffold student learning as necessary. Scaffolding is gradually eliminated as students demonstrate accuracy in using the material being taught. Positive and corrective feedback is provided during this phase, and instruction is adjusted to match student needs.Students should reach a high level of mastery (typically 85 percent accuracy or higher) before moving out of the guided practice phase.Although there are no specific guidelines concerning how much time should be devoted to each phase,the bulk of the instruction should occur within the guided practice phase.(National Center on Intensive Intervention, 2016) QuestioningTeachers ask questions for many instructional reasons, including keeping students attention on the lesson, highlighting important points and ideas, promoting critical thinking, allowing students to learn from each others answers, and providing information about students learning. Devising good appropriate questions and using students responses to make effective instantaneous instructional decisions is very difficult. Some strategies to improve questioning include planning and writing down the instructional questions that will be asked, allowing sufficient wait time for students to respond, listening carefully to what students say rather than listening for what is expected, varying the types of questions asked, making sure some of the questions are higher level, and asking follow-up questions. (Seifert and Sutton, 2009)Remember to concentrate on student learning, not just involvement. Most teachers observations focus on processstudent attention, facial expressions posturerather than pupil learning. Students can be active and engaged, but not developing new skills.Walk around the room to observe more students up close and view the room from multiple perspectives.Call on a wide variety of studentsnot just those with their hands up, those who are skilled in the subject, or those who sit in a particular place in the room.Keep recordsBe cautious in the conclusions that you draw from your observations and questions. Remember that the meaning and expectations of certain types of questions, wait time, social distance, and role of small talk varies across cultures. Some students are quiet because of their personalities not because they are uninvolved, nor keeping up with the lesson, nor depressed or tired. (Seifert and Sutton, 2009)Read more about Questioning in the chapter on Teacher Questioning. Independent Practice (You do)After achieving a high level of mastery, students move to the independent practice phase where they autonomously demonstrate their new knowledge and skills. During independent practice, the instructor closely monitors students and provides immediate feedback as necessary. Countless independent practice activities can be used with students, and the primary focus of the independent practice activity should be related to the content of the modeling and guided practice. If students demonstrate difficulty at this stage, instructors evaluate and adjust their instruction to re-teach concepts as needed.(National Center on Intensive Intervention, 2016) Monitoring/Observation and FeedbackEffective teachers observe their students from the time they enter the classroom. Some teachers greet their students at the door not only to welcome them but also to observe their mood and motivation.During instruction, teachers observe students behavior to gain information about students level of interest and understanding of the material or activity. Observation includes looking at non-verbal behaviors as well as listening to what the students are saying. For example, a teacher may observe that a number of students are looking out of the window rather than watching the science demonstration, or a teacher may hear students making comments in their group indicating they do not understand what they are supposed to be doing. Observations also help teachers decide which student to call on next, whether to speed up or slow down the pace of the lesson, when more examples are needed, whether to begin or end an activity, how well students are performing a physical activity, and if there are potential behavior problems (Airasian, 2005). Many teachers find that moving around the classroom helps them observe more effectively because they can see more students from a variety of perspectives. (Seifert and Sutton, 2009)Feedback can serve many different purposes such as to provide: a grade, a justification of a grade, a qualitative description of the work, praise, encouragement, identification of errors, suggestions of how to fix errors and guidance on how to improve the work standard.Feedback can be directive and tell students where they went wrong or facilitative and provide guidance on how to improve.Feedback that includes elaborations about how to improve is more likely to lead to improvements in learning efficiency and student achievement.Improvement-based feedback that includes guidance is more effective than statements about whether work is right or wrong as it takes into consideration how feedback is received by learners. (University of Queensland, 2017)More on Feedback MaintenanceStudents with disabilities often have a difficult time maintaining what they have learned when the knowledge is not used on a regular basis. Students are given opportunities to independently practice these skills during the maintenance phase. During this phase, instructors use distributed practice to assess student maintenance at regularly scheduled intervals. Distributed practice is focused practice on a specific skill, strategy, or concept. The frequency of these practice assessments is determined by the difficulty level of the skill and according to individual student needs. Maintenance may also include cumulative practice.(National Center on Intensive Intervention, 2016) Read chapters on:Scaffolding InstructionDifferentiated Instruction Data Collection and Record KeepingQuantitative data are always numbers (e.g. how many; how much; or how often, what percent).Qualitative data are data about categorical variables (e.g. error analysis, concept development, environmental conditions, motivation, and other descriptive attributes).Anecdotal notes similar to qualitative data, may focus on the students behavior related to the task or in a general sense.Keeping records of student observations (qualitative data) improves the reliability of overall data related to learning objectives, a students IEP goals and objectives, and can be used to enhance understanding of one student, a group, or the whole class interactions. Sometimes this requires help from other teachers. For example, Alexis, a beginning science teacher is aware of the research documenting that longer wait time enhances students learning (e.g. Rowe, 2003) but is unsure of her behaviors so she asks a colleague to observe and record her wait times during one class period. Alexis learns her wait times are very short for all students so she starts practicing silently counting to five whenever she asks students a question.Teachers can keepanecdotal notes(qualitative data) about students without help from peers. These records contain descriptions of incidents of a students behavior, the time and place the incident takes place, and a tentative interpretation of the incident. For example, the description of the incident might involve Joseph, a second grade student, who fell asleep during the mathematics class on a Monday morning. A tentative interpretation could be the student did not get enough sleep over the weekend, but alternative explanations could be the student is sick or is on medications that make him drowsy. Obviously, additional information is needed and the teacher could ask Joseph why he is so sleepy and also observe him to see if he looks tired and sleepy over the next couple of weeks.Anecdotal records often provide important information and are better than relying on ones memory but they take time to maintain and it is difficult for teachers to be objective. For example, after seeing Joseph fall asleep the teacher may now look for any signs of Josephs sleepinessignoring the days he is not sleepy. Also, it is hard for teachers to sample a wide enough range of data for their observations to be highly reliable.Teachers will also conduct more formal observations and data collection (quantitative data) for students who have IEPs. An example of the importance of informal and formal observations in a preschool follows:The class of preschoolers in a suburban neighborhood of a large city has eight students with special needs and four typical studentsthe peer modelswho have been selected because of their well-developed language and social skills. Some of the students with special needs have been diagnosed with delayed language, some with behavior disorders, and several with autism.The students are sitting on the mat with the teacher who has a box with sets of three cool things of varying size (e.g. toy pandas) and the students are asked to put the things in order by size, big, medium, and small. Students who are able are also requested to point to each item in turn and say This is the big one, This is the medium one, and This is the little one. For some students, only two choices (big and little) are offered because that is appropriate for their developmental level.The teacher informally observes that one of the boys is having trouble keeping his legs still so she quietly asks the aid for a weighted pad that she places on the boys legs to help him keep them still. The activity continues and the aide carefully observes students behaviors and records on IEP progress cards whether a child meets specific objectives such as: When given two picture or object choices, Mark will point to the appropriate object in 80 percent of the opportunities. The teacher and aides keep records of the relevant behavior of the students with special needs during the half-day they are in preschool. The daily records are summarized weekly. If there are not enough observations that have been recorded for a specific objective, the teacher and aide focus their observations more on that child, and if necessary, try to create specific situations that relate to that objective. At the end of each month, the teacher calculates whether the special needs children are meeting their IEP objectives.(Seifert and Sutton, 2009)This scenario shows how you (teacher candidate or paraeducator) might need to collect specific data on your case study student (student with and IEP) who has IEP objectives that need to be addressed during the lesson, in addition to the overall class or small group learning objective. ReferencesDirect Instruction.Authored by: S. Abbott (Ed.).Provided by: Great Schools Partnership.Located at: The Glossary of Education Reform.License:CC BY-NC-SA: Attribution-NonCommercial-ShareAlikeEducational Psychology.Authored by: Kelvin Seifert and Rosemary Sutton. (2009)Located at: License:CC BY: Attribution, Chapter:Selecting appropriate assessment techniques II: types of teacher-made assessmentsMcLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January).High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. (Public domain)National Center on Intensive Intervention. (2016).Principles for designing intervention in mathematics.Washington,DC: Office of Special Education, U.S. Department of Education, and is in the public domain.[TeachLikeThis]. (2013, Oct. 11). How to do Direction Instruction-TeachLikeThis. [Video File]. Retrieved from LEARNxDeep Learning through Transformative Pedagogy (2017). University of Queensland, Australia (CC BY NC)Preschool Image- Image bySeila800fromPixabay updated 8/17/23 Direct instruction involves teachers explicitly demonstrating how to achieve a learning objective or the steps to success within a given task. It is an approach to teaching that generally involves educators breaking learning material down into small, manageable chunks and providing detailed explanations to support pupils understanding. Crucially, these explanations are delivered using the clearest possible language, and only include essential information - any extraneous details are left out so as to protect childrens cognitive load. Pupils then progress on to extensive guided practice, before closely monitored independent work. The general term direct instruction, or what you might call explicit instruction, differs from the specific Direct Instruction, a model of learning introduced by Siegfried Engelmann in the 1960s, which proposes well-developed and carefully planned lessons designed around defined and prescribed teaching tasks. The EEF view: what does the research say? Several reviews of the research have suggested that explicit instruction can effectively support pupil progress in maths and reading. In fact, the evidence that underpins our Special Educational Needs in Mainstream Schoolsguidance report suggests that, in combination with other high-quality teaching strategies, explicit instruction can be particularly effective in boosting the attainment of pupils with additional needs. Our trial of Connecting Maths Concepts, a programme championing direct instruction in key stage 3 maths teaching, showed that the approach increased students confidence in their understanding and ability. Barak Rosenshines principles of instruction are a particularly popular approach to embedding direct instruction in the classroom.How does direct instruction work in the classroom? Direct instruction is often misconstrued as chalk and talk, lecture-style teaching that involves little student interaction. However, as Paul Kirschner, a professor at the Open University of the Netherlands, told Tes in 2018, effective direct instruction should really look nothing like this. In order to make the most of the approach, he advises that teachers should first get the students attention and ensure the availability of prior knowledge through an advanced organiser or a quiz. They should then set a specific task, monitor the results and give students good feedback, not only on the product but also on the process. This, he says, is all part of good teaching. In fact, he adds, many teachers may already be using direct instruction without even realising it, or be calling it another name. I dont know very many teachers who dont work with small groups or labs, have discussions, give workshops, observe, actively learn, give practical assignments and who dont select the learning objectives, structure it in a [particular] way and give good feedback, Kirschner says. They might discuss the things with their students that they need to understand and know before they give them a specific task and then call it problem-based learning, but what theyre actually doing is giving instructions so students can carry out a task. Theres nothing wrong with that - let them call it whatever they want. The only thing I say is, realise that learning comes from good instruction and from good teaching and not just standing by and watching. Further reading: Table of ContextsSummary of HLPs 4, 5 and 6 related to AssessmentCommon types of assessment used in the classroomPreassessmentBaseline Data and AnalysisFormative AssessmentRubricsRunning RecordsExit TicketVoices from the FieldThere are 22 High Leverage Practices (HLPs) for K-12 Special Education Teachers. In this chapter the focus is on HLPs (4-6), related to assessment, HLP 4: Use multiple sources of information to develop a comprehensive understanding of a students strengths and needs.HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.HLP 6: After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students instructional programs.Adapted from McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. (Permission is granted to reproduce and adapt any portion of this publication with acknowledgment)Assessment plays a foundational role in special education. Students with disabilities are complex learners who have unique needs that exist alongside their strengths. Effective special education teachers have to fully understand those strengths and needs. Thus, these teachers are knowledgeable regarding assessment and are skilled in using and interpreting data. This includes formal, standardized assessments that are used in identifying students for special education services, developing students IEPs, and informing ongoing services. Formal assessments such as statewide exams also provide data regarding whether students with disabilities are achieving state content standards and how their academic progress compares to students without disabilities. Teachers are also knowledgeable about and skillful in using informal assessments, such as those used to evaluate students academic, behavioral, and functional strengths and needs. These assessments are used to develop students IEPs, design and evaluate instruction, and monitor student progress. As reflective practitioners, special educators also continuously analyze the effect and effectiveness of their own instruction. Finally, these teachers are knowledgeable regarding how context, culture, language, and poverty might influence student performance; navigating conversations with families and other stakeholders; and choosing appropriate assessments given each students profile.This is an especially important consideration, given the overrepresentation of culturally and linguistically diverse students and those from high-poverty backgrounds in special education (see Linn & Hemmer, 2011; U.S. Department of Education, 2016; Zhang & Katisyannis, 2002).To develop a deep understanding of a students learning needs, special educators compile a comprehensive learner profile through the use of a variety of assessment measures and other sources (e.g., information from parents, general educators, other stakeholders) that are sensitive to language and culture, to (a) analyze and describe students strengths and needs and (b) analyze the school-based learning environments to determine potential supports and barriers to students academic progress. Teachers should collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school files, analysis of curriculum, information from families, other data sources). This information is used to create an individualized profile of the students strengths and needs.Students with disabilities present a wide range of both strengths and needs, in a variety of areas (e.g., academic, social, emotional, adaptive and organizational, communication)which must be understood in order to develop instruction specially designed to meet their needs. Their varied needs are most often the result of problems with attention, memory, language, emotional regulation, social regulation, and motivation due to repeated failure (Vaughn & Bos, 2014), and these underlying needs can interfere with their ability to achieve successful outcomes. There is evidence in the field of learning disabilities that performance on specific language and cognitive variables (e.g., phonological awareness, rapid letter naming, oral language skills, morphological awareness) can be used to identify students who need the most intensive, ongoing intervention (e.g., Al Otaiba & Fuchs, 2006; Fletcher et al., 2011; D. Fuchs et al., 2012). Further, response to instruction in reading and mathematics remains one of the strongest predictors of future performance (Katz, Stone, Carlisle, Corey, & Zeng, 2008; Vaughn, Linan-Thompson, & Hickman, 2003).Environmental factors can play a role in student learning and behavior. Culture, language, and family poverty (along with the teachers response to these factors) can influence students behavior and learning (Hammer et al., 2012; Judge & Bell, 2010; Samson & Lesaux, 2009). The instructional environment also can affect what students are learning. Well organized environments where student needs are supported positively influence students learning and behavior (Murray & Greenburg, 2006).Findings from research on individual learner characteristics, response to instruction, and the role of environmental factors in student learning suggest that special education teachers need to develop comprehensive learner profiles. These profiles should delineate students strengths and needs, describe how culture and language might be influencing a students performance, contain information about students instructional environments, and show how students are responding to instruction. A comprehensive learner profile, continually revised based on instructional and behavioral data, is essential to develop, implement, evaluate, and revise instruction in ways that are sensitive to the individual students strengths and needs.To develop a learner profile, special education teachers need to collect, over time, information from a variety of sources and synthesize that information in order to develop a comprehensive understanding of the student. These sources include, but are not limited to:Comprehensive, multidisciplinary assessments that produce information about cognitive and language variables;Discussions with students family members that provide information about students interests and motivations and how they adapt to their home and community environment;Curriculum-based measurement data can be used to provide information about student progress in different curricular areas (Deno, Fuchs, Marston, & Shin, 2001);Student interviews and surveys that generate data about students interests in an academic area and their strategic approach to tasks (Montague, 1996);Inventories, classroom checklists, and student work samples can be used to help teachers understand the students strengths and needs in an academic area (e.g., Leslie & Caldwell, 2015); andDirect observation of classroom performance and behavior (e.g., functional behavioral assessment) can be used to help teachers gather information such as how students perform a task and how students respond to different behavior and learning supports.As special education teachers collect information, they need to look for and interpret patterns in the data, as this will help them to synthesize the information they are collecting and to use the collected data for educational decision-making. The synthesis of information can be used to develop a comprehensive profile of the individual students strengths, needs, interests, and motivation in different areas, both academic and non-academic. Understandings gained from these individual profiles can be used to communicate with professionals and parents in order to develop a team-based approach to the education of students with disabilitiesone where information is used continually to design, evaluate, and revise instruction.*In each clinical course, teacher candidates will develop one or more student profiles and develop lessons to address the learning needs of the PreK-12 student.Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development, and goal implementation process.] Special educators must understand each assessments purpose, help key stakeholders understand how culture and language influence interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include goals that are standards-based, appropriate accommodations and modifications, and fair grading practices, and transition goals that are aligned with student need.IDEA recognizes the important role that a team plays in the evaluation of students and their ongoing education. One of the central components of providing services for students with disabilities is convening a team of stakeholders that includes key professionals and family members to collaboratively create an IEP (Council for Exceptional Children, n.d.). A high-quality IEP is the primary mechanism to individualize and assist students with disabilities in making progress. The special education teachers role as a team member is to consider the students strengths and needs based on assessment information and work collaboratively with the entire team to design an educational plan that, when implemented, will produce maximum benefit for the student. Because implementation and assessment of the educational plan are ongoing, special education teachers need to be able to interpret and communicate assessment results regularly with other teachers, staff, and families as part of the effort to monitor a students response to instruction.The first step in this process is to gather the assessment information and make it available to the IEP team, communicating the results in a format that is easily understood by all team members.For some team members, the assessment data may need to be interpreted with regard to its importance to developing goals, choosing appropriate accommodations and modifications, and identifying fair grading practices. Research indicates that parents often feel overwhelmed and anxious at IEP meetings, and family members have reported they understand none or only some of the information presented at the IEP meeting (Hammond, Ingalls, & Trussell, 2008). When parents are involved in the assessment process from the start they are better able to understand the purposes of the assessments and the results. In addition, parental involvement in the assessment process encourages consideration of culture and language factors and the role they may play in interpreting assessment results. Understanding the assessment challenges of students from culturally and linguistically diverse backgrounds is vital because this population of students is disproportionately represented in special education (see Abedi, 2006; Chu & Flores, 2011; Linn & Hemmer, 2011; U.S. Department of Education, 2016; Zhang & Katisyannis, 2002). Special education teachers must take an active role in communicating assessment data and gauging the understanding of all team members, paying particular attention to families understandings.Assessment results that are based on parental input encourage respectful treatment of families and values their expertise (Fish, 2008; Wolfe & Duran, 2013). Parents provide insights about their child, as well as discuss the goals they have for their child and what they hope the school can do to best support their child. Providing families with information about assessment data prior to eligibility and IEP meetings can help families prepare for team meetings, allowing them to generate questions they may have and alleviating feelings of being overwhelmed and having too much information to understand (Lo, 2008; Wolfe & Duran, 2013). The special education teacher may also serve as an advocate for the family. During meetings with the team, it is often the special education teachers responsibility to make sure that assessment data are presented in clear and understandable terms and that all team members have time to ask questions and describe supports that they believe would be important for the student.Finally, special education teachers are tasked with communicating initial and ongoing assessment data with other teachers and support staff. Students IEPs are continually revised based on assessment data. Teachers and staff use assessment data to understand if interventions are effective and adjust instruction accordingly.*This aspect of assessment will be further addressed in the IEP and Transition Planning and Assessment of Students with Disabilities courses.Once instruction and other supports are designed and implemented, special education teachers have the skill to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision-making. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not. Commonly Assessments Used in SchoolsThis section is a concise overview of the more common assessments used in schools.Assessment.Authored by: S. Abbot (Ed.).Provided by: Great Schools Partnership.Located at: The Glossary of Education Reform.License:CC BY-NC-SA: Attribution-NonCommercial-ShareAlikeAssessments also are used to identify individual student weaknesses and strengths so that educators can provide specializedacademic support, educational programming, and/or social services. While assessment can take a wide variety of forms in education, the following descriptions provide a representative overview of a few major forms of educational assessment;Pre-assessmentsare administered before students begin a lesson, unit, course, or academic program. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessmentsthey are generally used to (1) establish a baseline against which educators measure learning progress over the duration of a program, course, or instructional period, or (2) determine general academic readiness for a course, program, grade level, or new academic programthatstudent may betransferring into.Formativeassessmentsare in-process evaluations of student learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are not always scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.Summativeassessmentsare used to evaluate student learning at the conclusion of a specific instructional periodtypically at the end of a unit, course, semester, program, or school year. Summative assessments are typicallyscored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.Performance assessmentstypically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project, for example. Educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Performance assessments may also be called authentic assessments, since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests.Portfolio-basedassessmentsare collections of academic workfor example, assignments, lab results, writing samples, speeches, student-created films, or art projectsthat are compiled by students and assessed by teachers in consistent ways. Portfolio-based assessments are often used to evaluate a body of knowledgei.e., the acquisition of diverse knowledge and skills over a period of time. Portfolio materials can be collected in physical or digital formats, and they are often evaluated to determine whether students have met requiredlearning standards.Learning-needs identification: Educators use a wide range of assessments and assessment methods to identify specific student learning needs, diagnose learning disabilities (such as autism, dyslexia, or nonverbal learning disabilities), evaluate language ability, or determine eligibility for specialized educational services. In recent years, the early identification of specialized learning needs and disabilities, and the proactive provision of educational support services to students, has been a major focus of numerous educational reform strategies.The purpose of an assessment generally drives the way it is designed, and there are many ways in which assessments can be used. A portfolio of student work can be used as both a formative and summative form of assessment. Teacher-created assessments, which may also be created by teams of teachers, are commonly used in a single course or grade level in a school. In short, assessments are usually created for highly specialized purposes. Assessment that enhances motivation and student confidenceStudies ontesting and learning conducted more than 20 years ago demonstrated that tests promote learning and that more frequent tests are more effective than less frequent tests (Dempster & Perkins, 1993). Frequent smaller tests encourage continuous effort rather than last-minute cramming and may also reduce test anxiety because the consequences of errors are reduced. More recent research indicates that teachers assessment purpose and beliefs, thetypeof assessment selected, and thefeedback given contribute to the assessment climate in the classroom which influences students confidence and motivation. The use of self-assessment is also important in establishing a positive assessment climate. (Seifert and Sutton, 2009)Pre-Assessment for lesson planningThe purpose of pre-assessment iss to find out what the students know and dont know to help plan your lessons for your specific students. For example, if you are going to be starting a new unit in math, how to add and subtract. Just by asking the students What does addition mean?, What does subtraction mean and, Do they relate to each other?, the teacher would be able to know that the students had a good basic knowledge of the information and could start on application-based activities. Doing a pre-assessment before each unit or lesson will help teachers use their time teaching students new information and save time by not teaching them what they may already know. (Wikipedia, n.d.)The pre-assessment will also help teachers tailor their teaching to the needs of the class and individual students. This data can further explain areas of weakness, and reduce time spent in areas where students already understand the concepts. Even though their knowledge may be partial or incorrect, finding out what their understandings are and adjusting teaching strategies to build on or correct misconceptions will enhance their learning. (CDIP Community Commons, n.d).After the pre-assessment is complete teachers need toevaluateand organize that data and create or adjust their lesson plan. Once students are taught and are ready to be assessed again the teacher may make a new test or use the pre-assessment again. Pre-assessment can be used in many ways and can be effective in any classroom if used properly. (Wikipedia, n.d.)Watch this short video overview of Pre Assessments*In this video measurable learning objectives (MLOs) are referred to as specific learning objectives (SLOs).[Online Learning],(2016, May 24). Introduction to Pre-Assessments. [Video File]. Retrieved from Preassessment CriteriaA preassessment is a tool to gather information about a learners existing knowledge, skills, and abilities before instruction begins. The criteria for a preassessment can vary depending on the specific context and goals of the assessment, but here are some general criteria to consider:Relevance: The preassessment focuses on the key concepts, skills, or competencies that will be addressed in the upcoming instruction (Standards and learning objectives).Validity: The preassessment should accurately measure the learners knowledge or skills in the targeted areas. It aligns with the learning objectives and standards.Reliability: It should be free from biases or ambiguities that could affect the results.Diagnostic: The preassessment should provide detailed information about the learners strengths and weaknesses in the targeted areas. It should help identify specific areas where learners may need additional support or challenge.Accessibility: The preassessment should be accessible to all learners, regardless of their background, abilities, or learning styles. Consideration should be given to accommodate diverse learners and minimize any barriers affecting their performance.Manageable Length: The preassessment should be of reasonable length and duration to ensure that it does not become overwhelming or time-consuming for learners. It should be designed to assess the essential aspects of knowledge or skills without being excessively lengthy.Clear Instructions: The preassessment should provide clear instructions to the learners about what is expected of them and how to respond. The instructions should be easy to understand and follow, minimizing confusion or ambiguity.Adaptability: The preassessment should be adaptable to different learning environments, formats, or delivery methods ss needed to include your studentsBy considering these criteria when designing a preassessment, you can create an effective tool that provides valuable insights into learners prior knowledge and skills, enabling you to tailor instruction to their individual needs.Mathematics Assessments from the National Center on Intensive Intervention. Includes assessment for Counting, Basic Facts, Place Value Concepts, Whole Number Computation, and Fractions vs. Numbers.Phonics Inventory from the Nation Center on Intensive Intervention-This inventory includes 60 phonetically regular invented words that fall into ten phoneticpatterns. Lesson PlanningBefore developing lesson and unit plans, the teacher will collect baseline data related to the content area standard of the planned instruction. This is the starting point for learning. Baseline data will be collected through a lesson or unit pre-assessment. This baseline data may include data from other sources that inform the students ability level of other skills that are prerequisites to the planned instruction.The pre-assessment will inform the teacher regarding the students prior knowledge of the content area focus, target skill, or concept. This will help to avoid teaching a skill the student has already mastered or inform the teacher that the student has not yet acquired the prerequisite skills needed for the entry point of instruction that the teacher anticipated.The pre-assessment does not need to be lengthy. However, it should include a mix of simple and more complex questions to enable students to respond at their level of understanding and to provide the teacher with information regarding each students prior knowledge and current entry point or baseline knowledge of the target skill.What Does a Preassessment Look Like?Fractions Skills: Pre-Assessment from Jennifer Findley. The document begins with a page of I can statements related to beginning-level working with fractions skills. Pages 2-3 include a preassessment that begins at an entry level and progresses to higher-level skills around working with fractions.In order to analyze your student data, its helpful to know exactly what youre looking for: What does proficient mean? What do the students still need to learn? This process of defining proficiency requires you as a teacher to shift your mindset from scoring (a summative examination) to diagnosing (a formative examination) student performance. Often teachers spend a great deal of time sorting student responses (either by letter grades or by rubric scores) and virtually no time diagnosing what students know and still need to learn. It is diagnostic information that is essential to helping teachers understand what to do next with their students instruction.Error Analysis to Guide Instruction Formative AssessmentWe will explore assessmentforlearning, where the priority is designing and using assessment strategies to enhance student learning and development. Sometimes, a teacher might begin the lesson, unit, or academic term with a diagnostic assessment. These assessments are used to determine students previous knowledge, skills, and understandings prior to teaching. This pre-assessment helps the teacher determine what students already know and what they need to know and adjust the curriculum to meet the needs of the students.Assessment for learning is most oftenformative assessment, i.e. it takes place during the course of instruction by providing information that teachers can use to revise their teaching and students can use to improve their learning (Black, Harrison, Lee, Marshall & Wiliam, 2004). Formative assessment includes bothinformal assessmentinvolving spontaneous unsystematic observations of students behaviors (e.g. during a question and answer session or while the students are working on an assignment) andformal assessmentinvolving pre-planned, systematic gathering of data.Assessmentoflearningis aformal assessmentthat involves assessing students in order to certify their competence and fulfill accountability mandates. Assessment of learning is typicallysummative, that is, administered after the instruction is completed (e.g. a final examination in an educational psychology course). Summative assessments provide information about how well students mastered the material, whether students are ready for the next unit, and what grades should be given (Airasian, 2005). (Nicole Arduini-Van Hoose)Video. Formative vs. Summative vs. Diagnostic Assessmentsexplains the different uses and implementations for different types of assessments. Special education teachers identify effective instructional and behavioral practices to address the needs of individual students. Although these practices may be evidence based or widely considered effective, the special education teacher recognizes that no single practice will be effective for every student. To determine the effect of instructional practices, special education teachers make instructional decisions based on data related to student progress toward well-defined goals. This type of formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students achievement of intended instructional outcomes (McManus, 2008, p. 3).(e.g., curriculum-based measures, informal classroom assessments, observation of classroom performance, self-assessment of classroom instruction; Popham, 2008)and using these data to inform a cycle of continuous improvement (What Works Clearinghouse [WWC], 2009b). This cycle includes;(a) collecting a variety of data regarding student learning from valid sources,(b) interpreting the data to determine the effectiveness of instruction,(c) developing alternative instructional approaches as necessary,(d) modifying instruction, and(f) continuing the cycle by collecting additional data to determine the effectiveness of the instructional change.To improve student achievement, formative assessment data may be used to make instructional changes such as:Prioritizing the use of instructional time to increase student opportunities to learn,Providing additional instruction for students who are struggling to learn particular content,Modifying delivery strategies,Refining instruction andDetermining if the curriculum needs to be adapted based on student strengths and weaknesses after examining grade level or school-wide data (WWC, 2009b).(High Leverage Practices, pg. 49)Once the teacher has baseline or preassessment data on student learning as it relates to the new lesson plan, the next step is to develop formative assessment(s) to assess student progress on the learning objective.All formative assessments must DIRECTLY target the measurable learning objective of the lesson.If you are describing an assessment, the description must be clear. Make sure at least one of your assessments will give you numerical data to refer to in your reflection to prove whether students have met the objective. Formative Assessment CriteriaHere are some criteria to consider when incorporating formative assessment into your lesson plansAlignment with Learning Objectives: Formative assessments should align with the specific learning objectives of the lesson. They should address the key concepts, skills, or knowledge that students are expected to grasp.Timeliness: Formative assessments should be conducted during the instructional process, allowing instructors to make immediate adjustments to teaching strategies and students to receive timely feedback to improve their learning.Variety: Use various formative assessment techniques to cater to different learning styles and preferences. Examples include quizzes, polls, discussions, peer assessments, concept maps, journal reflections, and quick written responses. Most importantly, the assessment addresses the MLO.Clear Instructions: Ensure that students understand the purpose of the formative assessment and the expectations for completing it. Clear instructions help avoid confusion and ensure accurate results.Engagement: Choose assessment methods that actively engage students and encourage them to think critically, analyze, and apply the concepts theyve learned.Authenticity: Whenever possible, design assessments that reflect real-world scenarios and tasks, giving students the opportunity to apply their knowledge in context.Immediate Feedback: Provide constructive and timely feedback to students based on the results of the formative assessment. Feedback should be specific, actionable, and focused on areas of improvement.Diagnostic Value: Formative assessments should provide insights into individual and collective student understanding. This information helps the teacher identify misconceptions, gaps in knowledge, and areas that need further emphasis.Adaptability: Use the insights gained from formative assessments to adjust your teaching methods, pacing, and content delivery to meet the needs of your students. Flexibility is key to effective formative assessment.Minimal Grading Burden: Formative assessments are generally not heavily graded; rather, they are focused on feedback and learning. Design assessments that are quick to evaluate and prioritize feedback over grades.Inclusivity: Ensure that formative assessments are accessible to all students. In a group lesson, you may need to differentiate your formative assessment based on the students ability level.Reflection: Encourage students to reflect on their own learning progress based on the formative assessment results. Self-assessment and metacognition enhance students awareness of their strengths and areas for improvement. This type of reflection may be in addition to the formative assessment to assess the MLO.Progress Tracking: Use formative assessments to track student progress over time. Comparing results from different assessments can help both students and educators see growth and identify trends.Remember that formative assessments are not just tools for gathering data; they are integral to the learning process itself. By designing and implementing effective formative assessments, teachers can increase student learning outcomes. How will you organize the data?You can build your data tables in MS Word, Excel, Sheets, etc, and add the links to your lesson plans. Be sure to use an anyone with the link can view sharable link in your lesson plans. RUBRICS Running RecordsIf you are collecting data on reading fluency,you can use a running record data collection tool. Your reading specialist should be able to give a template and explain how to use the running record. A running record is an assessment tool that provides information to a teacher about a childs fluency and use of cues to figure out a word.Running records can be used for screening, diagnostic, and progress monitoring as they can be administered across the school year.The possible purposes of using running records include:Finding an appropriate level of text for a childDeveloping flexible groups for instructionDocumenting progress in reading fluencyProving insight into a childs use of cueing systemsPlanning next steps for a child or a group of childrenSummarizing the impact of instructional programs on readingLearning about the reading progress of childrenIn the early elementary grades, running records will typically be used with all children to assess reading levels, monitor fluency development, and provide ongoing movement between flexible groups. A teacher may complete a running record with a child every few weeks as reading development changes fast in K-2. In the upper elementary grades, running records may be used less frequently, as most children are fluent readers, but it may be used for diagnostic reasons with students who are struggling.To complete a running record, a child will read aloud a text that the teacher estimates is at their independent level.While the child reads, the teacher takes notes on the accuracy of the reading and marks down any deviations from the original text using a standard coding system. Sometimes teachers may also time the oral read to know how many words per minute a child is reading.Typical teachers will ask some comprehension questions to see if the child understood the text. (Levin, L & Porath, S.)Below are a few links to running records resources. If you are new to running records, you will need to work with a reading specialist or teacher who is familiar with this assessment procedure. //eworkshop.on.ca/edu/pdf/RunningRecordSheet.pdf Exit TicketThe term exit ticket gets used a lot. Know that this is a generic term for a formative assessment.The exit ticket is one form of data (data point) that you will gather in your lesson.The exit ticket is used to bring closure to the lesson. It does not need to be a repeat of what students did during your lesson. Instead, it might focus on more open-ended questions- qualitative data. Or, it could be a quick review of 3-4 problems in a math lesson.How would you rate your current level of understanding of what we did today?How hard did you work today? What could you have done to help yourself learn better?How did the group work today help you understand the content?What could I do differently to help you understand better?56 different ways to gather evidence of student achievement. Voices from the fieldRead how teacher candidates are assessing their students.Michelle Shaw is teaching a lesson to 6th graders on solving multi step word problems using a variety of mathematical strategies including multiplication and division of fractions.Her assessment isI will provide the students with an exit ticket in the form of giving them an index card to list 3 things they learned, 2 questions they still have, and 1 idea that stuck with them.Additionally, I will give a three question formative assessment to have them complete with minimal assistance.I will construct a data table that illustrates the students performance on key elements of the lesson.High School EnglishWe are currently reviewing the story plot diagram while we read The Giver. Our first section of the story plot line is the Exposition. For my pre-assessment I am going to have the students write a 4-paragraph reflection of what was covered in the first couple of chapters in the novel. Each paragraph is labeled with a different topic in order to help them organize their thoughts. The reflection allows me to observe the writing style each student has and with the length of 4 paragraph, it allows me to observe their writing patterns. Plus, the reflection can also help me analyze how well they do with reading comprehension for future assignments.After the pre-assessment writing prompt, I will be able to set up conferences for each student to go over their work one-on-one in order to discuss their strengths and weaknesses. In the conference, we will be able to come up with individual goals for them to approve upon throughout the unit. Lucas FisherThis teacher candidate is teaching third graders a lesson on identifying clue wordsmathematical operations and solving math word problems.Within the math resource room where this lesson will take place, students are accustomed to receiving assessments in the form of Do Nows. I plan on utilizing the Do Now structure for a small questionnaire that students fill out after the lesson to see if they have any questions or comments regarding the instruction they just received. Then, looking over their responses after the class period, I will get a better understanding of what students focused on or might have missed during the instructional period.Accompanying the lesson will be a worksheet that has students showcase their understanding by first identifying the operation and then solving it. Following the instructional portion of the lesson, I will do a couple of guided examples from the worksheet so students can see how it all comes together. Then, the students will tackle the problems independently as I walk around the room, observing and assisting any students who may need a bit of guidance.Ultimately, there are a few ways I could foresee organizing student responses. I think creating a simple chart would be the most efficient to document each students response. Then, looking at their worksheets and seeing the concrete answers, I would be able to analyze and see areas where students show strengths and areas of struggle. Mallory WilsonI chose an ELA CCSS that deals with reading fluency, namely Literacy R.F. 2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. Approximately 25% of the students in my class have trouble determining when one-syllable words say their short sounds and when they say their long sounds. As such, my MLO focuses on this topic,: By the end of the lesson, all three students will be able to read 20 one-syllable words that either end in a silent e or are closed syllables with 80% accuracy. At the end of this lesson, each student will be given a die and will read the word that is directly under the number they rolled. Once they read the word, it will be crossed out, and the next time they roll that number, they will read the next word. This will continue until they have read all the words unless we are running out of time. Then, I will halt the game and randomly tap words to have them read until we finish the list.I will record which words the students were able to read without help. If they read a word wrong, I will make a note if they were using the long sound for the vowel by writing s.v. for short vowel and l.v. for long vowel. If they read the word wrong for some other reason, I will note that as well. Then, I will record the answers to their summative assessment in the same way.Also, when they spell words on their letter boards, I will make a note of which words they needed help with. The letter-board words will be taken from both of their assessments.In my technology classes, I use the last 5 minutes of class as a Wrap Up, where the students and I debrief that lesson. One way we debrief is by using interactive notebooks (Google Slide) for the students to reflect on the lesson by focusing on targeted questions. We will often share responses as well. The Google Slide notebooks are shared with the teacher (me), so that I can refer back to collect data and assess student understanding of the instruction. Alicia JobsonDuring the lesson, I will be using ongoing progress monitoring (formative) by informal teacher questioning and practice activities. They will finish the lesson with an exit tickets where they will match 10 fill-in-the-blank sentences from the bank of 20 word cards. Jacqueline GodinCheck out Caitlin Dubiszs active learning and assessment strategies.MLO: Students will identify words containing the welded sounds -ank and -ink independently with 80% accuracy by the end of the lesson.The intro and direct instruction will include questions like do you already know any words that have -ink or -ank? do you know this word? Etc. After the intro and direct instruction, students will individually look at a story provided. They will find the words with the -ink and -ank welded sounds and highlight them (-ank word parts in one color and -ink word parts in another). During this, I will walk around and check for understanding while taking notes. After they are done highlighting, they will get together in partnerships and take turns reading 1 sentence (or 2?) at a time to each other until the whole story is read. While students are doing the partner reading, I will walk around and note if they are able to identify the words in context and reading correctly.For an exit ticket I will have students play a swat the word game. They will come up to the board 1 table at a time and there will be the two welded sound options showing: -ank and -ink. When I call a student, I will project a word on the board, and they will have to swat the correct welded sound that word contains with a fly swatter as quickly as possible. Depending on time, I could do multiple rounds of this, which will get me more data and insight.I may have a beat the clock element to this where a stopwatch will be running to see how fast the whole class can do it, and if time allows, possibly a bonus round in which Isaythe words that they have to swat, instead of having them showing on the board.This is an example of the type of story I would use for the highlighting and partner reading activity, although I will write my own with only -ank and -ink words. For numerical data, I will collect the students work, see how many words each student highlighted correctly, and take notes about who is reading accurately as I walk around and listen to them read to each other. I will also note how many students got the exit ticket correct, although I am still thinking about more ideas for assessments with numerical data.While walking around, I will have a list for jotting down things I notice and for noting who is reading accurately. I will also have a simple checklist for the exit ticket on the same sheet so that I can keep this on a clipboard for the lesson and exit ticket time. ReferencesAssessment.Authored by: Nicole Arduini-Van Hoose.Provided by: Hudson Valley Community College.Located at: CC BY-NC-SA: Attribution-NonCommercial-ShareAlikeCDIP Community Commons,Modes of AssessmentbyDr. Robin D. Marionis licensed under aCreative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.Educational Psychology.Authored by: Kelvin Seifert and Rosemary Sutton. (2009) Located at: License:CC BY: Attribution, Chapter: Selecting appropriate assessment techniques II: types of teacher-made assessmentsFormative vs. Summative vs. Diagnostic Assessment. Provided by: Teachings in Education.Located at: Rights ReservedFoundations of Education.Provided by: SUNY Oneonta.Located at: CC BY: AttributionGSC Lesson Planning 101byDeborah Kolling and Kate Shumway-Pittis licensed under aCreative Commons Attribution-ShareAlike 4.0 International License, except where otherwise noted.McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. (Permission is granted to reproduce and adapt any portion of this publication with acknowledgement)Teaching Literacy in Grades Pre-K to 2byLori Levin and Suzanne Porathis licensed under aCreative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.Wikipedia, (n.d.) Pre-Assessment. Retrieved from updated 8/`30/23 Center for Parent Information and Resources (6.25.2020). Right to Receive Written Prior Notice, Newark, NJ, Author. (2017Table of ContentsPurpose of prior written noticeContent of noticeWhen parents should receiveNotice via email?How notice must be writtenExample Prior Written NoticeProposes to initiate or change the identification, evaluation, or educational placement of a child;Proposes to initiate or change the provision of FAPE to the child (thats a free appropriate public education);Refuses to initiate or change the identification, evaluation, or educational placement of the child;Refuses to initiate or change the provision of FAPE to the child.Parents are to be given 10 days prior written notice before a meeting (parents may waive this advance notice when warranted). (NH)Purpose of Prior Written Notice (aka Written Prior Notice)Prior written noticeserves as a vehicle of communication between schools and families. It is very important that parents are always well informed about whatever action the school intends to take (or intendsnotto take) about their child. Through prior written notice, the school can ensure that parents are up to date on what its proposing or refusing to do, as early as possible so that parents can participate in the schools proposed actions or respond to its refusals.Content of the Prior Written NoticePrior written notice must containa comprehensive description of the action proposed (or refused) by the school system. According to IDEA, the notice must include:1 | a description ofthe actionproposed or refused by the school;2 | an explanation ofwhythe school proposes or refuses to take the action;3 |a description of each evaluation procedure, assessment, record, or report the school used as abasis for their decision;4 |a statement that the parents of a child with a disability haveprotectionunder the procedural safeguards and, how the parents can obtain a copy of them;5 |sources for parents to contact to obtain assistancein understanding these provisions;6 | a description of other options that the IEP Team considered and the reasons why those options were rejected; and7 |a description ofother factors relevantto the schools proposal or refusal.[300.503(b)]When Parents Should Receive Prior Written NoticeParents must receive prior written notice from the school a reasonable time before the school plans to take (or refuses to take) actions related to the identification, evaluation, or educational placement of your child. Parents should also receive prior written notice, a reasonable time before the school plans to take (or refuses to take) actions related to the provision of FAPE to your child.For example, the parents must receive this notice:When the school would like to conduct an initial evaluation of their child;When parents asked for their child to be evaluated and the school denies their request;When the school wants to begin or change a childs identification as the child with a disability;When the school proposes or refuses a particular educational placement for the child;When the school wants to change the childs educational placement;When the school wants to change aspects of the special education or related services that the child is receiving; andWhen the school refuses a request from parents, with respect to the educational services their child is receiving.If there is an occasion when the school must give the parents prior written notice, and it fails to do so, parents can ask the school to provide prior written notice. Parents can also ask for prior written notice to be provided to them if the school has informed them of actions it plans or refuses to take in a phone call, in a meeting, or as part of a conversation. These last have not been written, you see. The advantage of asking for the school to provide a prior written notice is that the parents will receive adetailed explanation in writingof the decision the school has made (or refuses to make) in relation to their child. This includes the reasons by which the school reached its decision.Prior Written Notice Via EmailIDEA states that a parent of a child with a disability may elect to receive prior written notice via email, if the school makes this option available.How Prior Written Notice Is to Be WrittenAll written correspondence from the school must be in a form that the general public can understand.For example, it must be written in the native language of the parent, if the parent does not read English, or in the mode of communication that the parent normally uses, such as Braille or large-print, unless it is clearly not feasible to do so.If the parents native language or other mode of communication is not a written language, the school must take steps to ensure:That the prior written notice is translated orally (or by other means) to the parent in his or her native language or other mode of communication; andThat the parent understands the content of the notice. [300.503(c)(2)]Example of Prior Written NoticeFor those who would love to see an example of prior written notice, youll be pleased to hear theres aModel Formavailable that was prepared by the U.S. Department of Education. The Model Form is designed to guide states and schools in developing their own prior written notices. Find the Departments Model Form at: Direct Instruction is an evidenced based teaching methodIn general usage, the termdirect instructionrefers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are directing the instructional process or instruction is being directed at students.While a classroom lecture is perhaps the image most commonly associated with direct instruction, the term encompasses a wide variety of fundamental teaching techniques and potential instructional scenarios. For example, presenting a video or film to students could be considered a form of direct instruction (even though the teacher is not actively instructing students, the content and presentation of material was determined by the teacher). Generally speaking, direct instruction may be the most common teaching approach in the United States, since teacher-designed and teacher-led instructional methods are widely used in American public schools. That said, its important to note that teaching techniques such as direct instruction,differentiation, orscaffolding, to name just a few, are rarely mutually exclusivedirect instruction may be integrated with any number of other instructional approaches in a given course or lesson. For example, teachers may use direct instruction to prepare students for an activity in which the students work collaboratively on a group project with guidance and coaching from the teacher as needed (the group activity would not be considered a form of direct instruction). In addition, the basic techniques of direct instruction not only extend beyond lecturing, presenting, or demonstrating, but many are considered to be foundational to effective teaching. For example:Establishing learning objectives for lessons, activities, and projects, and then making sure that students have understood the goals.Purposefully organizing and sequencing a series of lessons, projects, and assignments that move students toward stronger understanding and the achievement of specific academic goals.Reviewing instructions for an activity or modeling a processsuch as a scientific experimentso that students know what they are expected to do.Providing students with clear explanations, descriptions, and illustrations of the knowledge and skills being taught.Asking questions to make sure that students have understood what has been taught.It should be noted that the term direct instruction is used in various proprietary or trademarked instructional models that have been developed and promoted by educators, includingmost prominentlyDirect Instruction,created by Siegfried Engelmann and Wesley Becker, which is a explicit, carefully sequenced and scripted model of instruction, according to theNational Institute for Direct Instruction.DebateIn recent decades, the concept of direct instruction has taken on negative associations among some educators. Because direct instruction is often associated with traditional lecture-style teaching to classrooms full of passive students obediently sitting in desks and taking notes, it may be considered outdated, pedantic, or insufficiently considerate of student learning needs by some educators and reformers.That said, many of direct instructions negative connotations likely result from either a limited definition of the concept or a misunderstanding of its techniques. For example, all teachers, by necessity, use some form of direct instruction in their teachingi.e., preparing courses and lessons, presenting and demonstrating information, and providing clear explanations and illustrations of concepts are all essential, and to some degree unavoidable, teaching activities. Negative perceptions of the practice tend to arise when teachers rely too heavily upon direct instruction, or when they fail to use alternative techniques that may be better suited to the lesson at hand or that may improve student interest, engagement, and comprehension.While a sustained forty-five-minute lecture may not be considered an effective teaching strategy by many educators, the alternative strategies they may advocatesuch aspersonalized learningorproject-based learning, to name just two optionswill almost certainly require some level of direct instruction by teachers. In other words, teachers rarely use either direct instruction or some other teaching approachin actual practice, diverse strategies are frequently blended together. For these reasons, negative perceptions of direct instruction likely result more from a widespread over-reliance on the approach, and from the tendency to view it as an either/or option, rather than from its inherent value to the instructional process.(Direct Instruction, 2013) The next section of the chapter is adapted from:McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. (Public domain) Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.Watch video on Explicit Instruction- *start at 1:30 minutes.[Council for Exceptional Children]. (2019, April 22). HLP#16 Use Explicit Instruction. {Video file]. Retrieved from Transcript available at: summary, explicit instruction is effective for most students, not only those with disabilities. This approach can be used across grade levels and content areas. Although explicit instruction can be provided by any teacher, the unique setting and needs of students being taught determines the level of intensity with which the teacher uses this practice. The difference in intensity is not merely the number of students in each class, but that instruction should be appropriately intense, matched to the unique needs of students. A trained special educator or similar specialist is responsible for ensuring data that is carefully collected and monitored drives instructional decision-making. This ensures the explicit instruction being delivered is appropriately intense, and the team is ready to make changes as needed. This next section contains excerpts from National Center on Intensive Intervention. (2016). Principles for designing intervention in mathematics. Washington,DC: Office of Special Education, U.S. Department of Education and is in the pubic domain.Explicit, Systematic Instruction in the context of Mathematics InstructionExplicit, systematic instruction in mathematics requires educators to clearly teach the steps involved in solving mathematical problems using a logical progression of skills (Hudson, Miller, & Butler, 2006; Montague & Dietz, 2009). Explicit instruction may take the form of teaching students how to use manipulatives, teaching specific algorithms for solving computational problems, or teaching strategies for solving more advanced mathematical concepts. Systematic instruction considers the scope and mathematical trajectories, such as the types of examples used for developing the foundational skills prior to introduction/re-teaching of grade-level material (Gersten et al., 2009; Kroesbergen & Van Luit, 2003; Maccini, Mulcahy, & Wilson, 2007). Regardless of the concept or skill being taught, explicit, systematic instruction should include the following components (Archer & Hughes, 2011; Hudson et al., 2006):1. Advance Organizer: Providing students with an advance organizer allows them to know the specific objective of the lesson and its relevance to everyday life.2. Assessing Background Knowledge: In assessing background knowledge, instructors determine whether students have mastered the prerequisite skills for successful problem solving in the new concept area. If the prerequisite skills were recently covered, assessment of background knowledge should be conducted quickly. If, however, those skills were taught several weeks ago, more time may be needed to refresh students memories. Instructors can also determine whether students are able to generalize previously learned concepts to the new concept.For example, if students have previously learned regrouping strategies in addition and subtraction, are they able to generalize these concepts to regrouping in multiplication and division? In addition, instructors should ask students questions about the new concept to assess their knowledge of the concept.3. Modeling: During the modeling phase, instructors think aloud as they model the process of working through a computation problem; read, set up, and solve a word problem; use a strategy; or demonstrate a concept. During modeling, instructors should be clear and direct in their presentation; they also should be precise and mindful in using general and mathematical vocabulary as well as in selecting numbers or examples for use during instruction. During modeling, instructors should involve students in reading the problems and should ask questions to keep students engaged in the lesson.4. Guided Practice: During guided practice, instructors engage all students by asking questions to guide learning and understanding as students actively participate in solving problems. During this phase, instructors prompt and scaffold student learning as necessary. Scaffolding is gradually eliminated as students demonstrate accuracy in using the material being taught. Positive and corrective feedback is provided during this phase, and instruction is adjusted to match student needs.Students should reach a high level of mastery (typically 85 percent accuracy or higher) before moving out of the guided practice phase.5. Independent Practice: After achieving a high level of mastery, students move to the independent practice phase where they autonomously demonstrate their newknowledge and skills. During independent practice, the instructor closely monitors students and provides immediate feedback as necessary. Countless independent practice activities can be used with students, and the primary focus of the independent practice activity should be related to the content of the modeling and guided practice. If students demonstrate difficulty at this stage, instructors evaluate and adjust their instruction to re-teach concepts as needed.6. Maintenance: Students with disabilities often have a difficult time maintaining what they have learned when the knowledge is not used on a regular basis.Students are given opportunities to independently practice these skills during the maintenance phase. During this phase, instructors use distributed practice to assess student maintenance at regularly scheduled intervals. Distributed practice is focused practice on a specific skill, strategy, or concept. The frequency of these practice assessments is determined by the difficulty level of the skill and according to individual student needs. Maintenance may also include cumulative practice.Instructors often want to know how much time they should spend on each phase. Although there are no specific guidelines concerning how much time should be devoted to each phase, the bulk of the instruction should occur within the guided practice phase (National Center on Intensive Intervention, 2013). Watch Videos on Direct and Explicit InstructionHow to do Direct Instruction Teach Like This(3:40 minutes)[TeachLikeThis]. (2013, Oct. 11). How to do Direction Instruction-TeachLikeThis. [Video File]. Retrieved from Goal Mastery LearningI do Teacher Modeling, Teacher DirectedWe do Guided Practice with Support and StructureYou do Independent Practice to Demonstrate LearningTeaching Matters: Explicit Instruction(4:53 minutes)[eMedia Workshop]. (2012, Sep. 17). Teaching Matters Explicit Instruction. [Video File}. Retrieved from The Gradual Release Model This model focuses on the [I do-We do- You do] model and similar aspects of the Direct Instruction Method:ModelingGuided PracticeIndependent Practice (check for understanding).Additional steps in the Direct Instruction Teaching Method Include:4.Monitoring- how will you formatively assess learning and collect data on student learning?5. Feedback how will you respond to student learning: move learning forward, address misconceptions, and areas of difficulty?Watch this video that models gradual release in the context of a writing lesson. (8:06 minutes).[CitizensAcademyCleve]. (2011, Dec. 5). Gradual Release (Modeled-Guided-Independent Practice). [Video File]. Retrieved from Recommended ReadingCalvin, S. (n.d.) Planning and Teaching with Explicit Instruction, LD@school. Retrieved from Instruction and Mathematics, (n.dThe Access Center, Improving Outcomes for All Students K-8. Retrieved from Philosophy of Direct Intruction-, The National Institute of Direct Instruction, Retrieved from Sara, Dr. (1999). A Focus on Direct Instruction. Current Practice Alerts, TeachingLD.org, Retrieved from ReferencesDirect Instruction (12.20.13). The Glossary of Education Reform. Retrieved from in this eBook are from Pixabay.com unless otherwise noted.Math Icon Image byDean NorrisfromPixabayClass-Image byemmaws4sfromPixabay updated 9.14.2020 Good preparation is half the work done. The Direct Instruction (DI) teaching technique is about approaching the students with thoroughly planned teaching material, carefully selected working methods, and explicit tasks. If all elements are sound and methodical, teaching a new skill is nothing less than a logical consequence of carefully planned guidance. DI is also called explicit instruction. DI is not a new trend in education. Its roots go back to the 1960s and Siegfried Engelmann and Wesley Becker working at the University of Illinois on a preschool curriculum for children of socially disadvantaged backgrounds. The program under the term DISTAR (Direct Instruction System for Teaching Arithmetic and Reading) was advanced by Siegfried Engelmann and colleagues at the University of Oregon (1). DI included seminars, participative classes, small group discussions, study groups, and focus groups. The approach of these sessions is all about the I (teacher doing the explanation), We (teacher and student learning a new skill together), and You (student doing the homework). An approach like this is said to improve students performance and their affective behaviors. DI is about clear instructions and an active and reflective attitude that helps divide the process of teaching and learning into smaller units with scaffolding and helps achieve mastery (4). Siegfried Zig Engelmann (November 26, 1931 February 15, 2019) was Professor Emeritus of Education at the University of Oregon who co-developed the approach to instruction termed Direct Instruction (DI). Rosenshine (11) describes DI as a systematic method of teaching with emphasis on proceeding in small steps, checking for understanding, and achieving active and successful participation by all students. Direct Instruction is about having a good education program implemented by educated teachers. Everyone can learn, and everyone can teach if equipped with methodologies and techniques. And everyones learning and teaching success can be measured and assessed (5). Baker et al. (2013) argue compelling evidence indicat[ing] that explicit [direct] instruction has a positive impact on a range of student academic outcomes, particularly for students who are at risk for academic difficulties (8). Direct Instruction is more than just a frontal approach to lectures held in classrooms. There are so many teaching techniques that can support it, and one of them is presenting a movie/documentary/video clip/ppt presentation. Although the participants merely watch and absorb the content, it is carefully selected to introduce learning objectives and curriculum by their teacher. This approach to education teachers designing the program and selecting the methods and educational materials while students follow and learn is part of the overall US education system, public schools in particular. Therefore, we may say that DI and scaffolding (for example) may exist one next to the other since DI is friendly to the other approaches when carefully planned and incorporated into the curriculum. For example, if students are supposed to work in pairs according to the specific instructions given by their teacher, working in pairs may not constitute a sort of direct instruction, but the preparation process does. Everyone can learn (5).Every student can advance in their education.Every educator can teach successfully when appropriate coaching and data are provided.Students who perform lower than the others need to learn at a higher speed if they want to keep up with their equals.Every learning sequence must be under supervision to reduce the possibilities of errors and misinterpretation and maximize the effects of curriculum implementation. Everything about using Direct Instruction starts with careful planning. The lessons need to be planned in detail, and the teachers should introduce every piece of information with clear instructions, giving the floor to students. And students should have all the time to practice new skills to perfection. Also valuable are the teachers feedback information (guided practice) and the students immediate reflections (independent practice), followed by postponed students feedback (after some time has passed). When entering the classroom, it is important to do it in a way that captures the students attention. Call for their prior knowledge and skills, and have them share and listen. Introduce a piece of new information and link it to what they just said. Build upon their foundations and make them realize how vital prior and new information is to your future goals (9). Keep your learning objectives at a visible sport, on a module, or on the wall/board. Make your students check the objectives as you move along with new content. This way, they visualize where you want them to go and assess if they are moving forward or not (7). Keep your explanations simple and understandable to all. As said before, a good organization is half the work done. Keep your instructions simple and understandable. Introduce new learning content slowly, brick after brick. DI enables you to do it using either lecture or a demonstration. Lecture Method The frontal way standing before your students and introducing new content may be the most common and successful way to do it. How? Using five small but important steps: Give the main facts.Present the idea or theme of the lecture.Have examples demonstrating every idea.Repeat learning points to empower learning.Provide the summary and check it with your ideas and goals. Demonstrations The demonstration means that it is time for small steps. Skill is a big word and needs to break down into pieces. After every stage, you should learn if everyone shares the knowledge. Use various methods lectures, audio-visuals, work in small groups/pairs to increase engagement and receive feedback from the students. It is the step where your students put their knowledge into practice and build skills. It is a joint effort of the teacher and students, although the teacher is the one to lead the way. Practice straightens the errors, makes perfect, and equips students with enough confidence to practice skills independently. There is no good understanding without checking out your students knowledge and understanding of what you learned. Ask questions, and then ask more questions. Only when they speak you can be sure that the transfer is solid and you managed to build new skills. And when they connect the dots between those goals and their skills and knowledge, you can be sure you did your work well. Also, use worksheets to get comments that students are not so eager to share verbally. Whatever you do, make sure that you provide enough explanations. And when you receive poor feedback, you need to go back and do more explaining and clarification. And then there should be enough learning, trying, and repeating to make their memory permanent. Not doing this properly will only make your work more in the next phase. In this phase, your students own the right thing: learning material and new skills are ready to put into individual practice. They finally broaden their knowledge and build upon their old skills. With the repetition process in individual practice, your students will realize that they need to spend less and less time thinking about their skills. They will come to them naturally as riding the bicycle. Again, make sure to have enough feedback to address possible misunderstandings and errors. While working individually, students are going through two steps: unitization and automaticity. The first one enables them to use what they learned in everyday situations, and the latter to do it automatically. The fastest they learn and adopt new skills, the fastest they will go from unitization to automaticity. Always make sure that everyone understands all the steps of the way. Ask questions, and test their skills if necessary. Do not go further unless there is a shared understanding of all phases. Evaluate your teaching and their learning at all times (6). There are so many ways to do a proper assessment. Pick the way that feels right for your class. Make one and receive the information you need. And you need to learn if the content and the method you are introducing make your students learn well (10). Formative assessments, an ongoing process that evaluates both the teacher and the students, and the connection between goals and skills are the best choice for the DI. More than often, teachers cross paths with Direct Instructions and are prone to criticize the approach and its methods. They say the DI provides too little room for students to show their ideas, explore their creativity, and state their opinions. Everything is supposed to be tight on schedule, with no freedom for the students to express themselves (2). They also claim it is a rather elite learning program since it takes serious funding to implement all phases of the DI. It remains a mystery how a high-cost program is one of the most represented ones in school districts of the US. Not all students learn skills at the same pace, and it is up to teachers to invest additional efforts to make the curriculum fulfilled by all. Last but not least, a concern comes from large and diverse communities with a mix of races and cultures. More and more teachers say that DI is uniform, with no concern for races or minorities, cultural, social, and economic background of students (3). Engelmann, S.E.(1968). Relating operant techniques to programming and teaching. Journal of School Psychology, 6, 89-96.Hattie, J (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London and New York: Routledge.: 206207.Ryder RJ, Burton JL, Silberg A. 2006. Longitudinal study of direct instruction effects from first through third grade. Journal of Educational Research, 99, 3, 179-191.Magliaro, S. G., Lockee, B. B., & Burton, J. K. (2005). Direct instruction revisited: A key model for instructional technology. Educational Technology Research and Development, 53, 4156. doi: 10.1007/BF02504684.Adams, G. L., & Engelmann, S. (1996). Research on direct instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.Engelmann, S. (2014). Successful and confident students with Direct Instruction. Eugene, OR: NIFDI Press.Rosenshine, B. (2008). Five meanings of direct instruction. Center on Innovation & Improvement.Baker, S., Santoro, L., Chard, D., Fien, H., Park, Y., & Otterstedt, J. (2013). An evaluation of an explicit read aloud intervention in whole-classroom formats in first grade. The Elementary School Journal, 113(3), 331-358.Gleason, M. M. & Hall, T. E. (1991). Focusing on instructional design to implement a performance-based teacher training program: The University of Oregon model. Education & Treatment of Children, 14, 316333.Kozloff, M. A., LaNunziata, L., Cowardin, J., & Bessellieu, F. B. (2001). Direct Instruction: Its contributions to high school achievement. High School Journal, 84 (2), 5472.Rosenshine, B. (1987). Explicit teaching and teacher training. Journal of Teacher Education, 38(3), 34-36Direct Instruction (DI) is a highly structured, teacher-led model of instruction that emphasizes explicit teaching, carefully sequenced lessons, and small learning increments. Rooted in the belief that clear and well-planned instruction eliminates misinterpretation, this approach has been shown to significantly improve academic achievement across diverse student populations.Developed in the 1960s by Siegfried Engelmann and Wesley Becker, the Direct Instruction model was designed as an evidence-based alternative to inquiry-based learning. Engelmann believed that allowing learners to explore content independently, without sufficient scaffolding, could lead to confusion and misconceptions. Instead, he advocated for systematic, direct teaching methods that provide absolute clarity at every stage of a lesson. This ensures that learners move through content logically, building knowledge incrementally while reducing cognitive overload.Unlike student-centered approaches, Direct Instruction is teacher-led, requiring classroom teachers to follow a carefully scripted sequence that introduces new academic content in a structured way. The Direct Instruction approach prioritizes explicit modeling, guided practice, and frequent assessment, allowing for immediate feedback and correction. This method has proven particularly effective for disadvantaged children, where effective teacher behavior plays a critical role in narrowing educational gaps.Schools implementing Direct Instruction educational interventions report measurable improvements in literacy, numeracy, and subject-specific skills. Research highlights its impact on schools by improving academic achievement, particularly in environments where learners need additional structure and repetition to succeed.Key Features of the Direct Instruction Model:Explicit teaching and structured lessons to support clarity and knowledge retention.Highly sequenced, teacher-led instruction that ensures mastery before progression.Proven effectiveness for disadvantaged children through educational interventions that improve outcomes in literacy, numeracy, and academic achievement.What is the philosophical underpinning of Direct Instruction?Direct Instruction is grounded in five key philosophical principles that collectively guide how curricula are structured, how lessons are delivered, and how academic achievement is measured. The first principle stresses that every child can be taught, given well-organized lessons that build upon previous lesson content. Such a systematic approach not only fosters academic competence but also bolsters each students sense of self-efficacy. Second, it is maintained that with sufficient training and the right resources, every classroom teacher can be successful in delivering direct instruction curricula. This principle underlines the importance of professional development and highlights the impact of schools in establishing environments that support teachers in this endeavor.The third principle emphasizes that disadvantaged and low-performing learners can reach the same benchmarks as their higher-achieving counterparts when they are given the benefit of direct language instruction and effective mathematics instruction, integrated into a cohesive instructional framework. A fourth guiding belief is that the nature of the curriculum must be tightly sequenced so as to minimize the variance in student achievement. By carefully adjusting the pacing and content, we can support higher student success rates and reduce learning gaps.Finally, the fifth principle asserts that each aspect of instruction should be precisely controlled and monitored, ensuring that students thoroughly understand what is being taught. This rigorous level of attention diminishes confusion and enhances reinforcement of key concepts. In practice, direct instruction curricula rely heavily on explicit teaching methods, frequent opportunities for students to respond, and immediate corrective feedback. Such structured approaches not only elevate academic outcomes but also demonstrate the potential for reducing differences in performance across diverse groups of learners. Consequently, Direct Instruction stands as a testament to how thoughtful, systematic pedagogy can cultivate equitable achievement levels for all students. In doing so, it bolsters not only academic skills, but lifelong confidence. integrating the direct instruction conceptHow does Direct Instruction work?Direct instruction has four main features that ensure that the students learn quickly and more effectively than any other teaching strategy available:1. Instructions are provided according to the students' ability levels: At the start of each programme, students are assessed to check in which topics In education they have gained mastery and where do they need to improve. Then, the students with a similar stage for learning are grouped rather than those studying in the same grade level.2. The programmes are structured to ensure mastery of the content: The programmes are organised to introduce the skills gradually. This provides a chance of gaining student achievement and the children learn and apply the skills before learning a new set of skills. Concepts and skills and are taught in isolation and then combined with other skills in a more sophisticated and advanced manner.3. Teaching is modified according to each students pace of learning: A remarkable feature of DI is that learners are taught according to their respective speeds of learning. If any student needs more practice of any specific skill, instructors can provide additional teaching within the program until student satisfaction after the student gains mastery of the skill. Similarly, if a student has quickly gained mastery of basic skills, he/ she can be moved to another placement so that he/ she may not have to stick to the same 21st-century skills they already possess.4. Programs are reanalysed and revised prior to publication: Direct instruction programme elements are very unique because they are created and revised if needed. Before publishing, each DI programme is field-tested using real students. This indicates that the programme students are receiving must have already been proven to work.Impact of direct instructionDirect instruction of a well-taught lesson occurs when teachers use explicit instruction to teach any particular skill to the students. This category of teaching is teacher-directed, in which a teacher presents information while typically standing at the front of a classroom. In this teaching method, teachers adjust their teaching according to the task to improve students understanding of a topic and follow a strict lesson plan with little room for any change. Direct instruction does not always involve active learning or active learning activities such as case studies, workshops or discussions. Presenting a movie clip or video to the students can be considered a type of direct instruction (although the instructor is not actively teaching students, the presentation of material and content was chosen by the instructor).It must be remembered that basic techniques of teaching such as direct instruction, scaffolding or differentiation, are seldom mutually exclusive. Hence, in a variety of classroom settings, direct instruction can be incorporated with any other instructional approach in a given lesson or course. For instance, teachers can apply direct instruction to prepare learners for any activity in which the pupils work on a group project with coaching and guidance from the instructors as needed (the group activity is not considered a type of direct instruction).Show your class how to move their thinking forward with the Universal Thinking FrameworkWhat are the benefits of using explicit Direct Instruction in education?The independent practice of direct instruction does not only extend beyond demonstrating, presenting or lecturing but many are considered as foundational for effective teaching strategies. For example:Creating learning objectives for projects, activities and lessons, and then ensuring that learners have understood the objectives.Purposefully sequencing, and organising a series of assignments, projects and lessons, that allow students to gain stronger knowledge and achieve specific educational goals.Reviewing instructions for an activity or projectsuch as a role playso that learners understand what is expected from them.Providing learners with clear descriptions, illustrations and explanations, of the academic skills and knowledge being taught.Asking questions to ensure students' understanding of the teachings.Direct instruction modelWhat do critics have to say about direct instruction?In current times, the concept of scripted lessons with explicit direct instruction is seen as a negative practice among some teachers. As direct instruction is frequently associated with old lecture-style instruction in classrooms with many passive learners obediently sitting on chairs and writing notes, it appears to be pedantic, outdated, or inadequately fulfilling student learning needs by some teachers and education reformers.But, most negative connotations for the direct instruction seem to result from either a misunderstanding of its techniques or a limited definition of this concept. For instance, every educator, essentially, use some degree of direct instruction in his/ her teaching such as, while preparing lessons and courses, at the time of demonstrating and presenting information, and when teaching clear directions and illustrations of topics. These are all necessary, and to some extent inevitable, teaching activities. The negative impact of direct instruction may arise when educators start to depend extraordinarily upon direct instruction, or when they fail to use alternative techniques that may bring better results in terms of improving student interest, comprehension and engagement.In a 21st century classroom, many teachers do not consider a single 45-minute lecture sufficient for learning content, but the alternative techniques they may advocate - like project-based learning or self-directed learning - certainly involve some degree of direct instructions by educators.Therefore, educators rarely use either the direct instruction method or some other type of instruction approachin actual practice, diverse strategies are mostly a blend of explicit teaching strategies. Due to this, negative opinions of direct instruction mostly result from an over reliance on the approach, and due to viewing direct instruction as unimportant.Utilising the direct instruction model in your classroomUtilising the direct instruction model in your classroom is an approach to teaching that emphasises well-developed and carefully planned lessons designed around small learning increments, sequentially organised to optimise learning. Start by identifying clear learning objectives based on the skill level of your students. This can be done effectively by implementing the Universal Thinking Frameworkwhich helps in identifying the most appropriate learning outcomes for your students.Plan your lessons meticulously, incorporating steps that ensure the understanding of new concepts. Be prepared to present information using multiple modalitiesvisual aids and Graphic Organisers can play an instrumental role here. They help organise the information visually and can significantly enhance students' understanding and retention.Student-teacher interaction is pivotal in direct instruction. Promote an environment conducive to Dialogic Pedagogy, where interactive and constructive dialogues between teacher and students drive the learning process. As Barak Rosenshine, an eminent educational researcher, asserts, "In successful classrooms, teachers spend more than half the class time lecturing, demonstrating, and asking questions."Lastly, remember to incorporate plenty of guided and independent practice into your lessons. This helps students in refining their skills and reinforcing their understanding of the material. For instance, you might introduce a new mathematical concept with a step-by-step guide, then provide a set of problems for students to solve, first with your assistance and then independently.Improving student learning using explicit instruction7 Tips for Getting Started with Direct InstructionDirect Instruction (DI) is a powerful, evidence-based curriculum model designed to deliver clear, well-structured lessons. For classroom teachers and school leaders looking to implement this approach, here are seven practical tips to ensure effective integration and positive outcomes.Master the Script: Begin by familiarizing yourself with the DI scripts. These are designed to maximize teacher effectiveness through precise language and presentation. Practice delivering these scripts until you feel confident; this preparation is crucial to maintain the integrity of instructional programs.Focus on Basic Skills: Direct Instruction is particularly beneficial for building foundational skills. Start with core subjects where skill gaps are evident, especially for disadvantaged children who benefit most from structured learning environments.Use Research-Based Strategies: Incorporate techniques that are backed by solid research. This includes rapid pacing, frequent student responses, and immediate corrective feedback. These strategies ensure high levels of active student engagement and are pivotal in schools committed to the growth mindset.Incorporate Cooperative Learning: Once students are accustomed to the DI framework, integrate cooperative learning activities to foster higher-order thinking and interpersonal skills. This helps in applying Webbs Depth of Knowledge by encouraging students to explore complex concepts together.Implement Continuous Assessment: Frequent and systematic assessments are key to DI. Use these assessments to track student progress, identify learning gaps, and adjust instructions accordingly. This continuous feedback loop enhances the overall impact of schools on student achievement.Engage in Professional Development: Encourage teachers to engage in ongoing professional development focused on DI. Effective teacher behavior is cultivated through understanding the nuances of the curriculum model and adapting it to meet the unique needs of their classroom.Promote a School-Wide Approach: For DI to be truly effective, it should be embraced at both the classroom and administrative levels. School leaders should advocate for and support the use of DI as part of broader educational interventions, ensuring alignment with the schools educational philosophy and goals.By implementing these tips, teachers and school leaders can effectively harness the benefits of Direct Instruction, leading to significant improvements in student learning outcomes and building a foundation for lifelong learning.Siegfried Engelmann's instructional approachFinal ThoughtsThe application of Direct Instruction will bring an essential element in education: change. Educators will normally be required to teach differently than before and schools may need to apply a different organisation than they previously had. And, it is important that all concerned show hard work, commitment and dedication to students. The concept of Direct Instruction helps to internalise and adopt the belief that each student if properly taught, has the ability to learn. Whether you are designing special education programs or delivering mainstream provision, Siegfried Engelmann's philosophy has lasted the test of time and deserves consideration. This approach might have significant implications in helping your students engage with the curriculum content. From a philosophical perspective, this approach enables learners to build robust background knowledge which can be seen as a gateway to social mobility. If you are interested in improving the amounts of knowledge your students can process you might be interested in reading about the Universal Thinking Framework. If your school is interested in having a look at this approach, please let us know and we can organise a demonstration.Explicit instruction teaching methodFurther Reading on Direct InstructionThe following studies collectively underscore the effectiveness of direct instruction in improving educational outcomes through explicit, structured, and systematic approaches to teaching across various educational contexts and student groups.Direct Instruction: A Research-Based Approach to Curriculum Design and Teaching (1986): This study highlights the benefits of direct instruction in effectively teaching a wide variety of academic content. It emphasizes the importance of explicit instruction and structured curriculum that support active student participation and significant gains in student achievement across different student populations.Why is there so much resistance to Direct Instruction? (2014): Despite its effectiveness, this paper explores why direct instruction often faces resistance in educational settings. It discusses the need for research-based strategies and professional development to enhance teacher implementation, focusing on the positive impact direct instruction has on individual student outcomes.Direct Instruction With Special Education Students: A Review of Evaluation Research (1985): This review assesses direct instruction's efficacy with special education students, showing higher academic gains compared to traditional methods. It underscores the model's adaptability and effectiveness in meeting the diverse needs of this student group through explicit, systematic teaching approaches.Attitudes Toward Direct Instruction (1989): Investigating attitudes towards direct instruction, this study finds that experience with this instructional model correlates with more positive perceptions. It emphasizes how effective teachers and structured programs improve student responses and engagement, leading to a difference in student achievement.Direct instruction: What it is and what it is becoming (1991): This paper describes the evolution of direct instruction and its role in enhancing student achievement through explicit teaching methods. It also touches on the integration of new technologies and methodologies within the direct instruction framework, pointing to its continued relevance in education.Table of Contents This short article addresses the component of the IEP well call service delivery.The language at 300.320(a)(7) states the IEP must include:(7) The projected date for the beginning of the services and modifications described in paragraph (a)(4) of this section, and the anticipated frequency, location, and duration of those services and modifications.This is where the details are specified about the services that a child with a disability will receivethe when, where, how often, how long of service delivery. The service delivery statement in the IEP should include:how oftenthe child will receive the service(s) (number of times per day or week);how longeach session will last (number of minutes)whereservices will be provided (in the general education classroom or another setting such as a special education resource room); andwhenservices will begin and end (starting and ending dates).The model IEP form developed by the Office of Special Education Programs (OSEP) at the U.S. Department of Education (2006) suggests the format shown below as a means of recording this information.Considering Extended School Year (ESY) ServicesThe IEP team should also consider whether or not a child needs to receive services beyond the typical school year. This is called Extended School Year or ESY services. Some children receiving special education services may be eligible for ESY services. States and LEAs typically have guidelines for determining eligibility for ESY.Whether or not a child needs ESY in order to receive a free appropriate public education (FAPE) is a decision that is made by the IEP team.Want to know more about ESY? Here is an online resource to get you started:Extended School Year Services Voices from the Field*Teacher candidates interview their supervising practitioners (SPs) or share personal experience if they are currently in a teaching position while pursuing special education licensing.The focus is on how the special educator/case manager monitors their students IEP Service Delivery and all aspects of IEP Compliance. When looking at service delivery and thinking about what the childs needs are with the certain provider and special educator, you have to consider how often the child will need intervention/ services, how long each session is, as well as where this intervention will be provided (i.e., within the classroom or in a separate room like a resource room/ special educators classroom) and the dates that the IEP will begin and end. After speaking with my SP as well as my SLP, the more involved the child is typically will mean that they will receive more services and an increase of how often the service will be provided. For example, my SLP and SP share a child who has Down Syndrome. Based on testing and what the child needs, he is seen every day for a half hour for math and reading with the special educator as well as the paraeducator, OT twice a week for a half hour as an individual sessions, Speech for a half hour 4 times a week (2 sessions as a group and 2 as individual), PT once a week for a half hour, as well as a 1:1 paraeducator all day. This child has significant needs to get through his day, therefore needs the extra support as well as extra intervention. Where there are other children that just may need a half hour of math every day and nothing else. The service delivery looks very different for all children depending on their disability and how impacted their day is to access the grade level curriculum. AnonymousHigh SchoolMy supervising practitioner related to me that in the past, she has kept a log sheet, or a journal, for related services. She related to me that different case managers in the district keep track differently. I also spoke with another special education teacher who stated that the service providers keep a record and that the 1:1 paraeducators document the times and relate them to the case manager. The case manager has a schedule from all service providers and helps enforce the schedule. She also stated that if the provider is unable to deliver services, then the district needs to provide services by finding a qualified substitute or bringing someone in from another district. That highlights the importance of the case manager keeping track as well as providers, because missed sessions have to be made up somehow and a case manager cant follow up if theyre not keeping track. I would think a digital table or log would be the most effective way to keep track of the information. That way it can be accessed from multiple locations and is stored securely with whatever programs the school uses. Rachel StoudtMost times the a missed service involves a student refusing services, especially at the high school level. And especially when it requires being pulled out of a general education classroom. We try to just keep parents informed that this is happening and let them know the ways in which we tried to accommodate the student. Whether that means changing the time we pull them out for the services or changing the way we deliver those services. The key is communicating to the parents that way it doesnt catch them off guard and allows them to address the skipped services with their child. Some parents will demand we punish their student for skipping those services, but we try to avoid that if at all possible as it is usually more harmful than helpful and only rarely brings the student to the table (or desk). Aside from documenting the missed services to the parents, documenting them in general is good practice, as many students have services that are billed to Medicaid, and youll need to fill out those logs so that your SPED department can bill for those services monthly. Medicaid is money your school doesnt want to miss out on. Arthur RafusWe have what we call block 5 at our school. This time used to be a free period for students to socialize and participate in fun activities. Since this pandemic, and since our students have fallen behind, we have turned this hour long block into a time to schedule help, whether it be academically or emotionally or, if neither of those are needed, scheduled and structured socialization. It is during this block that we special educators try to deliver our 1:1 services so as not to be too disruptive to our students schedules. It really works out in our favor as well, as many high school students hate being pulled from classrooms. We can drop into a Math classroom or English classroom during a help session and give the student not only the support of a special educator, but also the guidance of their general education teacher as well. And we can do so with much less students in the room so it is not as awkward for them. Arthur RufusIn my short time of being a special education case manager, I have not experienced a lot of students refusing their services. However, I have experienced a lot of students miss services because they are absent, often and just do not come to school on a regular basis. I have observed that students do extremely well when they have consistency in their lives and come to school on a regular basis. Once they start missing school, everything is off. Their grades take a hit and drop, and their behavior is not as good as it used to be. Lucas FisherOur school is fortunate enough to schedule a lot of their services during their study hall periods which allows the student to go to their service providers during a free block where they can do their homework or get ahead on assignments. The study hall is designed to help students stay on top of their work and for identified students it can be a block where they can go fulfill their services. However, I do not know if you face this issue, but students here can come in late or leave early from school during their study hall if they have good grades and 1s (excellent) in effort and conduct. We had one student who took advantage of it a lot. That led to the student falling behind, however, we had a meeting and created a plan for the best of both worlds. The services and hours should be directly connected to the IEP goals and the supports that the student requires to access improved outcomes. This step is crucial because everything in the IEP is connected and must be logged in order to provide the students with the best educational experience possible. Once the service is planned it could help the school implement the services into the students busy schedules. Lucas FisherMiddle SchoolMy SP also has a master calendar in her (locked) office that outlines when IEP drafts and evaluations are due and when meetings are scheduled. Shes come up with a color-coded system, so you can get a sense by just glancing at the calendar what is ahead, which has been helpful for me. I know providers have information about when IEPs end, but my SP reaches out to everyone before due dates and meetings to make sure everyone is on the same page. We also meet as a special education team regularly to check in. We talk about how services are going, trouble-shoot any issues, and take a look at the weeks ahead to make sure we are on track.I know there is a lot to keep track of, and I find it overwhelming at times. I had a teacher that helped give me a different perspective by saying that I should consider all of the paperwork and compliance as advocacy work. She said that for so long students with disabilities did not get services, and this is just how we make sure they are getting what they need. Even though I understood that concept intellectually, the way she framed it helped me see it in a different light. Jessica WarningIn my school, the staff work together closely to review each others IEP for accuracy and compliance. We meet monthly and discuss issues that we might have with anything, but even before that, since the middle school special ed staff all share one office, we are easily able to communicate with each other several times each day. We talk about the students that we are providing services to, who was in attendance at intervention sessions, who is participating, who is struggling, what other methods we could try, and other things that might come up. AnonymousI spoke with the 7th/8th grade case manager at my school about IEP service delivery and compliance. During our conversation, I asked Mrs. K how she keeps attendance of the students that she provides services to. Mrs. K explained that she has an attendance log where she keeps track of students that are absent, tardy, or have been dismissed early. She also has a smaller notebook that she carries with her through the day. In the notebook, she keeps track of conversations she has with teachers, paras, and anyone else in the building. Along with the conversations, she keeps track of the services each day and whether or not the student comes to the services or not. At the beginning of the year, Mrs. K writes down the students schedules on a neon colored index card and gives it to them. She asks the students to keep it with them, somewhere visible, and refer to it each day to know when to go to her room. When I asked her why she doesnt come get the students from the room for their scheduled services she told me that there are a few reasons. One reason is to help them become more responsible for knowing the schedule and going to the service on time. The other reason is that students in middle school are not happy when an adult comes to get them. The students feel as though they are being called out in front of the whole class and its embarrassing. She does often call the room and ask for the students to be sent to her room. Each time a student refuses services, doesnt show up, or misses services due to the class work, she writes it down in her book. She then uses both of her attendance logs as a reference if/when a question is asked about why the student missed service or is not making progress on the goals. Allison GisonIt is important to communicate with the students para educators. This will cut back on misunderstanding schedules. Paras need to know when and where services are so the students do not miss these special service times. I have personally found it is best to have cell phone numbers with case managers and specialist such as your OT and Speech coworkers, to quickly communicate throughout the school. There have been multiple times that services have been changed and I havent been informed and have gotten a text that informs me of the schedule change. Had I not had that established relationship and communication method, my student might have suffered. It is the responsibility of the case manager to inform the students teachers and para educators if these services change, but when direct communication is lacking, this is a good back up plan. Jazmine PerkinsMy SP is usually aware of the students who may have missed services. He said what is most important to him should a student miss a service, is for him to inform the parents about the student not receiving those services. Communication with parents as well as with the related service providers regarding delivery of services is something my SP is very focused on. He also keeps an Excel spreadsheet to track each students services, IEP and evaluation dates, as well as scheduled meetings. Due to Covid, we have gone without related service providers as well as students for weeks at a time. Last month, our OT missed a week of services due to Covid. She made up the time for each student she missed the week upon her return. Thankfully, we have a great group of related service providers who always show up for our students. Sarah CarollHERE is a link to some Q and As regarding service delivery during COVID. Kari GrimesPrivate School PerspectiveThe school I work at is a private school, so the rules regarding special education services are different than public school. Private schools do not have IEPs, instead they have ISPs (Individual Service Plan). The main difference is students with an ISP are only provided equitable services. They are not entitled to FAPE or the same level of service as in public school. Because of this my school has limited special education services available. SAU XX decides which children will be served, what services will be provided, how and where the services will be provided, and how the services will be evaluated. This can lead to students who do not qualify for services. So, a meeting of teachers and school administration will meet to see if in house services may be applicable. The classroom teachers will accommodate and modify lessons to the best of their ability. But if parents, teachers, or school admin think more help is necessary than can be provided, then the decision is made for the student to leave and enroll in a public school. Because of this there are only a small number of students with ISPs in the school. My SP is a classroom Kindergarten teacher and due to the limited resources most kindergarten students are not tested and very few have services. AnonymousPrivate Special Education SchoolWorking in a treatment based facility, our IEP caseloads and how we handle them are a bit different than the typical school. My SP has helped me with IEPs since day one when I was just a sub, when we get new student intakes there are different reports we receive; behaviors, case information and the current IEP (if the student has one). Once she gets a student with an IEP, she makes a copy of it, since legally there can only be one official, and puts it into her IEP binder. She goes through the IEP highlighting and numbers the goals shes responsible for. From there she records the students information (name, birthday, district, IEP start + end date and their goals), and creates a progress sheet for tracking. This tracking sheet is helpful because as each quarter ends she has her information easily accessible and tangible for reporting back to the districts. After recording all this information, she incorporates the goals into her daily lesson plans if necessary and will write the students initials with the goal #1 under it so she can go back and report easily on the tracking sheet. She has helped me immensely with IEPs, treatment reports and my job as a whole, Id be so lost without her. Sarah HarknessElementaryOur K-2 special educator told me that she has a chart that lists each student, the related service (or multiple services) they receive, the provider of that service, and when/where it occurs. The special educator and service providers work together to schedule services for each child. Typically, they begin to create a schedule in the beginning of the year once the students start school, but the schedules may change if more students receive IEPs and need to receive services. She keeps a checklist of her students goals and each week she assesses each student to measure their progress towards their specific goal. The service providers and case manager hold a weekly meeting to discuss the progress of the students and identify any concerns they have about specific students. These weekly meetings are helpful in keeping everyone in the loop about progress and concerns. If a new student is added to the caseload, they will discuss scheduling, the specific goals for the child, and the data as well.The K-2 special educator told me that in a typical year, if the service provider is out for any reason, they will usually work with the classroom teacher to schedule a make-up time. For example, if our occupational therapist is out, she will talk with the classroom teacher and reschedule an extra session during the week (or following week). Now, if a service provider or a child is out for an extended amount of time, the sessions can be rescheduled or held virtually. If a child or service provider has to quarantine because of Covid, they have the ability to complete their sessions over Zoom. Usually, the child will go into the special educators classroom, and the teacher will project the service provider on the screen and thats how they complete their sessions. While that may not be an ideal way to have a session, it allows the student to still be seen and have some consistency. Isabella DesimoneMy SP maintains a big picture that includes the daily schedules for other services providers, the reading specialist, the two other Special Ed teachers, the paras, and herself. This way she can make sure everyones time is being used effectively and to see what may need to change and/or be accommodated for any staff absences. Using this she can also rearrange para services. For example, this week the Speech Therapist is absent so all of her sessions are via Google Meet. Fridays are for data tracking, which gives some flexibility in case any make-up services are needed.My SP also keeps an IEP service page for each special ed student that shows the why, when, and to whom they are going for any of their services; pull-outs, transportation details, and para support; when their classroom specials are, and Medicaid logs. I think one of the most valuable documents is the IEP goal tracking sheet. This is a template, which helps makes maintenance more streamlined, consistent, and straight-forward for users. In addition, this document is shared with regular ed teachers so that they can also document any relevant information. One thing she really stressed was that the progress narratives were very detailed and included student attendance, which was documented on the IEP goal data sheets. Rebecca FossAt the beginning of the year, my SP creates two case load charts. One lists each student, their date of birth, IEP dates, 3 year evaluation date, and when their IEP draft needs to be submitted. The second chart lists each student, the classroom teacher they are assigned to, room number, transportation information, and all related service days and times.In her teacher planner, each week, she lists out what services the students have each day under their name as well as any academic plans she has for them, meetings for them, teacher/service provider consults, etc. In that plan book, she marks if the student is absent, dismissed early, tardy, or if a specific service is delivered. Each service provider also keeps service logs of when they see each student. If the service provider is absent or has a meeting, then they find make up sessions for the student. However, if a student is absent, or does not log on for a scheduled remote session, then the service providers usually do not make up the session unless there are extenuating circumstances.While our district uses our own formatting for IEPs, we still enter the information into the NH Special Education Information System (NHSEIS) which keeps track of IEP and Eligibility dates. The system provides warnings and flags when IEPS are about to go out of compliance. My school has about 90 students with IEPs so we are lucky enough to have a special education administrative assistant. She spends much of her job organizing physical files, electronic files, making sure everything remains in compliance, and making sure IEP and Eligibility meetings are scheduled on time. She does so much; I know not every school is lucky enough to have someone dedicated to this. AnonymousI communicated with a Case Manager who works with students in the classroom I work in. She has worked at my school for 14 years in special education. She has a sizeable and challenging caseload. She tracks how the students she is assigned to receive their related services by meeting with the service providers regularly and keeping open communication between each colleague.To make sure that she is successfully managing her case loads services and air traffic controlling each student properly she has found success using a digital caseload workbook. Teachers Pay Teachers has some helpful resources for templates similar to what she has adapted for herself. She reports that she keeps a record of each students pertinent information on a Caseload tab in a table. She keeps tabs on deadlines related to each student within a compliance section. There is a tab to help her keep track of recommended accommodations and each students schedule. Her information is all organized in a Google doc spreadsheet. Colleen MehalkoAfter speaking with my SP, she makes sure that all of her Ts are crossed and Is are dotted when it comes to compliance. At the beginning of every school year, as well as throughout the school year as things change, she makes a schedule for each one of the children on her caseload. By doing this, she can cross check the IEP and her schedule to make sure that her children are being seen by everyone on the Service Delivery grid. If there is a session missing, she checks in with the service providers to let them know as well as making sure that it is added to the childs schedule when it has been updated. She has all of these schedules in a Google sheet. She also has a document that is in Google sheets as well that contain all of the IEP information on her caseload, (when IEPs begin, when IEPs end, and the amount of sessions the child has, the childs disabilities etc.). As a district, there is a Master list that contains all of the places to log the IEP dates, including the meeting dates where all Special educators as well as related service providers can view that also shows when the 3 year evaluation is needed as well. AnonymousWe keep track of all attendance for students in Title One and special education, using an electronic attendance document, shared by a technology specialist from the District, at the beginning of the year. In this document, we can each make a roster of our students and click, each day, if they attended their session. There are certain codes that we will use if the service was not able to happen. Examples of this include SNA for staff not available- we only use this when an unforeseen circumstance comes up such as a major behavior issue that we are involved in, other emergency, or a meeting that is NOT regularly scheduled. We may also put CNA for child not available if that child is emotionally or physically unable to join us or if they are sleeping. There are other codes such as NS for not scheduled, and this could be used regularly scheduled professional development such as Project SEE and those kinds of things. Chelsea HoadleyOne of my duties as a para is to submit a Medicaid report online. I try to fill in my hours every day so any details are fresh. If we have gone off schedule for any reason, I do my report same day. If we are completely on track and have been able to stay on schedule, I can usually enter it all at the end of the week. We are pretty effective as a team at commitment to the scheduleso all the students get their hours every day, every week, as planned. Another benefit of this is that is makes Medicaid reporting manageable. Mia DonatiPreschoolIn my preschool, we are very lucky that over half of our services are delivered within the classroom whenever possible. This makes tracking much easier for the Case Manager/Special Education teacher. For example, our preschools lead classroom teacher is the Special Educator/Case Manager for the students in his or her class. Each classroom has a Speech Pathologist as a co-teacher. We are then each assigned an OT who comes in to our classroom twice a week to work on individual services and also teaches lessons. The only service that is does not happen in the classroom often is PT. Tracking is easy because the Special Educator/Case Manager is present and observes the services happening. He or she may step in and help. We have weekly check-ins to ensure everything is on track and if a service is missed, it is rescheduled right there. Excellent communication and a very simple school setup makes this tracking very easy. I have worked at some of the elementary schools recently and can see how tracking is much more difficult! Kids were being pulled left and right. As the classroom para, I am in charge of tracking the outside of the classroom service (PT) and use a simple tracking sheet which I use for Medicaid billing that timestamps the services and notes if one is missed. Overall, I am lucky to be learning in a school with this setup. Deanna HanleyFor my clinical, I split my time between two organizations; one is at a local special education preschool and the other at a preschool in an early learning center. With the latter, there are no IEPs or services provided through the center itself, but for children who require services, they can have an outside service provide their care during their day at the center. We have SLPs and OTs visit often as needed for different children. Whether the children get services provided to them in the building or out, we always try to get the parents to share the evaluation results with us so we can better help their child and understand their needs. If the parents wish for us to be in contact with their service provider, we gladly will discuss how to best help the child with them and/or implement a plan they have created but there is no ensuring services are rendered as it is not within the bounds of the center. The special education preschool, however, is a completely different idea.At this preschool, the classes are small (only eight kids or fewer) with a special education teacher as the head teacher, two paraprofessionals, an SLP stationed in the room, and two rotating OTs who arrive for certain programs throughout the day. As the IEP service providers are within the room, it is on them to ensure their students are receiving services as needed. Every session is logged into the Easy Medicaid system for the school. There are rarely any sessions where the child is taken for a pull-out service as the group is small and there are so many available adults to help guide situations where needed (ex. keeping other students away when one child is receiving services). Most of the time, the services are provided through whole-group activities where the child who the activity is specifically for is being monitored more closely. Things like yoga with the OT or reading activities with the SLP are a frequent occurrence. However, when a more private setting is needed, pull-out sessions are possible and do occur. Most often these are seen when more than one service provider is involved in the session (ex. OT and SLP are doing a joint skill). Each paraeducator also has a binder to note when services are provided to work as a second set of eyes ensuring the students needs are met. Annie Lewis ReferencesCenter for Parent Information and Resources (2010). Service Delivery , Newark, NJ, Author. Screen Shots from: Next Steps-NH.org, (2016) Blank IEP Template from NHSEIS Retrieved from . Department of Education, Office of Special Education Programs. (2006).Model IEP form. Washington, DC: Author. Updated 3/25/2022 PL Explore the future of active learning. Get Top Hat's best blog posts delivered to your inbox Table of ContentsStructuringFocusing AttentionActivating Prior KnowledgeAnticipating Preconceptions of StudentsModelingCoachingEstablishing AccountabilityProviding Opportunities for PracticeGuided Practice Independent Practice and HomeworkMotivating LearnersFadingProviding Independent Practice That Promotes Transfer of Learning You learned about the importance of specifying goals and objectives for your learners. We discussed how objectives specify what students are expected to do to demonstrate learning.There is another important use for goals and objectives: they can determine your choice of instructional methods. Simply stated, instructional methods are patterns of practice that recur in classrooms time and again. They include, for example, the methods of direct (or didactic) instruction, indirect (or inquiry) instruction, and self-directed (or self-regulated) instruction.Each of these general methods includes certain specific teaching skills, among which arestructuring, modeling, coaching, and fading.For instance, if your objective is to have students acquire facts (for example, names anddates of battles of the Civil War), rules (for forming possessives), or action sequences (forfocusing a microscope), you will most likely use direct instruction, which involves somequestioning, clarifying, and explaining. But if your objective is to teach concepts (forexample, photosynthesis), patterns (global warming), or abstractions (environmentalresponsibility), you will most likely use indirect instruction, which involves constructivistteaching methods. If, however, your objective is to teach strategies forlearning (for example, a model for learning to solve equations that can be used time andagain), you will most likely adopt the method of self-directed instruction, whichincorporates the skills of metacognition (thinking about thinking), subvocal rehearsal, guidedpractice, and self-evaluation.Regardless of the instructionalmethod you are using, you will want to be familiar with structuring, modeling, coaching, andfading.In the next section, we will study the teaching skills of structuring, modeling,coaching, and fading. We will demonstrate how successful teachers use these skills to capturestudent attention, convey purpose, communicate information, keep lessons moving at a briskand lively pace, and provide opportunities for transferring what has been learned to new anddifferent contexts.StructuringStructuring is the process of getting learners ready to learn by selecting, organizing, and previewing the content to be presented. [Lesson introduction] Structuring is that part of a lesson during which the teacher exerts the most control over the learning process. During structuring, it is essential that the teacher be skilled at capturing the attention of learners and focusing it on the outcome of the lesson. If not fully alert, learners will find it difficult to remember the information given, understand the goal of the lesson, or participate in the instructional processall of which are essential for learning and transfer to occur.How do you gain a learners attention? Your voice, your actions, and your visual displayshave to compete with hundreds of other stimuli that also are vying for your learnersattention. How can you get students to attend? What does it mean to pay attention?Learners who pay attention usually demonstrate several skills.They orient themselves to you and what you direct them to (for example, the overhead projector, the blackboard, the text).They focus their attention on the relevant aspects of what they are attending to (for example, the problem you are describing, the responses of another student, thepicture in the text).They ignore distracting stimuli (for example, another student or the sounds of anearby classroom).They remain alert during the lesson (for example, they maintain their engagementwith the lesson despite a desire to return to a more passive state).Structuring focuses learners on the first two of the skills above. These involve (1) focusingattention by directing the eyes, ears, and body posture of learners to a relevant stimulus and(2) holding their attention long enough to establish a learning set. We will explore the thirdand fourth attention-gaining skills under the expert practice of coaching. For now, lets turnto the first two skills: focusing and holding your learners attention.Focusing AttentionBefore you can communicate the purpose or objective of a lesson, youmust focus the eyes and ears of your learners. This is difficult at the start of class if yourlearners are taking out materials, finishing their homework, asking questions of one another,or catching up on the latest gossip with their friends.The HookThe hook is also referred to as the anticipatory set in educational circles, but hook is a good vernacular way of expressing anticipatory set. Its the thing that grabs, or hooks your attention and helps to focus you on the topic at hand.Video 8.7.1.The Hooksuggests techniques for getting students attention and motivate them to become engaged with the lessons.Research on attention has focused on four properties of instructional stimuli that causelearners to make an attending response, such as shifting ones body posture, changing thedirection of a gaze, scanning the visual field, or holding a fixed stare (Solso, 1988). Fromthis research, we can identify four appeals that can be used to make instructional content moreattractive to learners. They are (1) psychophysical appeal, (2) emotional appeal, (3)discrepancy appeal, and (4) commanding stimuli appeal.Psychophysical Appeal.A psychophysical appeal is any variation in the color, size,intensity, or pitch of stimuli in your learners visual field that causes them to make anattending response. The most accessible and efficient stimuli for you to vary are those comingfrom your own body: your voice, gestures, posture, movement, facial expressions. You canmost efficiently focus your learners attention by changing your voice inflection, moving asyou talk, and varying your posture or gestures.Emotional Appeal.Just as we have emotional responses associated with our names, learnershave emotional responses to certain sights, sounds, words, and smells. The skillful teacheruses the emotional appeal of these stimuli to focus learners attention by calling on them byname, commenting from time to time on a unique article of their clothing, using words in thestudents second or native language, and introducing certain sights, sounds, and smells thatmay relate to the topic of a lesson.Discrepancy Appeal.Our attention is often drawn to stimuli that make a discrepancyappeal by means of the element of surprisesomething novel or unique grabs our attention.The history teacher who dresses up in an authentic costume to illustrate a period in history,the science teacher who creates an unusual noise or smell at the start of an experiment, themath teacher who begins by presenting an unsolvable problem, the language teacher whodeliberately misspells a word to be used in the days lesson, or the speech teacher who stagesa shouting match with a student before a lesson on listening skills to demonstrateinattentionall are using the property of discrepancy to focus the attention of learners.Commanding Stimuli Appeal.Teachers often use commanding stimuli appeal to getlearners to comply with a request. Statements such as Now listen closely or All books andpens away, when delivered assertively, are likely to be followed. Some teachers have theirstudents vote on a code word during the first week of school, which when spoken assertivelyby the teacher gets everyone to stop what they are doing and look at the teacher.Holding Attention.The expert practice of structuring involves not only focusing the attentionof learners but also giving them something to focus on. This is accomplished by building alearning set. Hunter (1982) refers to this phase of the lesson as the anticipatory set. Itspurpose is to make the goal or objective of the lesson relevant to the learners, to put thelesson into a context the learners can relate to, and to get their minds off other distractingstimuli. During this time learners recall past learning by drawing a picture, by summarizingsomething they saw or heard, by reading a short passage, or by writing down an ideaallwith the intent of relating past with present learning.Anticipatory sets often take the form of advance organizers (Ausubel, 1968). Advance organizers give learners an overview of what is to come that helpsthem store, label, and package the content for retention and later use. For example, Listen tothis story and think of the three things the duckling did.Activating Prior KnowledgeAnother way to connect curriculum goals to students experience is byactivating prior knowledge, a term that refers to encouraging students to recall what they know already about new material being learned. Various formats for activating prior knowledge are possible. When introducing a unit about how biologists classify animal and plant species, for example, a teacher can invite students to discuss how they already classify different kinds of plants and animals. Having highlighted this informal knowledge, the teacher can then explore how the same species are classified by biological scientists, and compare the scientists classification schemes to the students own schemes. The activation does not have to happen orally, as in this example; a teacher can also ask students to write down as many distinct types of animals and plants that they can think of, and then ask students to diagram or map their relationshipsessentially creating aconcept map(Gurlitt, et al., 2006). Whatever the strategy used, activation helps by making students prior knowledge or experience conscious and therefore easier to link to new concepts or information.Anticipating Preconceptions of StudentsIronically, activating students prior knowledge can be a mixed blessing if some of the prior knowledge is misleading or downright wrong. Misleading or erroneous knowledge is especially common among young students, but it can happen at any grade level. A kindergarten child may think that the sun literally rises in the morning, since she often hears adults use this expression, or that the earth is flat because it obviouslylooksflat. But a high school student may mistakenly believe that large objects (a boulder) fall faster than small ones (a pebble), or that a heavy object dropped (not thrown) from a moving car window will fall straight down instead of traveling laterally alongside the car while it falls.Because misconceptions are quite common among students and even among adults, teachers are more effective if they cananticipate preconceptions of studentswherever possible. The task is twofold. First the teacher must know or at least guess students preconceptions as much as possible in advance, so that she can designlearning activities to counteract and revise their thinking. Some preconceptions have been well-documented by educational research and therefore can in principle be anticipated easilythough they may still sometimes take a teacher by surprise during a busy activity or lesson (Tanner & Allen, 2005; Chiu & Lin, 2005). Table 1lists a few of these common preconceptions. Others may be unique to particular students, however, and a teacher may only by able to learn of them through experienceby listening carefully to what students say and write and by watching what they do. A few preconceptions may be so ingrained or tied to other, more deeply held beliefs that students may resist giving them up, either consciously or unconsciously. It may be hard, for example, for some students to give up the idea that girls are less talented at math or science than are boys, even though research generally finds this is not the case (Hyde & Linn, 2006).Table 8.7.1Several misconceptions about scienceMisconceptionWhat to doStars and constellations appear in the same place in the sky every night.Ask students to observe carefully the locations of a bright star once a week for several weeks.The world is flat, circular like a pancake.Use a globe or ball to find countries located over the horizon; use computer software (e.g. Global Earth) to illustrate how a round Earth can look flat up close.Dinosaurs disappeared at the same time that human beings appeared and because of human activity.Construct a timeline of major periods of Darwinian evolution.Rivers always flow from North to South.Identify rivers that flow South to North (e.g. the Red River in North Dakota and Canada); talk about how Southern locations are not necessarily lower.Force is needed not only to start an object moving, but to keep it moving.Explain the concept ofinertia; demonstrate inertia using low-friction motion (e.g. with a hovercraft or dry-ice puck).Volume, weight, and size are identical concepts.Have students weigh objects of different sizes or volumes, and compare the results.Seasons happen because the Earth changes distance from the sun.Explain the tilt of Earths axis using a globe and light as a model; demonstrate reduced heating of surfaces by placing similar surfaces outdoors at different angles to the suns rays.Sources:Chi, 2005; D. Clark, 2006; Slotta & Chi, 2006; Owens, 2003.The second task when anticipating preconceptions is to treat students existing knowledge and beliefs with respect, even when they do include misconceptions or errors. This may seem obvious in principle, but it needs remembering when students persist with misconceptions in spite of a teachers efforts to teach alternative ideas or concepts. Most of usincluding most studentshave reasons for holding our beliefs, even when the beliefs do not agree with teachers, textbooks, or other authorities, and we appreciate having our beliefs treated with respect. Students are no different from other people in this regard. In a high school biology class, for example, some students may have personal reasons for not agreeing with the theory of evolution associated with Charles Darwin. For religious reasons, they may support explanations of the origins of life that give a more active, interventionist role to God (Brumfiel, 2005). If their beliefs disagree with the teachers or the textbook, then the disagreement needs to be acknowledged respectfully. For some students (and perhaps some teachers), expressing fundamental disagreement respectfully may feel awkward, but it needs to be done nonetheless.ModelingOnce your learners attention is on you, you have the opportunity to model what yourstudents are about to learn. The termmodelingcan mean either a demonstration of the desired behavior or representation of important theory, idea, or object. Each of these meanings can link curriculum goals with students prior knowledge and experience.Modeling as a DemonstrationIn the first meaning,modelingrefers to performing or demonstrating a desired new behavior or skill, as when a teacher or classmate demonstrates polite behaviors or the correct solution to a math problem. In this case, we say that the teacher or classmatemodelsthe desired behavior, either deliberately or in the course of other ongoing activity. Students observe the modeled behavior and (hopefully) imitate it themselves. Research repeatedly shows that modeling desired behaviors is an effective way to learn new behaviors, especially when the model is perceived as important (like the teacher), similar to the learner (like a students best friend), or has a warm, positive relationship with the learner (like the teacher or the students friend) (Bandura, 2002; Gibson, 2004). Modeling in this sense is sometimes also calledobservational learning. It has many of the same properties as classic operant conditioning, except that reinforcement during observational learning is witnessed in others rather than experienced by the learner directly. Watching others being reinforced is sometimes calledvicarious reinforcement. The idea is that if, for example, a student observes a classmate who behaves politely with the teacher and then sees that classmate receive praise for the behavior (vicarious reinforcement), the student is more likely to imitate the polite behavior that he saw. As in classic operant conditioning, furthermore, if the student observes that politeness by classmates is ignored (extinction or no reinforcement), then the student is much less likely to imitate the politeness. Worse yet, if the student observes that negative behaviors in others lead to positive consequences (like attention from peers), then the student may imitate the negative behaviors (Rebellon, 2006). Cursing and swearing, and even bullying or vandalism, can be reinforced vicariously, just as can more desired behaviors.Modelingin this first sense of a demonstrationconnects instructional goals to students experiences by presenting real, vivid examples of behaviors or skills in a way that a student can practice directly, rather than merely talk about. There is often little need, when imitating a model, to translate ideas or instructions from verbal form into action. For students struggling with language and literacy, in particular, this feature can be a real advantage.Modeling as a Simplified Representation aka learning activityIn the second meaning of modeling, amodelis a simplified representation of a phenomenon that incorporates the important properties of the phenomenon. Models in this sense may sometimes be quite tangible, direct copiesof reality; when I was in fourth grade growing up in California, for example, we made scale models of the Spanish missions as part of our social studies lessons about California history. But models can also be imaginary, though still based on familiar elements. In a science curriculum, for example, the behavior of gas molecules under pressure can be modeled by imagining the molecules as ping pong balls flying about and colliding in an empty room. Reducing the space available to the gas by making the room smaller, causes the ping pong balls to collide more frequently and vigorously, and thereby increases the pressure on the walls of the room. Increasing space has the opposite effect. Creating an actual room full of ping pong balls may be impractical, of course, but the model can still be imagined.Modeling in this second sense is not about altering students behavior, but about increasing their understanding of a newly learned idea, theory, or phenomenon. The model itself uses objects or events that are already familiar to studentssimple balls and their behavior when collidingand in this way supports students learning of new, unfamiliar material. Not every new concept or idea lends itself to such modeling, but many do: students can create models of unfamiliar animals, for example, or of medieval castles, or of ecological systems. Two-dimensional modelsessentially drawingscan also be helpful: students can illustrate literature or historical events, or make maps of their own neighborhoods. The choice of model depends largely on the specific curriculum goals which the teacher needs to accomplish at a particular time.CoachingCoaching is that stage of the instructional process during which the learner convertsmemories into actions as a result of the modeling process. This is the aspect of instruction weusually think of as teaching. Coaching is the most physically and mentally demanding of thefour teaching activities and typically takes up the most time in a lesson.Effective coaching requires:establishing accountabilityproviding opportunities for practiceguiding practice by prompting and questioningmotivating.Establishing AccountabilityThe following extract from a student teachers diary describes acommon teaching problem:School seems to mean so little for many of my kids. They can do the work but theyjust sit there and wait to be reminded or threatened. Take Bart. He comes into class,looks at me when Im giving the class assignment, but then sits and does nothing until Iremind him to get to work. He works for a while and then stops until the nextreminder. What work he does is about 25 percent correct. During discussions he neverlistens to what anyone else is saying. I have about five or six Barts in every one of myeighth-grade classes. (Beth, student teacher)This excerpt describes what many beginning teachers encounter when it is time for practice orclasswork. It is tempting to assume, like Beth, that the problem is motivation: the studentsjust dont care. Research by Kounin (1970) and Emmer, Evertson, Clements, and Worsham(1994), however, point us in another direction. They suggest that incomplete, sloppy, ormissed assignments and an I dont care attitude may reflect the teachers failure to makelearners feel accountable during the coaching stage of the lesson.Accountability is the degree to which teachers communicate to learners the classwork theyare expected to complete during a specific period of time. The more learners are told whatthey are responsible for, the greater the accountability for learning. From research by Emmeret al. (1994), we learn that there are three aspects to accountability: (1) communication(2) monitoring(3) feedbackThe accompanying box, Establishing Accountability, details the steps you can take.Toward the end of Beths student teaching, she became much more skilled at establishingaccountability. Here is an excerpt from her cooperating teachers evaluation of herperformance during her last week of student teaching:Beth, like many new teachers, tended to hide immediately after giving an assignment.She would sit at her desk and avoid even looking at students. She hoped that the students would begin work immediately and everyone would know exactly what to do.She hadnt developed the skill of anticipating problems and giving clear step-by-stepdirections. No sooner would she sit down than students would swarm to her desk withquestions about what they were expected to do.As time passed, she learned to move about the room during the work activity,question learners who were having problems, and encourage those who were doingwell. Now, even when the class is working quietly, she continues to move about theroom encouraging, praising, and prompting. The purpose of practice is to engage learners actively in the learning process. During structuring and modeling, students listen, observe, covertly rehearse, or make brief responses to your questions as you check for understanding. But theyhave not yet had the opportunity to practice and master the skills you modeled, theinformation you conveyed, or the problem-solving techniques you demonstrated. During thecoaching phase of instruction, learners begin to practice the objectives of your lesson.Practice has historically been associated with drill (Ornstein, 1992) and direct instructionalmethods (Borich, 1996). It has been strongly emphasized in behavioristic approaches tolearning that stress the importance of building stimulus-response connections (Hilgard &Bower, 1981). Mastery learning and errorless learning methods also incorporate extensivepractice and drill (Bloom, 1981).However, practice is essential for accomplishing the goals of any instructionalmethoddirect, indirect, or self-directed. Depending on the instructional method used andthe desired objective, practice can take many forms. During direct instruction, practice maytake the form of repeating multiplication tables or letters of the alphabet. It may also involveindependent seatwork and the use of workbooks. Practice during indirect instruction mayoccur when the teacher places learners in small groups to solve science or math problemscooperatively. It may also occur when students complete problem-solving handouts andworksheets. During self-directed learning, practice may take the form of reciprocal teachingwithin the naturally occurring dialogue of the classroom. It may alsoinvolve completing extended projects and investigations at a learning center, at home, or inthe library.Regardless of the type of practice activity used, there are several guidelines for promotingeffective practice:Students should understand the reasons for practice. Practice often turns into busywork, which can create boredom, frustration, and noncompliance. Learners shouldapproach classroom practice with the enthusiasm experienced by an athlete in training. This ismore likely to occur if (1) the purpose of the practice has been made known to learners (Wewill need to be proficient at solving these problems in order to go on to our next activity)and (2) practice occurs during as well as after new learning (Lets stop right here, so you cantry some of these problems yourselves).Effective practice is delivered in a manner that is brief, nonevaluative, andsupportive. Eliciting practice involves more than simply saying OK. Take out your books,turn to page 78, and answer questions 1, 3, 7, and 9. You have 20 minutes. Rather, yourintroduction to a practice activity should accomplish three objectives: (1) inform the learnersthat they are going to practice something they are capable of succeeding at (Youve donepart of this before, so this shouldnt be much different), (2) dispel anxiety about doing thetask through the use of nonevaluative and non-threatening language (Youve got part of itright, Anita; now, think some more and youll have it), and (3) let the learners know thatyou will be around to monitor their work and support their efforts (I will be around to help,so let me know if you have a problem).Practice should be designed to ensure success. Practice makes perfect only when it isdone correctly. If your learners are making many math, punctuation, or problem-solvingmistakes, practice is making imperfect. Design your practice to produce as few errors aspossible. For example, worksheets should be developed to ensure that at least 80 to 90 percentof the problems are completed correctly.Practice should be arranged to allow students to receive feedback. As we learnedearlier in our discussion of modeling, feedback exerts a powerful effect on learning. Developprocedures and routines for rapid checking of work so that learners know as soon as possiblehow well they are performing. Having peers correct one anothers practice is an efficient wayto give feedback. Also, having answer sheets handy so that learners can check their own workcan be a simple and effective means of providing feedback.Practice should have the qualities of progress, challenge, and variety. Kounin(1970) found that the key to preventing learners from becoming bored was to design practiceopportunities that allow them to see that they are making progress (Dont forget to checkyour answers with the key on the board). In addition, practice should be introduced in achallenging and enthusiastic manner (This will really test your understanding with some newand interesting kinds of problems). Finally, practice exercises should include a variety ofexamples and situations.Guided Practice, Independent Practice, and HomeworkWe typically think of practice as a solitaryactivity during which learners master skills that have been explained or demonstrated by theteacher. This type of practice is often referred to as independent practice. However, otherforms of practice involve the active participation of both teacher and learners, whether one-to-one or in groups. This type of practice is called guided practice. Much of this task involves helping students to make the transition from supervised learning to self-regulated learningor put differently, from practice that is relatively guided to practice that is relatively independent.Video: Structuring and delivering your lessons requires a plan that has a deliberate progression in which responsibility for being able to do the work is gradually transferred from teacher to student. (4:54 minutes)Guided PracticeWhen students first learn a new skill or a new set of ideas, they are especially likely to encounter problems and make mistakes that interfere with the very process of learning. In figuring out how to use a new software program, for example, a student may unknowingly press a wrong button that prevents further functioning of the program. In translating sentences from Spanish into English in a language class, for another example, a student might misinterpret one particular word or grammatical feature. This one mistake may cause many sentences to be translated incorrectly, and so on. So students initially needguided practiceopportunities to work somewhat independently, but with a teacher or other expert close at hand prevent or fix difficulties when they occur. In general, educational research has found that guided practice helps all learners, but especially those who are struggling (Bryan & Burstein, 2004: Woodward, 2004). A first-grade child has difficulty in decoding printed words, for example, benefits from guidance more than one who can decode easily. But both students benefit in the initial stages of learning, since both may make more mistakes then. Guided practice, by its nature, sends a dual message to students: it is important to learn new material well, but it is also important to become able to use learningwithoutassistance, beyond the lesson where it is learned and even beyond the classroom.Guided practice is much like the concepts of thezone of proximal development(orZPD) andinstructional scaffoldingthat we discussed in connection with Vygotskys theory of learning. In essence, during guided practice, the teacher creates a ZPD or scaffold (or framework) in which the student can accomplish more with partial knowledge or skill than the student could accomplish alone. But whatever its nameguided practice, a ZPD, or a scaffoldensuring the success of guidance depends on several key elements: focusing on the task at hand, asking questions that break the task into manageable parts, reframing or restating the task so that it becomes more understandable, and giving frequent feedback about the students progress (Rogoff, 2003). Combining the elements appropriately takes sensitivity and improvisational skilleven artfulnessbut these very challenges are among the true joys of teaching.Independent PracticeAs students gain facility with a new skill or new knowledge, they tend to need less guidance and more time to consolidate (or strengthen) their new knowledge with additional practice. Since they are less likely to encounter mistakes or problems at this point, they begin to benefit fromindependent practiceopportunities to review and repeat their knowledge at their own pace and with fewer interruptions. At this point, therefore, guided practice may feel less like help than like an interruption, even if it is well-intentioned. A student who already knows how to use a new computer program, for example, may be frustrated by waiting for the teacher to explain each step of the program individually. If a student is already skillful at translating Spanish sentences into English in a language class, it can be annoying for the teacher to help by pointing out minor errors that the student is likely to catch for herself.By definition, the purpose of independent practice is to provide more self-regulation of learning than what comes from guided practice. It implies a different message for students than what is conveyed by guided practice, a message that goes beyond the earlier one: that it is now time to take more complete responsibility for own learning. When all goes well, independent practice is the eventual outcome of the zone of proximal development created during the earlier phase of guided practice described above: the student can now do on his or her own, what originally required assistance from someone else. Or stated differently, independent practice is a way of encouragingself-determinationabout learning. In order to work independently, a student must set his or her own direction and monitor his or her own success; by definition, no one can do this for the student.HomeworkThe chances are that you already have experienced many forms of homework in your own educational career. The widespread practice of assigning review work to do outside of school is a way of supplementing scarce time in class and of providing independent practice for students. Homework has generated controversy throughout most of its history in public education, partly because it encroaches on students personal and family-oriented time, and partly because research finds no consistent benefits of doing homework (Gill & Schlossman, 2004; Kohn, 2004). In spite of these criticisms, though, parents and teachers tend to favor homework when it is used for two main purposes. One purpose is to review and practice material that has already been introduced and practiced at school; a sheet of arithmetic problems might be a classic example. When used for this purpose, the amount of homework is usually minimal in the earliest grades, if any is assigned at all. One educational expert recommends only ten minutes per day in first grade at most, and only gradual increases in amount as students get older (Cooper & Valentine, 2001).The second purpose of supporting homework is to convey the idea of schoolwork being the job of childhood and youth. Just as on an adult job, students must complete homework tasks with minimal supervision and sometimes even minimal training. Doing the tasks, furthermore, is a way to get ahead or further along in the workplace (for an adult) or at school (for a child). One study in which researchers interviewed children about these ideas, in fact, found that children do indeed regard homework as work in the same way that adults think of a job (Cornu & Xu, 2004). In the childrens minds, homework tasks were not fun, in spite of teachers frequent efforts to make them fun. Instead, they were jobs that needed doing, much like household chores. When it came to homework, children regarded parents as the teachers assistantspeople merely carrying out the wishes of the teacher. Like anyjob, the job of doing homework varied in stressfulness; when required at an appropriate amount and level of difficulty, and when children reported having good bosses (parents and teachers), the job of homework could actually be satisfying in the way that many adults jobs can be satisfying when well-done.Motivating LearnersSuccessful groups of learners, no less than successful teams of athletes,demand that their coaches be skilled motivators. The expert practice of coaching, therefore,requires that teachers be skilled at motivating learners. The learning that is elicited andstrengthened during guided practice must be maintained, generalized, and transferred outsideof practice. Your knowledge of motivation acquired and your ability to instill itin your learners will help this take place.FadingAlthough all four teaching activities include elements of transfer of learning, fading is theevent that most directly achieves it. The expert practice of fading, whether used during direct,indirect, or self-directed instruction, involves two steps:The removal of any external supports required to activate learning (for example, prompts and reinforcers).The provision of independent practice that promotes transfer.Prompt FadingThe teaching of many action sequences, such as testing a hypothesis, formingcorrect letters in handwriting, tying knots, focusing a microscope, or dissecting a frog,frequently requires prompts to guide correct responses. Likewise, prompts are frequentlyrequired to help learners develop oral language proficiency, essay writing, and problem-solving skills. These prompts may be verbal, gestural, or physical.You can fade verbal prompts by gradually using fewer words or shorter explanations,allowing more time for learner response, or lowering the sound of your voice as the studentbegins to work more skillfully and independently. We often fade gestural prompts bygradually shortening the length of the gesture from a full arm sweep, for example, to a shortpointing response. Physical prompts can be faded by slowly moving your assistance fromhand-over-hand, to guiding the wrist, to lightly touching the forearm, to lightly tapping theelbow. Delaying the fading of prompts can lead to prompt dependency. Conversely, removingprompts too soon can create frustration and anxiety in the learner.Reinforcer FadingThe purpose of reinforcer fading is to gradually transfer the motivationfor performing a skill from extrinsic reinforcers (such as food, tokens, stickers, and praise) tointrinsic reinforcers. It is more desirable and natural for learners to read because they enjoy itthan because their parents give them a dollar for every book they read. Likewise, we wantlearners to keep the classroom neat and to play sports or musical instruments for theenjoyment of the activity rather than to obtain a grade.Providing Independent Practice That Promotes TransferThe following first-person accountdescribes one of the most vexing problems in teaching: how to help students demonstrate theirlearning in new situations and settings.Yesterday afternoon I had the most frustrating experience. I was walking to the subwayafter school and I ran into Gabriel, one of my ESL (English as a Second Language)students. We had just spent the last two days drilling the future tense of going to, asin What are you going to do tomorrow? So I said, Gabriel, what are you going todo tonight? And do you know what he said after two days of drill and practice? Iwent to finish my homework tonight. Not want but went. He completely mixedup the past and future tenses. I dont know how these kids are ever going to learn thisstuff. (Author, personal experience)Transfer of learning is the phrase used to describe this problem. Teachers want theirstudents to transfer their learning, or generalize it from the classroom to the world outside theclassroom. Of what value is learning how to speak or write grammatically correct English,solve math problems, type with accuracy, read poetry, plan a menu, or use logic if these skillsare practiced only in a classroom under the guidance of a teacher?Transfer of learning is a central concern whether you are engaged in direct, indirect, orself-directed instructionthat is, whether you want learners to acquire facts, rules, and actionsequences; concepts, patterns, and abstractions; or learn how to learn. Regardless of whichinstructional method you choose or what the goal or objective of instruction is, effectiveinstruction should culminate in the learners demonstrating her learning in a new or differentcontext.The purpose of guided practice during coaching is to help learners acquire newintellectual, social, and motor skills. The purpose of independent practice during fading is tohelp learners transfer those skills to real-world contexts. Achieving this goal requires teachersto design independent practice with transfer in mind. Independent practice that promotestransfer should:emphasize mastery by beginning after learners have mastered the original task thathas been modeled for themhave real-world similarity by being completed under the same time constraints andwith the same distractions that exist in the real worldprovide variety by giving learners as many different examples and situations aspossible on which to practice, using a variety of sources, such as fiction, editorials,poetry, and magazinesoffer flexibility by changing the conditions, locations, and peers under which practiceoccurspromote self-direction by asking learners to identify examples where they can usetheir skills, such as measurement, punctuation, money management, scientificinquiry, and classifying objects, and to monitor their own progress. ReferencesCC LICENSED CONTENT, ORIGINAL CC LICENSED CONTENT, SHARED PREVIOUSLY CC LICENSED CONTENT, SPECIFIC ATTRIBUTIONTeach Like a Champion Technique 12The Hook.Provided by: Kaizen Teaching.Located at: All Rights ReservedTeach Like a Champion Technique Supplement: I/We/You.Provided by: Kaizen Teaching.Located at: All Rights ReservedImage source Image by14995841fromPixabay In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation.

In direct instruction method the teacher is considered as. Disadvantages of direct instruction method. Characteristics of direct instruction method. Explain when and how to use the instructional method of direct instruction. Direct instruction method examples. Direct instruction teaching method examples. Advantages and disadvantages of direct instruction method. Direct instruction method in mathematics. Direct instruction methodology. Direct instruction method ppt. Is the most generic direct instruction method of teaching. Direct instruction lecture method. Direct instruction method pdf. Advantages of direct instruction method of teaching. Direct instruction method of teaching.