

**Effective Academic
Instructional Practices**

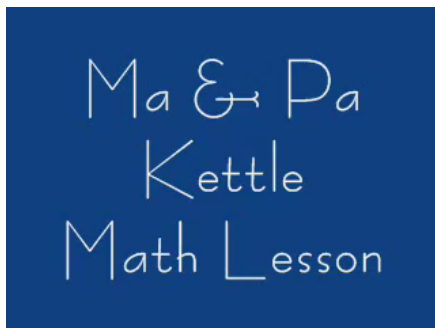
**Utah Mentor Teacher Academy
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Session Objectives

- Considering the need for Instruction/
Intervention
- Revisit Probability Equation
- Focus on the **B**
- Learn Academic Behavior Interventions
- Become Acquainted with Resources
- Enjoy the journey!

Need for Instruction/Intervention

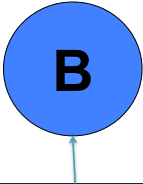


Probability Equation

Step Three
Alter Instructional and Environmental Variables:

Teach the key skills/rules
 -when, where, how should it happen?
 -effective modeling, examples, prompts, feedback
 -allow sufficient time for success


Create effective environments
 -consistency
 -natural prompts,
 -natural consequences
 -arrange environment to avoid failures - promote success



School/Teacher Control:
 curriculum, expectations, routines, examples, physical arrangements, engagement, prompts, time, feedback

Data Impacts OUR Behavior!

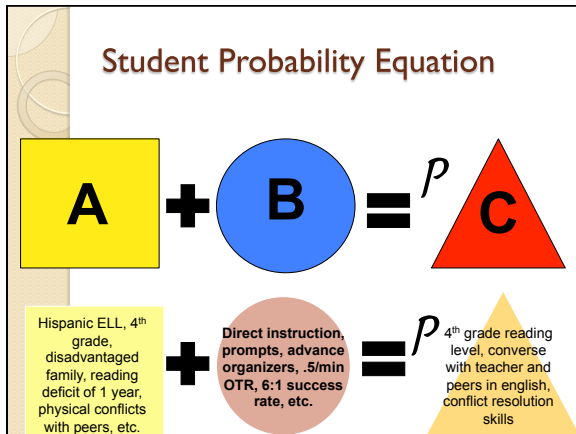
- “Learning is a result of instruction, so when the rate of learning is inadequate, it doesn’t always mean there is something wrong with the student. **It does mean the instruction needs to be changed to better meet the student’s needs.**”
 (ABC’s p. 47)

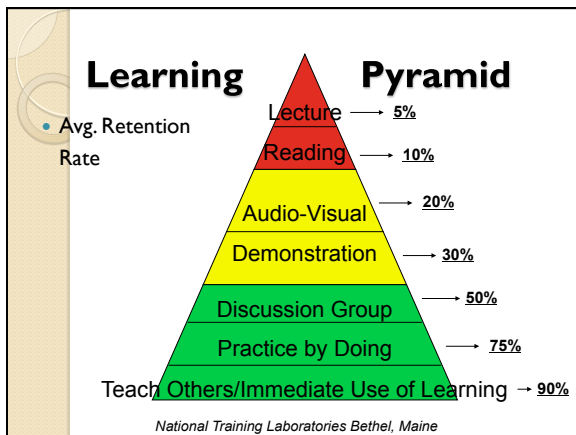
This is the 

5 Most Common Reasons for Academic Failure

1. Student doesn’t want to do the work
2. Student has not spent enough time doing the work
3. Student has not had enough help to do the work
4. Activity is not teaching student what the teacher wants the students to learn
5. Work is too difficult for the student

• Functional Assessments - Witt, Daly III, Noell, 2000





- ### “B” – Terry Scott’s Ideas
- Direct instruction (Explicit)
 - 5/min OTR – Opportunities to Respond – (i.e. DI)
 - Prompts (Cues)
 - Advance organizers
 - 6:1 success rate

Direct Instruction Principles

Heart of EVERY Lesson



- I do it – teacher directed instruction
- We do it – guided practice
80% accuracy
- You do it – independent practice
90 -100% accuracy

Direct Instruction Principles

- Group & individual responses
 - At least 4-8 student responses per minute
 - Include group and individual responses (80% group to 20 % individual)
- Signals
- Error Correction
 - Identify error
 - Model
 - Test
 - Delayed test

Effective Teaching Cycle

- Teacher-directed instruction
 - Learning set
 - Review previously taught material
 - Tells you where to go – forward or reteach
 - Enables you to control outcome
 - New material
 - Small increments of material
- Guided practice
- Independent practice

What Does It Look Like?

- Video Clip - Math Lesson
 - Cues?
 - Prompts?
 - OTRs?
 - Feedback?
 - I, We, You?
- Video Clip – Literacy Lesson
 - Partner work – What are critical features of effective teaching cycle present in lesson?

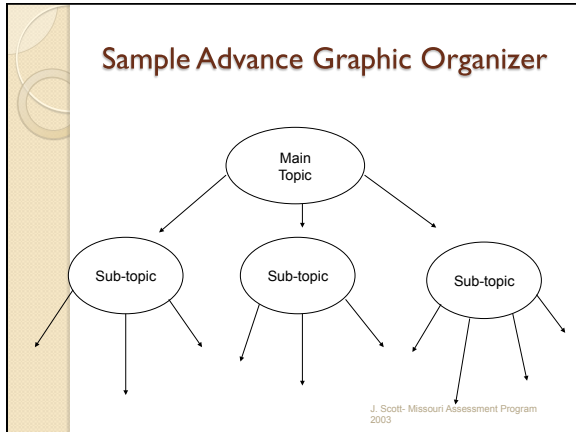
Cues, Questions, and Advanced Organizers ...

- Before learning new information, teachers should help students **retrieve what they already know** about a topic or “activate prior knowledge.”
- The activation of prior knowledge is critical to learning because it helps students **understand new information, predict** what might be coming, and **clarify** misconceptions.
- **Cues, questions, and advance organizers** are three common ways that a classroom teacher helps students use what they already know about a topic.

J. Scott- Missouri Assessment Program
2003

Graphic Organizers in Advance

- Graphic organizers also provide students with **guidance on what the important information is** in a lesson or unit.
- They **give students direction** and also provide a visual representing of the important information.
- It is easy to see what is important and the **relationships between the ideas and patterns** in the information where they exist.



Teaching Skills of the Effective Teacher are Characterized by:

- Concern for use of **teacher & student time**
- An emphasis on the **curriculum**
- Careful introduction of **new material in small steps**, integrated with **guided practice**
- Careful **monitoring of student progress** with coordinated reteaching

Hofmeister & Lubke, 1999

Teaching Skills of the Effective Teacher are Characterized by:

- Attention to **prerequisite skills & frequent reviewing**
- **Classroom management** skills that involve a **strong instructional program** and **active teacher involvement** with **ALL** students in **ALL** phases of the instructional process

Hofmeister & Lubke, 1999

**Best Practices to Ensure Student Success
Consistently Focus on Vital Behaviors**

1. Reinforce correct responses and positive behavior
2. Elicit rapid overt responses
3. Closely monitor students' responses
4. Increase rate of responses among all students

Ethna Reid, 2007

Consistently Focus on Vital Behaviors

5. Expect learning mastery (83 to 100 percent accuracy)
6. Reteach when students fail to learn
7. Model for students during instruction
8. Teach reading, writing, listening, and speaking in all fields

Ethna Reid, 2007

**Increasing Skills & Motivation of
Teachers –Using “What Works”**

Scientific, research-based Instruction

- Effective Use of Time
- Building on Prerequisite Skills
- Direct Instruction Teaching Cycle
- Providing Praise Statements
- Provide High rates of Opportunities to Respond (OTR's)
- Ongoing Feedback, including Effective Error Correction

Other Intervention/Instruction Ideas ...

- What if Student Data Don't Reflect Adequate Growth?
- It is our obligation to fix the problem!
 - Build up prerequisite skills
 - Increase length of daily lesson
 - Alter way we respond when error is made
- We do NOT lower expectations!

ABC's of CBM p.47

“B” – The How & The What

- Prerequisite Skills
 - 80/20 – Incremental Rehearsal for Math Computation, SAFMEDs, Advance Organizers, CBM
- Increase Time on Task - Increase OTR
 - Direct Instruction (DI) – Reading Protocols, CBM
 - Teach & Practice ratio – 1:2
- Error Correction
 - Model, Test, Delayed Test

Additional Intervention Resources

- ABC's of CBM – Hosp, Hosp, & Howell
- One-Minute Academic Functional Assessment & Interventions- Witt & Beck (District Coach has this!)
- Functional Assessments – A Step-by-Step Guide to Solving Academic and Behavior Problems – Witt, Daly III, Noell
- Websites
 - [Interventioncentral](http://interventioncentral.com)
 - http://www.jimwrightonline.com/php/rti/rti_wire.php
 - <http://www.gosbr.net/>
- Small Group Work – Reading Protocols
 - Model
 - Practice

Objectives Revisited

- Established the need for Instruction/ Intervention
- Revisited Probability Equation
- Focused on the **B**
- Learned Academic Behavior Instructional Strategies & Interventions
- Became Acquainted with Resources
- Enjoyed the journey!
