



Effective Teaching

**... increasing student engagement
through focused instruction**

Focused Instruction

The most effective, **engaging lessons** share the following characteristics:

- a clear learning objective
 - an anticipatory set
- teaching in single, brief chunks
- guided practice after each chunk
- multiple checks for understanding
 - adjusting and reteaching
- independent practice/assessment

... all of which reflect the **Gradual Release Model**.

Learning Objective

A clear, concise description of what will be learned and how it will be assessed.

Monitoring

- The objective is prominently displayed and appropriate to the grade-level.
- Students clearly understand how the learning will be demonstrated or assessed.
- The teacher refers to the objective at strategic points throughout the lesson.



How closely do you currently meet
these three criteria?

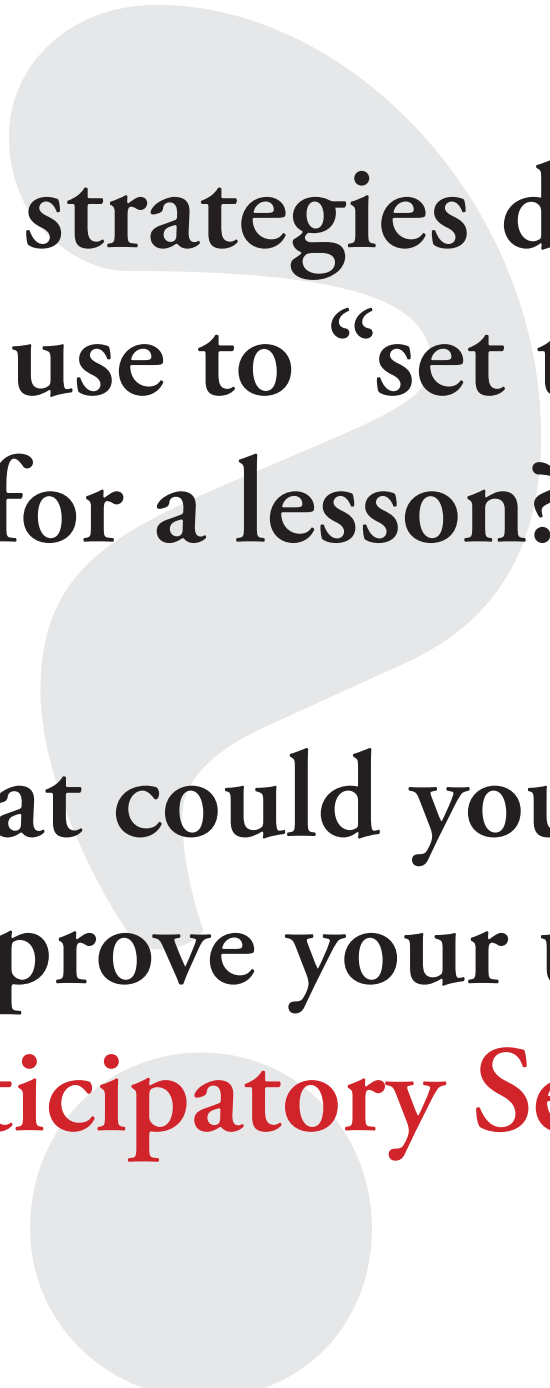
What could you do to improve your
use of **Learning Objectives**?

Anticipatory Set

The teacher explains the purpose or relevance of the lesson. Serves as a “hook.”

Monitoring

- The teacher engages student interest by explaining the purpose, previewing the learning, and/or linking the lesson to prior learning.
- This process should take no more than 3 to 5 minutes.



What strategies do you currently use to “set the stage” for a lesson?

What could you do to improve your use of **Anticipatory Sets?**

“Chunking”

A demonstration or explanation of a single, brief step, procedure, or observation.

Monitoring

- The teacher clearly explains, models, or thinks aloud through brief, manageable steps one at a time.
 - Each step contributes directly to success on the day’s objective and assessment.
 - Each step is presented in a manageable chunk of no more than 5 to 7 minutes.



How closely do you currently meet
these three criteria?

What could you do to better apply
the **Chunking** strategy?

Guided Practice

Students immediately imitate or practice each small, manageable chunk.

Monitoring

- Students practice the new skill and/or knowledge by attempting to demonstrate their understanding and mastery of the chunk.
- The teacher carefully observes student practice, lending assistance as needed.



Discuss why this strategy is
so important.

What could you do to improve your
use of **Guided Practice**?

Check for Understanding (CFU)

A quick assessment of each small step during or after each guided practice.

Monitoring

- The teacher quickly assesses understanding by observing student work, cold-calling a few students, having students hold up whiteboards, or using technology like Kahoots, etc.
- The teacher maintains the lesson pace by limiting individual tutoring during this time.



Using CFUs effectively has an impact on learning that is “among the largest ever reported.”

- James Popham
Professor Emeritus
UCLA



What strategies do you
currently use to
Check for Understanding?

What could you do to
improve your use of CFUs?

Adjust / Reteach

The teacher adjusts instruction as needed based on the quick CFUs.

Monitoring

- The teacher reteaches or clarifies instruction.
- The teacher has students pair up to assist each other in understanding the step.
- The teacher ensures students have mastered the step before moving on to the next step.



What strategies do you currently use
to adjust instruction?

What could you do to
improve the **reteaching** process?

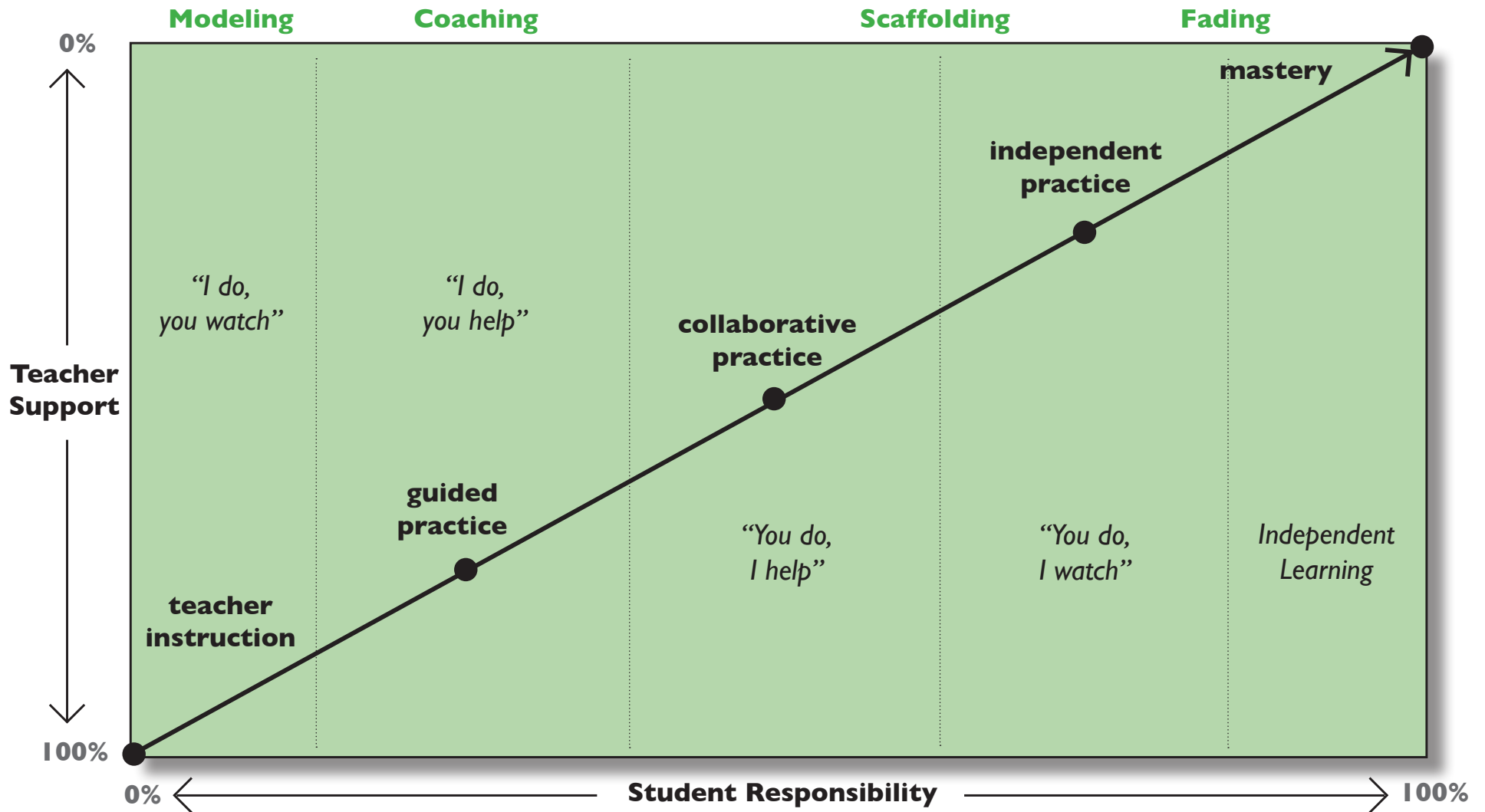
Independent Learning

Students practice independently, then complete an assessment to demonstrate mastery.

Monitoring

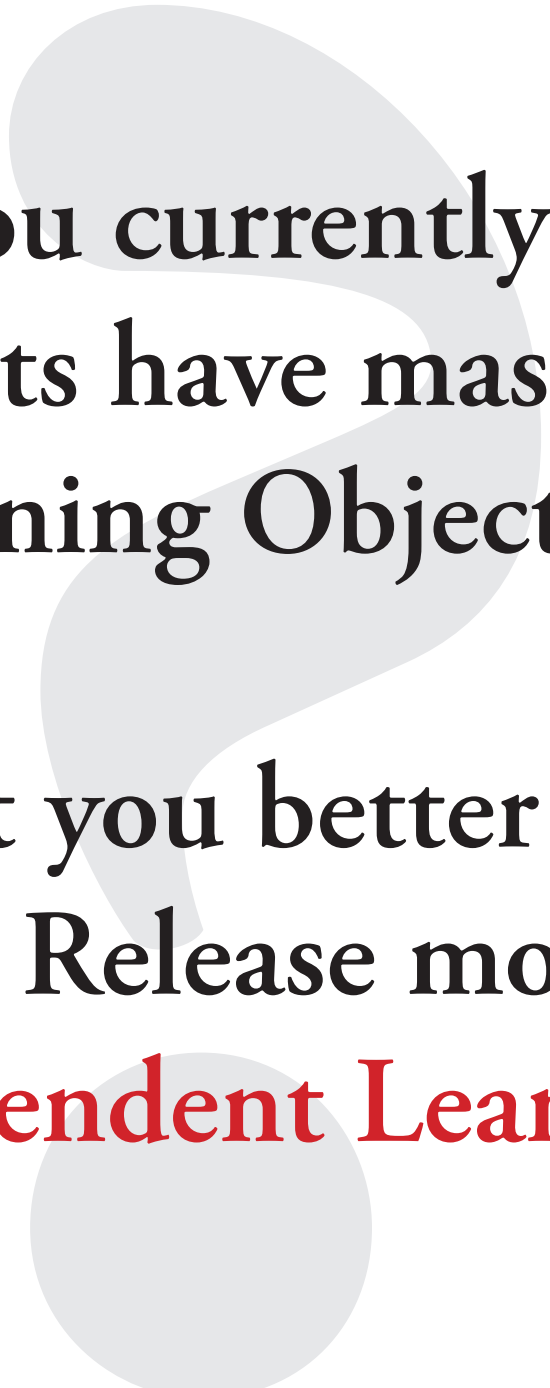
- The teacher assigns independent work that allows students to demonstrate mastery of the day's learning objective.
- If necessary, the teacher provides tutoring or small group instruction to any students still needing help.

Gradual Release Model



As with all good instruction, the “gradual release of responsibility” model includes ongoing assessment. Teachers must constantly monitor students’ progress as they grow toward mastery, and the results of this monitoring should inform instruction.

Adapted from: Fisher, D., & Frey, N. (2019). Gradual Release of Responsibility. Retrieved from <http://www.ascd.org/publications/books/113006/chapters/Learning,-or-Not-Learning,-in-School.aspx>



How do you currently determine
if students have mastered the
Learning Objective ?

How might you better implement
the Gradual Release model enhance
Independent Learning?

... In Summary

Effective **Focused Instruction** requires:

- a clear learning objective
 - an anticipatory set
- teaching in single, brief chunks
- guided practice after each chunk
- multiple checks for understanding
 - adjusting and reteaching
- independent practice/assessment

... all of which significantly increase
Student Learning!