*Less is More: The Four Big Ideas of Effective Instruction*

*Part II*

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**Favorite Saying**

"*Everyone* believes that to **be a good teacher** all you need is to **love to teach**, but *no one* believes that to **be a good surgeon** all you need is to **love to cut**!"
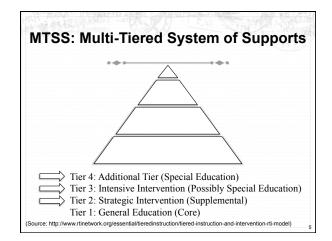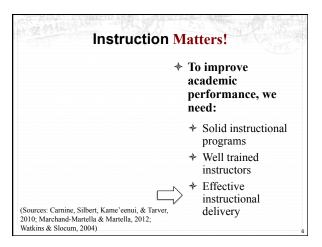
(Quote by Adam Urbanski, AFT)

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**RTI, PBIS, and MTSS**

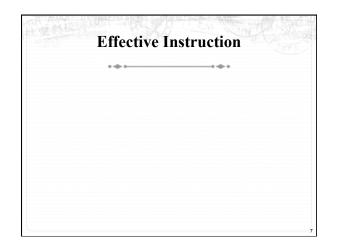https://www.rti4success.org    https://intensiveintervention.org    https://www.pbis.org

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**MTSS: Multi-Tiered System of Supports**

Tier 3: Intensive Intervention (Possibly Special Education)
Tier 2: Strategic Intervention (Supplemental)
Tier 1: General Education (Core)

(Source: http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model)

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## MTSS: Multi-Tiered System of Supports

Tier 4: Additional Tier (Special Education)
Tier 3: Intensive Intervention (Possibly Special Education)
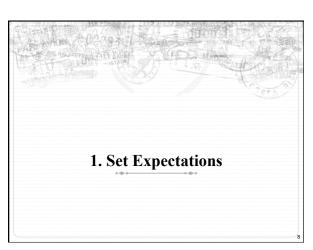Tier 2: Strategic Intervention (Supplemental)
Tier 1: General Education (Core)

(Source: http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model)

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## Instruction Matters!

✦ **To improve academic performance, we need:**

✦ Solid instructional programs
✦ Well trained instructors
✦ Effective instructional delivery

(Sources: Carnine, Silbert, Kame'eenui, & Tarver, 2010; Marchand-Martella & Martella, 2012; Watkins & Slocum, 2004)

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## Effective Instruction

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## 1. Set Expectations

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## Research Behind Expectations

- Classroom organization is enhanced with the use of expectations (Babkie, 2006; Hirn & Park, 2012; Kern & Clemens, 2007; Trussell, 2008).
- When teachers use and teach effective expectations, the probability of problem behaviors occurring can be decreased (Barbetta, Norona, & Bicard, 2005; Kern & Clemens, 2007; Reinke, Herman, & Stormont, 2013).
- Appropriate behavior is much more likely to occur, and the class is more likely to run smoothly when expectations are taught (Archer & Hughes, 2011).

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## Grouping

- By similar **skill** level; do not use the term *"ability"*
- Ideal number of groups = 3; consider scheduling/staffing; other issues
- Smallest group = lowest performers; remember, the **lower** the group, the **fewer** the students!
- Maximum instructional time = lowest performers
- Teach all groups **daily**
- Groupings are FLEXIBLE!

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## Grouping

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## Development of Effective Expectations

- Discuss value with students
- Gather input from students
- Keep to a minimum (4-5)
- Use simple language
- State positively
- Use different sets for different situations
- Post in prominent location
- Monitor and review periodically

(Sources: Martella, Nelson, Marchand-Martella, & O'Reilly, 2012; Weiss, 2013)

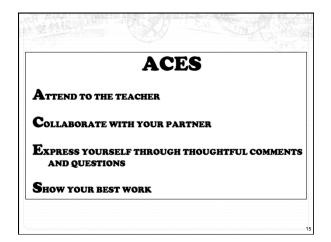12

## In the Classroom…

• Pinpoint and Teach Expectations

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## STAR

**S**IT TALL (OR) SIT IN THE LEARNING POSITION

**T**RACK WITH YOUR FINGER

**A**NSWER ON SIGNAL

**R**ESPECT OTHERS

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## ACES

**A**TTEND TO THE TEACHER

**C**OLLABORATE WITH YOUR PARTNER

**E**XPRESS YOURSELF THROUGH THOUGHTFUL COMMENTS AND QUESTIONS

**S**HOW YOUR BEST WORK

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Classroom Expectations Examples

Circle Time Conversation Rules
When someone else is speaking our…

EYES are on that person.

EARS are listening

Voices are quiet

Give Me Five

Hands are still
Ears are listening
Eyes are watching
Legs are crossed
Lips are zipped

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## SLANT

**S** = Sit up

**L** = Listen/lean forward

**A** = Ask and answer questions

**N** = Nod your head

**T** = Track the speaker

S.L.A.N.T.

Sit up.
Listen.
Ask questions.
Nod.
Track the speaker.

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## Three "Do Its"

I DO IT
WE DO IT
YOU DO IT

**S**it tall.

(Sources: Archer & Hughes, 2011; Weiss, 2013)

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It's Your Turn!

**STAR**

Sɪᴛ ᴛᴀʟʟ (ᴏʀ) sɪᴛ ɪɴ ᴛʜᴇ ʟᴇᴀʀɴɪɴɢ ᴘᴏsɪᴛɪᴏɴ

Tʀᴀᴄᴋ ᴡɪᴛʜ ʏᴏᴜʀ ғɪɴɢᴇʀ

Aɴsᴡᴇʀ ᴏɴ sɪɢɴᴀʟ

Rᴇsᴘᴇᴄᴛ ᴏᴛʜᴇʀs

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## 2. Increase Active Student Engagement
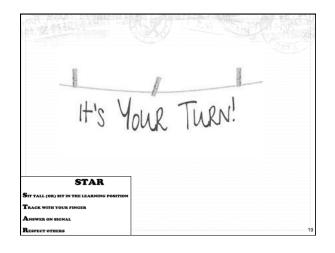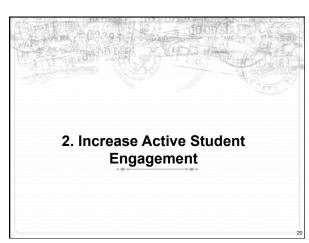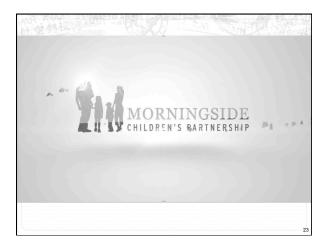
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## Research Behind Student Engagement

- High levels of opportunities for students to respond (OTRs) improve appropriate academic and social behaviors (Moore Partin et al., 2010; Stichter et al., 2009).

- Success promotes success. When students respond correctly and frequently, they learn more and misbehave less (Haydon, MacSuga-Gage, Simonsen, & Hawkins, 2012; MacSuga-Gage, Simonsen, & Briere, 2012; Stichter et al., 2009; Sutherland, Alder, & Gunter, 2003).

- "Research demonstrates the positive effects of teachers increasing OTRs, including (a) decreases in disruptive behavior and (b) increases in on-task behavior, academic engagement, and the number of correct responses" (Simonsen, Myers, & DeLuca, 2010, p. 303).

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## Considerations in Active Student Engagement

Provide opportunities for students to respond "as one."

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## Let's Analyze Her Teaching!

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## Slide 25

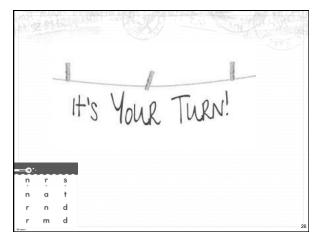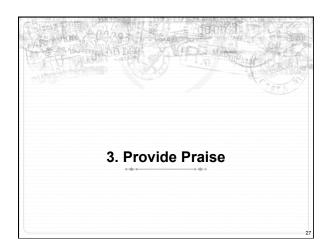**Activity 8**
**Sounding Out**

*(When you go through the list of words, distinguish between the letters m and n before sounding out each word.)*

*(Touch under the n in an.)* **What is this letter's sound? /nnn/**

**Sound it out.** *(Slide your finger under each letter as students sound out.)* **/aaa/nnn/**
**Read it fast. an**

**Repeat the process with the following words: ant, nat, *sat, **ram.**

**Note:** *\*(When you come to the word sat, say:)*
**The next 2 words have no dots. Sound them out the way you always do.**
*\*\*(Touch under the m when you come to ram.)*
*Follow this procedure:)*
**What is this letter's sound? /mmm/**
**Sound it out. /rrr/aaa/mmm/**
**Read it fast. ram**

**Individual Practice**
*(Provide individual practice.)*

**Good reading. What should I do now? Put a check mark on the lesson Mastery Sheet.**

an
ant
nat
sat
ram

**Rule of Thumb:**
1. **Unison Group Responses**—Students say it like they know it as one!
2. **Time for Turns**—Name is at the end!

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## Slide 26

IT'S YOUR TURN!

| n | r | s |
| n | a | t |
| r | n | d |
| r | m | d |

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## Slide 27

# 3. Provide Praise

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## Slide 28

### Research Behind Praise

The importance of praise cannot be overstated.

- Praise has been cited as an effective strategy for promoting school achievement and positive classroom behavior (Kern & Clemens, 2007; Martella, Marchand-Martella, & Cleanthous, 2002; Martella et al., 2012; Moore Partin et al., 2010; Musti-Rao & Haydon, 2011; Reinke et al., 2013; Simonsen et al., 2010).

- Even among students with high externalizing behaviors, praise has been found to decrease problem behavior (Reinke et al., 2013).
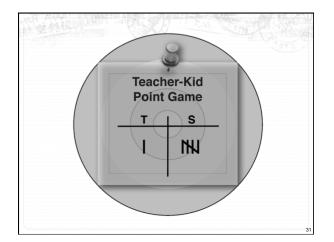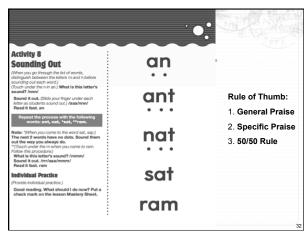
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## Praise Considerations

- **General praise statements** are nonspecific statements made in a neutral or positive/pleasant tone of voice that are positive responses to desired behaviors (e.g., "Good job" or "Way to go").
- **Specific praise statements** are precise statements made in a neutral or positive/pleasant tone of voice that are positive responses to desired behaviors (e.g., "Good job cleaning up the playground" or "Way to go. You completed your worksheet").
- Increasing specific praise is associated with increases in students' on-task behavior (Briere et al., 2015; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Simonsen et al., 2010).
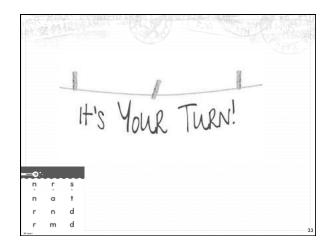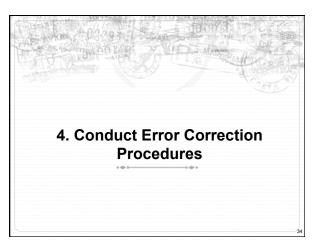
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## In the Classroom…

1. Use sticky notes (pair tallies with praise).
2. Praise students based on group expectations (e.g., "Wow, everyone is tracking"); use teacher-kid point game.
3. Have "eagle eyes" for good behavior (5 to 1 rule)!
4. Use praise around technique (e.g., "I like the way Jim and Beth and Sarah are tracking with their finger;" be sure to praise Sally when she begins to track with her finger).

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**Activity 8**
**Sounding Out**

*(When you go through the list of words, distinguish between the letters m and n before sounding out each word.)*
*(Touch under the n in an.)* **What is this letter's sound? /nnn/**

**Sound it out.** *(Slide your finger under each letter as students sound out.)* **/aaa/nnn/**
**Read it fast. an**

Repeat the process with the following words: ant, nat, *sat, **ram.

**Note:** *(When you come to the word sat, say:)* **The next 2 words have no dots. Sound them out the way you always do.**
***(Touch under the m when you come to ram. Follow this procedure.)*
**What is this letter's sound? /mmm/**
**Sound it out. /rrr/aaa/mmm/**
**Read it fast. ram**

**Individual Practice**
*(Provide individual practice.)*
**Good reading. What should I do now? Put a check mark on the lesson Mastery Sheet.**

an

ant

nat

sat

ram

**Rule of Thumb:**
1. **General Praise**
2. **Specific Praise**
3. **50/50 Rule**

It's Your Turn!

**4. Conduct Error Correction Procedures**

nonexample

**Research Behind Error Corrections**

- Effective corrective feedback is a critical aspect of effective instruction (Hirn & Park, 2012).

- Without such feedback, students who commit errors will continue to practice those errors (Vaughn & Bos, 2012).

- Behavior problems are likely when students exhibit a high number of errors (Martella, Marchand-Martella, Miller et al., 1995; Martella, Marchand-Martella, Young et al., 1995; Martella et al., 2012).

## Research Behind Error Corrections

- **Appropriate error corrections** include a model, lead, test, and delayed test. Error correction procedures should be stated in a neutral tone of voice. Teachers should avoid using an inflected tone of voice that indicates negativity and saying phrases such as "That's not right," "You're not trying," and "You can do better than that."

(Sources: Martella et al., 2012; Weiss, 2013)

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Lesson 15

We are going to read a story about two rats. When I tap under the tricky words, read them. For the words with the dots, I will slide my finger under the letters, and you will sound them out and then say the words. After you finish sounding out a sentence, read it the fast way.

I am Nat.

I am a ram.

Sam is a rat.

Sam and Nat sat on the mat.

**Response Errors:**
1. **My turn.**
2. **Your turn.**
3. **Starting over.**

**Signal Errors:**
1. **I need to hear everyone. OR All voices. OR Right at my signal.**
2. **Repeat task.**
3. **Starting over.**

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It's Your Turn!

| n | r | s |
|---|---|---|
| n | a | t |
| r | n | d |
| r | m | d |

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## 4 BIG IDEAS
## of Effective
## Classroom Instruction

BIG IDEAS

1. **Set expectations**
2. **Increase student engagement**
3. **Provide praise**
4. **Conduct error correction procedures**

**Remember to use Explicit Instruction!**

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## Let's talk programs!

Elementary Reading

Secondary Reading

Spelling

Writing

Mathematics

Content Area

Tier 3: Intensive Intervention (Possibly Special Education)
Tier 2: Strategic Intervention (Supplemental)
Tier 1: General Education (Core)

(Source: http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model)

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## Tier 1

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## Tier 2

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## Tier 3

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example

Active Participation Instruction

2nd grade

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It's All About The Kids!

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