Objectives

- Plan and conduct classroom and laboratory instruction.

Planning and Conducting Instruction

- The use of “activities” is how you keep students focused on a common purpose, whether learning content or maintaining procedures.

- Well selected, planned, and managed activities is the key to helping students reach the identified learning objectives.
The single greatest effect on student achievement is not race, not poverty - it is the effectiveness of the teacher.

- So, why are some teachers succeeding and others are still struggling to succeed? It's not the students; it's the teacher.

Types of Activities

- Opening the class.
- Checking Classwork or Homework
- Recitation -- Questioning
- Content development
- Discussion
- Seatwork
- Small-Group Work
- Closing

You need a Routine to Survive!

- A common sequence in a secondary class:
  - Opening routine
  - Checking
  - Content development
  - Seatwork, group work, or discussion
  - Closing
Perhaps a better sequence . . .

- Opening routine
- Checking
- First content development activity
- First seatwork or group work
- Discussion or checking (summarizing)
- Second content development activity
- Second seatwork or group work
- Discussion or checking (summarizing)
- Closing

Managing Group Instruction

- Activity flow is critical to managing activities well:
  - Preventing misbehavior
  - Managing lesson movement
  - Maintaining group focus

Preventing Misbehavior

- Identifying developing problems before they spread or become disruptive is critical!
- To help, use:
  - “Withitness” – correcting misbehavior before it intensifies or spreads
  - Overlapping – ability to handle two or more simultaneous events
- Handling external interruptions and student intrusions in the flow of instruction
Managing Movement

- Avoiding teacher-caused intrusions and delays.
- It is achieved by **momentum** and **smoothness**.

**Momentum**
- Pacing...Lessons moving along briskly.
- Teachers can slow down momentum by spending too much time on individual parts of a lesson, direction, or skill (and breaking an activity into too many parts.)

**Smoothness**
- Keeps student attention. A jerky lesson can be distracting.
- Look at Table 5.2 on page 99 in your text for jerky examples.

**Dangle**
- Teacher leaves a topic or activity "dangling" to do something else or to insert some new material.
  - "All right, please take out your math books. Turn to page...Oops, I forgot to send this form to the office. Raise your hand if you ride the bus. All right, where were we?"
Flip-flop

- Like a dangle, except that the topic inserted is left over from an earlier activity.

  "OK, let's leave vocabulary now. We'll pick up the discussion tomorrow. Please move your chairs into your writing groups. Take your pencils and a blank piece of paper, and that's all." (Students move into their groups and the teacher begins to give instructions for today's writing activity.) "All right now, does everyone understand what I want you to do? Oh, and did everyone remember to write down their vocabulary workbook assignment? I put it on the board, pages 235-242. OK, go ahead and start."

Thrust

- Teacher intrudes with some information when students are involved in another activity, and it seems irrelevant to them.

  Students are working quietly on a test. The teacher has been circulating and offering help. The teacher looks up and comments, "When you're finished, bring your test booklets to the front table and put your answer sheets in this box." Students continue to work quietly. When they begin completing their tests, the teacher must explain again where to put the test booklet and answer sheet.

Stimulus-bound

- Teacher is distracted by some outside stimulus and draws the class's attention to it and away from the lesson.

  Students are taking turns reading their writing aloud. Each student's reading is followed by comments from the rest of the class. During one such discussion, the teacher notices a student reading a paperback. "What are you reading, Alice?" she asks. "Have you read anything else by that writer?"
Maintain Group Focus

- Be conscious of group influence on instruction. Maintain group focus through:
  - Group Alerting -- a action that gains the attention of the whole class while individuals are responding.
    - Call on them randomly.
    - Ask a question before calling a student’s name.
    - Use some visual display or attention-grabbing strategy to hold their attention.
    - Tell them they may be called on next.

Accountability

- Let students know their performance will be observed and evaluated in some manner.
  - It does not have to result in a “grade”

  - This may take the form of:
    - Questions the teacher will ask
    - A short quiz
    - Or have students do a problem and display it to the class.

Higher Participation Formats

- Students are expected to write answers, solve problems, read along, manipulate materials, or perform other tasks while another student or the teacher is presenting.
As you plan instruction, think about:

- How you will prevent misbehavior
  - "Withitness" and Overlapping
- Managing Movement
  - Maintaining momentum and smoothness in delivery
- Maintaining Group Focus
  - Group Alert
  - Accountability
  - Higher Participation Formats

Transition Management

- Bringing the preceding activity to a successful conclusion and beginning the next one without undue delay.
- Problems usually caused by:
  - Teacher and/or students not being ready
  - Unclear student expectations about appropriate behavior during transitions
  - Faulty procedures

Instructional Management

- Planning
  - Organize the parts of your lesson into a coherent structure.
  - Try to anticipate problems students may encounter.
  - Check for new terms and be prepared to define them and present examples.
  - Try to be enthusiastic about the lesson . . . It can be contagious.
Presenting New Content
- If students know where the lesson is taking them, they are likely to be there with you at the end.
- Tell the students what the lesson objectives are.
- If the lesson is complex, give them a topical outline.
- If you are going to have them read, see a video, or listen to a tape, give them a content outline. Leave spaces for them to fill in.
- Avoid needless digressions and interruptions.
- Display key concepts, new terms, major points on overhead of Powerpoint slides.
- Presentation should be focused and concrete; use examples, illustrations, demonstrations, etc.

Checking for Understanding
- Informal evaluation...Check during instruction, not just on tests.
- When?
  - At the beginning of a presentation
  - During the presentation
  - When working in small groups
  - Halfway through a presentation
  - At several times during a lesson
  - During a content activity, look around and "see"

Framing the Learning
- Communicate competencies, the learning process, and assessment.
  - Explain what students need to know and be able to do.
  - Clarify why the students need to know and be able to do what the competency targets.
  - Delineate the activities and assessments students will experience in order to process their learning.
  - Explain how students will demonstrate learning and the criteria to be used for assessment.
  - Provide models for processes and products.
• Provide the Agenda/Outline for the Day, Unit and Year

• Identify Student Naïve Understandings and Misconceptions and Help Students Reframe their Thinking

• Help Student Assess Prior Knowledge and Make Connections

• Have Students Process, Summarize and use Learning in meaningful Ways Which Promotes Retention and Transfer