

Module 2: Focused Instruction  
Six Highly-Effective Teaching Strategies  
**Handout**

*This handout accompanies the module 2 video. You can use this handout to review information on the video and record your answers to discussion. Follow along as prompted during the video.*

**Section 1: Growth & Discussion**

**Discussion 1**

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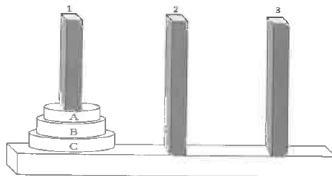
Recall an incident like one of the following, and share the details with a partner:

- a) A time when asked students to recall the previous day's lesson, and they stared blankly back at you?
- b) A time when you had trouble following a speaker and were left asking, "What's the point?"

**Discussion 2**

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Consider this puzzle from Daniel Willingham's book *Why Don't Students Like School?* Take 30 seconds to consider it privately. The principal is your time keeper. After 30 seconds, a person in your group may offer a solution. If no one has a solution, simply return to the video.



This figure depicts a playing board with three pegs. There are three rings of decreasing size on the leftmost peg. The goal is to move all three rings from the leftmost peg to the rightmost peg. There are just two rules about how you can move rings: you can move only one ring at a time, and you can't place a larger ring on top of a smaller ring. (Willingham, 2009, p. 15)

**Discussion 3**

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Here is word puzzle. Take 45 seconds to read and consider it privately. The principal, again, is your time keeper. After 45 seconds, a person in your group may offer a solution. If no one has a solution, simply return to the video.

*In the inns of certain Himalayan villages is practiced a refined tea ceremony. The ceremony involves a host and exactly two guests, neither more nor less. When his guests have arrived and seated themselves at his table, the host performs three services for them. These services are listed in the order of the nobility the Himalayans attribute to them: stoking the fire, fanning the flames, and pouring the tea. During the ceremony, any of those present may ask another, "Honored Sir, may I perform this onerous task for you?" However, a person may request of*

*another only the least noble of the tasks which the other is performing. Furthermore, if a person is performing any tasks, then he may not request a task that is nobler than the least noble task he is already performing. Custom requires that by the time the tea ceremony is over, all the tasks will have been transferred from the host to the most senior of the guests. How can this be accomplished? (Willingham, 2009, p. 17)*

#### Discussion 4

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Evaluate these learning targets using the given criteria. Work with an elbow partner and decide how well each meets the criteria.

Learning Target Criteria

YES	NO	Criteria
		Expressed in student-friendly language.
		Tells students what they will know, understand, or be able to do.
		Appropriate scope for one day's lesson.
		Stimulates meaningful learning.
		Allows teacher and students to assess whether they meet it.
		Should be specific, but not too narrow or restrictive.

1. **Be able to identify the adverbs in the sentences.**
2. **I can identify correct noun-pronoun-verb agreement.**
3. **I can revise sentences to ensure correct subject verb agreement in compound and complex sentences.**
4. **I can graph a quadratic function and determine the coordinates of the maximum or minimum.**
5. **I can explore volume.**
6. **I can explain how Earth's materials are classified by properties and used.**
7. **I can classify rocks according to their properties.**

#### Discussion 5

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Recall each of the three parts of today's inservice and write down the following three things:

1. One thing that was new or interesting.
2. One thing you want to remember.
3. One thing you want to know more about.

After you've written down your answers, share them with your elbow partner

## Section 2: Planning and Implementation

On your handout, look for the section called Planning and Implementation. This section provides a template for planning how to put the strategies for focusing instruction into practice.

1. Think of a lesson you will be teaching in the next week.
2. Use this template to plan how you will implement today's strategies in this lesson.
3. Try the strategies in your lesson and keep track of student work samples the lesson.
4. Bring the student work samples to the next meeting.

Steps to focus instruction

I. Creating a Learning Target

*With a specific lesson in mind, follow the steps for creating the lesson's learning target, and then self-evaluate it using the learning target criteria.*

Step One: Define the essential content (knowledge & skills) for the lesson.

Step Two: Define the reasoning processes essential for the lesson.

Step Three: Design an assessment that will develop student thinking and understanding and provide compelling evidence of student learning.

Step Four: State the learning target.

### Learning Target Criteria

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II. Share the learning target.

*The learning target needs to be shared by the teacher and students so both can use it to focus and assess learning. Select one or more of the following ways to communicate the learning target.*

X	Strategy
	Display the learning target.
	Read the target out loud.
	Discuss the target with the students.
	Students discuss the target among themselves.
	Unpack the key words.
	Students answer questions about the target. <ul style="list-style-type: none"> <li>• What are the key words?</li> <li>• What do I need to accomplish the target?</li> <li>• What will it look like if I meet the target?</li> </ul>
	Review it repeatedly during the lesson.
	Have students help create the lesson's target. <ul style="list-style-type: none"> <li>• I know that . . . but I want to know more about.</li> <li>• I want to know if . . .</li> <li>• I can . . . or I will . . .</li> <li>• Create a KWL – L (learn) is the target.</li> </ul>

III. Activate students' pre-existing knowledge.

*How will you determine what knowledge to activate, and how will you activate it? Check all that apply and detail how you will carry it out.*

X	Teacher Directed Strategies	Details
	Unpack the learning target's key words and concepts.	
	Consider previous learning that can help students be successful. <ul style="list-style-type: none"> <li>• Personal experiences</li> <li>• Previous lessons</li> </ul>	
	<b>Teacher Directed Activation Methods</b>	
	Questions	
	Cues	
	Narrative	
	Graphic Organizer	
	Video Clip	

	Student Directed Strategies	Details
	Skimming	
	Quick Checks (Write down what know at beginning of class and hand in.)	
	KWL	

### Section 3: Reflection and Revision

*Gather samples of student work that results from motivational strategies you applied. Bring your work samples to the next meeting to share and discuss with your peers. Don't worry whether the samples are "exemplary." Not every motivational strategy works as well as we hope. We often learn more by reflecting on things that did not go as hoped than things that went perfectly.*

Each faculty member shares the following:

1. The lesson you taught
2. The learning target
3. The background activation strategy
4. The student work samples that resulted

After sharing, discuss the following and invite peer input.

1. What worked as you expected or hoped?
2. What did not work as you expected or hoped?
3. What else can you try?
  - a. Alter previous strategy?
  - b. Apply new strategy?

## Section 4: Optional Extensions

### **Books**

Marzano, R., Pickering, D., and Pollock, J. (2001) *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria VA. ASCD

Moss, C., and Brookhart, S. (2012). *Learning targets: Helping students aim for understanding today's lesson*. Alexandria VA. ASCD

Willingham, D. (2009) *Why don't students like school?* San Francisco. Jossey-Bass.

### **Articles**

Adiletta, D. (2014) *Learning targets: The most important part of a lesson*. <http://exitticket.org/learning-targets-important-part-teaching/>

Alber, R. (2011) *Are you tapping into prior knowledge often enough in your classroom?* <http://www.edutopia.org/blog/prior-knowledge-tapping-into-often-classroom-rebecca-alber>

Lent, R. (2012) Background knowledge: The glue that makes learning stick. *Overcoming textbook fatigue*. Alexandria VA. ASCD <http://www.ascd.org/publications/books/113005/chapters/Background-Knowledge@-The-Glue-That-Makes-Learning-Stick.aspx>

Marzano, R. (2004) The importance of background knowledge. *Building background knowledge for academic achievement*. Alexandria VA. ASCD. <http://www.ascd.org/publications/books/104017/chapters/The-Importance-of-Background-Knowledge.aspx>

Moss, C., Brookhart, S., and Long, B. (March, 2011). Knowing your learning target. *Educational Leadership*. ASCD. pp. 66-69 <http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx>

Templeton, K. (2014) *The do's and don'ts of learning targets*. <http://www.iwalkthrough.org/learning-targets/>

### **Videos**

<https://www.youtube.com/watch?v=FKInx1ASSEA>

<https://vimeo.com/44052221>

<https://vimeo.com/44052219>

<https://vimeo.com/145474425>