



presents

The Big Four: A Framework for Improving Instruction That Leads to School Completion

Virtual Seminar

Tuesday, February 13, 2007

12:00 Noon – 1:30 p.m. Eastern

11:00 a.m. – 12:30 p.m. Central

10:00 a.m. – 11:30 a.m. Mountain

9:00 a.m. – 10:30 a.m. Pacific

Featuring:

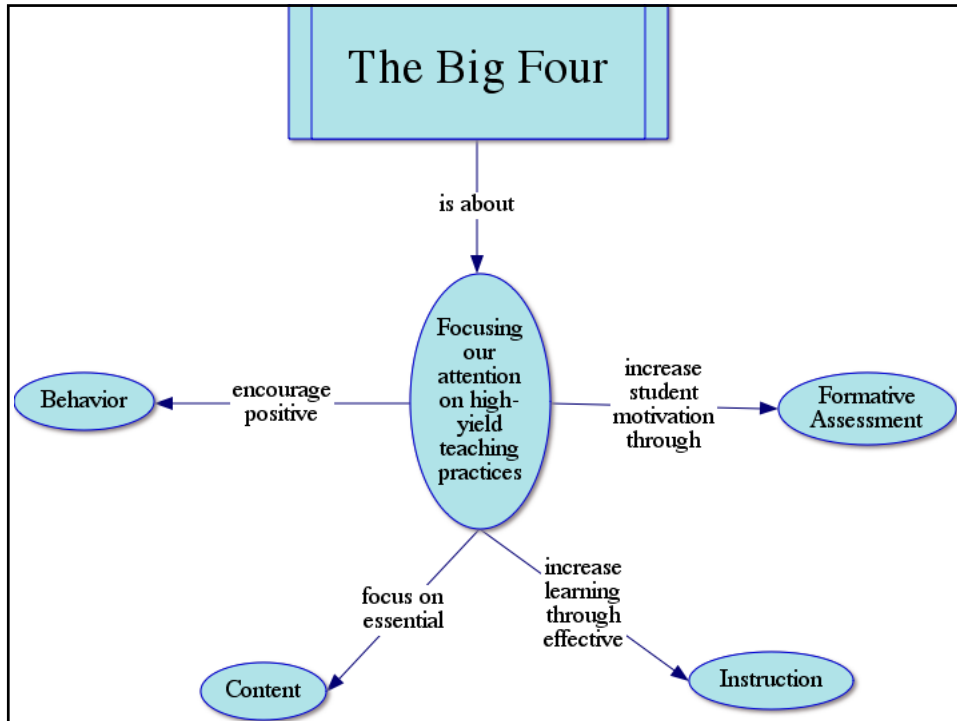
Jim Knight

The Big Four: A Framework for Improving Instruction

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Our Questions

- What is the “Big Four?”
- How can we use it to **focus our attention** on aspects of teaching?



I have come to the frightening conclusion that **I am the decisive element in the classroom.** It is my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life **miserable or joyous.** I can be a tool of **torture** or an instrument of **inspiration.** I can **humiliate** or **humor**, **hurt** or **heal.** In all situations, it is my response that decides whether a crisis will be **escalated** or **de-escalated** and a child **humanized** or **dehumanized.** --Haim Ginott



What is KU-CRL?

Founded in 1978

Mission: *Dramatically improve the performance of at-risk students in grades 4-12 through research-based interventions*

- \$70+ million dollars of contracted R&D has led to the development of
 - Learning Strategies to empower independent student learning
 - Content Enhancement to help teachers promote greater understanding, remembering, and use of critical content
- International Professional Development Network has led to over 1,500 educational leaders
- 275,000 teachers in 3,500 school districts have participated in CRL professional development



Behavior

Targeting high-impact
variables related to
classroom management

Does the teacher manage the class effectively?

- Has the teacher clearly thought-out and taught expectations?
- Is the ratio of interaction better than 3 to 1 for attention to positive behavior?
- Is time on task better than 90%?
- Does the teacher provide sufficient opportunities to respond?

Five Variables

(Randy Sprick)

STRUCTURE all school settings for success.

TEACH students how to behave responsibly in those settings.

OBSERVE student behavior (supervise!)

INTERACT positively with students.

CORRECT irresponsible behavior (a) calmly, (b) consistently, and (c) immediately in the setting in which the infraction occurred.

Structure

- Beginning and ending routines
- Layout of the classroom
- Transitions & activities
- Overall order of the room

Teacher Expectations

- Conversation
- Help
- Activity
- Movement
- Participation

Observe

- Praise-worthy behaviors
- Engagement
- Students' dispositions
- Rule & expectation violations
- Respectful or destructive interactions

Interact Positively

The behavior you
reward is the
behavior you **get**

We recommend at least

3 to 1

In one study of special education teachers
(n >100)

1 to 6

Correct Effectively

- Calm
- Smooth
- Immediate
- Planned in advance

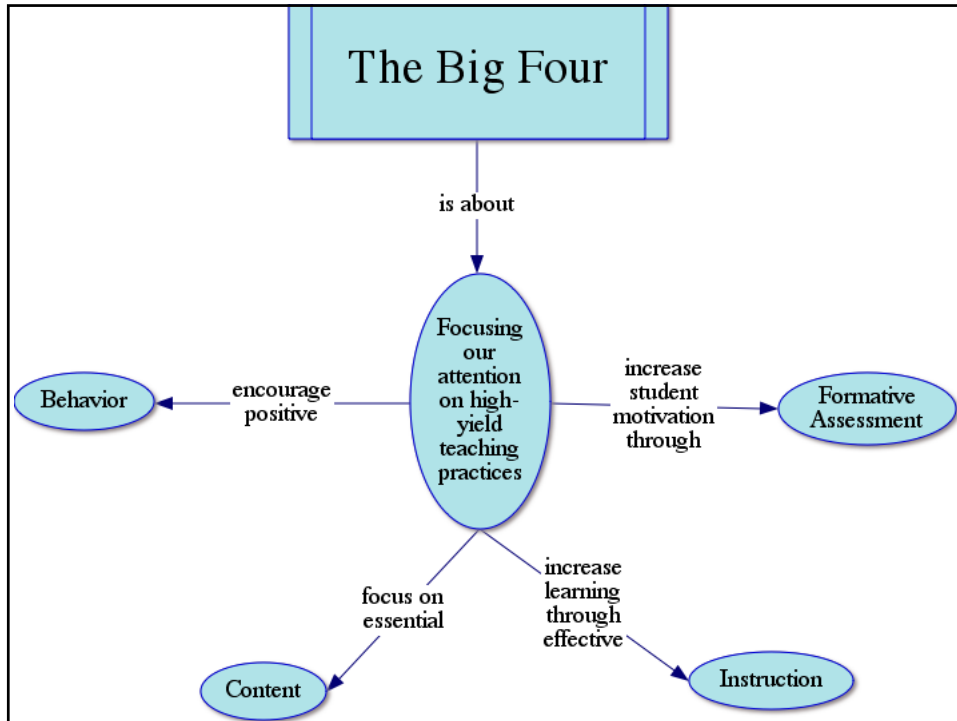
Teacher: _____
Conference date: ____/____/____

Classroom Management Feedback Form

Metric	Red Segment	Yellow Segment	Green Segment
Time on Task	High	Medium	Low
Opportunities to Respond (OTR)	High	Medium	Low
Ratio of Interactions	High	Medium	Low
Disruptions	High	Medium	Low
Daily Reality Scale	High	Medium	Low

Time on Task Opportunities to Respond (OTR) Ratio of Interactions Disruptions Daily Reality Scale

Goal area(s): _____
Intervention(s): _____



Content

Giving proper emphasis to the most important content

Does the teacher emphasize the most important content?

- Does the teacher understand what is and is not on the standards for the course?
- Does the teacher have a year long plan?
- Can the teacher identify the ten essential questions their course is designed to teach?
- Can the teacher identify the ten essential concepts their course is designed to teach?
- Can the teacher give you a simple, correct, easy to understand answer to each question and definition for each concept?

Content Knowledge

If a teacher needs to **identify core knowledge**, develop unit questions, align their lessons with standards and map what will be taught

We use a **unit organizer**

NAME _____
DATE _____

④ BIGGER PICTURE

Using Algebraic Concepts

Target Date 11/12/04

② LAST CHAPTER Ch. 11 - Displaying and Analyzing Data	① CURRENT CHAPTER Ch. 2 Equations and Inequalities	③ NEXT CHAPTER Ch. 3-Exponents, Factors, and Fractions
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⑧ CHAPTER SCHEDULE	⑤ CHAPTER MAP
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⑦ SELF-TEST QUESTIONS		⑥ ASSESSED INDICATORS
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2-1/p. 75, must do
2-2 p. 76, optional
2-2 p. 82, must do
2-3
2-4
2-5
2-6
2-7
2-7 p. 106, must do
2-8
2-9
2-10

1.1.K5, 1.1.A1,
1.2.A1, 1.3.A1,
1.3.A3, 1.4.K2,
1.4.A1, 3.2.A1,
4.1.K3

1. Compare and contrast an algebraic expression to an equation.

2. What is a variable?

3. How do you make an equation true?

4. How do you graph, write, and solve inequalities?

5. Explain the concept of an inequality.

6. What are the properties of an inequality?

7. What are the properties of an equality?

Rev. 8/16/04

NAME _____
DATE _____

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Rev. 8/16/04

Content Knowledge

If a teacher needs to identify core,
foundational concepts,

We use a **concept routine**

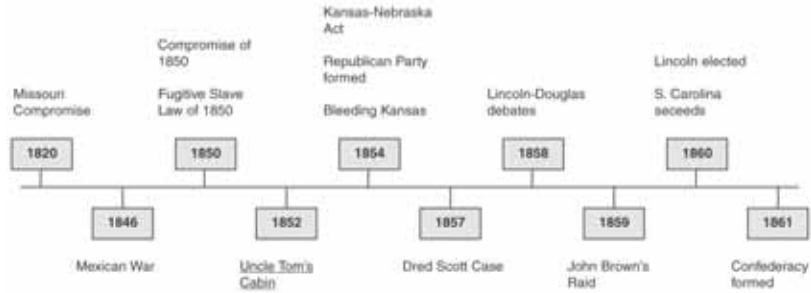
Content Knowledge

If a teacher needs to identify and
teach content and text

structures, we use the **order
routine**

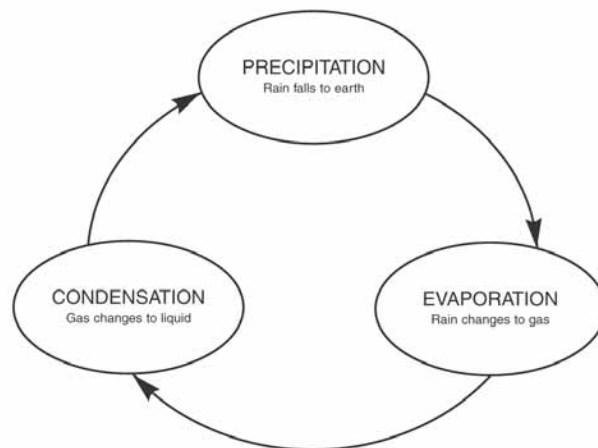
Example Sequential Organizer as a Timeline

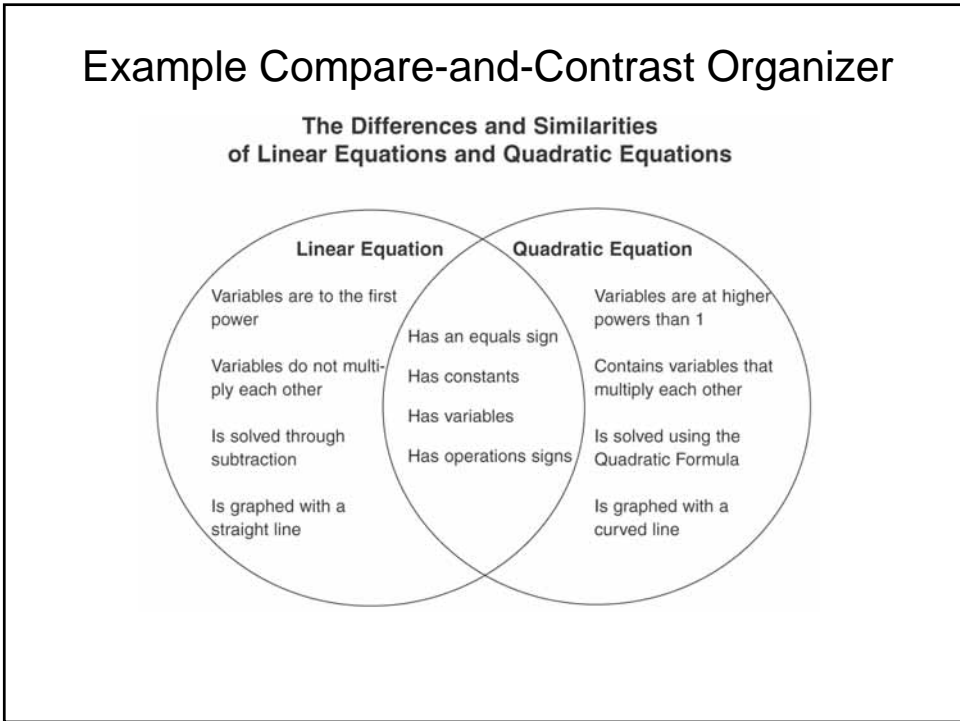
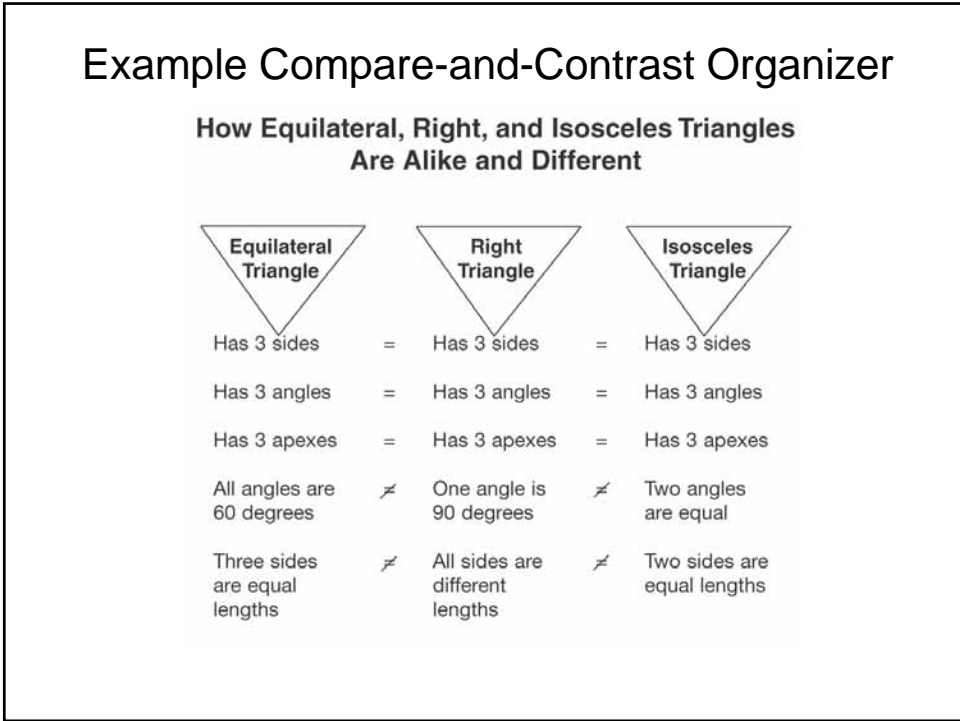
Events leading up to U.S. Civil War



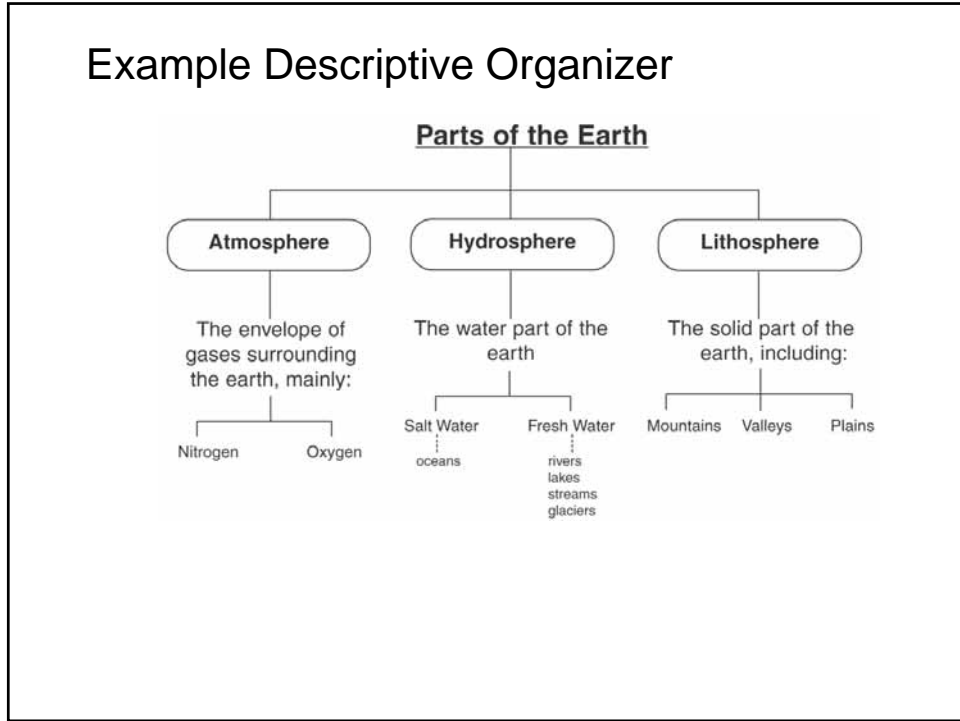
Example Sequential Organizer as a Cycle

The Water Cycle

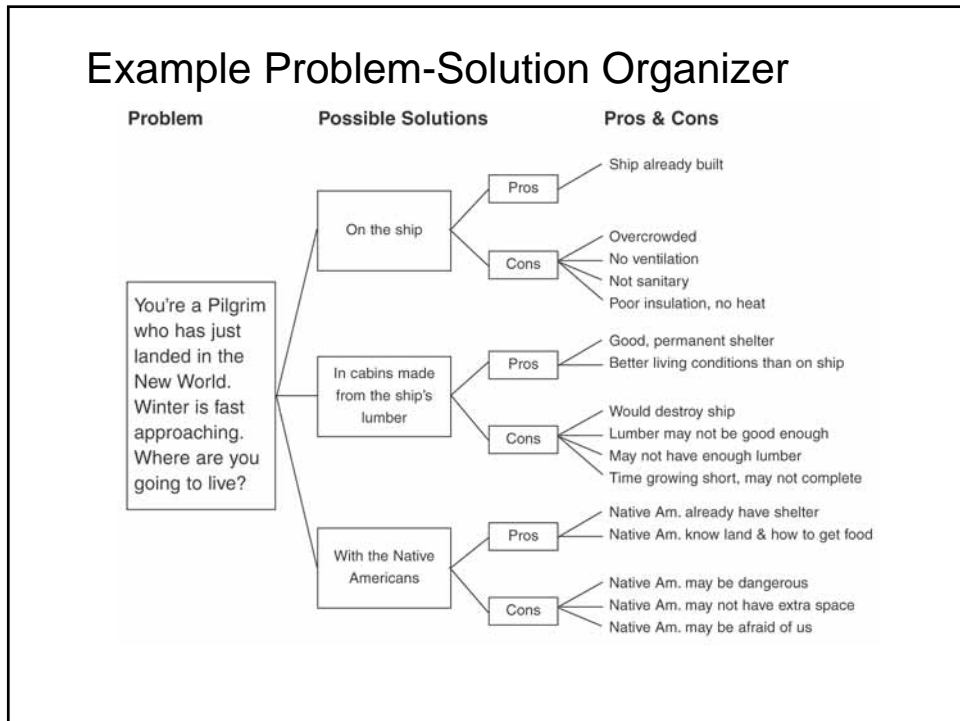




Example Descriptive Organizer

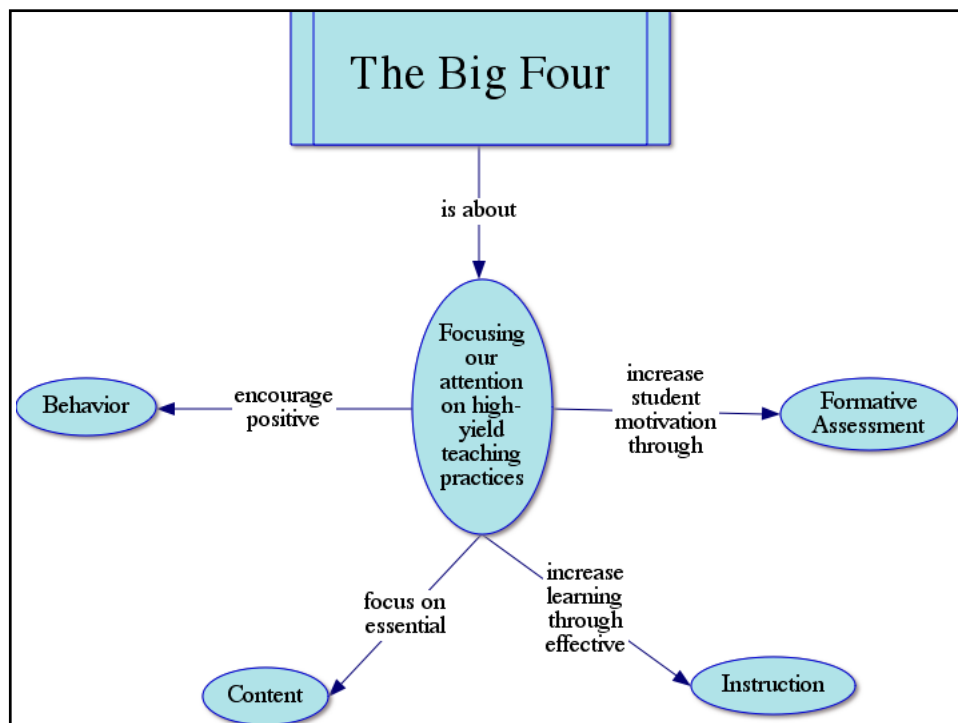


Example Problem-Solution Organizer



Other content enhancements include

- Course and Lesson Organizers
- Concept Comparison & Concept Anchoring
- Question Exploration Guide
- Vocabulary Routine
- Survey Routine
- Framing Routine

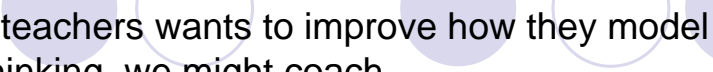


Instruction

Targeting high-leverage instructional practices for increasing student learning

Does the teacher use effective teaching practices?

- Does the teacher understand how to model thinking?
- Does the teacher ask effective questions at a variety of cognitive levels?
- Does the teacher give constructive feedback effectively?
- Does the teacher organize instruction well (beginnings and endings)?
- Does the teacher scaffold instruction effectively?

A row of five circles: a solid purple circle, an outlined purple circle, a solid purple circle, an outlined purple circle, and a solid purple circle.

If a teachers wants to improve how they model thinking, we might coach

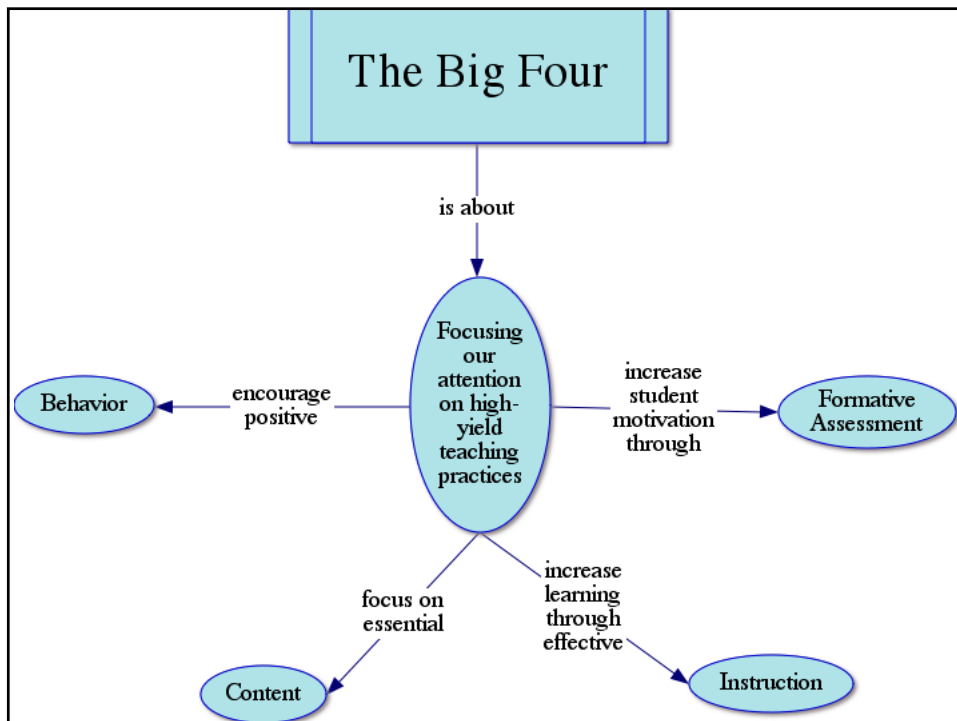
**I do it, We do
it, You do it**

A row of five circles: a solid purple circle, an outlined purple circle, a solid purple circle, an outlined purple circle, and a solid purple circle.

**High-level
questions**

Other instructional procedures include

- Advance/post organizers
- Constructive feedback
- Quality assignments
- Partnership Learning Activities
 - Cooperative Learning
 - Thinking Devices
 - Question Recipes
 - Experiential Learning
 - Reflection Learning
 - Stories



Formative Assessment

Ensuring that the **teacher knows how well every student is doing**, and that **all students know how well they are doing**

Does the teacher use formative assessment effectively?

Does the teacher understand the teaching targets?

Has the teacher created propositions for teaching targets?

Does the teacher use formal and informal measures to see if students are hitting the targets?

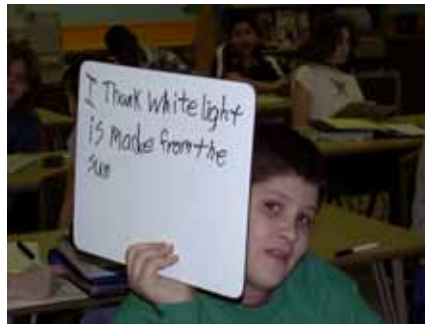
Does the teacher involve students in formal assessments?

Does the teacher know how well all students are performing?

What is the structure of engagement?

- Challenge & Skills
- Goals & Feedback

If a teacher wants to improve **formative assessment**, we might discuss using white boards in the classroom



Other aspects of formative assessment

- Identify targets--create course & unit questions
- Answer the questions--create propositions
- Develop high-quality assessments
- Involves students
- Develop procedures for monitoring progress

Our Questions

- What is the **"Big Four?"**
- How can we use it to **focus our attention** on aspects of teaching?

