

Highly effective teachers make sure students learn "IT" .....



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### Our Study of Effective Special Education Teachers

- Involved about 100 special education teachers working with 3rd, 4th, and 5th grade students over a three year period.
- Linked knowledge for teaching reading with classroom practice and student reading achievement.

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### A Snap Shot of a Highly Effective Reading Teacher

- School for highly mobile/homeless students
- 12 in a resource room (2nd-5th grade)
- 150 minutes daily
- 4 reading groups - pp to third grade
- Explicit direct instruction, class wide peer tutoring, independent work, wide reading, technology, game formats
- Mutual goal setting ( reading attitude related) with self-monitoring and self-regulation

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## What Did Laurie Do Well?

- Small group working on word level fluency, reading Freckle Juice ( plus RM)

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## Big Ideas that Capture Highly Effective Teachers

- **Classroom Management**
  - Clear management plan, proactive, within a warm and supportive environment
- **Instructional Practices**
  - Makes connections, scaffolds, quality practice, feedback
- **General Instructional Environment**
  - Engagement in a motivating, academically intense environment
- **Reading Components**
  - Areas of word analysis(decoding, and fluency building)
  - Areas of comprehension (vocabulary and comprehension skills and strategies )

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## Classroom Management

1. **Clear management plan**  
materials organized, few disruptions, clear student expectations
2. **Redirects or proactively addresses behavior**  
Respectful redirects, reminders, proximity control, academic support to avoid misbehavior
3. **Reinforces appropriate behavior**  
Specific praise, uses behavior system
4. **Warm and supportive**  
Student to student and teacher to student respect

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## Classroom Management

Listen and Look For:

Classroom routine  
And management plan

Warm and supportive  
environment

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## General Instructional Practices

1. Makes connections between and within lessons
2. Selects/incorporates student ideas, experiences
3. Organizes instruction with opportunities for multiple student responses
4. Provides individual support
5. Gives specific feedback - extending, clarifying
6. Provides sufficient, quality practice

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## General Instructional Practices

- Listen for:
- Making connections
  - Student Ideas
  - Scaffolding
  - Feedback that clarifies, extends
  - Quality practice
  - Individual support

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## Instructional Environment

1. Promotes high level of student engagement (80% rule)
2. Foster student motivation and interest
  1. Good questioning, challenging, enthusiastic, interesting format/lesson
3. Provides continuous, intensive instruction
  1. Short transitions, avoids downtime, well organized focused instruction

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## Instructional Environment

Look for:

- Highly engaged
- Interesting format
- Motivating
- Enthusiastic
- Challenging
- Continuous, intensive
- Well focused
- Short transitions

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## Key Reading Practices

- **Word Analysis**
  - **Decoding**
    - systematic, explicit and applied in connected text
  - **Fluency**
    - systematic, explicit plus opportunities to practice at multiple levels
- **Comprehension**
  - **Vocabulary** - multiple, meaningful opportunities to learn and apply selected words
  - **Comprehension** - explicit skill and strategy instruction that promotes self regulation within purposeful discussions

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## Using Word Analysis in Connected Text

Listen for

- Prompts
- Multiple practice
- Reinforce rules
- Connected text

- Also listen for Correction procedures

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## Fluency Instruction

Look for:

- Explicitly taught
- Opportunity to practice
- Modeled
- At word and text level
- Multiple strategies
- Specific praise

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## Vocabulary

- Multiple teachings
- Select words
- Student wording
- Connected to text
- Practice in context
- Provide example/non-ex

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## Comprehension - facilitates discussion

- Meaningful
- Student Input
- Monitors
- Higher order
- Evidence
- Elaboration
- Not just rapid fire comprehension check

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## Comprehension - Using skills and strategies to promote reading

- Reminders of strategies
- Models metacognition
- Promotes self-regulation

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## It Takes One to Know One...

- ...One who is flexible. That's the very first word that comes to mind. Someone who is willing to try out new things. Someone who really gets to know the students on a individual basis and really looks at them as individuals and think about what they need and try to meet those needs as best you can. Someone, who's constantly trying to learn more, like continuing education, because there is always something new to learn. Just staying on top of things, staying on the ball.

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### Questions for the Group

- How could some of the intensive practices you observed be applied in inclusive classrooms?
- What practices would be appropriate for secondary instruction?

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