C6 – Equity & Academic Instruction

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Key Words: Academic, Equity, Coaching

Objectives

• Define the specific instructional delivery strategies taught
• Understand how instructional delivery can promote equity
• Develop ideas for how you might implement these strategies
• Provide Free Online Professional Development Resources for Independent Study

Gratitude

• Collaborations with OrRTi:
  http://www.oregonrti.org/
• Drs. Anita Archer, Doug Carnine, Linda Carnine, Rhonda Nese, Kathy Howe, Dave Howe, Jerry Silbert, Ed Kame’enui, Rob Horner, Kent McIntosh
• You!

Getting to know you:

1. Introduce yourself, your home city/state, your role in your district, and the number of years you’ve been implementing PBIS
2. Why are you in this session? What information are you hoping to learn?
OREGON INTEGRATED SUPPORT SYSTEMS:
BEHAVIOR & ACADEMICS

Identify Teaming Structure

• Implementation Teams developed
• Shared resources, knowledge & common goals
• Set guidelines for implementation to meet clearly defined outcomes
Distributed leadership at the Building Level

IDENTIFY KEY COMMUNICATION & IMPROVEMENT CYCLES

Table 1
Overview of Instructional Strategies and Selected Supporting Evidence

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Purpose</th>
<th>Evidence Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Explicit Instruction</td>
<td>Clarifies student learning expectations and teaching objectives</td>
<td>Hartke (2009)</td>
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<td></td>
<td></td>
<td>Boersen et al. (1999)</td>
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<td></td>
<td></td>
<td>Simmons, Fuchs, Fuchs, Mathes, &amp; Hodge (1999)</td>
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<td></td>
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<td>Stein, Hargreaves, &amp; Koon (1998)</td>
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<tr>
<td>Build and Prime Background Knowledge</td>
<td>Creates shared foundational schema to optimize student learning</td>
<td>Al-Taili &amp; Siddick (2013)</td>
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<td></td>
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<td>Johnson (1962)</td>
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<td></td>
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<td>Rowe &amp; Rayford (1987)</td>
</tr>
<tr>
<td>Increase Opportunities to Respond</td>
<td>Provides high-degree of student engagement and more practice</td>
<td>Attema &amp; Umbret (1999)</td>
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<tr>
<td></td>
<td></td>
<td>Fuchs, Fuchs, Mathes, &amp; Simmons (1997)</td>
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<td></td>
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<td>Haydon, McNeill, &amp; Van Loon (2009)</td>
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<td></td>
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<td>Dunkley, Kewell, Marsh, Nathan, &amp; Williams (2002)</td>
</tr>
<tr>
<td>Provide Performance Feedback</td>
<td>Structures teacher knowledge of student progress and provides opportunities to correct misunderstandings</td>
<td>Cullin, Biegel, Good, &amp; Lee (1967)</td>
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<tr>
<td></td>
<td></td>
<td>Reddy, Fabiano, Dudek, &amp; Hsu (2013)</td>
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<tr>
<td></td>
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<td>Hattie &amp; Timperley (2007)</td>
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</tbody>
</table>

http://www.pbis.org/school/equity4pbis
Increase Opportunities to Respond

Multiple *Opportunities* to *Practice*

Rates of learning are proportional to the rate at which they respond correctly.

Giving students more opportunities to respond is a way to increase their rates of learning.

We can increase opportunities to respond by:

- more rapid pacing of instruction
- choral responding facilitated by signals
- calling on low performers more often

How Much Repetition is Needed?

<table>
<thead>
<tr>
<th>Type of Learner</th>
<th>Number of Repetitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most’Able</td>
<td>1’or’2</td>
</tr>
<tr>
<td>Average</td>
<td>4214</td>
</tr>
<tr>
<td>Least’Able</td>
<td>20+?</td>
</tr>
</tbody>
</table>

(Revised, $Lyon$, $1997G$, Reitsma, $1983$)

Vince Knows Learning

Students learn new skills by correctly practicing the skills repeatedly until the skills are mastered.

"Practice does not make perfect. Only perfect practice makes perfect."

Vince Lombardi

David Howe
Perfect Practice Events

Each time a teacher gets a student to practice a skill correctly, it helps the student learn the skill. That’s right! Joe Torgesen calls each practice event a positive instructional interaction. WRRFTAC

Positive Instructional Interaction (Pii)

Instructional Interaction (2)
- The teacher explicitly explains and models a skill while students are engaged.
- The teacher guides students while they are practicing the skill and, if needed, provides corrective feedback.
- The teacher provides opportunities for students to perform the skill correctly and reinforces their correct responses.

Intensity of Instruction

Joe Torgesen defines intensity of instruction as the number of Positive Instructional Interactions (Pii’s) per day. (For example: A day of instruction that includes 200 Pii’s is more intensive than a day that includes only 100 Pii’s. How are you helping teachers to increase the amount of positive instructional interactions per day?)

Grade 6

Engaging All Students: Passage Reading 1

Choral Reading
- Read Selection with your students
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.”

Cloze Reading
- Read Selection
- Pause on “meaningful” words.
- Have students read the deleted words.

Silent Reading (if you must)
- Pose pre-reading question
- Tell students to read a certain amount
- Ask them to re-read material if they finish early
- Monitor students’ reading, have them whisperread to you.
- Pose post-reading question.
- Note: Use whisper reading with a large group.

Thanks to WRRFTAC & Dr. Anita Archer
Partner Reading

- Assign each student a partner and role.
  1. Reader whisper read to partner/Coach.
  2. Coach corrects errors.
  3. Reader rereads the sentence.

Alternative to support lowest readers.

- Lowest readers placed in a triad.
  1. First reader (more skilled) reads material.
  2. Second reader reads the same material.
  3. Students read the material together.

Less desirable practices

- Calling on volunteers.
  - Guideline: "Call on volunteers when the answer is the result of personal experience. Don't call on volunteers when the answer is a product of instruction or reading."
  - Calling on inattentive students. Instead, use proximity, partners, or call on everyone to choral respond.

Individual Responses

Option #1. Have students share answers with their partners. Then call on a student.

Option #2. Ask a question. "Teacher raises hand to indicate silence. 'Give think time.' Then call on a student.

Engaging All Students: Individual Turns 1

Think. Pair. Share.

- Why would this type of approach work or not work for your school system?
- What resources would you need to help increase the use of explicit and engaging instruction?
- What questions do you have?
Set a goal for how you will use and share these resources

**RESOURCES**

- Explicit Instruction
- Opportunities to Respond
- Build Culturally Responsive & Positive Relationship

**Resource: Doing What Works**

- [http://dwwlibrary.wested.org/](http://dwwlibrary.wested.org/)
- [http://dwwlibrary.wested.org/media/explicit6vocabulary6instructon6for6english6learne](http://dwwlibrary.wested.org/media/explicit6vocabulary6instructon6for6english6learne)

**IES Practice Guide**


**The Doing What Works Library**

- [http://oregonliteracypd.uoregon.edu/](http://oregonliteracypd.uoregon.edu/)

RESOURCES

- Explicitinstruction.org from Dr. Anita Archer
- http://oregonliteracypd.uoregon.edu/
  http://ies.ed.gov/ncee/wwc/
  colorincolorado.org
- ColorofUs.com – multicultural children’s books

Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:
– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

- Exploration & Adoption
  - We think we know what we need so we are planning to move forward (evidence-based)
- Installation
  - Let's make sure we're ready to implement (capacity infrastructure)
- Initial Implementation
  - Let's give it a try & evaluate (demonstration)
- Full Implementation
  - That worked, let's do it for real and implement all tiers across all schools (investment)
  - Let's make it our way of doing business & sustain implementation (institutionalized use)
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