Kentucky Department of EDUCATION

Explicit Teaching and Modeling

Facilitation Considerations

The focus of this professional learning is to deepen educators' understanding of each Evidence-Based Instructional Practice and to examine how these strategies can support students in reaching the intended learning outcomes within the *Kentucky Academic Standards (KAS)*. While it is recommended that this professional learning be structured in a professional learning community (PLC), it may be adapted for facilitation in small groups or during instructional staff meetings.

Participant Materials:
The following materials are integral parts of this learning experience:

- Overview video;
- General overview (defines evidence-based instructional practices and why they are important);
- Narrative introduction to EBIP # 3: Explicit Teaching and Modeling;
- Content specific resources to support implementation.
    - Mathematics
    - Reading and Writing
    - Science
    - Social Studies

All materials are available at www.kystandards.org.

Facilitator Preparation:

- Review all materials prior to the professional learning session(s).
- Make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator's personal presentation style.
- Determine strategies to engage participants in discussions around the Evidence-Based Instructional Practice resources. Possible strategies from the Thinking Collaborative are provided below. Facilitators should not feel tied to utilizing these specific strategies, but rather should consider how to best foster engagement with the resources in an authentic way.

Starting the Session: How might you structure the beginning of the session in a way that allows participants to focus on the session and activate their background knowledge?

Engage in a constructivist-learning experience working with a fresh topic Know, Think You Know, Want to Know	Activate background knowledge by linking new learning to a visual representation. Four Box Synectics	Generate energy and build community by interacting with others, and brainstorm information about a new topic. Give One, Get One

Engaging in the Resources: How might you structure opportunities for participants to engage with the resources? For example, will there be time for participants to read and process information independently, or will participants engage in the resources collectively? How will the whole group process the new information?

Select, interpret, explain, synthesize text. Text Rendering	Prime the pump for full group conversation. First Turn, Last Turn	Acquire, summarize and communicate information collaboratively. Jigsaw Carousel
Engage in a constructivist-learning experience working with a fresh topic Know, Think You Know, Want to Know	Deepen understanding of concepts through a structured dialogue. Delve and Dialogue	Select and interpret information as it relates to individuals and the whole group. Focused Reading

Closing the Session: How might you structure opportunities for participants to prioritize "next steps" moving forward? How will participants reflect throughout each session? Is there a common idea of "next steps" or is each individual proceeding independently? Is more time needed in the future for additional learning around this topic or to explore related ideas?

Clarify the what, why and how of next steps Content Check	Interdependently synthesize information. 5 - 3 - 1	Members reflect on content and connect to their own work. Stoplight

Possible Educator Self Reflection Questions:
Below is a list of possible reflection questions facilitators may use to help participants process their learning and begin to think about next steps. These questions may be used to stop and reflect throughout or at the end of the session. Facilitators do not have to use all reflection questions, may allow for participant choice, or may choose those questions that best meet the needs of the group and the local context.

Questions for teacher self-reflection related to **explicit instruction and teacher effectiveness:**

- How do I currently structure my instructional units and lesson sequence to help students better understand the content of the standard(s) I am teaching? Is there anything I might want to shift about my current approach?
- How might I utilize the KAS document to determine where students are in their progression of learning both within and across grade levels?
- How might I (or my team/PLC) reflect on common preconceptions, misconceptions and challenges/confusions that might arise for my students? What is our process for identifying

those preconceptions, misconceptions and/or challenges? Is there anything I might want to shift about my current approach?
- How do I determine when direct instruction might need to happen?

Questions for teacher self-reflection related to **acquiring new information and the role of the teacher:**

- How is new learning typically structured in my classroom (individual practice, whole-group instruction, collaborative work, exploration, etc.)? How might I choose the strategies or approaches that best help students acquire new or complex information?
- How do I utilize formative assessment practices to continually check for student understanding? Is there anything I might want to shift about my current approach?
- How can I utilize the data from checking for student understanding to determine where modeling or direct instruction might be needed?
- Which forms of modeling do I currently use to make my thinking visible for students? Which might I need to add to my practice? Why?

Questions for teacher self-reflection related to **cognitive load and working memory:**

- When in my lesson might a top-down approach to learning be utilized in my instructional sequence? When in my lesson might a bottom-up approach be better suited? Why?
- When analyzing the KAS for my grade level, which content, skills and/or concepts are more complex in nature and require a heavier cognitive load? What are some possible ways to chunk the content, skills and/or concepts into digestible pieces for students?

Questions for teacher self-reflection related to **forms of modeling:**

- When modeling for my students, how do I structure opportunities for my students to process and reflect on the provided content, skills and/or concepts? Is there anything I might want to shift about my current approach?
- How might I use the phases of scaffolding in my classroom to support students in reaching understanding of the intended learning outcomes?
- How might I incorporate explicit instruction and guided practice opportunities to help students gradually work towards increased independence and responsibility?

Questions for **considering next steps:**

- Based on the research and the content-specific connections I have explored, which resources do I plan to explore further?
- Is this further exploration something I want to pursue in a structured way with a partner/team/PLC?
- If I plan to explore independently, is there someone in my school, district or professional community I could use as a thought partner to support and process my learning?