

Tools for Instructional Teams and Teachers



Enhanced
Lesson
Design

Building the Lesson Plan

Whole-Class Instruction

Teacher-Directed Instruction (Whole Class)

The teacher plans whole class instruction at key points within the unit of instruction, typically devoting at least some time each day to whole-class instruction in each subject. The amount of time devoted to whole class instruction versus work time will vary from day to day. The teacher prepares a whole class instruction plan for each whole class instruction period. The plan includes notes to guide the teacher through: Review, Presentation, and Summary.

Review (20% of period)

The teacher begins a whole-class instructional segment by setting the climate for attentive learning, cueing the students to focus in, reinforcing attentive behaviors, reminding students to have their necessary materials at hand, checking postures and facial expressions, and generally encouraging pro-social behavior. This is called a “behavior check.” Next the teacher quickly reviews the previous lesson, including homework assignments from it. The teacher uses rapid-fire questioning to review the previous lesson and build a bridge from it to the new lesson. The teacher notes the students’ progress in mastering new learning and encourages their self-praise. The teacher checks for areas that need re-teaching.

Presentation (60% of period)

The presentation stage includes three phases: 1) The teacher introduces the new lesson, connecting it to the previous one and to prior learning; 2) The teacher develops interest in the new topic; and 3) The teacher directly teaches the new lesson. In introducing the new lesson, the teacher clearly delineates what the students will learn and what will be expected of them. In creating an interest in the topic, the teacher uses an interest stimulator (illustration, demonstration, model, anecdote), cues, advance organizers, and question sprinkling. In directly teaching the lesson, the teacher, with clarity and enthusiasm, proceeds in small steps, uses both verbal explanations and physical demonstrations, elicits student responses regularly but briefly, and “thinks out loud” throughout, verbalizing the thinking processes. In lengthy presentations, the teacher uses internal summaries at key points.

Summary/Confirmation of Mastery (20% of period)

The teacher chooses appropriate questioning strategies, drilling, recitation, and summative discussion or inquiry to ascertain what the students have learned and to help them rehearse it. The teacher balances the factual recall questions with the higher order thinking questions to evaluate the extent and quality of the student learning during this session. The teacher asks students to put new learning into their own words, to apply what they have learned to solve a problem, and/or to recite memorized facts or passages. The teacher equitably distributes questions among students. The teacher gives quick feedback to student responses. This phase should end with a definite closure statement to assist students in organizing the learning once again..

Behavior Check

Time: Approximately 1 to 2 minutes

Purpose: To set the psychological climate in the classroom; cue students to focus in; reinforce attentive behaviors

Method: Teacher in his/her station, students have learning materials on desks and in order, students in learning posture, smiles on faces. Pro-social behavioral expectations reinforced by teacher.

Review (and Homework Check)

Time: 5 to 8 minutes

Purposes: To provide students with clear evaluations of their progress in attaining learning goals (Marzano, 2003); To detect areas that need further teaching or practice; To connect prior learning with new learning

Method: May include homework check. To review: Teacher asks fairly rapid-fire questions from previous lesson to build a bridge to today’s new learning. Teacher calls on students in rotation, using various methods. Teacher sprinkles in verbal reinforcement about the progress and understanding students are demonstrating. This is followed with a “rope” (anything to lasso or draw in the students’ attention). The “rope” signals the transition to the Think segment, where the new lesson is introduced.



Think

Time: Approximately 20% of the *Think/Know/Show* sequence time

Purpose: To introduce new lesson; continue activating prior knowledge; stimulate student cognition relative to the topic

Methods: Cues, Advance Organizers, Sprinkling of Questions

- *Cues* are one of the top 4 selected teacher effectiveness strategies in the Walberg research (Walberg, 1999). Cueing students on what is to be learned and how to learn it activates prior knowledge; students look for what they expect to see as the lesson unfolds, based on where teacher has told them to focus.
 - ◊ Cues involve “hints” about what students are about to experience.
 - ◊ Cues should focus on what is important as opposed to what is unusual.
 - ◊ Research indicates that the more students know about a topic, the more they tend to be interested in it (Alexander, Kulikowich, & Schulze, 1994).
- *Questions* are effective learning tools even when asked *before* a learning experience, so sprinkle them in as part of the learning “set.”
- *Advance Organizers* were first popularized by psychologist David Ausubel (1968) who defined them as: “appropriately relevant and inclusive introductory materials...introduced in advance of learning...and presented at a higher level of abstraction, generality, and inclusiveness than the information presented after it. The organizer serves to provide scaffolding for the stable incorporation and retention of the more detailed and differentiated materials that follow. Thus, advance organizers are not the same as summaries or overviews....but rather are designed to bridge the gap between what the learner already knows and what he needs to know before he can successfully learn the task at hand” (p. 148).

An *Advance Organizer* can be:

- A graphic, a visual
- A list
- A statement
- Anything that helps students focus on the main idea
- Anything that helps students order their thoughts
- Anything that helps students relate to material that might otherwise seem fragmented
- Anything that helps students know what they’re expected to learn in the next 20 minutes and why it is important

Advance Organizers can produce different results:

- Four general types: expository, narrative, skimming, illustrated
- All produce fairly powerful results, but *expository* has the largest effect size (Stone, 1983).
 - Expository:** simply describe the new content to which students are going to be exposed
 - Narrative:** present information to students in a story format
 - Skimming:** used with text that is going to be presented. Teacher asks students to skim, or briefly look at, certain pages, pictures, etc.
 - Illustrated:** non-linguistic, visual representation of the material to be covered; a graphic organizer is another term for this. Usually shows the main topic in the center, with subtopics on “arms”

Summing Up Think: The *Think* segment of *whole-class instruction* is signaled by a “rope”—an interest stimulator—to focus student attention on the introduction of the new lesson for the day. The teacher chooses cues, questions, and/or advance organizers to preview the day’s lesson in a fast-paced presentation of 5 minutes or so. These strategies assist students in activating their prior knowledge and provide them a framework for organizing what is coming next.



Know

Time: Approximately 60% of the *Think/Know/Show* sequence time

Purpose: To directly teach the new skills or concepts

Methods: Lecture, Demonstration, Modeling

- With clarity and enthusiasm, teacher directly communicates what the students need to know
- Teacher proceeds in small steps
- Teacher uses both verbal explanations and physical demonstrations
- Teacher elicits student responses regularly, occasionally questions (engagement)
- Teacher “thinks out loud” throughout, verbalizing the thinking processes
- If presentation is lengthier, teacher gives internal summaries at key points (Rosenshine, 1968)
- “Rule-example-rule” approach

Summing Up Know: There will be a variety of strategies employed during this direct teaching segment. This is where “teacher decision-making, guided by clear goals, is the key to effective instruction” (Good & Brophy, 2000, p. 375).

Show

Time: Approximately 20% of the *Think/Know/Show* sequence time

Purpose: To find out what students have learned and rehearse their learning

Methods: Conducting Verbal Drills, Recitations; Discussions; Quiz Games

- Teacher asks students to put new learning into their own words
- Teacher asks students to apply what they have just learned in solving a problem
- Teacher may ask class to recite memorized facts or passages
- Teacher utilizes the 6 Characteristics of Good Questions (Grossier, 1964) when conducting recitations. Questions are: Clear, Purposeful, Brief, Natural, Sequenced, Thought Provoking
- Teacher equitably distributes questions among students
- Teacher gives quick feedback about student responses

The End of Show

The end of the *Show* segment includes lesson closure. This is where the “ribbon” comes in. It signifies a wrap up to the learning and prompts students where to store the information for later retrieval.

- Teacher finishes the *Show* segment with a quick review of the lesson’s main points
- Teacher may return to the advance organizer, visual, or “rope” object
- This may only take 2 or 3 minutes, but it is necessary to help students know where and how to store the information they just learned; the teacher is organizing it for the students once more
- Teacher analyzes whether or not re-teaching of the day’s concept is necessary
- Teacher does a quick introduction to the Work Time activities, if this has not already been previewed earlier in the day

Summing Up Show: The teacher again is the decision-maker, choosing appropriate questioning strategies, discussion, or inquiry to ascertain what the students have learned. The teacher is a master at questioning, balancing the factual recall questions with the higher order thinking questions to evaluate the extent and quality of the student learning during this session. The *Show* segment should end with a definite closure statement (a “ribbon” to tie up the package) to assist students in organizing the learning in their brains once again.



Teacher-Directed Instruction (Small Group)

Teacher-directed, small-group instruction is an effective follow-up to the whole-class presentation, enabling the teacher to focus instructional attention on the particular requirements of homogeneous groups of students. The groupings should be fluid, rearranged frequently in response to particular learning needs. Students should not be clustered in other ways—such as seating arrangements—that appear to solidify group membership and “label” members. Because groups are formed to address particular learning needs, they will vary from time to time in number of members and in the time devoted to them (Good & Brophy, 2000).

Mason and Good (1993) tested two small-group models on 1,700 fourth, fifth, and sixth grade students in 81 mathematics classrooms. In one model, which they called the *structural approach*, students were divided into two homogeneous groups (based on prior proficiency in mathematics) before separately receiving whole-class instruction from a teacher. In the second model, called the *situational approach*, all students received the same whole-class instruction and were then provided follow-up instruction in small groups based on their demonstrated need for review or enrichment. The *situational approach* proved most effective.

A word of caution is in order here. The *situational approach* was effective because it allowed the teacher flexibility in grouping and re-grouping students for specific instructional purposes following introduction of the new material. This is different from traditional ability grouping (such as reading groups) where the group membership tends to remain highly stable once groups are formed, creating a *de facto* “tracking” system with negative consequences (Eder & Felmlee, 1984; Haller, 1985; Hallinan & Sorensen, 1985; Rowan & Miracle, 1983; Weinstein, 1976).

Situational grouping is based on short-term grouping of students that enables the teacher to re-teach, review, and enhance to a specific subset of knowledge and skill needs of students who are in the process of mastering material that has already been presented. Groups should be organized and taught in ways that provide low achievers with the extra instruction they need. Teachers can assign more students to high groups and fewer students to low groups, thus arranging for more intensive instruction of low achievers within the group setting. Or, teachers can spend more of their time providing direct instruction and supervision to low groups while high groups spend more time working cooperatively or independently (Anderson & Pigford, 1988).

Student-Directed Instruction

Student-directed instruction serves several purposes: Students develop personal responsibility for their learning; they hone their learning skills and meta-cognitive skills; they learn from other students in group settings and in peer teaching arrangements; and the teacher is able to target different learning activities to meet the needs of specific students while also being free to assist some students directly. The most common form of student-directed instruction is independent work, when students complete their assignments individually. This does not mean that they are all completing the same assignment. Once again, the teacher is able, through a Student Learning Plan, to differentiate instruction by giving students assignments consistent with their demonstrated prior learning. With peer teaching, or peer learning, the teacher pairs students to help each other. The act of teaching and assisting another student strengthens the learning of the peer teacher. Instructional time is increased and made specific to the student in this arrangement, as opposed to a teacher instructing all students at the same time. The third type of student-directed instruction is found in small groups of students who complete assignments provided by the teacher for the group. This format provides the opportunity for cooperative learning techniques.

In a Student-Directed Group, the teacher provides the group of students with instructions, and the group does the work. It is a good idea to establish group norms with your students for all of your Student-Directed Groups. These norms might be:

1. Name a group leader for this session.
2. Group leader reads the instructions to the group. [For non-reading age groups, the teacher does this.]
3. Think about the end goal or product you are to complete.
4. Be sure everyone participates.
5. Always be respectful of each other.
6. When the group’s goal is met, go to your independent work if time permits.

The teacher’s instructions include the topic and goal, to get started. The topic is related to the target learning statement. The goal is what the group is to achieve, together. It is a good idea for the goal to be a work product, such as a drawing or paragraph summary of the group’s conclusions. However, there should be individual accountability determined for completion of the goal. Optimum work and habits are reinforced by the teacher that monitors the progress while offering guidance, corrections and coaching.



What are some things to consider when grouping students for cooperative learning?

1. The research suggests a group size of 2 to 5 students, depending upon the complexity of the task presented and the age of your students. It is wise to work with small groups when students are first practicing the collaborative process.
2. The nature of the task itself will often determine group size, but in general, the larger the group, the more skillful group members must be in positive interaction, fulfilling individual role assignments, and keeping on task toward goal achievement.
3. The shorter the time available for a task, the smaller the group should be.
4. Generally, the research recommends heterogeneous groupings of high-medium-low ability students, though there may be exceptions for certain kinds of tasks.
5. Teacher-designed groups create optimum conditions for long or complex tasks. Random groupings by means of such methods as “counting-off” may provide a good mix of students for short-term or easier projects.

Independent Work, Computer-Based Learning, Homework, and Communication With Parents

Homework and Communication With Parents

Research has long established the strong influence of a student’s home environment on that student’s success in school. Less clear has been what schools can do to engage parents in their children’s learning. We now have significant, new research that shows that schools can improve their students’ learning by engaging parents in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, & Rubenstein, 1999; Redding, 2000). Homework is a primary point of interface between the school and the home, and parents are best able to support the school’s purposes for homework when they understand what is expected of students and their role in monitoring their children’s homework. Consistency from teacher to teacher and across grade levels and subjects contributes to teachers’, parents’, and students’ understanding of the school’s purposes for homework and also reinforces students’ formation of independent study habits.

The best way to personalize is to provide student-specific assignments aligned with that student’s current level of achievement and the leveled learning statements. So Carla might be working on an activity for a target learning statement, while Juan works on an enhanced learning statement, and Jimmy works on a prerequisite learning statement. The teacher shouldn’t lock a student into a “track,” but nimbly adjust the student’s assignments as the student shows mastery relative to each target learning statement.

Because we are personalizing the instruction, we show respect for the readiness level of each individual student. That respect is based on the belief that all students are expected to grow, and their individual growth will be supported. In addition, due to the careful planning of instruction, all student tasks look—and are—engaging, interesting and important. That is the message that gives strength to a classroom, and success for all students.

The teacher might write each day’s Independent and Computer-Based Learning assignments on the board, with a different assignment for each group. Or, the teacher might provide a weekly assignment sheet that is distributed to students. Another way to do this is to place the three assignment sheets at a center or work station, and when a student goes to that center or work station, the student chooses the assignment according to his or her group for the week. The computers would be considered centers or work stations, if Computer-Based Instruction is used. Regardless of the method you use, keep the age or grade level of the student in mind.

Independent Work and Computer-Based Learning

Remember that students may complete their Independent Work and Computer-Based Learning at different rates. Also, the learning activities do not have to be completed in a day. You may give assignments that will take most students several days to complete, or even the entire two-week block. If you expect a learning activity to take more than a day, it is a good idea to give the students a deadline for its completion, even knowing that some students will complete it well before the deadline and will move on to the next activity. Students will learn to manage their time to get things done, and that is a great lesson in responsibility for learning. Clear directions, and concise procedures for accomplishing tasks, will lay the ground and set the classroom for on-task learners.

You have aligned your learning statements to standards. You have pre-tests and post-tests. You have an outline for your Whole-Class Instruction and Student-Directed Group activities, and you have prepared personalized Independent Work and Computer-Based Learning by identifying activities that complement the readiness of students. These alternative activities allow you, the teacher, to be flexible and accurate in the instruction of each student. Careful monitoring along with fluid



application of the options will help each student meet the target, and often, go beyond. The variety of modes help “scaffold” the instruction, and allow you the teacher to bridge student learning, as needed. Just remember Jimmy (up above in the first paragraph) may start at the prerequisite level based on his pre-test results, but wanting all students to reach target level, these different learning modes should each give him the opportunity to show understanding and move forward with more challenging work.

Lesson Plans and Enhanced Lesson Design

Lesson Plans

Take a look at the Lesson Plan sample, (next page). What might you already have that can be plugged into this lesson plan? Often, teachers have already used successful instructional strategies and activities that align to grade-level learning statements.

The Lesson Plan allows the individual teacher to use the successful strategies and activities aligned to a target statement, and plug them in “on the go”. We suggest you begin with the development of whole-class, teacher-directed instruction, a time-honored strategy, done well. The framework for proven strategies is suggested within the context—Behavior Check, Review, Think, Know, Show.

Enhanced Lesson Design

The purpose of Enhanced Lesson Design is to intentionally infuse into a high-quality lesson plan one or more strategies to enhance students’ personal competencies. The lesson design always includes defining and aligning the lesson. The lesson design also includes one or more of the instructional modes). Notes and Comments is to record further instructions about the lesson. Results and Reflections is to post the teacher’s impressions after teaching the lesson.

So, what are the students’ personal competencies and what strategies can a teacher use to enhance her lesson plan to include ways to build her students’ personal competencies?

The Four Personal Competencies

Cognitive Competency

A standards-based curriculum may ensure that students acquire the knowledge at the right time to form a foundation for new learning, but it is no guarantee. The vertical and horizontal articulation of the curriculum—teacher-to-teacher, grade-to-grade, course-to-course—takes lots of collaborative planning time, but it is time well spent. It is well spent especially if it is accompanied by instructional planning to ensure that each student is appropriately reached with the curriculum. Students should not be confined by the official curriculum in the knowledge they are able to acquire, and teachers can see that each student is given the opportunity and encouragement to reach beyond the content of the classroom. Students build their cognitive competency through their out-of-school reading and their fruitful use of the Internet. The quality of the reading material matters, as does its content. Scores on standards-based assessments are not always a full indication of what students know, what they have committed to memory, and what they can draw upon to learn more. Students’ writing is often a surer means for determining the depth and breadth of their understanding, and writing exercises their ability to make associations among areas of their knowledge, reaching beyond it in their research to solidify their understanding and formulate their ideas. Memorizing facts, quotations, speeches, and poems may seem old-fashioned, but accessible knowledge must be contained in memory. The student’s working and accessible vocabulary provides the most basic units of association in learning. A student’s natural curiosity, combined with the teacher’s savvy provision of pathways to exploration and discovery, contributes to a mounting store of cognitive content and associations.

Strategies for Enhancing Cognitive Competencies in the Classroom

A teacher enhances a student’s cognitive competency by:

1. Reviewing prior learning and connecting it with newly introduced topics.
2. Expecting that specific knowledge is memorized and teaching memorization techniques.
3. Reinforcing elements of mastered knowledge that can be retained in memory through review, questioning, and inclusion in subsequent assignments.
4. Including vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.
5. Identifying and teaching common facts, ideas, phrases, and quotations that the student will encounter in reading and discussion.
6. Assigning rich reading and the application of the reading in written work and discussion.



7. Using writing assignments to encourage the association and integration of new learning with known concepts and the thinking and expression that facilitates deep understanding.
8. Encouraging each student's natural inclination to be curious by providing pathways of exploration and discovery.

Metacognitive Competency

Students develop metacognitive competency by understanding they have control over their learning and responsibility for it and by knowing procedures that lead to mastery, strategies to employ, and methods for testing their own progress. Teachers build students' metacognitive competency by modeling (thinking out loud), by directly teaching learning procedures and strategies, and by including in their assignments the use and documentation of the student's procedures and strategies. Students can be shown how to track their own progress with charts and graphs. Self-checks and peer-checks before submitting their work to the teacher are effective methods for encouraging responsibility for learning and self-monitoring. How-to-study, reading for meaning, speed reading, active listening, memorization, and test-preparation skills are often included in separate courses and modules for students, but these techniques are best reinforced within the context of each class and subject. Students can be taught analytical procedures for logical and divergent thinking that become strategies in learning, especially when critical thinking and creativity are required.

Strategies for Enhancing Metacognitive Competencies in the Classroom

The teacher enhances a student's metacognitive competency by:

1. Thinking out loud to show, by example, how a learning task is approached and pursued.
2. Pairing students as problem solver and active listener following instruction and modeling on the culture of thinking, as in the Think Aloud Paired Problem Solving (TAPS) method (Robbins, 2011).
3. Teaching specific learning strategies and techniques, such as active listening, note-taking, strategic reading, organization of content, access to resources, research, questioning, memorization (mnemonics), outlining, practice, analytical thinking, self-monitoring, and test preparation.
4. Teaching the process of (a) goal setting and planning (including choice of strategies); (b) monitoring progress through the plan's implementation, and (c) adapting the plan based on feedback (self-appraisal or from the teacher or program).
5. Including self-checks and peer-checks as part of assignment completion.
6. Showing how to chart and graph assignment completion and objective mastery.
7. Including the documentation of learning processes and strategies employed in the completion of an assignment.
8. Teaching procedures of logic, synthesis, and evaluation to employ in critical thinking.
9. Teaching techniques for divergent thinking to expand the universe of considerations in creative thinking.

Motivational Competency

It is good advice to not get hung up on the debate over intrinsic and extrinsic motivation; the dichotomy is in many ways artificial. In adult life, we may be motivated by money or fame or the accolades of our peers, but that is because we value these goals and find satisfaction in their pursuit, not because they have been imposed upon us. In school, making mastery of learning valuable to students is our chief task, and if incentives (grades, rewards, recognition) lubricate the gears in that direction, so much the better. A growth mindset, a sense of self-efficacy in improving academic performance, and a value for mastery form the triad of motivational competency for students. Teachers contribute to their students' growth mindsets when they are careful in language, attributing success in learning to effort and strategy rather than smarts. They help parents understand the power of their language and their expectations at home in forming their children's mindsets and motivation to learn. Teachers enhance students' sense of self-efficacy in meeting learning challenges when they carefully match their assignments to each student's current level of mastery, making the work challenging but within reach. Teachers instill in their students a value for mastery by providing ladders for incremental success and celebrating what students know and can do. Teachers stir students' motivation to learn by teaching with enthusiasm, demonstrating their own delight in learning, connecting topics and assignments to students' interests and aspirations, tapping students' innate curiosity, and stretching students' awareness of fascinating subjects beyond their current knowledge or interest. Teachers find where each student's passion lies, and use that as a platform for expanded interest and accomplishment.

Strategies for Enhancing Motivational Competencies in the Classroom

A teacher enhances a student's motivational competency by:

1. Promoting a growth mindset by attributing learning success to effort and self-regulation, reinforcing the idea that



both actual ability and self-efficacy are malleable and grow with practice, and insisting upon (and rewarding) persistence to mastery.

2. Connecting learning tasks to the student's personal aspirations.
3. Differentiating assignments to provide the right balance of challenge and attainability.
4. Helping students “find the fun” in learning rather than simply making tasks fun (Redding, Twyman, & Murphy, 2013).
5. Stretching the student's interests to find value in new topics (acquired relevance).
6. Celebrating mastery.
7. Helping parents understand their influence on their children's mindset, sense of agency, and motivation to learn, especially in their verbal attributions.

Social/Emotional Competency

CASEL advocates five competencies that together constitute what we have lumped together as social/emotional competency. These five are: (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions. CASEL catalogs evidenced-based programs that demonstrate results in building these five competencies (see www.casel.org). In addition to a programmatic approach to enhancing social/emotional competency, a school can infuse within its mission, curriculum, and culture an intentional focus on attitudes and behaviors that build and reflect self-worth, respect, and responsibility. Specific social skills can be taught and reinforced, including such basic but essential skills as making introductions, paying and receiving compliments, and not forgetting the magic words—please and thank you. Cooperative learning methods build social skills, and service learning provides opportunities to practice pro-social behaviors. Schools must be attentive to students' emotional states, their anxieties and stresses, their personal struggles, and proactively counsel and instruct students in understanding and managing their emotions. Schools must also be equipped to provide supportive interventions at the right times. Social/emotional objectives can be structured into each class's curriculum and instructional plan. Because social/emotional competency is so strongly influenced by the home environment, intentional engagement of families serves two purposes: (1) the school and teacher develop a better understanding of the student, and (2) the parents learn how to foster social/emotional competency through their interactions with their children at home.

Strategies for Enhancing Social/Emotional Competencies in the Classroom

The teacher enhances a student's social/emotional competency by:

1. Including social/emotional objectives in the instructional plan.
2. Teaching and reinforcing positive social skills and relationships.
3. Modeling responsible behavior, caring, optimism, and positive verbal interactions.
4. Adopting evidence-based programs that enhance social/emotional competency.
5. Establishing classroom norms for personal responsibility, cooperation, and concern for others.
6. Being attentive to students' emotional states and guiding students in managing their emotions.
7. Helping students set constructive goals for learning and social relationships and know how to pursue and achieve the goals.
8. Teaching students to understand the consequences of their decisions and to take responsibility for them.
9. Using cooperative learning methods.
10. Encouraging questioning, seeking help from others, and offering help to others.
11. Arranging for support services from psychologists and social workers when students demonstrate a need for support.
12. Working closely with parents to promote social/emotional competency at home.

How to Apply the Strategies

Obviously, not all the strategies, nor all the competencies, can or should be applied to every lesson, however whenever possible, these competencies/strategies can be applied so that students are building those competencies which will serve them well beyond their days in your classroom or even in their school career. The personal competencies are those attributes that will serve a student well all throughout his or her life, and their development and enhancement takes place in three contexts.



Contexts for Enhancing Personal Competencies

Students' personal competencies evolve over time through learning both in and outside of school, often incidentally and not through intentional programs aimed at their enhancement.

A student discovers by trial and error (and by observing others) certain learning strategies that prove effective, behaviors that ease social situations, and activities that arouse their interest.

The student accumulates a bank of knowledge that she draws upon in making connections with new information that presents itself each and every day. No student is without some degree of personal competency for learning, even if the school does not consider the strengthening of personal competencies as an explicit goal in its mission. How might all students benefit from a school experience that intentionally addresses personal competencies?

What would this look like in the school? Personal competencies may be intentionally strengthened within three contexts: school community, school, and classroom. The school community is the larger context, enveloping students and school personnel as well as students' families, volunteers, and others with an intimate association with the school. The context of the school itself includes the internal culture of the school, school-wide and extra-curricular programs, and the overarching curriculum. The classroom context is the domain of the teacher, students, and other classroom personnel engaged in teaching and learning (instruction) and reflected in the classroom culture and the teacher's classroom management.

School Community

"A 'school community' consists of the people intimately associated with a school—students, their families, teachers, administrators, school staff, and volunteers—bound together by their common interest in the students served by the school" (Redding, 2011, p. 16). Association and common interest alone don't define a strong school community; common values for the goals of education and acceptance of roles in achieving these goals are also necessary. The goals of a school community find particular salience when focused on areas of overlapping responsibility between the school and the home, including attitudes and habits relative to school success. The School Community Network (SCN) (see www.schoolcommunitynetwork.org), for example, seeks to achieve a strong school community through mutually supportive roles in enhancing children's (1) literacy, (2) self-directed learning (study skills and habits), (3) respect for self and others, and (4) responsibility to self and others. SCN views these four student attributes as foundational to learning and success in life.

The six building blocks of a strong school community (Redding, 2011) are:

1. Leadership that is shared among its members.
2. Goals and Roles that guide its members in doing their part relative to student learning and in their relationships to one another.
3. Communication among its members that is two-way and interactive and clarifies their roles and responsibilities.
4. Education of its members that builds their capacity to fulfill their roles and responsibilities.
5. Connections among its members that enhance their personal relationships, strengthen their bonds to one another and to the school, and foster mutual pursuit of success for all students.
6. Continuous Improvement because a school community is never completely "built." It is always building its capacity for nurturing the ties among its members and achieving outcomes for its students.

In considering how personal competencies are enhanced within the context of the school community, the roles of parents and volunteers, as well as the school staff and students, are taken into account.

School

Personal competencies may be enhanced directly through the school's formal programs and curriculum, but they are also built more indirectly through the prevailing school culture. School culture resides in the school's collective values, beliefs, and norms, and evidenced in its mission statement, rituals, routines, and relationships among its personnel and students. School climate, as opposed to school culture, is reflected in the general morale or mood of the people in the school.

Personal competencies may be codified into standards and objectives and integrated within the school's curriculum. The content of the curriculum is constructed in accordance with the standards and objectives, relative to each subject and grade level. Including personal competencies in the curriculum enables teachers to intentionally address them in instruction.

Classroom

Personal competencies are enhanced through the teacher's instruction (especially when personalized) and the classroom culture. The teacher's relational suasion with students facilitates their learning and their building of personal competencies. Like the school culture, the culture of a teacher's classroom reflects values and is seen in its rituals, routines, expected behaviors, and relationships among teachers and students. How the teacher organizes the classroom and establishes and reinforces its rules and procedures constitute classroom management, and classroom management operationalizes much of what is more broadly called classroom culture.

Through personalized instruction, the teacher is attune to each student's evolving personal competencies and differentiates learning assignments accordingly. The teacher is aware that in tackling each learning task, a student exercises the four personal competencies, and assists and reinforces the student in doing so. In granting greater control to the student in making choices about topics, regulating the learning process, and accessing resources through a variety of modes (including the Internet), the teacher is fully aware of the competencies that learner independence requires.

See other resources at: www.centeri.org

See especially: <http://www.centeril.org/plindicators/>

Enough information—let's get to the real work.



Enhanced Lesson Design Template

Teacher First Name:	Teacher Last Name:	School:
City: State: Grade Level: ☐ Preschool ☐ Upper Primary ☐ Middle School ☐ High School ☐ Lower Primary	Subject: Course Title: Unit Title: Lesson Title:	Main Standard Addressed: Primary Lesson Objective (stated as "Students will be able to...")
Criteria for Mastery:		
Instructional Modes (plan/include all modes that apply to your lesson)		
Teacher-Directed Whole-Class Instruction Estimated Total Time in Minutes: Resources/Materials: Main Topic: <i>(Conduct Behavior Check before beginning)</i> Review: Think: Know: Show: ☐ Includes personal competency strategy Personal competency strategy (write description and include code): Code: Description:	Teacher-Directed Small-Group Instruction Estimated Total Time in Minutes: Resources/Materials: Main Topic: <i>(Conduct Behavior Check before beginning)</i> Review: Think: Know: Show: ☐ Includes personal competency strategy Personal competency strategy (write description and include code): Code: Description:	Student-Directed Small Groups Estimated Total Time in Minutes: Resources/Materials: Purpose: Instructions to Students: Group Goal (task/product): ☐ Includes personal competency strategy Personal competency strategy (write description and include code): Code: Description:

Independent Work (leveled), Teacher Assigned, with Student Options <i>(Teacher assigns each student to a level, and the student chooses one of the two activities in the level)</i> Estimated Total Time in Minutes: Resources/Materials: Levels and Activities Enhanced (Student chooses one): Activity 1 (instructions to students): Activity 2 (instructions to students): Target (Student chooses one): Activity 1 (instructions to students): Activity 2 (instructions to students): Pre-requisite (Student chooses one): Activity 1 (instructions to students): Activity 2 (instructions to students): ☐ Includes self check ☐ Includes peer check ☐ Includes student tracking of progress ☐ Includes personal competency strategy Personal competency strategy (write description and include code): Code: Description:	Independent Work (not leveled), with Student Options Estimated Total Time in Minutes: Resources/Materials: (Student chooses one activity) Activity 1 (instructions to students): Activity 2 (instructions to students): Activity 3 (instructions to students): ☐ Includes self check ☐ Includes peer check ☐ Includes student tracking of progress ☐ Includes personal competency strategy Personal competency strategy (write description and include code): Code: Description:	Homework ☐ Student options included and homework is leveled ☐ Student options included and homework is not leveled (if homework is not leveled, only complete the Target section) Levels and Activities Estimated Total Time in Minutes: Resources/Materials: Enhanced (Student chooses one) Activity 1 (instructions to students): Activity 2 (instructions to students): Target (Student chooses one) Activity 1 (instructions to students): Activity 2 (instructions to students): Pre-requisite (Student chooses one) Activity 1 (instructions to students): Activity 2 (instructions to students): ☐ Includes an assignment that engages the family. (i.e., student interviews a parent, shares and discusses work or topic from the day, completes a worksheet with a parent) Instructions to students: ☐ Includes personal competency strategy Personal competency strategy to include (see codes on next page or write your own): Code: Description:
Notes and Comments:	Results and Reflections (after the lesson, by the teacher):	



Personal Competency Strategies (with Code) for Enhanced Lesson Plan

Strategies for Enhancing Cognitive Competencies in the Classroom

A teacher enhances a student's cognitive competency by:

Cog 1: Reviewing prior learning and connecting it with newly introduced topics.

Cog 2: Expecting that specific knowledge is memorized and teaching memorization techniques.

Cog 3: Reinforcing elements of mastered knowledge that can be retained in memory through review, questioning, and inclusion in subsequent assignments.

Cog 4: Including vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

Cog 5: Identifying and teaching common facts, ideas, phrases, and quotations that the student will encounter in reading and discussion.

Cog 6: Assigning rich reading and the application of the reading in written work and discussion.

Cog 7: Using writing assignments to encourage the association and integration of new learning with known concepts and the thinking and expression that facilitates deep understanding.

Cog 8: Encouraging each student's natural inclination to be curious by providing pathways of exploration and discovery.

Strategies for Enhancing Metacognitive Competencies in the Classroom

The teacher enhances a student's metacognitive competency by:

Met 1: Thinking out loud to show, by example, how a learning task is approached and pursued.

Met 2: Pairing students as problem solver and active listener following instruction and modeling on the culture of thinking, as in the Think Aloud Paired Problem Solving (TAPS) method (Robbins, 2011).

Met 3: Teaching specific learning strategies and techniques, such as active listening, note-taking, strategic reading, organization of content, access to resources, research, questioning, memorization (mnemonics), outlining, practice, analytical thinking, self-monitoring, and test preparation.

Met 4: Teaching the process of (a) goal setting and planning (including choice of strategies); (b) monitoring progress through the plan's implementation, and (c) adapting the plan based on feedback (self-appraisal or from the teacher or program).

Met 5: Including self-checks and peer-checks as part of assignment completion.

Met 6: Showing how to chart and graph assignment completion and objective mastery.

Met 7: Including the documentation of learning processes and strategies employed in the completion of an assignment.

Met 8: Teaching procedures of logic, synthesis, and evaluation to employ in critical thinking.

Met 9: Teaching techniques for divergent thinking to expand the universe of considerations in creative thinking.

Strategies for Enhancing Motivational Competencies in the Classroom

A teacher enhances a student's motivational competency by:

Mot 1: Promoting a growth mindset by attributing learning success to effort and self-regulation, reinforcing the idea that both actual ability and self-efficacy are malleable and grow with practice, and insisting upon (and rewarding) persistence to mastery.

Mot 2: Connecting learning tasks to the student's personal aspirations.

Mot 3: Differentiating assignments to provide the right balance of challenge and attainability.

Mot 4: Helping students "find the fun" in learning rather than simply making tasks fun (Redding, Twyman, & Murphy, 2013).

Mot 5: Stretching the student's interests to find value in new topics (acquired relevance).

Mot 6: Celebrating mastery.

Mot 7: Helping parents understand their influence on their children's mindset, sense of agency, and motivation to learn, especially in their verbal attributions.

Strategies for Enhancing Social/Emotional Competencies in the Classroom

The teacher enhances a student's social/emotional competency by:

- SEL 1: Including social/emotional objectives in the instructional plan.
- SEL 2: Teaching and reinforcing positive social skills and relationships.
- SEL 3: Modeling responsible behavior, caring, optimism, and positive verbal interactions.
- SEL 4: Adopting evidence-based programs that enhance social/emotional competency.
- SEL 5: Establishing classroom norms for personal responsibility, cooperation, and concern for others.
- SEL 6: Being attentive to students' emotional states and guiding students in managing their emotions.
- SEL 7: Helping students set constructive goals for learning and social relationships and know how to pursue and achieve the goals.
- SEL 8: Teaching students to understand the consequences of their decisions and to take responsibility for them.
- SEL 9: Using cooperative learning methods.
- SEL 10: Encouraging questioning, seeking help from others, and offering help to others.
- SEL 11: Arranging for support services from psychologists and social workers when students demonstrate a need for support.
- SEL 12: Working closely with parents to promote social/emotional competency at home.

