

Visible Teaching

The major message is simple—what teachers do matters. However this has become a cliché that masks the fact that the greatest source of variance in our system related to teachers—they can vary in major ways. The codicil is that what “some” teachers do matters—especially those who teach in a most deliberate and visible manner. When these professional see learning occurring or not occurring, they intervene in calculated and meaningful ways to alter the direction of learn to attain various shared, specific, and challenging goals.

(Quoted from Hattie, 2009, p. 22)

Think about the VISIBLE TEACHING Criteria...		
<ul style="list-style-type: none"> • Shows caring and respect for students’ needs, responses, and diversity. • Uses small group options: pairs, cooperative learning, guided reading, reciprocal teaching, etc. • Assigns/uses leveled and varied text: articles, magazines, fiction, non-fiction, internet, etc. • Uses management strategies to reduce disruptions in learning: clear expectations, rules, and procedures, etc. • Clarifies and articulates <i>specific</i> learning objectives/learning intentions. • Provides direct/explicit instruction and models what students should know or do to master objectives. • Develops vocabulary and connects concepts and ideas. • Questions for high level thinking and deep learning. • Maintains instructional clarity across lesson organization, explanation, examples, and guided practice. • Differentiates through re-teaching, acceleration, and enrichment. etc. 		
Examine the Crosswalk to Influences Identified by Hattie with Medium to High Effect Sizes...	Effect Size	Read about It in Hattie (2009)
Teacher clarity	d = .75	p. 125-126
Teacher-student relationships	d = .72	p. 118-119
Vocabulary programs	d = .67	p. 131-132
Teaching strategies	d = .60	p. 200-203
Direct instruction	d = .59	p. 204-205
Reading comprehension programs	d = .58	p. 136-137
Mastery learning	d = .58	p. 170-171
Classroom cohesion	d = .53	p. 103
Classroom management	d = .52	p. 102
Small-group learning	d = .49	p. 94-95
Questioning	d = .46	p. 182-183
Teacher expectations	d = .43	p. 121-122

Note: See curricular influence ranking Appendix A

Summary of Visible Teaching

EFFECTIVE teachers make THE difference in student learning and there is much research about what characterizes effective teaching. Effective teachers are clear about they *intend* to teach and communicate intentions to their students by describing what it means for students to be successful in achieving the learning goals; they clarify and articulate specific learning objectives.

Effective teachers are skillful in fostering positive teacher-student relationships by respecting and building upon what each child brings to the classroom. These teachers artfully use, “the skills of listening, empathy, caring, and having a positive regard for others” (Hattie, 2009, p. 118). It is by knowing and respecting students that effective teachers are able to differentiate instruction—they know when to re-teach, accelerate, or enrich and why differentiation is necessary because they know their students.

Effective teachers make teaching visible by providing direct/explicit instruction that supports mastery learning. As Hattie describes, “The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modeling, evaluates if they understand what they have been told by checking for understanding, and re-telling them what they have been told by tying it all together with closure” (Hattie, 2010, p. 49). “Explicit instruction involves directing student attention toward specific learning, occurs in a highly structured environment, and focuses on producing specific learning outcomes. Topics and contents are broken down into small parts and taught individually in a logical order. Explicit teaching involves modeling skills and behaviors and modeling thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. Explicit instruction:

- Begins with setting the stage for learning;
- Followed by a clear explanation of what to do (telling);
- Followed by modeling the process (showing);
- Followed by multiple opportunities for practice (guiding) until independence is attained;
- Allows for a gradual release of responsibility from the teacher to the students” (Rozelle & Gregory, 2010).

During explicit instruction, effective teachers use a wide variety of instructional strategies and question for higher level thinking. They promote literacy by emphasizing vocabulary building and comprehension strategies. They adapt instructional materials and instruction for specific groups of learners. “The effects of small group learning were significantly enhanced when students had group work experience or instruction, where specific cooperative learning strategies were employed, and when group size was small” (Hattie, 2009, p. 95).

Finally visible teaching requires teachers to create classroom environments conducive to learning. To accomplish this effective teachers ensure well-managed classrooms and reduce disruptions. The teachers are mindful and have, “the ability to identify and act on potential behavior problems, and retain an emotional objectivity” (Hattie, 2009, p. 102). They promote *classroom cohesiveness*—“the sense that all (teachers and students) are working towards positive learning gains” (Hattie, 2009, p. 103).

Sample Professional Growth Opportunities for Visible Teaching

1. Review the research on *Visible Teaching*.

Objectives:

- To analyze pertinent research on visible teaching
- To reflect on research in light of current practices

Materials:

- Copies of the crosswalk between the visible teaching criteria and pertinent research on high-yield strategies and the *Summary of Visible Teaching* (guide pages 6-7)
- One reflection journal for each participant
- One enlarged copy of reflection questions (guide page 9)
- One copy of the book *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* per participant (optional)

Procedure:

- a) Distribute copies of the crosswalk and summary.
- b) Ask participants to read and analyze the crosswalk and summary.
- c) Present reflection stems.
 - Something that squares off with my beliefs...
 - Something that is circling around in my head...
 - Important points for me to apply...
- d) Ask participants to share reflections with team or pair
- e) Process reflections with the whole-group
- f) Ask participants to reflect on the extent to which they are implanting visible teaching practices.
- g) Optional: Jigsaw reading about the influences identified in Hattie's book. Create teams of 4 to 5 members. Each team member can be assigned to read about 2-3 influences and share with team.

"IN SHAPE" THINKING

Reflect on Visible Teaching Influences.

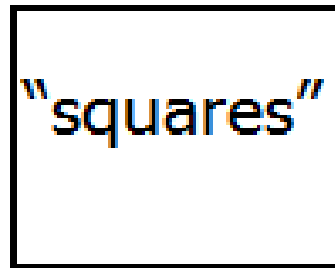
What is "circling" around in your mind?



What important "points" have been made?



What "squares" off with your beliefs?



2. Read and discuss an article pertinent to teacher student relationships.

Objectives:

- To investigate conditions that make a difference for improving teacher-student relations
- To collaborate about ways to improve teacher-student relations
- To establish goals for improving teacher-student relations

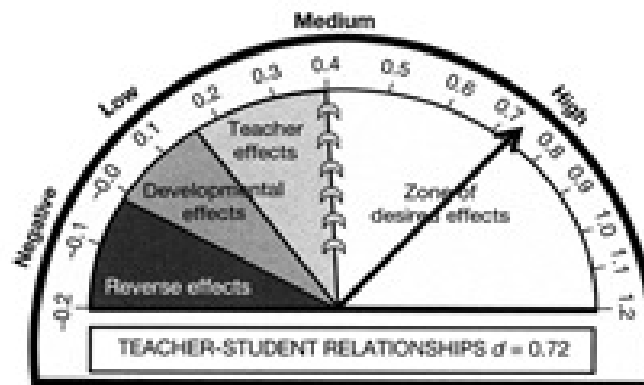
Materials:

- An enlarged copy of Hattie's barometer on teacher-student relationships (guide page 11)
- One copy of the article *8 Conditions that Make a Difference for Students* for each participant and the goal setting form for fostering improved teacher-student relationships (guide pages 12-13)
- One copy of the three-column *Before, During, and After Bookmark* for each participant (guide page 14)

Procedure:

- a) Show Hattie barometer on teacher student relationships.
- b) Distribute the article *8 Conditions that Make a Difference for Students* by the Qualia Institute and the three- column *Before, During, and After Bookmark*.
- c) Model how to use the three column graphic organizer and explain that the graphic organizer can be used with students to foster questioning for comprehension and interaction with text.
- d) Ask participants to read article. As they are reading use three column graphic organizer to capture notes.
- e) Ask staff to share their notes with their team or in pairs.
- f) Process by asking teams or pairs to share important points with the whole group.
- g) Ask staff to develop a specific goal for fostering improved teacher-student relationships. Progress on goals should be shared periodically.

Teacher-Student Relationships



KEY	
Standard error	0.011 (Low)
Rank	11th
Number of meta-analyses	1
Number of studies	229
Number of effects	1,450
Number of people (N)	355,325

es Relating

THE 8 CONDITIONS THAT MAKE A DIFFERENCE FOR STUDENTS

© 2009, The Quaglia Institute for Student Aspirations. All Rights Reserved. 29 Falmouth Street, Portland ME 04103, 207.874.QISA(7472) info@qisa.org

Belonging—The condition of Belonging means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a student's feeling of wellbeing, social engagement, and competence. The condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. As a teacher, you have the opportunity to establish a culture of Belonging in your classroom, one that promotes your students' sense of wellbeing, connection, and self-belief.

Heroes—Heroes are the everyday people—teachers, friends, family—in a student's life who inspire them to excel and to make positive changes in attitudes and lifestyles. Heroes are those a student can connect with, those who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a teacher, you can be a hero to your students. They can look up to you as someone to learn from and communicate with about many things. Building relationships with your students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Sense of Accomplishment—The condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. As a teacher, you have the opportunity to celebrate your students' accomplishments in visible ways. Taking time to recognize and support your students' efforts will result in students who are motivated to persevere through difficult tasks.

Fun & Excitement—The condition of Fun & Excitement is characterized by students being inspired. They are actively engaged and emotionally involved in their school work. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. After the first three conditions—Belonging, Heroes, and Sense of Accomplishment—are established, you can motivate your students through a fun and exciting classroom environment.

Curiosity & Creativity—The condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a teacher you must pay careful attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Spirit of Adventure—The Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. As a teacher you can encourage and support your students' Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision making and healthy risk taking, students become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Leadership & Responsibility—The condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. When students speak their opinions, they need to accept the consequences of doing so. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Confidence to Take Action—Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability and potential to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Teacher	
My Goal for Improving Teacher-Student Relationships	
Condition this Goal Addresses	

BEFORE, DURING, AND AFTER READING QUESTIONS BOOKMARK

Asking Questions BEFORE Reading	Asking Questions DURING Reading	Asking Questions AFTER Reading
<ul style="list-style-type: none"> What clues does the title give about the text? What type of text is this? Fiction? Nonfiction? Why am I reading this text? What do I need to find out? What do I already know about the topic? What predictions can I make? <p style="text-align: center;">Questions & Notes:</p> <hr style="border: 0.5px solid black; margin-top: 5px;"/> <div style="height: 300px;"></div>	<ul style="list-style-type: none"> What did I learn from this? Do I need to reread? Use a different strategy? What are the big ideas? Can I summarize what I read? What picture or movie do I see in my head? What details? Are there words I do not know? <p style="text-align: center;">Questions & Notes:</p> <hr style="border: 0.5px solid black; margin-top: 5px;"/> <div style="height: 300px;"></div>	<ul style="list-style-type: none"> What predictions were confirmed? What details in the text confirmed them? What were the main ideas and themes presented in the text? What connections did I make to the text? <p style="text-align: center;">Questions & Notes:</p> <hr style="border: 0.5px solid black; margin-top: 5px;"/> <div style="height: 300px;"></div>

Rozzelle, J. & Scaerce, C. (2009). *Power tools for adolescent literacy*. Bloomington, IN: Solution Tree, p. ?

3. Model and/or analyze an explicit teaching lesson plan.

Objectives:

- To provide explicit instruction on explicit instruction
- To analyze explicit instruction components of a modeled lesson
- To reflect on how cognitive strategy instruction can be integrated

Materials:

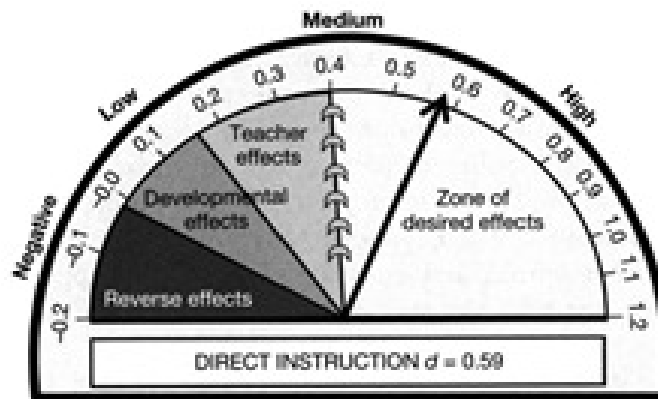
- A LCD projector/document camera or overhead projector and screen
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- LCD projector (if using powerpoint)
- Hattie direct instruction barometer slide (guide page 16)
- Explicit instruction slides (p. 17-18 of this guide)
- Directions for observing demonstration lesson slide (guide page 19)
- Slide of bound feet (guide page 20)
- A ruler
- Ruler slide (guide page 21)
- Questioning slide (guide page 22)
- Processing with 3-2-1 slide (guide page 23)
- Writing Reflection Response Card slide (guide page 24)
- Analyze the Lesson slide (guide page 25)
- Daily Learning Plan slide (guide page 26)
- One copy of the *Bound Feet* article per participant (guide pages 27-28)
- One copy of the completed lesson plan on *Bound Feet* per participant (guide page 29)

Procedure:

- a) Show direct instruction barometer slide.
- b) Review characteristics of explicit instruction using slides.
- c) Show slide preparing for explicit lesson modeling and begin lesson demonstration.
- d) Distribute *Bound Feet* article
- e) State learning objectives/intentions.
- f) Show slide of bound feet.
- g) Follow engage and hook directions in learning plan to begin lesson.
- h) Follow explain and model directions of the lesson plan using the first two paragraphs of the article.
- i) Follow explore and apply directions of the lesson plan.
- j) Show 3-2-1 reflection slide and allow participants to complete.
- k) Use slide on writing to end lesson demonstration.
- l) Use slide to give teams directions for analyzing the lesson.
- m) Show slide with learning plan template and allow teams time to analyze the lesson.
- n) Distribute the completed learning plan template on *Bound Feet*.

Alternative PD Opportunity: Complete steps a, b, and m. Distribute *Bound Feet* learning plan without demonstrating the lesson. Ask teams to analyze the plan using the learning plan template

Direct Instruction



KEY	
Standard error	0.096 (High)
Rank	26th
Number of meta-analyses	4
Number of studies	304
Number of effects	597
Number of people (1)	42,618

lyses

What Is Explicit Teaching?

- Involves directing student attention toward specific learning
- Occurs in a highly structured environment
- Focuses on producing specific learning outcomes
- Breaks down topics and content are broken into small parts taught individually in a logical order
- Involves modeling skills and behaviors and modeling thinking with the teacher *thinking out loud* when working through problems and demonstrating processes for students

Rozzelle & Gregory (2010). College of William and Mary, School University Research Network (SURN)

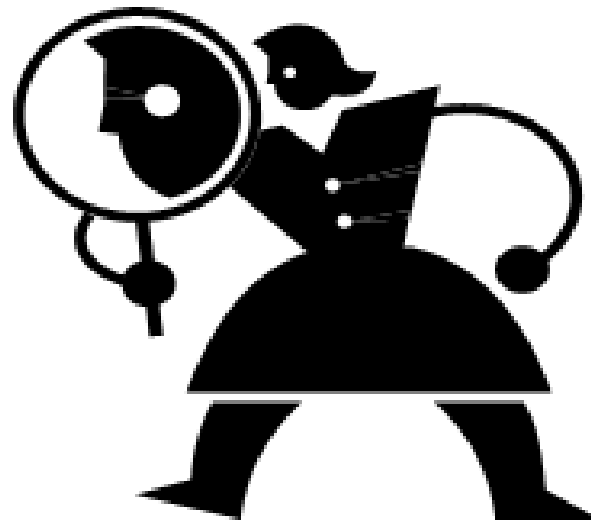
Explicit Instruction...

- Begins with setting the stage for learning.
- Is followed by a clear explanation of what to do (telling).
- Is followed by modeling of the process (showing)
- Is followed by multiple opportunities for practice (guiding) until independence is attained.
- Moves systematically from extensive teacher input and little student responsibility initially — to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

Rozzelle & Gregory (2010). College of William and Mary, School University Research Network (SURN)

Purpose Setting: Explicit Teaching Demonstration

1. What do I do to explicitly teach a comprehension strategy?
2. Focus on what I am asking you to do to engage you in comprehending the text?



Bound Feet



Think About It: How Long Is A Foot?



How to Ask Questions to Comprehend



- Ask questions before, during and after reading.
- Ask questions of the author, yourself, and the text.
- Sample questions:
 - ✓ *What is the author trying to say?*
 - ✓ *What is the most important idea?*
 - ✓ *What is this part really saying?*
 - ✓ *What is the big idea?*
 - ✓ *Does this make sense?*

Processing with 3-2-1

Write in Your Journal:

- 3**—Important ideas about the Chinese custom of footbinding
- 2**—Ways questioning helped you to comprehend text.
- 1**—Question additional question you have about the Chinese custom.

Writing Reflection Response Card

For Girls

You are a woman living in a time when it was a social stigma not to bind your feet.

Marriages, wealth, and social standing depended on the size of your feet. You do not want to bind your feet. Present to your parents the cons of footbinding.

For Boys

You are a boy with two sisters. You are very fond of both of them. Every night of the past week there has been arguing in the household because your sisters do not want to practice the custom of footbinding. Tonight you plan to take a stand for them. Present to your parents the cons of footbinding.

Scaerce, C. (2010). Richmond, VA: Enlightening Enterprises

Team Talk: Analyze the Lesson



- Examine the learning plan template.
- What were the lesson objectives/learning intentions?
- Use the learning plan template to discuss what was done to explicitly teach the lesson.

Daily Learning Plan

SOL/Objective/Learning Goals _____
 Cognition Strategy to be Applied _____
 Assessment Criteria _____

Lesson Component	What the Teacher Does..	What the Student Does..
Engage & Hook		
Explain & Model		
Explore and Apply (Guided & Independent Practice)		
Assess & Close		
Resources and Materials		

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Bound Feet

Written by Jeanine Holman

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Xiao Mai-sunniang walks four blocks every morning to the temple where she sits selling incense all day. She is extremely proud of her tiny two and a half-inch feet, although the life of luxury once promised to one with such extraordinary feet never came to her. She finds it difficult to reconcile that memory with her physical limitations and the modest lifestyle she leads today in Taipei, Taiwan. Less than one hundred miles away, yet a world apart in mainland China lives Guo Zhu-Juan, who hobbles about with great difficulty. She speaks bitterly of the past and of the painful custom of footbinding, which she blames for keeping her both illiterate and a virtual prisoner in her own home for the last 75 years. Further west in a remote village in Yunnan Province lives Li Xiu-ying, who at 66 is as full of life as a spring day. Xiu-ying heads the local women's association and leads traditional dance performances with other village women, some with bound feet, others without. Our perception of her handicap does not exist for her - she feels it perfectly normal, and while she no longer approves of the binding of young girls' feet, she lives her own life free of resentment and full of joy.



Although it is no longer done to young girls, the practice of footbinding is still alive in China. There are thousands of mature women who have bound since childhood, and many others who chose to stop binding and let their feet assume a more natural, though stunted, appearance. Contrary to common belief, these women run the gamut of class and family background, ethnic heritage and geographic location. Their experiences and feelings, as well, range from pride to resentment and anger. These women are the last generation to live out one of China's most ancient and widely practiced customs, and it was our intention to let them speak about their feelings of having bound feet. While much has been written about the custom, virtually all of it has been done by men.

1 According to an old saying, "There are a thousand buckets of tears for one who binds her feet", yet for nearly ten



centuries in China the focus of a young girl's life was fixed upon this ritual. The responsibility of initiating and monitoring the binding rested with the mother or elder village women, and began for most between the ages of five and twelve. It was a slow, agonizing process of crushing the bones and flesh into the narrow, pointed shape of a crescent moon, the so-called "Golden Lotus". A long strip of cloth was wrapped over the four smaller toes, under the instep and around the heel. By tightening the cloth daily the heel became slender and the toes eventually broken under, flattened against the underside of the sole. Greater tension was slowly applied, sometimes coupled with the strength of a rope, to bring the heel forward to the ball of the foot, breaking the arch and forcing it upward. Once the binding process had begun, regular rebinding became an integral part of personal hygiene for the rest of the girl's life. In the early stages the foot easily became swollen and filled with pus, and would frequently break open. Some women applied alum or washed in scented water to prevent strong odor and infection; others made it a practice to soak the feet in urine to make the skin more supple, relieve swelling, and prevent expansion of the compressed areas. Even for women advanced in age the binding cloth is removed only for bathing and to rebind. Once the heel has been forced forward and the arch broken, the foot must be immediately rebound; it otherwise begins to lose its shape, causing excruciating pain that many women said equals that

of the original binding.

2 The desired result is a normal large toe and ball of the foot that slide into a tiny embroidered shoe with a wooden platform to raise and support the heel. A bound-footed woman can easily be distinguished by her paradoxical mincing gait, just as the western stereotype depicts. Each step is stunted by the inability to roll forward onto the toes, and those with very small feet may appear to be walking on stilts.

3 Years of suffering were required to finally achieve the ideal three-inch long foot and the diminutive shape of a crescent moon so lyrically described by Chinese poets as the quintessence of a refined female form, much like the western image of a perfectly proportioned 36-24-36 inch figure. Many women found themselves under enormous pressure to rriatch this idealized form, particularly those with positions of wealth or status. This was true of women we spoke to in both urban and rural areas, where even today women over the age of sixty with feet longer than four inches are rare.

4When asked about the purpose of footbinding the overwhelming majority of women responded very plainly that without bound feet it was impossible to find a husband. A normal footed woman was commonly viewed as a freak of nature, and with unbound feet her pain overflowed into not 1,000, but 5,000 buckets of tears. She was considered lewd and unrefined, often subject to mockery and the brunt of village ridicule. At times in certain areas such women were so rare and unbelievable they were thought to exist only in myth. Women of the upper classes could never have imagined finding a husband of equal status without binding their feet, and if a normal footed woman of a lower class could not find a suitable mate among her economic peers, she could hope for no more than to be sold into slavery or service to those who did bind.





Daily Learning Plan Tool

Teacher: _____ Course/Grade: 9 School: _____

Lesson Topic/Title: The Chinese Custom of Footbinding and Explicit Teaching of Questioning

SOL/Objective/Learning Goals: WHI.4e The student will describe China with emphasis on the development of an empire and the construction of the Great Wall.

Text Used to Teach Cognition Strategy: “Bound Feet” (<http://www.josephrupp.com/history.html>) and “Great Wall of China” ([www.travel and leisure/article 464.shtml](http://www.travelandleisure/article/464.shtml))

Cognition Strategy to be Applied: Questioning

Lesson Component	Teacher	Student
Engage & Hook	<ul style="list-style-type: none"> Show slide introducing the text, <i>Bound Feet</i>. Bring a student to the front of class and measure his/her foot. Show three inch mark on ruler. Explain that in China, women aspire to have feet no longer than 3 inches long. Ask students to turn to a partner and talk about how Chinese women might have feet 3 inches long. Explain that students are going to read about an ancient Chinese custom, <i>footbinding</i>—a social structure that has existed throughout Chinese history. 	<ul style="list-style-type: none"> Students listen and observe. Turn-to-a partner and tell how Chinese women might acquire feet 3 inches long.
Explain & Model	<ul style="list-style-type: none"> Distribute copies of <i>Bound Feet</i> to each student. Explain that good readers often use questions to comprehend what they read; Good readers ask questions before, during and after reading. They ask questions of the author, themselves, and the text. Ask students to give sample questions that might be asked and display chart of sample questions. Explain you are going to model and think aloud how to use <i>Questioning</i> to comprehend the article <i>Bound Feet</i>. Model and think-aloud <i>Questioning</i> using <i>Bound Feet</i>. 	<ul style="list-style-type: none"> Listen and observe while teacher models and thinks aloud questioning strategy. Respond and provide sample questions
Explore & Apply	<ul style="list-style-type: none"> Provide guided practice by asking students to read the paragraph # 3 and use marginalia to write questions. Process questions identified from paragraph #3 and write on chart paper. Repeat guided practice for paragraph #4. Ask students to independently practice asking questions using paragraphs 5 & 6 and writing marginalia. Circulate and monitor; assist when needed. Sample questions for paragraphs 5 & 6 and write on chart. 	<ul style="list-style-type: none"> Read paragraph #3 and use marginalia. Share responses. Read paragraph #4, use marginalia and share responses. Independently read paragraphs 5-6 and use marginalia. Share responses.
Assess & Close	<ul style="list-style-type: none"> Distribute index cards to students. Display PowerPoint slide on the <i>3-2-1 Response Card</i>: <ol style="list-style-type: none"> 3 things you learned about footbinding. 2 great questions you asked to comprehend the text. 1 thing you learned about the Chinese culture. Present homework; ask to students to respond to one prompt: <ol style="list-style-type: none"> You are a woman living in a time when it was a social stigma not to bind your feet. Marriages, wealth, and social standing depended on the size of your feet. You do not want to bind your feet. Present to your parents the cons of footbinding You are a boy with two sisters. You are very fond of both of them. Every night for the past week there has been arguing in the household because your sisters do not want to practice the custom of footbinding. Tonight you plan to take a stand for them. Present to your parents the cons of footbinding. 	<ul style="list-style-type: none"> Complete a 3-2-1 Response Card <ol style="list-style-type: none"> 3 things you learned about footbinding. 2 great questions you asked to comprehend the text. 1 thing you learned about the Chinese culture. Prepare for homework.

Adapted from Scarce, C. (2010). *Enlightening Enterprises*

4. Engage in lesson study on explicit instruction.

Objectives:

- To develop and implement explicit instruction lesson plans
- To collaborate for improving explicit instruction
- To reflect on explicit instruction applications

Materials:

- Learning Plan Template (guide page 31)
- Learning Plan Rubric (guide pages 32-33)
- Learning Plan Implementation Reflection (guide page 34)
- Pertinent curriculum and SOL resources

Procedure:

- a) Form grade level or content alike teams.
- b) Present the learning plan template and ask teams to analyze template.
- c) Ask learning teams to use curriculum and SOL resources to develop a learning plan.
- d) Engage teams in using the learning plan rubric to analyze learning plan.
- e) Distribute learning plan implementation reflection.
- f) Ask teams to implement learning plan and establish a meet and discuss implementation.
- g) Ask team members to implement plan, complete reflection, and collect samples of student work resulting from learning plan implementation prior to meeting date.
- h) Convene team on designated meeting date.
- i) Ask team members to share implementation reflections and samples of student work.
- j) Ask team to analyze lesson and determine how the lesson could be improved.

Alternative: Implement steps a-f. Ask one team member to implement the lesson while other team members observe the lesson and take notes. Implement steps h-j.



Teacher _____ Course/Grade _____

Lesson Topic/Title _____

SOL and Learning Intention _____

Text _____

Cognition Strategy to Be Applied _____

Assessment Criteria _____

Lesson Component	Teacher	Student
Engage & Hook		
Explain & Model		
Explore & Apply		
Evaluate & Close		
Resources and Materials		

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SURN Learning Plan Rubric

Teacher _____ Course _____ Grade _____
 School _____ Lesson Topic _____
 SOL/Objective(s) _____

Criteria	3-Exceeds Expectations	2-Meets Expectations	3-Needs Improvement	Not Evident
Identification of Learning Objectives	<ul style="list-style-type: none"> • Precisely articulates, identifies, and aligns SOL segment and cognition objectives. • Identifies at least one cognition strategy that clearly will aide in comprehension of content. • Identifies measureable objectives. 	<ul style="list-style-type: none"> • Specifies portion of SOL to be taught/learned. • States cognition strategy to be applied. • Identifies measureable objectives. 	<ul style="list-style-type: none"> • Identifies SOL objective(s) but is too broad. • Provides unclear literacy objective. 	
Quality of "Engage & Hook" Component	<ul style="list-style-type: none"> • Accesses students prior knowledge and/or experiences • Includes a clear articulation of learning objectives. • Makes learning objectives relevant and real-world applicable. • Adds an element of "mystery" or excitement to lesson. 	<ul style="list-style-type: none"> • Accesses students prior knowledge and/or experiences • Includes a clear articulation of learning objectives. • Makes learning objectives relevant and real-world applicable. 	<u>Reflects one or more of the following:</u> <ul style="list-style-type: none"> • Fails to access students prior knowledge and/or experiences • Fails to include a clear articulation of learning objectives. • Fails to make learning objectives relevant and real-world applicable. 	
Quality of "Explain & Model" Component	<ul style="list-style-type: none"> • Precisely delineates explicit modeling/teaching of those skills necessary to master the stated SOL segment and cognition strategy. • Explicit teaching focuses on appropriate skills for achieving SOL segment. • Effective use of graphic organizers and other strategies to engage during explicit teaching. • Precisely aligns what the teacher does and what students do during this learning component. 	<ul style="list-style-type: none"> • Provides evidence of explicit modeling/teaching of those skills necessary to master the stated SOL segment and cognition strategy. • Explicit teaching focuses on appropriate skills for achieving SOL segment. • Delineates and models one or more cognition strategies and other Power Tools. • Uses visuals while modeling or explicit teaching. • Aligns what the teacher does and what students do during this learning component 	<u>Reflects one or more of the following:</u> <ul style="list-style-type: none"> • Does not show clear evidence of explicit modeling/teaching of those skills necessary to master the stated SOL segment and cognition strategy. • Misaligns explicit teaching to SOL segment and/or cognition strategy. • Does not • Lacks alignment between what the teacher does and what students do during this learning component. 	

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Criteria	3-Exceeds Expectations	2-Meets Expectations	3-Needs Improvement	Not Evident
Quality of "Explore & Apply" Component	<ul style="list-style-type: none"> Precisely outlines the intentional, varied, and diverse use of purposeful groupings that enhance guided and independent practice. Precisely describes guided practice that results from and is aligned with explicit teaching/modeling provided in the learning lesson. Incorporates appropriate use of several Power Tools. Delineates appropriate sequence and step-by-step instructions for guided practice and independent practice. Engages students in complex, authentic applications of knowledge. Describes guided and independent practice that will enhance students' understanding and ability to transfer. Precisely aligns what the teacher does and what students do during this learning component. 	<ul style="list-style-type: none"> Shows the intentional, varied, and diverse use of purposeful groupings that enhance guided and independent practice. Describes guided practice that results from and is aligned with explicit teaching/modeling provided in the learning lesson. Incorporates appropriate use of at least one Power Tool. Delineates appropriate sequence and step-by-step instructions for guided practice and independent practice. Aligns what the teacher does and what students do during this learning component. Is highly motivating and connected to students' lives. Enhances students' understanding of content. Aligns what the teacher does and what students do during this learning component. 	<p><u>Reflects one or more of the following:</u></p> <ul style="list-style-type: none"> Does not show the intentional, varied, and diverse use of purposeful groupings that enhance guided and independent practice. Does not describe guided practice that results from and is aligned with explicit teaching/modeling provided in the learning lesson. Does not incorporate appropriate use of at least one Power Tool. Does not delineate appropriate sequence and step-by-step instructions for guided practice and independent practice. Does not align what the teacher does and what students do during this learning component. Is not highly motivating and connected to students' lives. Does not enhance students' understanding of content. Does not align what the teacher does and what students do during this component. 	
Quality of Assess & Close Component	<ul style="list-style-type: none"> Precisely, accurately, and appropriately measures both the stated SOL segment and the cognition objective through the creation of an authentic assessment that displays higher order thinking Is accompanied by a rubric, checklist, or clearly stated expectations 	<ul style="list-style-type: none"> Accurately and appropriately measure both the stated SOL segment and the cognition objective. Is accompanied by a rubric, checklist, or clearly stated expectation 	<ul style="list-style-type: none"> Does not measure the stated SOL segment and/or literacy objective. 	
Overall Learning Plan Cohesiveness	<ul style="list-style-type: none"> Delineates obvious connection between objectives, learning experiences, and assessments. Provides obvious evidence of transitions between segments of the lesson Provides a hook that is linked to prior learning and a closure that is a foundation for future learning 	<ul style="list-style-type: none"> Delineates connections between objectives, learning experiences, and assessments. Provides transitions between segments of the lesson Provides a hook and closure that unify the lesson 	<p><u>Reflects one or more of the following:</u></p> <ul style="list-style-type: none"> Provides vague connections between objectives, learning experiences, and assessments Delineates limited transitions between segments of the lesson Provides a hook and closure that do not contribute to the unity of the lesson 	
Use of Resources	<ul style="list-style-type: none"> Identifies text that is: <ul style="list-style-type: none"> ✓ Relevant to both the stated SOL segment and the cognition strategy. ✓ Appropriate in length ✓ Engaging and high interest ✓ Differentiates by choice or readability Incorporates varied technology. 	<ul style="list-style-type: none"> Identifies text that is: <ul style="list-style-type: none"> ✓ Relevant to both the stated SOL segment and the cognition strategy objective ✓ Appropriate in length ✓ Engaging and high interest Incorporates the i-pod. 	<p><u>Reflects one or more of the following:</u></p> <ul style="list-style-type: none"> Is not relevant to the stated SOL segment and the literacy objective Is either inappropriate in length or is not engaging and of high interest. 	

Learning Plan Implementation Reflection

Teacher _____ Content/Grade _____

Lesson Title _____

How did you alter the original learning plan?

What went well with this lesson?

What was the students' response to the lesson?

How would you change the learning plan? Why would you change the plan?