Exploring the Elements of Effective Instruction
From the Great Schools Partnership

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Great Schools Partnership is a nonprofit school-support organization working to redesign public education and improve learning for all students.

GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009.
We believe in equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship.
We believe educational equity means ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.
Outcomes

Explore and experience the Elements of Effective Instruction framework and ways it could be used.

Apply this framework and the research that supports it to a range of daily practices.

Create a plan for incorporating the Elements of Effective Instruction into your work.
Agenda

Welcome and Opening Activity

Research and Expert Opinions

Scenarios that Demonstrate the Elements

Break

Ways to Use the Elements of Effective Instruction

Independent or Group Work

Closing and Feedback
WELCOME

Raise your hand if you are a...

Other
Think of a powerful learning experience where you were engaged.
Connections to Elements of Effective Instruction

1. Review the Elements of Effective Instruction.
2. Consider your powerful learning experience.
3. Note connections between your learning experience and the Elements of Effective Instruction.
1. Focus on one Element of Effective Instruction that was critical to your powerful learning experience.

2. Create a representation for your learning experience. It could be a visual, verbal, music, or other representation.

3. Partner up and share your representation and the Element of Effective Instruction it highlights.

4. A few volunteers share with the whole group.
Research and Expert Opinions

Process

1. Read through your research quotes independently.
2. Decide which Elements of Effective Instruction each quote best connects to.
3. Find a partner, share your quotes, and come to consensus about connections.
4. Quick debrief with full group.
Students are taught how to integrate and apply what they have learned within and across content areas and are given opportunities to practice.

Students wrestle with complex and authentic problems.

Resources

For additional references that support the key features of each element of effective instruction, please click the links below.

- Learning Environment
- Clear, Shared Outcomes
- Varied Content, Materials, and Methods of Instruction
- Practice and Feedback
- Complex Thinking and Transfer

→ Download Elements of Effective Instruction (.pdf)

→ Download Elements of Effective Instruction: Self-Assessment (.pdf)
Classroom Scenarios
Classroom Scenarios

1. **Form groups** of 2-4 people.

2. **Read** the scenarios.

3. **Choose** 1-2 scenarios to **discuss**, using the Elements of Effective Instruction Framework:
   - What is present from each Element? Where are the strengths?
   - What could be added? How might we strengthen some Elements of Effective Instruction related to the scenario?
Break!
Self-Assessment

Step 3. Assess Your Performance

In the far right column, record evidence and data related to each practice in the table. This could include specific products and/or strategies used, student performance data, habits of work data, observations, reflections, etc. Using the performance descriptions above, rate your implementation of each practice.

Based on the evidence, data, and ratings for each practice, determine an overall self-assessment for the specific element aligned to the performance descriptions.

**Example:**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Your Present Level</th>
<th>Evidence and Data</th>
</tr>
</thead>
</table>
| My classroom has clear routines and procedures. Every student can explain what is expected, when, and why. | Initiating | Evidence:  
- Warm up/do now routine  
- Exit tickets  
- Handout folders  

Data:  
- All students on task within first 5 mins of class  
- Data from exit tickets that informs the next class |
| | Developing |  ✓ |  |
| I create an environment where all students feel safe and confident about taking risks and making mistakes. | Demonstrating |  ✓ |  |
| | Refining |  |  |

| Data:  
- Student reflections reveal an average of 4.2 on a scale of 5 in response to the statement "I don’t worry about being right or wrong in this class"  
- No score was below a 3 |  |  |  |
Brainstorm

How could a teacher use this framework and/or materials and resources?

A principal?

A superintendent?

A student?

An after school program?
Independent or Group Work

Process

1. Choose an idea from the brainstorm (or your own idea).

2. Independently, or with a team, start to plan how you will turn your idea into reality.

3. You will have about 45 minutes to work.

4. At approximately 10:30 you will meet up with another individual or team to share your plan and give and receive feedback.
Giving + Receiving Feedback

Process

1. Find a partner.

2. Each partner will have 8 minutes.
   - 2-4 minute presentation
   - 2 minutes of questions
   - 1 or more piece of warm feedback (post-it)
   - 1 or more specific, actionable pieces of feedback

3. Switch.
Questions?
THANK YOU

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Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action.

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