IMPACT: The Power of Maximizing Instructional Time for Students with Persistent Literacy Needs

Wendy Robinson
Director of Instructional Services
Heartland AEA
Learning Targets

1) The participants will be able to describe the impact of maximizing **time**, **instruction** and **purpose practice** on student literacy outcomes.

2) The participants will be able to describe the impact that **instructional routines** have on teaching and learning.
Real Sense of Urgency
Complacency
False State of Urgency
A Real Sense of Urgency: Plan
Instructional Time
Instructional Time

Maximizing the amount of instruction time is about the importance of **consistent, focused, purposeful** instruction across the school day and year and limiting the impact of potential instruction zappers.
180 Days of Literacy Instruction

- Find an elbow partner.
- Take two minutes to brainstorm and record any factor that reduces literacy instruction in your school.
- Select and write 2 top dogs under each category: classroom, system, higher powers.
Instructional Time

- Begin literacy interventions and/or specially designed instruction with students the first day of school.
- Provide literacy interventions and/or specially designed instruction with students the last day before breaks and last day of school.
- Provide literacy interventions 5 days a week.
Instruction Time

Differentiating during small group instruction

- Partner practice for students who are progressing with current instructional focus and pacing. Each session while these students practice, provide 5-10 minutes for the student who is not keeping pace. Do this for 2-3 weeks and determine if the student can stay in that group.
Instruction Time

Differentiating during small group instruction

- Partner practice for students while progress monitoring a different student each day. If we give up one day per week to do progress monitoring, we give up $\frac{1}{5}$ of our literacy instructional time for the year.
Instruction

TIME TO LEARN
Instruction – 3 Big Ideas

Critical Content based on Grade Level and Time of Year
- Phonological and Phonemic Awareness
- Decoding and Word Recognition
- Fluency (Accuracy, Automaticity and Phrasing and Expression)
- Vocabulary
- Comprehension

Instructional Routines around High Priority Knowledge and Skills in the Area of Need
Instruction – 3 Big Ideas

Instructional Changes to Accelerate Student Growth

Setting and Format (Resources)
- More instructional time
- Smaller group size

Delivery
- More opportunities to respond
- More explicit
- More systematic
Instructional Routines

Effective and Efficient Teaching
Do Strategies and Routines Travel?
school-wide, class-wide, “intensified” class-wide, small-group, individuals
A Team Of Uniquely Talented Individuals with Unifying Purpose
What are Instructional Routines?

• Systematic procedures
  - Introducing information, strategies, skills, or vocabulary terms
  - Practicing information, strategies, skills, or vocabulary terms
• Used consistently
• Embedded in curriculum materials OR
• Added by the instructor
What are benefits to students?

• Students can attend to the content rather than task.

• Students will know how to participate in the lesson.

• Students will be more confident.
• Teachers become VERY familiar with the instructional routine.

• As a result,
  - Their pace will be brisk.
  - Students will be more attentive.
  - Preparation will take less time.
Instructional Routine for Spelling Multisyllabic Words

- Say the word.
- Say the word syllable by syllable while touching a syllable frame.
- Say the first syllable, write the first syllable.
- Say the second syllable, write the second syllable.
- Say the third syllable, write the third syllable.
- Read the word.
Instructional Routine for Paragraph Shrinking

Paragraph Shrinking

1. Name the who or what.
   (The main person, animal, or thing.)

2. Tell the most important thing about the who or what.

3. Say the main idea in 10 words or less.
   (From the PALS program by Fuchs, Mathes, and Fuchs)

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Instructional Routine for New Vocabulary Words

Step 1 – Introduce the word
Step 2 – Provide a “student-friendly” explanation
Step 3 – Illustrate with examples
Step 4 – Check understanding
Instructional Planning Routine

- Where is the student in their current knowledge and skills?
- What is the new skill or concept you want to teach?
- What the prerequisite skills the student needs to know to be successful in learning the new skill or concept?
- What scaffolds will the student need to be successful?
Instructional Changes

Changes to Delivery
Does the student need more opportunities to practice?
• Offer more individual practice opportunities to the student.
• Check frequently for student understanding using various methods of response.
• Provide specific feedback that relates to student goals and completion of tasks
Instructional Changes

Changes to Delivery

Does the student need more explicit instruction?

- State the purpose and learning goal of each lesson, along with rationale
- Provide models with clear explanations
- Provide guided practice opportunities
- Use pictures, manipulatives and think alouds
- Repeat the directions
- Provide immediate and specific feedback
Instructional Changes

Changes to Delivery

Does the student more systematic instruction?

- Reteach foundational skills that might have been missed
- Break down tasks into smaller steps
- Break down instruction into smaller segments
- Use step-by-step strategies
- Provide scaffolded support that can be reduced over time
Instructional Change

Changes to Setting and Format

Does the student need more time in instruction?

- Reteach the skill
- Increase the length of instruction
Instructional Change

Changes to Setting and Format
Does the student have a problem with attention or motivation?

- Shorten the activity segment
- Take more frequent breaks
- Work with student to identify ways to increase on-task behavior through self-monitoring strategies
- Provide choice in activity options
- Teach student to use positive self-monitoring statements
Instructional Changes

Changes to Setting and Format
Does the student need more individualized interaction?
- Spend more one-on-one time during small group instruction.
- Spend more one-on-one time outside small group instruction
- Add peer-mediated component to existing instructional package
Choosing Instructional Changes

Reference:

Practice  Practice  Practice
Purposeful Practice

Purposeful practice refers to a special type of practice that is deliberate and systematic.

Purposeful practice requires focused attention and is conducted with the specific goal of improving performance.
Purposeful Practice

Practice what is taught.
You can only practice what you know.
Students must be accurate at what they are practice.
Purposeful Practice

- Students with intensive needs often need 20 times more practice opportunities than typical peers
- Distribute across the day
- Practice with peers, with technology and independently.
Purposeful Practice

Talk Aloud Chart for Spelling Practice
1. Say the word.
2. Segment the word into sounds. Count the sounds.
3. Count the number of letters.
4. What do you know about the vowel?
5. Say the word in a meaningful sentence.

1. night
2. /n/ /i/ /t/ 3 sounds
3. Five letters
4. The igh spelling pattern is needed to spell long i
5. At night because it is dark, we can see stars.
Distributed Practice
Learning Targets

1) Can you describe the impact of maximizing time, instruction and purpose practice on student literacy outcomes?

2) Can you describe the impact that instructional routines can have on teaching and learning?
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