

Section Eight: Appendices

A: Instructional Skills

<i>Name of Skill</i>	<i>Outcome(s)</i>	<i>Definition</i>
Anticipatory Set	Focus Transfer	A mental process where the learner is asked to search his or her past for information that they have about that which is to be taught.
Active Participation	Rate & Degree	The consistent engagement of the minds of all the learners.
Checking for Understanding (CFU)	Retention	A mental process where the learner is asked to summarize his or her perception of what has been learned.
Feeling Tone	Focus	The psychological climate that the teacher creates.
Level of Concern	Focus	Increasing Anxiety or heightening the students' feelings to increase participation in a classroom activity.
Knowledge of Results	Focus	The immediate and specific feedback to the learner about their performance.
Interest	Focus	The activities that the teacher creates that are novel or vivid.
Practice	Retention Transfer	The consistent engagement of the learner in a repeated activity designed to correctly produce the desired outcome of product.
Modeling	Retention	The demonstration of a process or the examination of a product.
Reinforcement	Rate & Degree	A procedure using consequences to strengthen a desired behavior.
Shaping (Reinforcement Extended)	Retention	To positively reinforce successive approximations toward the new desired behavior.

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Closure	Retention	A mental process where the learner is asked to summarize his or her perception of what has been learned. Closure is the summative form of CFU.
If You Want It Teach It	Focus	A process designed to be successful by substituting self-control in place of teacher control.
Tell What and How	Focus Rate & Degree Transfer	A process of sharing instructional expectations or outcomes.
Manage Time to Facilitate Learning	Focus Rate & Degree	Strategies designed to facilitate the effective management of instructional time while assisting students in becoming better time managers.
Provide an Exit	Focus	A strategy designed to facilitate the human needs of youngsters in a structured instructional environment.
Clear Directions and Information	Focus	Strategies that address the question of how much information students can manage and the degree to which it is received accurately.
Classroom Conditions	Focus	Factors that we manage within the physical environment that impact instruction and learning.
Agenda	Focus Retention	A device used to inform learners of what concepts will be addressed during the lesson and how much time will be devoted to each concept.
Bell Ringer	Focus Retention	A strategy that asks the learners to recall information previously learned.

Appendix G

Designing & Planning Effective Lessons: An APL Approach

Beginning Block (Prime Time 1)	The first 7 to 10 minutes of a lesson which is the getting started part of any lesson. This may need to include roll taking and other "housekeeping" actions as necessary to keep the class organized.
Bell Ringer Activity (1:00-2:00)	A job the teacher gives students to do immediately upon arriving in the classroom. This job (task) should be based on objectives learned either yesterday, or in the immediate past (last ten days).
Sharing the Agenda (0:30)	A posted schedule for that lesson. The order of topics and, if appropriate, the amount of time allotted for each topic/activity. This should be shared with students at the beginning of class.
Homework (5:00-7:00)	If homework is assigned and has an impact on today's lesson, it should be gone over as a class. Notice the abbreviated amount of time devoted to this activity. The amount of time available to go over homework will impact the amount of homework assigned.
Stating the Objectives (0:30)	The teacher must tell the students two important features of the lesson to follow: <ol style="list-style-type: none"> 1) What the students will know after the lesson 2) How the students will need to prove they learned it.
Middle Block	This is where the majority of teaching and learning occurs in any lesson. This part varies in length but common ranges are somewhere between 15 to 70 minutes.
Focus Activity (1:00-3:00)	This is designed to move students to a place mentally where they can eliminate distractions and begin the process of learning. The key strategy that works here is called Anticipatory Set. This strategy fosters student focus as they search their past for information that is relevant to this lesson.
Input: The Instructional Procedure (5:00 to 10:00 increments. It is recommended that this part be divided into segments of 3 to 10 minutes based on the students focus duration abilities)	<p>Input Activities— may include a variety of processes such as teacher lecture and student note taking; viewing a video; listening to a sound recording; reading; researching; computer and other media sources; discovery, etc. During Input teachers must be aware of students' abilities to maintain focus based on students' developmental levels. Here is a basic rule of thumb in determining focus durations:</p> <ul style="list-style-type: none"> o Kindergartners maximum focus time is about two to three minutes. o Grades 1-6 focus time gradually increases from three minutes to a maximum of about six or seven minutes by upper elementary. o Middle school (grades 6-8) focus time increases from six or seven minutes to a maximum of about nine or ten minutes by grade 8. o High school students focus duration increases from about nine to ten minutes to a maximum of about 12 minutes for the most capable students. <p>These durations are estimates based on research. An individual's ability to maintain focus is based on their individual maturity and developmental level.</p> <p>It is extremely important that teachers implement the strategy of Serial Positioning requiring the application of the 10-2 or 5-1 Rules in order to most positively influence <i>focus</i> and <i>retention</i>.</p>
Checking for Understanding CFU	A process that teachers must use to determine what are the students' perceptions of what has just been taught and learned. For <i>High School</i> students this strategy should be employed at least once every 10 minutes using the 10-2 Rule : teach no longer than 10 minutes and CFU for 2 minutes. Then resume the Input Activity. For <i>Elementary School</i> students this strategy should be employed at least once every 3 to 5 minutes using the 5-1 Rule : teach no longer than 5 minutes and CFU for 1 minute. Then resume the Input Activity.
Interactive Strategies	This works in two ways. 1) The teacher interacts with individuals or groups to facilitate learning, or 2) Students interact with each other in small groups or full group to facilitate learning. Cooperative Learning, Teacher-Led Full Class Discussion; Leaderless Discussion; Think-Pair-Share; and Hands-On, and the Interaction Sequence are examples of Interactive Strategies.
Using On-the-Clock	Assigning and monitoring a specific amount of time that students have to perform a task or think about and respond to a question. On-the-Clock fosters better time management by teachers and reduces student procrastination and boredom. Using a timing device is the most accurate monitoring strategy.

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Ending Block (Prime Time 2)	The last 7 to 10 minutes of a lesson divided into two parts. During the first part the teacher asks each student to think about and summarize what they've learned in the lesson, and to share their responses (Closure). During the second part the teacher guides the students in getting their homework started.
Closure (1:00-4:00)	A student-centered process whereby the students are asked to summarize in their own words what they have learned during this lesson. Closure allows the teacher to determine what students have learned and to what extent they have learned it (Rate & Degree of Learning). Closure allows teachers to then determine whether to move on to the next objective or to reteach. Closure allows students to function metacognitively: What do I know? What do I still need to learn? How can I learn it?
Getting Homework Started (6-8:00)	It is important to get homework started before leaving class to 1) ensure student understanding of the task, and how to do it; and 2) make sure everyone gets started so that you can identify and address problems before students leave for the day.
Learning Assessment	Assessments are the formal means of evaluating what students have learned and the degree to which they've learned it.
Formative	Formative is on-going and occurs within and at the end of every lesson. Quizzes, Bell Ringers, Checking for Understanding, Closure and Homework are Formative Assessments.
Summative	Summative Assessments occur at the end of a major activity such as the end of a unit, at midterm, end of a semester, end of the school year, etc. Examples may include tests, projects, papers, presentations, portfolios, performances, etc.