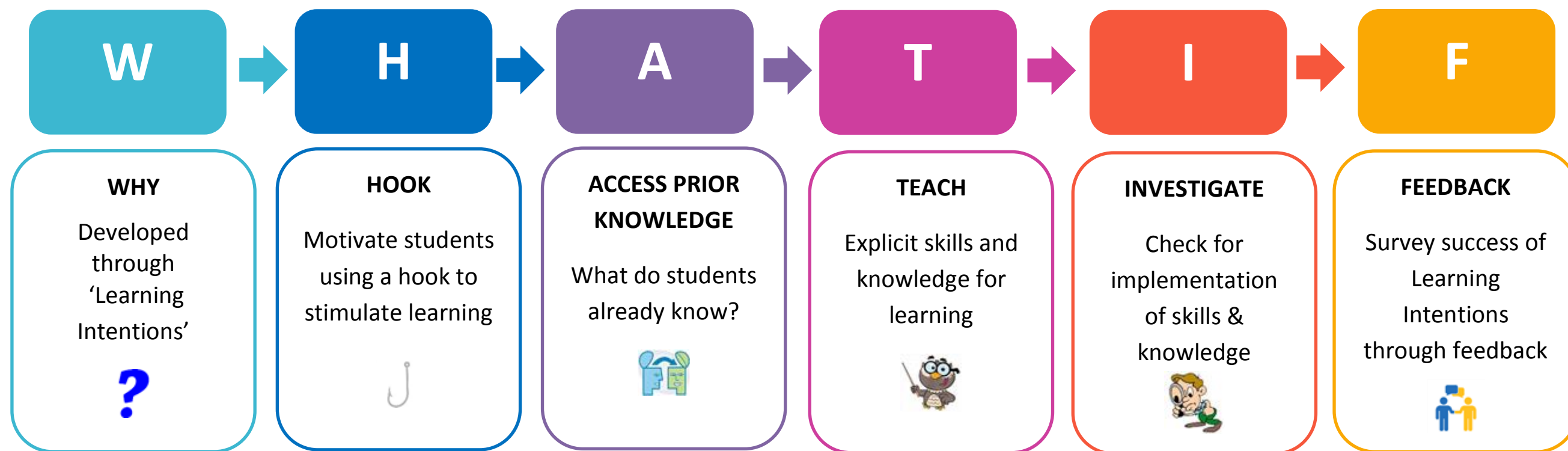


COMMON MODEL OF EXPLICIT INSTRUCTION



Ideas for the classroom teacher	<ul style="list-style-type: none"> - present a purpose for learning - stimulate interest & curiosity - connect learning to College Values (REAP) through Know, Do, Be - build engagement for learning - establish success criteria (by the end of the lesson you should...) 	<ul style="list-style-type: none"> -brainstorming - questioning techniques - show examples of expected levels of work - can be done later in the lesson 	<ul style="list-style-type: none"> - provide opportunities for students to present their current level of understanding - use previous student examples/models to explain basis of learning - connect to prior learning in the classroom - vocab - stimulate interest & curiosity about learning 	<ul style="list-style-type: none"> - explicitly teach concepts - explicitly teach skills - provide examples - provide scaffolds for new skills - model expectations for and of learning -consider multiple ways of presenting concepts to students to address different learning needs 	<ul style="list-style-type: none"> - challenge with understanding and application of concepts/skills - investigate need for feedback and individual support for achievements - Marzano's 9 High Yield strategies* - wait time - higher level thinking 	<ul style="list-style-type: none"> - summarising main learning and skills of lesson - allowing students to feed back to you, and themselves about their learning - written evaluation of learning
Ideas for the student in the classroom	<ul style="list-style-type: none"> writing learning intentions - listening - respecting the teacher - know expectations for learning 	<ul style="list-style-type: none"> - be ready for learning - actively participating - actively engaged - Becoming curious about their learning 	<ul style="list-style-type: none"> - offering suggestions - sharing ideas - explaining current understandings of topics/ideas 	<ul style="list-style-type: none"> - listening & watching - following instructions - asking questions - respecting the opinions of others in the classroom - endeavouring to do their best - taking pride in their work 	<ul style="list-style-type: none"> - working on tasks - comparing, clarifying, analysing, generating - paraphrasing, note-taking, listening - independent learning 	<ul style="list-style-type: none"> - reflecting - sharing - being honest - developing home study goals based on areas needing improvement in learning