


24 elements to achieve successful outcomes

David Mitchell
 College of Education, Health and Human Development
 University of Canterbury
 Christchurch
 NEW ZEALAND

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david.mitchell@canterbury.ac.nz

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A Four-phase Model of Teaching
 Phase 1 Planning the lesson
 Phase 2 Setting up the learning environment
 Phase 3 Presenting the lesson
 Phase 4 Evaluating the lesson

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The Class
 A mixed-ability class of 25 10-year-old learners.
 Class includes:

- Niels, a boy who has problem behaviours such as being off-task & calling out.
- Elizabeth, a girl whose academic work is at a 7-year-old level.

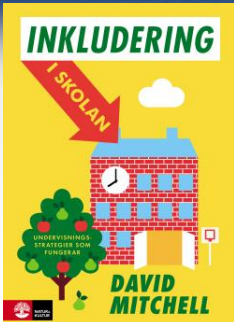
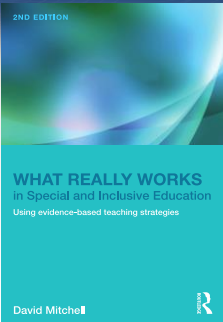
A teacher, with a full-time teaching assistant and access to a special education adviser.

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The Module of Study
 A social studies module on Animals and their Habitats.
 A lesson on 'Our Trip to the Zoo.'



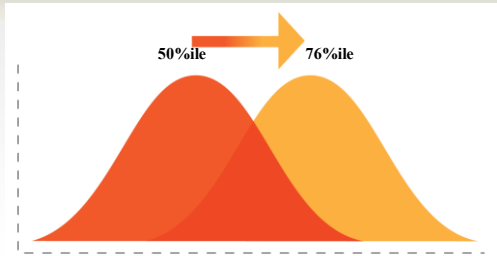
Evidence-based Teaching

Evidence-based Teaching

What do we mean by evidence?

Effect size = 0.7



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Phase 1 Planning the lesson

1. Know the school culture

Scenario

School policy is to respect and nurture diversity: gender, SES, culture, religion, ability...

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Phase 1 Planning the lesson

2. Know what's involved in inclusive education

Scenario

Adjust the curriculum, assessment and teaching.

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Phase 1 Planning the lesson

3. Know the content and structure of the subject

Scenario

Animals and their Habitats: animal taxonomies, ecology, evolution, endangered species, biological diversity food chains, animal rights...

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Phase 1 Planning the lesson

4. Know students' skills & knowledge

Scenario

Develop a pretest of key topics

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Phase 1 Planning the lesson

5. Know students' cultural contexts

Scenario

Animals play an important role in many cultures and religions..

Some students believe in creationism and will challenge evolution..

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Phase 1 Planning the lesson

6. Know students' special needs

Scenario

Consider biological limitations, cognitive processing skills, memory skills, motivational states.

Consider students' cultural, religious and SES backgrounds.

Consider Niels's and Elizabeth's IEPs

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Phase 1 Planning the lesson

7. Know resources

Scenario

Know potential and application of blended learning, which includes personalised learning, online learning and student-led enquiry.

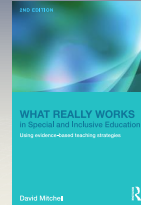
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Phase 1 Planning the lesson

8. Design instruction

Scenario

Select teaching strategies.



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Phase 1 Planning the lesson

9. Design assessment

Scenario

Ensure assessments of Niels and Elizabeth are consistent with their IEPs.

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Phase 2 Setting up the learning environment

10. Implement Universal Design for Learning

Flexibility in:

- ways information is presented,
- ways learners can demonstrate knowledge,
- ways they are engaged.

Scenario

In all teaching activities, take account of student diversity.

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Phase 2 Setting up the learning environment

11. Employ collaborative teaching

Scenario

The presence of two learners with high needs means collaborating with specialist teachers, therapists, medical specialists, and teaching assistants.

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Phase 2 Setting up the learning environment

12. Optimise the physical environment

Scenario

Organise workspaces to facilitate flexible grouping. Arrange furniture to manage Niels's inappropriate behaviour. Ensure good acoustic environment.

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Phase 2 Setting up the learning environment

13. Develop a positive classroom climate

Scenario

Create an emotionally safe environment.
 Help learners, eg Niels, set appropriate goals.
 Provide a motivating environment.
 Be authoritative.
 Establish clear and essential rules and boundaries.

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Phase 2 Setting up the learning environment

14. Take account of school-wide strategies

Scenario

Niels would have a programme involving the whole school: School-wide Positive Behaviour Support

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Phase 3 Presenting the lesson

15. Employ cooperative group teaching.

Scenario

Divide class into mixed ability groups.
 Employ mutual assistance groups and jig-saw groups.
 Groups should help Elizabeth to be as independent as possible.
 Take care in selecting members of Niels's groups.

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Phase 3 Presenting the lesson

16. Selectively employ the principles of Direct Instruction

Scenario

Set up a group experiencing difficulties with the Animals and their Habitats unit.
 Organise a DI-type lesson to revise the concepts.

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Phase 3 Presenting the lesson

17. Employ reciprocal teaching (RT)

Scenario

RT involves improving learners' reading comprehension through predicting, clarifying, questioning, and summarizing texts.
 Include some of text on a Powerpoint and present it using principles of RT, followed by students reading a hard copy of the text.

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Phase 3 Presenting the lesson

18. Employ cognitive strategy instruction

Scenario

In a lesson on 'Our Trip to the Zoo', ask class to write a story on that topic.
 Instruct them on a story-writing strategy:
 WWW, What=2, How=2.

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Phase 3 Presenting the lesson

19. Help learners remember important information

Scenario

Use a mnemonic to remember the Big Five African animals:

*The Big Five we can tell
By remembering they spell
The funny word BRELL.*

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Phase 3 Presenting the lesson

20. Review and practice content

Scenario

Start lesson with a brief review of the main topics covered in previous lesson.

End the lesson by highlighting the main topics.

Set a revision exercise for homework.

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Phase 3 Presenting the lesson

21. Carry out formative assessment & provide feedback

Scenario

As the story-writing progresses, stop the class and ask them to check if they have followed the strategy.

Periodically check on stories of learners you have targeted and give them explicit feedback on how well they are following the strategy.

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Phase 3 Presenting the lesson

22. Deal with problem behaviours

Scenario

Stand beside Niels at the beginning of the story-writing, engage him in eye contact, praise him when he starts to write.

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Phase 4 Evaluating the lesson

23. Assess students' knowledge and skills

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Phase 4 Evaluating the lesson

24. Evaluate the teaching strategies