

# ITaP Practicable Strategies- Explanations and Modelling (Phase 1)

**Desert Island Reading:** Rosenshine, B. (2012) 'Principles of Instruction: Research-Based strategies that all teachers should know', *American Educator*, Spring 2019, pp. 12-39

4-step approach for explaining new content (ITTECF 4.2, 4.3, 4.4, 2.10) (The Teaching and Learning Playbook, p124-125)	Practicable strategies for ITAP 1 to support 'explaining new content'			
	Strategy (ITTECF)	Summary	Strategy outlined in:	Reading underpinning the strategy
<b>Hook</b> – capturing students' interest in the new content	"Why" First (2l)	Practice sharing the purpose of what students are learning and why it is important (beyond specs and exams)	The Teaching and Learning Playbook p 132-133	<ul style="list-style-type: none"> <li>Shimamura (2018) pp. 7-13</li> </ul>
<b>Schema</b> – Framing the new content in the context of what they already know	Zoom in, zoom out (2g)	Illustrating how ideas are connected, that they form a bigger picture, and can be arranged into categories	WalkThrus 1 p74-75	<ul style="list-style-type: none"> <li>Rosenshine's Principle of Instruction No.2: Present new material in small steps (Rosenshine, 2012)</li> <li>Shimamura (2018) pp. 21-29</li> <li>Elleman et. al. (2009)</li> <li>Willingham (2009)</li> </ul>
	Embedding New Vocabulary (3p)	Strategy for introducing and embedding new Tier 2 and 3 words into students' vocabulary	The Teaching and Learning Playbook p 126-127 WalkThrus 1 p72-73	
	Concrete to Concept (4h)	Beginning with a specific example of the knowledge in practice before moving onto the abstract concept that underpins it.	The Teaching and Learning Playbook p 128-129 WalkThrus 1 P76-77	
<b>Structure</b> – chunking up new knowledge in no more than 4 chunks	Scaffolded Modelling (4a)	Model a skill or process by chunking each component into actionable steps	The Teaching and Learning Playbook p 136-137 WalkThrus 1 p80-81	<ul style="list-style-type: none"> <li>Rosenshine's Principle of Instruction No.4: Provide models and worked examples (Rosenshine, 2012)</li> <li>Van de Pol, Volman, &amp; Beishuizen (2010)</li> <li>Van de Pol, et.al. (2015)</li> </ul>
	Worked Examples (4k)	Explicitly using examples (and non-examples) to strengthen understanding of a concept	The Teaching and Learning Playbook p130-131	
	Live Modelling (4b)	Modelling a skill or process in real time, narrating the thinking	The Teaching and Learning Playbook p138 WalkThrus 1 p78-79	
<b>Check in</b> – Ensuring that knowledge is secure before moving on	I do, We do, You do /backward fading (4d)	When students are practicing applying knowledge for the first time, the teacher models, then models with students, then support students' independent practice	The Teaching and Learning Playbook p 134-135 WalkThrus 1 p68-69	<ul style="list-style-type: none"> <li>Sweller et. al. (2019)</li> <li>Rosenshine's Principle of Instruction No.9: Require and monitor independent practice (Rosenshine, 2012)</li> </ul>

## Reading list

Elleman, A.M., Lindo, E.J., Morphy, P., and Compton, D.L. (2009) 'The Impact of Vocabulary Instruction on Passage-Level Comprehension of School-Age Children: A Meta-Analysis' *Journal of Research on Educational Effectiveness*, 2(1), 1–44. <https://doi.org/10.1080/19345740802539200>.

Fendick, F. (1992). The correlation between teacher clarity of communication and student achievement gain: A meta-analysis. Doctoral Dissertation at the University of Florida; in Titsworth, S., Mazer, J. P., Goodboy, A. K., Bolkan, S., & Myers, S. A. (2015). Two meta-analyses exploring the relationship between teacher clarity and student learning. *Communication Education*, 64(4), 385-418.

Rosenshine, B. (2012) 'Principles of Instruction: Research-Based strategies that all teaches should know', *American Educator*, Spring 2019, pp. 12-39

Shimamura, A. (2018) 'A Whole-Brain Approach for Students and Teachers' Available at [https://shimamurapubs.files.wordpress.com/2018/09/marge\\_shimamura.pdf](https://shimamurapubs.files.wordpress.com/2018/09/marge_shimamura.pdf)

Sweller, J., van Merriënboer, J. J., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31(2), 261- 292

Van de Pol, J., Volman, M. & Beishuizen, J. (2010) 'Scaffolding in Teacher–Student Interaction: A Decade of Research'. *Educational Psychology Review*. 22. 271-296. 10.1007/s10648-010-9127-6.

Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) 'The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support'. *Instructional Science*, 43(5), 615-641.

Willingham, D. (2009) *Why students don't like school*, Jossey-Bass, San Francisco

Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. *Educational Psychology Review*, 22(4), 393–409. <https://doi.org/10.1007/s10648-010-9136-5>.