

# Handout 5: Reflection and Additional Information

## Reflect on the Balanced Instruction

Use the following questions and resources to help you reflect and plan to use balanced instruction in your school and classroom.

1. When you took your self-assessment, what aspect of classroom discussions did you think that you or your classroom needed to focus on the most?
2. When you reviewed the video, name one thing you noticed that you might want to take back to your classroom.
3. Let's go through an activity that will help you use balanced instruction. To do this, think of an upcoming lesson topic that will engage your students' collective attention. Go through this six-step process as you plan your lesson integrating direct and active instruction. Use the practices and concepts learned in this module to guide your thinking.

Balanced Instruction	What It Will Look Like in My Classroom
1. PLAN: Note student performance objectives. <ol style="list-style-type: none"> <li>a. Draw on what you and your students find most interesting about the lesson.</li> <li>b. Plan your driving question. What are the key concepts students need to develop deep understanding?</li> <li>c. Identify the concepts you will need to teach directly and those that can be learned from more active forms of instruction.</li> </ol>	
2. MODEL: Be creative as you plan how you will model the skills associated with the concept you are teaching. What relevant vocabulary should you include?	
3. INTEGRATE ASSESSMENT: Anticipate questions students may pose, and brainstorm differentiated activities you will use to check for students' understandings of the key concepts and skills you will introduce. What active learning strategies will allow students to demonstrate what they are and are not understanding?	

4. GUIDE PRACTICE: How will you guide students as they revisit the concept and practice the associated skills? What can you have them do to help you monitor their performance and gauge their proficiency? Based on your observations of their varying proficiency, what differentiated activities will you use?	
5. ALLOW INDEPENDENT PRACTICE: What sort of practice in pairs or small groups can you have students do without the benefit of your guidance? How will you make them aware of the extent of their proficiency?	
6. ASSESS: What type of assessment will enable you to check students' individual proficiency? Will it allow for immediate or nearly immediate feedback?	

4. An additional strategy you may want to consider is to record your class or a portion of it and use the self-evaluation from the beginning of this module to review your actual balanced instruction. You can record audio or video and review the recording to determine examples of balanced instruction you use, how it might sound to students, and perhaps even garner student reactions to your routine instruction. Check for evidence you incorporate to promote positive student behaviors and acknowledge effort. If you want additional support in any of the indicators, consider working with a colleague or a coach to develop ideas.

## For Additional Information

### General Resources

- *Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks* by N. Yoder  
<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>
- Teacher SEL Self-Assessment  
[www.gtlcenter.org/sel-school](http://www.gtlcenter.org/sel-school)

### SEL Programs

- Caring School Communities  
<https://www.collaborativeclassroom.org/caring-school-community>

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