



Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness

Module 8: Balanced Instruction



Importance of Balanced Instruction

- Teachers tend to do most of the talking, speaking 80% of the time on average.
- Most cognitive activity in classrooms – approximately 80% of the time – can be classified as memory or recall using Bloom’s Taxonomy.
- Teacher affective behavior relates to the way students process information.

Source: Aspy, Roebuck, & Aspy, 2014

10 Teaching Practices That Promote SEL



Balanced Instruction

Balanced Instruction refers to teachers' use of an appropriate balance of instructional approaches to engage students with material.

reflection

ations





Introduction to Balanced Instruction

Goal: To support balanced instruction, teachers use a mix of direct, explicit, and active instruction focused on authentic learning experiences that involve individual and collaborative work, social interactions, and appropriate integration of technology.



Click Here

to download the
handouts for
Module 8.

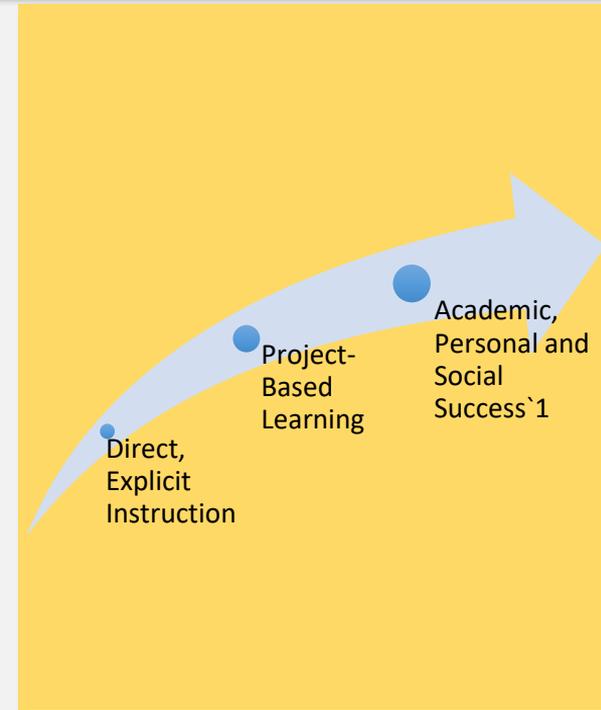
Sources: Aspy, Roebuck, & Aspy, 2014





Objectives for This Module

- Learn how balanced instruction influences students' social, personal, and academic competencies.
- Understand inquiry-based strategies that integrate with direct instruction to support student learning.
- Develop next steps to implement balanced instruction.



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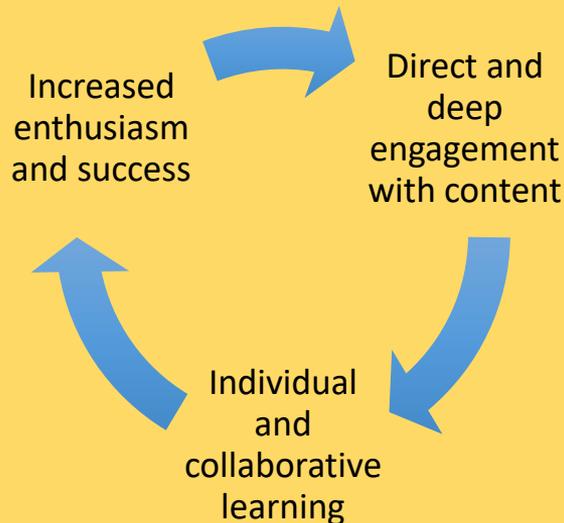


Benefits for Students

Students

- Work with others as they refine their critical thinking skills
- Invite opportunities to acquire knowledge and new understandings
- Make evidence-informed decisions
- Plan, monitor, and reflect on the progression of their actions

Students' Experience ...



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Alignment to TEAM Evaluation



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1. Motivating Students

- The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.

2. Activities and Materials

- Activities and materials sustain students' attention, induce student curiosity and suspense, and incorporate multimedia, technology, and resources beyond the school curriculum texts.
- Sometimes activities are game-like and involve simulations, require creating products, and demand self-direction and self-monitoring.

3. Teacher Knowledge of Students

- The teacher regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.

4. Thinking

- The teacher thoroughly teaches research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.

5. Assessment

- Assessment plans measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).

6. Expectations

- The teacher creates learning opportunities where all students can experience success.



Self-Assessment and Self-Reflection



How well do I implement balanced instruction?



How do students respond when I implement balanced instruction?



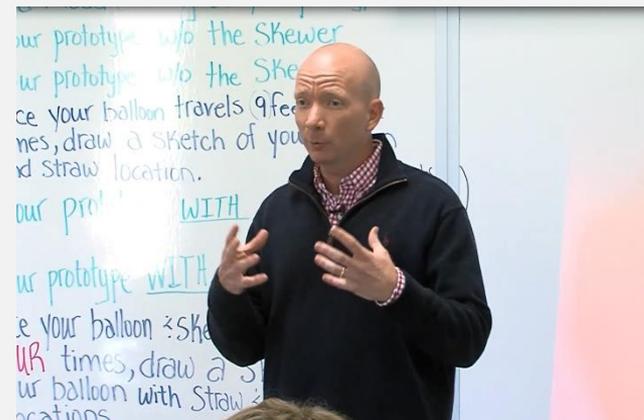
See Handout 1



See It In Action



Middle School Example



Middle School Example



See Handout 2



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Exploring Balanced Instruction



General Principles of Balanced Instruction

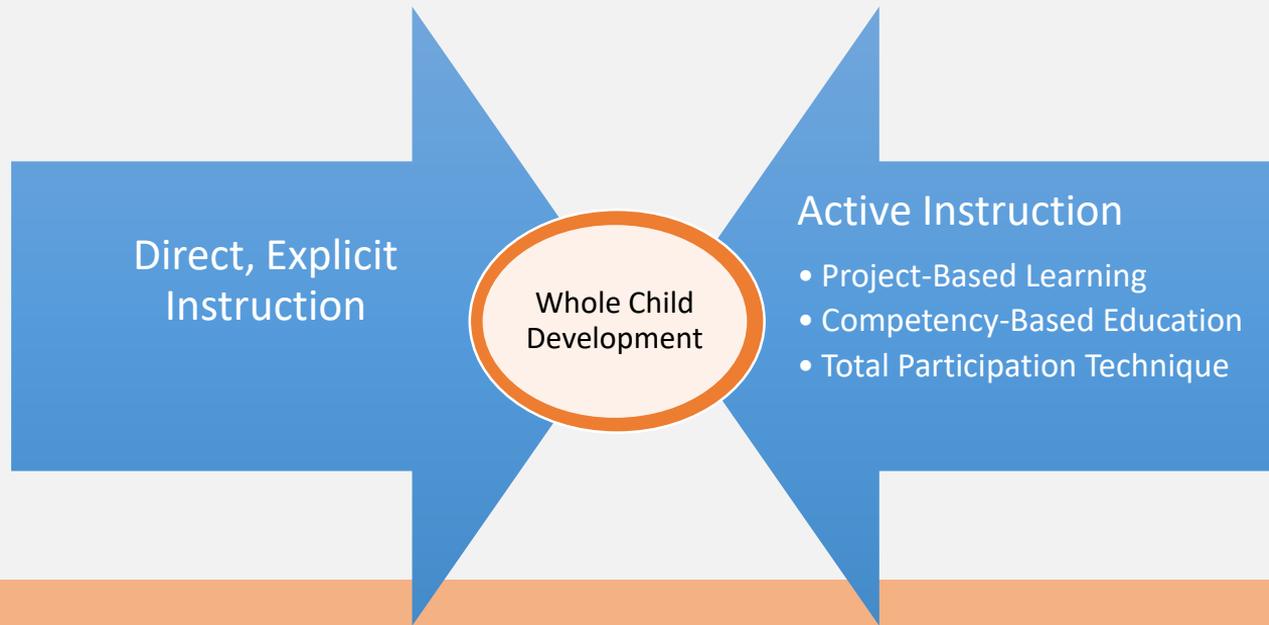
Balanced instruction supports the holistic growth and cognitive development of students through

- | | |
|--|--|
| <ul style="list-style-type: none">• Consistent positive emotional support for active participation and risk taking rather than passive observation | <ul style="list-style-type: none">• Differentiated opportunities that address all learning needs |
| <ul style="list-style-type: none">• Meaningful participation, exploration, inquiry, and choice across mental, physical, aesthetic, social, and personal competencies | <ul style="list-style-type: none">• An enriched learning environment that stimulates authentic problem solving for responsible action through thoughtful use of facilities and resources |
| <ul style="list-style-type: none">• Rigorous learning opportunities that appropriately challenge them individually and through social interactions | <ul style="list-style-type: none">• Guided opportunities for their learning, self-monitoring, self-assessment, and self-correction |

Source: Diamond, & Hopson (1999).



Learn About Balanced Instruction



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Direct Instruction (DI)

DI involves...

- Teacher-directed interaction guided by clear behavioral goals and outcomes;
- Teachers' adherence to structured, packaged instructional materials;
- Teacher modeling, guided student practice with feedback, and independent student practice; and
- The gradual transfer of responsibility from teacher to student.

Use DI because DI

- Disseminates knowledge with a clear definitive answer;
- Ensures a baseline level knowledge across students; and
- Compliments a constructivist approach.

Sources: Luke, A. (2014); Marchand-Martella, Slocum, & Martella (2004)

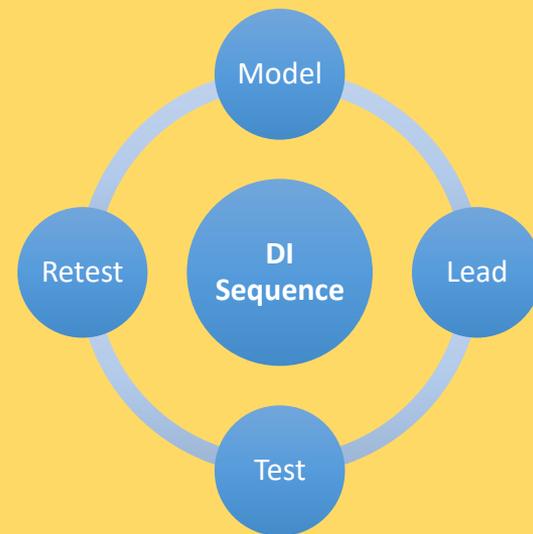




Designing Direct Instruction to Engage Students

DI typically requires that the teacher

- Plan the instruction;
- Model the skills to be mastered by students;
- Conduct formative assessments of students' learning; and
- Provide opportunities for feedback, guided practice, and independent practice, followed by assessment.





DI and Social and Personal Competencies

- DI provides students with opportunities to develop and apply social and personal competencies.
- Review Handout 3:
 - Read the DI objectives.
 - Identify one or two social and personal competencies that can be developed or applied to meet that objective.



See Handout 3



DI Teacher-Student Interaction Strategies

Teacher-student interactions in DI are teacher-directed.

Common DI Strategies

Lecture

Modeling

Multimedia presentations

Convergent questioning

Demonstration

Feedback



See Handout 3



Engaging Students Through Project-Based Learning



Seven Essentials of Project-Based Learning

Learners need to know	Driving question	Choice and voice
Inquiry & innovation	Feedback and revision	21st century skills
	Public presentation of a product	



Sources: Larmer & Mergendoller, 2010



Driving Questions and Products

- Driving questions are typically
 - Posed by the teacher,
 - Part of an extended inquiry process, or
 - Co-constructed with students.
- Products are
 - The result of real inquiry,
 - Conducted in response to students' own questions;
 - Offers differentiation and multiple means of expression (Universal Design for Learning [UDL] principle)



See Handout 4



Flipping Bloom's Taxonomy: A Strategy to Apply to PBL

Designing lessons can be flipped – We can think about what the learners need to know and driving possibilities for the **creation** of something new, unique, and relevant to addressing a driving question or problem.

Flipping New Bloom's Taxonomy

Remember
Understand
Apply
Analyze
Evaluate
Create



Old Taxonomy

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Sources: Sabourin, Rowe, Mott, & Lester, 2011; Wright, 2012



Competency-Based Education

- CBE emphasizes identifying and measuring specific learning outcomes.
- CBE outcomes or competencies are real-life abilities.
- CBE outcomes can include social and personal competencies.
- CBE practices are related to multiple student outcomes.



Source: Surr & Redding, 2017



Features of Competency-Based Education



- Learners' advancement is mastery based.
- Competencies result in the learner's empowerment.
- Assessment is positive and meaningful.
- Need-based personalized and differentiated supports are made available to learners.
- Learning outcomes are linked to knowledge application and creation.



Source: Patrick & Sturgis, 2013



CBE Strategies

CBE strategies include

- School-level reforms,
- Teaching and learning strategies,
- Nuanced efforts to develop “adaptive experts,” and
- Applying skills to multiple contexts.





Formative Assessment Activity



- Read [Building SEL Skills Through Formative Assessments.](#)
- Review the [K-12 Social and Personal Competencies Resource Guide.](#)
- Answer the reflective questions.
- Develop a learning progression for a social and personal competency.



Reflective Questions

- What does low, mid, and high level mean on the learning progression?
- How does this process relate to feedback?
- What are three additional formative assessment tools you could use in your classroom?



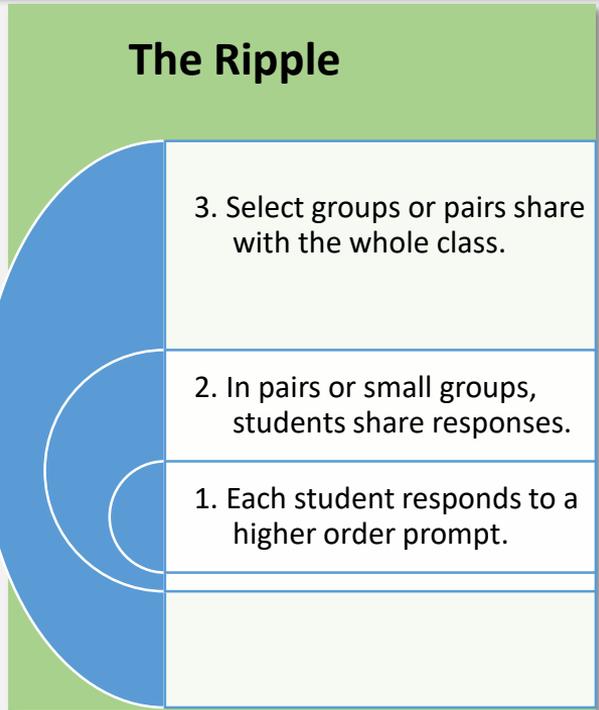


Total Participation Techniques (TPT) to Engage Students



TPT

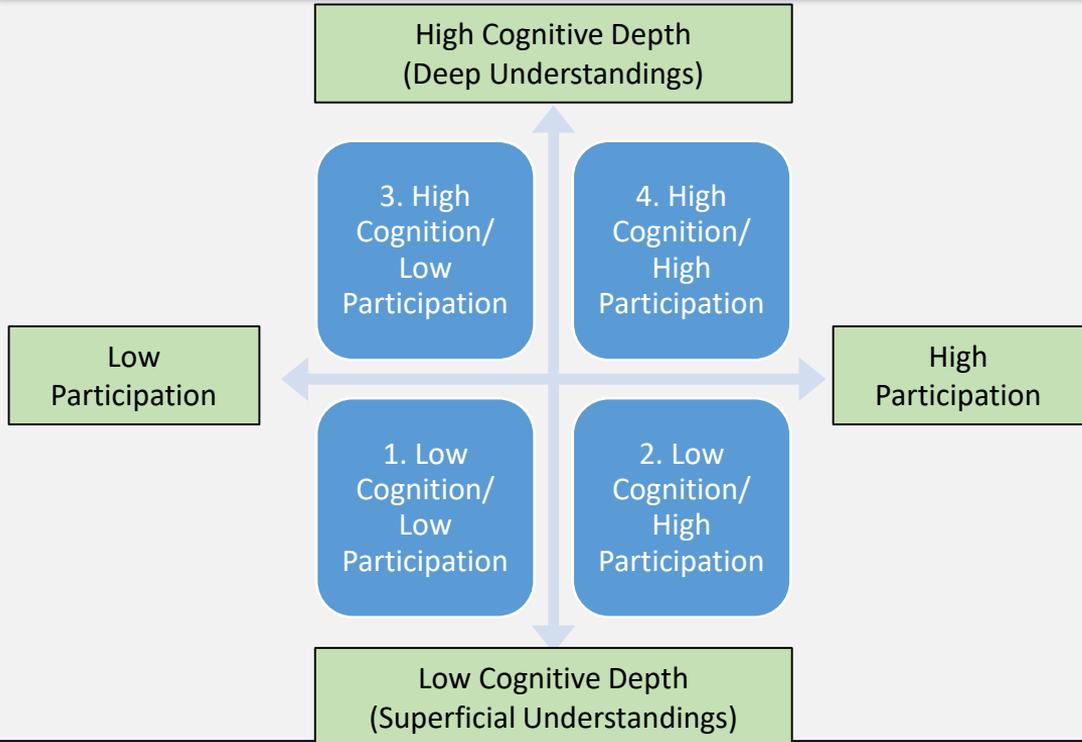
- Is a framework to cognitively engage students
- Begins with the deep understanding you want students to develop
- Focuses on a sharing technique, *the Ripple*



Source: Himmele & Himmele, 2017



Total Participation Technique – Cognitive Engagement Model



Source: Himmele & Himmele, 2011, p. 15



Total Participation Technique Activity



Conduct a quadrant analysis:

- Identify a previously implemented lesson.
- Divide it into segments (e.g., based on time, teacher actions, or learner actions).
- Use the cognitive engagement model (quadrant) on previous slide to label each segment of lesson.
- Reflect on the degree you use each segment within your lesson.





Total Participation Technique Strategies



Example TPT strategies to develop higher order thinking include



- Quick writes
- Ranking
- True/not true
- Networking
- Bounce cards
- Anticipatory guides





Reflect and Plan for the Future



1. Be mindful of content and students as you plan.



2. Involve students.



3. Be reflective.



See Handout 5



Module Evaluation



For more information, please contact:



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[To complete a short evaluation of this module.](#)





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This work was originally produced at least in part by the Center on Great Teachers and Leaders and the Appalachia Regional Comprehensive Center with funds from the U.S. Department of Education under cooperative agreement numbers S283B120021 and S283B120023. The content does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.