High Leverage Practices

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How well you teach = How well they learn

How well they learn = How well you teach

High Leverage Practices: Elementary and Secondary Literacy Programs

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High Leverage Practices

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Science of Instruction

How to Teach

Elements of Effective Instruction

Elements of Effective Practice

Science of Reading

What to Teach

Elementary Literacy

Secondary Literacy

Elements of Effective Instruction
Elements of Explicit Instruction

Content

1. Focus instruction on critical content.

Elements of Explicit Instruction

Content

2. Break down new material into smaller instructional steps (obtainable chunks).

Elements of Explicit Instruction

Design of Instruction

3. Design organized and focused lessons.

Elements of Explicit Instruction

Design of Instruction

4. Begin lessons with a clear statement of the lesson goals.  
Hattie Effect Size .68
5. Review prior skills and knowledge before beginning instruction.

The review should be interactive and involve retrieval Practice.


Hattie Effect Size Questioning .48
Opportunities to Respond .79

10. Monitor student performance closely.

11. Provide immediate affirmative feedback, corrections and informative feedback.

Hattie Effect Size .66
Elements of Explicit Instruction

Delivery of Instruction

12. Deliver the lesson at a brisk pace.

Elements of Explicit Instruction

Practice

13. Provides judicious practice.

7th Grade Vocabulary Video and Feedback

Video – Explicit Instruction Lesson

In classroom observation

Middle School - 7th grade

English Language Arts - Vocabulary
Watch Video

Write down **Glows**.

When the video ends, add your best **GLOW** in Chat Box.

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**Overall Observations - Glows**

**P’s**
- Prepared
- Passionate (Credibility)
- Present
- Perky

Use of technology (document camera)

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**Clarity - Glows**

- **Directions**
  “Ones, say the sentence to your partner. Use the sentence starter”
- **Expectations**
- **Explanations**
Teacher-Student Relationship - Glows

• Connected with students
  • Smiles
  • Proximity
  • Eye contact

• Set students up for success

• Positive interactions (4 to 1 ratio)

Design of Instruction - Glows

Instructional Routine
• Vocabulary words treated with same steps
• Vocabulary words: discard, indistinct, absurd, curtail

• Routine
  • 1. Introduce the word’s pronunciation.
  • 2. Introduce the word’s meaning.
  • 3. Illustrate the word with examples.
  • 4. Check for understanding.

Additional Vocabulary Procedures
• Many exposures to word
• Repetition
• Part of Speech
• Synonym
• Word Family
  • Absurd
  • Absurdly
  • Absurdity

Delivery of Instruction - Glows

Opportunities to Respond

Frequent Responses
• Choral Responses when answers were short and the same
  T. asked a question
  T. Provided thinking time
  T. Called on a student
  T. Provided a sentence stem
  S. Said answer
  T. Provided feedback

• Individuals
  • Non-Volunteers
Delivery of Instruction - Glows

**Whip Around or Pass** used with variety of possible short answers

- **Choral Reading**

- **Hand Signals**
  - Which vocabulary term am I thinking about?
  - Students indicate answer by holding up fingers.

Delivery of Instruction - Glows

**Monitored**

- Circulated and Monitored
  - Walk around
  - Look around
  - Talk around

- Monitoring of individuals was equitable

Delivery of Instruction - Glows

**Provided feedback**

- **Feedback to individuals when monitoring**
  - Quiet and Private
  - P = Praise
  - E = Encourage
  - C = Correct

7th Grade Vocabulary

- **DURING**: Record high-leverage practices used in this lesson. GLOWS

- **AFTER**: Review your list of high-leverage practices. Select your 2 favorites. Put your 2 GLOWS in the chat box.

- **FEEDBACK**: AA shares her GLOWS.
Elements of Effective Practice

Deliberate Practice

Deliberate practice is goal-oriented practice consciously devoted to improvement of a skill.

Deliberate Practice
Hattie’s Effect Size 0.79

Retrieval Practice

“Retrieval practice” is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur.

Agarwal, Roediger, McDaniel, & McDermott (2018)

Retrieval Practice

“One of the most striking research findings is the power of active retrieval testing to strengthen memory and that the more effortful the retrieval, the stronger the benefit.”

Brown, Roediger, McDaniel, 2014
Retrieval Practice

Retrieval Practice makes learning STICK far better than re-exposure to the original material.

Hattie Effect Size for Retrieval Practice
- Rehearsal and Memorization 0.73
- Frequent effects of testing 0.54
- Retrieval Practice 0.46

Spaced Practice

- Studying or practicing a skill in short sessions overtime.
- Spaced practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

Spaced Practice VS Mass Practice - Why

- Spaced Practice VS Massed Practice
  - Effect size $d = 0.65$  Hattie, 2017

  Gains achieved in massed practice are transitory and melt away quickly.  Brown, Roediger, McDaniel, 2014

“Distributed learning (spaced practice), in certain situations, can **double** the amount you remember later on.”  Carey, 2014
Comprehension is an OUTCOME – Not a Strategy

The student:
- Reads the words accurately and fluently
- Understands the meaning of the words
- Has adequate background knowledge
- Focuses attention on critical content

Reads the words accurately and fluently.

Checklist

At our school site, we:
1. Teach foundation skills to ALL students to mastery. (Print skills, phonemic awareness, letter-sound associations, decoding, sight words, fluency)
2. Teach advanced decoding of multisyllabic words.
3. Provide systematic interventions on foundation skills for struggling students.
4. Preteach the pronunciation of unfamiliar words before passage reading (as necessary).
### Vocabulary Checklist

At our school site, we:

1. Use high quality classroom language.
2. Consistently use academic vocabulary.
3. Read narrative and informative read-alouds in the primary grades.
4. Promote wide independent reading.
5. Teach word learning strategies. Context clues, morphemes [prefixes, suffixes, base words], resources [dictionary, thesaurus, on-line]

### Background Knowledge Checklist

At our school site, we:

1. Read informative read-alouds in the primary grades including books on the same topic to build knowledge networks.
2. Directly teach science, social studies, and health.
3. Promote wide independent reading.
4. Directly teach critical background knowledge before passage reading.

### Focus attention on critical content.

At our school site, we:

1. Ask questions on **critical content** as we read books to students.
2. Ask **text-dependent questions** as students are reading text.
3. Have students **generate questions** on passages.
4. Teach **evidenced – comprehension strategies**.
5. Teach **text features**, both narrative and informative.
6. Have students **write in response to passages**.

### Secondary Literacy

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Every day, in every class, students read, write and speak.

High-Leverage Practices - Overview

1. In every class, students learn and utilize academic vocabulary.
2. In every class, students gain background knowledge to support reading comprehension.
3. In every class, students identify similarities and differences (compare and contrast).
4. In every class, students utilize critical foundation and study skills.

In every class, students learn and utilize academic vocabulary.
In every class, students gain background knowledge to support reading comprehension.

In every class, students identify similarities and differences. Compare and contrast

In every class, students will utilize critical foundation skills and study skills.

1. Study Strategies
   • Retrieval Practice and Spaced Practice
   • Retrieval – Flash Cards
   • Retrieval – Two column notes

2. Writing a Summary

2. Writing in Response to:
   - Passage, Movie, Video, Presentation

3. Supporting with Evidence
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**Thank you. Be safe. Be well.**

- May your students increase their reading skills.
- May you experience the joy of increased student learning.