

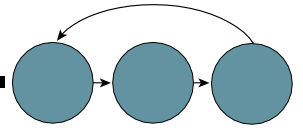
SECTION 9: PROBLEM- SOLUTION ORIENTATION



Administrator Leadership Institute
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Calendar for Full Implementation of Direct Instruction (DI)

[illegible]

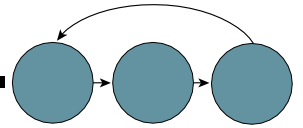


Problem-Solution Orientation

Problems . . .

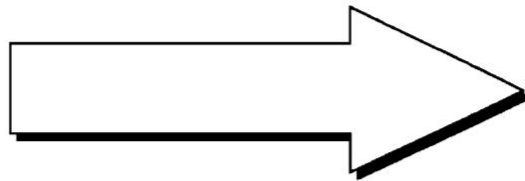
- require a special attitude
- are statements that identify less-than-desired student performance
- are indicators of what must be changed
- are not statements of blame
- must be treated with urgency

The longer things are not as they should be, the more difficult it will be to change them.

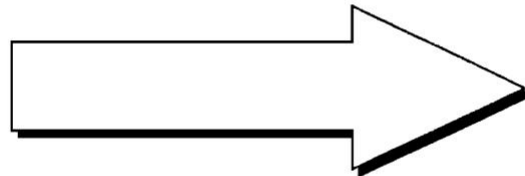


Sources for Problem Identification

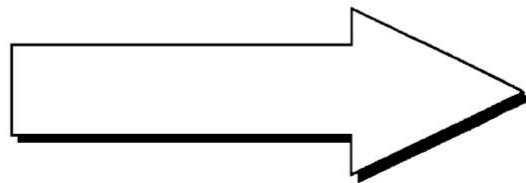
Reliable student
performance
data



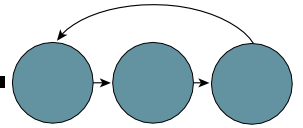
Reliable
documentation
of structural
details



Judgments of
reliable
observer (self
or other)



Before effective problem identification can occur,
you must work to make your sources reliable.

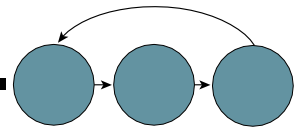


Describing Problems

When describing problems:

1. First, describe what you saw the students doing. **(S)**
2. Then describe what the teacher was/wasn't doing. **(T)**
3. Before coming up with one or more remedies **(R)**

When presented to teachers, the **S + T + R** sequence should be followed when giving feedback to teachers directly or when describing problems to others.



Providing Feedback to Teachers

Encourage teachers to assess their own teaching after instruction. Prompt the teacher to focus on student performance as the measure used to determine whether instruction was effective. Then provide the teacher with your feedback.

When you provide feedback to teachers, start off with at least one positive, follow with **no more** than three “grows” (suggestions for improvements), and end on a positive note. Here is the formula:

Feedback formula: $Ps + Gs + P$

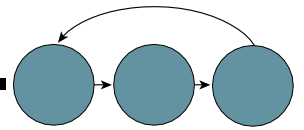
If teachers receive more than three techniques to practice, they will become overwhelmed. It is important to select the three most critical changes they can make to improve student performance.

Each “grow” should contain the same elements discussed early – an observation about student behavior, then about the teacher’s behavior and then a remedy (how the teacher’s behavior can change to affect student performance). The full feedback formula is as follows:

$Ps + (S + T + R)s + P$

Next steps

Conclude the feedback session by asking the teacher to explain what s/he will do differently as a result of the feedback. This may include immediate changes in program delivery or classroom setup. Or it may include longer-term development of teaching skills that will require continued practice and/or professional development.

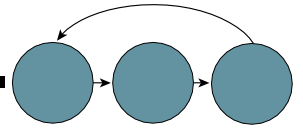


High-Frequency Positive Feedback

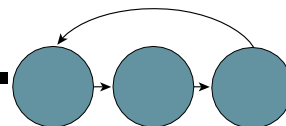
Administrators and coaches must be able to identify several positive aspects of every staff member's teaching in order to provide a balance of positive feedback and suggestions for improving the impact of teaching on student performance. However, identifying positive aspects of new teachers' delivery can be challenging as they become accustomed to presenting lessons from a script.

Here is a list of **high-frequency positive statements** you can draw from to ensure that each teacher receives sufficient positive feedback on their teaching:

- Teaching occurred during the time scheduled.
- All students had appropriate materials.
- Students could access materials easily.
- All students could see the presentation book.
- The presentation followed the script.
- The behavioral rules and expectations were clearly stated at the beginning of the lesson.
- Rules are posted and visible.
- The students know and are following rules for appropriate behavior.
- Students received positive reinforcement for following rules and directions.
- The furniture setup allowed you to monitor student work easily.



- Low performers were seated where you could give them attention.
- Student reinforcement tools (thermometer chart, teacher-student game, etc.) are being used.
- Your voice was clearly audible.
- Your voice had a positive tone.
- The delivery of the lesson was fluent.
- The signal was clear.
- All students responded in unison.
- Student errors were corrected immediately.
- All students received individual turns at least once during the lesson.
- Struggling students were making headway.
- Independent work was appropriate.
- Student independent work was being monitored.
- The transition from one activity to the next was smooth.
- The student data binder was accessible and up-to-date.



Providing Feedback to Teachers Simulation

This activity gives participants the opportunity to simulate providing feedback to a teacher on delivering a Direct Instruction (DI) lesson. You will view a video of part of a Reading Mastery Signature Edition (RMSE) Grade 2 lesson taught by “Sally” to 11 students. Then you will practice giving feedback to each other as though one of you were “Sally”.

For this activity:

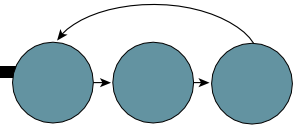
View the video and take notes on the following Student Performance and Teacher Behavior Observation Form (next page). *Note the classroom setup and posting of student reinforcement tools on the walls.*

Pair up with another participant for a role play activity. One participant will be the teacher, the other participant will be the administrator.

Follow the procedure for providing feedback after instruction:

- Teacher self-assesses by referencing student performance:
“I thought the students...”
- Administrator provides Ps + (S + T + R)s + P. Draw on the *high-frequency positives* for the P’s.
Ps: “It was nice to see that (positive 1), (positive 2).”
S: “I noticed that your students (performance problem 1)...”
T: “...and that you were (teacher’s behavior).”
R: “If you were to (remedy 1), students would be able to...”
P: “I was impressed that the students could (positive 2).”
- Teacher describes what s/he’ll do in the future. “Next time, I will...”

Switch roles.



Student Performance and Teacher Behavior Observation Form for a RMSE Grade 2 Lesson

- Identify what's going well (i.e. positive, specific feedback to students and teacher)

- Describe the student performance problem:

- Describe how student performance should look:

- Describe the related teacher behavior:

- Describe the needed change in the teacher behavior:

- Describe how that change will impact student behavior:
