



Florida Charter
Institute

Teaching & Leading Best Practice Facilitating Discourse

November 2024

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Welcome!



Paul Powell

True North Classical Academy ED
Florida Charter Institute Founding
Member



Kathryn Perkins

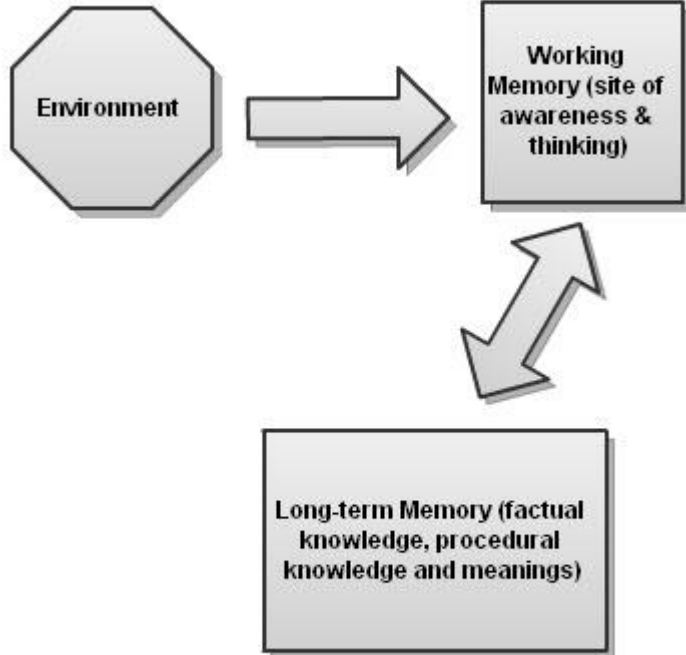
FCI EDD Teaching Learning
and Leadership



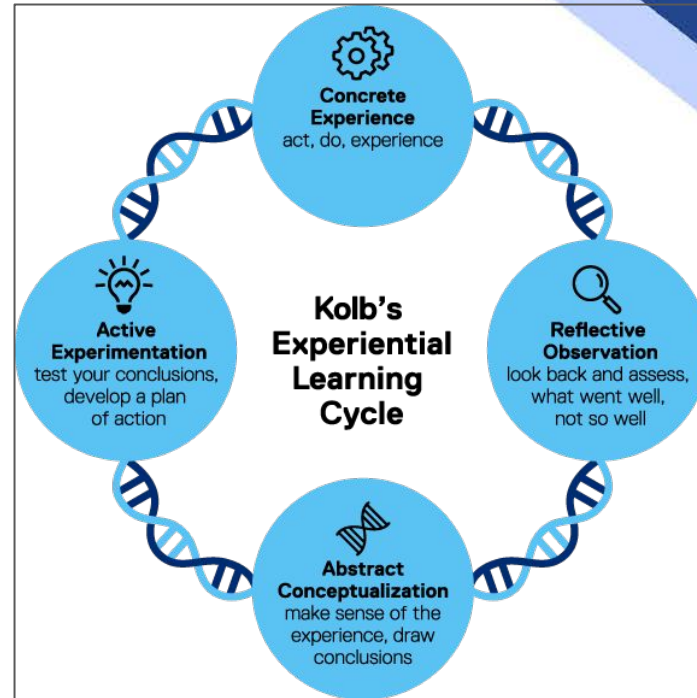
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Our Approach

Research-Backed



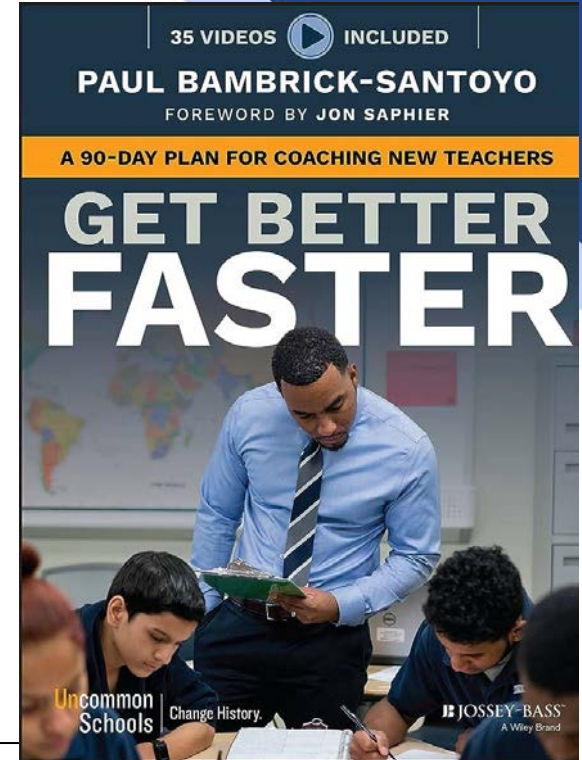
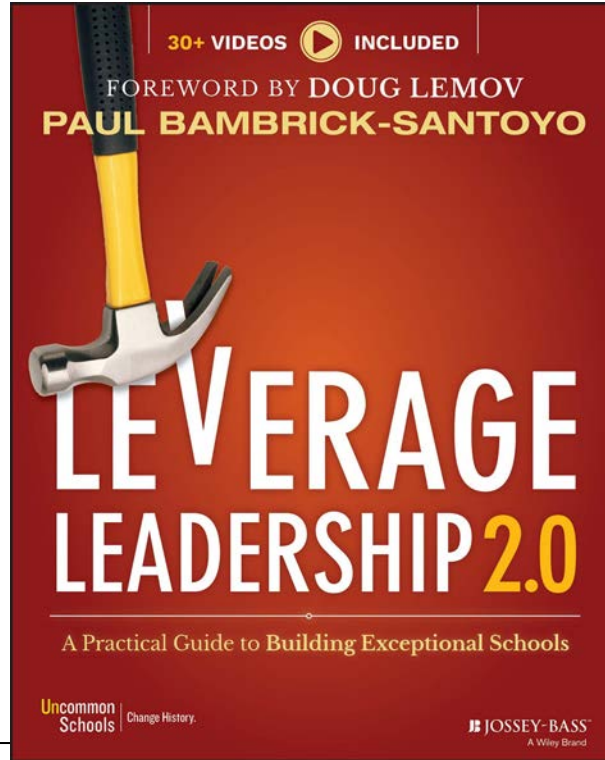
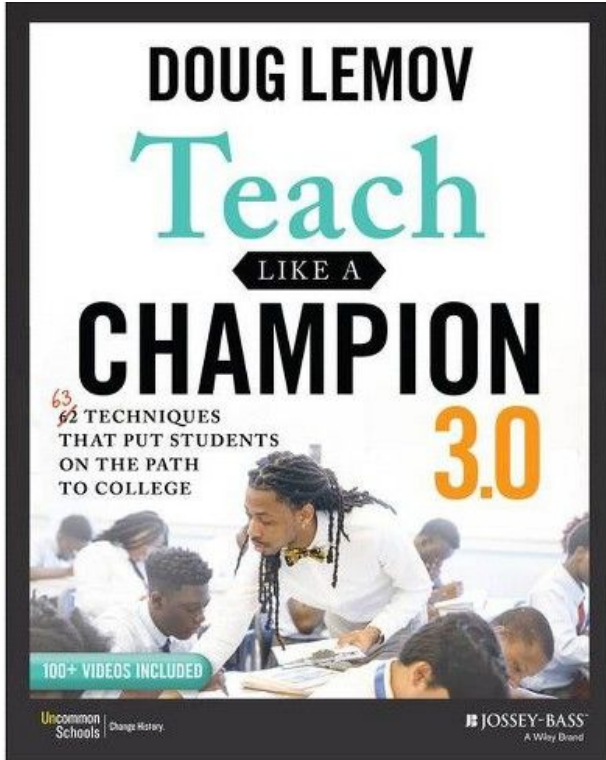
Model of the mind, from Daniel T. Willingham, *Why Don't Students Like School?*



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Clinically-Proven



Research-Backed AND Clinically-Proven

Principles of Instruction

Research-Based Strategies That All Teachers Should Know



By BARAK ROSENSHINE

This article presents 10 research-based principles of instruction, along with suggestions for classroom practice. These principles come from three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. Each is briefly explained below.

A. Research in cognitive science: This research focuses on how our brains acquire and use information. This cognitive research also provides suggestions on how we might overcome the limitations of our working memory (i.e., the mental “space” in which thinking occurs) when learning new material.

B. Research on the classroom practices of master teachers: Master teachers are those teachers whose classrooms made the highest gains on achievement tests. In a series of studies, a wide range of teachers were observed as they taught, and the investigators coded how they presented new material, how and whether they checked for student understanding, the types of support they provided to their students, and a number of other instructional activities. By also gathering student achievement data, researchers were able to identify the ways in which the more and less effective teachers differed.

C. Research on cognitive supports to help students learn complex tasks: Effective instructional procedures—such as thinking aloud, providing students with scaffolds, and providing students with models—come from this research.

Barak Rosenshine is an emeritus professor of educational psychology in the College of Education at the University of Illinois at Urbana-Champaign. A distinguished researcher, he has spent much of the past four decades identifying the hallmarks of effective teaching. He began his career as a high school history teacher in the Chicago public schools. This article is adapted with permission from Principles of Instruction by Barak Rosenshine. Published by the International Academy of Education in 2010, the original report is available at www.the-iaee.org/files/iaee/user_upload/Publications/Educational_Practices/EdPractices_21.pdf

Even though these are three very different bodies of research, there is *no conflict at all* between the instructional suggestions that come from each of these three sources. In other words, these three sources supplement and complement each other. The fact that the instructional ideas from three different sources supplement and complement each other gives us faith in the validity of these findings.

Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modeling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review. Many of these teachers also went on to experiential, hands-on activities, but they always did the experiential activities *after*, not before, the basic material was learned.

The following is a list of some of the instructional principles that have come from these three sources. These ideas will be described and discussed in this article:

- Begin a lesson with a short review of previous learning.¹
- Present new material in small steps with student practice after each step.²
- Ask a large number of questions and check the responses of all students.³
- Provide models.⁴
- Guide student practice.⁵
- Check for student understanding.⁶
- Obtain a high success rate.⁷
- Provide scaffolds for difficult tasks.⁸
- Require and monitor independent practice.⁹
- Engage students in weekly and monthly review.¹⁰

Research in cognitive science and research on the classroom practices of master teachers “supplement and complement each other...there is no conflict at all between the instructional suggestions that come from each of these” -lead researcher Rosenshine



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Classroom Discourse



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Why Discourse



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Why Discourse



“Higher achievement was associated with classes where there were more connections among ideas during discussion, more open-ended questions, more cohesion from lesson to lesson, and more substantive discussion time.”

The Effect of Classroom Discourse on High School Students' Argumentative Writing Skills

Sineath, Karl D.

ProQuest LLC, Ed.D. Dissertation, Northeastern University

On the writing component of the most recent National Assessment of Educational Progress, 12th grade high school students' scores on argumentative tasks were lower than on tasks that required them to explain or to convey an experience ("National Assessment of Educational Progress," 2011). Similarly, 11th and 12th graders at the research site for this study have struggled most with writing tasks that require them to integrate sources into an argument about an issue of public discourse. In response to these challenges, this quasi-experimental study investigated the effect of classroom discourse on argumentative writing among English language arts students in 11th and 12th grades in a Boston public high school. Unlike previous work in this area, this study (1) focused on high school upperclassmen in English classes, (2) used a standardized assessment tool designed by the College Board to measure growth in argumentative writing, and (3) provided descriptions of the discourse interventions to be followed by classroom teachers, which could later be implemented by other teachers outside of the study. At the conclusion of the study, the estimated marginal mean on a College Board assessment of argumentative writing for students who experienced discourse where teachers focused on linking ideas and pressing for reasoning ($M = 3.90$, $SD = 1.40$) was significantly higher than for students who experienced procedural facilitation where teachers encouraged discursive interactions but did not explicitly prompt students to articulate their reasoning or to link their ideas to those of others ($M = 3.32$, $SD = 1.43$), $F(1, 112) = 8.056$, $p = 0.005$, partial eta squared = 0.067. These results provide confirming evidence for sociocognitive learning theory and help fill gaps in the literature as suggested above. In addition, the present study has helped to confirm linking ideas and pressing for reasoning as discourse moves related to improvements in argumentative writing. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>]



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Two Hats

While you watch us deliver this professional learning, consider:

Reflect as a Teacher: How does this content contribute to my understanding of teaching best practice?

Reflect as a Leader:

- What about the content delivery is effective?
- How might I want to leverage these takeaways for my teaching team?



TWO HATS



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Begin Scene!

See It - Launching Discourse

- **Reflection:** What moves does Nicole make to effectively launch class discussion?



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Uncommon Impact

Nicole Willey

Leadership Prep Ocean Hill ES
Grade 3 Math

Show Call Clip 2348 "Which one is right?"

See It - Launching Discourse

- **Reflection:** What moves does Nicole make to effectively launch class discussion?



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Name It - Launching Discourse

- **Start with a Prioritized High-Rigor Question.** This can be...
 - A pre-planned question based on rigorous enactment of the standard and/or alignment to a unit or annual destination
 - In response to a trending error you're noticing during class
- **Follow the Sequence:**
 - **Everybody Writes:** all students stop and jot
 - **Turn & Talk:** builds student confidence and offers teacher insight into initial understanding
 - **Cold Call:** all students feel important and accountable!



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See It - During Discourse

Reflection:

- How would you describe Julia's discussion prompts? (*Hint: Write down everything she says!*)
- What impact does this facilitation have on discussion quality?



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See It - During Discourse

Reflection:

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- What impact does this facilitation have on discussion quality?



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Name It - During Discourse

Get students to do the talking – and thinking – with:

- **Universal Prompts:** Avoid teacher input that tilts the scale or rounds up.
 - “Evaluate”
 - “What do you think?”
 - “Why?”
 - “How could you apply that idea to...?”
- **Volleyball Discussion:** Have multiple students engage consecutively.
 - “Respond, Ahmari”
 - “Jelissa?”



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**When done right, discourse drives
powerful learning by centering
rigorous content and student voice.**

Do It - Preparing for Discourse

- **[3 min] Determine Discourse Moment**
 - Identify a rigorous moment in the lesson you'll teach tomorrow or Friday
 - Craft an exemplary response that demonstrates full mastery of the content
- **[5 min] Script Discourse Launch & Questions**
 - Everybody Writes, Turn & Talk, Share Out
 - Universal and volleyball questions



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Do It - Take it Live!

Your Turn! In trios...

- **[2 min] Share context**
 - Share relevant lesson context with your partners:
 - The discourse moment and possible exemplar response
- **[4 min] Take it live!**
 - Teacher facilitates discourse leveraging preparation script
 - “Students” share correct or on the right track responses
- **[2 min] Feedback**
 - Use feedback cheatsheet on pg. 3 of your handout
- **[2 min] Redo most challenging moment**
- **[10 min x2] Switch Teachers**



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End Scene!

Two Hats

After watching...

Reflect as a Teacher: How does this content contribute to my understanding of teaching best practice?

Reflect as a Leader:

- What about the content delivery is effective?
- How might I want to leverage these takeaways for my teaching team?



TWO HATS



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Apply to your Classroom and/or School

Quick Jot: What are you taking back for your instruction (teachers) and/or instructional coaching (leaders)?

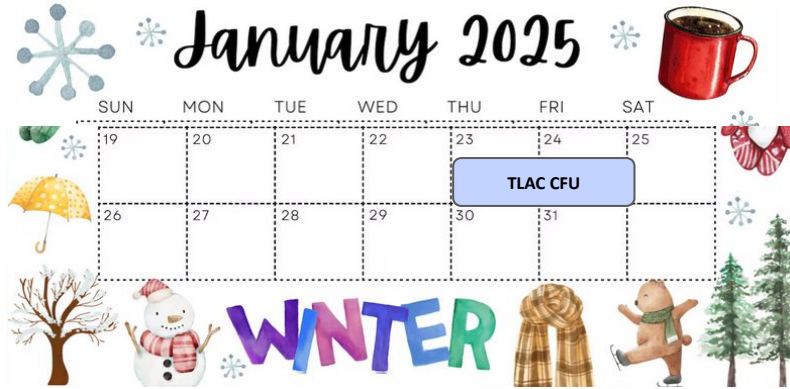
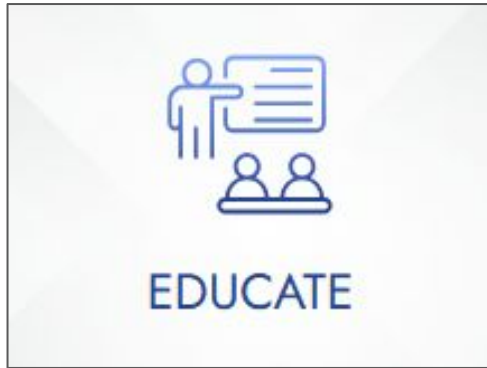


What's Ahead From FCI?



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Leadership Offerings



- 2 day Professional Learning Workshop with **Teach Like a Champion**, live in Miami
- **Train the Trainer:** Develop leaders in the content and facilitation of the content
 - Ability to license the content for your schools and teams after!
- **Check for Understanding:** How to gauge student understanding across contents

Leadership Offerings

- 3 day Professional Learning Workshop, in Miami AND Orlando
- **Monitor the Learning:** instructional coaching that supports teachers in student work analysis to transform learning
- New and improved videos, featuring top Florida charter leaders
- New Day 3 focused on developing an implementation plan
- HEAVILY SUBSIDIZED, thanks to generous state funding. \$400!

ORLANDO:



MIAMI:



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Teaching Offerings

- 2 Professional Learning Workshops with **Teach Like a Champion**, spanning 3 days. Live in Miami AND Orlando.
- **Building Strong Classroom Culture, High Ratio Instruction**
- Ideal Participants: Teams of 4-10/school, spanning range of roles (admin, culture-carrying teachers, dept. leads...)
- HEAVILY SUBSIDIZED, thanks to generous state funding. \$150/day (typically: \$500-1000/day)

**Sign Up
Coming Soon!**



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FCInsight - Our Monthly Blog

- Monthly blog on leadership practice
- Includes linked research-backed, clinically-proven coaching resources
- Released in our Monthly and available at:

flcharterinstitute.org/fcinsights/

Learn More:



RECENT POSTS



USING DATA IN BEGINNING OF YEAR OBSERVATIONS

We're excited to dive into our second installment on developing school leaders as instructional coaches. Last month, we focused on establishing coaching foundations; today, we'll center the conversation around observation and feedback practice – and specifically, what that can look like at the beginning of a school year. Read on

[READ MORE](#)



LAYING THE GROUNDWORK FOR INSTRUCTIONAL COACHING

At FCI Educate, we are passionate about educator development. We believe that all members of a school community – students, teachers, and leaders – should feel they are on an intentional growth trajectory and have smart coaches and loud cheerleaders behind them every step of the way. Often, school leaders

[READ MORE](#)



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Menu of Services

School Review
Strategic Planning
Governing Board Recruitment & Training
Document Review



**CHARTER
SUPPORT
UNIT**

IS NOW PART OF



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New Options For Charter Applications

- FCI provides support to the Charter School Review Commission.

Upcoming application deadlines:

- November 26, 2024 - to be considered on February 26, 2025
 - February 25, 2024 - to be considered on May 28, 2025
 - May 27, 2025 - to be considered August 27, 2025
-
- FCI is approved to be a Charter Sponsor in Miami Dade.
Watch for more information coming soon!



Join Our Team!

FCI's Director of Finance

SUMMARY:

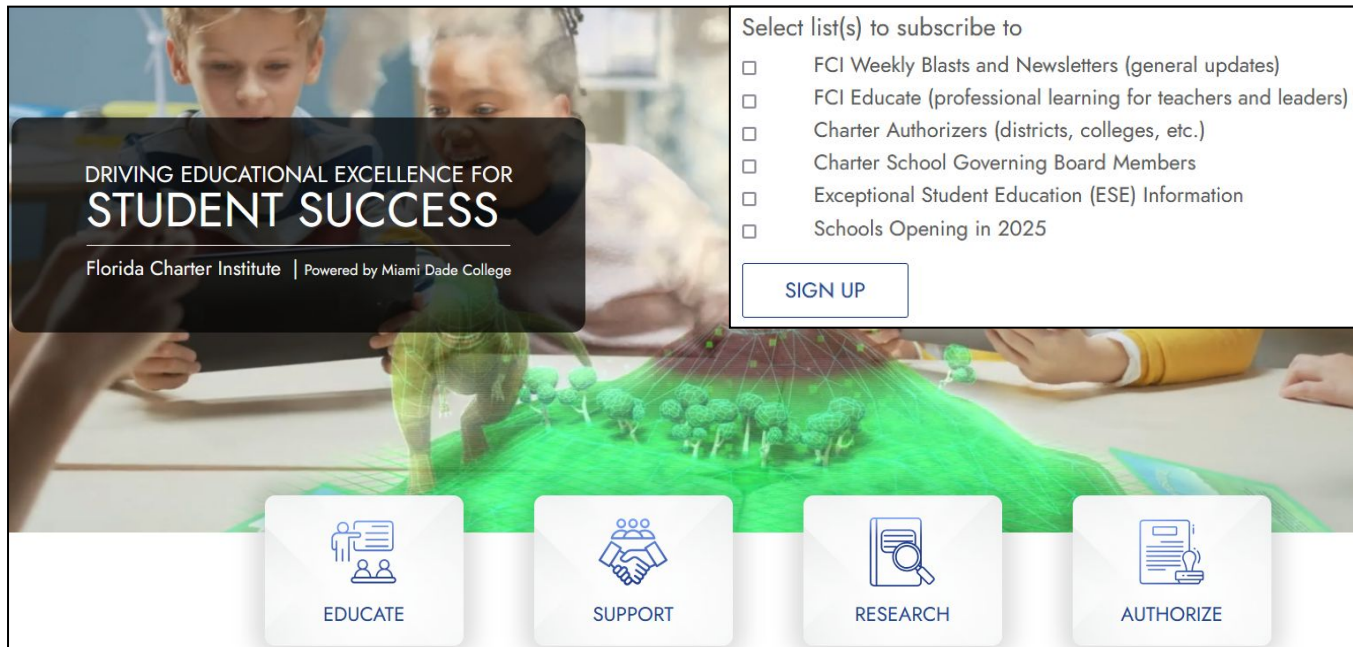
The Director of Finance, Florida Charter Institute is responsible for the fiscal oversight of schools authorized by the Florida Charter Institute (FCI). The position works with the Florida Department of Education, MDC's finance department, authorized schools and the FCI to lead the development, management, and reporting requirements associated with FCI's budget.

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- Charter School Governing Board Members
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