



## The Teacher's Playbook: Practical Pedagogy for Classical Educators with Jerilyn Olson

### Lecture 8: Instruction: Delivering

#### Outline:

In this lesson we are made aware of potential hinderances to student learning. The lesson provides questions to be aware of and techniques that can help teachers in the process of successfully delivering instruction.

#### Identifying Barriers to Instruction

- Directions should be: specific, clear, brief with limited teacher talk.
- Teachers should use the board well
- Keep the pace brisk but recognize some students will need a warning that a transition is coming up.
- We should use our voice, cadence or pace to prepare students to switch activities in a timely manner.
- We should make sure that our time and resources are well deployed
  - Is the warm up activity efficient?
  - Are we making adjustments in the lesson as we go?
  - Are we curtailing tangents and refocusing on what is most important?
  - Are we aware of our time and pacing? Using a timer to challenge students is often effective.
  - Are the teacher material, resources or technology readily available?

#### Maximizing Student Ability

- For most lessons students should be doing more of the talking or thinking than the teacher is doing.
- Techniques to help engage students may include
  - Cold calling students
  - Asking the question and then specifying the student to answer the question.
  - Use a seating map to indicate which students have already participated.
  - Verbal group answers or use of individual white boards to have students answer at same time.
  - Rapid fire questions and answers.
  - Discussion among a small group of students and then have them share with the rest of the class.
- Student Practice
  - Circulate around the room to ensure all students are engaged.
  - Teach and coach needed academic skills and study habits.



- Coach students on their habits of language, including clarity, syntax, having elevated and precise vocabulary, pronunciation and the ability to listen well.
- Coach or teach reading skills including annotation, citation and reading for class
- Student's physical position can help focus mind.
- If students are not getting through the material in one day check to see if there are any barriers or areas you can coach or foster.

## Fostering the lesson

- Lessons should be tailored to the discipline and the particular students involved.
- We need a command of what is happening and we must be willing to change how we are speaking or activity if needed.
- Per Adler, three major columns of instruction include lecture, coaching and seminar.
- Techniques that can be used (may be combined in one lesson) include: Narration, imitative, demonstration, independent practice, one on one, and small groups.
- The number one killer of student engagement is sitting to long doing monotonous seatwork. This is often easier to see in younger kids.
- Varying the format allows the student's brain to rest when needed.

## Socratic Questioning

- Effective questioning can help students think for themselves.
- Consider using wait time
  - Wait time can be the time between when you ask the question and when you have the student answer the question.
  - Wait time can also be after you ask the question and the student answers. It gives a student a chance to reflect on the answer and also allows other students to listen and reflect.

## Solidify Understanding- Teacher guidance to their conclusions

- This allows students to feel a sense of progress
- During lesson and end of lesson moment of clarity where a student has a sense of landing on something we can review, repeat and put into practice.
- There should be a time to be able to tell what the correct answer is.
- When using the board make sure incorrect answers are erased since students tend to copy everything down.
- Final statements should be clear, vivid and precise.
- Students should have a sense of clarity prior to any practice and they should have time to interact with the material.
- Time should be allowed for students who need additional assistance or for students to extend knowledge.