

# NORWICH INSTRUCTIONAL FRAMEWORK



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- Workshop Model
- Based on Research on Behavior, Motivation, and Memory
- Developed by the Instructional Framework Collaborative for all disciplines



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## CLASSROOM ENVIRONMENT

- Tasks are student centered
- Teachers believe in their students
- Students work together



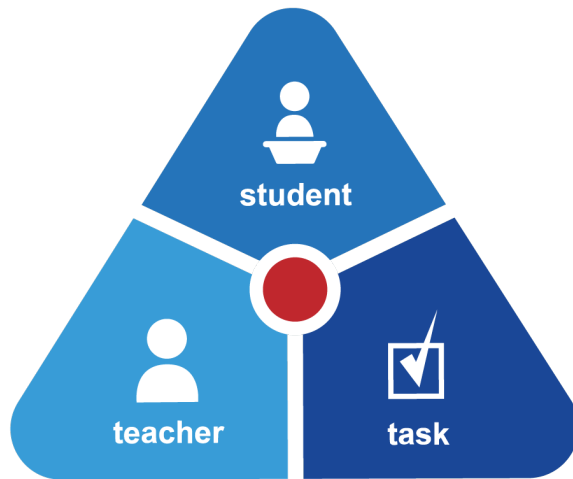
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**ACTIVATE**



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## ACTIVATE

Activate is the part of our lessons where students connect to prior knowledge/skills recognizing that retrieval is key to long term memory (Brown et al., 2014). The task should be connected to where students have been, where students will be today, and where students are going.



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## ACTIVATE

### Task

- Assess prior knowledge/achievement
- Make connections (recall information)
- Demonstrate previous learned skills
- Analyze work for mistakes
- Predict misconception

### Teacher

- Assessing/checking for understanding for the specific task
- Sharing student work
- Facilitating discourse
- Asking questions

### Student

- Following routines
- Asking questions
- Engaging in discourse
- Making connections (recalling information)
- Solving problems



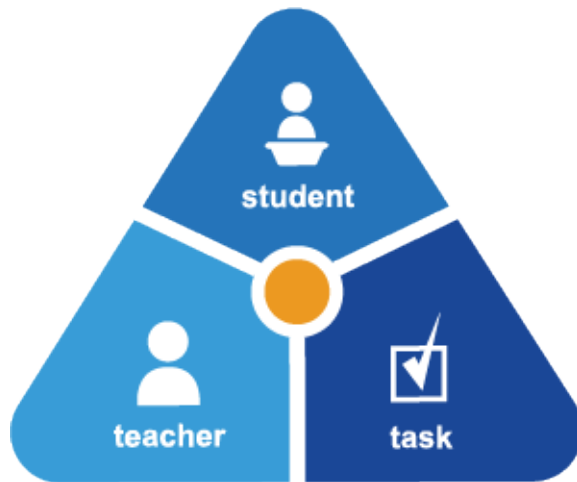
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**MINI LESSON**



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## MINI LESSON

Mini lessons are a brief part of the entire lesson that follow a predictable structure. During the mini lesson teachers communicate a clear student learning objective, teach a strategy or process using one of several teaching methods. Teachers provide students with an opportunity to apply the strategy or clarify the process expectations, restate what the students have learned as students transition to the guided practice/inquiry portion of the lesson.

(Calkins, 2015)





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## MINI LESSON

### Task

- Communicate objective
- Establish criteria for success
- Set expectations
- Set a purpose for learning
- Demonstrate a strategy (teacher and student)
- Ask an inquiry question
- Predict an outcome

### Teacher

- Communicating a clear learning objective
- Establishing criteria for success
- Facilitating discourse
- Monitoring for understanding and providing feedback
- Modeling a strategy or process
- Posing an inquiry question

### Student

- Listening
- Responding to and asking questions
- Engaging in discourse
- Predicting
- Thinking about their thinking (meta-cognition)
- Applying a strategy
- Making connections



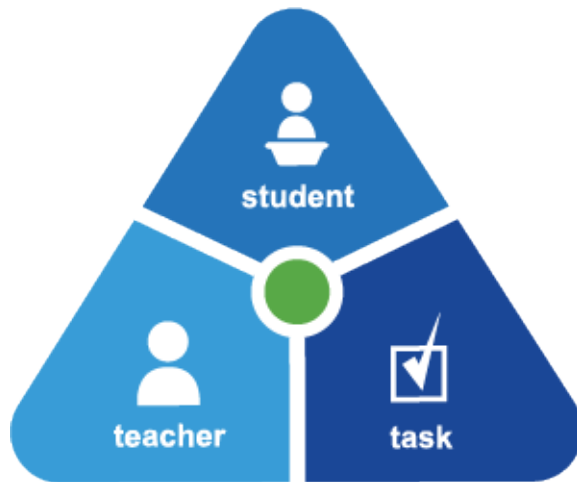
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## GUIDED PRACTICE AND INQUIRY



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## GUIDED PRACTICE & INQUIRY

Guided practice is part of the lesson where the students are the workers of the content. Students practice the skill, strategy or concept presented during the minilesson with the goal of transfer. Teaching for transfer means that learners are given the opportunities to apply their learning to new situations and receive timely feedback on their performance (Wiggins & McTighe, 2011).



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## GUIDED PRACTICE & INQUIRY

### Task

- Partner work
- Cooperative Learning
- Performance Tasks
- Inquiry Based Learning Task
- Write for a variety of purposes, including writing about reading
- Solve real world problems
- Create and/or perform
- Apply lessons from the past to current and future events and issues
- Make approximations, make meaning, acquire skill, transfer

### Teacher

- Assessing to match learner to task and set goals
- Monitoring for understanding and transfer
- Providing specific feedback
- Differentiating instruction and practice
- Facilitating small groups
- Coaching students with prompts and questions
- Providing rubrics and exemplars
- Thinking aloud
- Conferring with individuals
- Choosing student work to highlight that can apply to all the learners

### Student

- Listening to peers
- Setting goals
- Engaging in discourse
- Tracking thinking
- Using tools to reflect on progress
- Reflecting
- Monitoring progress toward goals
- Solving problems
- Applying strategy, process, or approximating
- Taking Notes
- Small groups - cooperative learning
- Making errors



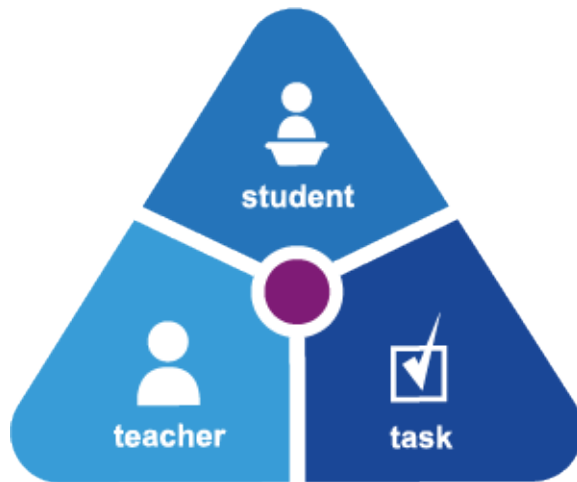
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**SHARE OUT**



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## SHARE OUT

Share is the part of the lesson where students consolidate their learning. Consolidation is the process of transferring knowledge and skills from short term memory to long term memory. For consolidation to take place students must make connections between that day's learning, previous learning and forecasting where learning goes next (Levine, 2002).



# NORWICH INSTRUCTIONAL FRAMEWORK

## SHARE OUT

### Task

- Make connections to previous learning and independent practice or work outside of the classroom
- Share thinking work or strategies
- Analyze work for mistakes
- Evaluating work against a rubric or exemplar
- Accountable talk
- Celebrate perseverance, grit and content learning

### Teacher

- Reinforcing transfer, agency and independence
- Restating lesson objective or teaching point
- Asking questions
- Check-in on goal setting
- Reflecting on next steps, future lesson
- Facilitating (minimize teacher talk) accountable talk using stems, prompts, questions
- Fostering connections to previous learning, independent practice, next steps

### Student

- Asking questions of and providing feedback to their peers
- Actively listens to peers
- Engaging in discourse (i.e. turn and talk, partner share, whole class conversation)
- Sharing their work and learning from others
- Explains steps, obstacles, outcomes and thinking
- Evaluating their own work against a rubric or exemplar
- Reflecting on their learning (i.e. recording their thoughts on post-its, journal entry, discourse)
- Self assess to set new goals
- Planning for the work of the next day, based on the work of today (i.e. setting goals for book clubs)



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