

Module 7: Instructional Methods and Strategies

Instructional Design Specifications

- Program:** EDJJ Professional Development Series
- Competency:** Upon completion of Module 7, participants will be able to describe effective instructional strategies for youth in correctional settings. Additionally, participants will apply these strategies using realistic scenarios.
- Rationale:** For many correctional institutions serving youth, there is an overrepresentation of juveniles with disabilities (i.e., learning disability, emotional/behavioral disorder). Over 30% of youth in correctional education programs have a disability, compared to about 10% in public schools (Leone, 1997). An important aspect of an appropriate education for youth with disabilities is the application of empirically validated methods within instructional settings. Given the legal mandates under the Individuals with Disabilities Act (U.S. Department of Education, 1997) and the ethical necessity of providing adequate educational services to these youth, it is important that correctional educators have a working knowledge of effective teaching strategies and techniques.
- Prerequisites:** It is recommended that participants be familiar with the educational characteristics of youth within correctional facilities (see Module 2).

Objectives

The following module is organized in a manner that provides a general outline of information related to instructional methods and strategies. While the module should provide sufficient information for the instructor, it is acknowledged that instances may exist where the instructor will need to complete some additional reading and/or supplement the materials provided herein. It is also recommended that the information be provided to participants in a lecture format, which is guided by the details of the module. This lecture can and should be supplemented with real life anecdotes and elaboration by both the instructor and participants. Following each section, it is suggested that the mode of instruction be adjusted to maintain participant interest. For example, following a lecture on graphic organizers, participants may work together to develop a lesson that uses this effective learning strategy.

Additionally, no time frames are provided to the instructor. It is acknowledged that the module will serve a variety of purposes for instructors. While participants would develop a more comprehensive understanding of instructional methods and strategies through exposure to the entire module, it is understandable that time constraints may limit this possibility. Given the varied uses of the module and the variation in time needed to share personal experiences and complete activities/assessments, the separation of the module into specifically timed sessions is left to the judgment of the instructor. Upon completion of the module, participants will be able to accomplish the following objectives.

- (1) Participants will describe verbally or in writing the importance of education in juvenile corrections and support their stance using current statistics and laws.
- (2) Participants will identify and/or recognize the key components of direct instruction including curricular design variables and teaching techniques (*DI*) and the teaching methodologies within direct instruction (*di*).

- (3) Participants will identify and use eight principles of effective instruction.
- (4) Participants will apply the stages of learning to development of a lesson.
- (5) Participants will identify the definitions of formative and summative assessments and the benefits of each.
- (6) Participants will decide on a possible co-teaching approach, answer key questions related to instructional beliefs and philosophy, and (if possible) work with a fellow teacher to develop a plan for actual co-teaching.
- (7) Participants will develop lessons based on literature that include activities within each of the six learning levels.
- (8) Participants will develop a literature-based lesson that uses a graphic organizer.
- (9) Participants will write a plan for *establishing a writing community* by noting classroom adaptations that will be made and/or current practices that are consistent with the literature.
- (10) Participants will develop an outline that students may use for guided notetaking.
- (11) Participants will develop a lesson or group of lessons that use the concrete-semiconcrete-abstract teaching progression. Additionally, participants will include adaptations for students based on the recommendations and strategies provided.
- (12) Participants will develop a group of science and social studies lessons that integrate the instruction and implementation of various teaching devices including graphic organizers, mnemonic devices, diagrams, and study guides. Additionally, teachers will note in the lessons planned refutations and instructional practices consistent with conspicuous communication methods.

Participant Activities/Assessments

The following activities are provided in order for participants to exhibit their knowledge. An equally important goal is for participants to have experience applying the information within a situation that is guided by the instructor and supported by fellow participants. The use of *guided practice* and *collaborative work* encouraged within these activities/assessments is consistent with the instructional strategies contained within the module. Naturally, the instructor is encouraged to modify the activities/assessments to meet the needs of the group and time allotted. It is suggested, however, that participants be made fully aware of all expectations at the onset of the training program.

- (1) Describe verbally or in writing the importance of education in juvenile corrections and support your stance using current statistics and laws. Present this information in small groups as you would to administrators, parents, C.O.'s, or other officials.
- (2) List the key components of direct instruction including curricular design variables and teaching techniques (*DI*) and the teaching methodologies within direct instruction (*di*). Use this information to develop a group of lessons that integrate *DI* and *di* (Transparency 2).
- (3) Develop a lesson that uses the eight principles of effective instruction. Within the lesson, identify each principle and note how you will accomplish the important aspects of the principle. For example, whole group instruction is a key component of Principle 4. Identify how you will include whole group instruction into your lesson. You do not need to address every component within each Principle. However, you *should* address at least one issue from each principle.
- (4) Using the previously designed lesson or another lesson, include specific programming for maintenance, generalization, and adaptation of the skills learned.

- (5) Write the definitions of formative and summative assessments and the benefits of each. Within the previous lesson or another lesson, identify/create the formative and summative assessments to be used.
- (6) Identify a co-teaching approach and answer the questions on the handout related to your instructional beliefs and philosophy. Work with a fellow teacher to develop a plan for actual co-teaching. (If possible, complete the activity with a teacher with whom you are actually interested in co-teaching.)
- (7) Using a piece of literature from the class you teach, develop activities within each of the six learning levels.
- (8) Using the previous lesson or another literature-based lesson, develop a plan to use a graphic organizer.
- (9) How would you establish a writing community and what practices do you currently employ that would be consistent with the community you develop?
- (10) Using a text passage, develop a partially-completed outline that students may use for guided notetaking.
- (11) Using a concept from a math text that you are currently using, develop a lesson or group of lessons that use the concrete/semiconcrete/abstract teaching progression.
- (12) Using the previously designed math lesson or another math lesson, develop adaptations for students based on the noted recommendations and strategies.
- (13) Develop a group of lessons that integrate the instruction and implementation of teaching devices including graphic organizers, mnemonic devices, diagrams, and study guides. Additionally, for science activities, develop planned refutations and instructional practices consistent with conspicuous communication methods.

Transparencies

This transparency presentation summarizes the content of this module. It does not include all the information contained within this module and should be used to supplement its implementation.

Transparency 1

In Juvenile Corrections

45% of juvenile offenders have learning disabilities

7% of juvenile offenders have been identified as mentally retarded

42% of juvenile offenders have been labeled emotionally/behaviorally disordered (EBD)

44.4% of youth in one study were labeled as eligible for special education (as compared with 10% in the general population).

Key Components of Direct Instruction

1. Curricular design variables
2. Teaching techniques (including Direct Instruction or "DI")
3. Teaching methodologies ("di")

Eight Principles of Effective Instruction

1. Engagement time
2. Level of success/success rate
3. Content coverage/opportunity to learn
4. Grouping for instruction
5. Scaffolding instruction
6. Addressing forms of knowledge
7. Activating and organizing knowledge
8. Teaching strategically

Formative Assessment

The continuous measurement and analysis of student learning and performance during the instructional process

Summative Assessment

The measurement and analysis of student learning against a specific long-term objective at the beginning (pretest) and at the end (posttest) of instruction

Stages of Learning

- Acquisition phase of learning
- Fluency or proficiency phase of learning
- Maintenance phase of learning
- Generalization phase of learning
- Adaptation phase of learning