

~ Organizing Student Learning ~

Building Success on Success by implementing the “6+1”



1. Preparation

1. Teachers identify what they expect students to know, recognize, understand, communicate and be able to do. Based on that, teachers would create a parallel constructed practice test using recommended template.
2. Teachers would also identify how they will introduce new material; through conceptual development, linkage or directed discovery and identify simple straight-forward examples that work, with no variations, that clarify instruction and don't bog students down in arithmetic.
3. Teachers have a clear visual of what they expect student notes to look like based on their instruction.

2. Instruction

1. Teachers would begin class immediately with a quick, crisp, purposeful review of the last few days instruction and topics students will need to remember from previous learning to be successful in the day's lesson. During this time, students are not doing problems or answering questions, they are listening to the teacher. Teachers might also do a representative HW problem or two during this time. This QCPR should not extend beyond 10 minutes.
2. After the QCPR, teachers check for proficiency (CFP) by asking the students to do one or two problems.
3. Teachers begin instruction by having the students write the date, title, and objective in their **NOTE**books. The teachers then begin instruction introducing any new definitions and identifications and how to say them, then by using concept development, linkage or directed discovery and pattern development find strategies, rules, formulas, or algorithms. All of that information should be contained in the notes along with guided practice problems. Students should be paced through notes and guided practice problems. When a new formula, procedure, definition is introduced, the class will orally recite it for approximately 90 to 120 seconds to embed it in short term memory and teach students how to say the math correctly.

3. Notes

Student notes support and reflect the day's instruction. Teachers should pace the students' notetaking as well as pace them through guided practice problems that should be contained in the notes. Students should be able to review from their notes how concepts and skills were developed, review and definitions, formulas, procedures and practice problems. Parents should be able to follow student notes so they can become more engaged their child's educational experience and help

with the material. Teachers should also use the highlighting system in their notes based on what is going to be tested.

4. Homework

Homework assignments are based on what teachers expect their students to know, recognize, understand, communicate and be able to do. In other words, HW, like notes will support and reflect instruction. That is HW assignments will include definitions, formulas, procedures, explanations, etc and problem sets as well as exercises.

5. Test Prep

Two or three days before the unit/chapter test, teachers will pace their students through the parallel constructed practice test, one problem at a time. That is, the students do #1, then the teacher does #1, this process continues to the last question. This is the last time teachers will be able to monitor student understanding before the exam. If students show hesitancy or can not do a problem, the teacher can do that problem in class and provided further clarification and practice the following day.

6. Assessment

The assessment should be parallel constructed to the practice exams. The test template will be employed on both the practice test and actual assessment so our expectations are very clear to students with respect to what we expect them to know, recognize, understand, communicate and be able to do.

+1. Student-teacher Relationships

Treating students in your own classes the same way you would like your own child treated is the foundation of student-teacher relationships. This can be enhanced by the transparency used in the “6+1” model that leads to credibility and trust.