

Research-Based Pedagogy

[Instructional Framework \(Guide\)](#)

WHAT	WHY
Research-based practices are practices that have been proven to work through credible, published research	To maximize performance, professionals use research-based practices that have the highest impact on student growth and achievement

HUMAN NEEDS	Description	Research
	Extensive research confirms the reality that in order for people to perform at their highest level, fundamental human needs must be sufficiently fulfilled prior to maximizing potential in other areas. While there is variation in some of the basic human needs, experts consistently agree that belonging/relatedness/affiliation plays a significant role in motivation and the ability to optimize performance. In almost every situation, performance will improve when needs are met.	• Maslow's Hierarchy of Needs • Glasser's 5 Basic Needs (Choice Theory) • Self-Determination Theory: Basic Human Needs • Needs Theory (McClelland) • The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation • Interpersonal Relationships In Education: From Theory to Practice • Interpersonal Relationships & Task Performance

VISIBLE LEARNING (Hattie)	Description	Research
	John Hattie's research is a synthesis of over 913 meta-analyses, including 60,167 studies and 88,652,074 students, reported that the greatest influence on student learning is instruction ¹ . When teachers consistently implement instructional strategies with an effect size of .40 (equivalent of one year's growth) or higher, students can learn more and achievement gaps can decrease. In the words of John Hattie, "How well teachers teach is the strongest influence on how well students learn." ¹	• Visible Learning for Teachers (Book Summary) • Visible Learning Effect Size Rankings (Hattie) • Visiblelearning.org • Visible Learning: A Synthesis (Book) • An Objective Critique of Hattie's Visible Learning Research

RESEARCH-BASED PRACTICES

¹ Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012. Print
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	Description	Research
DELIBERATE PRACTICE	<i>Deliberate Practice</i> is a research-based framework used to develop expert-level performance in any skill/field, using the following framework: 1. Narrow FOCUS 2. Ongoing COACHING 3. Spaced REPETITION 4. Sustained COMMITMENT Generally speaking, change fails due to a lack of one or more of the following: focus, alignment, accountability.	• The Ultimate Deliberate Practice Guide: How to Be the Best • The Making of an Expert • The Role of Deliberate Practice • Deliberate Practice for Deliberate Growth • Peak: How to Master Almost Anything • Expert Performance: Its Structure and Acquisition • How Experts Practice: A Novel Test of Deliberate Practice Theory • Deliberate Practice and Acquisition of Expert Performance • The Influence of Experience and Deliberate Practice • The Relationship Between Deliberate Practice & Performance • An Overview and Critique: "Theory of Deliberate Practice" • Show Us What Homework's For • Practice with Purpose: The Emerging Science of Teacher Expertise
COLLABORATION	Being effective together is more powerful than being effective alone. Based on extensive research, collective efficacy has the highest rated effect size on student achievement of all practices. When there is effective execution of research-based collaborative practices, professionals perform at their highest level, directly impacting student achievement. (K-12 Teams)	• Collective Efficacy: Together We Can Make a Difference • What is a Professional Learning Community? • When Teachers Believe, Students Achieve • The Power of Collective Efficacy • Fostering Student Learning: The Relationship of Collective Teacher Efficacy & Student Achievement • The Thermodynamics of Synergy & Its Impact on Society • The Power of Hidden Teams (Harvard Business Review) • PLCs: The Key to Improved Teaching & Learning • Impact of Effective Teamwork on Employee Performance • Collaborative Teams (Overview)
TEACHER EXPECTATIONS	Teacher expectations significantly impact decision making and performance of students. Teacher expectations should reflect collective commitment regarding the execution of districtwide	• Expectations & Outcomes (Research) • The Pygmalion Effect • Pygmalion in the Classroom (NTLF) • Teacher Expectations • Pygmalion In Management (HBR) • Pygmalion In the Gymnasium

	plans, and goals, founded on research-based practices.	
CLASSROOM MANAGEMENT	The expectations, structure, and management within the classroom directly impact the learning environment, inseparably connected to student achievement. Clarity of effective expectations and consistent reinforcement will maximize the learning environment, and ultimately, academic outcomes.	• Classroom Management (Overview) • The Key to Classroom Management (EL) • The Well-Managed Classroom (Wong) • Evidence-Based Classroom Behavior Management Strategies • Effective Classroom Management: Teacher Preparation & Professional Development • Fair & Effective Classroom Discipline • The First Days of School (Implementation Guide) • PBIS Tiers 1-3 • PBIS Fact Sheet • Responsive Classroom & PBIS (Tiers of Support) • Developing a Positive Classroom Climate • Reinforcing, Reminding, Redirecting
TEACHER-STUDENT RELATIONSHIPS	Positive, warm relationships are one of the primary contributors to improving trust within relationships, ultimately unleashing the potential for individuals to perform at their highest level, including adult performance and student achievement.	• R.E.A.P. Relationships (Overview) • Building Strong Teacher-Student Relationships in the Classroom • Developing Positive Teacher-Student Relations • Interpersonal Relationships In Education: From Theory to Practice • Professor-Student Rapport Predicts Student Outcomes • On Rapport: Connecting with Students • The Impact of a Smile on Human Interaction • Connect, Then Lead (Harvard Business Review) • The Broaden-and-Build Theory of Positive Emotions
STUDENT CONFERENCING	The purpose of <i>Student Conferencing</i> is to develop strong teacher-student relationships and entails periodically meeting 1:1 with students to accomplish the following: • Identify and address NEEDS • Communicate and reinforce EXPECTATIONS • Build Relational TRUST (R.E.A.P Relationships) • Develop TALENT	• Student N.E.T.T. Checks (Template) • Accelerate Learning Through One-on-One & Small Group Meetings • Empowering Students Through Individual Conferences • Conducting Student-Teacher Conferences • A Personal Conferencing Primer

ZONE OF PROXIMAL DEVELOPMENT	“The Zone of Proximal Development bridges the gap between what is known and what can be known” (Northwest Evaluation Association 2014). A significant element of this process is accurately diagnosing where students are at, and establishing the learning target just beyond current knowledge or skill level.	• What is the “Zone of Proximal Development?” • Zone of Proximal Development: Teaching in the Zone • The Zone of Proximal Development & Scaffolding
TIERED SYSTEMS OF SUPPORT (MTSS) / RESPONSE TO INTERVENTION (RTI)	Response to Intervention (RTI), or Multi-Tiered Systems of Support (MTSS), provide differentiated tiers of support to address individual student needs; based on where students are currently at, educators can provide students with relevant, appropriate scaffolding to maximize growth and achievement	• RTI Data Analysis (Protocol) • The RTI Approach • A Parent’s Guide to RTI • RTI FAQs • RtII Fact Sheet • Essential Components of RTI • Using RTI Framework to Improve Student Learning • A Comprehensive Model for RTI • Best Practices in Multi-Tiered Support Structures • MTSS Fact Sheet • MTSS Explained - A Comprehensive Guide • Research Brief: RTI, MTSS, PBIS
DATA-DRIVEN INSTRUCTION		• RTI Data Analysis (Protocol) • Data-Driven Instruction to Improve Learning & Teaching • Improving Student Outcomes: Data-Driven Instruction • Using Student Achievement Data to Support Instructional Decision Making
GRADUAL RELEASE OF RESPONSIBILITY	This model is a framework for providing appropriate scaffolding for student growth, following the “I do,” “We do,” “You do,” format. By following this format, students can effectively learn new information, take ownership, and eventually achieve mastery related to respective concepts/skills.	• Gradual Release of Responsibility Model (Fisher & Frey) • Gradual Release of Responsibility • Effective Use of the Gradual Release of Responsibility Model • Gradual Release of Responsibility Instructional Framework • Putting Students on the Path to Learning
STANDARDS-BASED GRADING	The practice of aligning grading and reporting with curriculum, instruction, and assessments,	• Best Practices for Standards-Based Grading • 3 Big Shifts for Standards-Based Grades • Grading to Communicate

	ensures that all stakeholders (admin, teachers, students, parents) are adequately focused on what students should know and be able to do, ultimately resulting in improved student achievement.	• Grades That Show What Students Know • Charting a Course to Standards-Based Grading • Tips From Dr. Marzano • Seven Reasons for Standards-Based Grading • Standards-Based Grading & Reporting Will Improve Education • Standards-Based Grading FAQ for Families
CURRICULUM MAPPING	Lasting learning is achieved when students study and practice fewer, high-leverage concepts/skills with the proper depth and repetition. Mapping out curriculum in a logical, deliberate, focused format can ensure that fewer, high-leverage concepts/skills are mastered and can be recalled during end-of-level assessments and beyond.	• Curriculum Mapping (Guide) • Curriculum Mapping: Distributed Practice Enhances Learning • Depth Versus Breadth • Curriculum Alignment (Vertical & Horizontal) • Learning Progressions • Curriculum Coherence
SPACED REVIEW	Intentional, distributed, spaced out reviews of high-leverage, previously learned material transfers learned information from short-term working memory to long-term memory, which can later be recalled on end-of-level assessments and beyond.	• Overcoming the Forgetting Curve • Spacing Learning Events Over Time • Enhancing Learning & Retarding Forgetting • Curriculum Mapping: Distributed Practice Enhances Learning • Spacing in the Classroom: Long-Term Benefits • The Spacing Effect: Failure to Apply Results • Spaced Repetition Promotes Learning • Principles of Instruction: Research-Based Strategies All Teachers Should Know
EXPLICIT INSTRUCTION	The world's leading experts on effective instruction agree that instructional clarity is one of the most effective components contributing to student achievement; the sole focus of explicit instruction is to maximize instructional clarity. Executing proven components of explicit instruction is relatively simple, providing immediate improvement in the quality of instruction.	• Explicit Instruction (Overview) • Lesson Plan (Template) • Curriculum Map (Template) • Uncertainty, Stress, & Health • Protect Your Brain From Stress
STUDENT ENGAGEMENT	Research is absolute when it comes to student engagement	• What Does It Mean For Students to be Engaged • Using Positive Student Engagement to Increase

	and how closely it is connected to student achievement	Student Achievement • School Engagement: Potential of the Concept, State of Evidence • The Reciprocal Links between School Engagement, Youth Problem Behaviors, and School Dropout during Adolescence • Student Engagement (UNL)
RELEVANT CONTENT	Interesting, relevant content increases engagement and overall achievement, regardless of content, grade level, student demographics, etc.	• Interest Matters: The Importance of Promoting Interest in Education • Providing Rationale Increases Motivation & Effort • Reality Pedagogy (EL) • Reality Pedagogy, Black Youth, & Urban Science Education
LEARNING TRIALS (CHECK FOR UNDERSTANDING)	Providing regular opportunities for students to display understanding and skill level (Learning Trials) informs educators and ensures that instruction, pacing, and resources are appropriate and differentiated to meet individual student needs.	• Checking for Understanding (Fisher & Frey) • Opportunities to Respond (OTR) For Increasing Academic Engagement • OTR: A Key Component of Effective Instruction • Active Student Responding (ASR) Overview • Check for Understanding: Key Assessment for Learning Techniques • Monitoring Student Learning in the Classroom • Principles of Instruction: Research-Based Strategies All Teachers Should Know • Whole Group Response Strategies to Promote Student Engagement
ASSESSMENTS	Assessments follow the “Backwards Design” framework; assessments are aligned to priority standards, learning intentions, success criteria, and proficiency scales; whenever possible, assessments are common among grade-level/subject area instructors.	• Using a Backward Design Approach to Embed Assessment in Teaching • Understanding by Design - Backwards Design (Wiggins) • The Understanding by Design Guide to Creating High-Quality Units
FEEDBACK	Providing honest, clear, immediate feedback significantly impacts future behavior and performance, and ultimately, student growth and achievement.	• The Law of Effect (Thorndike) • Operant Conditioning (Skinner) • The Power of Feedback (Hattie) • How to Give Effective Feedback to Your Students • Things to Remember About Feedback • Don't be Nice; Be Helpful (Harvard Business)

		Review) • Introduction of Feedback for Better Learning
COOPERATIVE LEARNING	Regular opportunities to socialize, interact, and work collaboratively with peers significantly enhances engagement and overall achievement.	• Neuroscience Supports Successful Student Academic Teams • The Impact of Peer Assessment on Academic Performance • Effects of Cooperative Learning on Students' Academic Achievement • The Effects of Cooperative Learning on Academic Achievement & Knowledge Retention • Social Interdependence Theory & Cooperative Learning: The Teacher's Role
SOCIAL & EMOTIONAL LEARNING (SEL)	Social & Emotional Learning focuses on helping students develop capacity regarding cognitive, emotional, and interpersonal skills to both enable and maximize learning and growth	• The Importance of SEL for All Students Across All Grades • Social-Emotional Learning, A Best Practices Report • The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis • SEL: Promoting the Development of All Students • SEL as a Catalyst for Academic Excellence • SEL in Schools: From Programs to Strategies • Best Practices in SEL • Navigating SEL from the Inside Out • Effective SEL Programs • How Youth Learn Research Briefs: SEL
TRAUMA-INFORMED CARE	Educators can implement trauma-informed practices to appropriately meet the needs of many students where learning and growth are limited due to trauma	• Trauma-Informed Teaching Strategies • How Trauma-Informed Are We, Really? • The Trauma Transmission from Students to Teachers • Trauma Is a Word--Not a Sentence • We Can Help Students with Trauma Face Life More Positively • Improving School Outcomes for Trauma-Impacted Students • Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools • Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework
DeMAC Cycle	The <i>DeMAC Cycle</i> is a coaching/teaching cycle that	• DeMAC Cycle

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	provides clear steps on how to effectively facilitate growth and development by using the components of <i>Explicit Instruction</i> .	
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Additional Resources

- [Classroom Observation \(Template\)](#)
- [High Impact Teaching Strategies](#)
- [What America's Best Teachers Think About Teaching](#)
- [Principles of Teaching & Learning](#)
- [Elements of Effective Instruction](#)
- [Emerging Evidence for Excellent Teaching Across Borders](#)
- [Effective Classroom Practices](#)
- [Marzano's Nine High-Yield Strategies](#)
- [Principles of Instruction: Research-Based Strategies All Teachers Should Know](#)
- [Exploring the Foundations of Explicit Instruction](#)
- [Synthesis of Research on Explicit Teaching](#)

