



Results-Oriented Teaching: Planning and Delivering a Successful Lesson

Category: Teaching and Learning

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources in print and electronic form.

Category: Teaching and Learning

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify the components of a Results-Oriented Teaching Model.
- Reflect on individual teaching practices.
- Learn ways to develop the body of a lesson.
- Apply strategies for teaching students using the Results-Oriented Teaching Model.

Learning Forward Standards for Professional Learning:

- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout 1: Parts of the Results-Oriented Teaching Model
 - Handout 2: Encouraging Students Who Gave a Wrong Answer to Try Again
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously.



Following are the primary and secondary topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

Main Topics

1. The Results-Oriented Teaching Model
2. The Body of a Lesson: Part 1
3. The Body of a Lesson: Part 2
4. Closure

Subtopics

1. The Results-Oriented Teaching Model

- a. Benefits of the Model
- b. What Comprises an Effective Lesson?
- c. Foundation of a Lesson

2. The Body of a Lesson: Part 1

- a. Component 1: Review
- b. Component 2: Relevant Information and Examples
- c. Component 3: Modeling

3. The Body of a Lesson: Part 2

- a. Component 4: Checking for Comprehension
- b. Component 5: Appropriate Practice
- c. Component 6: Educator Feedback

4. Closure

- a. Component 7: The Importance of Closure
- b. Student-Centered Closure
- c. Classroom Strategies for Closure

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic which includes the recommended times for activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants		
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	1-2	10
Topic 1 – The Results-Oriented Teaching Model	3-11	25
Activity – Time to Reflect	11	(10)
Topic 2 – The Body of a Lesson: Part 1	12-24	50
Discussion Point – How is modeling different from demonstration?	22	(10)
Activity – Time to Reflect	24	(10)
Break		
Topic 3 – The Body of a Lesson: Part 2	25-38	55
Discussion Point – How do you encourage students who answered incorrectly to try again?	37	(15)
Activity – Time to Reflect	38	(10)
Break		
Topic 4 – Closure	39-45	30
Activity – Time to Reflect	45	(10)
Closing Thoughts	46-48	13
Activity – Exit Slip	48	(10)
Total of approximately 3 hours (not including break)		

Helpful Tip! This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 15

PDXPERT
THE BODY OF A LESSON

Review will help you:

- Check students' mastery of the material that's been taught.
- Give students who were absent a chance to catch up.
- Tie in learned material to information not yet taught.

1. REVIEW
2. Information
3. Modeling
4. Comprehension
5. Practice
6. Feedback
7. Closure

Component 1: Review

As we talk about each element of the body of the lesson, participants will notice all six components are posted in the top right-hand corner of the slide. The element that is being focused on will be highlighted. This will assist participants in keeping track of the components as we progress through the learning.

A key element of the lesson's body is the review step. You should "clarify key concepts and generalizations to ensure that all learners gain powerful understandings that serve as the foundation for future learning" (Hall, 2002).

Check students' mastery of the material that's been taught. *Never assume that your students have understood or retained everything you want them to know. During a review session, you'll be able to tell from the students' answers—and questions—whether they understand the previous learning objective well enough for you to move on to the next one.*

Give students who were absent a chance to catch up.

Tie in learned material to information not yet taught. *While review isn't necessary in every lesson, it can tie in previously-learned material to information not yet taught. It's a great technique that can take just a few minutes or it can involve a whole lesson—especially if you're reviewing material that your class hasn't discussed recently.*

Slide 48

PDXPERT
CLOSING THOUGHTS

1. Think about the Results-Oriented Teaching Model.
2. Based on your reflection time throughout the session, identify an area you feel is a strength and an area where you would like to improve.
3. Write your strength/growth area on the sticky notes provided.

ACTIVITY: Exit Slip


Activity: Exit Slip

Allow 10 minutes for this activity.

Preparation: At the top of a large sheet of chart paper, write “Results-Oriented Teaching Model.” Under the title, create a T-chart. On one side, write “Strength,” and on the other side, write “Area for Growth.” Give each teacher two sticky notes.

Objectives: The participants will reflect on the Results-Oriented Teaching Model and how it relates to their classroom practice.

Instructions:

- Ask participants to think about the Results-Oriented Teaching Model and the lesson they brought with them.
- Based on their reflection throughout the session, participants will identify an area they feel is a strength and an area where they would like to grow.
- Teachers will write an area of strength on one sticky note and an area for growth on the other. Example: The teacher will write “Reviewing” on the first sticky note and post it on the “Strength” side of the T-chart. Then, the teacher will write “Modeling” on the second sticky note and post it on the “Area for Growth” side of the T-chart.
- Before teachers exit the room, they will need to place their sticky notes on the T-chart.

Note: Teachers do not need to put their name on the sticky notes.

This closure will provide data to guide further PD that meets the needs of the participants. If the audience is large, you can create additional charts for different grade levels or subject areas. This will provide additional information for specific groups of teachers. The goal is to gather big-picture data, not to identify specific teachers.

“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. How do you currently incorporate feedback in your teaching? Describe how it can be either a powerful motivator or a powerful detractor from the lesson. What changes might you implement to more effectively use feedback as a motivator and to ensure that you give feedback to all of your students?

2. Are there any aspects of the body of the lesson that the workshop did not cover? What are they, and how do you suggest addressing these aspects?

3. How do you currently use closure activities to guide further instruction with your students? Are you gaining the information you need to prepare for the next lesson? How has this been helpful in learning more about your students' needs?

4. Looking at the subjects you are teaching and the needs of your students, what essential elements of the body of your future lessons will you need to focus on? How can you effectively and realistically improve on these elements, keeping in mind that sometimes plans are changed because learning takes longer than expected?
