

# Balanced Instruction Module Facilitator Guide

**Audience:** Administrators and teachers can use the module to learn about balanced instruction as a best practice to integrate social and personal competencies into instruction. This information, knowledge and tools can be used by professional learning communities focused on social and personal competencies and by administrators to support the skill development of their teachers and students.

**Duration:** 40–70 minutes

## Materials needed:

- PowerPoint Slides: Balanced Instruction Module
- Balanced Instruction Handout 1: Balanced Instruction Self-Assessment
- Balanced Instruction Handout 2: See it In Action Reflections— Balanced Instruction
- Balanced Instruction Handout 3: Direct Instruction and Social and Personal Competencies
- Balanced Instruction Handout 4: Driving Questions and Products
- Balanced Instruction Handout 5: Reflection and Additional Information
- [K-12 Social and Personal Competencies Resource Guide](#)
- [Toolkit for Integrating Social and Personal Competencies into Instruction](#)
- Internet, projector, audio (speakers)

**Objective:** Through the Balanced Instruction module, participants will learn strategies to facilitate balanced instruction by blending direct and active instruction to help students learn directly about and engage in the content through multiple methods, including games, play, projects, and other types of learning activities. Participants will also learn how students' social and personal competencies support their engagement in balanced instruction, as well as how balanced instruction can be used to further students acquisition of social and personal competencies, such as intellectual curiosity, awareness of themselves and others, respectful communication, and evidence-based reasoning for informed and responsible action.

**Learning Outcomes:** Participants will learn

- The research on how people learn and ways in which it connects to balanced instruction;
- Strategies for developing student dispositions that advance their critical thinking and problem solving;
- To design balanced instruction that is assets-based rather than deficit-based to further support students' social and personal competencies; and
- Strategies for promoting students' interaction with varied content in multiple ways to foster intentional connections across relationships and cultures.



	<p>module will provide you instructional models to implement continuum of control of learning in your classroom based on the needs of your students. The instructional models provided are only examples, and it will be up to you to create a classroom culture that balances instruction.</p>	
<b>Slide 3</b>	<p><b>Ten Teaching Practices: Balanced Instruction</b></p> <p>Balanced instruction is grounded in social and personal competencies. As teachers integrate active learning and explicit instruction into learning activities, students become more confident, better equipped to successfully engage with others, and more apt to apply content learned in class to real-world circumstances. Because social and personal competencies are integral to the implementation of balanced instruction, teachers should ensure that students have multiple and ongoing opportunities to develop these skills in a nurturing, low-stress environment.</p> <p>Balanced Instruction is the eighth learning module in the Social and Personal Competence series. If you haven't already, you can review the Introduction to Social and Personal Competencies module to learn more about the goal and purpose of this series. Each of the 10 modules in this series has been developed around one of the 10 teaching practices that promote social and personal competence as described in the Tennessee Toolkit called <i>Incorporating Social and Personal Competence Into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators</i>.</p>	<b>1 minute</b>
<b>Slide 4</b>	<p><b>Introduction to Balanced Instruction</b></p> <p>Teachers can use balanced instruction to carefully design and integrate opportunities for students to observe, hear, consider, and draw meaning from a range of varying perspectives; make connections based on ideas, experiences, and shared dialogue; think deeply; communicate sensibly and sensitively; and demonstrate empathy in their problem solving and responsible action, all of which are social and personal competencies. Helping students develop and extend the capacity to connect with others, engage thoughtfully with content, and make real human connections in real time is critical, particularly at a time in our history when we are increasingly immersed in online or virtual exchanges rather than real-life interactions. In other words, the goal of balanced instruction is to create a mix of direct, explicit, and active instruction focused on authentic learning experiences that involve individual and collaborative work, social interactions, and appropriate integration of technology.</p> <p>Throughout the module, we will ask you to engage in activities and reflective questions and discussions. Be sure to download the handouts that accompany this module so you can use them as you work through the module.</p>	<b>2 minutes</b>

<p><b>Slide 5</b></p>	<p><b>Objectives for This Module</b></p> <p>This module provides strategies that will support you in engaging students cognitively and interpersonally through careful consideration and reflection on your instructional approach.</p> <p>It will also assist you with planning and implementing instruction that maximizes student learning and reinforces students' social and personal competencies through rich dialogue, projects, games, and other mechanisms. As such, students' participation in balanced instruction will expose them to content grounded in its authentic context, help them think about how and what they learn, address their need for social interaction, and enable them to elicit personal meaning from the content they manage individually and in collaboration with the teacher and other learners.</p>	<p><b>2 minutes</b></p>
<p><b>Slide 6</b></p>	<p><b>Benefits for Students</b></p> <p>Using balanced instruction will not only help students develop a greater awareness of themselves, their peers, and the world around them, it will assist them in developing <i>thinking dispositions</i>. Thinking dispositions are characterized by students' unfolding curiosities, manifested in their close observation of events, circumstances, and content. Through engaging with the content in multiple ways, including games, play, projects, and other mechanisms, learners examine content critically, pose thoughtful questions, consider varying perspectives, and work individually and cooperatively to develop a deep understanding of subject matter. Their social and personal competencies guide the connections made because of those observations and the use of the evidence to inform reasoning. As such, thinking dispositions and social and personal competencies work together to help students</p> <ul style="list-style-type: none"> <li>▪ Work with their peers as they refine their critical thinking skills through listening carefully and thoughtfully, examining and observing content closely and critically, communicating clearly and sensitively, and engaging respectfully;</li> <li>▪ Invite opportunities to acquire knowledge and new understanding through displaying intellectual curiosity and open-mindedness and suspending presumptions as they attend to perspectives different from their own;</li> <li>▪ Make evidence-informed decisions, connect new understanding with the expectation for responsible action, and think deeply and consider how their actions and decisions will affect others; and</li> <li>▪ Plan, monitor, and reflect on the progression of their actions and their impact on events, circumstances, and others.</li> </ul> <p>Beyond this, students get many opportunities to use and refine the talents they brought with them to the school context while developing new skills necessary for their success in and beyond school.</p>	<p><b>2 minutes</b></p>
<p><b>Optional Discussion</b></p>	<p><i>As you think about your own instruction, what types of lessons have you noticed in which students are both engaged and deeply learning content? What was it about those lessons or units that supported student engagement and academic learning? What did you do to facilitate the lesson or unit? How can you take what you learned within this lesson and apply it to other lessons or units?</i></p>	<p><b>5 minutes</b></p>

<p><b>Slide 7</b></p>	<p><b>Alignment to TEAM Evaluation</b></p> <p>Balanced instruction is reflected within components of the Tennessee Educator Acceleration Model, which many educators in the state refer to as TEAM. For example, using balanced instruction can be seen within the <i>motivating students</i> component, given that balanced instruction helps develop learning experiences where there is exploration. Similarly, it can be found within the <i>activities and materials, teacher knowledge of students, thinking, assessment, and expectations</i> components of the TEAM General Educator Rubric. This module will help you learn how to use balanced instruction in a way that is consistent with the “Significantly Above Expectations” category within the TEAM rubric.</p>	<p><b>2 minutes</b></p>
<p><b>Slide 8 (Activity)</b></p> <p><i>Refer to Handout 1</i></p>	<p><b>Self-Assessment and Self-Reflection</b></p> <p>Before you get started, take a few minutes to reflect on how you use balanced instruction in your own classroom and the ways in which students react. How does your use of balanced instruction help students actively engage in the learning experience that supports their development of social and personal competencies? If it’s helpful, reflect on your use of balanced instruction in a recent class, one that you can easily remember. Otherwise, try to think more holistically about your use of balanced instruction during a typical day.</p> <p>You can refer to “Handout 1: Balanced Instruction Self-Assessment,” to reflect on how you implement balanced instruction in your classroom. Once you complete the self-assessment, reflect on which practices are easiest for you and why? Which are the hardest to implement and why?</p> <p><i>Have participants complete “Handout 1: Balanced Instruction Self-Assessment”</i></p>	<p><b>7 minutes</b></p>
<p><b>Slide 9 (Activity)</b></p> <p><i>Refer to Handout 2</i></p> <p><b>Videos</b></p> <p><b>Activity:</b></p> <p><b>Optional Video Ideas</b></p>	<p><b>See It In Action</b></p> <p>Now that you’ve reflected on your own use of balanced instruction, take a deeper look at balanced instruction in action. Select one of the short videos based on whether you are interested in viewing an elementary or secondary classroom. As you watch the video, pay close attention to the way in which the teacher uses balanced instruction. Refer to “Handout 2: See It in Action Reflections: Balanced Instruction,” for some questions to reflect on as you watch the videos.</p> <p>Balanced Instruction in the Middle School: <a href="https://youtu.be/Bvvow_4PrHc">https://youtu.be/Bvvow_4PrHc</a></p> <p>Balanced Instruction in the Middle School: <a href="https://youtu.be/1qxVfhGHUC0">https://youtu.be/1qxVfhGHUC0</a></p> <p>Have participants complete the reflection questions in “Handout 2: See It in Action Reflections: Balanced Instruction.”</p> <p>Optional Video 1: Asking the Right Questions: <a href="http://tnclassroomchronicles.org/asking-right-questions/">http://tnclassroomchronicles.org/asking-right-questions/</a></p> <p>Optional Video 2: Example 2: Life Development Center: Changed by Adventure <a href="http://www.schooltube.com/video/b1ebeb13e4a642158455/Anderson%20County%20Schools%20Life%20Development%20Center">http://www.schooltube.com/video/b1ebeb13e4a642158455/Anderson%20County%20Schools%20Life%20Development%20Center</a></p>	<p><b>2 minutes</b></p> <p><b>6 minutes</b></p> <p><b>5 minutes</b></p> <p><b>5 minutes</b></p>

<p><b>Slide 10</b></p>	<p><b>Exploring Balanced Instruction</b></p> <p>Balanced instruction is a pedagogical tool that helps teachers to establish classroom practices and cultivate student dispositions such that students flourish as their social and personal competencies are addressed. Student-teacher interactions and student-to-student interactions are enriched as the learning needs of each individual are addressed at the same time that learners' needs to engage in the social act of learning are accommodated. Opportunities for students to develop patience, competence, and self-discipline abound in a classroom in which balanced instruction is used.</p> <p>Importantly, balanced instruction encourages student enjoyment in learning, which is important to create engagement in learning that is more authentic. For example, research by Aspy and colleagues demonstrates the important link between academic learning and affect. Their research suggests</p> <ol style="list-style-type: none"> <li>1. It is common for teachers to not respond to students' feelings;</li> <li>2. Student academic achievement is enhanced when teachers respond appropriately to students' feelings; and</li> <li>3. Teachers can be taught to respond to students' feelings.</li> </ol> <p>Through balanced instruction, teachers create structures that provide students the necessary background knowledge to authentically engage in learning tasks, recognizing the expertise of the teacher and initiating the curiosity, interest, and capabilities of students. Multiple programs that target social and personal competencies have balanced instruction as a core ingredient, such as the Caring School Community. You can find out more about the program in Handout 4.</p>	<p><b>2 minutes</b></p>
<p><b>Slide 11</b></p>	<p><b>General Principles of Balanced Instruction</b></p> <p>Balanced instruction supports a thoughtfully designed curriculum that addresses the multidimensional needs and experiences of learners in an enriched environment in a way that ensures a well-rounded education. Balanced instruction supports the social, personal, and cognitive development of students through</p> <ul style="list-style-type: none"> <li>▪ Consistent positive emotional support for active participation and risk taking rather than passive observation;</li> <li>▪ Meaningful participation, exploration, inquiry, and choice across mental, physical, aesthetic, social, and personal competencies;</li> <li>▪ Rigorous learning opportunities that appropriately challenge students individually and through social interactions;</li> <li>▪ Differentiated opportunities that address all learning needs;</li> <li>▪ An extended learning environment that stimulates authentic problem solving for responsible action through thoughtful use of facilities and resources; and</li> <li>▪ Guided opportunities for students to learn self-monitoring, self-assessment, and self-correction.</li> </ul> <p>As such, balanced instruction involves the appropriate integration of direct, explicit instruction with highly interactive individual and collaborative project-based learning; engages learners meta cognitively as they plan, monitor, and evaluate their individual and collective actions; and prepares them to connect sensitively with material and with those in the world around them to make evidence-based decisions for responsible action.</p>	<p><b>2 minutes</b></p>

<p><b>Slide 12</b></p>	<p><b>Learn About Balanced Instruction</b></p> <p>Balanced instruction represents an approach that gives students opportunities to engage content in multiple ways, supporting student academic, social, and personal success. The goal of balanced instruction is not only to create fun activities, but also to create those activities and use those instructional techniques that engage students in the most meaningful learning experience to master content.</p> <p>A number of instructional approaches, which include but are not limited to direct instruction, project-based learning, competency-based learning, and total participation techniques or TPT are consistent with the aims of a balanced instructional approach. Many would also consider some of the other practices included within this series of online modules as key instructional practices to use as you implement balanced instruction. Such practices include teacher language, cooperative learning, and classroom discussions. If you would like to learn more about those specific practices, go to those modules.</p> <p>Students will need multiple social and personal competencies to engage in these many types of learning experiences. For example, they will need self-management skills as they engage in direct instruction because they will need to regulate their behavior and attention to the learning being taught. Similarly, they will need relationship skills as they engage in project-based learning because they will need to attune to the learning of their peers to successfully complete the project. The aim of this module is to help you not only contemplate how you can use those instructional practices to help students master academic content, but also how you help students develop and leverage their social and personal competencies.</p>	<p><b>2 Minutes</b></p>
<p><b>Slide 13</b></p>	<p><b>Direct Instruction</b></p> <p>One well-known balanced instructional technique used to support student learning is direct instruction. According to Luke (2014), direct instruction or D-I is a form of explicit instruction and a major and widely practiced instructional approach used in the past and present in contemporary schooling contexts. DI includes</p> <ul style="list-style-type: none"> <li>▪ Teacher-directed interaction guided by clear behavioral goals and outcomes;</li> <li>▪ Teachers' precise adherence to highly structured, packaged programmed instructional materials and a predetermined skill acquisition sequence focused on time-on-tasks;</li> <li>▪ Teacher modeling, guided student practice with feedback, and independent student practice; and</li> <li>▪ The gradual transfer of responsibility from teacher to student, with a primary goal of student mastery.</li> </ul> <p>Despite its endurance across time, many believe that DI is incongruent with a constructivist approach or that it may overlook student cultural resources or student backgrounds. However, DI is most successful when teachers know when to use it and with whom. In other words, DI provides a foundation for student learning, which can be helpful when used with more active approaches to learning.</p>	

<p><b>Slide 14</b></p>	<p><b>Designing Direct Instruction to Engage Students</b></p> <p>Through DI, teachers ensure that students benefit from teachers' expertise in introducing, clarifying, and extending knowledge. DI typically requires that the teacher plan the instruction; model the skills to be mastered by students; conduct formative assessments of students' learning; and provide opportunities for feedback, guided practice, and independent practice, followed by assessment.</p> <p>The principles of direct instruction include the following:</p> <ul style="list-style-type: none"> <li>▪ Content is introduced in prerequisite order and broken into small steps.</li> <li>▪ Objectives are stated to clarify expected learner performance and outcomes.</li> <li>▪ Learners are guided to connect new knowledge with prior knowledge.</li> <li>▪ Learners practice, with guidance, to gain proficiency with the skills they are learning in steps.</li> <li>▪ Learners get additional opportunities to practice steps with increased responsibility and independence, connecting to active forms of instruction.</li> <li>▪ Teachers provide feedback to learners after each practice opportunity, ensuring that every student has gained proficiency with the skill taught before moving on to the next skill.</li> <li>▪ Teachers provide assessment of student performance before, during, and after the lesson to understand the degree to which students learn and understand content.</li> </ul>	<p><b>2 minutes</b></p>
<p><b>Slide 15 (Activity)</b></p> <p><b>Handout 3</b></p>	<p><b>DI and Social and Personal Competencies</b></p> <p>How does DI instructional design engage students' social and personal competences? The evolution of DI has resulted in practices that may seem to alternate between direct and active strategies, providing students with opportunities to develop and apply multiple social and personal competencies. For example, students develop self-control as they engage in self-directed tasks. Similarly, students develop self-awareness, including an understanding of what they do and do not know.</p> <p>Let's think about the kinds of social and personal competencies students need to engage in direct instruction. Review the list of DI objectives found in Handout 3 drawn from some actual DI lesson plans and identify the social or personal competencies students will need to accomplish each objective.</p>	<p><b>1 minute</b></p> <p><b>5 minutes</b></p>



<p><b>Slide 16</b></p>	<p><b>DI Teacher-Student Interaction Strategies</b></p> <p>From participating in the previous activity, you can gather that teacher-student interaction in DI is primarily teacher-directed. Teachers can work to move students to mastery with a number of DI strategies. Teachers may keep students on task and aiming for mastery with pacing; thoughtfully sequenced instruction; error correction procedures, such as the model, lead, test, retest sequence; the use of signals to evoke oral responses; or unison or choral responses. Other DI related teacher-student interaction strategies include</p> <ul style="list-style-type: none"> <li>▪ Lectures,</li> <li>▪ Modeling,</li> <li>▪ Multimedia presentations,</li> <li>▪ Convergent questioning,</li> <li>▪ Demonstrations,</li> <li>▪ Feedback,</li> <li>▪ Directed paraphrasing,</li> <li>▪ The one-sentence summary, and</li> <li>▪ Rapid response.</li> </ul>	
<p><b>Optional Discussion</b></p>	<p>Based on the strategies noted above, are you able to make a clear distinction between direct and active strategies? Which of the strategies do you use the most? How often do you find yourself using them in your classroom? How do you ensure that students have the necessary social and emotional competencies?</p>	<p><b>5 minutes</b></p>

<p><b>Slide 17</b></p>	<p><b>Engaging Students Through Project-Based Learning</b></p> <p>The first active instructional practice we will review is project-based learning. Project-based learning or P-B-L is an instructional approach in which students explore authentic learning tasks of personal interest to them. Unlike DI, which is based on a teacher’s dissemination of established facts, PBL calls for learners to explore conditions, circumstances, and possibilities and select questions and facts linked to them. PBL provides learners with a chance to connect their curiosities and interests to formal learning tasks. Larmer and Mergendoller (2010) view PBL as being grounded in seven essentials: the learner’s need to know, a driving question, the learner’s choice and voice, inquiry and innovation, feedback and revision, presentation of a product to an audience, and 21st century skills, which include a variety of social and personal competencies such as collaboration, communication, critical thinking, and the use of technology.</p> <p>According to Schwalm and Tyleck (2012), PBL is an effective way to teach students from a variety of cultural, demographic, and geographic backgrounds a broad array of content, including core content and higher order thinking skills. Also, PBL has been found to work well for students who have experienced a lack of success in traditional classroom settings.</p> <p>Similar to DI, PBL gives students opportunities to develop a variety of social and personal competencies, including</p> <ul style="list-style-type: none"> <li>▪ Self-management—being able to regulate emotions and manage the stress of timelines, increased responsibility for one’s learning, or uncertainties;</li> <li>▪ Responsible decision making—being able to make important choices while recognizing how external influences or social norms may affect decision making;</li> <li>▪ Relationship skills—the ability to collaborate with peers, adults, or others in the community of support; or</li> <li>▪ Social awareness—being able to consider how their decisions are likely to affect others in their school, community, neighborhood, or home.</li> </ul> <p>Refer to the other modules like warmth and support, self-assessment and self-reflection, cooperative learning, and competence building to learn about other practices and SPCs related to PBL.</p>	<p><b>5 minutes</b></p>
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<p><b>Slide 18</b></p>	<p><b>Driving Questions and Products</b></p> <p>PBL focuses on a compelling, open-ended “driving question” that taps into students’ “need to know” and prompts multidisciplinary inquiry. The teacher typically poses the driving question and systematically plans an extended inquiry process grounded in his or her understanding of what compels students. The driving question enables the teacher to focus teaching and learning for a result of focused action and inquiry. Thus, the driving question is <i>really</i> for the student. It generates interest and challenge. It answers the question, “Why are we doing this?” And it guides the work of the project.</p> <p>In PBL, the teacher relinquishes much of the responsibility for designing the learning process and its outcomes to students; in this way, students become active partners in curriculum design and instructional delivery rather than passive receptacles.</p> <p>To create a driving question, follow these three steps:</p> <ul style="list-style-type: none"> <li>▪ First, think about the two criteria that every good project needs: (1) the project should be of personal interest to students, and (2) it should be educationally purposeful.</li> <li>▪ Next, decide on the core of what you want students to learn.</li> <li>▪ Finally, infuse the content from the first and second steps to develop a provocative, open-ended question—either concrete or abstract—that captures the essence of the project in compelling yet simple language.</li> </ul> <p>Developing a good driving question is challenging, so you may have to refine it several times before it accomplishes what you have in mind for advancing your students’ inquiry and engagement.</p> <p>As students work to answer the selected driving question, they will make choices and decisions that guide their inquiry; communicate with the teacher, their peers, and experts on the topic; and likely create new products and generate a range of solutions to the problem under study. Given the complexity of the inquiry process, it is critical for teachers to ensure that students have the necessary social and personal competencies to accomplish the tasks.</p> <p>A PBL unit typically culminates with a product created by students that is not a mere reproduction of teacher- or textbook-generated information. Products are the result of real inquiry, conducted in response to students’ own questions and leading to the identification and examination of resources (including books, news articles, journals, websites, experts, etc.) that yield answers. If you are familiar with Universal Designs for Learning, or UDL, products in PBL provide students multiple means of expression, in which students are able to produce a product that best represents their learning of the content, creating meaningful differentiation in the classroom,</p>	<p><b>5 minutes</b></p>
<p><b>Activity</b></p>	<p>See “Handout 4: Driving Questions and Products” to align principles of PBL with social and personal competencies, review sample driving questions, and create your own driving questions for your classroom. We encourage you to create driving questions with your colleagues.</p>	<p><b>7 minutes</b></p>

<p><b>Slide 19</b></p>	<p><b>Flipping Bloom’s Taxonomy: PBL Strategy</b></p> <p>Bloom’s Taxonomy was created to support the development of learning objectives so that teachers and students had a clear understanding of the goal of the lesson, and to align goals, instruction, and assessment. In 2001, Bloom’s Taxonomy was revised to focus more on action – focusing on verbs – whereas before it was focused on nouns. In her article, <i>Flipping Bloom’s Taxonomy</i>, teacher Shelley Wright asserts that educators consider flipping the revised taxonomy to give learners a chance to start with creativity first and acquire the key principles linked to their learning throughout their inquiry. The process—which involves students developing competence in an area of inquiry through understanding facts and ideas in the context of a conceptual framework and organizing knowledge in ways that it can be retrieved and applied—is linked to seminal research on how people learn. Wright proposes flipping Bloom’s Taxonomy as a means of inspiring deeper learning. Project-based learning, which may be applied across the curriculum, does not have to start at the bottom of Bloom’s Taxonomy, with teachers detailing exactly what students need to know, understand, apply, analyze, evaluate, and create. Instead, it can begin at the top, with what the learners’ need to know driving possibilities for the creation of something new, unique, and relevant to addressing a driving question or problem.</p> <p>In particular, lessons linked to research, science, informal or formal writing, and literacy lend themselves to project-based learning. In studying science, for example, Sabourin and colleagues (2011) suggest students might be asked to use an inquiry notebook to capture and edit hypotheses based on their observations and examinations of findings, and to support or reject hypotheses. In a game-based learning environment, students could, similarly, explore selected missions as they engage in problem-solving behaviors and manipulate virtual artifacts, examine collected specimens in a virtual laboratory, converse with characters, and form hypotheses based on findings. All of these examples support ways in which they can flip Bloom’s Taxonomy. As you begin to think about flipping the taxonomy, make sure to consider the social and personal competencies students need to master in order to engage in these higher level activities.</p>	<p><b>2 minutes</b></p>
<p><b>Optional Discussion</b></p>	<p>Think of a unit or lesson that you are about to implement. How can you flip the idea of Bloom’s Taxonomy to think about the conceptual learning you want your students to master? What social and personal competencies do students need in order to engage in the conceptual learning?</p>	<p><b>5 minutes</b></p>

<p><b>Slide 20</b></p>	<p><b>Competency-Based Education</b></p> <p>The second active instructional practice we will review is competency-based education. Competency-based education or C-B-E is another approach to balanced instruction that is aimed at preparing students to thrive in our rapidly changing world by ensuring that they can integrate and apply what they know and are learning to real-world problems. At a minimum, CBE is geared to improving student opportunities for learning by placing emphasis on identifying and measuring specific learning outcomes. These outcomes or competencies are written as real-life abilities linked to professional practice and related roles, allowing students to connect the social, personal, and cognitive capacities in school to their lives.</p> <p>In practice, CBE is often aligned with a standards-based approach because both approaches associate student success with mastery of content and competencies. However, the standards-based approach focuses on the mastery of a narrower set of academic outcomes while CBE focuses on cognitive, intrapersonal, and interpersonal skills in addition to academic knowledge and related skills. This key difference between CBE and standards-based learning begs the question, “What’s more important—a student’s ability to perform well on tests or to address real-life problems by applying what he or she knows?” Students who are engaged in authentic CBE do not have to face this dilemma as a choice. And rather than seat time sufficing as a key measure of success, demonstrating mastery of specific learning targets becomes the means by which students may earn credit. These learning targets, then, can also include the social and personal competencies identified as important. To accomplish these goals, more opportunities are needed for personalized learning to ensure that learners are equipped to succeed in meeting learning targets and enabled to progress at varying rates, in various locations, and at differing times.</p> <p>Research by Surr and Redding (2017) demonstrates that when schools use CBE concepts, there are positive associations between selected features of CBE and changes in students’ overall learning capacities, including intrinsic motivation and self-management, self-efficacy, and cognitive control.</p>	<p><b>3 minutes</b></p>
<p><b>Slide 21</b></p>	<p><b>Features of Competency-Based Education (CBE)</b></p> <p>According to Patrick and Sturgis (2013), there are five features associated with CBE:</p> <ol style="list-style-type: none"> <li>1. Learners’ advancement is based on mastery.</li> <li>2. Competencies are equated with explicit, measurable, transferable learning objectives that result in the learner’s empowerment.</li> <li>3. Assessment is for the learner, both positive and meaningful.</li> <li>4. Personalized and differentiated supports specific to learners’ needs are made available to learners.</li> <li>5. Learning outcomes are linked to knowledge application and creation as well as to the growth of important dispositions and key skills, including social and personal competencies.</li> </ol>	

<p><b>Slide 22</b></p>	<p><b>CBE Strategies</b></p> <p>Schools across the United States are employing a variety of CBE strategies, ranging from high school redesign initiatives, seat time waivers, credit flexibility plans, and the replacement of grade levels with learning levels. The implementation of CBE across our nation varies in terms of quality and fidelity to current understandings of CBE.</p> <p>At the most practical level, however, CBE teaching and learning strategies involve opportunities for students to demonstrate competency as a condition for promotion or graduation. The emphasis is on real-life, role-focused learning and content mastery that gives learners access to knowledge, skills, and dispositions as well as social and personal competencies beyond those which are tightly prescribed and precisely defined in traditional schooling contexts.</p> <p>More nuanced CBE efforts focus on fostering learners' capacity to develop adaptive qualities similar to those associated with "adaptive experts." According to Bransford and colleagues (2000), adaptive experts are willing and able to consider situational factors, apply their knowledge to those factors, and formulate new theories as a source of possible explanation rather than adhering to their current knowledge as though it is complete. Learners who resemble adaptive experts are able to tap into a range of personal competencies, including self-awareness, self-management, social awareness, and responsible decision making to assess their current level of understanding, determine when it is inadequate, and make the necessary adjustments to extend their understanding.</p> <p>By furthering student access to information that has wide purposes and can be applied broadly to varying contexts, and by challenging students to monitor, self-assess, and make learning adjustments that perpetuate their learning over time, the educational experience shifts from largely academic to allow students deeper learning as well as the know-how to apply that learning to vast and varied problems as well as changing conditions.</p>	<p><b>4 minutes</b></p>
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<p><b>Slide 23</b></p>	<p><b>Formative Assessment Activity</b></p> <p>At the heart of effective CBE are two principles:</p> <ol style="list-style-type: none"> <li>1. Organizing principles for educational activity, including content, procedures, and student engagement and performance; and</li> <li>2. The clear articulation between instruction and assessment based on continual diagnosis, monitoring, feedback, and correction.</li> </ol> <p>To begin to think about ways in which to assess the social and personal competencies identified in CBE and balanced instruction broadly, engage in the following activity:</p> <ul style="list-style-type: none"> <li>▪ Read <a href="#">Building SEL Skills Through Formative Assessments</a> by Marzano (2015), which outlines the ways to develop learning progressions for social and personal competencies to assess them formatively.</li> <li>▪ Review the social and personal competencies in Tennessee’s <a href="#">K-12 Social and Personal Competencies Resource Guide</a>.</li> <li>▪ Answer the following reflective questions: <ul style="list-style-type: none"> <li>– What does low, mid, and high level mean on the learning progression?</li> <li>– How does this process relate to feedback?</li> <li>– What are three additional formative assessment tools you could use in your classroom?</li> </ul> </li> </ul> <p>Now that you have answered the reflective questions, develop a learning progression for a social and personal skill you want to work on with your students.</p>	<p><b>4 minutes</b></p>
<p><b>Slide 24</b></p>	<p><b>Total Participation Techniques to Engage Students</b></p> <p>The final technique we want to discuss related to balanced instruction includes the Total Participation Technique or T-P-T. In their quick reference guide from ASCD, Himmele and Himmele suggest that TPT provides a structure and framework teachers can use to ensure that all students are cognitively engaged in classrooms, teachers know the cognitive understanding of their students, and students work better together.</p> <p>When beginning to implement TPT, you want to ensure that your focus remains on the content and the skills you want your students to develop, not having the technique, lesson, or activity drive instruction. Thus, you want to make sure as you plan your lesson that you first think about the deep understanding you want your students to learn from the lesson, similar to the driving questions mentioned earlier, as well as the way in which the lesson will promote students’ social and personal competencies.</p> <p>A key component of TPT, according to Himmele and Himmele, is a process called the Ripple. The Ripple ensures that you are aware that each student has a good understanding of the content prior to moving forward. The Ripple occurs in three stages. First, you have all students respond to a prompt that promotes higher order thinking, which can occur through a writing activity or polling question. Second, students get in pairs or small groups to share their responses. Third, you select volunteers to share their responses with the whole group. By using the Ripple Technique, you know how students are understanding the content, but also allow students to understand the knowledge that their peers bring in.</p>	<p><b>3 minutes</b></p>

<p><b>Slide 25</b></p>	<p><b>Total Participation Technique—Cognitive Engagement Model</b></p> <p>TPT is based on the Cognitive Engagement Model, which looks at students' level of participation and the depth of understanding. Himmele and Himmele suggest that every lesson should contain some degree of each quadrant—or ensure there is an appropriate balance of instruction that asks for each quadrant—with the ultimate goal of ensuring that every lesson encourages high cognition and high participation.</p> <p>The low cognition/low participation quadrant can be used at the beginning of the lesson, in which you provide prompts or questions that only ask for a superficial understanding of content or ask participation of only a few students.</p> <p>The low cognition/high participation quadrant can be used with simple responses from all students, such as thumbs up/thumbs down or whole-class polls. Typically, these sorts of responses only require a superficial understanding, but you can still gauge the understanding of the whole class.</p> <p>The high cognition/low participation quadrant occurs with such things like Socratic Seminars or student presentations. During these learning experiences, the cognitive demand is high, but typically only for a few students, requiring lower cognitive demand for the remainder of the students.</p> <p>The high cognition/high participation quadrant requires you to think of higher order prompts or problems for students to solve, write, or discuss. This requires active engagement from students, ensuring that students will truly develop a deep understanding of the content.</p>	
<p><b>Slide 26</b></p>	<p><b>Total Participation Technique Activity</b></p> <p>To support your implementation of TPT, we encourage you to review a recent lesson or a future lesson and do a quadrant analysis. To do a quadrant analysis, divide your lesson up into segments and determine in which quadrant each segment of your lesson fits. In other words, you would want to label each segment with the degree to which it has or will encourage student participation, and the degree to which the segment will allow for cognitive depth. Once you have labeled each segment, reflect on the degree to which you use each of the four quadrants. Each quadrant should be used within a lesson, with a greater percentage of segments in the high cognition quadrants.</p>	



<p><b>Slide 27</b></p>	<p><b>Total Participation Technique Strategies</b></p> <p>Himmele and Himmele provide a variety of strategies that teachers can use to implement TPT. Some examples include</p> <ul style="list-style-type: none"> <li>▪ Quick writes, in which students discuss or write about a prompt;</li> <li>▪ Ranking, in which students rank items based on a criterion and also have to provide justification for their ranking;</li> <li>▪ True/Not true, in which students respond to statements and students hold up a card that says “true,” “not true,” “true with modifications,” or “unable to determine;”</li> <li>▪ Networking sessions, in which you provide students with discussion prompts. Students think about each prompt and then discuss each of the prompts with a different student;</li> <li>▪ Bounce cards, in which you model good and bad discussions with students, and students have cards with sentence starters to help them in classrooms when they are starting a discussion, summarizing another’s ideas, or asking questions; and</li> <li>▪ Anticipatory guides, in which you provide students with true or false statements. Students predict responses and share their response and justification with a partner.</li> </ul> <p>These are just a few examples of TPT strategies. We encourage you to continue to think about other interactive strategies to use with your students. As you think about each of these different strategies, note the social and personal competencies students will need in order to engage successfully in the lesson. For example, in quick writes, students will need to be able to identify what they do and do not know about content. This will help them engage in their own writing, as well as know what to pay attention to when they are learning from their peers.</p>	
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<p><b>Slide 28</b></p>	<p><b>Reflect and Plan for the Future</b></p> <p>Developing balanced instructional strategies is a complex process that includes identifying the needs of your students, incorporating student voice and choice, and understanding content in a way that gives students opportunities to truly develop a deep understanding of what they are learning while also developing their social and personal competencies. Remember, as you develop your balanced instruction through lessons and units, you will want to use a continuum of control of learning, in which you scaffold lessons so that students have the necessary background knowledge and skills through direct instruction to ultimately engage in more active, engaging lessons. This module provided some examples of instructional strategies to balance instruction, but it is up to you to ensure that you create a balance in the classroom.</p>	
<p><b>Activity</b></p>	<p>To help you plan for facilitating more balanced instruction, complete “Handout 5: Reflection and Additional Information.” The handout contains some reflection questions that will guide you as you develop concrete action steps to affect your use of balanced instruction, specifically thinking about ways in which you can plan for incorporating direct and active forms of instruction. This handout also provides additional resources that you can use to find more information about balanced instruction, as well as the references found in this module. As you consider your own plan of action, keep the following helpful hints in mind.</p> <ol style="list-style-type: none"> <li>1. <b>Be mindful of content and students as you plan.</b> Balanced instruction can be difficult to implement effectively. Be mindful of the background knowledge and content knowledge that students already possess. For example, if students are not as familiar with a topic, you may need to do more direct instruction at the beginning of the lesson compared to those lessons in which students have the necessary prerequisite skills. Thus, the degree to which you use direct versus active instruction will depend on your students and your content.</li> <li>2. <b>Involve students.</b> Have students identify content that they would be interested in learning more about and identify ways in which they learn about content the most. Once students feel responsible for their learning and take ownership of it, they will be more engaged.</li> <li>3. <b>Be reflective.</b> As demonstrated through this module, balanced instruction is complex and it is dependent on your students and your content. Thus, it will take continuous reflection on your part to determine whether you are using the right balance of active and direction instruction and thereby providing students with the opportunity to learn deeply about content.</li> </ol> <p>If you’re reviewing this information in order to better understand the TEAM rubric, consider how you might share your action steps with coaches, mentor teachers, administrators, or those who might observe your class. They will benefit from knowing your efforts and may be able to provide feedback on your actions.</p>	

<b>Slide 29 Evaluation</b>	<b>Module Evaluation</b> <p>The Tennessee Department of Education developed this online module in collaboration with the Center on Great Teachers and Leaders and the Appalachia Regional Comprehensive Center, which are funded by the U.S. Department of Education. If you want to find out more information about the online modules or SEL, please contact the Office of Safe and Supportive Schools, Division of Student Support Services, at the Tennessee Department of Education.</p> <p>Thank you again for participating in the Balanced Instruction online module. We encourage you to complete the online evaluation of the learning module. We also encourage you to review the other online modules that provide knowledge, tools, resources, and strategies to embed SEL within your classroom.</p> <p><a href="http://www.questionpro.com/t/ALa5QZaTnT">http://www.questionpro.com/t/ALa5QZaTnT</a></p>	<b>2 minutes</b>
<b>Slide 30</b>	<b>References</b>	
<b>Slide 31</b>	<b>References</b>	
<b>Slide 32</b>	<b>Conclusion</b>	