

Principles of Instruction Glossary



empowering
independent
education



Overview

The Principles of Instruction indicate evidence-based suggestions of classroom practices for teachers to use. The principles were first enunciated by Barak Rosenshine and have been refined over the years from multiple sources. This glossary is intended to assist in understanding commonly used terms and concepts related to the principles.

Term	Definition	Example / Illustration
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Cumulative Review

A systematic review of skills that have been learnt across previous lessons to ensure that students retain strategies and information taught.

Beginning a lesson with a review of skills taught, initially daily then less frequently over time.

Checking for Understanding (CFU)

The act of the teacher continually verifying that students are learning what is being taught to make informed instructional decisions.



Click image to watch the video

Daily Review

A component of an explicitly taught lesson that involves a planned daily cycle of review that consolidates previously learnt concepts and skills.



Click image to watch the video

empirical research

Scientifically based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge; includes research that employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Engagement Strategies

A diverse range of teacher behaviours and tools that keep students involved in the lesson, by frequently asking students to do something.



Click image to be directed to the webpage

Term	Definition	Example / Illustration
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explicit teaching

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

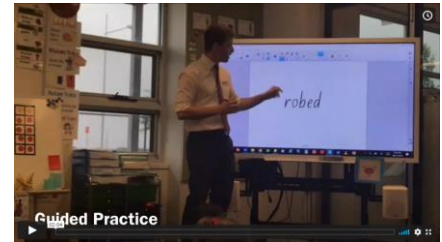
gradual release

Instructional approach that purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the student.

This can involve the process of removing prompts or scaffolds until students are prepared for independent practice.

Guided Practice

Sometimes referred to as the ‘We do’ component of an explicit lesson where the teacher works with students rephrasing, elaborating, and summarising the new material that has been taught in order to store the learning into long term memory.



Click image to watch the video

Independent Practice

Sometimes referred to as the ‘You do’ component of an explicit lesson and involves students practising skills and concepts just taught independently. Is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in a skill.



Click image to be directed to the webpage

Learning Intention

An outline of what students should know, do an understand by the end of the lesson.



Term	Definition	Example / Illustration
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Lesson Closure

A final, brief review of the lesson to confirm student understanding that has occurred during the lesson.

As part of lesson closure, teachers may ask:

- What did we learn today?
- Why is this information or skill important, relevant, or helpful?
- How does what we learned today relate to the larger unit of work?

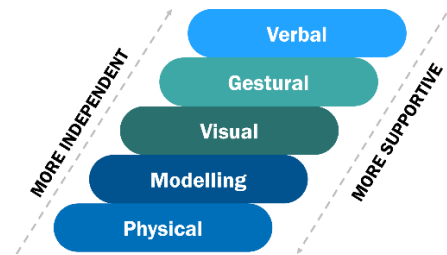
prompts

Guided and scaffolded assistance by the teacher to increase the likelihood of the student responding correctly.

Types of prompts include:

- Verbal instructions
- Modelling
- Physical guidance
- Stimulus

[Accessible ABA website](#)



Success Criteria

Measures used to determine whether, and how well, learners have met the lesson’s learning intentions.



Teacher Presentation

Also known as the 'I do' part of the lesson when the concept or skill that is being taught is explained, modelled and demonstrated using clear and concise language. The new material is presented in small steps to reduce cognitive load and incorporates a clear statement of the learning intention and success criteria for the lesson.

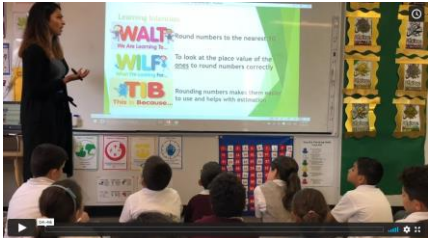


Literacy Teacher Presentation:
Click image to watch the video

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Numeracy Teacher Presentation: Click image to watch the video

'think-aloud'

A teacher presentation technique that involves a teacher vocalising their thinking process to assist students to understand thought processes required to learn the new material.

Examples include when teachers model writing, reading, working out mathematical calculations along with other speaking and listening strategies.

scaffolding

A variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Scaffolding tools are used to incrementally improve student's ability. These could include cue cards, checklists, mini lessons, demonstration lessons.

systematic instruction

A carefully planned sequence for instruction, similar to a builder's blueprint for a house. In a systematic plan for instruction, the major ideas are carefully thought out and arranged strategically before specific activities and lessons are designed.

A carefully planned sequence of instruction where lessons build on previously taught information, from simple to complex.

e.g. Instruction across the five big ideas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

For systematic instruction, lessons build on previously taught information, from simple to complex.

Worked examples

A form of modeling used to help students to follow a step-by step demonstration in order to be successful with a task or solving a problem.

Worked-examples are designed to support initial acquisition of cognitive skills through introducing a formulated problem, solution steps and the final solution. They are best presented one at a time.

Term	Definition	Example / Illustration
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Working Memory

Working memory is the thinking skill that focuses on memory in action. It is required for complex reasoning and learning tasks that require a mental workspace as it holds and manipulates information.

