

# Teach the Stuff and Cut the Fluff (While Still Having Fun)

Office of Instructional Supports  
Brittany Daniels & Audrey Goninan  
June 2026

---

## Our Intentions...

**Affirm**  
**Remind**  
**Expand**  
**Apply**

1868

---

# Our North Star

## *Student Achievement*

At least **75%** of  
students at or  
above grade  
level by **2030**

**60.3%**



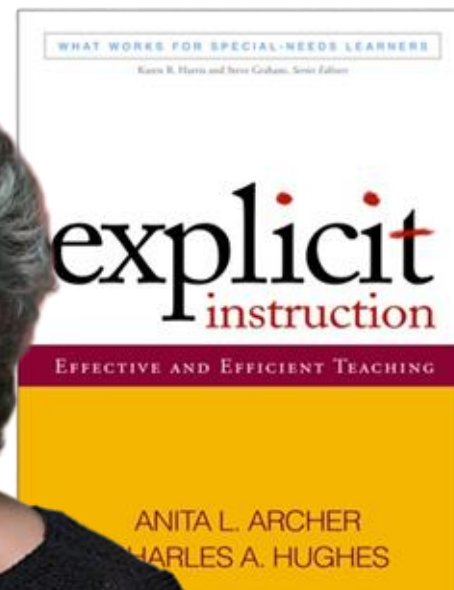
# Agenda

## 01 How Well I Teach = How Well They Learn

- The Science and Art of Teaching

## 02 Learning is Not a Spectator Sport

- 13 Essentials of Explicit Instruction



# Norms

## Engage in the Learning

Best Practices  
**#1 - #13**



	A	B	C	D	
False					Agree
True					Disagree
	Yes	No			

# Goals

Where are we going?

# Success Criteria

How will we know if we've gotten there?

What is the difference between the science and the art of teaching?

- Define the science of teaching.
- Define the art of teaching.
- Differentiate between the two.

What are the 13 Essentials of Explicit Instruction?

- List the 13 Essentials.
- Describe 1-2 details about each one.

What does this knowledge mean for our work?

- Explain your knowledge of the 13 Essentials.
- Brainstorm how you might apply this knowledge to your role.





# Agenda 01

---

**How Well I Teach = How Well They Learn**

**How Well I Learn = How Well I Was Taught**

**How Well They Teach = How Well They Were Supported**



# The Science of Teaching

# The Art of Teaching

## Research-Based:

- Based on **studies** and research **theories**
- Field tested

## Evidence-Based:

- Based on **intensive studies**
- Proven to be **effective**

- **Flexibility, creativity** and **choice** of implementation

“**Function over form.**”

“Total autonomy is not a profession. A profession is using best practices based on the evidence and research while varying the art of implementation.”



# Turn and Talk

---

## Partner 1:

Share the difference between the **science of teaching** and the **art of teaching**.

## Partner 2:

Share what you think this distinction means for **you as an educator**.





# Agenda 02

---

## **Learning is Not a Spectator Sport** 13 Essentials of Explicit Instruction



# 1. Focus on Critical Content

---

Is it important **now**?

Is important for the **future**?



## Word-Level Reading (Decoding)

Phonemic Awareness  
Letter/Sound Associations  
Decoding  
Irregular Words  
Fluency

## Language Comprehension

Oral Language  
Vocabulary  
Background Knowledge  
Comprehension Strategies

# How does Critical Content Align with the Standards?

## All Standards are Important

### Reduction in Standards and Indicators

	2015	2024
Strands	6	4
Standards	44	24
Indicators	116	51



## What is the Critical Content within the Standard?

### ELA.4.AOR.9.1

Identify and use **common** Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.

**vis** occurs in only 0.1-0.3% of English words



# Yes/No

---

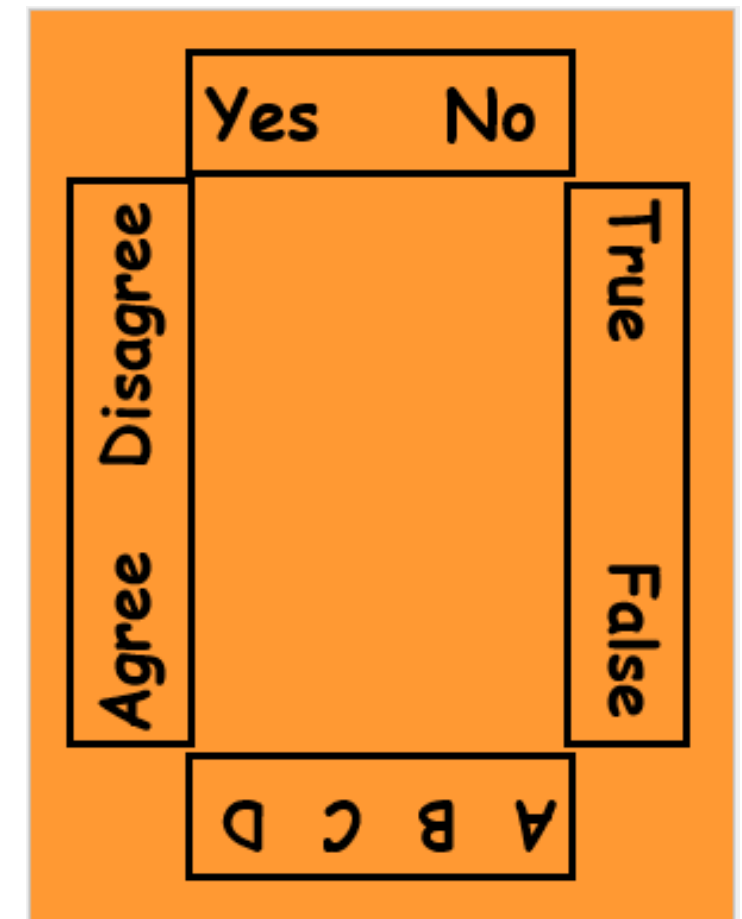
Friendly letter writing.

Phonemic awareness in grades K-2.

Labeling subjects and predicates in pre-provided sentences.

Copying definitions of vocabulary words.

Building students' background knowledge before reading.



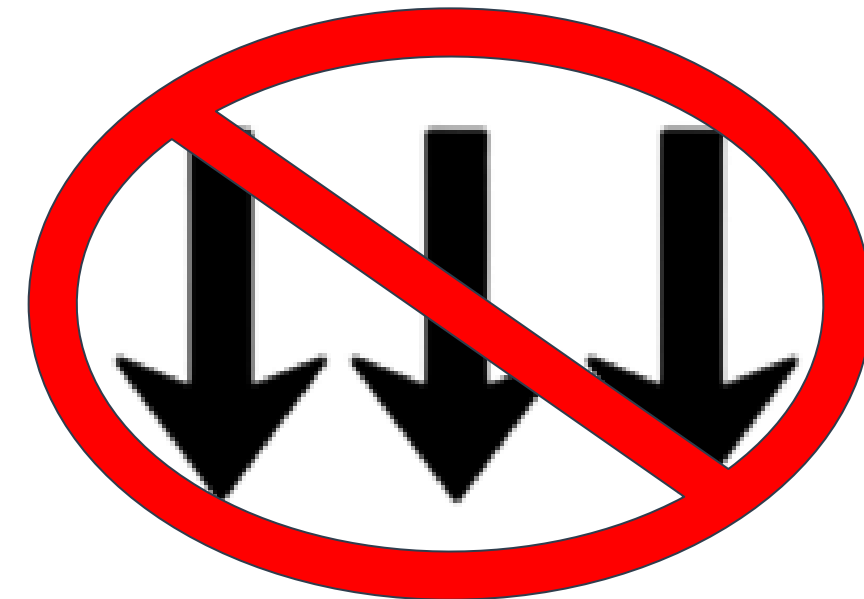
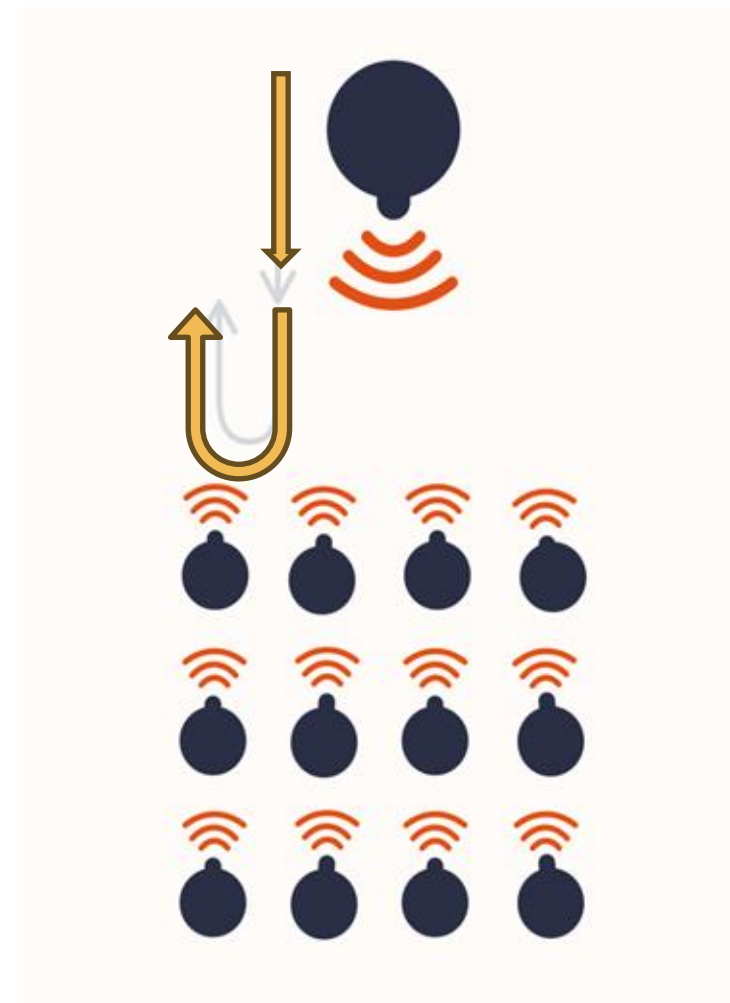
## 2. Broken Down into Obtainable Chunks

---

**Strategies** → steps

**Knowledge** → short amounts, followed by participation

**Vocabulary** → limited number of terms in one session



**INPUT INPUT INPUT**







# 4. Goals



- **Learning Intention**

- **What am I learning?**

- Example: How do we use context clues to determine the meaning of unknown vocabulary?

- **Success Criteria**

- **How will I know when I have learned it?**

- Example: Use definitions and examples to determine the meaning of unknown words.

- **Rationale**

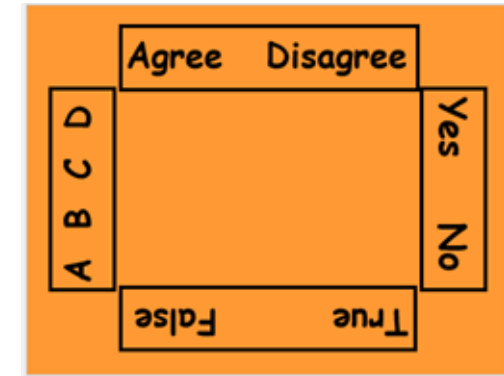
- **Why am I learning it? (When/Where/Why will I use this?)**

- Example: Using context clues helps readers determine meanings of words to comprehend text.



# Attributes of Effective Goals

---



Which does **NOT** belong?

- A. Goals should be written to include a learning intention.
- B.** Goals should be closely tied to the last year's lesson.
- C. Goals should include success criteria.
- D. Goals should provide a rationale for learning.

# 5. Review

*“The review should be **interactive** and involve **retrieval practice.**”*

## Retrieval Practice, Not Rehearsal

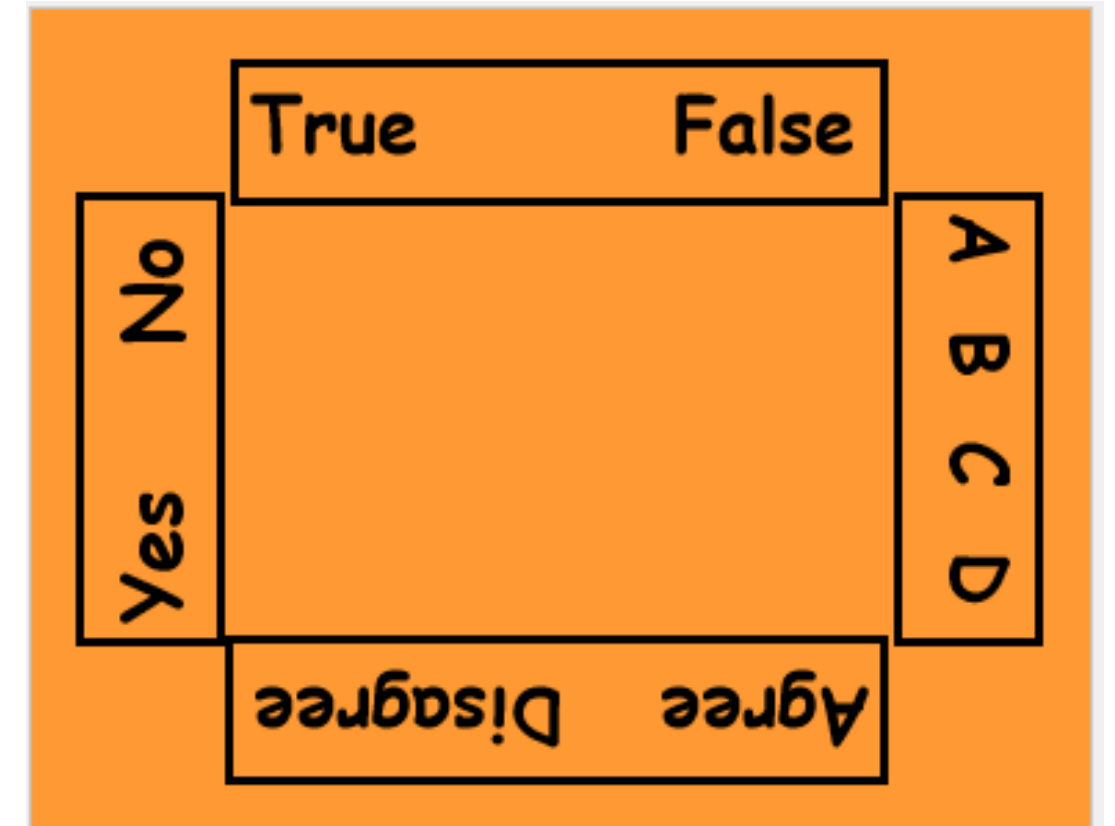
- Retrieval = from memory
- Rehearsal = Heavy Teacher-Talk

a  
m  
s  
t



# True or False?

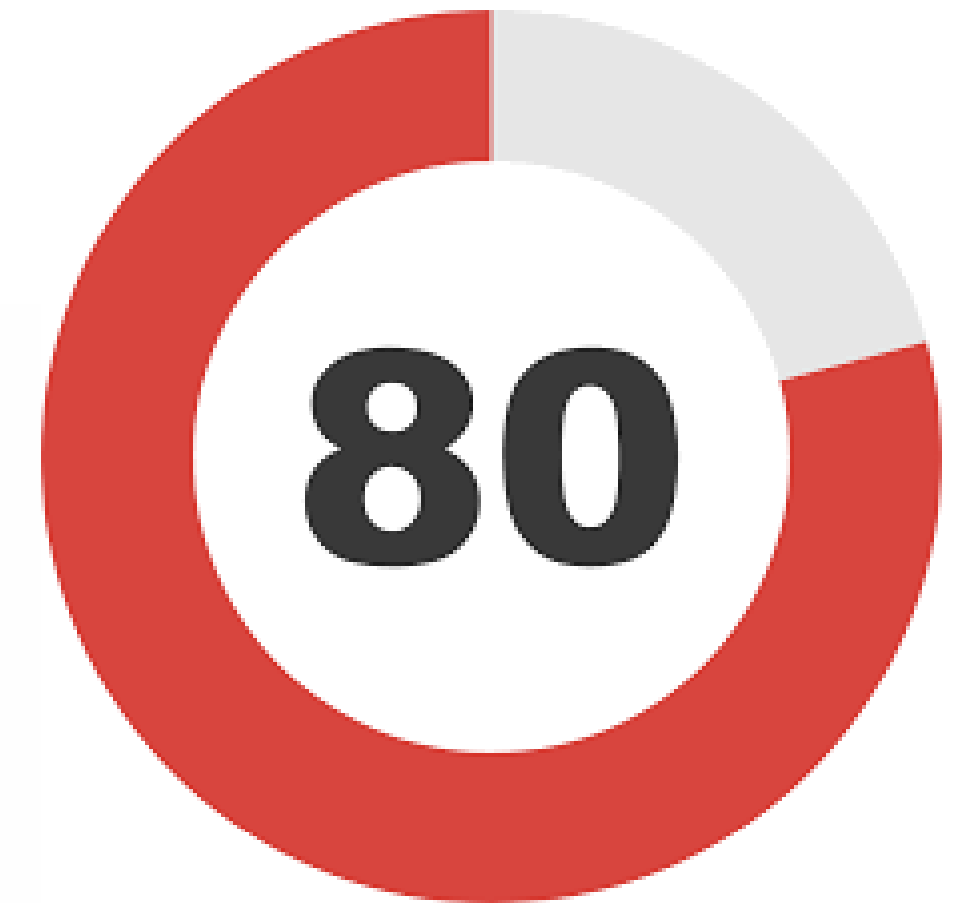
1. At the beginning of a lesson, the teacher should gain students' attention, convey the goal of the lesson, and provide interactive review of prior knowledge.
2. Teachers should connect the current lesson content to prior knowledge by rehearsing prior knowledge.
3. After providing a dynamic demonstration of new strategy, the teacher should check understanding by having students complete an item on their own.



## 6. I Do

When teaching skills and strategies...

- **Show**
  - proceed step-by-step
  - exaggerate the steps
  - use models that are clear, concise and consistent
- **Tell**
  - what you're doing
  - what you're thinking
- **Gain Responses**
  - we don't tell kids what they can retrieve
    - what they already know
    - what you have told them

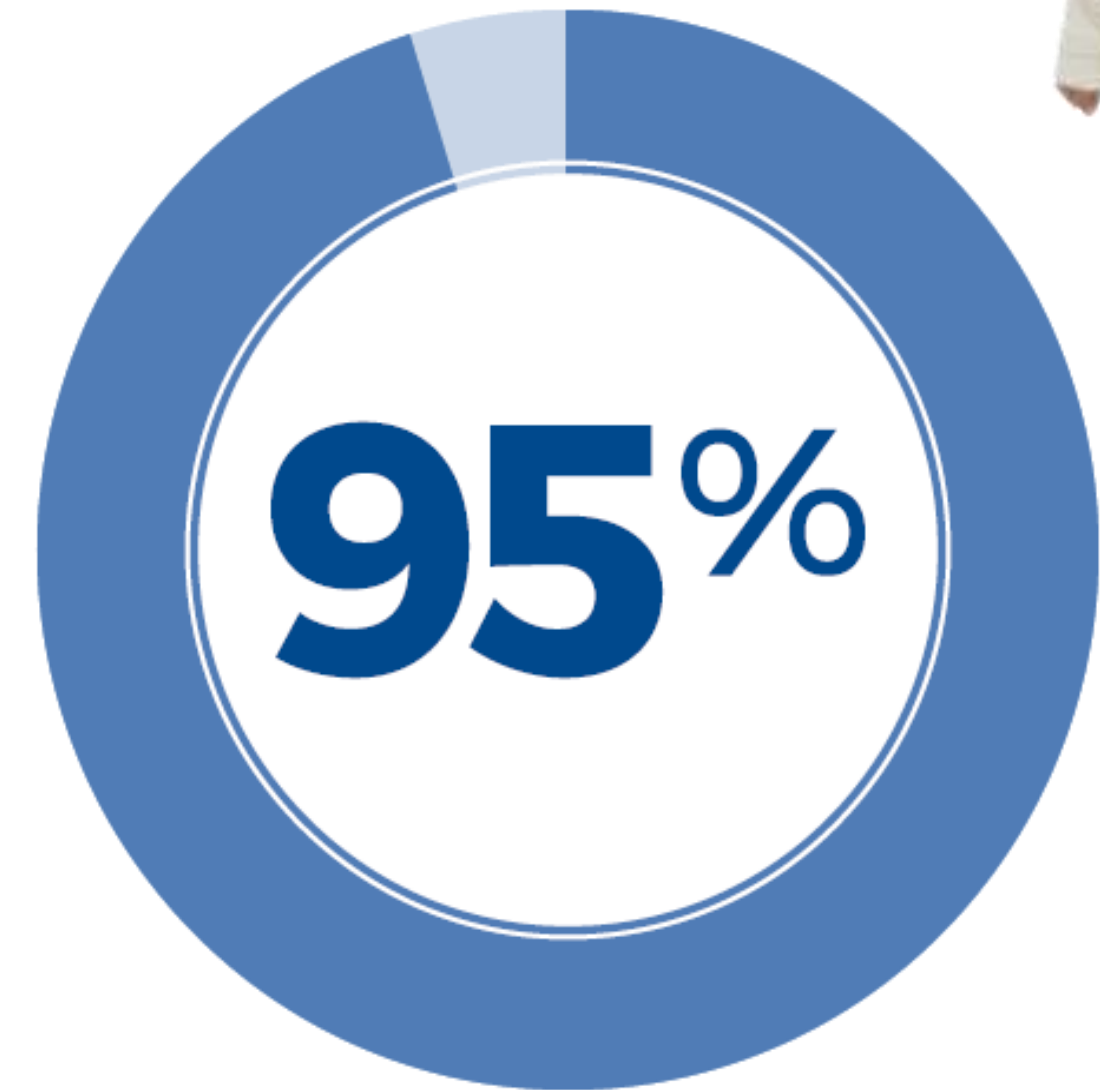




# 8. You Do

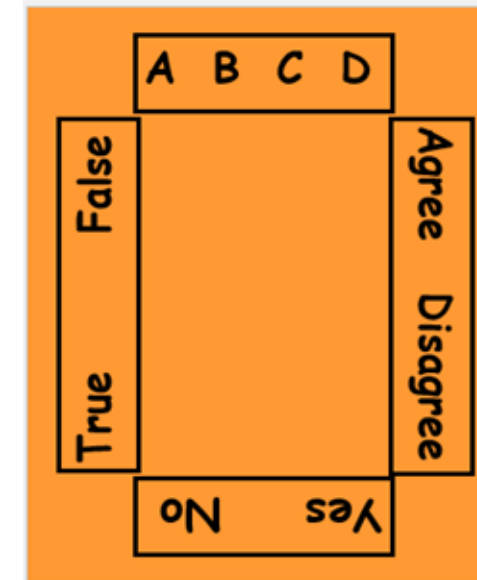
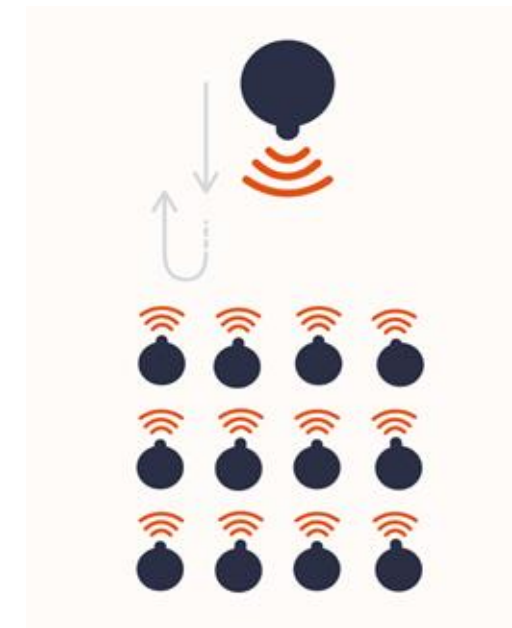
---

- **Unguided Practice**
  - Teacher Watches, Students Perform
  - Checking for Understanding
  - 90-95% correct responses
  - With Automaticity



# 9. Frequent Opportunities to Respond

- **3-5 OTR per minute**
  - Saying- Choral responses
  - Writing- Short Writing Often
  - Doing- Hold-Ups, Gestures
- **All students (70%) over individuals (30%)**
  - Check Understanding
  - Increase Accountability



Cold Calls :-)	Warm Calls :-)
<ul style="list-style-type: none"> <li>● Perceived as a “gotcha”</li> <li>● non-volunteers</li> </ul>	<ul style="list-style-type: none"> <li>● Give prep time before individual student answers (with a partner)</li> <li>● Sticks in a Can, Within a Can (to differentiate questions)</li> </ul>

# Elicit Frequent Responses

<b>Verbal Response Procedures</b> <ul style="list-style-type: none"><li>● Choral</li><li>● Partners</li><li>● Teams/Huddle Groups</li><li>● Individual</li><li>● Discussion</li></ul>	<b>Holdups</b> <ul style="list-style-type: none"><li>● Whiteboards</li><li>● Fingers</li><li>● Response Cards</li><li>● Response Sheets</li></ul>
<b>Written Response Procedures</b> <ul style="list-style-type: none"><li>● Short Written Responses</li><li>● Whiteboards</li></ul>	<b>Inclusive Passage Reading</b> <ul style="list-style-type: none"><li>● Silent Reading/Whisper Reading</li><li>● Choral</li><li>● Cloze</li><li>● Partner</li><li>● Literacy Circles</li></ul>
<b>Action Response Procedures</b> <ul style="list-style-type: none"><li>● Acting Out/Simulations</li><li>● Touching/Pointing</li><li>● Gestures</li><li>● Facial Expressions</li><li>● Hand Signals</li></ul>	<b>Use of Technology</b> <ul style="list-style-type: none"><li>● Computer</li><li>● Tablets</li></ul>

**Partners:**  
Share which response types you would like to try in your classroom.



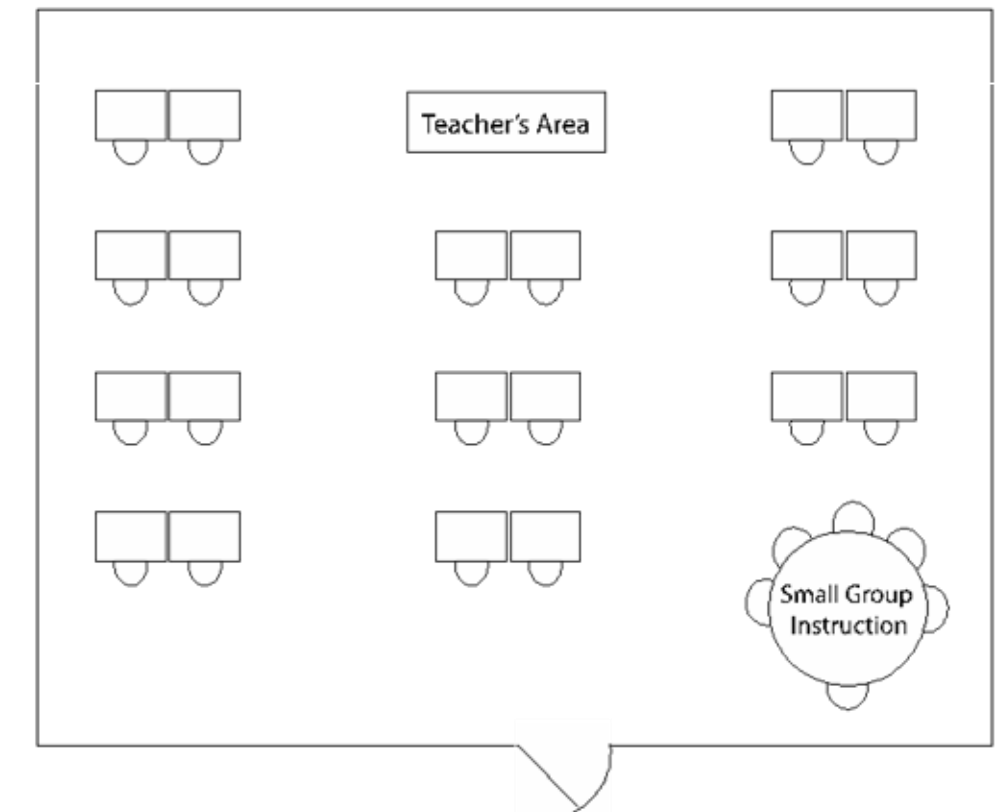
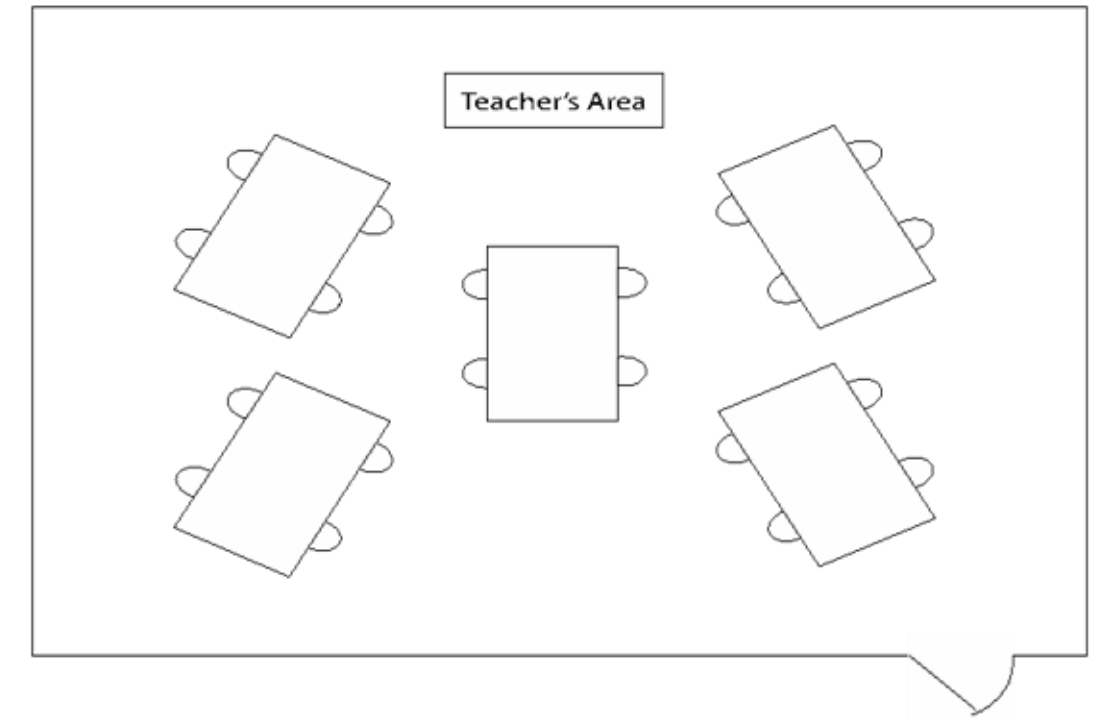
# 10. Monitor

---

Pause and Scan

Go to the “Well of Goodness”

Look for patterns in where monitoring focuses



# 11. Feedback

---

## Feedback Feeds Forward

- Feedback should include
  - Praise
  - Encouragement
  - Correction
- Provide side-by-side feedback



# 12. Perky Pace

## Maintain a brisk pace

- Prepare for the lesson.
- Use instructional routines.
- When you get a response, move on.
- Avoid verbosity.
- Avoid digressions.

**Avoid the void,  
for they will fill it!**



# 13. Judicious Practice

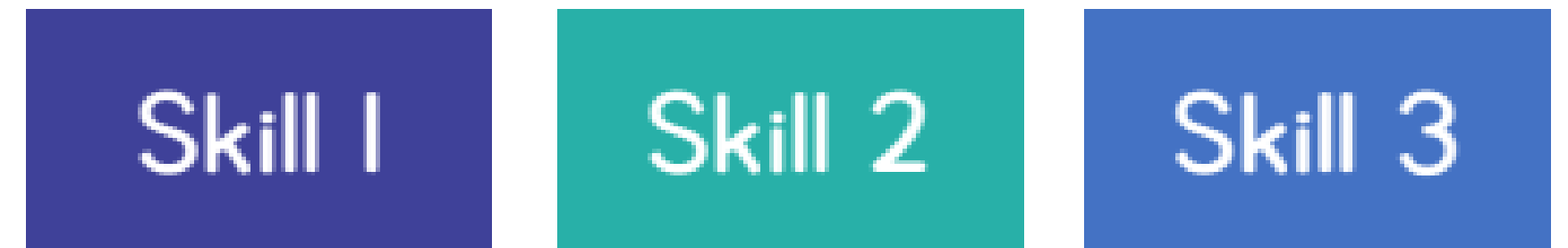
---

*Archerism*

~~Practice makes perfect.~~

*Perfected practice over time  
makes perfect and permanent.*

## Blocked Practice



## Interleaved Practice



Topic	Element
Content	1. critical content
	2. broken down
Design	3. organized and focused lessons
	4. goal
	5. review
	6. I do
	7. We do
Delivery	8. You do
	9. frequent responses
	10. monitor
	11. feedback
	12. brisk pace
Practice	13. judicious practice



# Whip Around Talk Around

---

1. Take turns sharing one Best Practice from your page.
2. If you hear something from a friend that you had not added, add it!

Best Practices



“No system or district in the world has made significant gains for students without a **relentless focus** on the *learning and teaching process.*”

Fullan & Quinn, 2016



THANK YOU!



[ed.sc.gov](http://ed.sc.gov)