



# *Instructional Theory into Practice: The Essential Elements of Instruction*



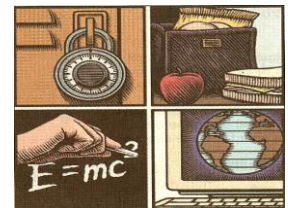
## **Components of the session**

### ***What are the desired results of Instruction Theory Into Practice (ITIP)?***

**ITIP** is based on the theory of instruction derived from the work of Dr. Madeline Hunter and on the current research on how the brain learns. The session establishes a common body of knowledge that is the foundation for an understanding that the teacher and his or her decisions are the keys to effective instruction. Attendees will be presented with the knowledge, skills and judgment necessary for continued improvement, for both learners and teachers.

### ***What will participants in ITIP be able to implement, improve or change?***

Based on the research that says good teaching is based on sound decision making, this session establishes the cause and effect relationship between what the teacher does and how those decisions facilitate successful student achievement. This knowledge provides teachers with the background knowledge necessary to consciously and effectively make the hundreds of decisions each day. Participants will study and practice a repertoire of research-based instructional skills and strategies that translate effective decision making into effective teaching and learning.



### ***Session outline***

*Instructional Theory into Practice: The Essential Elements of Instruction* can be offered as single- or multiple-day sessions. Follow-up opportunities (observations, coaching, consultation, etc.) are available. Sample agenda items might include

- All four of the Essential Elements of Instruction (Principles of Learning, Teaching to the Objective(s), Selecting Objectives at the Correct Level of Difficulty, Monitor and Adjust)
- The theory behind what makes for effective teaching and learning
- Strategies for implementing those elements into instruction
- Practical ways to put the learnings into use

## **Intended outcomes**

### ***What impact will this session will have on teaching and learning?***

The long-term impact of *Instructional Theory into Practice: The Essential Elements of Instruction*'s success will be improved student learning by combining the “science” and the “art” of teaching. When a unit of learning is “set” for young brains, students are “actively participating” in their learning, and the teacher provides opportunity for those young brains to move important learning to long-term memory, it is student achievement that wins. This knowledge and implementation of concepts and skills allows the profession to move from one that focuses on teaching to one that is about learning.

### ***What is the evidence that shows students or teachers practices are changing?***

"Quality teaching" is about making judgments in the classroom. It's analyzing teaching and learning as a cause and effect model and how education measures what teachers do to create opportunities for students to achieve important learning goals. Madeline Hunter said that when teachers experience professional development that models effective instructional decision making, they learn to make and implement decisions with artistry, that ultimately lead to success.

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**For more information regarding *Instructional Theory into Practice: The Essential Elements of Instruction* and other professional development offerings, please contact Teaching and Learning Connected at **315.729.6476** or [teachingandlearningconnected@gmail.com](mailto:teachingandlearningconnected@gmail.com) or [www.tlconnected.com](http://www.tlconnected.com)**