Step-by-step instructions:

Accessing Prior Knowledge

1. Hand out Brainstorm Web graphic organizer. Ask students, "**What are the characteristics of quality instruction?**" Tell students to think about the characteristics of quality instruction rather than state the components of the lesson plan.

2. Tell students to write their thoughts on the graphic organizer.

3. Write on the board "***Quality = Effective***" and draw a circle around the words.

4. Ask students to share their thoughts about the characteristics of quality instruction.

5. Record students' responses on the web on the board or ask students to write their own responses on the board. Give everyone an opportunity to share.

6. Tie these characteristics into the purpose of the lesson. Ask the class why quality instruction is imperative to classroom management. If necessary, lead the discussion to construct the answer: "**Best instructional practices facilitates behavior management and maintains positive classroom environment**.

Direct Instruction

Use the following Characteristics of Best Instructional Practices Power Point to teach students about the mnemonic device for identifying key elements of effective instruction:

1. Introduce the mnemonic CLOCS-RAM.

2. Tell students mnemonic devises are not just for students but also for teachers.

3. Explain to the students that this mnemonic will assist in learning and remembering the key elements of effective instruction.

4. Explain each component of the mnemonic using the power point.

C - Clarity: Students must know what is expected of them. There can be no room for doubt or assumption (Kauffman, 2010, p.25).
  Example: Give specific step-by-step instructions, ask student to paraphrase and repeat.
  Non-example: Expect students to begin working after oral directions are given.

L – Level: Students must have the ability to complete the task with at least 80% accuracy. The task must be at their instructional level and within their grasp of comprehension, but challenging enough to stretch their understanding (Kauffman, 2010, p.25).
  Example: Use formative assessment from prior lesson, differentiate expectations for individual students.
  Non-example: Plan lesson based on curriculum guide without assessing students' ability.

O – Opportunities: Keep the students engaged. They must have plenty of opportunities to respond and connect with the instruction (Kauffman, 2010, p.25).
  Example: Verbal Responses, writing responses on white boards, visual responses (thumbs up/thumbs down).
  Non-example: Lecture, reading textbooks without discussion for understanding.

C – Consequences: Students must see that correct performance is valued. Feedback and positive reinforcement must be frequent, meaningful, and desirable by the student (Kauffman, 2010, p.25).
  Example: Use student's name when offering specific praise for what they did correctly.
  Non-example: Non-specific acknowledgments (e.g., great job!; yes!; head nod).

S – Sequence: Follow logical steps. Students need to see the logical progression of the ideas and skills in order to get the big idea (Kauffman, 2010, p.25).
  Example: Review and discuss daily objectives and agenda posted for students' viewing; use advance organizer prior to lesson implementation.
  Non-example: Ask students to complete warm-up activities not related to the subsequent lesson; begin instruction without connecting the discussion to the previous lesson

R – Relevance: Students must understand how this task relates to them and their personal life. Assist them in understanding how and why this task is useful (Kauffman, 2010, p.25).
  Example: Connect course content discussed in class to the 'real world' and support students as they make personal connections with the content (e.g., using classic literature in English to provide students with opportunities to understand others' perspectives / point of view)
  Non-example: Expect students to appreciate the lesson because it is part of the district or state curriculum.

A – Application: The teacher is not only interested in teaching the skills, but teaching students to apply the knowledge and skills to everyday situations and the skills become useful and necessary tools to promote the students' success (Kauffman, 2010, p.25).
  Example: Teach students to generalize and apply the skills they have mastered in different environments and for different purposes.
  Non-example: Use of exit tickets that ask students to apply skills to situations discussed in class.

M – Monitoring: Formative assessment of student progress is vital. Record current performance and identify skills and knowledge students master, and identify students' current performance are in relation to the curriculum and students' goals and objectives (Kauffman, 2010, p.25).
   Example: Curriculum-based measures, exit tickets, student reflective journals, teacher anecdotal notes or running record of student performance, check lists with individual goals and objective
   Non-example: Summative assessments (assessments passed out at the end of a unit used to measure students' knowledge of the content, mid-term grades)

Guided Practice

1. Handout the case study for Ernesto and Megan. Provide students time to read the case studies.

2. Handout the compare/contrast matrix. Explain the matrix to the students. Tell students they will use the compare/contrast matrix with the case study to identify the components of CLOCS-RAM.

3. Show students the compare/contrast matrix on the board.
    Options for presenting the compare/contrast matrix:
    - Draw the compare/contrast matrix on the whiteboard so that answers can be written into the boxes.
    - Using a PowerPoint file or Word document, present the compare/contrast matrix and type in the answers.

4. Discuss each component of CLOCS-RAM and complete the compare/contrast matrix with the students. Ask students to complete their own matrix as the compare/contrast matrix on the board is complete.

5.   When the compare/contrast matrix is complete, discuss the characteristics of the teachers in each of the case studies.
    Questions to start the discussion:
    - What components of CLOCS-RAM did each teacher do well?
    - What are the areas the teachers could improve?
    - What are the alternative strategies the teachers could implement?

Independent Practice

1.   Handout the case study and graphic organizer for Brandon.

2.   Tell students to read the case study and complete the graphic organizer.

3.   Tell students, once the graphic organizer is complete, to turn their paper over and write recommendations for changing the lesson. Tell students to include **Effective**

Instructional Practices, based on research, in their recommendations.

4.   Collect the graphic organizer and recommendations for a formative assessment on students' understanding and application for CLOCS-RAM.