

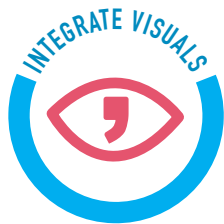


EVIDENCE COMBINED

HOW²

A combination of Barak Rosenshine's PRINCIPLES OF INSTRUCTION for the International Academy of Education, Deans for Impact's SCIENCE OF LEARNING and the US National Council on Teacher Quality's WHAT EVERY NEW TEACHER NEEDS TO KNOW

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- Pair with words to exploit dual encoding and avoid cognitive overload
- Depict models
- Reveal underlying knowledge structures
- Represent abstract concepts



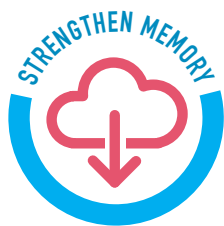
- Present new material in small steps to avoid cognitive overload
- Provide scaffolds for difficult tasks
- Explain your thinking when modelling
- Alternate worked examples with problem solving
- Design in withdrawal of scaffold



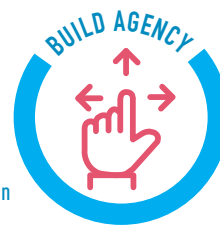
- Check for understanding of all students
- Pose probing questions
- Review previous lesson's content as a starter
- Review weekly and monthly



- Teach independent skills
- Provide guidance for the particular practice
- Distribute the practice over time
- Ensure an 80% success rate



- Develop prior knowledge to assimilate new content
- Build long term memory to lessen load on working memory
- Organise material for easier encoding and recall
- Rephrase, elaborate and summarise to store content in long term memory
- Review content daily, weekly, monthly
- Review at the point of forgetting to boost retention



- Emphasise intrinsic motivation for better long-term outcomes
- Champion a growth mind set
- Reinforce effort
- Encourage self-reflection
- Encourage self-regulation

	INTEGRATE VISUALS	PROVIDE SCAFFOLDS	ASSESS & FEEDBACK	DESIGN IN PRACTICE	STRENGTHEN MEMORY	BUILD AGENCY
INTEGRATE VISUALS		✓			✓	
PROVIDE SCAFFOLDS	✓			✓		✓
ASSESS & FEEDBACK				✓	✓	✓
DESIGN IN PRACTICE		✓	✓			✓
STRENGTHEN MEMORY	✓	✓	✓			
BUILD AGENCY		✓	✓	✓		