



12 ISAP Teaching Strategies

Illinois State Abstinence Program (ISAP)
AMTC Performance Measurement Training
Online Training
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Introducing Your Presenter



12 ISAP Teaching Strategies

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With AMTC since 2008



Overview

- The Illinois State Abstinence Program (ISAP)
- Intended audience for webinar
- Why 12 teaching strategies?
- ISAP teaching strategies 1-12
- Why educator observations?
- Implementing educator observations
- The educator observation form



The ISAP Program

- The Illinois State Abstinence Program (ISAP) is funded through a grant awarded to AMTC and Associates (AMTC) by the Illinois State Board of Education
- The grant is federal funding designated for states to help them help teens delay sex
- ISAP goal: teach sexual risk avoidance education to youth throughout Illinois
- 4 curricula developed by Abstinence and Marriage Resources (A&M)
- Authored by A&M President Scott Phelps



The ISAP Program

- Each curriculum is designed for a specific age group:
 - *Game Plan* (grades 6-9)
 - *Quest* (grades 7-10)
 - *Aspire* (grades 8-12)
 - *Navigator* (grades 9-12)
- AMTC is responsible for monitoring program activities and promoting continuous quality improvement through program performance evaluation



Intended audience

- ISAP curricula educators
 - Public school teachers
 - Private school teachers
 - Staff and volunteers of youth-serving organizations
- Potential professionals who may be asked by an ISAP educator to observe him or her implementing the 12 teaching strategies
 - ISAP Regional Coordinators
 - Colleagues of ISAP educators



Why 12 Teaching Strategies?

1. Improved learning
2. Safe environment
3. Connection between educator and students
4. Engagement of all youth
5. Point youth toward truth objectively



Teaching Strategy 1—Timeliness

- Know amount of time for lesson; prepare components accordingly
- Start on time and keep track of time during each component
- Complete the core components of each lesson
- Complete any planned optional components for each lesson
- Manage time allotted for discussions

Rationale: each core component is needed. Without key planning, educators have been observed to miss the most important components.



Teaching Strategy 2—Lesson Overview

- Aristotle’s Tryptych for Presenting (yes THAT Aristotle)
 - 1. Tell them what you’ll teach them: start with a clear overview.
Manage expectations and build excitement.
 - 2. Teach it. After each component, use a transition to introduce each new component and link it to the previous component.
 - 3. Tell them what you taught them. Recap and remind
- Prepare the overview and transitions in advance of class.

Rationale: our brains absorb information better when given a framework



Teaching Strategy 3—Knowledge

- Understand the program’s overall content & goals before teaching.
- Support the program’s goals when teaching content.
- Teach without having to read or consult the manual.
- Plan each lesson with full understanding of concepts.
- Be ready to answer questions as best as possible.

*Rationale: Allows educator focus on concepts and student engagement.
Reading from manual detracts from exciting learning environment.*



Teaching Strategy 4—Professionalism

- Speak loudly enough to be heard in the back of room.
- Use widespread eye contact.
- Speak clearly.
- Avoid use of “fillers” such as *um*.

Rationale: Supports all clearly hearing the message and understanding its importance.



Teaching Strategy 5—Clarity of Message

- Focus clearly on sexual risk avoidance.
- Discuss the benefits of sexual abstinence until marriage openly.
- Avoid promoting a mixed message regarding sexual choices.

Rationale: Distractions can muddle the core message and the effect of promoting sexual delay.



Teaching Strategy 6—Enthusiasm

- Teach the program with enthusiasm for the content.
- Connect to the message through empathy for students' hopes and dreams for the future and vulnerability to wrong choices today.
- Seek for youth to understand the positive message clearly.
- Avoid dry, boring presentation.

Rationale: Educator enthusiasm can translate into student enthusiasm. Student motivation for learning and thus student comprehension can increase.



Teaching Strategy 7—Rapport

- Seek to understand the community and students' needs.
- Develop affinity with students' needs for relationship education.
- Seek to connect and respond to students favorably.
- Interact in a friendly, respectful manner; use students' names.
- Avoid sarcasm and slighting of student opinions.

Rationale: Some research supports teacher/ student rapport with increases in student motivation, frankness, appreciation for the program's quality, satisfaction, understanding, comprehension and trust.

<https://www.facultyfocus.com/articles/teaching-and-learning/building-rapport-with-your-students/>



Teaching Strategy 8—Engagement

- Avoid a lesson filled with only lecturing.
- Seek to involve and engage students throughout the lesson.
- Plan effective questions in advance to promote discussion.
- Avoid yes/no questions; use “raise your hand if” minimally
- Pull youth away from side conversations.
- Bring students up to front of class to lead exercises.

Rationale: Engagement of students keeps the student and his/her peers focused on the topic. Discussion helps students process and internalize program messages.



Teaching Strategy 9—Management

- Manage students’ distractions as well as enthusiasm in such a way as to prevent either from distracting from program message.
- Invite those in side conversations back into the group through student-specific questions or direct invitation to join the others.
- Prevent a small group from forming in the back of the room.
- Assure an environment in which all students can hear and discuss.
- Get help as needed to assure a civil environment, free from intimidation, disruption, distraction violence, and harassment.

Rationale: Disruption interferes with educator’s ability to teach and complete the lesson and with students’ ability to learn.



Teaching Strategy 10—Effective Debate

- Support respectful debate.
- Allow students to share and hear differing points of view.
- Demonstrate respect for varying viewpoints.
- Accept disagreement; don't force class agreement.

Rationale: Some research has linked better student outcomes from relationship education when teacher supports healthy debate.



Teaching Strategy 11—Inductive Objectivity

- Use inductive objective teaching as taught in the AMR training.
- **Inductive, objective:** Ask fact-based questions to support the program message
Why is saving sex for marriage the safest, healthiest lifestyle for teens?"
- **Deductive, objective:** Avoid fact-based statements
"Saving sex for marriage is the safest healthiest choice for teens."
- **Inductive, subjective:** Avoid opinion-based questions
Do you think you're ready for sex?"
- **Deductive, subjective:** Avoid opinion-based statements.
"You are too young for sex."

Rationale: Inductive questions promote student understanding and acceptance of truth regarding sexual activity and risks.



Teaching Strategy 12—Creativity

- Use youth friendly, creative teaching methods.
- Involve the youth in creative methods to process information.
- Implement where possible activities such as storytelling, kinesthetics, role-plays, debate, skits, question boxes, drawing, interviewing.

These strategies are compatible with the adolescent brain's learning needs.

<http://spots.wustl.edu/SPOTS%20manual%20Final/SPOTS%20Manual%204%20Learning%20Strategies.pdf>



Why Educator Observations?

- As the grant manager of the ISAP program, AMTC and Associates is responsible to promote best practices and to monitor grant activities.
- AMTC provides educators with the expectation and opportunity to be observed one time each school year teaching an AMR curriculum lesson and using the 12 ISAP teaching strategies.
- Goals: celebrate strengths, improve upon weaknesses; and identify training needs for the general ISAP program.



Implementing Educator Observations

- Educators arrange to be observed at least one time per year.
- Regional Coordinators assure educators in their regions are observed.
- Educator may be observed by a colleague or the regional coordinator.
- Observers use the ISAP Educator Observation Form.



ISAP Educator Observation Form

The image displays the ISAP Educator Observation Form, which is a multi-page document. It is divided into several sections, each with a header and specific content. The sections include: "Part I: Educator Information", "Part II: Educator's Signature and Title", "Part III: Educator's Signature and Title", "Part IV: Educator's Signature and Title", "Part V: Educator's Signature and Title", and "Part VI: Educator's Signature and Title". Each section contains various fields for data entry, including checkboxes, text boxes, and tables. The form is presented in a grid layout, with each page shown as a separate window. The AMTC & ASSOCIATES logo is visible in the top right corner of each page.

Observation Form Introduction

Educator Observed	
Educator's site	
Regional Coordinator	
Curriculum / Lesson Observed	
Observer's Name	
Observer's Title	
Date of Observation	

Purpose of Form: This five page form is part of the ongoing professional development for educators participating in the Illinois State Abstinence Program. Our goal is to help you teach the A&M programs in a way that will best communicate the lessons to your students. This observation form is particularly designed for the benefit of the educator.

Educator Instructions: Secure either a colleague or your ISAP regional coordinator to observe yourself teaching a lesson. After you receive back the completed observation form, review it and input your response in section III. Submit the form to your regional coordinator as either a hard copy, a faxed copy or, if received digitally from the observer, forward through email.

Observer, thank you for participating in this educator observation. Follow the instructions under parts I and II below.



Observation Form Part I Instructions

Part I – Educator Quality Ratings

Instructions: The following questions assess the educator's delivery of curriculum during the session observed. Use the guidelines when assessing score. Read through the questions prior to the observation, and observe the educator for each quality throughout the session before scoring. Take notes in the space provided in as much detail as possible.

After viewing the entire session, use your best judgment and do not indicate more than one score. Edit your comments so that they are encouraging overall and straightforward where needed.

When completing the electronic version, either underline the selected score or highlight the cell.



Observation Items 1 of 12

1. Timeliness					
To what extent did the educator keep track of time during the session and activities?	1	2	3	4	5
5 – Started on time. Managed time and activities well; finished intended material for the day.					
3 – Sometimes allowed discussions to drag on or lost track of time.					
1 – Educator did not start the session on time; allowed discussions to drag on; did not complete the material.					
Timeliness Notes:					



Observation Items 2 of 12

2. Overview of the Lesson					
How well did the educator overview the lessons?	1	2	3	4	5
5 – Gave clear up front overview of lesson topic, objectives and used transitions throughout the lesson.					
3 – Overviewed lesson but used few transitions throughout lesson <i>or vice versa</i> .					
1 – Did not introduce the importance of the lesson or gave very little overview.					
Road mapping Notes:					



Observation Form Strengths & Weaknesses

13. Educator strengths

Describe at least one major strength of the session and/or the educator's delivery of the material.

14. Educator weaknesses

Describe any implementation problems you noticed, including any major changes to the content or delivery of the material; time wasted in getting the session started or finished, etc.



Observation Form Training Needs

15. Training, technical assistance and action plan

Describe any recommended training or technical assistance.

16. Other comments

Describe any additional strengths or weaknesses of the session, particularly if there is anything that affected your ratings above.



Observation Form Educator Response

Part III – Educator's Response to Observation

Instructions: Educator, please include any response to the observer's scores or general comments.

Educator Response



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Questions?

- Contact Presenter Ann Wolter at awolterconsulting@gmail.com
- Or Contact Project Director Jaclyn Schiessl at Jaclyn.Schiessl@amtcassociates.com

