

What does Make it Stick Mean?

You are trying to make the instruction you deliver to students stick and result in improved student learning outcomes.

Ask yourself, “What do I need to remember about the **Make it Stick** graphic?” Let’s look at both sides of the graphic.

Left Side:

When you look at the **left side** of the graphic you will see a **Grid** of boxes. The bowls inside each box are distinct colors to show the different content that is contained within each of the boxes. Each box is surrounded by a thick border. Each box is labeled with a different **Literacy Skill**.

While the labels on the boxes may change, it is the thickness of the borders that is important to note and the isolation of the colors in each of the bowls that is important to remember.

Sometimes a school or classroom schedule can look like a grid of boxes. Instructional skills are often scheduled to be taught within specific time bands. Teachers and students start one skill, teach/practice that skill, stop that skill and repeat the process with the next skill. Many students have difficulty with skills integration – they cannot see the connections between the components. When the schedule is created in a grid-like manner, it means that students (and often teachers) have difficulty learning to connect the various isolated components. Students who struggle may experience challenges with building instructional connections. The thicker the borders between the components in the schedule, the greater the challenge students have in connecting the components and building an integrated understanding.

Instructional Skills Scheduled in Isolation (By Time) Tend to:

- ☹ **Focus** on blocks of time in the schedule – time may become more important than student learning
- ☹ **Separate** content components during instruction – students may not learn the connections
- ☹ **Limit** generalization of learning and learning linkages – students may not connect learning from one box with another
- ☹ **Lose** time in transitions between topics – formal changing of topics, collecting materials, demarcating by time can result in less time for instruction
- ☹ **Limit** naturally occurring instructional connections – student aha moments are reduced since content is not available at the same timeframe.

Right Side:

When you look to the **right side** of the graphic you will see a large **Bowl**. The large bowl is filled with multiple colors that are mixed up. This denotes the integration of the different content that is contained within the large bowl. There are no borders between the components – all the **Literacy Skills** can be taught together.

While the variety of literacy skills to be taught may change, it is the integration of the skills in the same large bowl – a longer period of instructional time - that is important to note and the integration of the colors within the one larger bowl that's important to remember.

Sometimes it is daunting for leaders and teachers to adjust school or classroom schedules from a granular time-based model to an integrated model. It may take a level of **bravery** to move to an integrated model that **interleaves** instructional skills to promote more integrated learning. Many students have difficulty with skills integration – they cannot see the connections between the components – they need **just in time** skills instruction to learn how to integrate. The more connections that teachers can make between the skills at just the right time, the greater the likelihood that students will connect the components and building an integrated understanding.

Integrated Schedule of Instruction (Just in Time) Tends To:

- ☺ **Focus** instructional content delivery when students need it – the focus is on student learning rather than teacher delivery of a specific instructional component at a pre-determined time
- ☺ **Connect** various content components during instruction – help students to build the connections
- ☺ **Promote** generalization of learning and learning linkages – students have instructional components at-hand for use **just-in-time**
- ☺ **Capture** time from transitions – one larger block of integrated instructional time limits the time it takes for students to get ready or tidy up for multiple shorter components
- ☺ **Promote** naturally occurring instructional connections – teachers have the opportunity to connect the various components that are available within a bigger time period and help students to practice the integration of the various learning components.

We hope that the Make Them Stick graphic helps you to remember to integrate the various skills you are teaching and support improved learning outcomes for your students.

Thank you.