

RESEARCH-BASED EFFECTIVE TEACHING STRATEGIES

	Strategy	Suggestions for How to Use Strategy
1	Identifying Similarities and Differences	<ul style="list-style-type: none"> • Assign in-class and homework tasks related to the knowledge/skills: <ul style="list-style-type: none"> - Comparison and classification; - Metaphors and analogies
2	Summarizing and Note Taking	<ul style="list-style-type: none"> • When engaged in activities related to the knowledge/skills ask the student to: <ul style="list-style-type: none"> - Generate verbal summaries; - Generate written summary; - Take notes; - Revise notes, correcting errors and adding information.
3	Reinforcing Effort and Providing Recognition	<ul style="list-style-type: none"> • Recognize & celebrate student's progress towards learning goals/objectives; • Recognize & reinforce the importance of student's effort(s)
4	Homework and Practice	<ul style="list-style-type: none"> • Provide specific feedback on all assigned homework • Assign homework for the student to practice skills taught
5	Nonlinguistic Representations	<ul style="list-style-type: none"> • When engaged in activities related to the knowledge/skills, ask the student to: <ul style="list-style-type: none"> - Generate mental images representing content; - Draw pictures or pictographs representing content; - Construct graphic organizers representing content; - Act, draw, and "talk it out"/role-play; - Make physical models of the content; • Make revisions to his/her mental images, pictures, photographs, graphic organizers, and physical models
6	Cooperative Learning	<ul style="list-style-type: none"> • Place the student into cooperative &/or flexible ability groups when appropriate • Model and apply peer questioning
7	Setting Objectives and Providing Feedback	<ul style="list-style-type: none"> • Set specific learning goals for the students; • Ask the student to set their own learning goal(s) • Provide feedback to the student on learning goal(s); • Ask students keep track of their progress on their learning goals • Provide the student with summative feedback; • Ask the student to assess themselves
8	Generating and Testing Hypotheses	<ul style="list-style-type: none"> • Engage the student in projects that involve generating & testing hypotheses: <ul style="list-style-type: none"> - Problem-solving tasks; - Decision-making tasks; - Investigation tasks; - Experimental inquiry tasks; & - Systems analysis tasks;
9	Cues, Questions, and Advance Organizers	<ul style="list-style-type: none"> • Prior to presenting new content: <ul style="list-style-type: none"> - Ask questions that help the student recall what they might already know about the content; - Help the student make direct links to what they have previously studied; - Provide ways for the student to organize or think about the content
	Non-Fiction Writing	<ul style="list-style-type: none"> • Use engaging text for students to practice inter-disciplinary writing

DIFFERENTIATION STRATEGIES

(Represented here as Tier 1 Universals for ALL students Plus Enrichment Strategies)

	Strategy	Suggestions for How to Use Strategy
1	Multiple intelligences	<ul style="list-style-type: none"> • Provide support resources (manipulative, visual aids, charts, outlines, picture cues, audiotape books and instructions) • Vary assessment types (i.e. performance task, open response, multiple choice, etc)
2	Graphic organizers	<ul style="list-style-type: none"> • KWL Chart (what do we already know, what do we want to find out, what did we learn) • Sequencing • Venn diagram • Compare and contrast • Word and Number webs
3	Flexible grouping	<ul style="list-style-type: none"> • Jigsaw • Group investigation • Small-group instruction
4	Individual student contracts	<ul style="list-style-type: none"> • Gradual release of direct assistance so students can perform independently.
5	Adjusting level of rigor in questions	<ul style="list-style-type: none"> • Finding of answers in provided texts rather than by random guessing • Varied questioning strategies
6	Independent study of student-selected projects	<ul style="list-style-type: none"> • Using scoring guides (rubrics) to guide development of student-selected independent project
7	Compacting (streamlining or modifying basic content to provide students with tiered assignments)	<ul style="list-style-type: none"> • Clear emphasis on the most important concepts and skills (i.e., “unwrapped” Priority Standards)
8	Tiered assignments (designed at different levels of complexity according to students' readiness levels)	<ul style="list-style-type: none"> • Varied texts and supplementary materials • Varied homework • Assignment “menu” (choices)
9	Connect new concepts to prior learning	<ul style="list-style-type: none"> • KWL, use real work ideas, topics and contexts that are appropriate and engaging

INTERVENTION STRATEGIES

Tier 2 (Targeted) interventions include, but are not limited to:

	Strategy	Suggestions for How to Use Strategy
1	Smaller grouping of students (may include individual student)	<ul style="list-style-type: none"> • Tutor • Title I pull-out /push-in • Resource teacher • Aide • Guided Reading groups • Needs-based groups • Interventionist
2	Instruction highly focused on specific skills and/or learning strategies	<ul style="list-style-type: none"> • Explicit Instruction • Teach common misconceptions before error occur • Additional 20-40 minutes of instruction
3	Frequent monitoring and assessment of progress and social development	<ul style="list-style-type: none"> • Monthly data points, progress-monitoring checks to monitor learning and adjust instruction accordingly
4	Matching of specific strategy to specific skill need and changing as needed	<ul style="list-style-type: none"> • Adopt ways of presenting tasks to address a variety of learning modalities
5	Repetition	<ul style="list-style-type: none"> • Copy material or write it again • Rehearse things mentally or aloud • Repeat information to be recalled • Recite steps in a procedure, facts, lists, labels, or rules
6	“Chunking “ of information/time into smaller segments	<ul style="list-style-type: none"> • Break instructional duration into smaller chunks of time • Break instructional content into smaller chunks
7	Providing more (or less) time	<ul style="list-style-type: none"> • Adjust the length of time for instruction, assignments, assessments, and projects according to student need
8	Use of technology	<ul style="list-style-type: none"> • Smart Board • Calculators • Computers • Over-head projector • CDs • Student response clickers • Videos • Websites

INTERVENTION STRATEGIES

Tier 3 (Intensive) strategies include all of Tier 1 and 2 PLUS:

	Strategy	Suggestions for How to Use Strategy
1	Smaller teacher-student ratio and one-on-one instruction	<ul style="list-style-type: none"> • Tutor • Title I pull-out/push-in • Resource teacher • Aide • Guided reading groups • Needs-based groups • Interventionists
2	More intensive supplemental interventions	<ul style="list-style-type: none"> • Supplemental resources • Individualized intervention • Increase in duration and intensity
3	Longer duration of instruction	<ul style="list-style-type: none"> • Adjust pacing calendar to include more re-teaching of key concepts/skills •
4	Detailed attention to the social environment	<ul style="list-style-type: none"> • Minimize distractions in environment: <ul style="list-style-type: none"> - Close shades - Close door - Move seat - Clear desk - Put pencils away - Put tennis balls on legs of chairs - Provide study corral
5	More frequent progress monitoring	<ul style="list-style-type: none"> • Daily/weekly data points; daily progress-monitoring checks to monitor learning and adjust instruction accordingly

SPECIALLY DESIGNED INSTRUCTION

The general educator and special educator create specially designed instruction for each special education student according to specific disabilities indicated on student's IEP (Individualized education Program). These may include any differentiation and interventions strategies along with specific accommodations and modifications to content.

Cognitive Strategies

	Strategy	Suggestions for How to Use Strategy
1	Follow instructions from IEP (Individualized Educational Plan)	<ul style="list-style-type: none"> Plan collaboration time with Special Education and/or Resource teacher
2	Repetition	<ul style="list-style-type: none"> Copy material or write it again Rehearse things mentally or aloud Repeat information to be recalled Recite steps in a procedure, facts, lists, labels, or rules
3	Simplify the input (verbal or written instructions)	<ul style="list-style-type: none"> Use lower level reading books; Rephrase, reword, and simplify
4	Scaffolding	<ul style="list-style-type: none"> Simplify the task to make it more manageable for the student, then provide structure to get to the next level/stage
5	Total Physical Response (TPR)	<ul style="list-style-type: none"> Students respond with body movement to show comprehension
6	Extended wait time	<ul style="list-style-type: none"> Provide uninterrupted periods of time for students to consider what their personal response will be
7	Teaching one concept at a time and allowing sufficient processing time	<ul style="list-style-type: none"> Pace: ensure the mastery of strategy by introducing concepts in chunks Focus on both the process and the content of learning
8	Home school communication	<ul style="list-style-type: none"> Share instruction methods with family for home practice of skills
9	Categorize	<ul style="list-style-type: none"> Picture or word webs; Multiple meaning words
10	Use drawings photographs and common objects	<ul style="list-style-type: none"> Use word and number webs, reference charts, common objects
11	Use of technology	<ul style="list-style-type: none"> Assistive Technology Writing With Symbols program Special education Websites Slant board Tracker Calculators Computers Over-head projectors CDs Videos Websites Student response clickers
12	Use sensory feedback techniques	<ul style="list-style-type: none"> Raised line paper tactile letter cards
13	Clear and explicit expectations	<ul style="list-style-type: none"> Scoring guides (teacher and student generated) Systematic break-down of specific strategies, skills and concepts (i.e. step-by-step explanation of what students are to do)

SPECIALLY DESIGNED INSTRUCTION

BEHAVIORAL Strategies

	Strategy	Suggestions for How to Use Strategy
1	Consistent reward system	<ul style="list-style-type: none"> • Decide which student in advance; make reward relevant and motivational to student
2	Provide explicit feedback on acceptable and non acceptable behavior	<ul style="list-style-type: none"> • Use examples • Make students part of deciding rules/logical consequences
3	Use tangible and non-tangible incentives/rewards	<ul style="list-style-type: none"> • Free time • Sticker chart • Sit with a friend • Homework pass • Class helper • Choice of assignment • Positive note or call home • Class reward
4	Avoid distractive stimuli	<ul style="list-style-type: none"> • Close Shades • Close Door • Move seat • Clear desk • Put pencils away • Put tennis balls on legs of chairs • Provide study corral
5	Provide time for children to break away from task.	<ul style="list-style-type: none"> • Give physical outlet to children, stand and stretch

STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Use the Differentiation and Tiered strategies in addition to the following:

	Strategy	Suggestions for How to Use Strategy
1	Simplify the input (verbal or written instructions)	<ul style="list-style-type: none"> • Lower level reading books; • Rephrase, reword, simplify
2	Scaffolding of information	<ul style="list-style-type: none"> • Simplify the task to make it more manageable for child, then provide structure to get to the next level/stage
3	Total Physical Response (TPR)	<ul style="list-style-type: none"> • Students respond with body movement to show comprehension
4	Connections to primary language and cultures	<ul style="list-style-type: none"> • Students bring information/objects from home • Reflect diversity in classroom
5	Sufficient "think time"	<ul style="list-style-type: none"> • Provide uninterrupted periods of time to process information and reflect on what is being said
6	Sufficient practice and reinforcement activities	<ul style="list-style-type: none"> • Provide daily practice of critical skills/concepts (i.e. Daily Math Review template or Daily Oral Language)
7	Ongoing comprehension checks (both oral and written)	<ul style="list-style-type: none"> • Running records • Questions • Retelling of story • Summarizing of story • Story frames
8	Use of contextual clues	<ul style="list-style-type: none"> • Bits of information from text that allows students to decide the meanings of unknown words (i.e. antonyms, synonyms)
9	Frequent checks for understanding	<ul style="list-style-type: none"> • Have students restate direction, provide opportunities for them to ask their own questions
10	Learning that is student-centered and content-driven	<ul style="list-style-type: none"> • Help students discover their own learning styles and teach them how to set achievable goals and develop study skills
11	Accessing of student's prior knowledge; building background knowledge	<ul style="list-style-type: none"> • Connect concepts to students' life/interests • Increase the variety and depth of out of class experiences • Provide "virtual experiences" • Provide direct vocabulary instruction
12	Use drawings photographs and common objects	<ul style="list-style-type: none"> • Use number webs, reference charts (display in classroom)
13	Categorize	<ul style="list-style-type: none"> • picture or word webs • multiple meaning words • classification games
14	Addressing listening, speaking, reading, and writing skills throughout instruction.	<ul style="list-style-type: none"> • Provide variety of opportunities to practice all four of these methods of communication each day in all content areas.
15	Repetition	<ul style="list-style-type: none"> • Copy material or write it again • Rehearse things mentally or aloud • Repeat information to be recalled • Recite steps in a procedure, facts, lists, labels, or rules
16	Home school communication	<ul style="list-style-type: none"> • Share instruction methods with family for home practice of skills • Letters home/newsletters • Family nights

