DEVELOP INSTRUCTIONAL STRATEGY pdf

1: Using Guided Reading to Develop Student Reading Independence - ReadWriteThink

Identify Appropriate Instructional Strategies. After selecting the learning objectives and assessments for the course, we need to think about the various instructional activities we will use to engage students with the material and enable them to meet the objectives.

Decision Matrix Analysis is particularly helpful for bringing together financial and non-financial decision criteria. It helps you weight individual decision criteria, and consider subjective features - like team fit and the likelihood of team buy-in - as well as objective, tangible factors like cost and return on investment. Check your assumptions using the Ladder of Inference. This helps you confirm the soundness of the reasoning process used to develop your strategy. Clarify Your Strategy Your strategy needs to be understood by people at all levels of your organization, not just in the boardroom. Consult with managers and task them with the practicalities of applying it to their own departments, including any training requirements or process improvements that need to be made. This is how your strategy becomes reality. See our articles on VMOST Analysis and the Balanced Scorecard for ways to bridge the gap between strategy development and implementation, and our Project Management menu for more techniques you can use to implement strategy successfully. Identify your unique capabilities, and understand how to use these to your advantage while minimizing threats. Apply This to Your Life Practice strategy development by thinking about your own, personal circumstances. Complete the analyses below to think about your personal way forward. Here are some key questions to consider: What are your personal strengths, weaknesses, opportunities or threats, and what are your "core competencies"? What are you capable of achieving if you put your mind to it? What are the "big picture" trends in your environment? How can you monitor or adapt to these external factors? Who are the people who are important to your success your stakeholders? What options do you have? Which of these should you consider? Subscribe to our free newsletter , or join the Mind Tools Club and really supercharge your career!

2: Reading Comprehension Skills for English Language Learners | ColorÃn Colorado

Instructional strategies are very important when trying to keep the attention of your students so you must use multiple [ ] Reply 20 Ideas on Differentiation - Life from Inside the Nutshell says.

Interactive Instruction Direct Instruction The Direct Instruction teaching strategy mainly focuses on teacher-directed approaches and is the most commonly used teaching method. Here, the content needs to be prepared and organized in advance. Also, the faculty needs to be aware of student requirements for the lessons or sessions. This strategy is effective for imparting knowledge to students in a step-by-step structured way and involves active student participation. It encourages students to be more involved â€" by observing, questioning, problem solving, forming inferences etc. Here, the teacher assumes the role of a facilitator or supporter rather than an instructor. Technology can be a great aid in this method of instruction. Take this course to learn more on how to teach with technology. Methods This instructional strategy involves concepts like problem solving, case studies, inquiry, reflective discussion, concept formation, mapping and attainment, writing to inform, reading for meaning etc. Students participate in the activities, reflect and share their experiences, analyse and infer the solutions and formulate plans to apply their learning in new situations. Teachers need to provide the environment for learning and encourage the students to be active. You also need to have back-up plans for activities in case of problems. This model is used in most pre-schools today, since the other models really do not work that well with younger kids. This course can show you how to make experiential learning more effective for young kids. Students are encouraged to undertake a planned activity under the supervision of a teacher or guide. It also involves group study or learning with an assigned partner etc. These methods are designed by the teachers carefully to address the specific requirements of a group. As a teacher you would need to plan the process of feedback collection, monitor performance and provide the appropriate resources for independent study. One major hurdle independent study students face is preparation for exams. This course can help you groom them for exam excellence. Advantages Since students find solutions to problems independently, the skills and knowledge acquired are retained easily Enhances their rate of learning, adaptability and self-reliance Gives opportunity for a disciplined approach to problem solving and improves their confidence Disadvantages Not effective for elementary level students and complex subjects that need detailed explanation Requires self-motivation and group skills Unavailability of resources can hamper progress Needs efficient planning and monitoring from the teacher Interactive Instruction This highly interactive strategy involves discussion and sharing amongst students, explores their higher-thinking process and gives opportunity to develop social skills. Teachers need to have the expertise to facilitate discussions and manage the group dynamics. Methods Students take part in debates, brainstorming sessions, laboratory groups, interviewing, conferencing, jigsaw, cooperative learning and more. Choosing the right methodology depends on the age, development level of the student, subject context and situation at hand. As a teacher, you must evaluate these criteria before you adopt a certain strategy that suits your teaching style as well as the requirements of your students!

3: 10 Effective DAP Teaching Strategies | NAEYC

Teaching Strategies now directly offers Continuing Education Units (CEUs) for our professional development sessions. We are thrilled to have been officially approved as an IACET Authorized Provider, following completion of a rigorous application and review process.*

But how can early childhood educators know if their programs are providing children with the skills they need? This article will describe some of the methods and strategies that research has proven effective in preparing young ELLs for kindergarten. Children need explicit instruction in English vocabulary, as well as opportunities to hear and speak the language throughout the day. Examples of strategies are listed below. Language Provide explicit, systematic instruction in vocabulary. Children require multiple exposures to words in order to develop a rich understanding of their meaning and use. Teachers should make a point of introducing interesting new words for children to learn into each classroom activity Tabors, Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement. English language learners need lots of opportunities to engage in social interactions with other children, but they also need support from adults as they develop the language skills they need to negotiate those interactions Ballantyne et al. You can use the following strategies to foster social interaction: Encourage child talk by providing prompts when children need help in expressing themselves e. Use open questions, or questions that can have multiple answers, to help ELLs expand their own utterances e. Expose ELLs to rich language input. Arrange the classroom in a way that supports each type of instructional activity that will take place, and then keep changes to the physical environment to a minimum. Once ELLs learn which activities take place in various parts of the classroom e. Encourage continued L1 language development. Strong L1 skills support both language and literacy learning in English: Literacy Development for Preschool ELLs Research has shown that alphabet knowledge, phonological awareness, and print awareness are early literacy skills that contribute significantly to later reading achievement National Early Literacy Panel, English language learners can begin to develop these essential foundational skills in preschool, even before they have developed strong English language skills. Early Literacy Skills Alphabet knowledge Skills appropriate to preschool include recognizing and naming upper and lower case letters and beginning to associate letters with the sounds they make. Phonological awareness Phonological awareness refers to the ability to manipulate the sounds that make up language, independent of meaning. In preschool, children benefit from: Literacy Design instruction that focuses on all of the foundational literacy skills. Activities that promote early literacy skills in preschool include: Recognize that many literacy skills can transfer across languages. A child who has developed early literacy skills in his or her first language will find it easier to develop those same skills in English. Parents who are not proficient in English should be encouraged to help prepare their children for learning to read by using the home language to: This makes L1 text available to parents, and it lets them know that the teacher considers reading to children in the home language to be important. Accelerate English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English. For example, if L1 has some of the same phonemes as English, start with those phonemes for rhyme or beginning sound activities because those are sounds the child is already familiar with. Children usually have the most difficulty when they encounter sounds that are present in English but do not occur in their home language. Preparing for the Future Much attention has been given to the persistent achievement gap between English language learners and their English-speaking peers. Programs that provide research-based, age-appropriate instruction in early language and literacy skills can ensure that English language learners enter school equipped with the tools they need to be successful learners in kindergarten and beyond Ballantyne et al. Young children acquiring second language vocabulary in preschool group time: Does amount, diversity, and discourse complexity of teacher talk matter? Journal of Research in Childhood Education, 22, Dual language learners in the early years: Getting ready to succeed in school. National Clearinghouse for English Language Acquisition. Preschool education and its lasting effects: Research and policy implications. Literacy instruction for English language learners Pre-K Orthographic development and learning to read in two different

languages. Reaching the highest level of English literacy pp. Journal of Educational Psychology, 94, Language intervention in a preschool classroom: Implementing a language-focused curriculum. A foundation for lifelong communication pp. Teaching vocabulary during shared storybook readings: An examination of differential effects. Exceptionality, 12 3 , An English-speaking prekindergarten teacher for young Latino children: Implications for the teacher-child relationship on second language learning. Early Childhood Education Journal, 35, Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. The Reading Teacher, 57 5 , Designing early literacy programs: Strategies for at-risk preschool and kindergarten children. A reading-focused early childhood education research and strategy development agenda for African Americans and Hispanics at all social class levels who are English speakers or English language learners. National Early Literacy Panel. A scientific synthesis of early literacy development and implications for intervention. National Institute for Literacy. One child, two languages: A guide for early childhood educators of children learning English as a second language 2nd ed. For commercial use, please contact info colorincolorado. More by this author.

regular teaching strategy to add relevance to a lesson topic or content. Benefits include helping to develop reading/viewing habits, build skills in analysis/critique, and learn presentation skills.

Learn how to develop strategies for how you are going to get things done. What are the criteria for developing a good strategy? When should you develop strategies for your initiative? How do you develop strategies? What is a strategy? A strategy is a way of describing how you are going to get things done. It is less specific than an action plan which tells the who-what-when ; instead, it tries to broadly answer the question, "How do we get there from here? A good strategy will take into account existing barriers and resources people, money, power, materials, etc. It will also stay with the overall vision, mission, and objectives of the initiative. Often, an initiative will use many different strategies--providing information, enhancing support, removing barriers, providing resources, etc. Objectives outline the aims of an initiative--what success would look like in achieving the vision and mission. By contrast, strategies suggest paths to take and how to move along on the road to success. That is, strategies help you determine how you will realize your vision and objectives through the nitty-gritty world of action. Strategies for your community initiative should meet several criteria. A strategy, such as enhancing experience and skill or increasing resources and opportunities, should point out the overall path without dictating a particular narrow approach e. Fit resources and opportunities? It also embraces new opportunities such as an emerging public concern for neighborhood safety or parallel economic development efforts in the business community. Minimize resistance and barriers? When initiatives set out to accomplish important things, resistance even opposition is inevitable. However, strategies need not provide a reason for opponents to attack the initiative. Good strategies attract allies and deter opponents. To address the issue or problem, strategies must connect the intervention with those who it should benefit. For example, if the mission of the initiative is to get people into decent jobs, do the strategies providing education and skills training, creating job opportunities, etc. Taken together, are strategies likely to make a difference on the mission and objectives? If the aim is to reduce a problem such as unemployment, are the strategies enough to make a difference on rates of employment? If the aim is to prevent a problem, such as substance abuse, have factors contributing to risk and protection been changed sufficiently to reduce use of alcohol, tobacco, and other drugs? By doing so, you can achieve the following advantages: Taking advantage of resources and emerging opportunities Responding effectively to resistance and barriers A more efficient use of time, energy, and resources When should you develop strategies for your initiative? Developing strategies is the essential step between figuring out your objectives and making the changes to reach them. Strategies should always be formed in advance of taking action, not deciding how to do something after you have done it. As with the process you went through to write your vision and mission statements and to set your objectives, developing strategies involves brainstorming and talking to community members. Organize a brainstorming meeting with members of your organization and members of the community Remember, people will work best in a relaxed and welcoming environment. You can help achieve this by: Making meetings a place where all members feel that their ideas are listened to and valued, and where constructive criticism may be openly voiced. To help meet these goals, you might post some "ground rules" so people feel free to express themselves. Ground rules might include: Asking members to escort each other home or to their cars, the subway, or the bus stop if the meeting runs late. Never underestimate the power of homemade food, drinks, and other treats. The RTR Coalition held brainstorming sessions among organization members. They invited local teens, parents, teachers, counselors, church members, and other community leaders to participate in listening sessions. These were used to help develop strategies to reduce the risk of teen pregnancy. Homemade cookies, fruit, and coffee helped make participants feel welcome. Review identify the targets and agents of change for your initiative Your targets of change include all of the people who experience or are at risk for this issue or problem addressed by your initiative. Remember to be inclusive; that is, include everyone who is affected by the problem or issue or whose action or inaction contributes to it. For example, a coalition such the RTR Coalition would want to include all teenagers as potential targets of change, not just adolescents who seem particularly

at risk, and parents, peers, and teachers whose actions or inactions might make a difference. Your agents of change include everyone who is in a position to help contribute to the solution. With the RTR Coalition, examples of agents of change might include teens, teachers, guidance counselors, parents of teens, lawmakers, and others. Review your vision, mission, and objectives to keep you on the right track It is helpful to review your mission, vision, and objectives to ensure that your strategies are all aligned with the goals expressed in your previous work. Work together to brainstorm the best strategies for your initiative The following list of questions can be a guide for deciding on the most beneficial strategies for your group: What resources and assets exist that can be used to help achieve the vision and mission? How can they be used best? What obstacles or resistance exist that could make it difficult to achieve your vision and mission? How can you minimize or get around them? What are potential agents of change willing to do to serve the mission? Do you want to reduce the existing problem, or does it make more sense to try to prevent or reduce risk for problems before they start? For example, if you are trying to reduce teen sexual activity, you might consider gearing some of your strategies to younger children, for whom sex is not yet a personal issue; or, to promote academic success, to work with younger children who still have full potential for learning and school success. How will your potential strategies decrease the risk for experiencing the problem e. How will the strategies increase protective factors e. What potential strategies will affect the whole population and problem? For example, connecting youth with caring adults might be good for virtually all youth, regardless of income or past experience with the problem. Make sure that your strategies affect the problem or issue as a whole. What potential strategies reach those at particular risk for the problem? For example, early screenings might help focus on those at higher risk for heart disease or cancer; past academic failure or history of drug use, for identifying with whom support and other intervention efforts might be focused. The strategies of the RTR Coalition We will pursue the following strategies to reach each of our objectives: Things to note about the RTR strategies: They give overall direction without dictating specifics, such as the particular sexuality education curricula to be used. They fit local resources, including a variety of the available agents of change in this case, peers, parents and guardians, clergy, and teachers. Some of the strategies try to change existing situations such as increased access to contraception ; others are geared to stop the problem of teen pregnancy before it starts for example, assisting local churches to improve early parent-child communication. The strategies involve many different parts of the community, including churches and other groups from whom opposition to some strategies such as access to contraceptives might be expected. The strategies try to decrease some of the probable risk factors for teen pregnancy lack of information, lack of access to contraceptives, peer pressure , and at the same time, they try to increase some of the possible protective factors increased parent-child communication, church involvement, education, opportunities for a better future. Check your proposed strategies for completeness, accuracy, and whether they contribute to the vision, mission, and objectives Contributor.

5: Instructional Strategies - UCF Faculty Center for Teaching and Learning

Developing an instructional strategy 1. BACKGROUND In this presentation, we will be addressing the ways a designer identifies how instruction will be presented to and engage learners.

Preparation for Instruction Here is a general task list to consider before initiating guided reading instruction. Assess students to determine instructional reading levels IRLs. At IRL, students should sound like good readers and comprehend well. Look for trends across classroom data. Cluster students into groups based on their IRLs, their skills, and how they solve problems when reading. Make groups flexible, based on student growth and change over time. If you must compromise reading level to assemble a group, always put students into an easier text rather than a more difficult one. Select a text that gives students the opportunity to engage in a balanced reading process. If there are more than a few problems for students to solve during reading, the text is too difficult. Plan a schedule for working with small groups, and organize materials for groups working independently. Independent work should be as closely connected to authentic reading and writing as possible; try things like rereading familiar texts or manipulating magnetic letters to explore word families. The Guided Reading Session Individual lessons vary based on student needs and particular texts, but try this general structure. Support students guiding themselves through a preview of the book and thinking about the text. Listen closely and make anecdotal notes. Support their efforts to think deeply and connect across the whole book. For example, a student may notice that an illustration opening the text shows ingredients in a pantry, and at the end, they are all over the kitchen. Teaching points are most valuable when pointing to new things that students are demonstrating or ask for reflection on how they solved problems. For Further Reading Burkins, J. New strategies for guided reading teachers. Guided comprehension in grades Combined 2nd Ed.

6: 8 Strategies for Preschool ELLs' Language and Literacy Development | ColorÃn Colorado

With help from the downloadable list, use these differentiated instruction strategies and examples to suit the diverse needs and learning styles of your students. As well as adding variety to your content, these methods will help students process your lessons and demonstrate their understanding of them.

Photographs Can Be Used as Teaching Strategies Challenge students to search their family photos, and look through magazines, books, newspapers, or even the Sunday funnies to find a little writing inspiration. Have them cut out all of the pictures that inspire them, and glue those pictures to their writing journal. Graphic organizers are great for visual learners, and anyone who needs to see their ideas in an organized manner. Try using a story map to motivate students and get them writing. Audio Record It Get your audio recording gear out and let students record their writing. This is a fun way for students speak what they want to say versus actually printing it. Audio Transcribe It With so many speak-to-text apps out on the market, it may be hard to choose just one. If you like, you can then have students print out what they just wrote, and use that as their first draft. Peer Talks Pair students together into teams of two, and have each student take turns writing down what the other person says. Students will get a kick out of having their partner do all the writing for them! Story Starters One of the easiest strategies to get students writing is to give them a story starter or writing prompt e. Create a Name Encourage students to make up a name. Jasper Jenkins is a man from the s who is skinny and has dark brown hair. Encourage students to think of more details about their character that they created, like where they work, if they have a family, or any other details that they can think of. This is a fun way to develop a story. Spin a Wheel A fun and creative way to get students writing is to have them create a writing wheel that they can spin each time they need something to write about. As a class, brainstorm ideas and write them on your wheel. Create a Contest A little friendly competition is always good for children. Create a writing contest where students compete not only against each other but their peers online too. Look for an online contest like from Myhero. Integrate Art To get and keep students engaged try integrating artwork into their writing. Allow students to brainstorm their writing ideas through pictures and drawings or just add them to their stories. Whichever way you choose will be equally effective. The ultimate goal is to have students use their cognitive thinking skills to communicate their ideas. Once students truly understand that writing is just another way of communicating, the walls will come down, and they will be able to pick up a pencil and convey their thoughts freely. How do you get your students writing? Do you have any tips or tricks that you would like to share? Feel free to comment in the section below, we would love to hear your ideas. Janelle Cox is an education writer who uses her experience and knowledge to provide creative and original writing in the field of education. She is also the Elementary Education Expert for About.

Implementing Cognitive Strategy Instruction & Developing Self-Regulated Learners Cognitive Strategy Instruction is a very broad subject but here you will find an overview of the process and practical tips.

The next section provides discussion of various approaches to integrating active learning in a class through high-impact practices. Specific Strategies to Support High-Impact Learning in Class Direct Instruction Direct instruction is a widely used and effective instructional strategy that is strongly supported by research. In direct instruction, the teacher models an interaction with the subject, demonstrates an approach to an issue, or shows example solutions to problems, provides opportunities for guided practice, often assigning small group work in class with an emphasis on constructive feedback, and assigns independent practice with an emphasis on mastery learning. Direct instruction can be easily combined with other teaching methods and can be transferred to online teaching by using videos for the modeling stage and discussion groups for the guided practice stage. It requires explicit communication of learning objectives, procedures, roles, and assessment criteria. It requires a detailed curriculum design organized around scaffolding learning toward mastery. In direct instruction, the role of the teacher is similar to that of a coach. Siegfried Engelmann and Wesley C. Promising Directions From Cognitive and Educational. Active Retrieval Promotes Meaningful Learning. John Hattie Paul A. Kirschner, John Sweller, and Richard E. Clark The Interactive Lecture Lecturing can provide many benefits to learners, such as telling a motivational story, providing an orientation, giving context, or making critical connections within and across domains, but it generally does not support strong learning gains because of its high forgetting curve. It can help students organize extensive readings, but it should not be used to simply duplicate those readings. Because learning results from what students do, lectures should be crafted so that students are intentionally active as much as is reasonable. Additionally, there are hundreds of short classroom activities that can be easily built into a lecture. The advantage to using polling technologies is their scalability, ease of providing collective feedback on student performance, and integration with the online gradebook for uploading participation or quiz points. Other interactive techniques involve short writing exercises, quick pairings or small group discussions, individual or collaborative problem solving, or drawing for understanding. Discussions allow students to practice applying their learning and developing their critical-thinking skills in real-time interactions with other viewpoints. Often, the challenge for the teacher is to get students to engage in discussions as opportunities to practice reasoning skills rather than simply exchanging opinions. One tip for addressing this challenge is to create a rubric for assessing the discussion and to assign certain students to act as evaluators who provide feedback at the end of the discussion. Students rotate into this role throughout the semester, which also benefits their development of metacognitive skills. Another tip is to differentiate between more focused and structured discussions versus more open and flexible discussions. The goals of highly focused discussions include demonstrating basic knowledge and understanding, applying principles and rules to new problems, and analyzing examples or cases using established criteria. The goals of more open discussions include generating personal or creative connections to subject material, viewing subjects from broader and more diverse perspectives, synthesizing connections across domains, and reflecting on learning. When introducing novices to discussion-based teaching, it is often necessary to provide handouts detailing goals and expectations, ground rules for participation and signaling cues, and examples for the ways your discipline uses evidence to support reasons and claims. Generally you want to provide an introduction to the activity by setting a context, repeating the goals for the discussion, and encouraging equal and respectful participation. If you need to break the ice to get discussion started, begin with a one-minute paper. Ask students to write a response to a question or prompt, have several students read their responses, and then encourage elaboration on a viewpoint. Be sure to schedule enough time after the discussion to hear from the students, debrief the experience, and transition to the next steps. Writing for Learning Writing as a strategy for instruction focuses on understanding and remembering rather than demonstrating a holistic and detailed interpretation of the topic. It encourages critical thinking and creates thoughtful engagement with the subject, and it fosters effective communication. Research shows that when

students are given frequent and structured opportunities to practice writing, they become more engaged with their learning, think more critically, and communicate more effectively. They are also better able to transfer knowledge and skills between courses and contexts. The writing can take place in class e. Such exercises need not be examples of good writing in fact, they need not even necessarily be graded. Even if they lack cohesiveness or a strong argument, they nevertheless contribute to thoughtful reflection and may even serve later as the basis for a more thorough out-of-class response. As a method of reflection, informal writing is well suited to both in-person and online class modalities. As students gain expertise, the instructor decreases guidance and direction and students take on greater responsibility for operations. One could place every instructional strategy on a continuum from teacher-directed didactic to student-directed experiential learning activities, with guided-inquiry occupying a range in the middle of those poles. Variations of inquiry-based learning include the case method, problem-based learning, and project-based learning. Each of these variations begins with a real or realistic phenomenon and a question about the phenomenon that informs subsequent readings, fact finding, analysis, and dissemination of results. Research shows that when students lack readiness and receive minimal guidance from the teacher, learning will suffer and students will report frustrations. Effective teaching in this mode requires accurate assessment of prior knowledge and motivation to determine the scaffolding interventions needed to compensate for the increased cognitive demands on novices. This scaffolding can be provided by the instructor through worked scenarios, process worksheets, opportunities for learner-reflection, and consultations with individuals or small groups. The assessment plan for inquiry-based learning generally includes a range of rubrics appropriately designed for providing constructive feedback on specific learning processes and products. As students make progress in their learning, they can be increasingly involved in the assessment process and the design of assessment instruments, which improves metacognition and is consistent with the educational theory that informs inquiry-based approaches. The Case Method Cases can be used for learning across the range of inquiry-based methods. When cases are more structured with known outcomes, they fall on the didactic side of the continuum, generally requiring students to recognize key patterns and apply known principles to arrive at correct conclusions. When cases are more open and uncertain, they simulate real-world situations and are more experiential, requiring students to weigh multiple strategies, combine strategies, and arrive at more tentative conclusions. The design of the learning activities, student-student interactions, learning products, and assessment instruments will be influenced by the scope and degree of uncertainty of the case. Case-based learning is used widely across many disciplines, and collections of validated cases are available online, often bundled with handouts, readings, assessments, and tips for the teacher. Cases range from scenarios that can be addressed in a single setting, sometimes within minutes, to sequential or iterative cases that require multiple settings and multiple learning activities to arrive at multiple valid outcomes. They can be taught in a one-to-many format using polling technologies or in small teams with group reports. Ideally, all cases should be debriefed in plenary discussion to help students synthesize their learning. Problem-Based Learning Often referred to as PBL, this method is similar to the case method except the intention is generally to keep the problem, the process, and the outcomes more ambiguous than is comfortable for students. PBL asks students to experience and struggle with radical uncertainty. The instructor creates an intentionally ill-structured problem and a deadline for a deliverable, assigns small groups with or without defined roles , may offer some preparation, and resists giving clear, comfortable assessment guidance. Within the range of inquiry-based methods, PBL is very much on the experiential side. It targets teaching goals that focus on discipline-specific processes and operations, creative problem solving, interdisciplinary connections, critical thinking, self-evaluation, and high-level communication. While students are generally on their own in this method, the instructor plays the roles of facilitator and consultant, hovering over the process to foresee and prevent disasters but otherwise only available to offer direction, usually by asking leading questions to get students to articulate their own answers. Novice students accustomed to success in rote learning activities or by receiving sufficient hand holding in more complex activities, will often resist PBL and believe that the instructor is not teaching, while more advanced students will express gratitude for the autonomy and respect afforded them and will rise to the opportunity to develop deeper learning structures. Project-Based Learning Project-based

learning is similar to problem-based learning, and both can be referred to as PBL, but in project-based learning, the student comes up with the problem or question to research. When assigning projects to groups that include novice students, the instructor should emphasize the need for equitable contributions to the assignment. Assessments should address differences in effort and allow students to contribute to the evaluations of their peers. Game-Based Learning Game-based learning, whether in classrooms or online, can be highly effective because it encourages novel and intense student participation and is usually combined with adaptive practice. Game-based learning can be designed for almost any modality or environment. Successful game design involves creating a story arc, goals that are meaningful to students, frequent failure and reset points, multiple pathways to success, and a schema for recognizing progress and attainment. Games can be designed for traditional, small or large, face-to-face classes, fully online classes, or mixed mode classes, and they usually encourage competition. In role-playing games, students are presented with the context and the setup for the game. Then, they enact historical or fictional roles that are relevant to the subject, collaborate and compete to achieve performance goals that demonstrate learning, and, finally, participate in a structured reflection exercise, often referred to as a postmortem. Games can last from one class period to several weeks. Typically, students become highly engaged in the game, whether their task is to earn points through mastery learning, writing and presenting speeches, debating, or acting as judges for their peers. As virtual environments become more realistic and complex, instructors can design more convincing, immersive experiences and simulations for students. For online learning, instructors may design several mini-games or just add game elements to their classes. Reacting to the Past Handout Learning in Groups Known alternatively as collaborative learning, cooperative learning, team-based learning, and peer instruction, learning in groups is common practice across all levels of education. The value of learning in groups is well supported by research and is required in many disciplines. It has strong benefits for at-risk students, especially in STEM subjects. In more structured group assignments, students are often given roles that allow them to focus on specific tasks and then cycle through those roles in subsequent activities. Implementing group learning activities does bring challenges to students and instructors and is not appropriate for every purpose and setting. When assigning group work in class, instructors can encourage students to stay on task by following up the group work with an individual activity that is dependent on the collaborative phase. As an example, the jigsaw supports learning in groups by creating two or more phases to the group work. Students shuffle into new groups after the first phase and each student reports out or teaches the new group in the second phase. When assigning work for outside of class, instructors should ensure equitable workload through peer assessments and prepare students for conflict resolution with a handout of instructions. Rubrics can be designed to assess both the product created by the group and the contributions of individuals toward the collaborative process. Metacognitive skills can and should be taught. Students need to plan their learning tasks, record their practice, and evaluate their accomplishments. Instructors often assume that students have already acquired these skills in high school or general education; however, the nature and use of evidence, for instance, varies widely across different domains of knowledge and must be independently learned. Currently, there are few institutions that offer courses that explicitly address thinking and learning across the disciplines. A key practice for instructors is to make their teaching transparent, that is to share with students the curriculum map and how the course fits into it, the rationale for the goals and objectives of the course, the reasons for the choice of learning activities, and how the assessments provide evidence of their learning. This can also result in increased motivation. UCF encourages faculty and student involvement in the following active learning practices. It assists entering freshmen and transfer students with their transition to UCF by providing information about student services, campus life, academic support, academic advising, and registration. The intent of establishing a Common Reading Program is to engage FTIC students in a dialogue around a relevant topic while creating a sense of community amongst incoming students. These programs often combine broad themes—e. Integrative Learning for Professional and Civic Preparation, is to prepare our graduates to successfully enter and participate in the next steps of their professional and civic lives. The initiative encourages students to connect their classroom knowledge and skills to real-world contexts and, thereby, to develop the ability to transfer knowledge and skills from one context to another. Finally, this initiative promotes opportunities for students to

reflect on their experiences, to communicate their knowledge and experiences, and to develop the ability to successfully advocate for themselves in their lives beyond the university. Students take two or more linked courses as a group and work closely with one another and with their professors.

8: Instruction - McREL International

Continual professional development gives teachers time to learn and implement new strategies. According to the report, studies have concluded that teachers may need as many as 50 hours of instruction, practice, and coaching before a new teaching strategy is mastered and implemented in class.

Discuss the Strategy Discussion of the strategy is a more involved process than merely going through the steps of a strategy. A major goal of strategy instruction is to bring students to the point where they are self-regulated. In order for this goal to be achieved, students need to be actively involved and allowed ownership in the process. Teachers will need to "sell" the strategy and get students to "buy in. If a student does not want to use a strategy it is fair to assume that they will not. Teachers need to be excited, committed and energized so that students will be too. The use of the strategy should be an easy "sell", it will result in improved academic performance. Provide students with examples of how this strategy or other strategies have improved student performance in the past, and even how strategies have helped you in the past. This may not be enough; you will most likely need to find what motivates your particular students. During this stage it is appropriate for the teachers to explain the benefits of using the strategy; discussing and even providing examples of current performance. Teachers should ask students questions, and ask them how confident they feel in the particular subject or skill being discussed. Then explain how learning the strategy can improve their performance. The final part of this stage is introducing students to the steps of the strategy. Strategy steps should be explained one-by-one. Typically this is where teachers begin, but the SRSD model has allowed much of the ground work to already be laid at this point. Part of this process is to work in cooperation with the students and in doing so you must make sure that they are keeping up and understanding what is being explained. Model the Strategy Purpose of modeling is to expose students to the thought processes of a skilled learner. Good modeling goes well beyond merely presenting the steps in a strategy. It provides students with the "why" and "how" of various strategy steps. It also demonstrates that student effort is essential, and shows that strategy use results in better performance. By modeling, a teacher can show not only what to do, but what to think as well. A think aloud goes beyond just listing the steps in a strategy. While this is useful, it is insufficient. Students need to see the the metacognitive process involved in understanding and using the strategy. By the teacher expressing their thought process while using the strategy the student is able to see how a successful learner uses the strategy and thinks through it. The process involved in a think aloud is much more complex than it may initially seem. For expert learners making the covert overt is extremely difficult and requires a significant amount of practice and preparation. Memorize the Strategy It is critical that the students commit the strategy steps to memory. Memorizing the steps is crucial, because we want students to be able to focus on the task not on remembering the steps of the strategy. Students have a limited amount of cognitive processing capacity, and if that capacity is consumed with remembering the steps of the strategy it will be difficult or impossible to focus on the task itself. Memorizing the strategy steps is something that we should not just work on once or twice; we need to be constantly reinforcing the memorization of the strategy steps, and in various contexts so that it becomes second nature to students. There are many ways to help students memorize the steps of the strategy; the key is repetition and variation. The more practice they get in a variety of settings and situations the more successful they will be at memorizing the strategy. A teacher could use different activities or games to teach memorization of the strategy: Memorizing a strategy goes well beyond parroting back the steps of the strategy. Students need to know and understand what is involved with each step in the process. Supporting the strategy is done by using a process called scaffolding. Scaffolding involves teachers initially performing all or most of a task, while increasingly shifting responsibility of performance to the student. This, like the scaffolding used when constructing a building, provides support. Teachers need to provide that support to students when using the strategy. With scaffolding , it is possible for a gradual transfer of strategy performance from teacher to student. Students need to be given adequate time and support to master the strategy. The process of scaffolding is analogous to teaching a child to ride a bike: When teaching a child to ride a bike, first you put on training wheels, and let them practice with a lot of support from the

training wheels. Then, you move the training wheels up, for less support and more practice balancing and riding a little bit more independently. Next, you would take the training wheels off and run behind the child holding the seat. Eventually, you would completely let go and let the child independently with out any support, just your supervision. In the supporting stage of the SRSD implementation model teachers need to provide whatever support students need to move from current performance to independent use of the strategy. Teachers and students work together to master the performance of a strategy. Supporting the strategy may include: Working collaboratively on tasks while gradually fading help Putting students into small groups Remodeling the strategy Prompting the particular use of a step Providing corrective feedback Collaboration between teachers and students is extremely important in the SRSD process. Collaboration gives the teacher an opportunity to check for student understanding and fill in any necessary information the student may be lacking. It also gives the teacher another opportunity to make sure that the students possess the skills necessary to complete the task successfully. If necessary, teachers may need to go back and teach some pre-skills. This is part of the flexibility of the SRSD model. Independent Performance It is important to remember, the goal of strategy instruction is not for the student to use the strategy explicitly as taught, but for improved academic performance. Often, students may adapt the strategy to meet their needs. This is an acceptable part of the model as long as the teacher is confident the strategy is still successful in completing the task. Evaluating instruction should always be part of any curriculum. With current educational initiatives such as state standards and competency tests, accountability is in the forefront of education. Evaluation and assessment is necessary to know whether or not learning has occurred. Evaluating and adjusting their own performance is one of the few factors that teachers can have complete control over. Teachers need to make sure that they are effective at all stages of implementation. It may be necessary to go back and do some re-teaching of stages and strategy steps. Teachers must also consider and assess how students actually use the strategy as students will often modify the strategy. Modifications can mean that the student is aware of their own strengths and weaknesses and has modified the strategy to better suit their needs. These modifications may still achieve the desired outcome of increased academic performance while others may need to be reconsidered. Teachers should observe students while they use the strategy to determine if they are still effective. Teachers need to make sure that students are aware of opportunities to use the strategies in different situations, and encourage them to do so. Teacher can promote the strategy by doing things such as having students periodically explain how and why they use or would use the strategy, having them keep a record of the times they use a strategy, or how they modify it for other tasks, and reward them for doing so. Do not assume that students will continue to use a particular strategy or successfully adapt it to new situations. Teachers should actively promote the use of the strategy with their students, as well as, with their colleagues. Students will not automatically generalize strategies in different situations; they must be programmed to do so. When evaluating the strategy instruction process, teachers should collaborate with their colleagues, get feedback, and find out if the students are utilizing the strategy in other content areas in a successful manner. A strategy will not be completely successful if students do not generalize it and use it in various, appropriate, situations. To promote the strategy use, other content area teachers need to be made aware of the strategy steps and how the strategy works. This will enable them to use the same kind of language and prompt the students to use the strategy when appropriate. Ways of Evaluating Evaluating student performance can be done in traditional fashions such as tests worksheets, written products, or other such curriculum-based measures. The use of curriculum-based measures provides certain advantages. They can be used to determine a baseline prior to strategy intervention, and can then be used to show the effectiveness of the strategy after implementation. This is an excellent way for students to see the value of using strategies. There are however alternatives to the traditional forms of assessment that can be equally effective. This is also an excellent way for students to see for themselves the difference that the strategy has made on their academic performance. Utilize Portfolio Assessment Procedures Portfolios are an excellent way for both teachers and students to monitor progress Portfolios offer reflective self evaluation Students learn that development is as important as achievement Portfolios are part of the shift in education. Using these "products" can be an excellent way to show students their own progress and how the use of the strategy has enhanced their academic performance. Practical Considerations and Tips When

implementing strategy instruction there are a few practical considerations that should be thought out: CSI - requires time and effort CSI may require substantial time investment Sometimes it is necessary to "loop back" Once the strategy is taught is should not be forgot This is not just something that can be done in "two weeks and move on. This will require a commitment from both teacher and student. In CSI "Small is Golden"Teachers should use only a few strategies and support their use over a prolonged period of time. Better to teach a small number of strategies well over a long period of time than try to teach a large number less extensively. We suggest considering the following tips: Take it slow Take advantage of strategies students have already developed Collaborate with other teachers and your students Taking it slow will help ensure that all stages have been well addressed. ConclusionTeachers who use CSI construct powerful new knowledge about what works for studentsAlthough this can be a demanding process, it is an exciting one that we hope you will try. Be excited, now you have something that you can use!

DEVELOP INSTRUCTIONAL STRATEGY pdf

9: 10 Teaching Strategies to Improve Writing

Developing strategies is the fourth step in the VMOSA (Vision, Mission, Objectives, Strategies, and Action Plans) process outlined at the beginning of this chapter. Developing strategies is the essential step between figuring out your objectives and making the changes to reach them.

Encourage Questioning A classroom where students feel free to ask questions without any negative reactions from their peers or their teachers is a classroom where students feel free to be creative. Connect Concepts Lead students through the process of how to connect one concept to another. By doing this you are teaching them to connect what they already know with what they are learning. This level of thinking will help students learn to make connections whenever it is possible, which will help them gain even more understanding. You can start by giving students a picture of a people standing in line at a soup kitchen. Ask them to look at the picture and focus on the details. Then, ask them to make inferences based on what they see in the picture. Another way to teach young students about how to infer is to teach an easy concept like weather. Ask students to put on their raincoat and boots, then ask them to infer what they think the weather looks like outside. Use Graphic Organizers Graphic organizers provide students with a nice way to frame their thoughts in an organized manner. By drawing diagrams or mind maps, students are able to better connect concepts and see their relationships. This will help students develop a habit of connecting concepts. Teach Problem-Solving Strategies Teach students to use a step-by-step method for solving problems. This way of higher order thinking will help them solve problems faster and easier. Encourage students to use alternative methods to solve problems as well as offer them different problem-solving methods. Encourage Creative Thinking Creative thinking is when students invent, imagine, and design what they are thinking. Using your creative senses help students process and understand information better. Research shows that when students utilize creative higher order thinking skills, it indeed increases their understanding. Use Mind Movies When concepts that are being learned are hard, encourage students to create a movie in their mind. Teach them to close their eyes and picture it like a movie playing. This way of higher order thinking will truly help them understand in a powerful, unique way. Teach Students to Elaborate Their Answers Higher-order thinking requires students to really understand a concept not repeat it or memorize it. Encourage students to elaborate their answers and talk about what they are learning. Teach QARs Question-Answer-Relationships, or QARs, teach students to label the type of question that is being asked, then use that information to help them formulate an answer. Students must decipher if the answer can be found in a text or on the Internet, or if they must rely on their own prior knowledge to answer it. This strategy has been found to be effective for higher-order thinking because students become more aware of the relationship between the information in a text and their prior knowledge, which helps them decipher which strategy to use when they need to seek an answer. How do you enhance higher order thinking skills in your classroom? Do you have any tips that you would like to share? Please feel free to leave a comment in the section below, we would love to hear your thoughts on this topic. Janelle Cox is an education writer who uses her experience and knowledge to provide creative and original writing in the field of education.

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