| 9 Categories of Instructional Strategies (P.8) | Best Practices | Technology Tools/Take Aways |
|---|---|---|
| Setting Objectives / Providing Feedback<br>Chapter 1, pp.17-56 | Setting Objectives – Best Practices:<br>*Set learning objectives that are specific but not restrictive<br>*Communicate the learning objectives to students and parents<br>*Connect the learning objectives to previous and future learning<br>*Engage students in setting personal learning objectives<br><br>Providing Feedback – Best Practices:<br>*Provide feedback that addresses what is correct and elaborates on what students need to do next<br>*Provide feedback appropriately in time to meet students' needs<br>*Provide feedback that is criterion referenced<br>*Engage students in the feedback process | |
| Reinforcing Effort and Providing Recognition<br>Chapter 2, pp.57-72 | Reinforcing Effort – Best Practices:<br>*Teach students about the relationship between EFFORT and ACHIEVEMENT<br>*Provide guidance regarding "effort" – what does it look like<br>*Track effort and achievement<br><br>Providing Recognition – Best Practices:<br>Practices:<br>*Promote mastery goal orientation<br>*Specific and aligned to performance behaviors<br>*Concrete symbols | |
| Cooperative Learning<br>Chapter 3, pp.73-87 | Cooperative Learning – Best Practice:<br>*Include elements of both positive interdependence and individual accountability<br>*Keep group size small<br>*Use cooperative learning consistently and systematically | |

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|---|---|---|
| Cues, Questions, Advance Organizers<br>Chapter 4, pp.91-104 | Cues, Questions – Best Practice:<br>*Focus on what's important<br>*Use explicit cues<br>*Ask inferential questions<br>*Ask analytic questions<br><br>Advance Organizers – Best Practice:<br>*Use expository advance organizers<br>*Use narrative advance organizers<br>*Use skimming as an advance organizer<br>*Use graphic advance organizers | |
| Nonlinguistic Representations<br>Chapter 5, pp.105-146 | Nonlinguistic Representations – Best Practice --<br>*Use graphic organizers<br>*Make physical models or manipulatives<br>*Generate mental pictures<br>*Create pictures, illustrations, and pictographs<br>*Engage in kinesthetic activities | |
| Summarizing and Note-taking<br>Chapter 6, pp.147-166 | Summarizing Practice:<br>*Teach students the rule-based summarizing strategy<br>*Use summary frames<br>*Engage students in reciprocal teaching | |
| Assigning Homework and Providing Practice<br>Chapter 7, pp.167-182 | Homework – Best Practices:<br>*Develop and communicate a district or school homework policy.<br>*Design homework assignments that support academic learning and communicate their purpose.<br>*Provide feedback on assigned homework.<br><br>Practice -- Best Practices:<br>*Clearly identify and communicate the purpose of practice activities<br>*Design practice sessions that are short, focused, and distributed over time<br>*Provide feedback on practice sessions | |

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|---|---|---|
| Identifying Similarities and Differences<br>Chapter 8, pp.183-203 | Identifying Similarities and Differences -- Best Practices:<br>*Teach students a variety of ways to identify similarities and differences<br>*Guide students as they engage in the process of identifying similarities and differences<br>*Provide supporting cues to help students identify similarities and differences | |
| Generating and Testing Hypotheses<br>Chapter 9, pp.204-226 | Generating & Testing Hypotheses – Best Practices:<br>*Engage students in a variety of structured tasks for generating and testing hypotheses<br>*Ask students to explain their hypotheses and their conclusions | |

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