Common Instructional Strategies

**I do it:**

* **Instructor provides explicit instruction**
* Set the purpose for the instruction
* Identifies the important details of the concept being taught
* Provides instructions that have only one interpretation
* Makes connection to previously-learned material
* **Instructor models instructional tasks when appropriate**
* Demonstrates the task (e.g. uses think alouds)
* Proceeds in step-by –step fashion
* Limits language to demonstration of skill
* Makes eye contact with students, speaks clearly while modeling skill
* **Instructor engages students in meaningful interactions with language during lesson**
* Provides and elicits background information
* Emphasizes distinctive features of new concepts
* Uses visuals and manipulatives to teach content as necessary
* Makes relationships among concepts overt
* Engages students in discourse around new concepts elaborates on student responses

**We do it:**

* **Instructor provides multiple opportunities for student to practice instructional tasks**
* Provides more than one opportunity to practice each new skill
* Provides opportunities for practice after each step in instruction
* Provides feedback during and after task completion
* Elicits group responses
* Provides extra practice based on accuracy of student responses
* **Instructor provides corrective feedback after initial student responses**
* Provides affirmations for correct responses
* Promptly corrects errors with provision of correct model
* Limits corrective feedback language to the task at hand

**We do it together:**

* **Instructor utilizes precision partnerships**
* Assigning of roles is based on skill level
* Specific roles are assigned to partners (partner 1 talk, partner 2 listen & repeat)
* Teacher calls an listener to share partners thinking
* Teacher provides corrective feedback while monitoring conversations
* Students follow a student to student feedback protocol
* **Instructor utilizes cooperative group work**
* Heterogeneous groups are assigned by teacher
* Group roles are assigned by teacher
* Individual and group accountability is evident
* Elicits a high percentage of accurate response from group
* Holds same standard of accuracy for high performers and low performers

**You do it alone:**

* **Students are engaged in the lesson during independent work**
* Independent work routines and procedures previously taught
* Models task before allowing students to work independently
* Checks for student understanding of the task(s)
* Students use previously-learned strategies or routines when they come to a task they don’t understand
* Independent work is completed with high level of accuracy