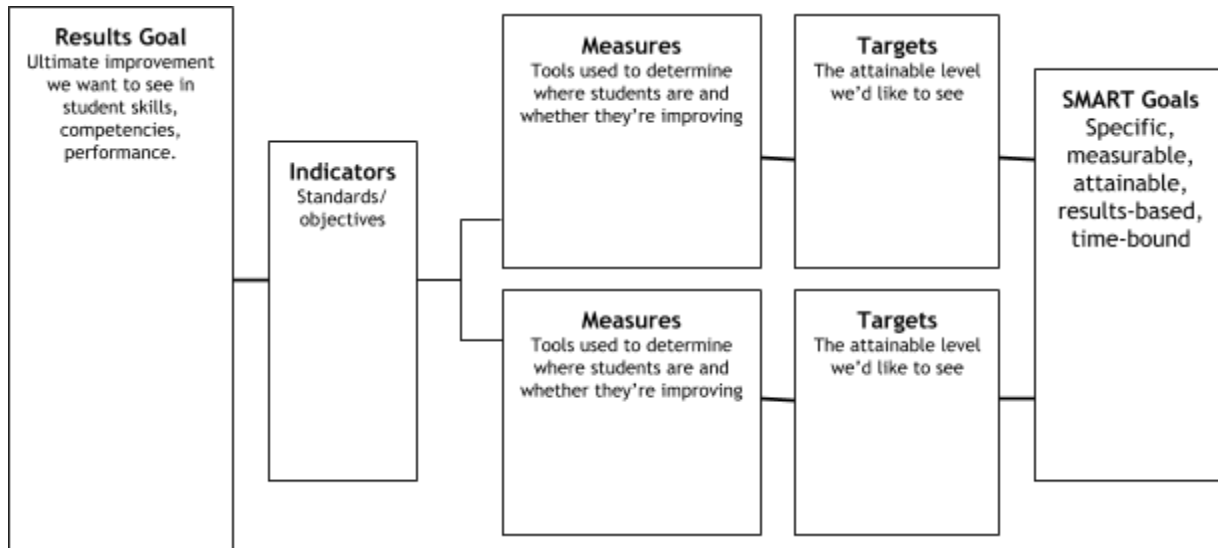


Choosing High-Yield Instructional Strategies

Step 1: Create a SMART Goal using an evidence statement.



Step 2: Which style strategy will work best to address the SMART Goal?

<p style="text-align: center;">Mastery Strategies</p> <ul style="list-style-type: none"> - Focus on increasing students' abilities to remember and summarize - Provide clear sequence, speedy feedback and a strong sense of expanding competence and measurable success 	<p style="text-align: center;">Interpersonal Strategies</p> <ul style="list-style-type: none"> - Foster students' need to relate personally to what they are learning - Use teams, partnerships, and coaching to motivate students - Emphasize drive for membership and relationships
<p style="text-align: center;">Understanding Strategies</p> <ul style="list-style-type: none"> - Evoke and develop students' capacities to reason and use evidence and logic - Arouse curiosity through mysteries, problems, clues, and opportunities to analyze and debate 	<p style="text-align: center;">Self-Expressive Strategies</p> <ul style="list-style-type: none"> - Highlights students' abilities to imagine and create - Use imagery, metaphor, pattern, and what if's - Motivate students' drive toward individuality and originality
<p>Four-Style Strategies</p> <ul style="list-style-type: none"> - Engage all four styles simultaneously, encouraging students to develop a balanced and dynamic approach to learning 	

Step 3: Which of the strategies within the chosen style will best address the SMART goal?

Mastery Strategies

- New American Lecture: Makes lecturing interactive, memorable, and brain-compatible
- Direct Instruction: Uses modeling, direct practice, guided practice, and independent practice to lead students to independence
- Graduated Difficulty: Differentiates instruction by ability or readiness level while helping students set and reach meaningful goals
- Teams-Games-Tournaments: Creates cooperative, sometimes competitive, study groups in order for students to review critical content

Understanding Strategies

- Compare and Contrast: Utilizes comparative analysis through examining criteria, drawing conclusions, and inferring possible causes and effects
- Reading for Meaning: Uses simple statements to help students find and evaluate evidence and build a thoughtful interpretation
- Concept Attainment: Carefully examines examples and nonexamples in an in-depth approach to teaching and learning concepts
- Mystery: Allows students to interpret and organize clues in order to explain a puzzling situation or answer a challenging question

Self-Expressive Strategies

- Inductive Learning: Asks students to make predictions by grouping/labeling terms, then verify/refine them against a reading, lesson, or unit
- Metaphorical Expression: Seizes on a student's ability to compare things that are not truly alike
- Pattern Maker: Helps students see patterns and structures behind texts and ideas
- Mind's Eye: Asks students to visualize what they read by converting words to memorable images

Interpersonal Strategies

- Reciprocal Learning: Establishes partnerships in which students coach their peers through the learning process
- Decision Making: Asks students to use their own criteria and values to evaluate and make decisions

- ❑ Jigsaw: Divides students into expert groups to conduct research on a particular area of the content, then returns them to their original team to teach one another their findings
- ❑ Community Circle: Builds a sense of classroom togetherness, mutual respect, and emotional openness by creating a group discussion

Four-Style Strategies

- ❑ Window Notes: Employs note making techniques and tools that build reflection skills and value students' ideas, feelings, and questions
- ❑ Circle of Knowledge: Ensures high levels of participation in discussions by focusing on content and asking students to be active, in-depth thinkers
- ❑ Do You Hear What I Hear?: Builds students' skills as readers, writers, and listeners by having them listen to and retell rigorous texts
- ❑ Task Rotation: Differentiates instruction and assessment by learning style in a manageable, classroom-friendly framework

Step 4: What knowledge, attitudes, skills, aspirations, and behaviors do we need in order to reach this goal? (KASAB)

Sample KASAB Worksheet

Type of Change	Example
Knowledge	Theories of language acquisition
Attitude	All students can learn to read
Skill	Diagnosing students
Aspiration	Desire to teach all students to read
Behavior	Daily application of research-based strategies