ACHIEVEMENT TEAMS

Instructional Strategy Flip Book

Twenty-five instructional strategies to enhance and assist with Achievement Teams implementation

ADVANCED
COLLABORATIVE SOLUTIONS

High-Impact Instructional Strategies

Instructional strategies are teacher actions that are designed to raise students' levels of thinking and learning around specific learning intentions. They are purposeful methods of instruction that help create vibrant, independent students who can assess their learning.

Achievement Teams are focused on appropriating new knowledge about teaching and learning rather than simply maintaining existing knowledge. This means that teams follow protocols consistently while challenging current thinking and practice. During this step in the meeting cycle, teams select high-impact strategies targeted to students' needs with the intent to advance learning. Strategies are implemented deliberately and practiced with fidelity with the expectation of bridging achievement gaps.

Each strategy contained in this flip book has been selected based on its effect on achievement and progress. This means that the instructional strategies listed have a very high probability of increasing students' achievement.

* **Be sure to check out page 3 which contains a play card, organizing all 25 strategies into five specific domains:**

Teacher Led

Connect or Introduce

Collaborative Learning

Reflect on Learning

Build Independence

Created by Michelle Ventura

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Anchor Activities

Description
Anchor Activities must be linked to the content, as well as student interest and readiness levels. They should not be busy work but meaningful activities designed to lift the cognition of students.

What's the point?

Anchor Activities are beneficial to use:

- At the beginning of class while students are still settling into the environment to get them focused
- After students complete an individual activity but while other students are still working
- When a student is stuck on an assignment but the teacher is not immediately available to help

Set-up

1. Set clear expectations for on-task behavior and task completion, including due dates.
2. Provide students with written guidelines and necessary materials for the activity with scaffolding as needed.
3. Divide the class to allow small group work with the teacher while remaining students work on anchor activities.
4. Provide students with a choice of differentiated anchor activities.

How is this strategy used by students?

Students use this strategy as enrichment, as a connecting activity to their current learning, OR to further their learning while waiting for directions from the teacher. Examples of Anchor Activities are journal writing, opinion writing, vocabulary games, flashcards, menu boards, logic problems, and independent reading.

How is this strategy used by teachers?

Teachers use this strategy to engage students who finish work or are awaiting help, to differentiate for learners, OR as layered learning to allow students to self-regulate their learning.

Self-Regulation Strategies help students learn effectively both in school and later in life. Providing students with knowledge and skills to self-regulate their learning helps them to self-initiate motivational, behavioral, and metacognitive activities to control their learning.

Concept Mapping involves the development of a graphical representation of the conceptual structure of the content.

Card Sorts

Description
Card Sorts are an engaging activity that help students make meaning and connections between vocabulary terms. They can be done independently or in pairs or groups and can be used as a way to preview content or reinforce learning.

What's the point?

Card Sorts provide a structured setting for students to discuss connections and meaning within a unit. They also help provide feedback to the teacher based on students' sorting and categorizing.

Set-up

1. Make a list of vocabulary terms from a unit of study and create cards with the name of each term.
2. Tell students to group the cards into specific categories or into categories of their choosing that make sense to them.
3. Ask students to explain their reasoning and discuss connections between cards and groups' responses.

How is this strategy used by students?

Students sort terms to make meaning and connections. Students will explain and justify through their own decision-making.

How is this strategy used by teachers?

Card Sorts can be used as an introduction to a concept, a way to access prior knowledge, or as a way to practice vocabulary/concepts. Teachers can ask students to sort in piles that make sense to them along with their reasoning, or based on accuracy to check for understanding.

Cooperative Learning enhances student interest and their ability to problem solve through interactions with peers.

Concept Mapping

Description
Concept maps, which are visual representations of information, are an effective aid to processing and organizing information.

What's the point?

Concept Mapping shows connections, makes associations, and links one idea to another. It is a great way to build and stretch the creative thinking of concrete, sequential learners.

Combining **Concept Mapping** with **Collaborative Discussion** and other learning techniques are powerful.

Set-up

1. Model the mapping process by building a concept map for the students, beginning with the most general concepts, while communicating the process. Use colors, clusters, arrows, shading, or branches to show relationships between concepts.
2. Prompt students to draw their concept maps on an unlined template with plenty of open space on the page for the free flow of ideas.
3. Have students consider linking big ideas with supporting details through circles, lines, or graphics.
4. Check for understanding based on selected goals, such as:
    - Brainstorming (i.e., pre-writing)
    - Expressing hierarchy or showing the part to whole relationships
    - Demonstrating sequences and systems
    - Making sense of the text

How is this strategy used by students?

This strategy is excellent for the student who learns best through visual or kinesthetic learning to "draw" and see relationships between and among ideas. Students begin to create concrete images of abstract thoughts.

How is this strategy used by teachers?

Use this strategy to help students see the connections between details and big ideas in any subject matter. Visualizing patterns and connecting abstract ideas allows students to reach higher levels of critical thinking.

Contracts/ Independent Projects

Description
Contracts/Independent Projects are learning contracts between students and teachers. After identifying an area of need or topic of interest, students create a plan of study and determine how they will demonstrate mastery.

What's the point?

Contracts/Independent Projects allow students to make decisions about their learning.

Set-up

1. Assess students' understanding of a topic and encourage broad understanding or knowledge before developing a specific agreement. Include a discussion of problems or issues considered essential to the students' growth.
2. Have students develop timelines for completing the whole task as well as all of its components. Help students use a variety of resources for their studies.
3. Use process logs or a written agreement to clarify expectations and the success criteria by which the project will be evaluated.
4. Plan to have students share their work with an appropriate audience if possible.

How is this strategy used by students?

This strategy is most helpful for students who have difficulty completing or staying focused on a task. By collaboratively developing a contract that both the teacher and the student agree upon, the student can then take small steps and feel accomplished at the end of each step. This also helps the student to stay on pace with their learning.

How is this strategy used by teachers?

By co-creating this contract with a student or students, the teacher can have something to refer to when helping them with any given topic or project.

Field Independence refers to the tendency of an individual to be relatively individualistic, interested in abstract subject matter, and intrinsically motivated.

Error Analysis

Description
Error Analysis is the process in which students analyze their tests or homework tasks and answers in a systematic fashion.

What's the point?

Error Analysis includes the skill of being able to self-evaluate and reflect on learning. It is particularly useful when students want to extend and deepen their understanding of the topic, skill, or concept they are involved in learning.

Evaluation and Reflection is the skill of self-evaluating and reflecting on learning, and it can be compelling, particularly when students want to extend and deepen their understanding of the topic, skill, or concept they are involved in learning.

Set-up

1. Go over corrections with students.
2. Ask students to make corrections on their test or quiz.
3. In the back of their notebooks, have students create two columns after the test or quiz to log in their errors, as shown below:

The Situation/Problem	Error	Correction
Find the area of a rectangle with side lengths 4 cm and 6 cm: Student response: *= 4 + 6 + 4 + 6* *= 20 cm*	Analysis: Student found the perimeter, not the area. Student should have multiplied the side lengths for area.	Student correction: *= 4 x 6* *= 24 cm*

How is this strategy used by students?

This is an excellent way for students to reflect on their work, self-evaluate their thinking, and make corrections. It also provides a "study guide" when they are preparing for an assessment.

How is this strategy used by teachers?

At a glance, teachers can quickly evaluate where students are at in the learning progression of the standard.

Feedback

Description
Feedback provides students with specific information about their performance relative to a learning target or learning goal. Feedback should improve learner confidence, motivation, and goal attainment.

What's the point?

The purpose of Feedback in the assessment and learning process is designed to assist students and help them improve their learning. Feedback should contain clear explanations of what they are doing correctly and incorrectly and provide students with the tools to self-assess.

Set-up

In John Hattie's book, *Visible Learning for Teachers: Maximizing Impact on Learning (2008)*, he describes focused levels of feedback.

The three levels are:

1. Task level: corrective feedback (distinguishing correct or incorrect answers)
2. Process level: students developing their own learning strategies (relationship between ideas)
3. Self-regulation level: students improving their ability to monitor their learning and progress (ability to self-assess)

It is important to provide students feedback at their appropriate level in the learning process.

How is this strategy used by students?

Effective feedback motivates students to tackle new challenges, recognize mistakes, and develop strategies to achieve their learning goals. According to Hattie and Timperley (2007), effective feedback must answer three major questions: Where am I going? How am I going? Where to next?

How is this strategy used by teachers?

Feedback intentionally aligned to student instructional levels has the potential to accelerate student achievement, foster teacher-student relationships, and promote teacher clarity.

Feedback can have a positive effect on student achievement. The Visible Learning research (2020) states that feedback can double the speed of learning. It must be accurate, fair, timely, and understandable to provide students with specific information about their performance relative to a learning target or learning goal.

Scan the QR code for feedback prompts.

GIST Summarizing Activity for Any Subject Area

Description
Generating Interactions between Schemata and Texts (GIST) is a summarization strategy.

What's the point?

GIST is a summarization procedure that helps students digest complex texts by requiring contextual word learning. This strategy provides all students with the opportunity to understand and gain access to rigorous and complex texts deeply.

Set-up

1. Select the main text and model the procedure with students, beginning with the first paragraph.
2. While reading the text, have students underline what they know and summarize it with annotation.
3. Circle unfamiliar words or phrases. (Teacher should talk through the process while going over each step.)
4. Students then identify the "5 Ws and 1 H" (Who, What, When, Where, Why, and How) and fill out a template with the corresponding information from the text.
5. Finally, students use their notes to write a 20-word summary called a GIST.
6. Once students have mastered writing a GIST, the strategy is applied to content area texts to support comprehension and summarizing skills.

> Option: Have students summarize in the form of a Tweet.

How is this strategy used by students?

Students will create a "GIST statement" containing information that will help them identify main ideas in small text sections.

How is this strategy used by teachers?

Teachers can use this strategy to help students make meaning of complicated texts. It breaks ideas into manageable chunks and provides equitable access to the content. Students are given the opportunity to partner, use dialogue, and reflect on their ideas.

Summarization involves students writing summaries of texts they are reading to capture the main points and exclude unimportant or repetitive material. The research suggests summarizing is more effective when the subsequent learning assessments are performance or generative and not closed or multiple-choice tests. It can require extensive training to use optimally.

Graphic Organizers

Description
Graphic Organizers use text and visual representations of knowledge, concepts, or ideas.

What's the point?

Graphic Organizers provide motivation and engagement, leading to student success. They can be used at all grade levels and for all learning styles (kinesthetic, auditory, or verbal). They are an excellent tool for English language learners because they show relationships and connections between concepts, terms, and facts.

Set-up

1. Determine the key concepts to be learned in a lesson or unit of study.
2. Create an appropriate organizer to suit the learning goal (i.e., a Venn diagram for comparing and contrasting; sequence steps for a timeline of events).
3. Consider using a "before instruction" graphic organizer to help identify prior knowledge (Know, Want to Know, Learned) and to set goals for future learning.
4. Remember that Graphic Organizers are style-sensitive ways to help in the learning process. They have many applications before, during, and after instruction.

How is this strategy used by students?

This strategy helps students to see a concept or an idea visually. By creating one of the organizers or maps, students can see relationships between and among ideas and things.

How is this strategy used by teachers?

Graphic Organizers can be used across all curricular areas for teaching, learning, and note-taking. They are beneficial for differentiating instruction to meet both gifted students and students struggling with new concepts. They are easy to create and impactful in simplifying information.

Outlining and Transforming refers to learning strategies where the emphasis is on either overtly or covertly rearranging instructional materials to improve learning.

Jigsaw / Jigsaw II

Description
Jigsaw is an instructional approach that requires students to learn from each other rather than from teacher lectures.

What's the point?

Jigsaw is a strategy in which students work in small groups, are "sent out" to become the expert on a topic, and then report back to their "home" group to teach.

Jigsaw Method is a cooperative-learning technique that allows students to specialize in one aspect of a topic, master the topic, and teach the material to group members. Asking students to work together in a Jigsaw builds comprehension, encourages cooperation, and improves communication and problem-solving skills.

Set-up

1. Divide students into groups of 4-6. Jigsaw works best when there are the same number of students on each team.
2. Divide content into 4-6 chunks. (The same number of chunks as there are students in each group.)
3. Assign one chunk of content to each person in the Jigsaw group. Each student will be expected to become the "expert" on his or her chunk of content.
4. Have students meet in expert groups, in which each student goes out to meet other students with the same chunk of content.
5. Students return to Jigsaw groups where each student takes turns presenting a chunk of information.
6. Assess all students on all of the content.

Jigsaw II - The only difference between the Jigsaw and Jigsaw II is the assessment portion. As an added layer of accountability, each student is given an assessment. Then all of the scores of each member of the Jigsaw group are averaged to calculate a group score that all students in that group will be given. This builds in more individual accountability and encourages students to help each other to learn the material well.

How is this strategy used by students?

Students gain confidence by taking responsibility to learn and report the content and can be proud of their accomplishments. They also receive help from others in their "expert" groups which is a great peer learning activity.

How is this strategy used by teachers?

The initial "chunking" of information to be learned takes time, but once it is determined, students become responsible for learning themselves and helping others learn the content.

Metacognitive: Exit Tickets / Journal Prompts

Description
Exit Tickets are tools for gathering information on student readiness levels, interests, or learning profiles, using predetermined prompts relating to the content or activity that focuses on instruction. These prompts can be collected before, during, or after an instructional period.

What's the point?

Exit Tickets are easy to use with any subject area to help teachers monitor their students' understanding of subject matter, and they help strengthen the skill of self-evaluating and reflecting on learning.

Set-up

1. Identify the focus of instruction and determine whether prompts are to be used as a pre-assessment or a progress check.
2. Ask students to describe three takeaways, two questions they have or two things they want to learn more about, and one thing they enjoyed about a subject matter in writing.
3. Collect prompts.
4. Modify instruction based on data gleaned from prompts.

How is this strategy used by students?

This is an excellent way for students to identify what they know and understand, what they need to know, and where they are on the learning target.

How is this strategy used by teachers?

It can give the teacher a glance at what might need to be retaught, what has been learned, and which students need further help.

Evaluation and Reflection is the skill of self-evaluating and reflecting on learning, and it can be compelling, particularly when students want to extend and deepen their understanding of the topic, skill, or concept they are involved in learning.

Metacognitive: Inquiry Writing

Description
Inquiry Writing is a reflective strategy to help students process content.

What's the point?
Inquiry Writing incorporates metacognition, such as planning how to approach a learning task, evaluating progress, and monitoring comprehension.

Set-up

1. Develop questions pertinent to the focal point of the lesson.
2. Direct students to answer the questions, and then compare and contrast their answers with one another.
3. Ask students to share out their perspectives.

How is this strategy used by students?
Inquiry-based learning focuses on investigating an open question or problem. Students use evidence-based reasoning and creative problem solving to reach a conclusion, which they must defend or present.

How is this strategy used by teachers?
Inquiry-based teaching focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. It is essential to encourage students to ask questions and support them through the investigation process, understanding when to begin and structure an inquiry activity.

Metacognitive Strategies refer to "thinking about thinking" strategies, such as planning how to approach a learning task, evaluating progress, and monitoring comprehension.

Introductory Questions/Writing Task	Reactionary Question/Writing Task	Follow-Up Question/Writing Task
Why do you think...? List as many...?	Do you agree with...?	I've changed my thinking about...
What ideas come to mind...?	Do you disagree with...?	Movie titles for this could be...
What do you know about...?	What are some questions raised so far?	Key headlines for this topic might include...
How would you find out more about...?	What impressed you the most...?	A new way to interpret...
What is your first idea when you think about...?	What seemed most important...?	Draw an analogy between _____ and _____.
What are some ways we might deal with...?	I'm still confused about...? Yes, but...	What I predict will happen next...

Learning Menus

Description
Learning Menus are differentiated learning forms that give students a choice of learning activities through a menu format. Learning Menus or choice boards can be created in a variety of styles and mediums, whether online or on paper.

What's the point?

Learning Menus provide students with choices (menus) of activities to encourage participation in multiple activities, to practice the skills learned, or to extend students' learning.

Set-up

1. Identify the essential elements of a given lesson or concept.
2. Develop tasks based on readiness (i.e., Bloom's Taxonomy) or interest/learning preference. Nine tasks should be assigned in the case of a tic-tac-toe board.
3. Alternatively, create choice board or options to meet student needs.
4. Set clear criteria for completion.

How is this strategy used by students?

This strategy gives students choices about how and in what order to complete tasks. Students can also be the authors of the "menus" to give them more buy-in to the process.

How is this strategy used by teachers?

By giving students choices of activities that will lead to the same outcome, they will have better buy-in from students as they feel in charge of their learning.

Self-Regulation Strategies help learners learn effectively both in school and later in life. Providing students with knowledge and skills about how to self-regulate their learning helps them to self-initiate motivational, behavioral, and metacognitive activities to control their learning.

Numbered Heads Together

Description
Numbered Heads Together is a strategy that increases involvement and accountability by asking all students to think about and answer questions.

What's the point?

Numbered Heads Together provides a structure for students to collectively make and learn from errors. Their conversations can assist in understanding the goals, learning intentions, and success criteria.

Set-up

1. Divide students into teams of four by having each student count off by fours.
2. Pose a question to the teams.
3. Direct students to conduct "think time." By putting heads together, students decide on the best answer and make sure everyone on their team knows the answer.
4. The teacher calls a number (use spinner, dice, etc.). For example, the teacher could say "all 'ones' stand." Use an active participation routine: sample, signal, choral, and written.
5. Ask student(s) from the called upon number to share their answer and explain their justification.

How is this strategy used by students?

Students will feel safe and confident when developing an answer or a solution to the teacher's question.

How is this strategy used by teachers?

This is an excellent way to get students to learn (or review) information with their peers. As a group, students have to decide on an answer, but every group member has input in the discussion.

Cooperative and Competitive Learning are more effective than individualistic methods. When there is structure, students are more able to collectively make and learn from errors, and their conversations can assist in understanding goals, learning intentions, and success criteria.

Practice and Challenge by Choice

Description
Practice and Challenge by Choice empowers students to make choices to demonstrate their learning, motivates them to become self-directed learners while developing critical-thinking skills, and prepares them for real-world experiences.

What's the point?

Providing choice for students allows them the opportunity to demonstrate their understanding of a topic. Teacher-organized stations allow students to review content areas that they need to practice, extend their learning through tackling real-world problems, and collaborate with peers to enhance their skills in a particular content area. Students choose an activity/station based on student self-assessment of a concept or other teacher assessment of a student's need.

There is a strong link between levels of student **Concentration, Persistence,** and **Engagement** in school and in achievement outcomes.

Set-up

1. Structure a formative assessment (often given the day before) on key concepts.
2. Direct students to review results and select from a menu of activities to determine how to spend time during the review period. Provide self-checks and answer keys with various activities.
3. Have students self-evaluate after each activity, noting what they know and what they need to study.
4. It is important to have an anchor activity students can begin if they finish early.

How is this strategy used by students?

This allows students to choose differentiated problems that they think will benefit them on future assessments and tackle challenging problems to extend their learning.

How is this strategy used by teachers?

This strategy allows teachers to provide both remediations for students struggling with a topic and challenge stations for students who are ready to move to deep and transfer learning.

RAFT (Role, Audience, Format, Topic)

Description
RAFT is a strategy that motivates and encourages creative and divergent thinking. It provides a solid check for understanding by inviting students to respond from a perspective other than their own.

In a RAFT, students:

- Take on a particular role (artist, historian, tree, heart, bus driver)
- Create a product for a targeted audience (citizens, characters, writers)
- In a particular format (written, drawn, acted)
- On a topic that gets at the heart of what matters most in a segment of study (big idea, essential question, theme)

What's the point?

RAFT allows the learner to use the knowledge they have already gained in one context or situation in a new context or situation to see the relevance and clear connections.

Set-up

1. Select content that students need to process, review, and understand.
2. Determine the possible roles that are appropriate for students to assume and possible formats and audiences. Be sure to consider DOK levels while creating the tasks to ensure rigor and alignment with the measurement's priority standard.
3. Create and distribute a table outlining the components of the RAFT.
4. Assign students one of the four roles, audiences, formats, and topics across the horizontal cells of the table.
5. Consider readiness, interest, and style in assigning students or allow choice if levels of challenge are carefully aligned.

How is this strategy used by students?

RAFT is a writing strategy that helps students understand their roles as writers, the audience they will address, the varied formats for writing, and the assigned topic.

How is this strategy used by teachers?

It helps students understand their role as writers from multiple perspectives and can be used in all subject areas.

Transfer Strategies refer to when learners use knowledge they have already gained in one context or situation in a new context or situation where they can see relevance and clear connections.

Reciprocal Teaching

Description
Reciprocal Teaching is a scaffolded, or supported, discussion technique that incorporates four main strategies—predicting, questioning, clarifying, and summarizing.

What's the point?

Reciprocal Teaching involves a dialogue between students and allows them to construct meaning while comprehending a text.

Set-up

1. Assign pairs of students paragraphs to read (100-200 words for younger students and 500 words for older students).
2. Tell them to read so that they are prepared to respond to one or more prompts: predict, summarize, question, connect.
3. Have students read the same paragraph.
4. One student summarizes, predicts, questions, and/or connects.
5. The partner student "checks and perfects." For example, "Do you agree? What can you add? What is missing? What questions do you have? What else does this connect to?"
6. Have students switch roles. Repeat steps 3, 4, and 5.

How is this strategy used by students?

Pairs use summarizing, questioning, clarifying, and predicting strategies with a partner to clarify textual information.

How is this strategy used by teachers?

This is an excellent way to get students to learn (or review) information with their peers. As a group, students have to decide on an answer, but every group member has input in the discussion.

Reciprocal Teaching requires teaching students to learn and use strategies such as summarizing, questioning, clarifying, and predicting as they discuss and interact with text.

Scaffolding

Description
Scaffolding is a process through which a teacher adds support for students to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge while learning new skills.

What's the point?

Scaffolding is used to move students progressively toward deeper understanding and, ultimately, greater independence in the learning process.

Set-up

1. Develop student-friendly language to explain what must be done to achieve success.
2. Clarify the purpose, meaning, and worth of the activity to the student.
3. Provide a progression of tasks that gives structure yet allows the student freedom to progress at their own speed.
4. Clarify and guide the student toward reputable sources of help and information.
5. Observe student progress to refine and slowly withdraw scaffolding at an appropriate time.

How is this strategy used by students?

Scaffolding breaks learning down into manageable chunks for students. It provides building blocks starting with prerequisite skills and moves toward a higher depth of rigor to meet the standard.

How is this strategy used by teachers?

There are many ways to scaffold or break down information to make it manageable for students. Starting with a pre-assessment, teachers can differentiate where students are in the learning progression. Some may need prerequisite skills before moving to more complex concepts and skills. Other students may be able to move further along the progression and work up to the highest level of rigor of the standard. Using the Scaffolding strategy provides equitable access to the standard for all students.

Scaffolds are temporary supports put in place by teachers to help a student learn or develop a new concept or skill. As students demonstrate task mastery, teachers remove scaffolds gradually to enable greater independence in the learning process.

Self-Reported Grades

Description
Self-Reported Grades refers to a practice by which students assess their performance on a given objective or assessment.

What's the point?

There is a strong relationship between a student's predicted performance and their actual level of achievement.

Set-up

1. Use pre-assessment results so students have a starting point.
2. Model how to set realistic goals and expectations.
3. Provide feedback from teacher to student and student to teacher.
4. Teach strategies/study skills on how to reach goals.
5. Provide rubrics.
6. Show exemplars of student work.
7. Allow time for refection.
8. Celebrate successes.

How is this strategy used by students?

Students who can articulate the learning outcomes/test results are more likely to succeed than students who do not feel that they have control over their evaluation and learning. Self-Reported Grading allows students the opportunity to self-assess, giving them ownership in the learning process.

Students should be able to answer: *Where am I going? How am I going?* and *Where to next?*

How is this strategy used by teachers?

Making the learning intentions and success criteria transparent, having high but appropriate expectations, and providing feedback at the appropriate levels is critical to building student confidence in taking on challenging tasks.

Self-Reported Grades is a practice by which students assess the quality of their own work or their level of mastery over a given subject domain. The validity of such self-grading is often assessed by comparing a student's "self-reported" grade with that provided by an instructor.

Send a Problem

Description
Send a Problem increases involvement and provides an opportunity for content review and discussion.

What's the point?

Send a Problem allows for an opportunity to discuss and clarify questions that may arise during group discussions.

Classroom Discussion is effective if it enables students to build and check their knowledge and if it allows the teachers to see what the students know and understand. It's about dialogue, not monologue.

Set-up

1. **Students author problems and/or review questions.** Each student on a team makes up a problem and/or review question and writes it down on a flashcard.
   a. Encourage high-consensus problems that have a right or wrong answer, or are verifiable by notes or text.
   b. For younger students, the format might be standardized; for example, rue-false, missing word, multiple choice.
2. **Groups Send a Problem.** Groups pass their stack of problems and/or review questions to another group.
3. **Groups respond.** Student 1 reads the first question, and the group attempts to answer it.
   a. If they have a consensus, they turn the card over to see if they agree with the sending group. If not, they write their answer as an alternative answer.
   b. Student 2 reads the next one, and the procedure is repeated.
   c. The stacks of cards can be sent to a third and fourth group, and so on.
   d. Upon returning the cards, there is an opportunity to discuss and clarify any questions other students had indicated on the back of the cards.

How is this strategy used by students?

This strategy supports group problem solving vs. individual problem solving so that students can help each other come to conclusions. This is great for the student who is less confident in their knowledge. All students learn and benefit from each other's knowledge.

How is this strategy used by teachers?

It takes the responsibility off of the teacher as students are in groups developing and problem solving for themselves. There is virtually no set-up.

Single Point Rubric

Description
The Single Point Rubric is a great way to provide teacher clarity for students. It breaks the aspects of an assignment into categories, clarifying what teachers expect from students in their work. Unlike analytic rubrics, the Single Point Rubric describes what success looks like with space for the teacher to provide specific and targeted feedback to students on how they have met the criteria or can still improve.

What's the point?

The Single Point Rubric allows teachers to provide specific feedback and clarity that is unique to each student. It provides space to reflect on both strengths and weaknesses in student work. It takes the focus off the grade and turns the attention to teacher feedback.

Set-up

1. Create a 3-column chart of concerns, achieving, and excelling.
2. In the "achieving" column, write the learning target that reflects achievement of master level.
3. After analyzing student work, provide descriptive feedback for each target in the "Concerns" and "Excelling" columns.

How is this strategy used by students?

Single Point Rubric promotes self-regulated learning. Students can assess their work to determine proficiency or indicate where improvement is needed.

How is this strategy used by teachers?

Single Point Rubric eliminates the difficulty of locating exact language, permitting teachers to describe the success criteria freely. Single Point Rubric makes it easier to incorporate success criteria from the learning intention (or standard), as criteria can be placed in the center column.

Feedback can have a positive effect on student achievement. The research (2020) states that feedback can double the speed of learning. It must be accurate, fair, timely, and understandable to provide students with specific information about their performance relative to a learning target or learning goal.

Sample of Single Point Rubric

On either side of the middle column (the goal), there is space for teachers to write feedback about areas that need improvement and areas that exceed "Achieving."

Concerns *Areas that need work*	**Achieving** *Standards for this performance*	**Excelling** *Evidence of excelling performance*
	Criteria 1: Description reflecting achievement of master level of performance	
	Criteria 2: Description reflecting achievement of master level of performance	

Success Criteria

Description
Success Criteria identifies the details needed to achieve the learning intention. Success Criteria is something students will say, do, make, or write to indicate they are moving toward the learning intention.

What's the point?

Success Criteria can dramatically increase student achievement by being explicit in the progression of learning.

Set-up

1. Select a standard and develop a learning target based on the verbs and nouns within the standard.
2. Write the Success Criteria as steps students will take to reach the target. Use a verb to articulate the progression of the depth of knowledge* needed to reach the target.

Success Criteria can be most effective when it:

- is co-constructed and shared with students
- can be used by students to assess and evaluate their work
- uses language that students understand
- is clearly articulated and located where students can access it
- purposely aligns to a specific learning target

How is this strategy used by students?

Success Criteria clarifies what students must learn by giving them clear explanations and demonstrations. It provides students with a model with which to compare their work and reflect on the learning taking place.

How is this strategy used by teachers?

Success Criteria allows teachers to align and sequence instruction with assessment. It also helps narrow the focus of instruction by identifying what matters most in the learning process.

Self-Regulation Strategies help students learn effectively both in school and later in life. Providing students with knowledge and skills needed to self-regulate their learning helps them to self-initiate motivational, behavioral, and metacognitive activities to control their learning.

Scan the QR code for the DOK chart provided to help scaffold.

Teacher Clarity is when teachers provide clear learning intentions, progressions, and success criteria for each lesson.

Study Skills

Description
Study Skills are the skills that tackle the process of organizing and taking in new information, retaining information, or dealing with assessments.

What's the point?

Good study skills can increase a student's confidence, competence, and self-esteem. Having an array of study skills can improve a student's ability to learn, problem solve, persevere, and retain knowledge.

Set-up

Students need to receive Study Skills instruction in which the teacher models the proper usage of a variety of study skills and monitors their application to ensure that they select appropriate skills and use them correctly.

How is this strategy used by students?

Students learn to more effectively use the time they spend studying by sharing research-proven techniques. When students develop strong study skills, they are more likely to take risks, persevere, become critical thinkers, and develop more confidence.

How is this strategy used by teachers?

Teachers need to develop their content knowledge on how to teach highly effective Study Skills strategies. It is imperative to link Study Skills instruction to content rather than teach them in isolation.

Study Skills include techniques and strategies that students deploy to prepare for and complete schoolwork and tests. These skills can include test-taking strategies, time management skills, reading techniques, and note-taking practices.

Examples of highly effective Study Skills for student success:

1. Note-taking techniques
2. Use of concept maps /mind maps
3. Use of flashcards
4. Spaced practice
5. Active reading strategies
6. Active listening strategies
7. Time management techniques
8. Test-taking strategies
9. Interleaving practice (particularly in Math)
10. Paraphrasing and reflecting

Teammates Consult

Description
Teammates Consult increases involvement and accountability by having students work in a group to answer questions via resources and/or discussion. This encourages all teammates to understand and agree with an answer before writing it in their own words.

What's the point?

A structure for problem solving wherein all students are held accountable for their answers.

Set-up

1. Students work in teams of four.
2. All students put their pens in the center of their assembled desks.
3. One student reads a question provided by the teacher. The students seek the answer via textbook, notes, and/or by discussion.
4. Have the student to the reader's left check to see that all teammates understand and agree with the answer.
5. When there is an agreement, all students pick up their pens and write their answers in their own words.
6. Students proceed to question two as a group. This time, the checker becomes the new reader. The person to his/her left becomes the checker.

How is this strategy used by students?

Students use this strategy to engage in dialogue and work collectively to solve problems. This allows students to correct errors and problem solve with their peers.

How is this strategy used by teachers?

Teachers use this strategy to engage students in critical thinking by providing classroom discussions in small groups. Through the use of success criteria, students can assess their learning.

Cooperative and Competitive Learning are more effective than individualistic methods. When there is structure, students are more able to collectively learn from errors. These conversations can assist students in having the goals, learning intentions, and success criteria.

Think-Ink-Pair-Share

Description
Think-Ink-Pair-Share serves to enhance student interest in subject matter and their ability to problem solve through interactions with peers.

What's the point?

Think-Ink-Pair-Share is a simple structure to use for processing information. It works well as a tool to have students discuss information, clarify concepts, and deepen understanding through dialogue.

Cooperative Learning enhances student interest and their ability to problem solve through interactions with peers.

Set-up

1. Pose a problem or question.
2. Think: Provide individual think time for students to problem solve an answer.
3. Ink: Have students solve and record their answers on paper or a whiteboard.
4. Pair: Tell students to discuss and refine their answers with partners. Set a time limit by using a stop signal to manage time and tasks.
5. Share: Have students use active participation to share answers.

> As a variation, consider a Think-Pair-Write-Share option or a Think-Pair-Check and Perfect option that asks students to agree on responses before sharing. Levels of readiness and prompts can differentiate grouping for this strategy, differentiated by content.

How is this strategy used by students?

Students are allowed to engage in dialogue and think about their thinking when problem solving. Talking out a problem with a peer before having to answer gives students more confidence and motivation.

How is this strategy used by teachers?

Teachers can use this opportunity to work on differentiation, dialogue for language development, and helping students engage in critical thinking in a safe environment.

Tiered Assignments

Description
Tiered Assignments are various instructional techniques designed to move students progressively toward deeper understanding and, ultimately, greater independence in the learning process.

What's the point?

Tiered Assignments ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Varying activities are provided so all students focus on essential skills and understanding while working at different levels of complexity, abstractness, and open-endedness.

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Set-up

1. Assess students to determine their readiness for the concept or skill that will be the focus of instruction.
2. Create or use a prior activity that is engaging, requires high-level thought, and clearly focuses on key elements of the concept being taught.
3. Draw a ladder. Have the top rung represent students with a high complexity of understanding and readiness on this concept, and have the bottom rung represent those with low complexity and readiness for understanding.
4. Place the previously developed activity where it is appropriate. Then, create two or more additional activities to fill in the remaining rungs.

How is this strategy used by students?

Tiered Assignments break learning into manageable chunks for students. They provide building blocks starting with prerequisite skills and moves toward a higher depth of rigor to meet the standard. Tiered Assignments also give students greater independence in their learning.

How is this strategy used by teachers?

Starting with a pre-assessment, teachers can differentiate where students are in the learning progression. Teachers create various learning opportunities to meet the needs of students. Some may need prerequisite skills before moving to more complex concepts and skills. Other students may be further along in this progression and work up to the highest level of rigor of the standard. Using scaffolding provides equitable access to the standard for all students.

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The play card on page 3 of this book was created in partnership with Ashley Taplin and Steve Ventura.