

Reaching all students through instructional strategies

Presented by:
Patricia Logue & Kathryn Ellis



Participant Outcomes:

- Increased awareness of how teacher choices and actions impact student learning of standards.
- Improved informal diagnostic skills for purpose of improving instruction.
- Increased skill in utilizing instructional strategies.
- Increased knowledge of how to incorporate learning styles and multiple intelligence preferences into instruction.
- Increased ability to improve instruction by differentiation of process, product and content, and classroom environment.

Teachers Must Take AIM:

- **A**
 - Adaptations
 - Accommodations
- **I**
 - Interventions
- **M**
 - Modifications



Adaptations:



Teachers Need to Learn to COPE:

- **C**ontent
 - How can I make the content interesting, memorable, and appropriate for every learner?
- **O**utcome
 - How can I evaluate outcomes for a variety of different learners?
- **P**rocess
 - How will I choose appropriate learning activities to reinforce content for every learner?
- **E**nvironment
 - How can I use the classroom environment to help me teach on target?

CONTENT



Teach the content by using superior teaching tools:

- Target reading/class discussion
- Experiments/Demonstrations/Modeling
- Visuals/Symbols
- Storytelling

Enhancing Content with Instructional Aids

- Overviews/study guides/notes
- Technology
- Slotting & blocking
- Mnemonics
- Oral & silent drill
- Teacher & student wearables



Content Adaptations

Make simple accommodations during instruction to ensure better learning:



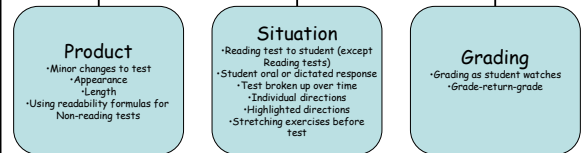
- Design activities specifically for the needs of a particular student.
- Seat the student close to the action.
- Make the best use of time - one on one teachable moments as needed.

Outcome:

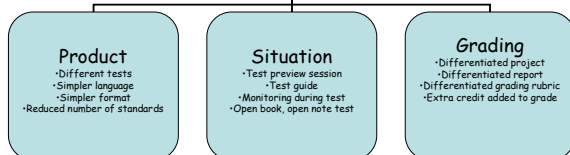
- What a student produces
- Evidence that content and skills have been learned



Outcome Accommodations:



Outcome Modifications:



DOING IS LEARNING

- The word 'process' relates to what a student is "doing" in order to master content and skills. Hundreds of activities can be associated with each of the processes offering limitless ways to engage students in learning.



The 20 Learning Processes

- Analyzing
- Collecting
- Creating
- Dramatizing
- Drawing
- Gesturing
- Evaluating
- Interacting
- Listening
- Manipulating
- Observing
- Pretending
- Publishing
- Questioning
- Reading
- Researching
- Sharing
- Singing
- Speaking
- Writing

Lesson Planning with the 20 Processes

- Use as many processes as is practical in weekly lesson plans and you will ensure unlimited variety throughout the school year! EXAMPLE:

Social Studies Standard X,XI *events leading to American Rev. *people involved	Lesson - events Graphic organizer ACTIVITY: Analyzing - Timeline of events w/pics Observing - video + Stop 'n jot down ideas	Lesson - events - people - posters ACTIVITY: Singing - group or individual songs about events Questioning - write 3 answers; call on others to make the question	Lesson - events - people - discussion ACTIVITY: Dramatizing - groups silently act out 1 event, others guess Observing - list of everything you notice about Boston Massacre pic.	Lesson - events - people - target reading ACTIVITY: Pretending - choose 1 character from Amer. Rev.; what are you thinking? Draw yourself and dialogue bubble	Lesson - events - people Graphic organizer ACTIVITY: Manipulating - cut events from paper; place in order and paste on large paper (graded work)
--	---	--	--	--	---

The Environment

The environment includes:

- THE TEACHER
- THE LEARNER
- THE CLASSROOM



The Teacher

Considerations:

- The teacher's personality
- Teaching style
- Organization



The Learner

Considerations:

- Exceptionality specific issues
- Struggling student not yet identified
- Behavioral issues
- Motivational issues
- Documentation



The Classroom

Considerations:

- Lighting, noise, temperature, color, design
- Room arrangement
- Student materials
- Grouping issues



The On-Target Classroom...

- Utilizes exciting instructional strategies to capture students' attention.
- Adapts outcomes (tests and graded work) to meet students' needs.
- Engages students in authentic learning through active learning processes.
- Takes the environment into consideration to nurture the many different aspects which affect learning in the classroom.