Instructional Practices

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Instructional Strategies:		
	Scaffolding	An instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.
	Active Engagement	All students are actively learning, interacting with others, and responding to instruction.
	Metacognition	Refers to an individual's awareness of his or her cognitive processes and strategies. It involves self-regulation, reflection upon an individual's performance strengths, weaknesses, learning and study strategies.
	Modeling	Involves demonstrating the specific behaviors, language, actions, and patterns of an expectation.
	Explicit Instruction	Directing student attention toward specific learning in a structured environment focused on producing specific learning outcomes. Involves modeling skills and behaviors, think-alouds, setting a purpose, and guided practice.
	Simulation	Staged replication of an event or concept through the teacher's manipulation of the classroom setting in order to enhance students' understanding of the nature of the concept or event.
	Project Based Learning	An instructional approach built upon authentic learning activities that engage student interest and motivation. They are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
	Inquiry Based	A learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. The learner generates questions, then follows a learning process/cycle to investigate and answer the question.
	Nonlinguistic Representation	The teacher provides ongoing instruction and explicit guidance in helping students to create nonlinguistic representations for acquiring knowledge within or across subject areas. Examples of nonlinguistic representation include: movement, images, sounds, various graphic organizers, etc.
	Differentiated Learning	Varying instructional approaches based on student readiness, interest, and/or learning style to provide multiple pathways for learning and understanding information. Content, process, or product can be differentiated based on student needs and interests.

Multiple Intelligences:		
	Kinesthetic/Tactile	Students with this learning style prefer use of body and sense of touch to learn and process information.
	Auditory	Students with this learning style prefer use of listening to learn and process information.
	Visual/Spatial	Students with this learning style prefer using images, pictures, colors, and maps to learn, organize, and process information.
	Verbal/Linguistic	Students with this learning style prefer using words, both oral and written, to learn and process information.
	Musical/Rhythmic	Students with this learning style prefer using sounds, rhythms, and patterns to learn and process information.
Higher Order Thinking Skills (HOTS):		
	Higher Order Thinking: Knowledge (Remembering):	Student recalls or remembers relevant information.
	Higher Order Thinking: Comprehension (Understanding):	Student explains information or concept; construct meaning.
	Higher Order Thinking: Application (Applying)	Student uses information in new ways (implementation).
	Higher Order Thinking: Analysis (Analyzing)	Student can distinguish between different parts, compare, etc.
	Higher Order Thinking: Evaluation (Evaluating)	Student can justify or argue for/against; make judgment based on criteria.
	Higher Order Thinking: Creation/Synthesis (Creating)	Student can create/develop something new based on information; put together a variety of elements or reorganize elements.
Webb's Depth of Knowledge (DOK):		
	Webb's Depth of Knowledge: Recall	Students can recall a fact, information, or procedure.
	Webb's Depth of Knowledge: Skill/Concept	Students can use information or conceptual knowledge, follow or select appropriate procedures, follow two or more steps with decision points along the way, solve routine problems, and/or organize/display data.
	Webb's Depth of Knowledge: Strategic Thinking	Requires students to use reasoning, develop a plan, develop a sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer.
	Webb's Depth of Knowledge: Extended Thinking	Students investigate, process multiple conditions, apply learning to real work/life situations; requires time to research, think, and process multiple conditions of the problem or task across disciplines.