Instructional Strategies Menu

The hinge-point; average effect-size 0.4
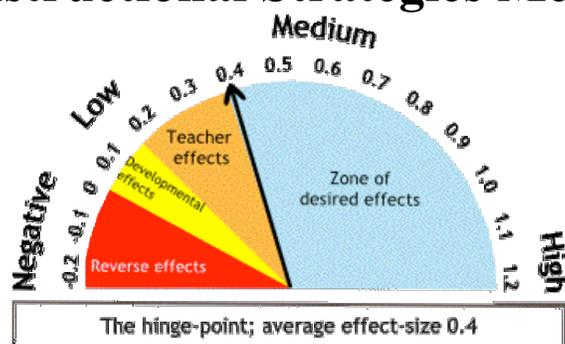
Nine High-Yield Instructional Strategies that have been found to have the greatest positive effect on student achievement.

Strategies	Avg Effect Size	Definition	Sample Activities & Teaching Ideas
1. Identify similarities & differences	1.61	Students compare, classify, & create metaphors, analogies, and graphic representations. Teachers engage students in activities that help them examine similarities & differences among ideas, issues, or events by engaging in mental processes such as comparing, classifying, creating metaphors, and creating analogies.	❑ QAR ❑ Frayer Model ❑ Knowledge Rating Chart ❑ Text Impressions ❑ Concept Circle ❑ Word Sort ❑ Semantic Feature analysis ❑ Probable Passage ❑ Get Off the Fence ❑ Give One Get One ❑ Tea Party ❑ Anticipation Guide
2. Summarizing & Note taking	1.00	Students delete unnecessary information, substitute some information, keep important information, write/rewrite, and analyze information. Teachers help students synthesize information accurately & concisely.	❑ Reciprocal Teaching ❑ Group Summary ❑ Magnet Summary ❑ A-Z summary ❑ Oral Whip ❑ RAFTS ❑ Save the Last Word ❑ Text Reformulation ❑ Main Idea Group Sheet ❑ Three's the Key ❑ Insert Note-taking ❑ Cornell Notes ❑ KWL ❑ Student-Generated Questions ❑ Graphic Organizers ❑ Foldables ❑ Dialectical Journal ❑ Chalk Talk ❑ Exit Slips

3. Reinforcing effort & providing Recognition	.80	Teachers reward students based on standards of performance; use symbolic recognition rather than just tangible rewards; praise students' effort; display finished products; hold high expectations. Teach students the relationship between effort & achievement. Recognize students for the progress they are making.	❑ Consensograms ❑ Student-created blogs & podcasts ❑ Publish student work ❑ Post student data ❑ Parent involvement & contact ❑ Student self-assessment ❑ Pause-Prompt-Praise ❑ Certificates & Awards ❑ Instructional Games
4. Homework & Practice	.77	Teachers vary the amount of homework based on student grade level, state purpose, and comment on assigned work. Provide students with opportunities to deepen their understanding of content and their proficiency and skills.	❑ School websites ❑ Explicit modeling & guided practice before homework ❑ Progress reports ❑ Rubrics/Scoring Guides ❑ Focus on fewer skills at a time on a deeper level ❑ Student planners/notebooks
5. Nonlinguistic Representations	.75	Students create graphic representations, models, mental pictures, drawing, pictographs, and participate in kinesthetic activity in order to assimilate knowledge. Teachers help students represent & elaborate on knowledge in an imagery form using mental pictures, physical models, graphic organizers, etc.	❑ Foldables ❑ Frayer model ❑ Word maps ❑ Reader's theater ❑ Fishbowl ❑ Knowledge rating chart ❑ Get off the fence ❑ Prediction basketball ❑ Storyboards ❑ One pager ❑ Character or story maps ❑ Sketch to stretch ❑ Human graph or Value Line ❑ Four Corners
6. Cooperative Learning	.73	Teachers use grouping strategies to help students in their learning. Teachers keep groups small & very structured.	❑ Reciprocal teaching ❑ Group summary ❑ Main idea group sheet ❑ Fan & Pick ❑ Lit Circles ❑ Exchange compare writing ❑ Partner/buddy reading ❑ Circle the Sage ❑ Team Line Up ❑ Three Step Interview ❑ Think-Pair-Share ❑ Jigsaw ❑ Numbered Heads ❑ Team-Pair-Solo ❑ Mix-Pair-Freeze
7. Setting objectives & providing feedback	.61	Teachers create specific but flexible goals, allowing some student choice; help students understand the direction for learning.	❑ Consensograms ❑ Scoring guides ❑ Student-friendly standards ❑ Continuous classroom improvement ❑ Differentiated instruction ❑ Formative assessments ❑ Learning contracts ❑ Tic-tac-toe projects

8. Generating & testing hypotheses	.61	Students generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history, investigation, invention, experimental inquiry, and decision making.	❑ Knowledge Rating Chart ❑ Group summary ❑ Probable Passage ❑ Concept Circle ❑ SQ3R ❑ Prediction Chart ❑ List-Group-Label ❑ Discussion Survey ❑ Response Stems
9. Questions, cues, & advance organizers	.59	Teachers use cues & questions that focus on what is important, use ample wait time before accepting responses, eliciting inference & analysis; use advance organizers that focus on what is important. Teachers help students retrieve what they know about a topic using quality questions that elicit inferences, cues, or hints about what is to come.	❑ Say Something ❑ Anticipation Guide ❑ QAR ❑ Foldables ❑ Frayer Model ❑ Semantic Feature Analysis ❑ Concept Circle ❑ KWL ❑ Save the Last Word ❑ Response Stems ❑ A.C.E.

Other Strategies & Influences to consider...

Influence	Effect size	explanation
Feedback	**1.13**	Tell the students what they have done well, what they need to do to improve, and clarifying goals. Give students assessment criteria. Students can get feedback on the processes they have used to complete the task, and on their ability to self-regulate their own learning. The feedback must be informative, rather than evaluative. Feedback is most powerful when it is from the student to the teacher.
Instructional quality	**1.00**	Expert teachers: • can identify essential representations of their subject, • can guide learning through classroom interactions, • can monitor learning and provide feedback, • can attend to affective attributes, • can influence student outcomes
Instructional quantity	.84	Time on task. Keep students engaged from bell to bell. The more minutes they are actively learning, the more achievement they will show.
Direct instruction	.82	The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modeling, evaluates if they understand what they have been told by checking for understanding, and re-telling them what they have told by tying it all together with closure.
Remediation/feedback	.65	Diagnose what students find difficult and help students fix the problem areas.
Students disposition to learn & class morale	.61	Student motivation. Use team building activities and build positive relationships with the students.
Class environment	.56	Classroom that is literacy rich and conducive to learning. Should be organized and decorated with subject oriented posters or objects.
Challenge of Goals	.52	Students are given challenging but achievable goals.
Peer tutoring	.50	Students teach each other. Peer explaining, peer editing, peer checking, peer assessing...
Mastery learning	.50	If students do not demonstrate mastery of learning objectives on an assessment, the teacher will re-teach and adjust instruction until students demonstrate mastery through re-assessment.
Teacher in-service education	.49	Staff development and staff training. Teachers must learn about best practices and reflect upon their teaching.
Parent involvement	.46	Involve parents in school projects, assignments, and assessments. Notify parents of assessment data and upcoming assessments.
Homework	.43	With feedback.
Questioning	.41	Higher order questioning, asking "why," "how," "which is best..." questions that make students think. They need to be given "think time," and can do better if they work in pairs rather than alone.