

**The Seven Instructional Strategies – Techniques to increase student achievement and engagement**

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| **Instructional Priorities** | **Critical Actions for Educators** |
| **Classroom Positive Interventions and Supports (PBIS)** | * Clearly identify behavior expectations and explicitly teach them to your students. * Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness. * Recognize students for positive behavior. * Systematically correct problem behaviors. |
| **Explicit Instruction (I do, We do, Y’all do, You do)** | * Give clear, straightforward, and unequivocal directions. * Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans. * Break skills down into manageable steps. Review frequently. * Demonstrate the skills for students and then give the opportunity to practice skills independently. |
| **Instructional Hierarchy:**  **Acquisition, Automaticity, then Application (AAA)** | * Explicitly teach a skill to students by explaining, demonstrating, and modeling. * Build the skill through practice and use, to gain automaticity. * Provide students with multiple opportunities to apply the skill. |
| **Systematic Vocabulary Development** | * Explicitly teach critical vocabulary before students are expected to use it in context. * Teach students to say, define, and use critical vocabulary in discreet steps. * Explicitly teach common academic vocabulary across all content areas. |
| **Maximizing Opportunities to Respond (OTR)** | * Actively engage ALL students in learning; students are active of they are saying, writing, or doing. * Pace instruction to allow for frequent student responses. * Call on a wide variety of students throughout each period. |
| **Feedback Cycle** | * Provide timely prompts that indicate when students have done something correctly or incorrectly. * Give students the opportunity to use the feedback to continue their learning process. * End feedback with the student performing the skill correctly and receiving positive acknowledgement. |
| **Scaffolded Instruction and Grouping Structures** | * Present information at various levels of difficulty. * Use data to identify needs and create small groups to target specific skills. * Frequently analyze current data and move students within groups depending on their changing needs. |