

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

|  |  |
| --- | --- |
| **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.
 |