

How to Use This Book

A fundamental purpose of this book is to encourage the intentional use of research-based instructional strategies. Teachers are the primary audience, but the book is not exclusively for them. Individuals who support teachers and help them improve their instruction—principals, instructional coaches, central office staff, and professional developers—can also benefit from the information in this book.

Teachers

This book can be used by individual teachers as a framework for improving their instruction. They can set goals around the strategies they want to use more effectively and include those goals (and the actions for reaching them) as part of their professional performance plans. The set of strategies also provides a focus for receiving feedback about instructional practices—from a peer, a supervisor, or oneself.

As the following example illustrates, there is much to be gained when teachers work together to understand the nuances of using the strategies with different students in different content areas.

Ms. Corum, a 4th grade teacher, reflects one afternoon on her experiences using strategies from *Classroom Instruction That Works*. She opens her educational blog and begins writing.

“My school has been focusing this year on using the strategies from *Classroom Instruction That Works*. I thought I knew a lot about the strategies when we started our book study, but I’ve learned so much more this year by discussing the strategies with my colleagues and carefully observing the results when I use the strategies with my students. My adventures with the strategies aren’t always successful, as this example shows.

“When I started the unit on our state’s history, I asked students to use a Venn diagram to compare and contrast our geographical features to those of Massachusetts. I was trying to get them to see that our statehood’s history is directly tied to being inland and virtually inaccessible

to early colonists who settled along the eastern seaboard. It wasn't until the Louisiana Purchase that settlers were able to come here in masses to create what would eventually become our state.

"I have to say the lesson did not go well. Some students were able to look at our the U.S. map and make a few guesses, but no one seemed to ever get why we were talking about Massachusetts. They left class probably wondering what we were studying and why it had anything to do with our state's history. I asked myself, 'If Identifying Similarities and Differences is such a powerful strategy, why didn't it work today?'

"You might have some thoughts about those questions. I know the other teachers in my professional learning community did when I shared my experience with them! We used a protocol that helped me examine how I had planned and carried out the lesson. We revisited the suggestions for classroom practice in the book, and team members shared their experiences with the strategy. At the end of our PLC meeting, we all had a much better idea of how to use the strategy to help our students learn. What a feeling!"

Teachers can work collaboratively to learn about and improve their use of these strategies by forming study groups, reading about each category of strategy, using the strategies in their classrooms, and discussing the results. Grade-level teams, cross-grade-level teams, or professional learning communities can conduct action research to determine how use of the strategies affects learning for particular groups of students or in particular content areas (Sagor, 2000). Over time, as schools document such projects, they will expand their staff's understanding of instruction and develop a common language that teachers and students use as they discuss teaching and learning.

Principals

Principals have an important role to play in improving instruction. Not only do they need to know about current practices in curriculum, instruction, and assessment, they also must be able to provide conceptual guidance related to these aspects of schooling (Waters, Marzano, & McNulty, 2003). Further,

they have an obligation to provide resources—both tangible and intangible—that support their teachers’ professional development. Principals can use this book to learn more about the nine categories of strategies and share ways in which they have done the following to support professional development and effective use of the strategies:

- Provide teachers with professional development that includes effective modeling of strategies, along with substantial time to practice each of those strategies.
- Monitor teachers’ use of the strategies, and provide them with accurate and timely feedback relative to their acquisition of the strategies.
- Provide structures, such as professional learning communities, as a forum for teachers to discuss how to use the instructional strategies, gather and examine data about the effects of using the strategies with different students, and propose variations that will make the strategies more effective with their students.
- Support processes that encourage teachers to share challenges and successes they have had as a result of the strategies (e.g., action research and peer observations).
- Provide an environment for teachers to take risks with the strategies, and provide opportunities for teachers to discuss and learn from their experiences, whether those experiences are successful or not.
- Allow for differences in implementation of the strategies; teachers will need to shape new teaching skills to be compatible with their own individual needs and contexts.
- Celebrate teachers’ efforts to implement and successes with the strategies.

Support staff

Central office staff and professional developers can use this book to support teachers and help them improve instruction and accomplish the goal of high-quality instruction in every classroom. For example, curriculum staff can help teachers design units of instruction that best incorporate the nine categories of strategies and design action research projects that provide information about how the various strategies work in particular content areas. They can

provide opportunities for teachers to visit other schools and observe colleagues who are successfully using these strategies. They can assist principals by monitoring teachers' use of the strategies and providing moral support while both principals and teachers learn how to use the strategies well.

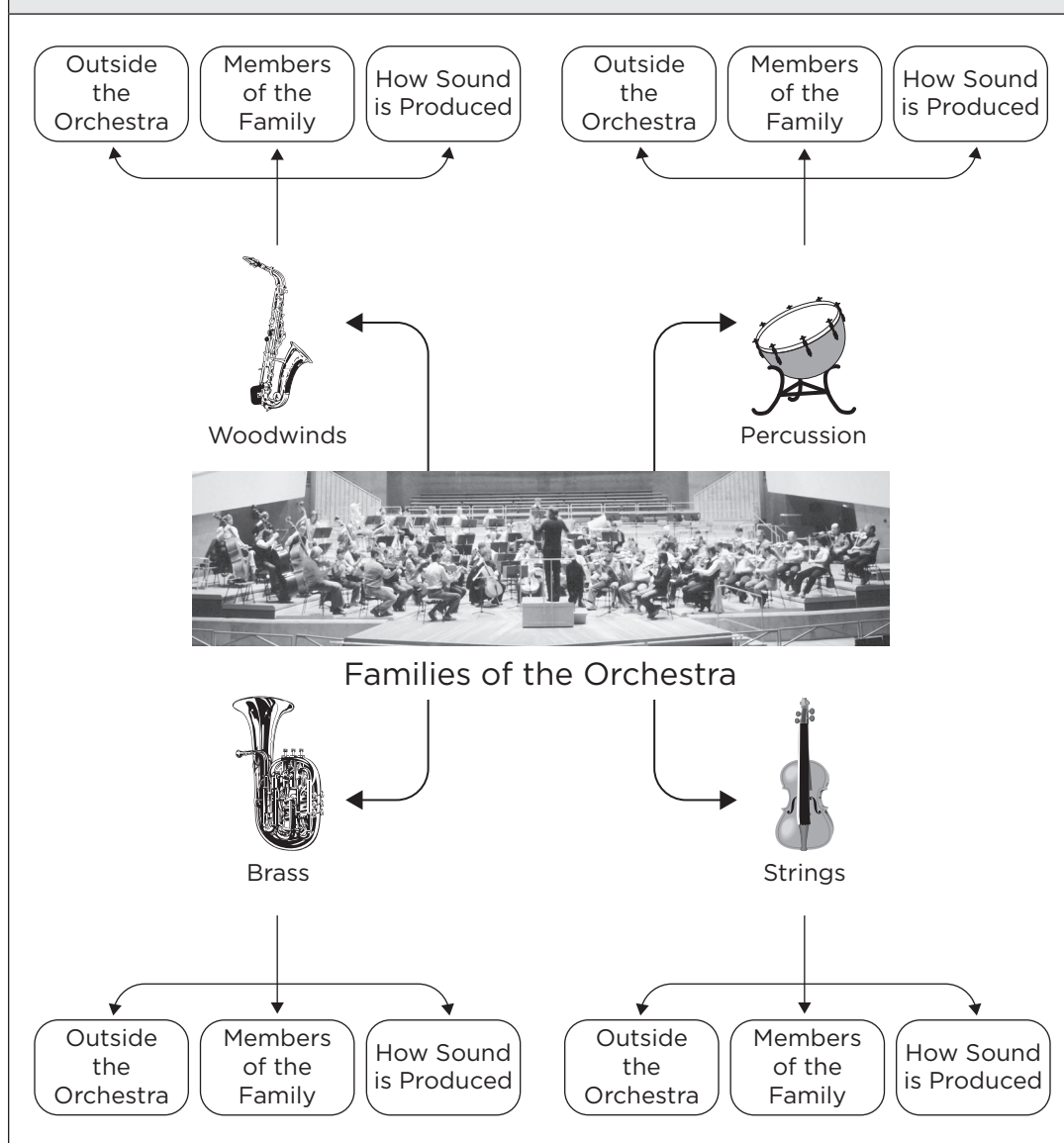
With knowledge of the strategies, support staff can work with teachers to identify professional development opportunities that will improve teachers' use of the strategies. They can work with principals to design a sequence and variety of professional learning experiences that help teachers understand and use the strategies successfully. In addition, professional developers can provide teachers with feedback about their use of the strategies and help them develop lessons that effectively incorporate the strategies.

Note: Full citations for sources mentioned in this text can be found in the References section of *Classroom Instruction That Works*, 2nd edition.

DOWNLOADABLE FIGURE 1 Example of Self and Peer Feedback	
<i>My learning objective for this assignment was . . .</i>	
<i>I would like specific feedback on . . .</i>	
<i>What do you see that I did well?</i>	
<i>What do you see that I still need to work on?</i>	

DOWNLOADABLE FIGURE 2

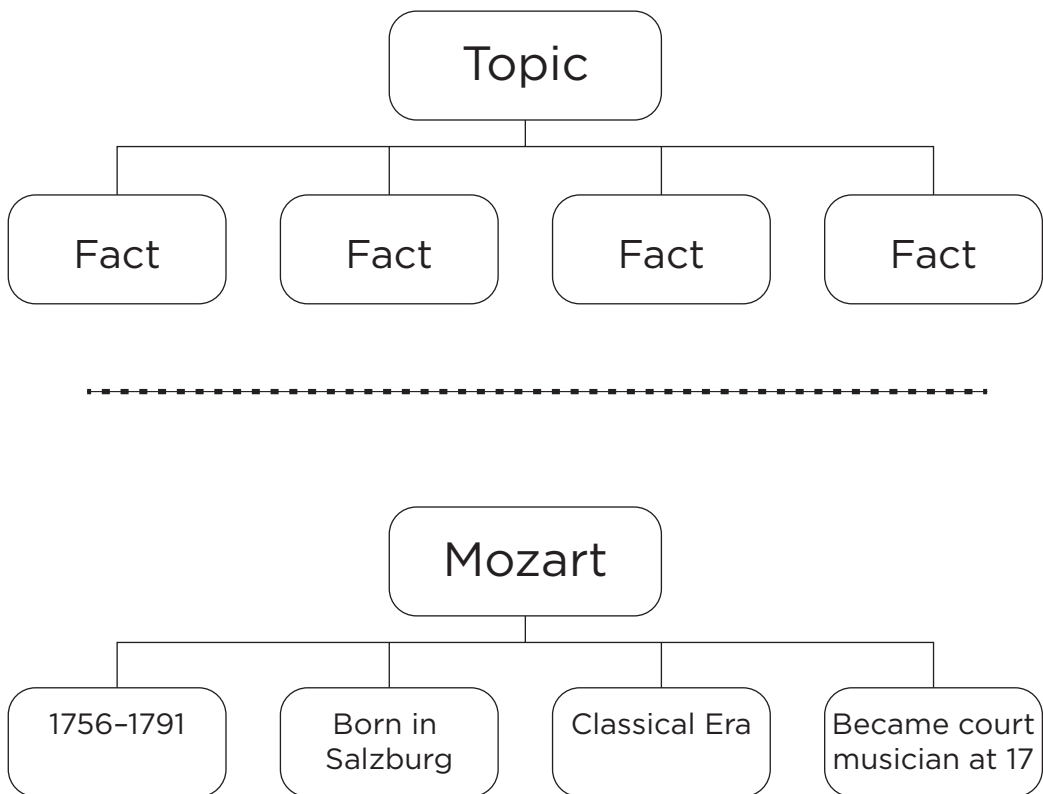
Example of Graphic Advance Organizer

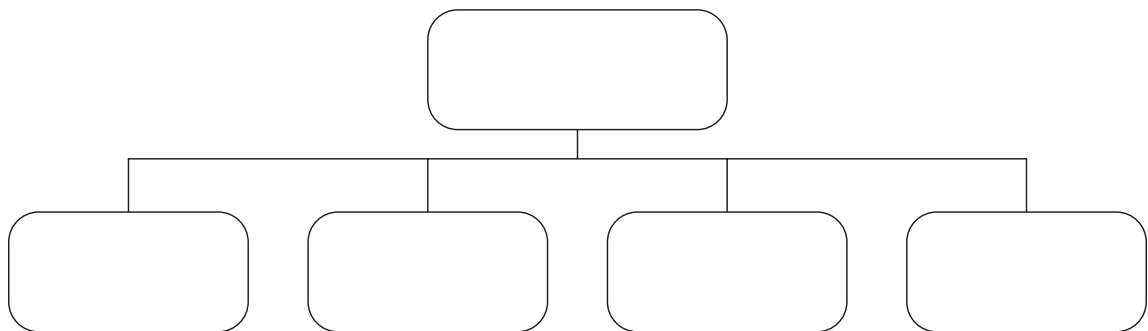


DOWNLOADABLE FIGURE 3

Types of Graphic Organizers

Descriptive Graphic Organizer





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Types of Graphic Organizers (*continued*)

Time Sequence Graphic Organizer

Date

Date

Date

Date

Lewis & Clark Expedition

August 31,
1803

- Lewis' journey begins in Pittsburgh

May 14,
1804

- Lewis & Clark begin the expedition

Winter 1804-
1805

- Sacajawea joins the expedition
- Spends the winter in North Dakota

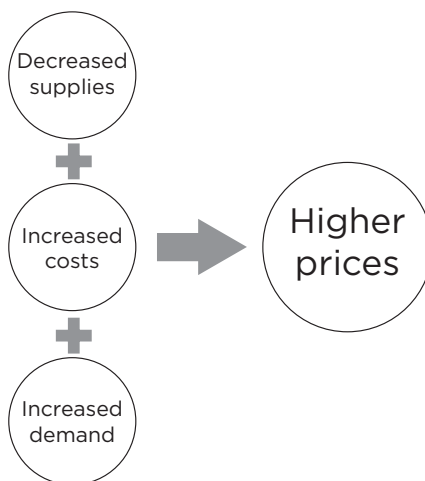
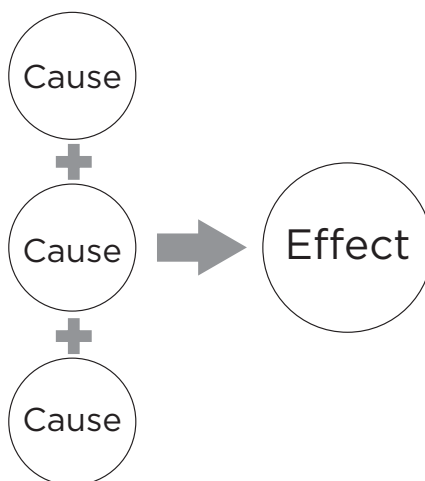
Late 1805

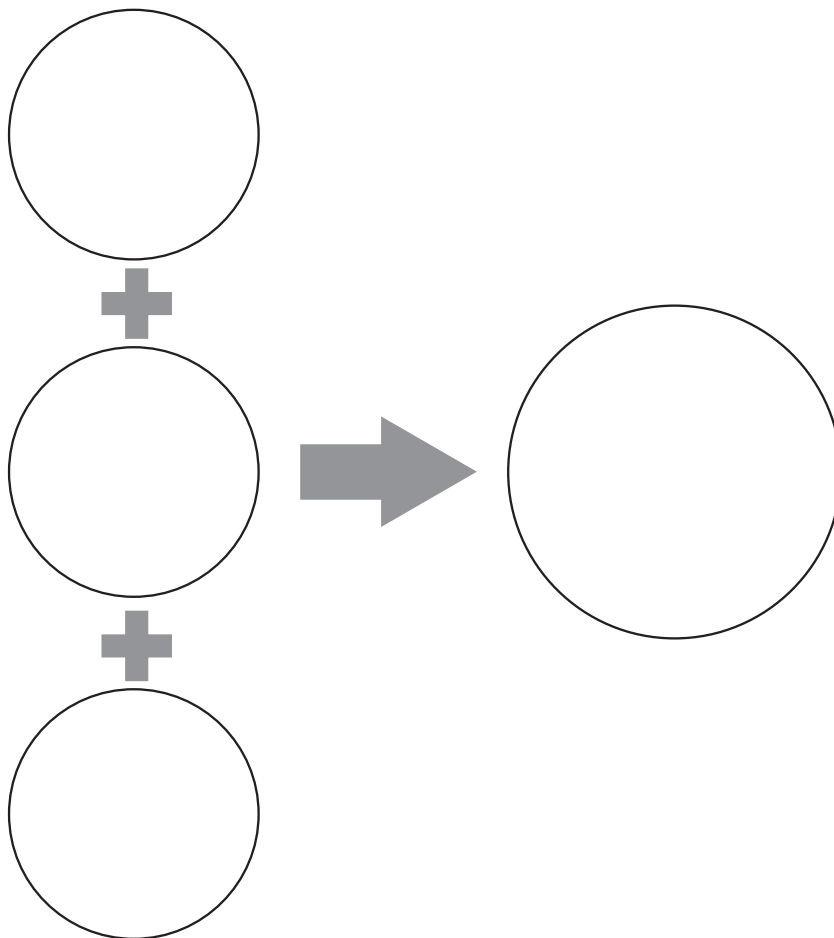
- Expedition makes it to the Pacific Ocean

DOWNLOADABLE FIGURE 3

Types of Graphic Organizers (*continued*)

Process/Cause-Effect Graphic Organizer

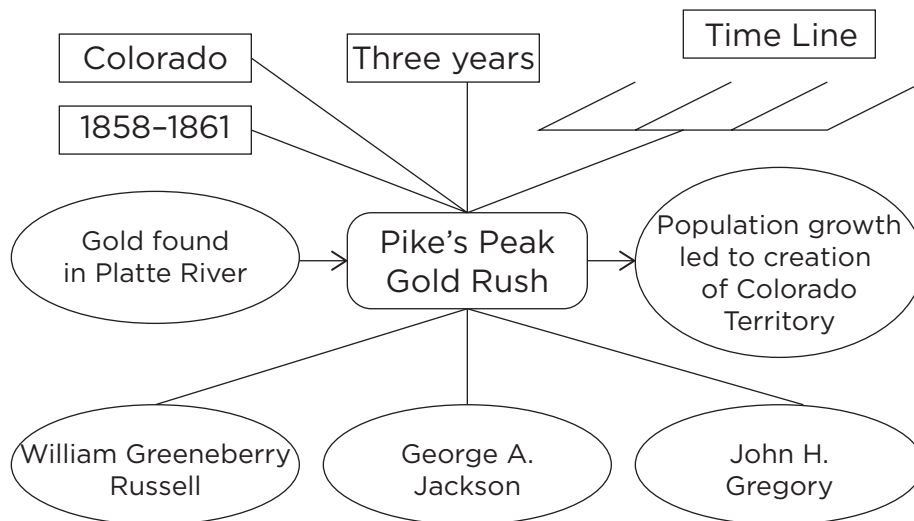
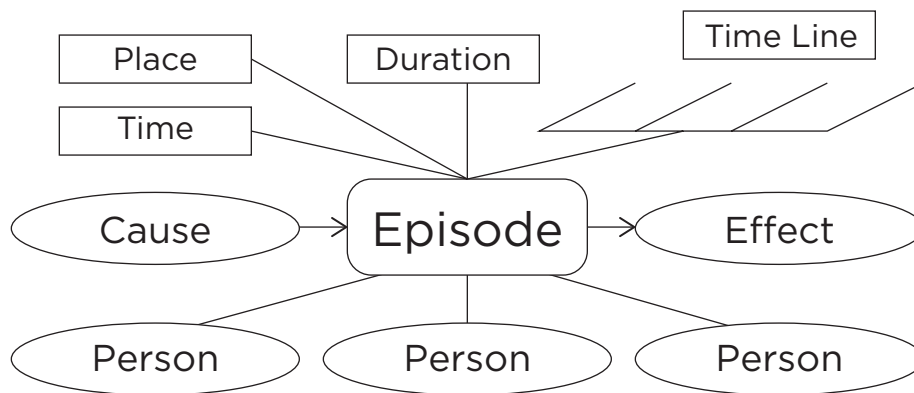


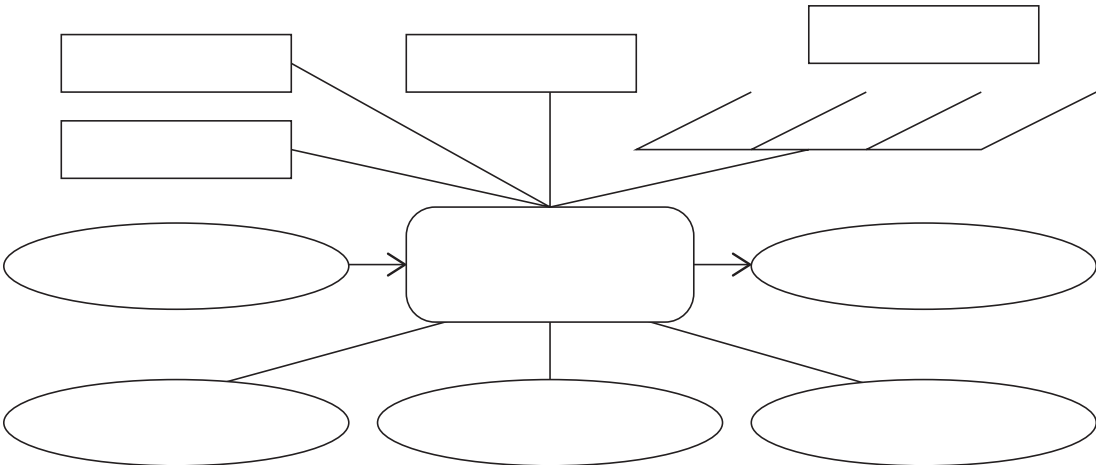


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Types of Graphic Organizers (*continued*)

Episode Graphic Organizer

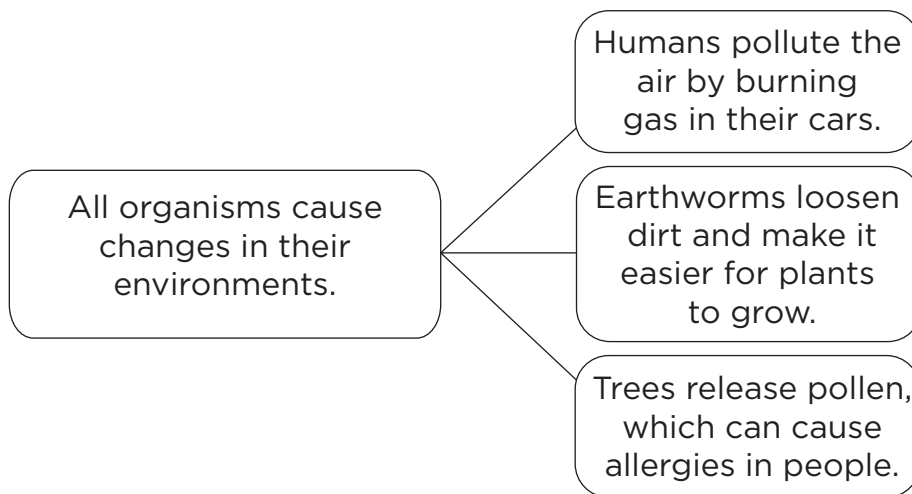
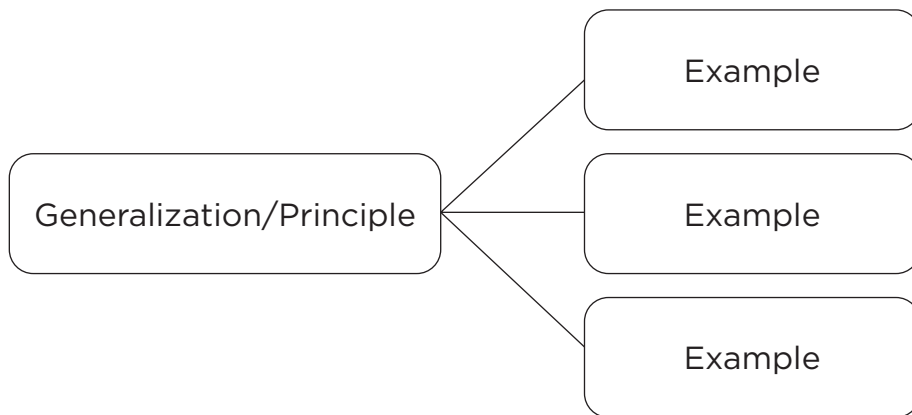


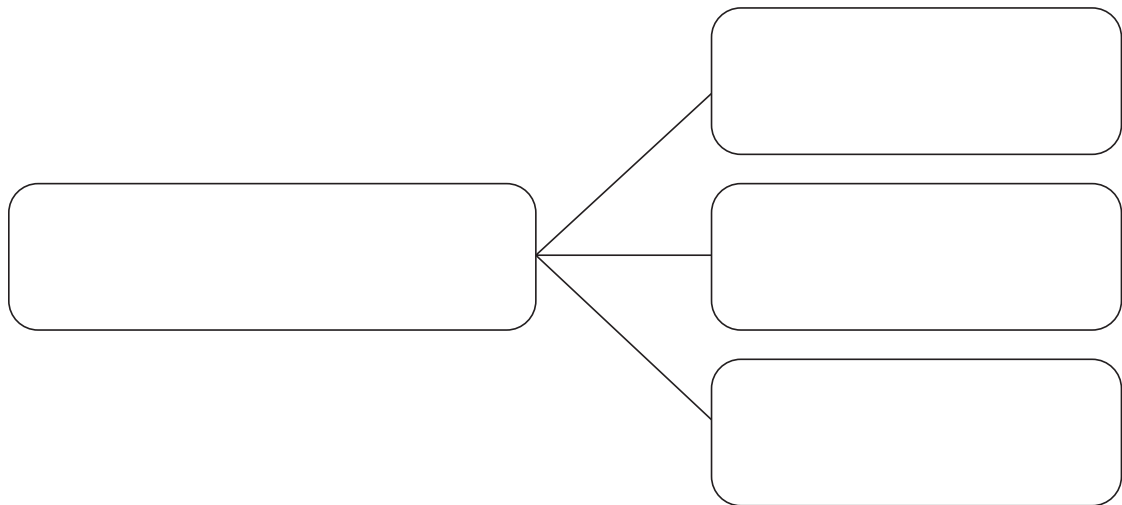


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Types of Graphic Organizers (*continued*)

Generalization/Principle Graphic Organizer

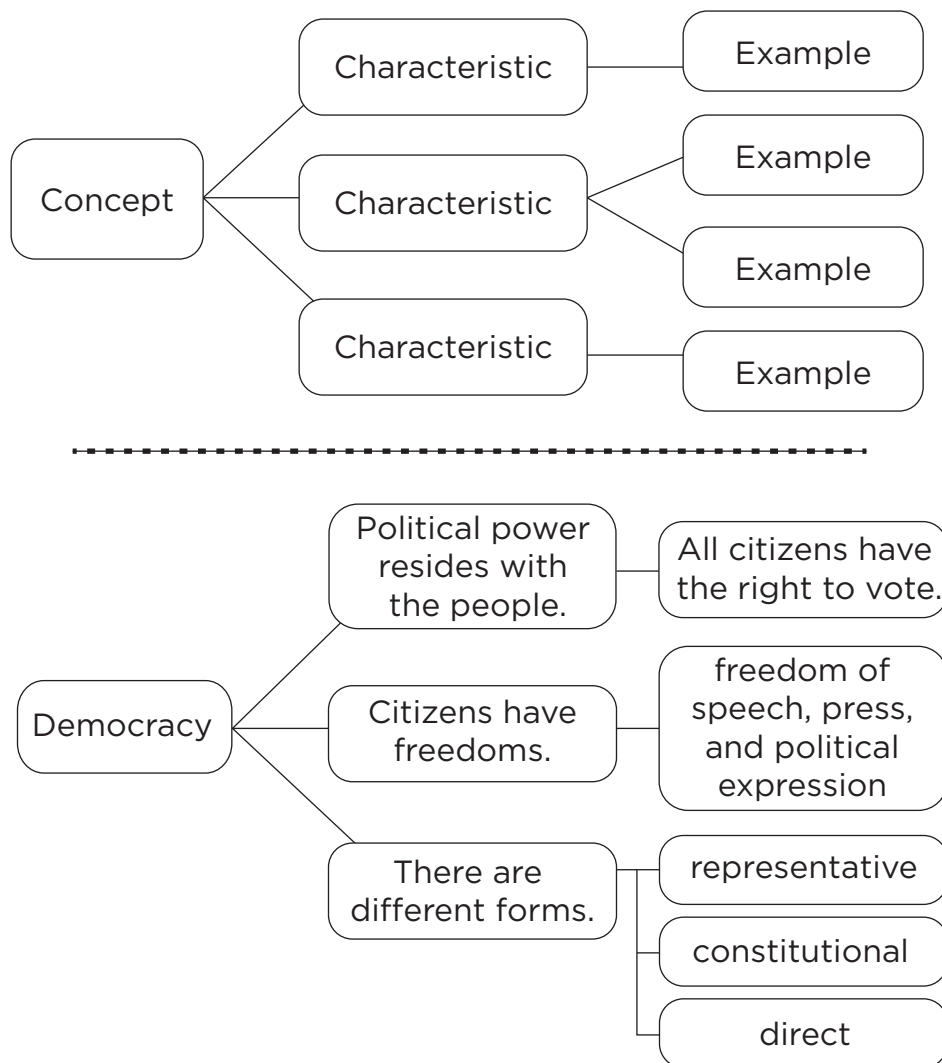


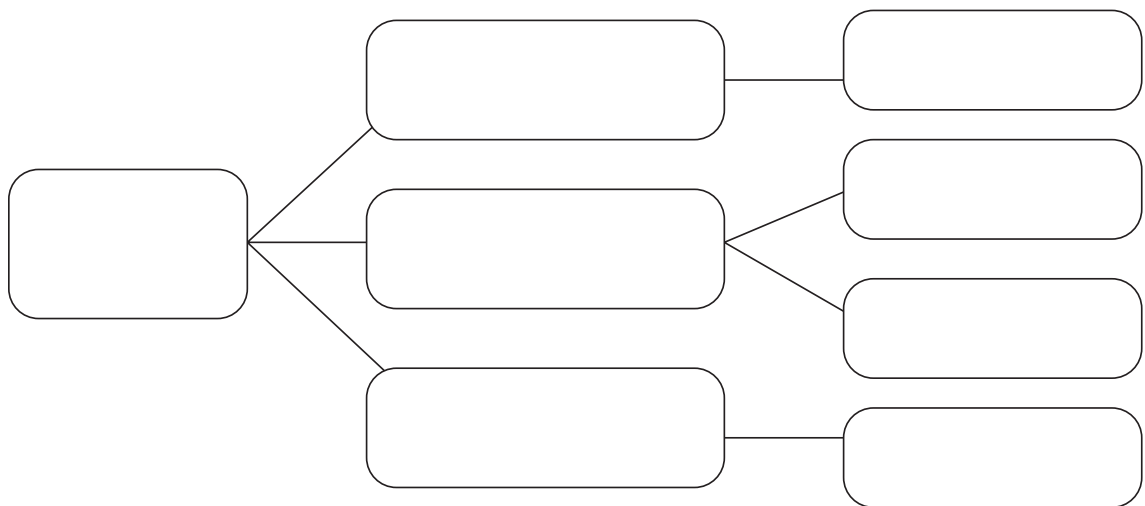


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Types of Graphic Organizers (*continued*)

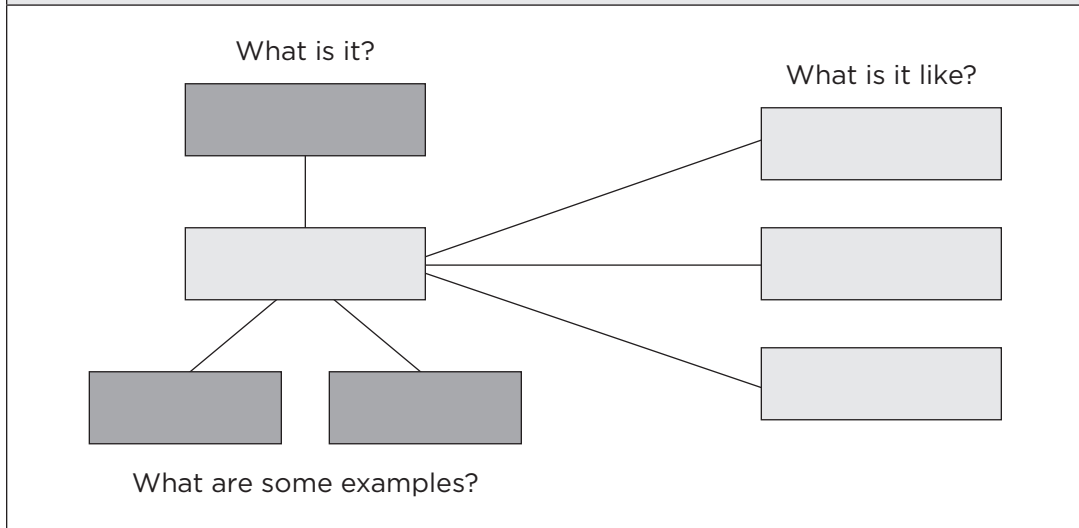
Concept Graphic Organizer





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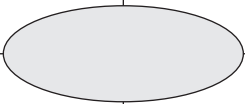
Concept Map Graphic Organizer



The concept map graphic organizer was originally introduced by Schwartz and Raphael (1985).

DOWNLOADABLE FIGURE 5

Fruyer Model Graphic Organizer

Definition		Characteristics	
		Symbol or Picture	
Examples		Non-examples	

The Fruyer Model graphic organizer was originally introduced by Fruyer, Frederick, and Klausmeier (1969).

DOWNLOADABLE FIGURE 6

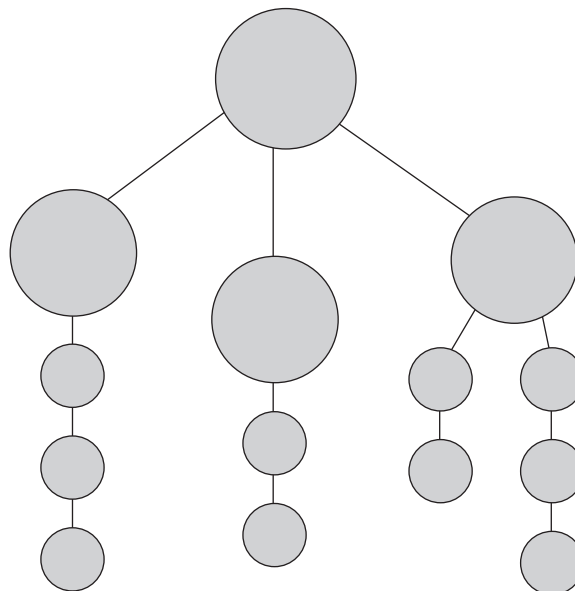
Chart of First Declension Latin Word Endings

Case	Singular	Plural
Nominative (<i>subject</i>)	-a	-ae
Dative (<i>possessive</i>)	-ae	-īs
Genitive (<i>indirect object</i>)	-ae	-ārum
Accusative (<i>direct object</i>)	-am	-ās
Ablative (<i>object of a preposition</i>)	ā	-īs

DOWNLOADABLE FIGURE 7

Classification Graphic Organizers

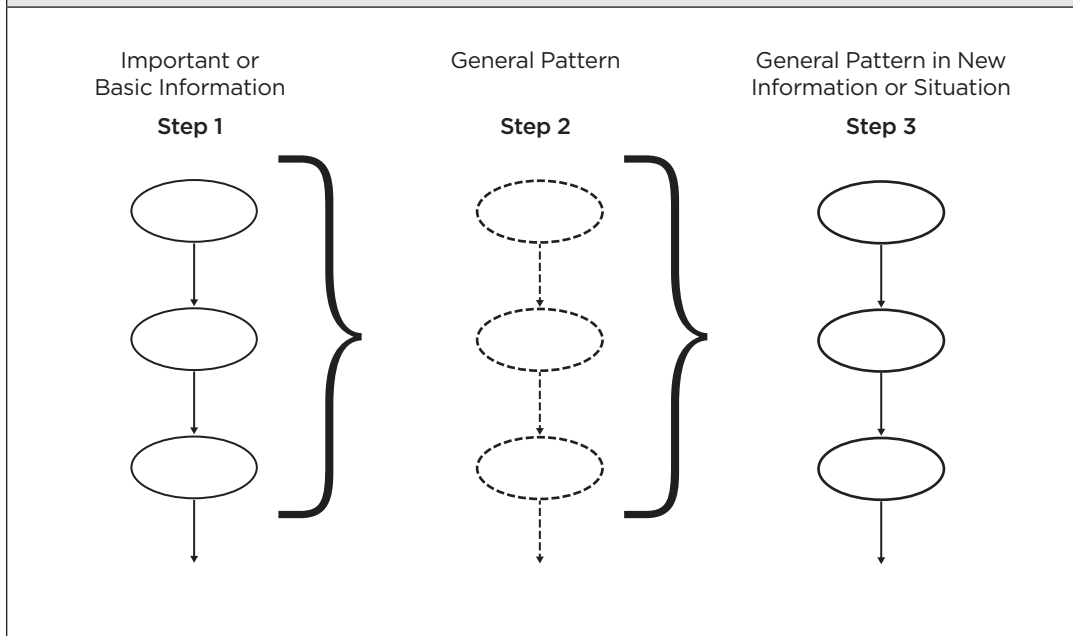
Categories				



DOWNLOADABLE FIGURE 8 Completed Graphic Organizer for Classification					
	<i>Brave New World</i>	<i>Star Wars: A New Hope</i>	<i>The Lord of the Rings</i>	<i>The Help</i>	<i>Lost</i>
Humans Struggle Against Nature		X	X		X
Humans Struggle Against Societal Pressure	X	X		X	
Humans Struggle to Understand Divinity					
Crime Does Not Pay					X
Overcoming Adversity			X		X
Friendship is Dependent on Sacrifice		X	X		
The Importance of Family				X	
Yin and Yang			X		X
Love is the Worthiest of Pursuits					
Death is Part of the Life Cycle		X			X
Sacrifices Bring Reward	X		X	X	
Humans All Have the Same Needs	X			X	X

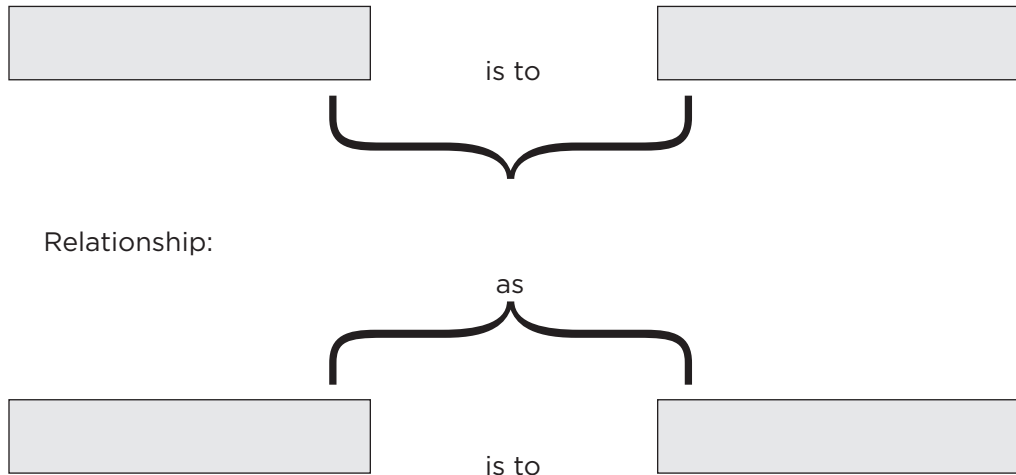
DOWNLOADABLE FIGURE 9

Graphic Organizer for Creating Metaphors



DOWNLOADABLE FIGURE 10

Graphic Organizer for Creating Analogies



DOWNLOADABLE FIGURE 11		
Graphic Organizer for Skip Counting by Nines		
Hundreds	Tens	Units
	0	9
	1	8
	2	7
	3	6