#2 Effective Practices: What Works?

Learning Pyramid
        The Learning Pyramid shows the approximate retention rates of learners with a variety of learning modes. Students learn best through active participation! As special educators we need to use the most effective practices.
(See attached handout)

"Six Scaffolding Strategies to Use with Your Students" by Rebecca Albers
(http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber)
(Article attached)

These strategies work to improve student learning! With any strategy, it's important to provide **ongoing, constructive and targeted feedback** to students. It's essential to improve performance.

The Six Scaffolding Strategies identified by Rebecca Albers

1. Show & Tell
        Examples:
- Teacher models solving a math problem using think aloud
- The "I do" phase of Effective (Direct) Instruction with think aloud.

        Resources:
- Think Alouds: http://www.adlit.org/strategies/22735/
- http://www.teachertube.com/viewVideo.php?video_id=293675
- Teaching the Think Aloud Process: http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html?tab=4#tabs

2. Tap into Prior Knowledge
        Examples:
- Activate/Build Prior Knowledge
- Personalize information to show relevance to own life
- Connect materials to previously learned content
- Provide a hook

        Resources:
- Marzano: http://valdostastatetmartin.pbworks.com/w/file/fetch/51342636/Background%20Knowledge%202.pdf

- Activate/Build Background Knowledge:
  http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3_c2
- http://aim.cast.org/learn/historyarchive/backgroundpapers/background_knowledge
- https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive

3. Give Time to Talk

Examples:
- Think-Pair-Share
- Role Play
- Peer Coaching
- Cooperative Learning Groups
- Peer Assisted Learning Strategies (PALS)

Resources:
- http://www.teachertube.com/viewVideo.php?video_id=293675
- http://www.youtube.com/watch?v=05O05rO6O0Q
- http://serc.carleton.edu/introgeo/cooperative/whatis.html
- http://learningisgrowing.wordpress.com/2012/03/21/think-pair-share-variations/
- https://www.teachingchannel.org/videos/student-peer-teaching
- https://www.teachingchannel.org/videos/student-participation-strategy
- https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive

4. Pre-Teach Voc

Examples:
- Use explicit vocabulary instruction in academic language
- Use a systematic routine when introducing new vocabulary
    - Name/pronounce the word; state classification and characteristics
    - Act out the meaning, select a synonym, antonym, homonym, draw a picture, connection to self

Non-example:
- Only provide students with a list of vocabulary words
- Using dictionary as sole resource

Resources:
- https://www.teachingchannel.org/videos/build-student-vocabulary
- https://www.teachingchannel.org/videos/teaching-hard-vocabulary-words
- https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive

5. Use of Visual Aids

Examples:
- Graphic Organizer
- Word Wall
- Posters
- Visual schedule/Communication Boards
- Checklists

Resources:
- http://www.pps.k12.or.us/departments/special-education/7630.htm
- http://www.hdc.lsuhsc.edu/lasard/pdf/InclusionMattersHandout.pdf
- Word Wall: http://www.readingrockets.org/strategies/word_walls/
- Keys to Literacy: http://www.keystoliteracy.com/resources/worksheets/

6. Pause, Ask Question, Pause, Review

Research indicates that increasing wait time from 3 to 7 seconds;
Results in:
- Increased length of response
- More questions from students
- More students responding
- Increased responses from struggling students
- Increased student-to-student interaction
- Increased number of speculative responses
- More complex responses
- Increased student confidence

Resources:
- https://www.teachingchannel.org/videos/strategies-for-engaging-students
- http://www.ericdigests.org/1995-1/think.htm
- http://specialed.about.com/b/2010/11/07/teach-like-a-champion-technique-25.htm
-

Just remember:
"The Ones Doing the Doing, Are Doing the Learning!"
(Jeri Rigby, UPDC)