There are Key Teaching Behaviors inherent in each Stage of Learning Strategy instruction, and without explicit attention to these by the instructor, maximum use by students cannot be ensured. The instruction for each Learning Strategy Stage is presented explicitly in each Learning Strategy Instructor’s Manual.

Rating Guide:

2= Present and correct

1=Present, but needs improvement

0= Not present

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| **Key Teaching Behavior**  **Observed** |  | **Expectations of Educator Observed** |  | **Notes** | |
| **STAGE:**  **PRETEST AND COMMITMENT** (establish baseline; commitment to learn/teach strategy) | | | | | |
| Give advanced organizer   * Set expectations |  | Locates materials appropriate for students   * Grade level materials * Student folders |  | |  |
| Assess current habits |  | Implements formal assessment to determine if strategy is needed |  | |  |
| Describe benefits |  | Shows students they need the strategy |  | |  |
| Proved rationales |  | Elicits reasons for learning/using strategy |  | |  |
| Set stage for generalization |  | Discusses where/when strategy can be used  Prepares materials for generalized use |  | |  |
| Make commitment to learn: Student |  | Sets up schedule/system for implementation |  | |  |
| Make commitment to teach: Teacher |  | Commits to providing the instruction and schedule |  | |  |
| Give post organizer   * Review * Set expectation * Cue progress charts |  | Reviews stages of implementation and cues next one |  | |  |
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| **STAGE:**  **DESCRIBE** (through explanation of the strategy and key information; paint the picture of the strategy) | | | | | |
| Give Advanced Organizer   * Set expectations * Provide/solicit rationale * Describe benefits |  | Describes, explains, generates discussion of  class plan |  |  | |
| Demonstrate real life application using think aloud |  | Talks about individual use and benefits of learning the strategy |  |  | |
| Instructs |  | Sets class goals for learning the strategy |  |  | |
| Involve students |  | Discusses application of the strategy in content classes |  |  | |
| Surface mnemonic |  | Presents the strategy steps |  |  | |
| Pace instruction |  | Cues progress chart |  |  | |
| Set stage for generalization |  | Discusses the strategy with content teachers |  |  | |
| Monitor Post Organizer |  |  |  |  | |
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| **STAGE:**  **MODEL** (explicit demonstration of how to perform the steps of the strategy) | | | | | |
| *Phase 1*  *Advanced organizer* | | Shows how the strategy is performed by demonstrating a think-think while using the strategy |  |  | |
| Review strategy |  | Provides complete, perfect model of strategy |  |  | |
| Set expectations |  |  |  |  | |
| Provide/solicit rational |  |  |  |  | |
| *Phase 2*  *Presentation: Think aloud demonstrating expert use of complete strategy* | |  |  |  | |
| Self instruct |  | Cues progress chart |  |  | |
| Use cues |  |  |  |  | |
| Pace instruction |  |  |  |  | |
| Demonstrate problem solving |  | Demonstrates how to problem solve while using strategy |  |  | |
| *Phase 3*  *Enlist student involvement* | | Gradually involves students in modeling |  |  | |
| Students perform specific parts of the strategy |  | Encourages thinking while doing |  |  | |
| Support students participation |  | Troubleshoots with students having difficulty |  |  | |
| Chart Progress |  |  |  |  | |
| *Phase 4*  *Post organizer* | |  |  |  | |
| Give post organizer |  | Cues next stage of implementation |  |  | |
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| **STAGE:**  **VERBAL PRACTICE** (memorization of the strategy steps to automaticity) | | | | | |
| Give advanced organizer   * Review strategy * Set expectations |  | Provides sufficient/varied opportunities for repetition |  |  | |
| Conduct verbal elaboration |  | Leads students explicitly in memorization and elaboration |  |  | |
| Conduct verbal rehearsal |  | Leads students through group and individual practice (strategy steps) |  |  | |
| Adjust goals |  | “Tests” students |  |  | |
| Monitor student progress |  | Troubleshoots with students who are having trouble |  |  | |
| Require mastery |  | Celebrates success, reteaches, modifies as needed |  |  | |
| Give post organizer |  | Cues progress charts |  |  | |
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| **STAGE:**  **CONTROLLED PRACTICE** (guided practice leading to independent practice and student’s level) | | | | | |
| Give advanced organizer   * Review strategy * Set expectations * Provide group corrective feedback |  | Makes assignments or have assignment charts ready in ability level materials |  |  | |
| Monitor student progress |  | Provides regular, directed feedback in 1:1 or small groups |  |  | |
| Adjust goals |  | Closely monitors progress to ensure success |  |  | |
| Make assignments |  | Helps students master strategy in controlled situations |  |  | |
| Require mastery |  | Troubleshoots with student who are having trouble |  |  | |
| Score student products and return |  | Cue progress chart |  |  | |
| Provide individual corrective feedback |  | Looks for error patterns, provides correct model, practices with the student, helps student set a goal for mastery |  |  | |
| Give post organizer |  |  |  |  | |
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| **STAGE:**  **ADVANCED PRACTICE** (independent practice at advanced levels) | | | | | |
| Give advanced organizer   * Review strategy * Set expectations * Provide group corrective feedback |  | Gradually increases the difficulty while moving to course texts or grade level material |  |  | |
| Monitor student progress |  | Guides movement toward independent use |  |  | |
| Adjust goals |  | Supports students in achieving mastery |  |  | |
| Make assignment |  | Provides corrective feedback |  |  | |
| Require mastery |  | Troubleshoots with students who are not progressing |  |  | |
| Score student products and return |  | Cues progress charts |  |  | |
| Provide individual corrective feedback |  |  |  |  | |
| Give post test organizer |  |  |  |  | |
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| **STAGE:**  **POST TEST & COMMIT-MENT** (proof and celebration) | | | | | |
| Give advanced organizer |  | Gives formal last practice |  |  | |
| Test student use |  | Requires mastery |  |  | |
| Celebrate use |  | Celebrates “You got it!” |  |  | |
| Forecast generalization |  | Introduces concept of generalization:  Where,when, how they will use the strategy |  |  | |
| Provide rationales |  |  |  |  | |
| Adjust goals |  | Cues progress chart |  |  | |
| Student commitment to use |  | Obtains student’s commitment to use in another setting |  |  | |
| Teacher commitment to check use |  | Commits to assist student, monitor use and refresh learning as needed |  |  | |
| Give post organizer |  |  |  |  | |
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| **STAGE:**  **GENERALIZATION** (carry over and use in real world) | | | | | |
| *Phase 1*  *Orientation* | | Makes aware of situation and circumstance for use |  |  | |
| Give advanced organizer |  | Plans for and requires periodic use |  |  | |
| Discuss generalization |  | Supports practice across settings |  |  | |
| Discuss sources and cues for use |  | Monitors, reinforces use with practical aides (notes, steps, mnemonic) |  |  | |
| Create cue cards and affirmations |  |  |  |  | |
| Chart progress |  | Supports self-feedback process |  |  | |
| Post organizer |  | Cues next phase |  |  | |
| *Phase 2*  *Activation* | | Supports student use in general settings |  |  | |
| Gather sample assignments from the other classes |  | Instructs students in use of strategy with content material |  |  | |
| Give advanced organizer |  |  |  |  | |
| Explain report of strategy and use forms |  | Provides framework for checks to see if student continues to use appropriately |  |  | |
| Apply across settings |  | Checks with content teachers about student use of strategy |  |  | |
| Require mastery |  |  |  |  | |
| Prompt student self feedback |  | Helps student evaluate use of strategy |  |  | |
| Cue progress chart and goal setting |  | Supports student goal setting & adjustment |  |  | |
| *Phase 3*  *Adaptation* | | Supports student’s independent use of strategy |  |  | |
| Give advanced organizer |  |  |  |  | |
| Surface cognitive features of strategy |  | Instructs in adaptation of strategy |  |  | |
| Discuss and make adaptations |  | Teaches how to adapt the cognitive process to other types of tasks |  |  | |
| Practice adaptations |  |  |  |  | |
| Provide corrective feedback |  |  |  |  | |
| Require mastery |  |  |  |  | |
| *Phase 4*  *Maintenance* | | Devises a plan for periodic checks of strategy use |  |  | |
| Give advanced organizer |  |  |  |  | |
| Discuss rationales and barriers |  | Troubleshoots with students and general educators |  |  | |
| Set plan for continued use |  | Schedules maintenance checks |  |  | |
| Give student a maintenance practice to complete |  |  |  |  | |
| Monitor & provide feedback |  |  |  |  | |
| Require mastery |  |  |  |  | |
| Cue progress chart and goal |  |  |  |  | |
| Give post organizer |  |  | **\_\_/20** |  | |
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