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Know	Want to Know	What I/We Learned

**Learning Objectives:**

- \*Know the categories and strategies of the CITW 9
- \*Understand the classroom recommendations for these strategies
- \*Make connections between the strategies and technology tools
- \*Transfer the learning into classroom instruction

Creating an Environment for Learning  
(Page 7) – Identify the Strategies  
Using Technology with Classroom Instruction that Works, 2<sup>nd</sup> Ed.

Helping Students Develop Understanding		Helping Students Extend and Apply Knowledge

9 Categories of Instructional Strategies (P.8)	Best Practices	Technology Tools/Take Aways
Setting Objectives / Providing Feedback Chapter 1, pp.17-56	Setting Objectives – Best Practices: *Set learning objectives that are specific but not restrictive *Communicate the learning objectives to students and parents *Connect the learning objectives to previous and future learning *Engage students in setting personal learning objectives  Providing Feedback – Best Practices: *Provide feedback that addresses what is correct and elaborates on what students need to do next *Provide feedback appropriately in time to meet students’ needs *Provide feedback that is criterion referenced *Engage students in the feedback process	
Reinforcing Effort and Providing Recognition Chapter 2, pp.57-72	Reinforcing Effort – Best Practices: *Teach students about the relationship between EFFORT and ACHIEVEMENT *Provide guidance regarding “effort” – what does it look like *Track effort and achievement  Providing Recognition – Best Practices: Practices: *Promote mastery goal orientation *Specific and aligned to performance behaviors *Concrete symbols	
Cooperative Learning Chapter 3, pp.73-87	Cooperative Learning – Best Practice: *Include elements of both positive interdependence and individual accountability *Keep group size small *Use cooperative learning consistently and systematically	

9 Categories of Instructional Strategies (P.8)	Best Practices	Technology Tools/Take Aways
Cues, Questions, Advance Organizers Chapter 4, pp.91-104	Cues, Questions – Best Practice: *Focus on what’s important *Use explicit cues *Ask inferential questions *Ask analytic questions  Advance Organizers – Best Practice: *Use expository advance organizers *Use narrative advance organizers *Use skimming as an advance organizer *Use graphic advance organizers	
Nonlinguistic Representations Chapter 5, pp.105-146	Nonlinguistic Representations – Best Practice -- *Use graphic organizers *Make physical models or manipulatives *Generate mental pictures *Create pictures, illustrations, and pictographs *Engage in kinesthetic activities	
Summarizing and Note-taking Chapter 6, pp.147-166	Summarizing Practice: *Teach students the rule-based summarizing strategy *Use summary frames *Engage students in reciprocal teaching	
Assigning Homework and Providing Practice Chapter 7, pp.167-182	Homework – Best Practices: *Develop and communicate a district or school homework policy. *Design homework assignments that support academic learning and communicate their purpose. *Provide feedback on assigned homework.  Practice -- Best Practices: *Clearly identify and communicate the purpose of practice activities *Design practice sessions that are short, focused, and distributed over time *Provide feedback on practice sessions	

9 Categories of Instructional Strategies (P.8)	Best Practices	Technology Tools/Take Aways
Identifying Similarities and Differences Chapter 8, pp.183-203	Identifying Similarities and Differences -- Best Practices: *Teach students a variety of ways to identify similarities and differences *Guide students as they engage in the process of identifying similarities and differences *Provide supporting cues to help students identify similarities and differences	
Generating and Testing Hypotheses Chapter 9, pp.204-226	Generating & Testing Hypotheses – Best Practices: *Engage students in a variety of structured tasks for generating and testing hypotheses *Ask students to explain their hypotheses and their conclusions	

9 Categories of Technology (UT-CITW, P.10)	Definition	Examples
Word Processing Applications		
Organizing and Brainstorming Software		
Data Collection and Analysis Tools		
Communication and Collaboration Software		
Instructional Media (learner as consumer)		
Multimedia Creation (learner as producer)		
Instructional Interactives		
Database and Reference Resources		
Kinesthetic Technology		