

HPHS Glossary of Instructional Strategies

Robert Marzano (2001)

Category	Strategies (This is link to alphabetical)	Definition	Staff who have used this strategy
Identify Similarities and Differences	Frayer Model	The Frayer Model is a vocabulary development tool. In contrast with a straight definition, the model helps to develop a better understanding of complex concepts by having students identify not just what something is, but what something is not. The center of the diagram shows the concept being defined, while the quadrants around the concept are used for providing the details. Words that work well with the Frayer Model include quadrilaterals, insects and democracies.	Stephanie Poole; Jay Ingram
	Sketch to Stretch	Students draw quick sketches to stretch their thinking and understanding of concepts. After reading a selection, students draw sketches that illustrate key ideas and details. Students present their drawings to explain how they made connections with the information revealed in the text.	Valerie Davenport; Darcy Young
	Question /Answer/ Relationships (QAR)	Question-Answer relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them. QAR empowers students to think about the text they are reading and beyond it, too. It inspires them to think creatively and work cooperatively while challenging them to use literal and higher-level thinking skills.	Michael Dearman; Darcy Young
	Venn Diagrams	A Venn Diagram is a graphic organizer that is made up of two or three overlapping circles. Venn diagrams can be used to compare and contrast the characteristics of any items, like groups of people, individual people, books, characters, animals, etc.	Aaron Scott; Nora Clark; Anne Balden; Lauren Bailey; Linder Orourke
	Consensogram	A chart that shows the frequency of distribution of responses, measures a group's perceptions and allows individuals to view their responses in relation to the entire group by having students place stickers where they feel they are in regards to the question.	
Summarizing and Note Taking	Quick writes	A versatile strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.	Aaron Smith; Valerie Davenport; Stewart Brown; Anne Balden; Suzanne Dulaney
	Graphic Organizers	Graphic organizers (some of which are also called concept maps, entity relationship charts, and mind maps) are a pictorial way of constructing knowledge and organizing information. They help the student convert and compress a lot of seemingly disjointed information into a structured, simple-to-read, graphic display. The resulting visual display conveys complex information in a simple-to-understand manner.	Hilda Alcerreca; Michael Neil; Stewart Brown; Aaron Scott; Carmen Moises; Nora Clark; Cassie Deaver; Michael Dearman
	Cornell Note Taking	The Cornell note-taking system was devised in the 1950s by Walter Pauk, a professor at Cornell University in Ithaca, N.Y. The system was designed to help students maximize how they take notes. It simplifies the acquisition and retention of information by having students break down their note pages into three distinct areas, which facilitate recall and summarize major concepts, theories and practices for a given course.	Nora Clark; Darcy Young; Anne Balden; Suzanne Delaney; Linder ORourke
	Affinity Diagrams	An affinity diagram is an interactive data collection method that allows large groups of students/staff to process several ideas about a topic. Brainstorm on sticky notes, then categorize like information into categories.	Linder ORourke
	Anticipation Reaction Guide	Students will be introduced to the major ideas of a story or source of information, and how they feel and/or what they know about them. This is a strategy that promotes interest, sets a framework for reading, and encourages higher level thinking towards print and nonprint media.	Aaron Smith; Darcy Young

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	Foldables	Foldables are 3-D graphic organizers that are used by students to help learn vocabulary words, reinforce skills, organize information, and make new connections using a kinesthetic approach. "Not only do Foldables reinforce skills and strategies essential for reading success, they provide a kinesthetic tool for organizing and analyzing learning" (Treasures: Dinah Zike's Foldables). Foldables can be used before, during, or after a reading and helps students in their retention of the text. Foldables are a quick way to organize information and they help students understand concepts, facts, ideas, events, etc. that are outlined in the curriculum. Foldables allow students to uniquely learn new vocabulary words or to summarize the most important information from a topic. Foldables come in many shapes and sizes. In fact, the shape of the Foldable can even help students in their learning by making meaningful connections. Pictures can be drawn on or in the Foldables to help the visual learners in understanding new words or concepts.	Nora Clark; Michael Dearman; Stephanie Poole; Valerie Davenport; Linder ORourke; Lauren Dominquez; Stewart Brown
	Discussion Web	A graphic organizer that provides students with a structure for discussion of a topic. It encourages students to investigate both sides of a topic and use critical thinking skills to view different points of view about a topic.	Darcy Young
Reinforcing Effort and Providing Recognition	Portfolios	Student portfolios are collections of student work that are typically used for an alternative assessment grade in the classroom. Student portfolios can take a couple of forms. Writing samples might be taken from the beginning, middle, and end of the school year. Another type of portfolio involves the student and/or teacher selecting examples of their best work.	Michael Neil; Erika Burkhardt; Anne Balden; Suzanne Dulaney
	Display Student Work	Reward students for their good work by displaying top assignments in the classroom. Students will be proud to see their work on display, as will their parents. Whether you choose to hang one star student's assignment or feature a handful of highly graded works, you can do so in a number of creative ways. These ideas can motivate students to work hard and receive recognition in the classroom.	Lisa Seaman; Carmen Moises; Aaron Scott; Anne Balden; Darcy Young; Kelly Johnson;
	Interactive Notebooks	Interactive notebooks provide students with a way to express and document their learning in a fun and engaging format that appeals to even the most reluctant learners. These simple spiral notebooks are transformed into a valuable resource where students have access to class notes and handouts that have been recorded by students using sketches, bits of writing, or other cues designed to assist recall and demonstrate understanding of the concepts taught.	Aaron Scott; Nora Clark; Anne Balden; Lauren Bailey; Linder ORourke
	Honor Individual Learning Styles	Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn.	Trey Hardy; Aaron Scott; Michael Dearman;
Homework and Practice	Detailed Informative Moodle Site		Melynda Wright; Lauren Dominquez; Roseanne Leediker; Nora Clark; Katie Berglund
	Shared Learning Collaborative	The Shared Learning Collaborative is a new, state-led project the Bill and Melinda Gates foundation is helping to fund. Think of it as a huge app store—just for teachers—with the Netflix and Facebook capabilities we love the most. It's something that enables teachers to communicate with each other, to share applications and tools, and to give their students differentiated instruction—all aligned to the Common Core State Standards.	

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	Flipped Classroom	Flip your instruction so that students watch and listen to your lectures for homework, and then use your precious class-time for what previously, often, was done in homework: tackling difficult problems, working in groups, researching, collaborating, crafting and creating. Classrooms become laboratories or studios, and yet content delivery is preserved.	Roseanne Leediker; Greg Bergeron; Linder ORourke; Kerry Fergason
Nonlinguistic Representations	Foldables	See above under summarizing and note taking.	
	Sketch to Stretch	See above under identify similarities and differences.	
	Manipulatives (Card Sort, visual tools)	Manipulatives are physical items such as blocks, beads, cut-outs, card sorts or sticks. They permit students to understand abstract concepts through a hands-on approach.	Aaron Scott; Anne Balden
	Physical Models		Katie Berglund; Aaron Scott; Roseanne Leediker;
	Spider Webs	A form of graphic organizer to help students see the relationship between details and the main topic	Michael Neil; Anne Balden; Linder Orourke
	Drawings	The use of graphics will help students make meaning as they read, write, and act, which is firmly rooted in current thinking about how the mind works. paraphrased as "observing, analyzing, imagining, and feeling) to describe aspects of a balanced approach to learning. Through the use of graphics, students have opportunities to experience all four functions (observing, analyzing, imagining, and feeling) as they interact with the books they are reading and the essays, stories, and poems they are writing.	Celeste Renza-Guren; Nora Clark; Michael Dearman; Valerie Davenport; Katie Berglund; Darcy Young; Anne Balden
	Graphic Organizers	See above under note taking and summarizing	
Cooperative Learning	Partner Pair Share	Partner pair share is an instructional strategy designed to provide students with an opportunity to formulate individual ideas and share these ideas with another student. It is a learning strategy that encourages student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Partner Pair Share encourages a high degree of pupil response and can help keep students on task.	Dana Caron; Lauren Dominquez; Valerie Davenport; Lauren Bailey; Darcy Young; Stephanie Poole; Gordon Williamson
	Jigsaw Reading	Jigsaw (Aronson, 1978) is a cooperative learning strategy that helps students work collaboratively to divide a task into manageable chunks. It can be used in any content area and can assist students with learning complicated material. The teacher presents the topic to be learned and divides students into small groups. Each student is responsible for reading and summarizing part of the information on the topic. The student will present the summary of the information to the small group. Each student's part is essential just like all pieces of a jigsaw puzzle are necessary for the complete picture. Each student gets to become a teacher and the workload is divided and conquered.	
	Peer Editing Clocking	Students will edit and revise their own papers and the papers of peers to improve their writing skills. Peer editing is a very effective way to help students improve their writing. Students use a three-step peer-editing process that consists of compliments, suggestions, and corrections.	Kerry Fergason; Valerie Davenport; Anne Balden; Darcy Young
	Line Ups	Line ups are a kinesthetic activity that can be used in multiple ways. Some examples would include: students take and defend a position on a topic, help students fine tune vocabulary, estimation skills, or help students develop their ability to articulate their rationale.	

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	Inside Outside Circles	Inside Outside Circle is a kinesthetic activity that involves all students in the class and that facilitates short exchanges between students. The teacher forms two concentric circles containing the same number of students. Students in the inside circle face a partner standing in the outside circle. The teacher asks students from the inside circle to share something with their partner in timed activity. The students on the outside circle share with their partner. The interaction is timed and repeated after the inside circle rotates to the next student. Inside Outside Circle YouTube	Hunt Caraway; Anne Balden; Darcy Young; Nora Clark; Michael Dearman; Celeste Renza-Guren
	Scavenger Hunts	Variations on the traditional Scavenger Hunts can be used to review, preview, and expand a topic. Resources can be a textbook, peers, internet links, maps, etc.	Stewart Brown; Anne Balden; Lauren Bailey; Kelly Johnson
	Walking Tours	Passages from reading (or problems) are posted on individual pages around the room. Groups tour the room and discuss each passage (problem), then summarize.	Anne Balden
	DramaticTableaux	Students act out roles from stories or historical events	Darcy Young; Lisa Seaman
	Global Connections and Skyping	Contact Edna Phythian: Global Connections Coordinator	Erika Burkhardt; Wenzen Chuang;
Setting Objectives and Providing Feedback	KWL Charts	A KWL chart is a three-column graphic organizer. Students generate ideas for each column: What I Know, What I Want to Know, and What I Learned.	Stewart Brown; Valerie Davenport; Lauren Bailey; Stephanie Poole
	Exit Tickets	A teacher can gain valuable teaching time by using admit and exit tickets as a strategy for monitoring student learning and introducing or reviewing instruction. They are a quick formative assessment technique that checks for understanding by having them summarize key points from the lesson, ask any questions they have about points covered, solve a problem or answer questions based upon the lesson, point out the "essential question" for the day's lesson.	Kelly Johnson; Stephanie Poole; Suzanne Delaney; Lauren Bailey
	Objective and Agenda Display	Having an outline of things to learn and focus on can help students stay on track. By posting your classroom objectives in plain view, students will be able to track their progress on their own and work ahead if able. They will gain a better understanding on the required work and will be able to work independently both inside and outside of the classroom.	Lisa Seaman; Aaron Scott; Nora Clark; Lauren Bailey; Suzanne Dulaney
	Formative Assessment Strategies	Formative assessment is carried out during the instructional process for the purpose of improving teaching or learning. An assessment activity can help learning if it provides information to be used as feedback by teachers and by their pupils in assessing themselves and each other to modify the teaching and learning activities in which they are engaged.	Darcy Young; Aaron Scott; Stephanie Poole
	Active Expressions Clickers	ActivExpression is a versatile student response system with full-sentence, equation and character text capabilities, offering students a range of response types as varied as their insights and opinions.	Rosanne Leediker; Wenzen Chuang; Nora Clark; Carmen Moises; Kelly Johnson

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Generating and Testing Hypothesis	Constructivist Practices	Constructivism is any teaching strategy or activity in which students learn content material by being placed in situations that require them to solve problems, building upon what they already know. The teacher provides stimulation and asks questions. Students are encouraged to come to their own conclusions.	Darcy Young
	Socratic Circles	The Socratic method relies on asking and answering questions and discussing ideas rather than simply dictating facts that need to be memorized. In addition to teaching whatever subject it is applied to, the Socratic method encourages critical thinking and involves considering theories and dismissing them in favor of better hypothesis. The Socratic method also encourages students to work through problems on their own rather than being shown the answer.	Michael Dearman; Anne Balden; Linder ORourke; Lauren Bailey
	Inductive vs. Deductive Reasoning	Inductive and deductive reasoning are two basic kinds of reasoning used in math, science and the humanities. Students need to understand the basics of inductive, deductive, and intuitive reasoning in order to become better problem solvers.	
	Project Based Learning	Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.	Kelly Johnson; Nora Clark; Kerry Ferguson; Rosanne Leediker; Darcy Young; Anne Balden
Questions, Cues and Advance Organizers	Any Graphic Organizer	See Graphic Organizer under Summarizing and Note Taking above.	
	Foldables	See Foldables under Summarizing and Note Taking above.	
	Inferencing	Making an inference is also known as reading between the lines. The reader must put together the information the author provides and the information that the reader already knows to come up with the answer.	Aaron Scott; Darcy Young; Anne Balden; Stephanie Poole
	Predicting	Using information from a text or data, to decide what will most likely happen next. Predicting involves more than trying to figure out what happens next. As kids find evidence to form hunches, they also ask questions, recall facts, reread, skim, infer, draw conclusions, and, ultimately, comprehend the text more fully.	Anne Balden; Darcy Young; Suzanne Delaney; Aaron Scott; Roseanne Leediker
	Advance Organizers	Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.	
Questioning	Research shows that questioning should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Pause briefly after asking a question. Doing so will increase the depth of your students' answers.		

[Here is a link to 40 best Instructional Strategies from Journey North](#)