

Sustainable Classroom Project

Summary Overviews of Experimental Lessons by Instructional Strategy

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This summary is based on data found in the Excel Workbook located at:

<http://www.esd112.org/edtech/scp/documents/SummaryXStrategy.xls>

Similarities and Differences:

Experimental lessons were developed in the subjects of mathematics, social studies, and language arts/reading. All nine of the teachers used the interactive whiteboard in their lessons on similarities and differences, six used the wireless response system, and four used the document camera. Five teachers (3 primary, 1 middle level, 1 high school) utilized Venn diagrams to teach the topic; six utilized comparison matrices or classification tables (1 primary, 3 middle level and 3 high school); and 2 used metaphors or analogies (1 middle level, 1 high school).

- ◆ In seven of the nine classrooms, **84% or more** of students reported the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In eight of the nine classrooms, **75% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.

Summarizing and Note Taking:

Experimental lessons were developed in the subjects of mathematics, social studies, and language arts/reading. All nine of the teachers used the interactive whiteboard in their lessons on summarizing and note taking, six used document cameras, and two used wireless response systems. Five teachers (3 middle level, 2 high school) taught their students the Rule-based strategy for summarizing.

- ◆ In all of the nine classrooms, **78% or more** of students reported that the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In seven of the nine classrooms, **80% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.

Reinforcing Effort and Providing Recognition:

Experimental lessons were developed in the subjects of mathematics, social studies, language arts/reading/spelling, and general skills. Eight of the nine teachers used the interactive whiteboard in their lessons on Reinforcing Effort and Providing Recognition, six used the document camera, and four used the wireless response system. Three teachers (1 primary, 2 middle level) utilized The Little Engine That Could to teach the topic; six utilized personal, family or famous people stories (1 primary, 3 middle level and 3 high school); and 7 used strategies for tracking effort and achievement (2 primary, 2 middle level, 3 high school).

- ◆ In five of the seven classrooms for which data was available, **83% or more** of students reported the **instructional strategy** absolutely or mostly helped them understand the key ideas.

- ◆ In four of the seven classrooms, **81% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.

Homework and Practice:

For the instructional strategy, Homework and Practice, experimental lessons were developed in the subjects of mathematics, social studies, and study skills. Six of the nine teachers used the interactive whiteboard in their lessons, six used the document camera, and three used the wireless response system. Four teachers developed or revised classroom homework policies and four developed processes for students to record and/or track the relationship between practice and achievement.

- ◆ In eight of the nine classrooms, **80% or more** of students reported the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In six of the nine classrooms, **90% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.

Nonlinguistic Representations:

Experimental lessons were developed in the subjects of science, mathematics, social studies, and language arts/reading. All nine of the teachers used the interactive whiteboard in their lessons on nonlinguistic representations, seven used the wireless response system, and five used the document camera. Six teachers (3 primary, 1 middle level, 2 high school) utilized graphic organizers to teach the topic; four utilized pictures (2 primary, 2 high school); and 3 used kinesthetic (2 middle level, 1 high school).

- ◆ In seven of the eight classrooms for which data was available, **78% or more** of students reported the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In seven of the eight classrooms, **86% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.

Cooperative Learning:

Experimental lessons were developed in the subjects of science, mathematics, social studies, and language arts/reading. All nine of the teachers used the interactive whiteboard in their cooperative learning lessons, four used the wireless response system, and four used the document camera. Six teachers (3 primary, 2 middle level, 1 high school) worked on grouping practices; three worked on assigning roles (1 primary, 1 middle level, and 1 high school); and 3 focused on individual accountability (2 middle level, 1 high school).

- ◆ In eight of the classrooms, **80% or more** of students reported the **instructional strategy** absolutely or mostly helped them understand the key ideas. In four of these nine classrooms, **100%** of the students reported the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In eight of the nine classrooms, **91% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key

ideas. In all primary classrooms, **100%** of the students said the **technology** used absolutely or mostly helped them understand the key ideas.

Setting Objectives and Providing Feedback:

For the strategy, Setting Objectives and Providing Feedback, experimental lessons were developed in the subjects of mathematics, social studies, language arts/reading/spelling, and an interdisciplinary unit. All nine of the teachers used the interactive whiteboard in their lessons, seven used the wireless response system, and five used the document camera. Seven teachers (2 primary, 2 middle level, 3 high school) developed processes for students to set their own goals and objectives.

- ◆ In six of the nine classrooms, **80% or more** of students reported that the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In seven of the nine classrooms, **83% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.

Generating and Testing Hypotheses:

Experimental lessons were developed in the subjects of science, mathematics, social studies, and language arts/reading. All nine of the teachers used the interactive whiteboard in their lessons on Generating and Testing Hypotheses, seven used document cameras, and three used wireless response systems. Techniques used for this strategy centered around the needs of the content, e.g. analyzing primary sources in history and making predictions in science.

- ◆ In six of the eight classrooms for which data was available, **80% or more** of students reported that the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In seven of the eight classrooms, **81% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.

Cues, Questions, and Advance Organizers:

Experimental lessons were developed in the subjects of science, mathematics, social studies, language arts/reading and interdisciplinary units. All nine of the teachers used the interactive whiteboard in their lessons on Cues, Questions, and Advance Organizers, six used wireless response systems, and five used document cameras. Six teachers (2 primary, 2 middle level, 2 high school) used advance organizers (graphic organizers) in the lesson and 6 worked on lessons using questions and cues.

- ◆ In seven of the nine classrooms, **83% or more** of students reported that the **instructional strategy** absolutely or mostly helped them understand the key ideas.
- ◆ In eight of the nine classrooms, **79% or more** of students indicated the **technology** used absolutely or mostly helped them understand the key ideas.