





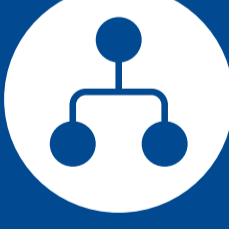





INSTRUCTIONAL MODEL

| LESSON STRUCTURE | | HIGH IMPACT TEACHING STRATEGIES | | |
|-------------------------|----------------------------|---|--|---|
| S | SET THE GOAL | ASSESSMENT AS & FOR LEARNING MUST OCCUR AT EVERY STAGE |  Setting Goals |  Structuring Lessons |
| | ACCESS PRIOR LEARNING | |  Explicit Teaching |  Differentiated Learning |
| E | EXPLICIT | |  Questioning |  Worked Examples |
| | PRACTICE | |  Collaborative Learning |  Multiple Exposures |
| ASSESSMENT FOR LEARNING | | |  Metacognitive Strategies |  Feedback |
| R | RECOGNITION AND REFLECTION | | | |

GRADUAL RELEASE OF RESPONSIBILITY

