
Instructional Strategies

How to Teach for Rigor and Relevance



Teacher Handbook

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Overview

This Teacher Handbook is a companion resource to the professional development kit, *Instructional Strategies – How to Teach for Rigor and Relevance*. The Handbook is a stand-alone guide for expanding your capacity to use a variety of instructional strategies. The material will assist you not only to acquire more instructional techniques to facilitate learning but also to know when a particular strategy is more appropriate and effective than another. The Handbook serves as a handy classroom reference for choosing instructional strategies and designing effective learning experiences.

Several important concepts are presented in this Introduction which apply to all instructional strategies. The first is the Rigor/Relevance Framework, a tool developed by the International Center for Leadership in Education to measure the rigor and relevance of curriculum, instruction, and assessment. When you become familiar with the Framework, you will be able to use it to facilitate learning experiences for your students that are high in cognitive skill development and contain real-world applications.

Next comes the International Center’s Performance Planning Model. The interrelationship of curriculum, instruction, and assessment will become more apparent to you as you explore the complex process of curriculum planning. As a part of this process, instructional strategies can motivate the learner to more rigorous and relevant learning.

The 17 instructional strategies are then introduced and correlated to the Rigor/Relevance Framework, various types of assessment, student learning styles, and use of education technology.

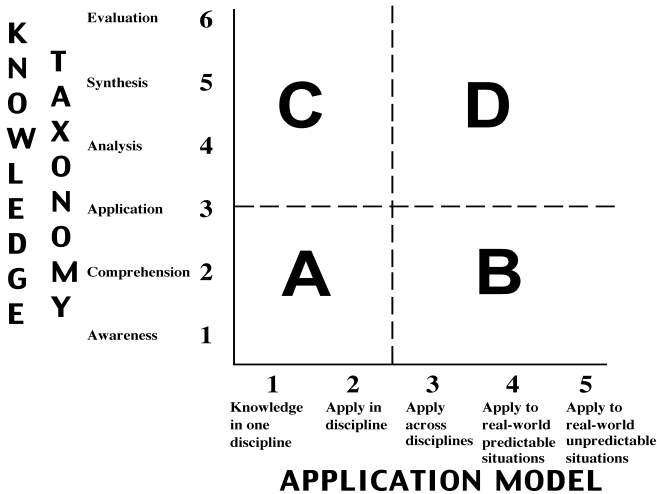
The Handbook contains a chapter on each strategy, which offers a comprehensive description, guidelines for implementation, tips for choosing and using the particular strategy, its advantages and disadvantages, and techniques to enhance use of the strategy. The Teacher Checklist will assist you in measuring the effectiveness of your delivery of the instructional strategy. The Checklist makes it easy for you to collect data on the effectiveness of the strategy as well as to use self-reflection as a means of evaluating your teaching.

Using the Rigor/Relevance Framework

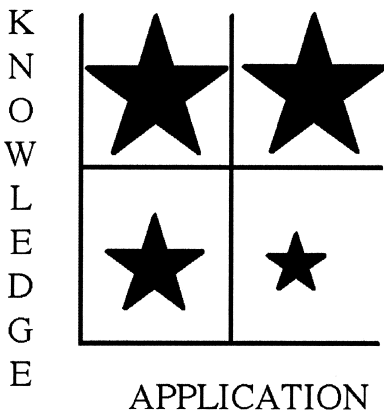
The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment. It uses a familiar knowledge taxonomy, while encouraging a move to application of knowledge. The Rigor/Relevance Framework helps make explicit the relevance of learning to the real world, broadening the historically narrow focus on acquisition of knowledge.

The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement. One is a continuum of knowledge based on the six levels of Bloom’s Taxonomy, which describes the increasingly complex ways in which we think. The low end is acquiring knowledge and being able to recall or locate that knowledge in a simple manner (acquisition level). Just as a computer conducts a word search in a word processing program, a competent person at this level can scan through thousands of bits of information in the brain to locate that desired knowledge.

Rigor/Relevance Framework™



The best way to develop a systematic approach to matching instructional strategy to the expected level of student performance is through the knowledge taxonomy and application model in the Rigor/Relevance Framework. The instructional strategies can be related to a particular quadrant of the Rigor/Relevance Framework. Likewise, the expected levels of student performance can be related to the Rigor/Relevance Framework. Select instructional strategies that work best for the quadrant in which your student objectives are located. When used at the right time, these strategies can help students to achieve expected standards. In the following chart, each strategy is rated as to its appropriateness for each of the four quadrants.



A version of this graphic appears on the first page of the description of each strategy. The larger the star in a quadrant of the Rigor/Relevance Framework, the more ideal the strategy is for teaching at that level.

The largest star corresponds to the three-star rating used in the chart on the following page and the smallest star to the one-star rating.

Instructional Strategies and the Rigor/Relevance Framework

Strategy	Acquisition Quadrant A	Assimilation Quadrant C	Application Quadrant B	Adaptation Quadrant D
Brainstorming	★★	★★★	★	★★★
Cooperative Learning	★★	★★	★★★	★★★
Demonstration	★	★	★★★	★★
Guided Practice	★★★	★★	★★	★
Inquiry	★	★★★	★★	★★★
Instructional Technology	★★	★★★	★★★	★★★
Lecture	★★★	★★	★	★
Memorization	★★★	★★	★★	★
Note-taking/Graphic Organizers	★★	★★	★★	★★
Presentations/Exhibitions	★	★★	★★	★★★
Problem-based Learning	★★	★★	★★★	★★★
Project Design	★	★	★★★	★★★
Research	★★	★★★	★	★★★
Simulation/Role-playing	★★	★★	★★★	★★★
Socratic Seminar	★	★★★	★	★★★
Teacher Questions	★★	★★★	★	★★★
Work-based Learning	★★	★★	★★★	★★★

Key ★★★ Ideal Strategy ★★ Appropriate Strategy
 ★ Least Appropriate Strategy

Instructional Strategies and Assessment

Strategy	Multiple Choice	Constructed Response	Extended Response	Process Performance	Product Performance	Portfolio	Interview	Self-reflection
Brainstorming	★	★	★	★★★★	★★	★★	★★	★★★★
Cooperative Learning	★	★	★★	★★★★	★★★★	★★	★★	★★
Demonstration	★★	★★★★	★★	★★★★	★★	★★	★	★
Guided Practice	★★★★	★★★★	★★	★★★★	★★	★★	★	★
Inquiry	★	★	★★	★★	★★★★	★★	★★★★	★★★★
Instructional Technology	★★	★	★	★★	★★★★	★★★★	★★	★★
Lecture	★★★★	★★★★	★★★★	★	★	★	★★	★
Memorization	★★★★	★★★★	★★	★★★★	★★	★	★	★
Note-taking/Graphic Organizers	★	★★	★★★★	★	★★	★★	★★	★★★★
Presentations/ Exhibitions	★	★	★★	★★★★	★★★★	★★★★	★★	★★★★
Problem-based Learning	★	★★	★★★★	★★★★	★★★★	★★	★★	★★
Project Design	★	★★	★★★★	★★★★	★★★★	★★★★	★★	★★
Research	★	★	★★	★★★★	★★★★	★★★★	★★	★★★★
Simulation/Role-playing	★	★	★★	★★★★	★	★	★★	★★★★
Socratic Seminar	★	★	★★★★	★★	★	★	★★★★	★★★★
Teacher Questions	★★	★★★★	★★	★	★	★	★★	★★
Work-based Learning	★	★	★★	★★★★	★★★★	★★★★	★★★★	★★

Key ★★★★ Ideal Strategy ★★ Appropriate Strategy
 ★ Least Appropriate Strategy