



The DVUSD Way:

High-Level Instructional Strategies for Engagement

Strategy

Practice



Procedures and Routines

- Create connections with students
- Post and teach school-wide and classroom Tier I behavior expectations
- Communicate consistent daily routines
- Teach essential social and academic behaviors
- Use attention signals
- Actively scan the room and adjust proximity to ensure student engagement



Clarity of Learning Targets

- Post and communicate learning targets and connect to previous learning
- Communicate the success criteria
- Consistently reference learning targets
- Ask students to summarize their understanding verbally or in writing throughout the lesson



Vocabulary Instruction

- Provide explicit tiered instruction for general, academic and content-specific words
- Use visuals, student-friendly definitions, word banks, sentence frames, graphic organizers, and models
- Provide opportunities for practice and repetition



Modeling

- Provide step-by-step instructions
- Incorporate effective modeling strategies: think-alouds, role-playing, peer modeling, etc.
- Teach students how to use thinking strategies to plan for and monitor their learning



Guided Practice with Formative Feedback

- Provide multiple opportunities to practice each new skill
- Use formative checks for understanding (exit tickets, observations, checklists, think-pair-share, etc.) to assess student learning, provide feedback, and adjust instruction
- Provide opportunities for students to engage in self-assessment to prompt student reflection and self-correction



Collaborative Learning

- Clearly communicate the learning targets
- Hold students accountable for group contributions and task expectations
- Teach procedures for effective group work; communication, conflict resolution, and time management

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Strategy	Practice
 <p>Cognitive Interest Cues</p>	<ul style="list-style-type: none"> • Hook student curiosity with questions, visuals, and personal connections • Connect interest cues to the learning outcome • Activate prior knowledge
 <p>Student Goal Setting</p>	<ul style="list-style-type: none"> • Create opportunities for students to set and monitor clear, specific learning goals • Graph assessments to hold students accountable and allow reflection on learning • Provide frequent and targeted progress feedback • Make connections between effort and progress
 <p>High-Level Questions</p>	<ul style="list-style-type: none"> • Design open-ended thought-provoking questions aligned to the learning target • Prompt students to offer explanations and make thinking visible • Provide think time when questioning students • Teach students to create and ask their own high-level questions • Encourage students to reinforce and rationalize their peers' thinking and explanations • Use follow-up questions for incorrect and correct answers
 <p>Visualizations and Concrete Examples</p>	<ul style="list-style-type: none"> • Embed visual representations: diagrams, graphic organizers, manipulatives, work examples, and simulations • Explain abstract principles with familiar, concrete examples
 <p>Tier II Supports</p>	<ul style="list-style-type: none"> • Focus first on high-quality Tier I instruction • Use data to assess student learning and create groups • Focus on grade-level essentials • Reengage students with interventions or extensions
 <p>Cognitive Writing</p>	<ul style="list-style-type: none"> • Engage students in high-order processing of new learning through writing tasks • Extend and apply prior learning • Explicitly teach and model thinking skills • Develop rubrics, provide feedback, and offer opportunities for revisions