

## STRATEGIES FOR IMPLEMENTING PERSONAL EDUCATION PLANS

Time Strategies	Instructional Strategies	Assessment Strategies
<ul style="list-style-type: none"> <li>✓ Tutoring Before School</li> <li>✓ Tutoring After School</li> <li>✓ Double Period for Subject of Concern</li> <li>✓ Saturday Academy</li> <li>✓ Jump Start (Begin school 1-2 weeks early)</li> <li>✓ Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use graphs, charts, graphic organizers to organize information</li> <li>✓ Focus on teaching key points, key vocabulary, and key concepts</li> <li>✓ Use visuals to create images</li> <li>✓ Provide typed, printed outlines, notes, advance organizers</li> <li>✓ Provide pre-reading guide/study guide</li> <li>✓ Use mini lesson directed toward improving skill of concern</li> <li>✓ Read aloud and ask student to summarize or retell</li> <li>✓ Pre teach vocabulary</li> <li>✓ Have student tape self re-reading familiar text</li> <li>✓ Provide student choices</li> <li>✓ Teach HOTS, model them, and have students practice their use in multiple settings</li> <li>✓ Teach student to make/use personal connection</li> <li>✓ Teacher models, before, during, after strategy</li> <li>✓ Teacher creates risk free environment</li> <li>✓ Teacher engages in professional development to learn and apply research-based strategies</li> <li>✓ Teacher ensures book selection matches student instructional level</li> <li>✓ Student required to apply knowledge in strategic and flexible ways</li> <li>✓ Teacher implements activities that provide practice at student's independent level</li> <li>✓ Teacher ensures that student is engaged in reading and writing or mathematics activities and NOT worksheets</li> <li>✓ Teacher ties new learning to prior knowledge</li> <li>✓ Teacher provides multiple opportunities for student to practice new skills</li> <li>✓ Teacher teams plan instructional activities</li> <li>✓ Teacher provides multiple opportunities for student to learn and generalize skill</li> <li>✓ Teacher uses flexible grouping of students</li> <li>✓ Tasks are broken into small steps/parts</li> <li>✓ Teacher models effective reading/writing/math behavior</li> </ul>	<ul style="list-style-type: none"> <li>✓ Limit amount of information for which student is held accountable</li> <li>✓ Give rubric before or when product/project is assigned</li> <li>✓ Separate homework grade from knowledge grade</li> <li>✓ Shorten required length of assignment</li> <li>✓ Have student use graphs to demonstrate understandings</li> <li>✓ Let student use tape recorder to demonstrate understandings</li> <li>✓ Reduce number of questions on written tests</li> <li>✓ Use oral assessment</li> <li>✓ Allow student to fill in graphic organizer instead of written test</li> <li>✓ Gather evidence of student learning from variety of sources over time (paper &amp; pencil, assignments, oral, observation, performance, products)</li> <li>✓ Set clearly defined learning targets</li> <li>✓ Analyze and interpret data and modify instructional plan</li> </ul>