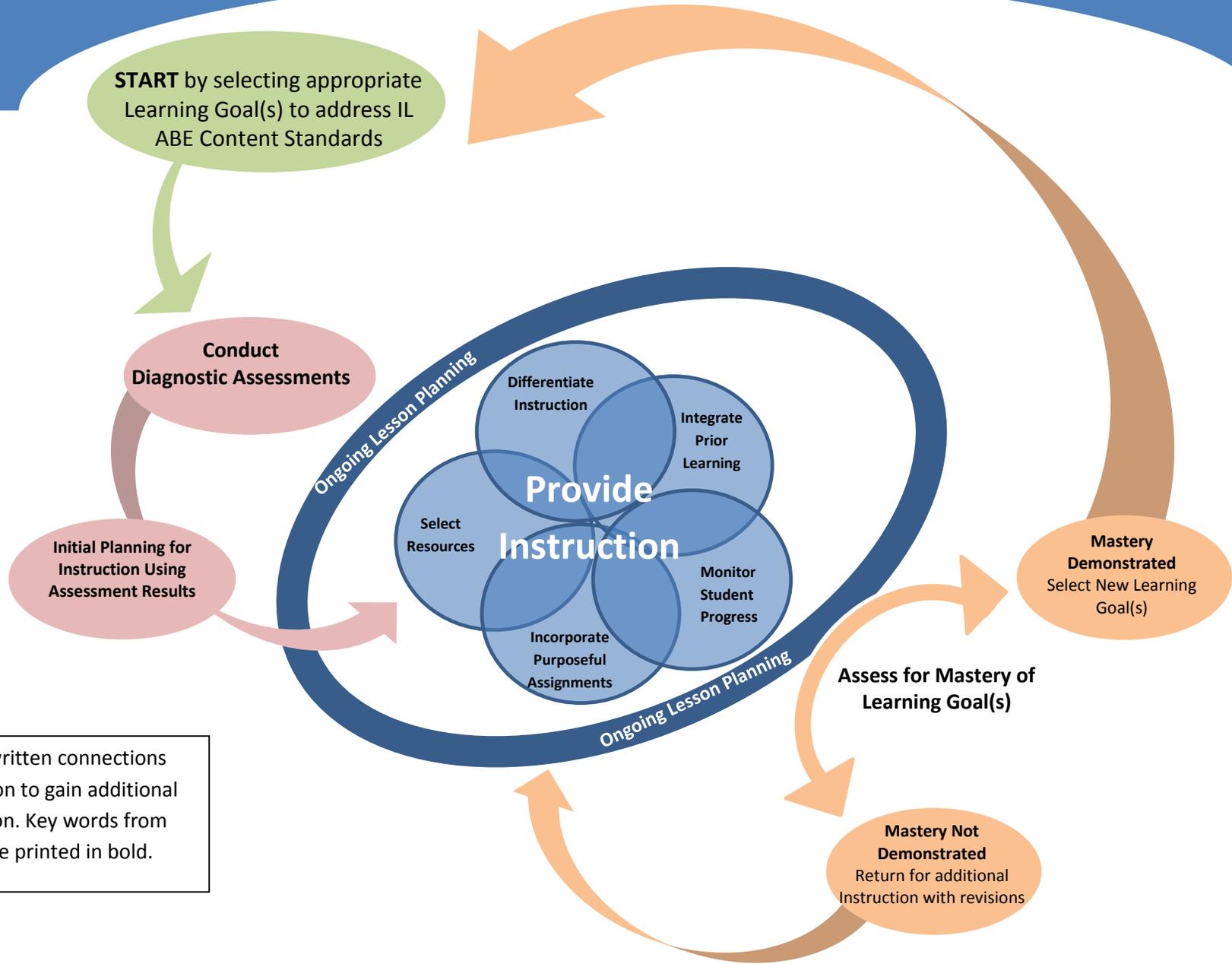


Connecting CCR Innovations, EBRI, SLN An Effective Teaching Process



Refer to written connections information to gain additional explanation. Key words from graphic are printed in bold.

Connecting CCR Innovations, EBRI and SLN: An Effective Teaching Process

College and Career Readiness (CCR) Innovations, Evidence-based Reading Instruction (EBRI) and Special Learning Needs (SLN) Connections

- ✓ Use process-driven, evidenced-based approaches to improve instructional effectiveness
- ✓ Focus on listening, speaking, reading, and writing as a related continuum of learning
- ✓ Provide tools and resources that create a thorough learning method
- ✓ Clarify instructional strengths while providing targeted teaching in improving instructional needs
- ✓ Build on the information and strategies of other instructional practices and when combined solidifies the knowledge from prior learning while providing additional clarifications for specific understanding

CCR Innovations, EBRI, and SLN instructional practices result in more effective teaching

Connections for Diagnostic Assessment

- Conduct oral, one-on-one assessments to identify skills gaps and strengths
- **Assessment** for mastery of learning goals determines next steps of instruction
- Inclusion of Career Assessments ensures contextualization

Connections for Providing Instruction (see connections graphic for further clarification)

- 1) Use results of assessments to inform instructional **lesson planning**
 - i.e. assessment shows gaps in vocabulary – lesson plan addresses standard 4.R.VA.4: Acquire and use accurately level-appropriate general academic and domain-specific (subject-based or work related) words and phrases. Combine EBRI and SLN strategies to address student's determined auditory learning strength by using TELL and SHARE method discussing meaning and application of specific work-related words. Then students share with classmates their discussion to further reinforce meanings
- 2) **Differentiate** instructional routines organizing when and to which groups of students information is taught, using which levels of materials through focused **selecting of resources**
 - i.e. group students based on assessed EBRI needs and by SLN strengths and challenges to effectively teach meanings of academic words through direct and explicit vocabulary instruction and for practice and application in context, using high-interest reading material with workplace contextualization and a hands-on approach acting out the words (learning strength of student) – addressing CCR Innovations: Analyzing Alignment of Resources and Revising a Resource to Improve Alignment to the Illinois ABE/ASE Content Standards
- 3) **Lesson planning** is flexible, **ongoing** and is based on a **learning goal(s)** taking multiple class sessions and differing instructional approaches including direct instruction **incorporating meaningful activities/tasks** for multiple opportunities for practice
 - i.e. use multiple texts over time to teach evaluation of author's message – if student's assessed learning strengths are auditory and kinesthetic, use discussion and role play in class to work through meanings - incorporate further extension by presenting importance in the world of work to understand written meaning from supervisor to fulfill desired expectations - CCR Innovations: Creating Standards-Aligned Lessons & Conducting a Lesson Study and Focusing on Assignments and Student Work
- 4) **Instruction** includes explanation, modeling, guided practice with feedback, meaningful activities/tasks to augment practice, application, and **integrating prior learning**
 - i.e. reading texts become more complex as student progresses, teacher models reading and applications of information being read to ensure thorough comprehension – allow students opportunities to display understanding through practice (scenarios of possible daily life or work situations with students working through solutions to problems using information from texts), discussion (classroom discussion of how information could be used in daily life or in work) and application of information (use real-world equipment or allow students to be in work situations applying information from class) - CCR Innovation: Observing the Illinois ABE/ASE Content Standards-in-Action
- 5) Ongoing **monitoring** of student progress informs instructional decisions