

# Evidence-based teaching practices

Teacher understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps. While many alternative pathway teachers know what content they must teach, many have never had classes on how to teach the content using evidence-based practices. **This infographic is a quick reference guide containing evidence-based practices that can impact learning that teachers can use daily to support effective instruction.**

## Principles of instruction

*Research-based strategies that all teachers should know*

1

Begin lessons with short reviews of previous learning.

2

Present new material in small amounts; assist students as they practice this material.

3

Ask many questions and observe student responses; questions allow students to connect new material with prior learning.

4

Provide models such as step-by-step demonstrations or think alouds to work out the problem.

5

Guide student practice by asking good questions and providing feedback.

6

Check that students understand the material; doing so can help students learn with fewer errors.

7

Obtain a high success rate (~ 80%) through teaching in small steps, guiding practice, and employing mastery learning techniques.

8

Provide scaffolds, or temporary supports, for difficult material.

9

Prepare students for and monitor independent practice; ample independent practice is necessary for skills and knowledge to become automatic.

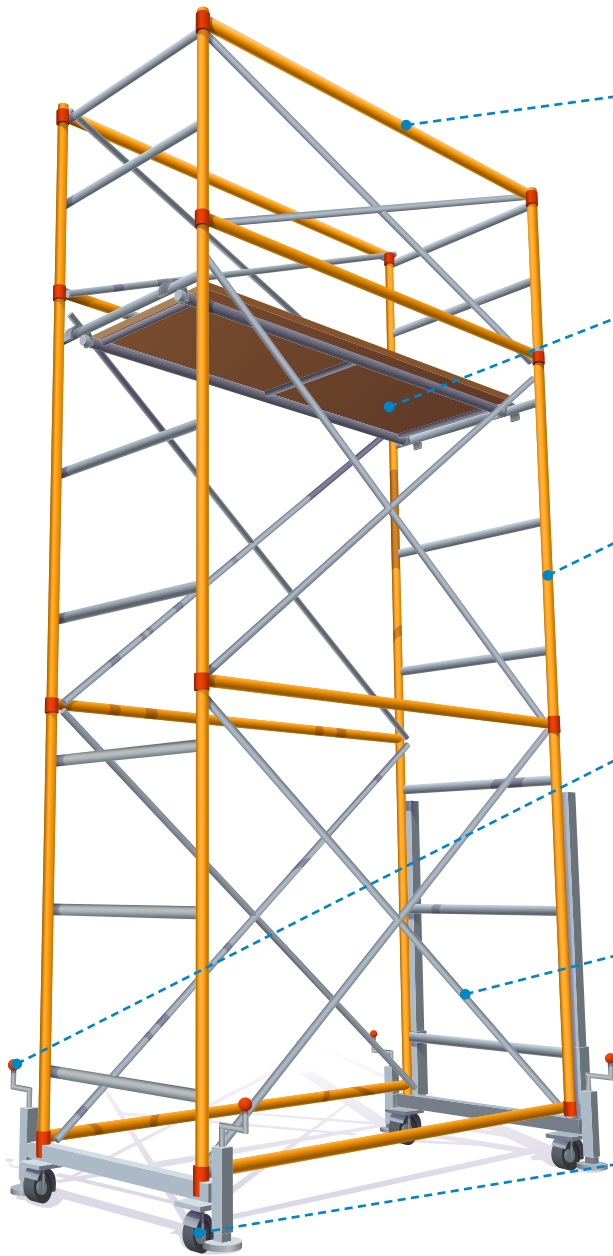
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Engage students in weekly and monthly reviews of past material.



# Scaffolding

Temporary devices and procedures used by teachers to support students as they learn strategies



Guard rails keep you from falling off the scaffolding. **Active engagement strategies** keep students on task.

The platform allows for stable footing to do the required work. **Evidence-based instruction** provides a stable foundation upon which learning is built.

The guard rail posts provide support to the whole structure. **Procedures** support scaffolding by ensuring student engagement in the design lessons.

Locking pins keep the scaffolding in place. **Corrective feedback** that is specific, timely, and ongoing and keeps students on the right track.

The cross brace keeps the scaffolding base sturdy. **Planning** ensures organization and keeps both the lesson and scaffolding focused.

Casters allow the scaffolding to move where needed. **Assessment** allows teachers to personalize learning for individual students and differing abilities.

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