

Cognitive strategy Instruction
Implementation Plan

Following the

Self-Regulated Strategy Development Model

Teacher: _____

Content Area: _____ Grade Level: _____

Strategy: _____

Stage 1: Develop and Activate Background Knowledge

Prior to teaching the strategy, it is necessary to evaluate the students' background knowledge. Using this in a classroom where the teacher is familiar with the students and their abilities will provide a lot of this information. Formal or informal assessments can be used to determine what skills the students possess and what skills they lack; doing a **task analysis** will provide the information for identifying the skills necessary to successfully complete the strategy.

Task Analysis

How will I assess students' prerequisite skills?

Stage 2: Discuss the Strategy

This stage is the first stage in 'initiating' the strategy. In this stage it is important to be up front and open with the students about what you are doing. It is important to stress the relevance of the strategy. Brainstorm with the students, situations

where using this strategy or completing the given task accurately is important.
Example: "When would it be important for you to read a textbook accurately?"

Brainstorming ideas with students

In order for students to be successful and self-regulating they need to want to use the strategy, or "buy in." Discussing current performance here is crucial.

Script for "Selling" the Strategy

Introduce the strategy steps, and any prompts that will be given.

Stage 3: Model the Strategy

The teacher will need to use a “think aloud” to demonstrate the use of the strategy.

Script for Think Aloud

Stage 4:Memorize the Strategy

Memorizing the strategy is extremely important! We want the students to focus on the task and not on the steps of the strategy. The activities themselves are not

nearly as important, but necessary to plan out. The important aspect of the activities is whether or not they facilitate memorization.

Memorization Activities

Stage 5: Support the Strategy

In this stage scaffolding is important. With scaffolding it is possible for a gradual transfer of strategy performance from teacher to student. This is possibly the most critical part of the process; students need to be given adequate time and support to master the strategy.

Describe how you would facilitate support strategy use:

Stage 6: Independent Performance

The main goal is that students ACADEMIC PERFORMANCE INCREASES. It will be necessary to evaluate students' usage of the strategies. At a minimum: *Are they actually using the strategy? Has performance increased? Do the students see the strategy as valuable?*

How will you facilitate strategy use and help students generalize to other situations, and how will you evaluate their performance?