



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

Learning Strategy Instruction Innovation Configuration

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Authors

This innovation configuration was developed by Jean B. Schumaker, Ph.D., Edge Enterprises, Inc.

Original Source

This innovation configuration originally appeared in the following resource, which fully describes the innovation configuration, clarifies its purpose, and provides examples of what each component may look like in the classroom.

Schumaker, J. B. (2009). *Professional development in effective learning strategy instruction* (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from <http://www.tqsource.org/publications/EffLearnStrtInstructionIssuePaper.pdf>

Instructions for Using Innovation Configurations

The following resource describes the content and purpose of innovation configurations, outlines their intended use as syllabus evaluation tools, and provides scoring guidelines and examples for clarification.

National Comprehensive Center for Teacher Quality. (2011). *Innovation configurations: Guidelines for use in institutions of higher education and professional development evaluation*. Washington, DC: Author. Retrieved May 12, 2011, from http://www.tqsource.org/publications/IC_Guidelines.pdf

Introduction

One way of helping students with learning disabilities and other struggling students to be independent life-long learners is to teach them how to use learning strategies in efficient ways. Learning strategy instruction can provide students the opportunity to succeed in today's schools and meet rigorous standards, transforming ineffective learners to effective learners. This innovation configuration identifies the kinds of knowledge and skills teachers need to be competent learning strategy instructors.



Learning Strategy Instruction Innovation Configuration

Essential Components	Variations					
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately.</p> <p>Descriptors and examples are bulleted below each of the components.</p>	<p>There is no evidence that the component is included in the class syllabus.</p>	<p>Syllabus mentions content related to the component.</p>	<p>Syllabus mentions the component and requires readings and tests or quizzes.</p>	<p>Syllabus mentions the component and requires readings, tests or quizzes, and assignments or projects for application.</p> <ul style="list-style-type: none"> • Observations • Lesson plans • Classroom demonstration • Journal response 	<p>Syllabus mentions the component and requires readings, tests or quizzes, assignments or projects, and teaching with application and feedback.</p> <ul style="list-style-type: none"> • Fieldwork (practicum) • Tutoring 	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p>General Conceptual Knowledge</p> <ul style="list-style-type: none"> • Fundamental principles of learning theory • Characteristics of ineffective learners • Setting demands • The performance gap • Building blocks within academic skill areas • Cognitive apprenticeship • Learning community • Learning strategies and their key characteristics 						

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<p>Knowledge and Skills Related to Learning Strategy Instruction</p> <ul style="list-style-type: none"> • Creating a strategy • Describing the strategy • Modeling the strategy • Leading scaffolded practice activities <ul style="list-style-type: none"> ▪ Verbal ▪ Guided ▪ Controlled ▪ Grade-appropriate • Providing feedback <ul style="list-style-type: none"> ▪ Group ▪ Brief ▪ Elaborated • Promoting generalization • Progress monitoring • Sequencing instruction • Creating variations 						
<p>Knowledge of Strategic Programs</p> <ul style="list-style-type: none"> • Knowledge of materials • Knowledge of research 						



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The National Comprehensive Center for Teacher Quality is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University.

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About the National Comprehensive Center for Teacher Quality

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.

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