Basic Parts of the APL Instructional Strategies

1. Beginning of Class:
   a. Agenda: a posted, order of the activities/events of the class period; both the date and the class period should head the agenda
   b. Outcomes/Objectives/Expectations: what the students will know and how they will show it (ex. The students will be able to list and define five elements of the short story)
   c. Bell Ringer: a task at the beginning of the learning session that is based upon previously learned information; bell ringers provide additional opportunities for practice, checking for understanding, and giving feedback to students; bell ringers should be used any time in the period as a means of helping students to refocus or retrieve prior knowledge when a break or an interruption (i.e. a Fire Drill or a visitor to the class) pauses the lesson or when there is a change of topic in the agenda. Always go back before you move forward.
   d. Students should not be allowed to leave the room during this time

2. Checking for Understanding: Listening training that checks information that the students have received from the teacher – what they have been asked to do
   a. What is the task?
   b. How much time to complete the task?

3. On-the-Clock: Time management training by emphasizing the importance of time in class – give students small but reasonable amounts of time to get a job done
   a. Put students on the clock (use a timer) to complete a task
   b. Start with smaller amounts of time to complete tasks – helps students to stay on task and focused, as opposed to too much time, which encourages random talking and off-task behavior issues; it is easy to add extra time if needed

4. Provide “Wait Time”: Think training that allows students time to think individually and retrieve information/knowledge requested before being asked to respond orally
   a. Give students a job to do (ex. Think of the name of 3 types of rocks.)
   b. Give silent think/wait/process time: allow 3-5 seconds to process
   c. Retrieve information from students: Can you list them?

5. Wait Time Extended: An extension of Wait Time which allows collaboration with peers on retrieved information
   a. Give students a job to do
   b. Give silent think/wait/process time
   c. Give time to pair/share/ and compare answers: Turn to your partner and compare your lists of 3 types of rocks.
   d. Retrieve information after students have a chance to talk with a partner – teacher has circulated during the pair/share/compare time and has confirmed correct answers from three pairs, whom the teacher will call on first to be certain that class hears correct answers (directed responses).
   e. Following retrieving answers from the first three, the teacher then calls on a random pair to retrieve their answer, then asks for one volunteer answer.

6. Exit Option: “Pass” – Students may use exit option by saying “Pass” if they do not know the answer to a question: “Pass” is temporary!
   a. If a student uses the Exit Option, teacher asks another student the same question to obtain a correct response, continuing until correct answer is obtained
   b. Teacher returns to the student or students who used the Exit Option and asks them to repeat the correct answer he/she has heard from a classmate

7. Closure: Last ten minutes of each class period
   a. Students state what they have learned in class that day – affirm that Outcomes have been achieved
   b. Homework: Last two to five minutes of class are used to begin homework; homework started at school has a great chance of being completed; teacher circulates and offers help while students are working
   c. Students should not be allowed to leave the room during this time