

SHARING SUPER STRATEGIES

HOW STUDENTS BECOME INDEPENDENT IN STRATEGY USE

Sally Davis of Lake Mills, Wisconsin, has developed an excellent strategy continuum that is helpful to all classroom teachers using CRISS. Here's what Sally shared with us--

Many teachers are excited to try ideas from the CRISS training with their students. However, for their students to become independent with the strategies, it takes quite a bit of planning and understanding about how this is accomplished. The following continuum can aid teachers in tracking where students are in terms of independence with the strategies. Then teachers can intervene where needed to help students continue toward independence. Points 1 and 2 are often used in classrooms, but points 3 and 4 can be greatly underestimated. These are the two points at which many students need to spend the most time. Point five is our ultimate goal.

HOW STUDENTS BECOME INDEPENDENT IN STRATEGY USE				
Teacher Directs Totally			Students Use Strategy Independently	
1	2	3	4	5
↓	↓	↓	↓	↓
Strategy is modeled by the teacher.	Strategy is practiced with the teacher directing and recording results with the class.	Students use the strategy independently at the direction of the teacher. Teacher leads processing discussion: What did you do, etc.?	Students think, etc. with no strategy reminder. Teacher leads processing discussion: What strategy did you use? What helped you? What are some better ways?	Students think, etc. with no strategy reminder. Students are observed using the strategy. When applicable, they share with peers how they used the strategy, but not necessarily as part of a processing discussion.

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