

**National Center on Educational Outcomes  
LEP/IEP Instruction Project**

**Teacher Perceptions on The Importance of Specific Teaching Strategies for  
Teaching Grade-Level, Standards-Based Content Material to Middle School ELLs  
with Disabilities**

These data were obtained through a focused brainstorming process conducted with general education, special education and English as a Second Language teachers in Minnesota during the 2001-2002 school year. They represent teachers' self-report of the importance they give to teaching strategies that they currently use or think they would use with English language learners who have a disability to help them participate in grade-level, standards-based content classrooms. It is important to note that not everything listed here is a teaching strategy. In addition, the presence of an item on this list does not mean that there is a research base to support its use with ELLs with disabilities. Likewise, the absence of a strategy from this list means only that teachers did not mention it during group sessions. Research may exist to support the use of other strategies that are not represented here.

**Strategies listed here are ordered according to their mean weighting on a scale of 0-100.**

**Reading Strategies**

<b>Teaching Strategy</b>	<b>Minimum Score</b>	<b>Maximum Score</b>	<b>Standard Deviation</b>	<b>Mean</b>
1. Teaching pre-, during-, and post-reading strategies	70.00	100.00	8.4195	93.8810
2. Fluency building (high frequency words)	60.00	100.00	9.5583	90.8333
3. Directly teach vocabulary through listening, seeing, reading and writing in short time segments.	60.00	100.00	10.2297	90.4762
4. Relate reading to student experiences	60.00	100.00	10.9588	88.0476
5. Chunking and questioning aloud (reading mastery)	40.00	100.00	14.6432	87.6667
6. Practicing paraphrasing and retelling strategies	50.00	100.00	11.8327	85.4762
7. Visualization of story (draw scene, plot, etc.)	40.00	100.00	14.7886	84.0714
8. Graphic organizers such as semantic mapping, story maps, concept maps	50.00	100.00	13.4404	83.1190
9. Think Aloud used with reading	60.00	100.00	12.2751	82.8333
10. Individual conferencing with teacher	50.00	100.00	13.2189	82.4286
11. Prediction	40.00	100.00	14.2368	82.2619
12. Use of organized pre-	40.00	100.00	16.6224	79.4762

assessment strategies (e.g., KWL)				
13. Repeated reading	40.00	100.00	17.6412	78.7619
14. Explicit teaching of text structure	40.00	100.00	19.4778	78.0714
15. Partner reading	40.00	100.00	15.8837	76.6190
16. Use of decodable text	.00	100.00	22.7791	74.8810
17. Literature circle/Book club/Small group guided discussion	35.00	100.00	18.9701	74.5000
18. Oral sharing on related topic	10.00	100.00	21.1615	74.4048
19. Picture word replacement – use of visuals for words	.00	100.00	22.3834	72.9048
20. Cooperative Learning	.00	100.00	24.4118	71.6667
21. Using book on tape as support	20.00	100.00	20.2926	71.6667
22. Recurrent, random vocabulary assessment	30.00	100.00	16.7475	69.0952
23. Teach and use mnemonics	10.00	95.00	19.0586	67.8810
24. Combine kinesthetic and phonemic awareness	10.00	100.00	23.3461	67.2857
25. Journal of the senses	5.00	100.00	18.2183	66.7381
26. Acting out story	5.00	100.00	20.6587	66.5952
27. Specific informal assessments based on curriculum (Curriculum Based Probe)	.00	100.00	27.6205	65.7143
28. Tactile vocabulary development steps	.00	100.00	24.6972	62.4048

### Mathematics Strategies

Teaching Strategy	Minimum Score	Maximum Score	Standard Deviation	Mean
1. Tactile, concrete experiences of math	50.00	100.00	10.6432	93.8537
2. Daily re-looping of previously learned material	50.00	100.00	11.4551	92.9268
3. Problem solving instruction and task analysis strategies	50.00	100.00	10.4709	92.9024
4. Teacher “think-alouds”	40.00	100.00	16.5107	87.4390
5. Student “think-alouds”	50.00	100.00	14.0174	86.6341
6. Use of native language support	50.00	100.00	15.4288	86.5854
7. Ecological approach/generate data from real life experiences to use in class	50.00	100.00	15.9834	85.0732
8. Adjusted speech	50.00	100.00	14.5375	84.9024
9. Student developed glossary	50.00	100.00	14.6108	84.7805
10. Accelerated or individualized math	50.00	100.00	15.1426	84.5854
11. Reinforcing math skills through games	50.00	100.00	14.9919	84.5122
12. Graphic organizers such as semantic mapping and concept mapping in word problems	40.00	100.00	15.5361	82.6829

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13. Explicit vocabulary building and random, recurrent assessments	50.00	100.00	12.8009	82.2927
14. Model-lead-test strategy instruction (MLT)	25.00	100.00	20.7278	80.0976
15. Reciprocal Peer Tutoring (RPT) to improve math achievement	50.00	100.00	13.5315	74.5610
16. Specific informal assessments based on curriculum (Curriculum Based Probe)	.00	100.00	26.3021	71.5854
17. Monitoring of progress through group and individual achievement awareness charts	20.00	100.00	21.0690	67.4390
18. Students generate word problems	30.00	100.00	21.9632	67.3415
19. Improving math performance with explicit timing	20.00	100.00	20.5606	60.6341
20. Response journal	10.00	100.00	23.0233	59.0244

### Science Strategies

Teaching Strategy	Minimum Score	Maximum Score	Standard Deviation	Mean
1. Hands-on, active participation	90.00	100.00	2.0463	99.4828
2. Using visuals	80.00	100.00	4.5350	97.9310
3. Using pictures to demonstrate steps	90.00	100.00	4.1449	97.5862
4. Modeling/Teacher demonstration	70.00	100.00	8.4488	93.8966
5. Using pre-reading strategies in content areas	80.00	100.00	7.1231	93.1034
6. Pre-teach vocabulary	50.00	100.00	11.3661	90.5172
7. Summarize what was learned at end of each lesson (ex: journal summary)	70.00	100.00	9.7372	90.2069
8. Use of simplified texts	30.00	100.00	17.8233	89.7931
9. Graphic organizers such as semantic and conceptual mapping	60.00	100.00	11.3335	89.6552
10. Teaching how to pick out main idea of the text and justify	50.00	100.00	12.7741	88.9655
11. Use short segments (5 min) to directly teach vocabulary through listening, seeing, reading, and writing	60.00	100.00	12.2594	88.3103
12. Teaching reference skills (ex: using glossary)	50.00	100.00	15.4783	88.3103
13. Pre-teach the organization of the text/unit organizers	50.00	100.00	13.3910	87.9655
14. Use of diagrams to teach cause and effect	30.00	100.00	15.5221	87.3103
15. Cross-disciplinary teaching on themes	50.00	100.00	12.9155	86.8966
16. Cooperative learning (high with low grouping)	25.00	100.00	18.7510	86.3793
17. KWL chart	50.00	100.00	14.1044	83.8276

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18. Peer tutoring	50.00	100.00	16.3101	80.3448
19. Use of Venn diagrams	35.00	100.00	18.3972	80.2069
20. Collecting anonymous student generated questions	30.00	100.00	19.5094	74.7586
21. Teaching Greek and Latin prefixes and suffixes	20.00	100.00	20.4320	74.4138
22. Using response cards during instruction in response to teacher questions or in general	40.00	100.00	16.5825	72.1379
23. Specific informal assessments based on curriculum (Curriculum Based Probe - reading)	.00	100.00	30.1207	63.5517