

**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.

Mathematics Strategies and Activities (In order of mean weighting)

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. 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
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. 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. Explicit timing	20.00	100.00	20.5606	60.6341
20. Response journal	10.00	100.00	23.0233	59.0244