

Alignment/Tagging for Videos in Instruction section of SAS

- **Grade Level(s) and Subject Area(s)**
- **Standards and/or Eligible Content** when relevant
- **Instructional Strategies** (possibly use the list below of terms/definitions)

Scaffolding: an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

Active Engagement: all students are actively learning, interacting with others, and responding to instruction.

Metacognition: refers to an individual's awareness of his or her cognitive processes and strategies. It involves self-regulation, reflection upon an individual's performance strengths, weaknesses, learning and study strategies.

Modeling: involves demonstrating the specific behaviors, language, actions, and patterns of an expectation.

Explicit Instruction: directing student attention toward specific learning in a structured environment focused on producing specific learning outcomes. Involves modeling skills and behaviors, think alouds, setting a purpose, and guided practice.

Simulation: staged replication of an event or concept through the teacher's manipulation of the classroom setting in order to enhance students' understanding of the nature of the concept or event.

Project Based Learning: an instructional approach built upon authentic learning activities that engage student interest and motivation. They are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Inquiry Based: a learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. The learner generates questions, then follows a learning process/cycle to investigate and answer the question.

Nonlinguistic Representation: The teacher provides ongoing instruction and explicit guidance in helping students to create nonlinguistic representations for acquiring knowledge within or across subject areas. Examples of nonlinguistic representation include: movement, images, sounds, various graphic organizers, etc.

Differentiated Learning: Varying instructional approaches based on student readiness, interest, and/or learning style to provide multiple pathways for learning and understanding information. Content, process, or product can be differentiated based on student needs and interests.

Kinesthetic/Tactile: prefer use of body and sense of touch to learn and process information

Auditory: prefer use of listening to learn and process information

Visual/Spatial: prefer using images, pictures, colors, and maps to learn, organize, and process information

Verbal/Linguistic: prefers using words, both oral and written, to learn and process information

Musical/Rhythmic: prefer using sounds, rhythms, and patterns to learn and process information

Higher Order Thinking: Teacher engages students in higher order thinking skills (Higher Order Thinking Skills are: Analyzing, Evaluating and Creating/Synthesis)

Knowledge (Remembering): student recalls or remembers relevant information



Comprehension (Understanding): student explains information or concept; construct meaning

Application (Applying): student uses information in new ways (implementation)

Analysis (Analyzing): student can distinguish between different parts, compare, etc.

Evaluation (Evaluating): student can justify or argue for/against; make judgment based on criteria

Creation/Synthesis (Creating): student can create/develop something new based on information; put together a variety of elements or reorganize elements

Webb's Depth of Knowledge: measures the levels of knowledge that are extracted from students on assessments to determine what students are expected to know and do

Recall: students can recall a fact, information, or procedure

Skill/Concept: students can use information or conceptual knowledge, follow or select appropriate procedures, follow two or more steps with decision points along the way, solve routine problems, and/or organize/display data

Strategic Thinking: requires students to use reasoning, develop a plan, develop a sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer

Extended Thinking: students investigate, process multiple conditions, apply learning to real work/life situations; requires time to research, think, and process multiple conditions of the problem or task across disciplines