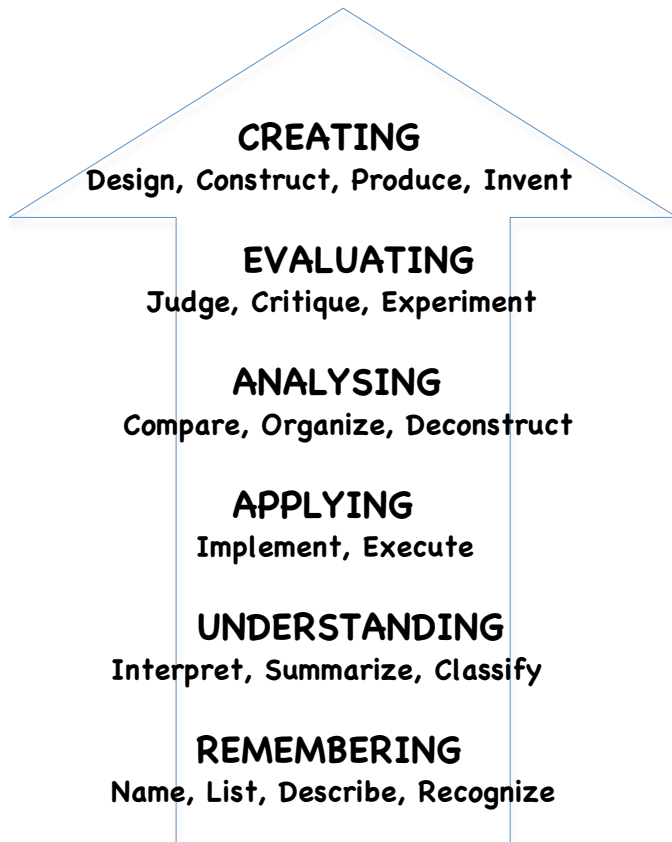
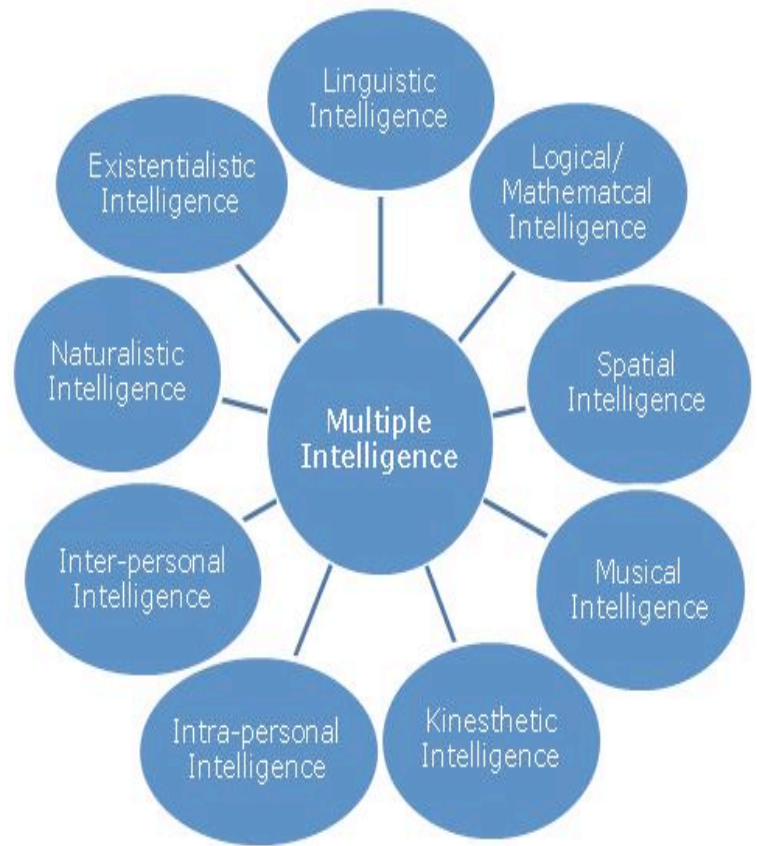


Bloom's Revised Taxonomy



Anderson & Krathwohl, 2001



Gardner, 1999

Universal Design for Learning

Meyer & Rose, 2002



Research-Based Strategies

- * Identifying Similarities & Differences
- * Summarizing & Note Taking
- * Reinforcing Effort & Providing Recognition
- * Homework & Practice
- * Nonlinguistic Representations
- * Cooperative Learning
- * Setting Objectives & Providing Feedback
- * Generating & Testing Hypotheses
- * Cues, Questions & Advance Organizers

Marzano, Pickering, Pollock, 2001

Representation (Content)

What is to be taught
What level of understanding students are to show
What materials (include technology) to be used

Engagement (Process)

What instructional groupings will be used
Teacher-led & student led formats to be used
Instructional strategies based on students' strengths
Unique students' needs requiring unique strategies

Expression (Product)

How learners will show what they know
What authentic products can be chosen by students
What criteria teachers will use to evaluate products