Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.	When assessment information identifies a need, we can adjust instruction to target that need. In this strategy, we scaffold learning by narrowing the focus of a lesson to help students master a specific learning goal or to address specific misconceptions or problems.	The academic teaming model is designed to be responsive to student needs. Teachers can adjust their lessons based on student evidence and focus on specific learning targets or aspects of learning targets in order to address misconceptions and help students fill in gaps.
Strategy 6: Teach students focused revision.	This is a companion to Strategy 5—when a concept, skill, or competence proves difficult for students, we can let them practice it in smaller segments and give them feedback on just the aspects they are practicing. This strategy allows students to revise their initial work with a focus on a manageable number of learning targets or aspects of quality.	In the academic teaming model, students engage in productive struggle, with teams, constantly revising their thinking and deepening their learning. Students have multiple opportunities to demonstrate proficiency, practice, and revise based on feedback. The teaming structure makes it easier for this process to be focused on what each individual student or team needs and allows the teacher to more easily identify struggling students and ensure they get the help that they need.
Strategy 7: Engage students in self-reflection and let them keep track of and share their learning.	Long-term retention and motivation increase when students track, reflect on, and communicate about their learning. In this strategy, students look back on their journey, reflecting on their learning and sharing their achievement with others.	Academic teams are designed for students to track, reflect on, and communicate their learning. Learning targets and success criteria help students see their progress. The collaborative environment of academic teaming classrooms allows students to share their achievement with each other and celebrate one another's success.
Adapted from Chappuis, (2010, pp. 11–13). Please note: the seven strategies and their descriptions (left and middle columns) are the work of Stiggins et al. (2004); the alignment of these strategies to student-led academic teaming (right column) was done by the authors of this book in collaboration with Richard J. Stiggins.		