**Evidence-Based Instructional Priorities**

Applied to Math Instruction

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| **Explicit Instruction**  I Do - We Do - Y’all Do - You Do  Model - Guide Practice – Partner - Independent | | | | | |
| **Systematic**   * + - Focused on critical content     - Skills, strategies, and concepts are sequenced logically     - Break down complex skills     - Lessons are organized and focused     - Instructional routines are used     - Examples and non-examples     - Step-by-step demonstrations     - C-R-A Model | | **Relentless**   * + Adequate initial practice   NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers.   * + Distributed practice--frequent exposure to content/skill over time   + Daily review   + Daily focus on number sense and problem solving   + Teach to mastery   + Cumulative review periodically | | **Engaging**   * Increasing Opportunities to Respond * Explicit Vocabulary Instruction * Feedback * Instructional Grouping * Acquire – Auto – Apply * Classroom PBIS * Create various contexts for problem solving that students can relate to * Pacing | |
| **Increasing Opportunities to Respond**  *Saying, Writing, Doing* | | | **Explicit Vocabulary Instruction** | | |
| * **Choral Responses:** give think time, use a signal for response, repeat if all students don’t respond * **Partner Sharing**: Look-Lean-Whisper; Think-Pair-Share; Study-Tell-Help-Check * **Individual Responses:**  give wait time, individual shares after partner discussion, Cold Call, random calling pattern * **Math Journals:** Quick Writes, vocabulary practice, draw visuals of math concepts * **Individual White Boards**: use a signal for displaying, establish a routine, provide feedback * **Manipulatives**: establish a routine, explain expectations, all students interact with materials, provide visual bridge to concept * **Response Cards**: yes/no; odd/even; +/-; </>/=; etc. * **Action Responses**: thumbs up/down; modeling operations, angles, or other math concepts, act it out, hand signals | | | * **Introduce the word** * Teacher says the word and posts the word * All students repeat the word * Teacher gives a child-friendly definition * All students repeat the definition (with teacher guidance) * Repeat above steps as necessary * **Demonstrate**   + - * Provide an example       * Provide a non-example * Repeat above steps as necessary * **Apply** * Students turn to a partner and use the word in a sentence * Teacher shares a sentence using the word * **Vocabulary Cards:** Grade-level vocabulary cards available on the math website; posted on Word Wall | | |
| **Feedback** | **Instructional Grouping** | | **Acquire – Auto – Apply** | | **Classroom PBIS** |
| * Corrective and Affirmative * Timely and Frequent * Specific and Reinforcing | * Whole group, Small groups, Partners * Fluid and flexible * Skill-Based Small Group Instruction for identified skill gaps or extension | | * Learn (acquire) the skill * Build the skill to automaticity * Attend to fluency standards in the core * Apply the skill | | * Forming clear behavior expectations * Explicitly teaching expectations to students * Reinforcing expectations with students * Correcting of problem behaviors in a systematic manner |

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