**Evidence-Based Instructional Priorities**

Applied to Math Instruction

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| **Explicit Instruction**I Do - We Do - Y’all Do - You DoModel - 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
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| **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
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| **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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