

Evidence-Based Instructional Priorities

Applied to Math Instruction

Explicit Instruction I Do - We Do - Y'all Do - You Do Model - Guide Practice – Partner - Independent			
Systematic <ul style="list-style-type: none"> <input type="checkbox"/> Focused on critical content <input type="checkbox"/> Skills, strategies, and concepts are sequenced logically <input type="checkbox"/> Break down complex skills <input type="checkbox"/> Lessons are organized and focused <input type="checkbox"/> Instructional routines are used <input type="checkbox"/> Examples and non-examples <input type="checkbox"/> Step-by-step demonstrations <input type="checkbox"/> C-R-A Model 	Relentless <ul style="list-style-type: none"> <input type="checkbox"/> Adequate initial practice NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers. <input type="checkbox"/> Distributed practice--frequent exposure to content/skill over time <input type="checkbox"/> Daily review <input type="checkbox"/> Daily focus on number sense and problem solving <input type="checkbox"/> Teach to mastery <input type="checkbox"/> Cumulative review periodically 	Engaging <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Opportunities to Respond <input type="checkbox"/> Explicit Vocabulary Instruction <input type="checkbox"/> Feedback <input type="checkbox"/> Instructional Grouping <input type="checkbox"/> Acquire – Auto – Apply <input type="checkbox"/> Classroom PBIS <input type="checkbox"/> Create various contexts for problem solving that students can relate to <input type="checkbox"/> Pacing 	
Increasing Opportunities to Respond <i>Saying, Writing, Doing</i>		Explicit Vocabulary Instruction	
<ul style="list-style-type: none"> <input type="checkbox"/> Choral Responses: give think time, use a signal for response, repeat if all students don't respond <input type="checkbox"/> Partner Sharing: Look-Lean-Whisper; Think-Pair-Share; Study-Tell-Help-Check <input type="checkbox"/> Individual Responses: give wait time, individual shares after partner discussion, Cold Call, random calling pattern <input type="checkbox"/> Math Journals: Quick Writes, vocabulary practice, draw visuals of math concepts <input type="checkbox"/> Individual White Boards: use a signal for displaying, establish a routine, provide feedback <input type="checkbox"/> Manipulatives: establish a routine, explain expectations, all students interact with materials, provide visual bridge to concept <input type="checkbox"/> Response Cards: yes/no; odd/even; +/-; $</>/=$; etc. <input type="checkbox"/> Action Responses: thumbs up/down; modeling operations, angles, or other math concepts, act it out, hand signals 		<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the word <ul style="list-style-type: none"> • 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 <input type="checkbox"/> Demonstrate <ul style="list-style-type: none"> • Provide an example • Provide a non-example • Repeat above steps as necessary <input type="checkbox"/> Apply <ul style="list-style-type: none"> • Students turn to a partner and use the word in a sentence • Teacher shares a sentence using the word <input type="checkbox"/> Vocabulary Cards: Grade-level vocabulary cards available on the math website; posted on Word Wall 	
Feedback <ul style="list-style-type: none"> <input type="checkbox"/> Corrective and Affirmative <input type="checkbox"/> Timely and Frequent <input type="checkbox"/> Specific and Reinforcing 	Instructional Grouping <ul style="list-style-type: none"> <input type="checkbox"/> Whole group, Small groups, Partners <input type="checkbox"/> Fluid and flexible <input type="checkbox"/> Skill-Based Small Group Instruction for identified skill gaps or extension 	Acquire – Auto – Apply <ul style="list-style-type: none"> <input type="checkbox"/> Learn (acquire) the skill <input type="checkbox"/> Build the skill to automaticity <input type="checkbox"/> Attend to fluency standards in the core <input type="checkbox"/> Apply the skill 	Classroom PBIS <ul style="list-style-type: none"> <input type="checkbox"/> Forming clear behavior expectations <input type="checkbox"/> Explicitly teaching expectations to students <input type="checkbox"/> Reinforcing expectations with students <input type="checkbox"/> Correcting of problem behaviors in a systematic manner