T·I·E·R

Tiered **I**nterventions Using
Evidence-Based **R**esearch

Handouts

Leadership

Creating the Instructional Program

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Approved Core Materials

Grade	Reading	Writing	Mathematics	Behavior

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Resources

Research-Based Core Programs

K–3 reading:
http://reading.uoregon.edu/cia/curricula/con_guide.php

Institute of Education Sciences Practice Guides

All guides:
https://ies.ed.gov/ncee/wwc/PracticeGuides

Elementary reading:

- **https://ies.ed.gov/ncee/wwc/PracticeGuide/21**
- **https://ies.ed.gov/ncee/wwc/PracticeGuide/14**

Secondary reading:

- **https://ies.ed.gov/ncee/wwc/PracticeGuide/8**
- **https://ies.ed.gov/ncee/wwc/PracticeGuide/19**

Writing:

- **https://ies.ed.gov/ncee/wwc/PracticeGuide/17**
- **https://ies.ed.gov/ncee/wwc/PracticeGuide/22**

Elementary math:

- **https://ies.ed.gov/ncee/wwc/PracticeGuide/18**
- **https://ies.ed.gov/ncee/wwc/PracticeGuide/15**

Secondary math:

- **https://ies.ed.gov/ncee/wwc/PracticeGuide/16**
- **https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Algebra_PG_Revised_02022018.pdf**

Behavior:

- **https://ies.ed.gov/ncee/wwc/PracticeGuide/4**
- **https://ies.ed.gov/ncee/wwc/PracticeGuide/24**

Evidence-Based Interventions

Intervention program evaluation:
https://buildingrti.utexas.org/booklets/selecting-intervention-to-meet-students'-needs-"how-to"-resource-for-educators

Intensive intervention design:
https://buildingrti.utexas.org/booklets/designing-and-delivering-intensive-interventions-teacher's-toolkit

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Reviews of intervention programs:

- **https://ies.ed.gov/ncee/wwc/FWW**
- **https://charts.intensiveintervention.org/chart/instructional-intervention-tools**
- **https://charts.intensiveintervention.org/chart/behavioral-intervention-chart**

Fidelity Checking

Online presentation:
https://buildingrti.utexas.org/modules/response-to-intervention-importance-of-intervention

Example checklist for examining a teacher's fidelity:
https://buildingrti.utexas.org/documents/pact-implementation-fidelity-checklist

Features of Effective Instruction

Walkthrough tools:
https://buildingrti.utexas.org/resource-pages/instructional-walkthrough-tools

Observation: Features of effective instruction:
https://buildingrti.utexas.org/leadership-tools/observation-tool-features-of-effective-instruction

Observation

Core/content area observation tool:
https://buildingrti.utexas.org/leadership-tools/observation-tool-core-content-areatier-1

Intervention observation tool:
https://buildingrti.utexas.org/leadership-tools/observation-tool-intervention

Instructional features observation tool:
https://buildingrti.utexas.org/leadership-tools/observation-tool-features-of-effective-instruction

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Core Programs: Next Steps for Improvement

	Next Step 1	Next Step 2	Next Step 3
Reading			
Writing			
Mathematics			
Behavior			

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Approved Intervention Materials

Grade	Reading	Writing	Mathematics	Behavior

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Intervention Programs: Next Steps for Improvement

	Next Step 1	Next Step 2	Next Step 3
Reading			
Writing			
Mathematics			
Behavior			

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Training and Support for All Programs

	Core Program	Intervention Program(s)	Next Steps
Initial Training			
Ongoing Support			
Fidelity Checking			
Annual Follow-Up Training			

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Features of Effective Instruction: What to Look for

Explicit Instruction With Modeling

Explicitness

- Uses academic language related to the topic
- Ensures that all students can see the instruction from all angles of delivery
- Uses language that is clear and matches the model
- Incorporates instructional routines to create predictability and familiarity
- Ensures that directions are clear and consistent
- Incorporates all other features of effective instruction
- Ensures that the instructional focus matches the step-by-step process

Modeling

- Models examples or concepts in multiple ways
- Uses clear language and projects so all students can hear
- Checks for understanding while modeling
- Matches the task being modeled to the verbal think-aloud
- Follows modeling with a step-by-step process
- Has students participate in the modeling process
- States the instructional focus

Systematic Instruction With Scaffolding

Systematic Instruction

- Regulates task difficulty by breaking the task into manageable steps
- Anticipates potential difficulties
- Designs lessons so that skills move from easier to more difficult
- Plans a sufficient amount of checking for understanding and practice opportunities after each manageable step
- Knows the state standards and the prerequisite skills needed for the standards being taught
- Uses research-based instructional routines to make instructional systems consistent

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Scaffolding

- Accesses students' prior knowledge to build connections between new and previous learning
- Plans many opportunities to practice and respond
- Reflects on the students' responses to instruction and either increases the intensity of scaffolding or decreases the scaffolding (i.e., uses a gradual release of responsibility)
- Uses higher-utility skills to support the learning of new content
- Checks for understanding after each strategically planned, manageable step

Multiple Opportunities to Practice and Respond

Frequent Responses While Teaching

- Uses choral and echo responses with emphasis on responding in unison
- Uses choral responses in unison for one-word answers
- Uses instructional routines such as think-pair-share, think-write-pair-share, think-do-share, or study-tell-help-check
- Uses interactive response methods (e.g., response cards, hand signals, response slates, response technology applications)
- Uses cloze reading

Practice Opportunities While Teaching

- Uses collaborative groups, workstations, and/or partner work
- Incorporates admit and exit slips
- Has students participate in echo, choral, and partner reading
- Uses quick writes
- Makes connections and provides exposure across content areas or with other topics
- Teaches a skill or concept in multiple ways to increase generalization and fluency
- Distributes practice opportunities across time
- Builds in guided practice, cumulative practice, and independent practice

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Immediate and Corrective Feedback

- Notices the error in a response and determines the type of feedback
- Provides immediate feedback to reduce practicing mistakes
- Focuses on the correct answer versus the incorrect answer
- Uses an appropriate tone when correcting errors
- Ends every correction by having the students give the right response
- Keeps feedback simple and connected to the content
- Provides feedback that is action oriented and that is accessible for and involves the students

Appropriate Pacing

- Is aware of time when delivering instruction
- Uses quick transitions between tasks within a lesson
- Anticipates potential barriers and plans accordingly
- Spends appropriate time on the lesson, component, or task
- Continually monitors responses and adjusts when needed
- Provides 3–5 seconds of wait/think time
- Avoids digressions not related to the lesson
- Prepares the “what,” “where,” and “how” of a lesson and the lesson’s next steps
- Uses instructional routines

Use of Multiple Grouping Formats

- Uses various grouping formats effectively: whole group, partners, same-ability small groups, mixed-ability small groups, independent, and one on one
- Is flexible with grouping
- Anticipates potential barriers and adjusts accordingly
- Maximizes group size depending on grouping arrangement
- Uses instructional routines for movement and communication with various grouping arrangements
- Strategically places or partners students
- Considers attention span of students when using various grouping arrangements
- Considers data when creating various grouping arrangements

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Differentiated Instruction

- Knows students' present level of competency to match instructional materials and deliver accordingly
- Differentiates according to need: content, process, product, and learning environment
- Uses data to plan the "what" and "how" of instruction
- Adjusts the level of complexity based on the objective: moves from easier to more difficult skills and concepts
- Increases explicitness, scaffolding, and/or opportunities to practice and respond
- Increases the specifics of feedback and provides it closer to the learning moment
- Varies the method of delivering the product based on individual need while staying connected to the objective
- Strategically places students to benefit from the teaching opportunity
- Uses various grouping arrangements to target instruction

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Grouping Formats

Group	Advantages	Instructional Foci and Activities	Group Formation
Whole Group	Engages teachers and students in shared learning experiences Allows inclusion of every student	Introduction of new concepts Modeling Speaking and performances Class discussions	Based on class placement according to district policy
Same-Ability Small Groups	Meet individual students' needs Allow for further scaffolding if needed Provide practice opportunities with immediate feedback Allow teachers to vary group membership	Instruction targeted to specific students' needs Reteaching Extended modeling and/or scaffolding Extension of concepts or skills taught in the whole group	Based on assessment data Groups of three to eight students with similar knowledge and skills
Partners	Meet individual needs Motivate students Address social needs Provide practice opportunities with continued feedback and support	Partner reading Peer tutoring Activities to practice skills and learn concepts	Based on assessment data
Mixed-Ability Small Groups (e.g., Centers)	Allow for choice Motivate students Address social needs Provide practice opportunities with continued feedback and support	Activities that allow students to practice and extend what they are learning	Based on students' abilities or interests Can be cooperative groups or student-led groups
Independent	Allows students to practice what they know with limited support or feedback Provides teachers with an informal assessment of student knowledge and skills	Activities that allow students to practice and extend what they are learning Activities to reinforce previously learned concepts	Based on students' abilities Based on teacher observation

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Group	Advantages	Instructional Foci and Activities	Group Formation
One on One	Meets individual needs Allows for more intensive instruction Is often beneficial for students at risk of learning disabilities	Instruction that targets students' needs	Based on assessment data

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Setting Expectations for Effective Instruction: Reading

Feature	Explanation	Nonexample	Example
Explicit instruction with modeling	Avoids assumptions about skills and knowledge that students will acquire on their own Shows students what to do and how to do it successfully	The teacher tells students to write the main ideas from a text.	The teacher defines *main idea* for students. She then describes a process for figuring out a text's main idea. She then models how to go through the process with a short piece of text. She then has students work in partners to practice finding the main idea in another short piece of text.
Systematic instruction with scaffolding	Presents knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks a student to read a multisyllabic word. When the student can't read the word, the teacher tells the student the word.	The teacher points to a multisyllabic word for a student to read. When the student says she can't read the word, the teacher helps her break it into chunks. As they sound out the word together, the teacher points out information about syllable types (e.g., "The *m* at the end of this syllable makes it closed, so the *a* makes its short sound, /a/."). The teacher "swoops" under each syllable as the student reads it. The teacher swoops under the whole word as the student blends the syllables to read the whole word.
Multiple opportunities to practice and respond	Provides students with an adequate number of chances to practice a skill or respond to a question to demonstrate mastery	In a teacher-led small group, the teacher calls on individual students to read one sentence each while the other students listen and follow along.	In a teacher-led small group, the teacher has each student read a text aloud into "whisper phone." She has one student put his whisper phone down to read a paragraph aloud to her. When he finishes, he picks his whisper phone back up and continues to read aloud into it. The teacher then has the next student put her whisper phone down and read a paragraph aloud. The teacher continues this procedure until all students have read one paragraph aloud to her.
Immediate and corrective feedback	Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded. The teacher returns their tests to them the following Monday.	Students take a short (six-word) spelling assessment in which they write graphemes in phoneme boxes. When they finish, the teacher goes over the answers with the students and helps them correct mistakes by circling the mistakes, erasing them, and writing the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles.

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Feature	Explanation	Nonexample	Example
Appropriate pacing	Keeps a sense of urgency about instruction and spends appropriate time on each lesson or activity Uses time efficiently	During a "vocabulary" lesson, the teacher gives students 45 minutes to copy definitions and sentences for eight vocabulary words.	During a vocabulary lesson, the teacher spends 15 minutes previewing six words that students will come across in their reading. The teacher and students say the word, the teacher gives a student-friendly definition, the teacher and students discuss examples and nonexamples with visuals, and students turn to a partner to use each word in a sentence.
Use of multiple grouping formats	Provides instruction and practice in the whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students' strengths and meet students' specific needs	The teacher provides all instruction in a whole-class format and all practice as independent activities.	The teacher provides instruction in the whole group but then uses teacher-led small groups to target specific lessons to specific students' needs. For example, she uses the whole group to introduce a new concept to all students but then uses teacher-led small groups to reteach previously taught concepts or extend concepts for students who need it. Before students practice a skill or concept independently, the teacher ensures that they demonstrate mastery in partners, mixed-ability small groups, or a teacher-led small group.
Differentiated instruction	Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher uses teacher-led small groups to teach the same lesson to five different groups of students.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students. One group receives a phonological awareness and phonics lesson. A second group receives instruction in phonics and fluency. A third group gets a focused lesson on oral language and vocabulary development. A fourth group receives an on-grade-level comprehension lesson. A fifth group gets a lesson on above-grade-level comprehension skills and concepts.

Rosenshine, B. (2012). *Principles of instruction: Research-based strategies that all teachers should know.* Retrieved from https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf

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Setting Expectations for Effective Instruction: Math

Feature	Explanation	Nonexample	Example
Explicit instruction with modeling	Avoids assumptions about skills and knowledge that students will acquire on their own Shows students what to do and how to do it successfully	The teacher has students copy math vocabulary words in their journals during a warm-up.	The teacher uses an instructional routine to teach math vocabulary crucial to the lesson. The routine involves the teacher writing the word *expression* and a student-friendly definition on the board: "An expression is a mathematical statement that may use numbers, variables, or both." Then she reads the word and has students repeat it chorally. Next, she reads the definition and has students chorally repeat it. She proceeds with examples to practice and solidify understanding of the word before moving into the lesson.
Systematic instruction with scaffolding	Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher provides all the problems at once. Students work in partners to complete the problems, and the teacher reviews the answers when completed.	Instead of providing all of the problems at once, the teacher gives students simpler problems first and then moves to more complex problems. The teacher provides a mnemonic device to scaffold their understanding with the order of operations: "Please Excuse My Dear Aunt Sally."
Multiple opportunities to practice and respond	Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery	The teacher draws names for students to answer individual questions.	The teacher has students use whiteboards for practice and for responding as a whole class. For example: "On your whiteboard, write the number of sides in a rectangle." The teacher provides wait time, and all students write on their whiteboards. The teacher checks the whiteboards and responds, "Yes, a rectangle has four sides." For short answers, the teacher has students answer chorally. For example, the teacher writes "(63 – 4) – 3" on the board and says, "Write this problem on your paper but do not solve it. Think about this question: Do we perform the operation on the inside or outside of the parentheses first?" The class responds chorally, "Inside."
Immediate and corrective feedback	Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	The teacher states that a student's answer is incorrect and gives the correct answer with no explanation.	The teacher writes "4, 8, 20, 21" on the board and asks, "Are the numbers listed in ascending or descending order?" Students respond, "Descending." The teacher says, "Do the numbers go up or down?" Students respond, "Up." The teacher says, "Yes, the word *ascending* means 'to go up.'" She tracks the numbers with her finger. "So they are in what order?" The class responds, "Ascending." The teacher answers, "Yes."

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Feature	Explanation	Nonexample	Example
Appropriate pacing	Keeps a sense of urgency about instruction and spends appropriate time on each lesson or activity Uses time efficiently	The teacher calls on the first person to complete an answer and does not provide adequate wait time of at least 3 seconds for more students to complete the work.	During the guided practice portion of whole-group instruction, the teacher has students work to solve this problem on their whiteboards: (6 x 5) – 4 . She provides an adequate wait time of at least 5 seconds before having students reveal their answers. The teacher adjusts her wait time based on the student progress she observes while walking around the room.
Use of multiple grouping formats	Provides instruction and practice in the whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students' strengths and meet students' specific needs	The teacher provides all instruction in a whole-class format and all practice as independent activities.	The teacher provides instruction in the whole group but then uses teacher-led small groups to target specific lessons to specific students' needs. For example, she uses the whole group to introduce a new concept to all students but then uses teacher-led small groups to reteach previously taught concepts or to extend concepts for students who need it. Before students practice a skill or concept independently, the teacher ensures that students can demonstrate mastery in partners, mixed-ability small groups, or a teacher-led small group.
Differentiated instruction	Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher uses teacher-led small groups to teach the same lesson to five different groups of students.	The teacher uses teacher-led small groups to provide different lessons to different groups of students. The following is an example: Group 1: These students are having difficulty with the order of operations, so the teacher reviews the prerequisite skill—evaluating a simple expression—before making the connection back to the whole-group lesson. Groups 2 and 3: Based on response to whole-group instruction, the teacher noticed this group needs more opportunities to practice the order of operations. She provides more guided practice. She varies the problems based on their response to instruction in the whole group. Group 4: The teacher provides scaffolding to students for whom English is a second language and front-loads exposure to vocabulary for the next lesson on exponents to support understanding and participation.

Rosenshine, B. (2012). *Principles of instruction: Research-based strategies that all teachers should know.* Retrieved from https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf

Examples adapted from Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

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Setting Expectations for Effective Instruction: Writing

Feature	Explanation	Nonexample	Example
Explicit instruction with modeling	Avoids assumptions about skills and knowledge that students will acquire on their own Shows students what to do and how to do it successfully	The teacher asks students to write a summary of a story they have read.	The teacher introduces a five-step strategy for writing concise summaries. The teacher models the first step, listing important details from the text, and then engages students in collectively listing additional details. Students then add any other important details to their lists. The teacher moves on to the second step in the strategy, following the same "I do," "We do," "You do" process.
Systematic instruction with scaffolding	Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks students to write a summary of a story they have read.	During instruction, the teacher works with students to create an anchor chart as a visual reminder of the five-step strategy for writing concise summaries. The teacher has students who need additional support complete one step at a time, monitoring their work and providing immediate feedback before moving to the next step. The teacher prompts students to revisit the anchor chart and the class models when needed.
Multiple opportunities to practice and respond	Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	The teacher presents students with the weekly spelling list. Students will be given a dictation test on Friday.	Students learn the digraph *gh*, which is either silent or pronounced /f/ when it occurs in the middle or at the end of a word (as in *night* or *tough*) and is pronounced /g/ when it occurs at the beginning of a word (as in *ghost*). As each pattern is taught in the whole group, students are prompted to respond chorally and through think-turn-talk discussions. Students are given further practice opportunities in partners, as they discuss and write the spelling of dictated words and notice spelling patterns of words in connected text. Individual and small-group practice continues at centers.
Immediate and corrective feedback	Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded. The teacher returns their tests the following Monday.	Following the spelling test on orthographic patterns studied recently, the teacher goes over the answers with students and helps them correct mistakes by circling them, erasing them, and writing the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles.

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Feature	Explanation	Nonexample	Example
Appropriate pacing	Keeps a sense of urgency about instruction and spends appropriate time on each lesson or activity Uses time efficiently	A middle school lesson on transitions to organize ideas in an essay begins with 20 minutes of brainstorming transition words as a whole class. Then students watch a 15-minute animated video about how transition words function.	A lesson on transitions begins with an exemplar paragraph from a student's recent essay, highlighting effective use of transitions. The teacher leads a brief discussion of the impact the transitions have on the organization of ideas. Students turn to their own drafts, highlighting transition words and sentences. Guided by the teacher's discussion prompts, students work in pairs to identify places where additional transitions may be needed. In the remaining class time, they revise their drafts to include appropriate transitions.
Use of multiple grouping formats	Provides instruction and practice in the whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students' strengths and meet students' specific needs	The teacher provides all instruction in a whole-class format and all practice as independent activities.	The teacher provides instruction about the use of commas in complex sentences in the whole group but then uses teacher-led small groups to target specific lessons to specific students' needs. For example, she uses the whole group to introduce the new concept to all students but then uses teacher-led small groups to reteach previously taught concepts, such as the use of commas in compound sentences, to students who need reteaching or to extend the concept for students who need extensions. Before students practice a skill or concept independently, the teacher ensures that students can demonstrate mastery in partners, mixed-ability small groups, or a teacher-led small group.
Differentiated instruction	Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher asks students to edit their drafts for punctuation.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students based on their use of punctuation in a previous writing assignment. One group receives a lesson on end punctuation, a topic that was taught in a previous grade. Another group receives a lesson on the use of apostrophes in possessives. A third group participates in a lesson on the use of commas in compound sentences. A fourth group briefly reviews using apostrophes in possessives and then engages in a lesson on the use of quotation marks in dialogue. A fifth group learns about the use of commas in complex sentences, which is an expectation for the following grade level.

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Setting Expectations for Effective Instruction: Behavior

Feature	Explanation	Nonexample	Example
Explicit instruction with modeling	Avoids assumptions about skills and knowledge that students will acquire on their own Shows students what to do and how to do it successfully	The teacher tells students their morning routine.	The teacher teaches each step of her morning routine while touching the corresponding step written on chart paper. The teacher models each step. The following is an example. "Today we will learn our new morning routine. We will go over each step and then break into three groups and rehearse each step. The purpose of a morning routine is to have a smooth start and maximize our time together. Remember, if you forget the routine, it will be posted here. "Step 1 is empty your backpack, and we do this at our desk." The teacher touches Step 1 on the chart paper and asks the students to repeat the step. "When we empty our backpacks, we remove our binder and textbook." The teacher models taking a binder and textbook out of a backpack. "What are the two things we remove?" The teacher holds up each item while the class chorally responds. The teacher proceeds in the same manner with the remaining steps.
Systematic instruction with scaffolding	Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher models the morning routine only once.	The teacher models the morning routine in a systematic and logical order, as indicated by steps (e.g., Step 1: Empty your backpack. Step 2: Empty any notes from your take-home folder and place them in the note basket.). She provides a scaffold by indicating these steps on chart paper along with a picture cue to be used as an independent reminder or for prompting by the teacher.
Multiple opportunities to practice and respond	Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	The teacher tells and models each step in the procedure once.	The teacher practices each step by referencing the chart paper, has students read the steps with her, and asks for volunteers to model the steps. The teacher does this for multiple days and gradually releases to the "You do" stage, letting the students perform on their own.

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Feature	Explanation	Nonexample	Example
Immediate and corrective feedback	Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	A student asks where to put a note their guardian asked them to give the teacher. The teacher says to look at the chart paper. The student is confused about which step to follow.	A student asks where to put a note their guardian asked them to give the teacher. The teacher references the chart paper and says, "See Step 2." If the same question is asked the next day, the teacher gradually releases the scaffold by prompting the student to reference the chart paper.
Appropriate pacing	Keeps a sense of urgency about instruction and spends appropriate time on each lesson or activity Uses time efficiently	The teacher is inconsistent with the morning routine, which may cause late assignments or additional questions.	The teacher is consistent with the expectation of following the morning routine every day. The teacher shares the routine with those who will cover her class. If a change is to occur, the teacher informs the class the day before and indicates it on the whiteboard the day of the change. Because the class is organized and predictable, pacing is not interrupted by students missing materials or being unprepared in other ways.
Use of multiple grouping formats	Provides instruction and practice in the whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students' strengths and meet students' specific needs	The teacher provides all instruction in a whole-class format and all practice as independent activities.	The teacher teaches the morning routine to the whole class, provides individual support, and meets with some students as needed in a small group.
Differentiated instruction	Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher has the same expectations for all students.	The teacher varies her approach for several students in the classroom. One student has a version of the chart paper inside their take-home folder to reference as they unpack their bag. One student gets a daily reminder: "Remember to do the morning routine." One student has a morning routine icon added to their daily picture schedule. Given physical limitations, one student is assigned a supporting buddy to assist when needed. The teacher reviews the routine with two students in a small group, providing additional opportunities to practice.

Rosenshine, B. (2012). *Principles of instruction: Research-based strategies that all teachers should know.* Retrieved from https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf

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Features of Effective Instruction: Application Scenarios

Choose a topic and read the scenario. Then, circle all of the features you can identify being implemented in the scenario. Identify at least one feature that could be enhanced and describe how to incorporate it into the scenario. Consult the corresponding Setting Expectations for Effective Instruction handout as you work.

Elementary Reading

During her intervention, Mrs. Abbott is teaching kindergarten students to blend and segment words. For blending, she tells the students each sound in the word (/b/ /i/ /l/) and has the students chorally tell her the word (*bill*). For segmenting, she tells the students the word (*bill*) and has the students chorally tell her the sounds in the word (/b/ /i/ /l/). After analyzing the data from her progress-monitoring assessments, she notices that two students are struggling with blending sounds to say words. These students can say the letter sounds but are having a difficult time putting those sounds together to make a word. For example, when orally presented with the sounds /c/ /a/ /t/, they cannot blend them into the word *cat*.

Features	Your Responses
Feature(s) Identified	Explicit instruction with modeling Systematic instruction with scaffolding Multiple opportunities to practice and respond Immediate and corrective feedback Appropriate pacing Use of multiple grouping formats Differentiated instruction
Feature to Enhance Lesson	
How to Incorporate It	

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Secondary Reading

Mr. Jacobs, a sixth-grade language arts teacher, notices at the beginning of the year that many of his students struggle to decode multisyllabic words. Mr. Jacobs decides to review common prefixes and suffixes and the concept of open and closed syllables with his students. The most recent progress-monitoring data show that most of his students' reading accuracy has improved, specifically when reading (decoding) multisyllabic words. However, four students did not make adequate progress and remain unable to segment three- and four-syllable words. Instead of segmenting each syllable individually, these students often guess the words incorrectly. For instance, a student read the word *informally* incorrectly as *information*.

Features	Your Responses
Feature(s) Identified	Explicit instruction with modeling Systematic instruction with scaffolding Multiple opportunities to practice and respond Immediate and corrective feedback Appropriate pacing Use of multiple grouping formats Differentiated instruction
Feature to Enhance Lesson	
How to Incorporate It	

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Elementary Math

Ms. Flores is using a small group for two students (Jesus and Jayden) to practice using a mnemonic for solving word problems.

Flores: Yesterday, we solved word problems. We'll continue our work with word problems today. Word problems are important because you solve them in everyday life. Let me show you an example.

Ms Flores writes the following on the whiteboard, using the two students' names:
"Jesus bought 6 lollipops at the store. Jayden brought 4 lollipops and 3 candy bars to school. How many lollipops do the boys have?"

Flores: Jesus and Jayden, would you like to read this problem together?

The students read the problem.

Flores: Yesterday, we learned an attack strategy to follow any time we see a word problem. Does anyone remember what attack strategy we learned?

Both: RUN!

Flores: Exactly! Let's write "RUN" in the corner of our paper. What does *R* stand for?

Jesus: Read the problem.

Flores: Let's read the problem again together.

Ms. Flores and the students read the problem.

Flores: Let's put a checkmark next to the *R* because we have read the problem. What do we do next?

Jesus: Underline the label.

Flores: *U* does stand for underline the label. That's good thinking. There's another part of *U* though. We also need to cross out irrelevant information. Can anyone remind me what irrelevant information is?

Jayden: Information we don't need.

Flores: Exactly! Irrelevant information includes numbers that are not about our word-problem label. Irrelevant information is information we don't need to solve the problem.

On your whiteboard, underline our label and check for irrelevant information.

Both students underline "lollipops" cross out "3 candy bars."

Flores: Nice job! I see you underlined "lollipops" in the question sentence. I also see that you crossed out "3 candy bars." Why do we need to cross out that?

Jesus: Because we only care about numbers that are about our label. Our label is lollipops and 3 is about candy bars. 3 is irrelevant information.

Flores: Nice! We care about the numbers 6 and 4 because they are about our label, lollipops. We need to cross out 3 because 3 is not about our label. 3 is about candy bars. Let's put a checkmark next to the *U* because we have underlined the label and crossed out irrelevant information.

What's our next step?

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Jesus: Name the problem type.

Flores: Exactly! We have to name the problem type. So far, we have learned about Total problems. Remind me again, Jayden, what is a Total problem?

Jayden: When parts are put together for a total.

Flores: Is this a Total problem?

Both: Yes.

Flores: Exactly. What are our parts? Show me on your boards.

Both students point to Jesus's lollipops and Jayden's lollipops.

Flores: Exactly.

Ms. Flores writes a "T" in the top-left corner of the problem.

Flores: Now that we have RUN through the problem, we can follow the Total steps to solve it! But first, let's review the RUN steps together. What does *R* stand for?

Ms. Flores proceeds quickly through each step with both students responding.

Berry, K. A., & Powell, S. R. (2019). *Mathematics supports, instruction, and strategies for students with disabilities*. Richmond, VA: Virginia Department of Education.

Features	Your Responses
Feature(s) Identified	Explicit instruction with modeling Systematic instruction with scaffolding Multiple opportunities to practice and respond Immediate and corrective feedback Appropriate pacing Use of multiple grouping formats Differentiated instruction
Feature to Enhance Lesson	
How to Incorporate It	

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Secondary Math

A teacher is introducing math vocabulary before a geometry lesson involving parallel lines and transversals leading to angles.

The teacher displays the following definitions on the board and tracks with her hand as she has the students chorally read each definition. Then the teacher allows students to copy the definitions in their math journal.

Parallel: When lines in a plane do not meet. We use the following symbol to represent parallel lines \\.

Transversal line: A line that crosses at least two other lines

Features	Your Responses
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Elementary Writing

This week, Mrs. Jacobs's class is studying the spelling patterns of the suffixes -*tion* and -*sion*. She tells the class that verbs ending in *ss* or *mit* end with the suffix -*sion* when turned into nouns. For example, *discuss* becomes *discussion* when changed into a noun. Similarly, *permit* becomes *permission*. She notes that we also usually use the suffix -*sion* for words ending with the letters *l, d, de*, and *se* (*propel, propulsion, comprehend, comprehension, persuade, persuasion, infuse, infusion*). On the other hand, we usually use the suffix -*tion* for words ending in *ate* (*vacate*, *vacation*) or words ending in a consonant other than *l, n*, or *r* (*invent*, *invention*). After explaining this rule and creating an anchor chart to display it, the class practices choosing the correct suffix for words using a worksheet with options such as *transition*/*transision*.

Features	Your Responses
Feature(s) Identified	Explicit instruction with modeling Systematic instruction with scaffolding Multiple opportunities to practice and respond Immediate and corrective feedback Appropriate pacing Use of multiple grouping formats Differentiated instruction
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How to Incorporate It	

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Secondary Writing

When reading drafts of students' responses to a passage from *Macbeth*, Ms. Edwards, a 10th-grade English language arts and reading teacher, notes that many students struggle to incorporate appropriate textual evidence to support their response.

She decides to conduct a whole-group lesson on the selection of textual evidence, using another response prompt: "What does the dialogue in Act II, Scene ii reveal about Macbeth's mental state?" She begins by thinking aloud about what the audience learns about Macbeth's mental state in this scene and which lines convey this information. She then invites responses from students about additional lines that might support the response. On the whiteboard, she begins to outline her response and invites students to add their thoughts in a shared writing activity. Finally, she assigns students to complete the outline in pairs. She tells the class they will review the outlines the following day and will ultimately be responsible for individually drafting a response using their outlines.

Features	Your Responses
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Feature to Enhance Lesson	
How to Incorporate It	

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Elementary Behavior

For a lesson on being respectful to others, the teacher begins by displaying the definition and purpose.

The teacher says, "Here is what we do when we are respectful. 1. We are kind in how we treat others. 2. We ask before touching or using other people's property."

The teacher draws a T-chart, as shown below, and shares an example of each, including a verbal explanation.

Respectful	Disrespectful
You follow your parents' rules.	You grab your neighbor's glue to use it quickly and give it back when you are done.

The teacher says, "Following your parents' rules is respectful because it shows that you care about how your parents feel about the rule. For example, you may not want to go to bed earlier, but you understand your parents are taking care of you. Grabbing your neighbor's glue is not respectful because you didn't ask permission to touch or use someone else's belongings, even though you were quick and polite and gave it back."

The teacher continues asking the students to provide examples, including them on the chart and discussing why that example is respectful or disrespectful.

The teacher then continues with the guided practice portion of the lesson by asking students whether real-world and classroom examples are respectful or not respectful.

Features	Your Responses
Feature(s) Identified	Explicit instruction with modeling Systematic instruction with scaffolding Multiple opportunities to practice and respond Immediate and corrective feedback Appropriate pacing Use of multiple grouping formats Differentiated instruction
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Secondary Behavior

For a lesson on being respectful to others, the teacher begins by displaying the definition and purpose, reading the definition, and having the students record this information in their journal.

The teacher further explains, "When we are respectful to others, we consider their feelings and belongings. We show respect and consider how we would want to be treated in the same situation."

The teacher then provides a thinking stem for students to engage in a think-pair-share activity by saying, "Imagine if every student respected each other and their belongings. How would this benefit us as a community? On your paper, note your response and then turn to your neighbor to share."

The teacher moves throughout the room and collects various responses to be displayed. The teacher records some of the answers for the whole class to see.

The teacher then references some posted examples by saying, "Let's look at some examples to help us understand this expectation. 1. Consider the feelings and rights of the person. 2. Ask for permission to use one's property. 3. Avoid harming the person physically. 4. Consider our tone when communicating."

The teacher continues with the guided practice portion of the lesson by asking students whether real-world and classroom examples are respectful or not respectful. Examples include the following:

- When a student was asked to show their school ID, they rolled their eyes and said, "I don't know you and don't have to show you anything!"
- A teacher was upset that so many students were roaming the hall without a pass. The teacher asked one of the students, "What are you doing out of class?" The student responded in a calm, polite manner, "I was late to school and realized I had forgotten to get a hall pass, so that is where I was going."

Features	Your Responses
Feature(s) Identified	Explicit instruction with modeling Systematic instruction with scaffolding Multiple opportunities to practice and respond Immediate and corrective feedback Appropriate pacing Use of multiple grouping formats Differentiated instruction
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Suggested Minimum Times for Core/Content Area Classes

Grade	Literacy	Mathematics	Science	Social Studies
Kindergarten	2 hours daily	.75 hour daily	.5 hour daily	.5 hour daily
Grade 1	2.5 hours daily	.75 hour daily	.5 hour daily	.5 hour daily
Grade 2	2.5 hours daily	.75 hour daily	.5 hour daily	.5 hour daily
Grade 3	2 hours daily	1 hour daily	.5 hour daily	.5 hour daily
Grade 4	2 hours daily	1 hour daily	.75 hour daily	.75 hour daily
Grade 5	1.5 hours daily	1 hour daily	1 hour daily	1 hour daily
Grade 6	1.5 hours daily	1 hour daily	1 hour daily	1 hour daily
Grade 7	1.5 hours daily	1 hour daily	1 hour daily	1 hour daily
Grade 8	1.5 hours daily	1 hour daily	1 hour daily	1 hour daily
Grade 9	1 hour daily	1 hour daily	1 hour daily	1 hour daily
Grade 10	1 hour daily	1 hour daily	1 hour daily	1 hour daily
Grade 11	1 hour daily	1 hour daily	1 hour daily	1 hour daily
Grade 12	1 hour daily	1 hour daily	1 hour daily	1 hour daily

Notes

These are not hard-and-fast rules. Instead, these suggested times are based on what students are expected to learn and practice within each grade level and content area. These suggestions are just one example of how to schedule time in content areas; such schedules are a decision for local districts to make.

Science and social studies texts can be used during literacy time to teach both content and literacy, such as informational text comprehension and disciplinary literacy.

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Recommended Daily Time Ranges for Interventions

Grade	Reading		Writing		Math	
	Tier 2	Tier 3	Tier 2	Tier 3	Tier 2	Tier 3
Kindergarten	20–25 minutes	NA	20–25 minutes	NA	20–25 minutes	NA
Grade 1	30 minutes	30–45 minutes	30 minutes	30–45 minutes	30 minutes	45–60 minutes
Grade 2	30 minutes	45–60 minutes	30 minutes	45–60 minutes	30 minutes	45–60 minutes
Grade 3	30 minutes	45–60 minutes	30 minutes	45–60 minutes	30 minutes	45–60 minutes
Grade 4	30 minutes	45–60 minutes	30 minutes	45–60 minutes	35 minutes	45–60 minutes
Grade 5	30 minutes	45–60 minutes	30 minutes	45–60 minutes	35 minutes	45–60 minutes
Grade 6	45 minutes	45–60 minutes	45 minutes	45–60 minutes	45 minutes	45–60 minutes
Grade 7	45 minutes	45–60 minutes	45 minutes	45–60 minutes	45 minutes	45–60 minutes
Grade 8	45 minutes	45–60 minutes	45 minutes	45–60 minutes	45 minutes	45–60 minutes
Grade 9	45 minutes	45–60 minutes	45 minutes	45–60 minutes	45 minutes	45–60 minutes
Grade 10	45 minutes	45–60 minutes	45 minutes	45–60 minutes	45 minutes	45–60 minutes

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Example Schedules

Elementary School

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7:45–9:50 Reading, writing, social studies	7:45–10:40 Reading, writing, social studies	7:45–10:15 Reading, writing, social studies	7:50–8:40 Specials	7:50–8:50 Intervention and enrichment	7:45–8:50 Reading, writing
9:50–10:40 Intervention and enrichment	10:40–11:30 Specials	10:15–11:15 Math	8:40–10:45 Reading, writing, social studies	8:50–11:00 Reading, writing, social studies	8:50–9:50 Intervention and enrichment
10:40–11:40 Lunch, recess	11:30–12:30 Lunch, recess	11:15–11:45 Science	10:45–11:45 Intervention and enrichment	11:00–12:00 Lunch, recess	9:50–10:40 Specials
11:40–12:30 Specials	12:30–1:10 Math	11:45–12:45 Lunch, recess	11:45–12:00 Writing, social studies	12:00–12:30 Science	10:40–11:40 Science
12:30–1:30 Math	1:10–1:45 Science	12:45–1:45 Intervention and enrichment	12:00–1:00 Lunch, recess	12:30–1:20 Specials	11:40–12:30 Reading, writing, social studies
1:30–2:15 Science	1:45–2:45 Intervention and enrichment	1:45–2:40 Specials	1:00–2:00 Math	1:20–1:45 Social studies	12:30–1:30 Lunch, recess
2:15–2:45 Oral language centers			2:00–2:45 Science	1:45–2:45 Math	1:30–2:45 Math

Interventionists Lunch and Planning

11:45–12:45 (additional 15-minute break to be taken during one intervention and enrichment time)

Special Areas Planning

8:40–9:50 (extra 25 minutes can be used to support other teachers, maybe fifth-grade teachers during intervention and enrichment time)

Special Areas Lunch

1:20–1:50 (also have short break 11:30–11:40)

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Middle School

Example 1: Intervention as a Course

Period(s)	Course	Explanation
1 and 2	English language arts and reading	Course is double-blocked.
3	Intervention	The student's data indicated a need for intensive intervention, so the student will receive instruction using the Tier 3 program 5 days a week for 50 minutes (total time = 250 minutes per week).
4	Science	
LUNCH		
5	P.E., athletics	
6	Math	
7	Elective	
8	History	

Example 2: Intervention as a Pullout (Less Intensive)

Period(s)	Course	Explanation
1 and 2	English language arts and reading	Course is double-blocked.
3	Elective, intervention	The student's data indicated a need for reading intervention related to word reading, fluency, and comprehension, so the student will receive instruction using the Tier 3 program 5 days a week for 30 minutes (total time = 150 minutes per week).
4	Science	
LUNCH		
5	P.E., athletics	
6	Math	
7	Elective	
8	History	

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Example 3: Intervention as a Pullout (Least Intensive)

Period(s)	Course	Explanation
1 and 2	English language arts and reading	Course is double-blocked.
3	Elective, intervention	The student's data indicated a need for reading intervention related to fluency and comprehension, so the student will receive instruction using the Tier 2 program 3 days a week for 30 minutes (total time = 90 minutes per week).
4	Science	
LUNCH		
5	P.E., athletics	
6	Math	
7	Elective	
8	History	

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High School

Example 1: Intervention as a Course

Period	Course	Explanation
1	English I	
2	Algebra I	
3	Biology	
4	P.E., athletics	
5	LUNCH	
6	Reading	The student's data indicated a need for very intensive intervention, so the student will receive 250 minutes of instruction each week using the Tier 3 intervention program.
7	World geography	
8	Spanish I	

Example 2: Intervention as a Course (Less Intensive)

Period	Course	Explanation
1	English I	
2	Algebra I	
3	Biology	
4	P.E., athletics	
5	LUNCH	
6	Reading	The student's data indicated a need for supplemental intervention in multisyllabic word reading, vocabulary, fluency, and comprehension, so the student will receive 250 minutes of instruction each week using the Tier 2 intervention program.
7	World geography	
8	Spanish I	

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Example 3: Intervention as a Pullout (Least Intensive)

Period	Course	Pullout	Explanation
1	English I		
2	Algebra I		
3	Biology		
4	P.E., athletics		
5	LUNCH	Reading: 3 days a week for 30 minutes	The student's data indicated a need for supplemental intervention in comprehension, so the student will receive 90 minutes of instruction a week using the Tier 2 intervention's comprehension component.
6	Study hall		
7	World geography		
8	Spanish I		

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