

Tier 1 and 2 Best Practices (Turning Instruction Into Intervention)

<i>Strategy</i>	<i>Description</i>	<i>Example</i>	<i>Teaching Points</i>
Increased Positive Instruction Interaction	Provide daily opportunities for students to experience success. This is instruction in the form of communication characterized as a positive interaction to change specific behaviors by reflecting the performance back to the student, good or bad. Good performance gets highlighted making it easier to remember and repeat. Poor performances are corrected without the emotional impact of negative feedback.		
Explicit Systematic Instruction	Nothing is left to chance; all skills are taught directly. Explicit instruction always involves direct explanations, modeling of correct responses, and opportunities for student response with corrective feedback.		
State Objective/Learning Goal	"Explicitly", in writing and orally, communicate to the student(s) what he/she will be able to know, understand, and do after a learning event. It is also important to communicate to the student how the teacher will know if the student has learned.	<ul style="list-style-type: none"> When asked, students will be able to tell the observer what the focus for their learning will be during the period, why the learning objective is important for them to learn, and how the teacher will know if they have learned it. 	<ul style="list-style-type: none"> Learning goals need to be in writing and in kid friendly language in a consistent location. Learning goals are orally reinforced by the teacher at the beginning of the lesson: Today we are going to learn..... The reason we are learning this At the end of the period, you will be able to..... I will know you have learned this when you.....
Monitoring with Frequent Timely Feedback	From formative-classroom assessments, students are provided timely and ongoing feedback in terms of specific levels of knowledge and skills.		

Modeling	<p>Students learning a complex skill need to have a proper demonstration of the skill with attention given to the many variations in implementation the skill may require. Acquiring a complex skill demands extensive practice during which time one learns the skill to a level at which it can be executed with little conscious thought.</p> <p>Teacher demonstrates correct process or steps</p> <ul style="list-style-type: none"> • Explains how to do the task • Makes use of ‘think aloud’ strategies • Attention is given to variations that may be needed or seen • Physical model (exemplar) may be provided • Extensive practice allowed for complex skills 	<ul style="list-style-type: none"> • A teacher demonstrates how to make a paper airplane. The teacher shows each step in the folding process, and explains how each fold contributes to the final product and how each fold and connected part allows the plane to fly. • Teacher conducts a Think Aloud, not only explaining what has to be done, but also the thought processes (questions, considerations, appreciations, comparisons, etc.) that have gone into the understanding and decisions. For instance, the teacher explains <u>how</u> he goes about reading a math problem and then proceeds to explain the process he took to solve it. 	<ul style="list-style-type: none"> • Each step of a complex skill is explicitly demonstrated and the thought process behind each decision is explained.
Use of Exemplars	<p>Teachers provide examples of work that demonstrate designated levels of performance. The process allows students to assess their own work through comparison.</p> <p>Often the model is worked through as a group to demonstrate the skill.</p>	<ul style="list-style-type: none"> • Teachers provide examples of student work that represent each of the performance levels described on a rubric. Students then compare their work to the exemplars to determine the performance level of their own work identifying areas of strengths and needs or further revision and future work. • Students compare written paragraphs to exemplars and to rubrics. 	<ul style="list-style-type: none"> • Students are able to correctly identify the performance level of their work and recognize any changes needed to raise the level of their performance.
Multiple Guided Practice Opportunities	<p>Guided practice is a form of scaffolding that allows learners to attempt things they would not be capable of without assistance. Guided practice is a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction.</p>		

Scaffolding	<p>Scaffolding builds on a student’s existing knowledge by providing sequenced instruction and temporary support until help is no longer needed (explanations, organizers, guided practice, etc.). Students receive assistance early on to complete tasks, then as their proficiency increases, that support is gradually removed. In this fashion, the student takes on more and more responsibility for their own learning.</p> <ul style="list-style-type: none"> • Provision of sequenced instruction and temporary support of varying degrees until student no longer needs the support • Prompts & cues • Models • Teacher monitoring • Task difficulty • Provide first part of the work, allowing student to complete it; fade amount of work completed by teacher to allow student to do more of the work independently • Support is generally removed gradually 		
Corrective Specific Feedback	Corrective feedback provides students with an explanation of what they are doing that is correct and what they are doing that is not correct.		
Identifying Similarities and Differences	The key to an effective comparison is the identification of important characteristics. Identified characteristics are used as the basis for which similarities and difference are identified.	<ul style="list-style-type: none"> • Students use a graphic organizer (such as a venn diagram or comparison matrix) to identify similarities and differences of amphibians and reptiles or of two characters in a story or novel. • Students create analogies to illustrate understanding of comparisons, such as tsunami is to wave as earthquake is to tremor. 	<ul style="list-style-type: none"> • Teachers present explicit instruction in how to identify similarities and differences. • Students then move to independent identification of similarities and differences. • Use of graphic organizers or symbolic representations enhances students’ understanding of similarities and differences and how to use that knowledge.

Summarizing	After reading, hearing, or seeing information, students pick and choose what is most important and then restate the information in a brief synthesized fashion. Steps to summarize: (1) Delete trivial material that is unnecessary to the understanding, (2) Delete redundant material, (3) Substitute superordinate terms for more specific terms (e.g., use fish for rainbow trout, salmon, etc.), (4) Select a topic sentence, or invent one if it is missing.	<ul style="list-style-type: none"> Students summarize a short reading in any content area in no more than 5 sentences—Topic sentence states the main idea. Next three sentences give 3 key developing details or facts. Concluding sentence ties ideas together by stating the significance of the reading. 	<ul style="list-style-type: none"> To effectively summarize, student must decide the most important information, put key ideas in their own words, and leave out less important details. To accomplish the above skills, students must analyze the information at a fairly deep level. Teachers must instruct students how to use the structure of the information (paragraph, text structures, diagrams, graphs, pictures, etc.) to aid in summarizing.
Nonlinguistic Representations	Students develop a visual, auditory, tactile, or kinesthetic representation of words, phrases, concepts, or skills. Nonlinguistic representations elaborate on adding to knowledge.		<ul style="list-style-type: none">
Engagement Strategies	Select materials and tasks that are at a correct level of difficulty and are motivating and interesting for the student. Student factors to consider include interests, prior knowledge, current skills levels, strategy use, processing skills, and task persistence. Material factors to consider include the difficulty level, relationship to student interests and background, and processing demands. Provide multiple opportunities for students to respond and interact within the lesson.	<ul style="list-style-type: none"> Think, Pair, Share - The teacher asks a question concerning the character in the passage. The students “Think” individually to formulate their answer, “Pair” with a partner and “Share” their response through discussion. 	<ul style="list-style-type: none"> Use purposeful partnering: partner high to mid students with mid to low students respectively.

Cognitive Strategy Instruction	<p>Cognitive Instructional Strategies help students become self-regulated learners. CSI is an instructional approach that emphasizes the development of thinking skills and processes as a means to enhance learning. The objective of CSI is to enable all students to become more strategic, self-reliant, flexible, and productive in their learning endeavors. CSI is based on the assumption there are identifiable cognitive strategies, previously believed to be utilized by only the best and the brightest students, which can be taught to most students.</p> <ul style="list-style-type: none"> • Provision of sequenced instruction and temporary support of varying degrees until student no longer needs the support • Prompts & cues • Models • Teacher monitoring • Task difficulty • Provide first part of the work, allowing student to complete it; fade amount of work completed by teacher to allow student to do more of the work independently • Support is generally removed gradually 		•
Targeted Instruction	<p>Combining the results of formative, benchmark, and progress monitoring assessments aligned with state and district standards, teachers differentiate instruction to address the needs and/or strengths of students. Aims instruction directly at the skill to be developed; very focused instruction.</p>		•

Increased Time	<p>Increase the intervention time for a student for identified deficiencies through one-on-one work, in-class grouping, and/or increased time before and/or after class.</p> <ul style="list-style-type: none"> • Increase the active time the student is engaged in the learning task • Increase student response opportunities • Increase opportunity for feedback 		•
Cooperative Grouping	<p>Creation of small heterogeneous groups within the classroom. Effective cooperative learning includes (1) positive interdependence, (2) to face-to-face promotive interactions, (3) individual and group accountability, (4) interpersonal and small group skills, and (5) group processing.</p>		•
Support	<p>Specify who will provide support for the student. When, what interventions will be used, the levels of intensity, how frequent, progress monitoring, and documenting the results are essential.</p>		•

Flexible Grouping	<p>Students are grouped and regrouped according to specific goals, activities, and individual needs.</p> <ul style="list-style-type: none"> • Students move in and out of groups based upon specific needs, strengths activities, and goals • Group size decreases with increased intensity • Great for short-term targeted skill instruction as well as for longer term instruction 	<ul style="list-style-type: none"> • From an assessment, teachers are able to group students depending on their demonstrated needs. The grouping is flexible and according to a student's progress, students move in and out of the leveled groups. In the groups, teachers provide guided practice to help students learn and retain missing skills or content. Students with the highest needs will have more of the teacher's attention. Students who have accomplished the skill measured by the assessment, will be given the opportunity to use their skills and content in a more complex manner. Grouping can be, but is not considered a daily activity. • In writing, a teacher might create the following groups to work on punctuation: <ol style="list-style-type: none"> 1) Students who need to work on accurate use of commas between 2 complete sentences joined by a conjunction receive instruction and practice. 2) students who have proficient skills in this area work with using the semi-colon to replace the comma and conjunction. 3) Advanced students not only work with the semi-colon, but also the colon and dash, as well as rephrasing techniques. 	<ul style="list-style-type: none"> • Students move in and out of groups based on the level of mastery of identified skills and content. • The goal is to move all students to the mastery level and reduce the number of groups. • A method of progress monitoring should be used to determine the length of time a student remains in a group. • Should one or more students continue to not be able to master a skill or retain content, other interventions should be used in conjunction with flexible grouping.
Curriculum Compacting	Curriculum compacting is a procedure used to streamline the grade level curriculum for high-potential students to provide time for more challenging and interesting work.		
Challenge/Enrichment	Provide regular-classroom enrichment opportunities to challenge and engage students who have the potential to be high functioning.		
Honors Classes	Students voluntarily choose to earn honors credit in a regular classroom by enhancing their learning through the completion of specific and multiple learning opportunities at a designated performance level. This is similar, but not limited to clustering gifted students in a specific classroom.		

Subject Acceleration	This is a process of allowing high-ability students to progress through school curriculums at a rate faster than the average. Students are able to cover the same amount of material, with the same degree of understanding as students in a regular classroom setting, but in a shorter time frame.		
Clustering* (Administrative Collaboration Needed)	A group of five to eight identified gifted students, usually those in the top 5% of ability in the grade level population, are clustered in the classroom of one teacher who has training in how to teach exceptionally capable students. The other students in the class are of mixed ability.		
Grade-Level Acceleration* (Administrative Collaboration Needed)	Grade-level acceleration occurs when a student advances into a new grade that is at least one grade beyond the next in sequence, also known as double promotion or grade skipping; for example, a third grader who begins fifth grade without entering the fourth.		
Dual Enrollment* (Administrative Collaboration Needed)	Students are enrolled in elementary school and middle school, or middle school and high school, or high school and college simultaneously.		
Supplemental Evidence-Based Curriculum* (Administrative Collaboration Needed)	A supplemental curriculum provides instruction that goes beyond that provided by the core curriculum because the core program does not provide enough instruction or practice in a key area to meet the needs of all students		
Evidence-Based Replacement Core* (Administrative Collaboration Needed)	In some cases, students may have lagged so far behind grade level that very little content from the grade level comprehensive core program is suitable for them. In these cases, students will receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level abilities.		