

Leadership

Creating the Instructional Program



Outline

- Core/content area instruction
- Interventions
- Training and support
- Expectations for effective instruction
- Schedules for instruction
- Monitoring of instruction



Core/Content Area Instruction

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Reading

- Every grade level should have a core set of materials to teach the following:
 - Word-level reading and spelling
 - Automaticity and fluency
 - Vocabulary
 - Comprehension with various types of texts
- Across kindergarten to grade 12, the emphasis on these different components changes, but all remain important.

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My Core Reading Program



Fill in the first two columns of the **Approved Core Materials** handout.

Grade	Reading	Writing	Mathematics	Behavior

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Writing

- Every grade level should have a core set of materials to teach the following:
 - Handwriting and word processing
 - Spelling and advanced word study
 - Sentence creation
 - Composition of various types of texts
- Across kindergarten to grade 12, the emphasis on these different components changes, but all remain important.

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My Core Writing Program



Fill in the third column with the main resources that have been identified for teachers to use to teach writing.

Grade	Reading	Writing	Mathematics	Behavior

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Mathematics

- Every grade level should have a core set of materials to teach the following:
 - Number sense
 - Whole numbers and rational numbers
 - Geometry
 - Word-problem solving
- Across kindergarten to grade 12, the emphasis on these different components changes, but all remain important.

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My Core Mathematics Program



Fill in the fourth column with the main resources that have been identified for teachers to use to teach math.

Grade	Reading	Writing	Mathematics	Behavior

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Behavior

- Every grade level should have a core set of materials to teach the following:
 - Schoolwide positive expectations and behaviors
 - Classroom expectations and routines
 - Academic and healthy behaviors that support school success
- Across kindergarten to grade 12, all of these components remain essential.



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My Core Behavior Program



Fill in the last column with the main resources that have been identified for teachers to use to teach about and support behavior.


Grade	Reading	Writing	Mathematics	Behavior

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Resources on Research-Based Core Programs



- K–3 reading:
http://reading.uoregon.edu/cia/curricula/con_guide.php
- Institute of Education Sciences (IES) practice guides:
<https://ies.ed.gov/ncee/wwc/PracticeGuides>



Center on Teaching and Learning
College of Education, University of Oregon

A Consumer's Guide to Analyzing a Core Reading Program
Grades K-3: A Critical Elements Analysis
August, 2006

Deborah C. Simmons, Ph.D.
Texas A&M University
Edward J. Kameenui, Ph.D.
University of Oregon

The selection and adoption of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective school-wide reading initiative. The investment in identifying a core program that aligns with research and fits the needs of learners in your school will reap long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we address questions regarding the importance and process of a core program. Following, we specify the criteria for program evaluation organized by grade level and reading dimensions. Further, we offer guidelines regarding instructional time, differentiated instruction, and assessment. We trust you will find these guidelines useful and usable in this significant professional process.

1. What is a core reading program?

A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach

reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.

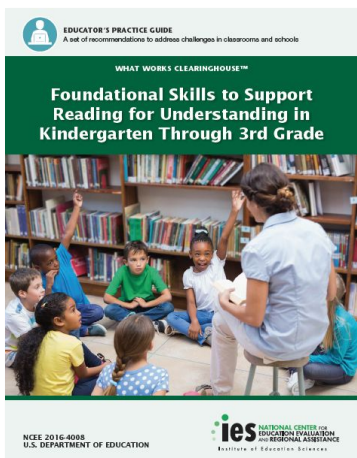
Historically, core-reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. Adoption of a core does not imply that other materials and strategies are not used to provide a rich, comprehensive program of instruction. The core program, however, should serve as the primary reading program for the school and the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction. Such programs may or may not be commercial textbook series.

2. Why adopt a core reading program?

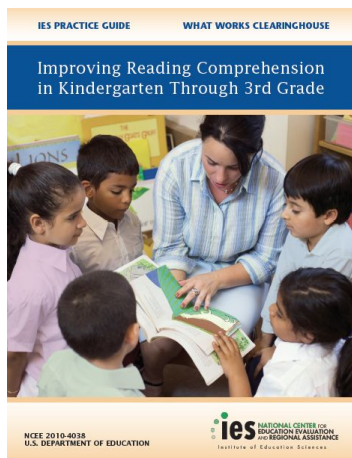
In a document entitled "Teaching Reading is Rocket Science," Louisa Moats (1999) articulated the complexities of carefully designed and implemented reading instruction. Teaching reading is far more complex than most professionals and laypersons realize. The demands of the phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of prioritized objectives, explicit strategies, and scaffolds that support students' initial learning and transfer of knowledge and skills to other contexts. The requirements of curriculum construction and instructional design that effectively move children

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IES Practice Guides: Elementary Reading



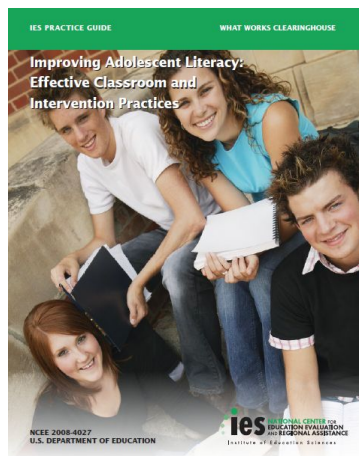
<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>



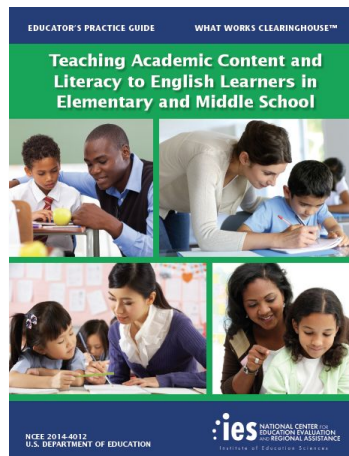
<https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

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IES Practice Guides: Secondary Reading



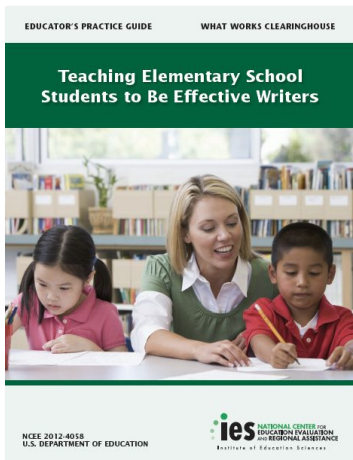
<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>



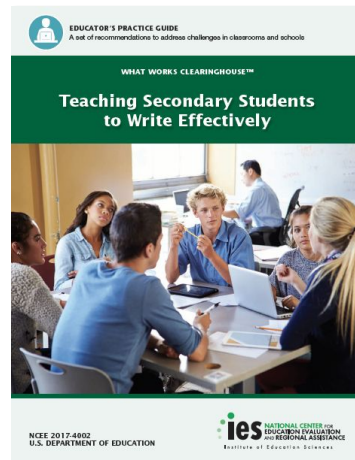
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IES Practice Guides: Writing



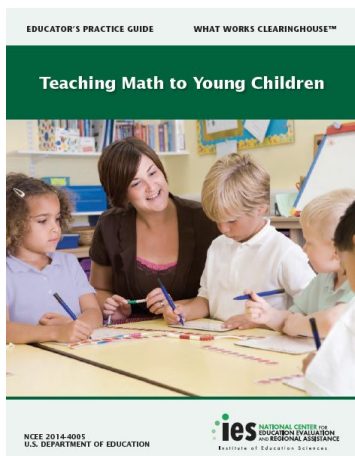
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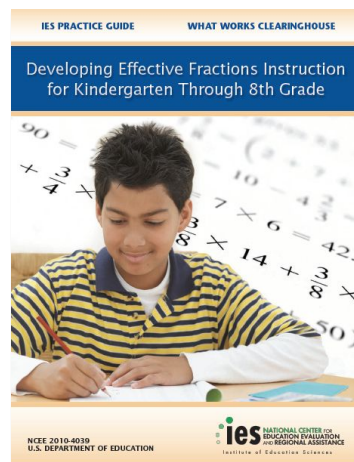
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IES Practice Guides: Elementary Math



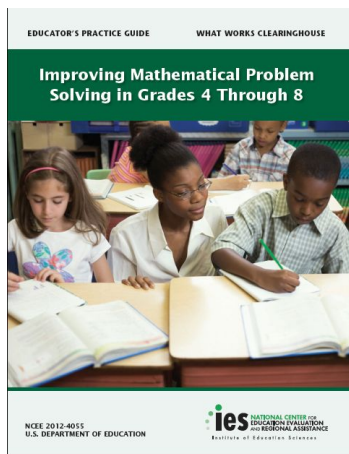
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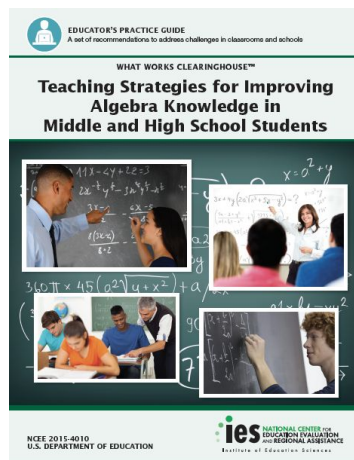
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IES Practice Guides: Secondary Math



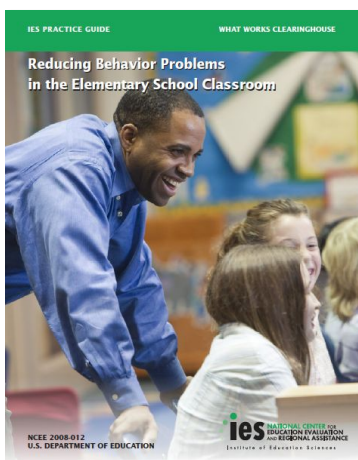
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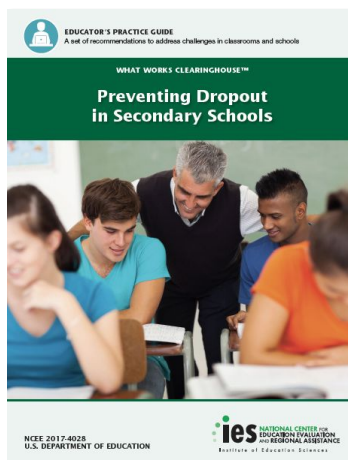
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Algebra_PG_Revised_02022018.pdf

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IES Practice Guides: Behavior



<https://ies.ed.gov/ncee/wwc/PracticeGuide/4>



<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

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Missing Components



Approved Core Materials

- Are any components missing from your core programs?
- When you compare your identified programs with what the research shows, would you say your programs are research based?

Core Programs: Next Steps for Improvement

Based on the research in the resources we just discussed and listed in your handouts, identify your next steps to improve core instruction.

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Interventions

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Interventions

- Every grade level should have intervention programs to address students who need targeted or intensive intervention.
- Each program should have an **evidence base** demonstrating its effectiveness with students similar to those who will receive the intervention at your campus.
- Intervention programs must also be implemented with fidelity.



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Reading

- What reading interventions have you designated for teachers to use in Tier 2? Tier 3?
- Are teachers required to use the interventions with fidelity as is?
- How do you know whether teachers are using the interventions with fidelity?
- Do teachers supplement the interventions with other programs? If other programs are used, do they have an evidence base for their use with these students?

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My Reading Intervention Program



Fill in the first two columns of the **Approved Intervention Materials** handout.

Grade	Reading	Writing	Mathematics	Behavior

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Writing

- What writing interventions have you designated for teachers to use in Tier 2? Tier 3?
- Are teachers required to use the interventions with fidelity as is?
- How do you know whether teachers are using the interventions with fidelity?
- Do teachers supplement the interventions with other programs? If other programs are used, do they have an evidence base for their use with these students?

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My Writing Intervention Program



Fill in the third column with the program(s) that have been designated for writing interventions.

Grade	Reading	Writing	Mathematics	Behavior

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Mathematics

- What math interventions have you designated for teachers to use in Tier 2? Tier 3?
- Are teachers required to use the interventions with fidelity as is?
- How do you know whether teachers are using the interventions with fidelity?
- Do teachers supplement the interventions with other programs? If other programs are used, do they have an evidence base for their use with these students?

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My Mathematics Intervention Program



Fill in the fourth column with the program(s) that have been designated for math interventions.

Grade	Reading	Writing	Mathematics	Behavior

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Behavior

- What behavior interventions have you designated for teachers to use in Tier 2? Tier 3?
- Are teachers required to use the interventions with fidelity as is?
- How do you know whether teachers are using the interventions with fidelity?
- Do teachers supplement the interventions with other programs? If other programs are used, do they have an evidence base for their use with these students?

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My Behavior Intervention Program



Fill in the last column with the program(s) that have been designated for behavior interventions.

Grade	Reading	Writing	Mathematics	Behavior

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Resources on Evidence-Based Interventions

- Evaluating intervention programs:
https://meadowscenter.org/wp-content/uploads/Selecting_Interventions.pdf
- Designing intensive interventions:
https://meadowscenter.org/wp-content/uploads/2022/04/Designing__Delivering_Intensive_Interventions_Toolkit1.pdf
- 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>

Other TIER Modules to Explore

As with core instruction, the following TIER modules provide information about evidence-based practices in interventions and how to determine whether programs are evidence based:

- Academics
- Culturally and Linguistically Responsive Practices
- Behavior
- Mental Health

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Missing Components



Approved Intervention Materials

- Are any components missing from your intervention programs?
- When you compare your identified programs with what the research shows, would you say your programs are evidence based? To help you answer this question, consult the tools linked in the Evidence-Based Interventions section of the **Resources** handout.

Intervention Programs: Next Steps for Improvement

What next steps should you take to improve upon what's used in interventions?

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Training and Support

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Initial Training

- Initial training is a must.
- The duration depends on the program:
 - For core programs: Usually a full day of training
 - For interventions: Usually 2–3 days of training and up to 1–2 weeks
 - For intensive interventions (i.e., Tier 3): Usually intensive training over several days or weeks

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Ongoing Support

- Teachers also need ongoing support to implement programs effectively.
- Providers of ongoing support can include the following:
 - The program's publisher
 - Instructional coaches
 - Expert teachers



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Fidelity Checking

- **Fidelity:** Implementing a program as intended based on how it was implemented when demonstrating significant impacts on student learning
- Example checklist for examining a teacher's fidelity:

<https://meadowscenter.org/wp-content/uploads/2019-FidelityChecklist.pdf>

PACT+ Implementation Fidelity Checklist

Teacher ID: _____ Date: _____
 Grade: _____ Subject: _____
 Length of Audio: _____ Code: _____

Procedural Fidelity & Quality of Implementation	Implementation			
	high	mid	low	component not required or expected
	4	3	2	1
Comprehension Canopy				
<input type="checkbox"/> Introduces the unit/accesses students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Introduces/provides purpose for Springboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Presents Springboard divides or visual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Prompts students for turn-and-talk activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Presents comprehension questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:				

This form was adapted from the CASEL evidence-based practice (EBP) fidelity checklist, which was developed by the CASEL research team. It is based on the CASEL research team's work on fidelity of implementation. For more information, see the CASEL research team's work on fidelity of implementation. © 2019 CASEL. All rights reserved.

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Annual Follow-Up Training

- New teachers need training in the programs they are expected to implement.
- Veteran teachers may need follow-up training based on fidelity checks and other instructional observations.
- Follow-up sessions should be built into professional development schedules at the beginning of each school year.



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Training and Support Planning



- Do you provide all of the following?
 - Initial training for all programs
 - Ongoing support of implementation for all programs
 - Fidelity checking for all programs
 - Annual follow-up training for all programs
- If not, how can you start to provide these types of training in your MTSS plan?

TIER: Leadership Creating the Instructional Program 1 of 1

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

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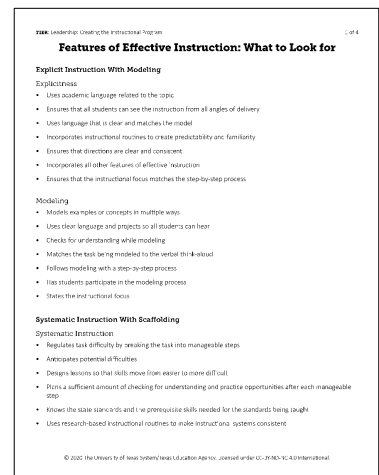
Setting Expectations for Effective Instruction

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Features of Effective Instruction



- 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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Explicit Instruction

- Modeling and explaining concepts and skills in ways that are **concrete and visible**, include **clear language**, and use **many examples**
- Overlap and similarity in instructional procedures through the following:
 - Predictable, clear, consistent instructions
 - Known expectations
 - Familiar routines
- Routines to help teachers avoid making assumptions

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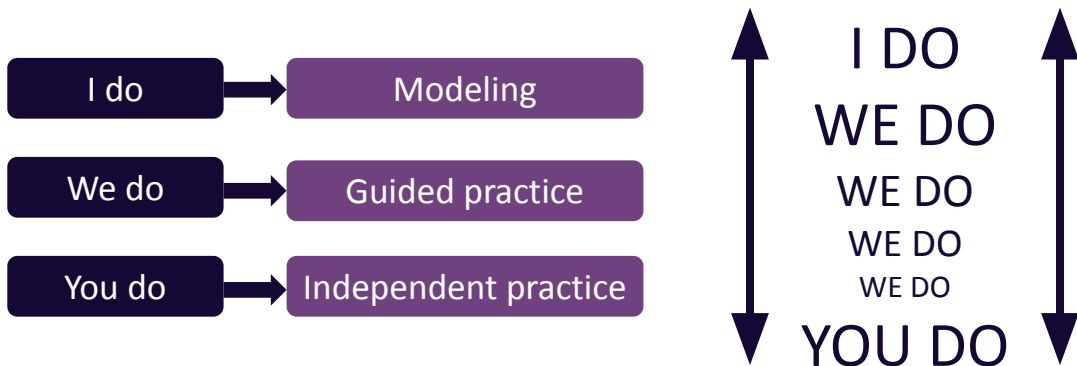
Modeling

- Demonstrating the task aloud
- Following a step-by-step procedure
- Using language specific to the demonstration of the skill
- Speaking clearly
- Checking for student understanding



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I Do, We Do, You Do



Archer & Hughes, 2011

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Systematic Instruction

- Clearly defining expectations
- Reducing student confusion
- Using a careful sequence:
 - Moving from easier, high-utility skills to more difficult skills
 - Beginning with what students already know
- Breaking down complex tasks
- Incorporating assessment and feedback

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Scaffolding



Scaffolding is “a process that enables a child or a novice to solve a problem, carry out a task, or achieve a goal [that] would be beyond his unassisted efforts.”

— Wood, Bruner, & Ross, 1976, p. 90

TIER Leadership Creates the Instructional Program

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 end-vertical 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
- Provides 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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Multiple Response and Practice Opportunities

- Practicing each new skill many times
- Practicing after each step of instruction
- Using multiple practice formats:
 - Whole group
 - Cooperative groups
 - Partners
 - Individual
- Making learning meaningful



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Facilitating Multiple Response and Practice Opportunities



- Maximizing student participation
 - Actively engaging students in learning
 - Practicing related skills and concepts
 - Relating skills to prior knowledge
- Increasing the number of students' responses
 - Preparing more items for practice
 - Using choral responses when feasible
 - Building in think-pair-share or think-write-pair-share activities
 - Including guided, cumulative, and independent practice

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Effective Feedback



- Telling students they are right or wrong
- Describing why an answer is correct
- Telling students what they have and have not achieved
- Specifying or implying a better way
- Helping students develop ways to improve



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Appropriate Pacing



- Teaching based on a sense of urgency
- Appropriate time for each lesson, activity, or component
- Efficient transitions from one lesson or activity to the next
- Use of a timer if needed



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Instructional Features

Video:

[Expert Minute: Anita Archer](#)

What are some important points that Archer makes about the different instructional features we have discussed?



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Grouping

- Possible grouping formats:
 - Whole group
 - Same-ability small groups
 - Partners
 - Mixed-ability small groups (e.g., centers)
 - Independent
 - One on one
- When is one grouping format preferred over another?

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Grouping for Effective Instruction

- Define the purpose of instruction.
 - What are the advantages of grouping the students in this manner?
 - What is the instructional focus?
 - What activities will be completed?
- Group flexibly.
- Attend to student progress and instructional needs.
- Use different grouping formats to address the wide range of abilities.

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Applying Different Grouping Formats



Which grouping format might be best for the following:

- Working on a hands-on experiment in science
- Targeting a specific skill in math
- Practicing reading aloud to build fluency
- Teaching a grade-level expectation in writing

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Differentiation



“Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is and assisting in the learning process.”

— Hall, 2002, p. 2

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Ways to Differentiate Instruction

- Instructional delivery, including additional scaffolding and extended practice opportunities
- Instructional materials
- Grouping formats
- Use of time to maximize student learning opportunities



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Characteristics of Differentiated Instruction

Differentiated Instruction IS

- Using assessment data to plan instruction and group students
- Teaching targeted, small groups
- Using flexible grouping (changing group membership based on student progress, interests, and needs)
- Matching instructional materials to student ability
- Tailoring instruction to address student needs

Differentiated Instruction IS NOT

- Using only whole-class instruction
- Using small groups that never change
- Using the same materials with all students
- Using the same independent seatwork assignments for the entire class

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Identifying the Features of Effective Instruction



Examine one of the scenarios in the **Features of Effective Instruction: Application Scenarios** handout.

- Circle the features you can identify in the scenario.
- Identify at least one feature that could enhance the lesson or activity and describe how you might incorporate the feature.

Consult the corresponding **Setting Expectations for Effective Instruction** handout for assistance.

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Helpful Tools

- Walkthrough tools:
<https://meadowscenter.org/library/resource/instructional-walkthrough-tools>
- Observation: Features of effective instruction:
https://meadowscenter.org/wp-content/uploads/2022/12/Observing_Features.pdf

Scheduling Instruction

Scheduling: Core Instruction



- Every core/content area instructional block should be documented and known to all administrators.
- Changes to the schedule need to be approved by the MTSS leader.



TIER: Scheduling/Creating the Instructional Program

1 of 1

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. It is just one example of how to schedule time in content areas; 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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Scheduling: Intervention



- In elementary school, it helps to designate intervention time periods at each grade level, so no students are pulled from core instruction.
- In middle and high schools, designated classes and electives may be required for providing interventions.

TIER Knowledge Counting the cost of not knowing

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	40-50 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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Variations by Grade Level

- No research supports using Tier 3 in kindergarten.
- Early in elementary school, Tier 2 may be anywhere from 20 to 35 minutes; Tier 3 is typically 45 to 60 minutes.
- Later in elementary and into secondary school, interventions may need to be a bit longer.



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Sample Schedules



- What do you notice about how the interventions are scheduled?
- What would it take to create schedules similar to these at your campus?

Example Schedules

Elementary School

Intervention	Grade 1	Grade 2	Grade 3	Time
Reading, writing, oral fluency	7:55-8:30	7:55-8:30	7:55-8:30	7:55
Reading, writing, oral fluency	8:35-9:15	8:35-9:15	8:35-9:15	8:35
Reading, writing, oral fluency	9:20-10:00	9:20-10:00	9:20-10:00	9:20
Reading, writing, oral fluency	10:05-10:45	10:05-10:45	10:05-10:45	10:05
Reading, writing, oral fluency	10:50-11:30	10:50-11:30	10:50-11:30	10:50
Reading, writing, oral fluency	11:35-12:15	11:35-12:15	11:35-12:15	11:35
Reading, writing, oral fluency	12:20-1:00	12:20-1:00	12:20-1:00	12:20
Reading, writing, oral fluency	1:05-1:45	1:05-1:45	1:05-1:45	1:05
Reading, writing, oral fluency	1:50-2:30	1:50-2:30	1:50-2:30	1:50
Reading, writing, oral fluency	2:35-3:15	2:35-3:15	2:35-3:15	2:35
Reading, writing, oral fluency	3:20-4:00	3:20-4:00	3:20-4:00	3:20
Reading, writing, oral fluency	4:05-4:45	4:05-4:45	4:05-4:45	4:05
Reading, writing, oral fluency	4:50-5:30	4:50-5:30	4:50-5:30	4:50

Middle School

Example 1: Intervention as a Course

Period	Course	Explanation
1 and 2	English language arts and reading	Course is double-blocked
3	Math	The student's data indicated a need for additional math intervention, and a need for 30 minutes of intervention each week for 30 minutes of intervention.
4	Science	
5	PE, athletics	
6	Art	
7	Music	
8	History	

Example 2: Intervention as a Pullout (Case Intervention)

Period	Course	Explanation
1 and 2	English language arts and reading	Course is double-blocked
3	Math	The student's data indicated a need for additional math intervention, and a need for 30 minutes of intervention each week for 30 minutes of intervention.
4	Science	
5	PE, athletics	
6	Art	
7	Music	
8	History	

High School

Example 1: Intervention as a Course

Period	Course	Explanation
1	English	
2	Algebra I	
3	Geometry	
4	PE, athletics	
5	History	
6	Reading	The student's data indicated a need for supplemental intervention, and a need for 30 minutes of intervention each week for 30 minutes of intervention.
7	Workshops	
8	Spanish I	

Example 2: Intervention as a Course (Case Intervention)

Period	Course	Explanation
1	English	
2	Algebra I	
3	Geometry	
4	PE, athletics	
5	History	
6	Reading	The student's data indicated a need for supplemental intervention, and a need for 30 minutes of intervention each week for 30 minutes of intervention.
7	Workshops	
8	Spanish I	

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Monitoring Instruction

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Scheduling Regular Classroom Visits

- Administrators, instructional coaches, and/or lead teachers should visit different instructional contexts, including the following:
 - Core/content area classrooms
 - Tier 2 and Tier 3 interventions
 - Special education, dyslexia, and other specialized classes
- Observations should focus on both components of specific content areas (e.g., problem solving in math) and instructional features (e.g., explicitness).

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Observing Core Instruction

- Observe classrooms on different days of the week, as lesson components and timeframes may vary across an instructional week.
- Observe whole-class lessons, small-group instruction, and cooperative-learning activities (e.g., workstations).
- Focus on specific components or instructional elements based on student data or previously collected observational data.

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Observing Interventions

- These observations require an understanding of how an intervention should be delivered.
- Fidelity checklists that come with specific interventions can aid these observations.
- Observers of more intensive interventions must consider students' specific needs and what teachers do to support these needs.



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Connecting Observations to Student Assessment Data

- Use student data to determine the focus of observations, such as the following:
 - Specific components or instructional elements
 - Whether students have been grouped effectively
- Continue using progress-monitoring or screening data to determine areas of instruction to observe.
- Combine observational data with student data to make professional development decisions.

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Observation Tools

- Core/content area observation tools:
https://meadowscenter.org/wp-content/uploads/2022/04/Instructional_Observation1.pdf
- Intervention observation tool:
https://meadowscenter.org/wp-content/uploads/2022/04/Intervention_Observation1.pdf
- Instructional features observation tool:
https://meadowscenter.org/wp-content/uploads/2022/12/Observing_Features.pdf

Conclusion: Your To-Do List

- Select and implement research-based core/content area instructional programs.
- Select and implement evidence-based interventions.
- Provide training and support in implementing instructional programs.
- Set expectations for effective instruction.
- Schedule instruction.
- Monitor instruction.





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Tiered Interventions Using
Evidence-Based Research



<https://tinyurl.com/Posttest-InstructProg>

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