A High Tide Floats All Boats: The Importance of Core Instruction

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- Understand the relationship between Tier 1 instruction and outcomes for students with disabilities.
- Think about instruction in Tier 1 as being capable of meeting the needs of students with and without disabilities.
- Consider a strategy of increasing academic engaged engaged time (AET) through increasing the amount of instructional time delivered by MORE people, not fewer.
- Understand the relationship between the TYPE of lesson planning activities and inclusive instruction.
- Understand the role of UDL in enhancing equity in access to content of grade level standards.
- Consider the implications of changing the term “general education” to the term “universal education.”
Table Top

• Describe to your table mates how your school conducts lesson planning (grade-level PLCs? subject-area PLCs? How Often?) AND who typically attends grade- or subject-level lesson planning meetings.

• Are any of the following individuals included in these lesson planning meetings:
  • Title I teachers, Special Education Teachers, Student Services staff, others?
Big Ideas in Core Instruction

• Sets the **scope, sequence and pacing** for all instruction within a MTSS

• Ensures that all children, including children with disabilities, are held to rigorous academic standards and high expectations *is a shared responsibility for all of us.*

• IEPs **must be aligned** with the core content standards for the grade in which the child is enrolled

• Research has demonstrated that children (including those with disabilities) who struggle in reading and mathematics *can successfully learn grade-level content*
Big Ideas in Core Instruction

• low expectations can lead to children (including those with disabilities) receiving less challenging instruction that reflects below grade-level content standards, and thereby not learning what they need to succeed

• The curriculum for students with disabilities is the curriculum that is based on a State’s academic content standards for the grade in which a child is enrolled.

• The performance and proficiency of students in core instruction is the best predictor of success for struggling students, including those with disabilities.

• UDL is the “bridge” to ensure equity in access for ALL students.
MTSS: The Framework for Integration
Multi-Tiered System of Supports
MTSS

• A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

• The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

• “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.
Tiered Systems of Support

• Every system and schools must address the unique needs of students and recognize the level at which they enter the system.

• The system does that by asking 3 questions:
  • What do ALL students need?
    • What can EVERYBODY do to support ALL students?
  • What do SOME students need?
    • What can EVERYBODY do to support some students
  • What do a Few students need?
    • What can EVERYBODY do to support few students?
A Conceptual Framework for MTSS

Core Instruction

Increasingly Intensive Instructional Interventions

Specially Designed Instruction

High Need

Level of support required for success in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
Research on MTSS

• The quality of the whole school instruction (e.g., core, Tier 1, general education) is the primary influence on the performance of ALL students.

• A high tide floats all boats:
  • Performance of low progress students more influenced by the quality of Tier 1 instruction than by the quality of Tiers 2/3 (interventions).
  • School-wide programs (e.g., behavior, social /emotional, climate) influence the performance of all learners.
  • The quality of Tier 1 instruction has the greatest influence in affecting the outcomes of students with disabilities.
Relationship Between Tier 1 and Performance of Students with Disabilities

<table>
<thead>
<tr>
<th>Year</th>
<th>SPED Pass</th>
<th>SPED Fail</th>
<th>SPED Pass %</th>
<th>Gen Ed Pass</th>
<th>Gen Ed Fail</th>
<th>Gen Ed Pass %</th>
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<tbody>
<tr>
<td>Both E/LA and Math</td>
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<td></td>
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<tr>
<td>2014-2015*</td>
<td>13366</td>
<td>56282</td>
<td>19.2%</td>
<td>251100</td>
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<td>2013-2014</td>
<td>23241</td>
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<td>337895</td>
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<td>2012-2013</td>
<td>21422</td>
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<td>77.5%</td>
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<td>2011-2012</td>
<td>21167</td>
<td>30390</td>
<td>41.1%</td>
<td>326521</td>
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<td>76.3%</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>SPED Pass</th>
<th>SPED Fail</th>
<th>SPED Pass %</th>
<th>Gen Ed Pass</th>
<th>Gen Ed Fail</th>
<th>Gen Ed Pass %</th>
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<tr>
<td>E/LA Only</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2014-2015*</td>
<td>19882</td>
<td>50133</td>
<td>28.4%</td>
<td>313734</td>
<td>111268</td>
<td>73.8%</td>
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<tr>
<td>2013-2014</td>
<td>27706</td>
<td>28174</td>
<td>49.6%</td>
<td>363398</td>
<td>64954</td>
<td>84.8%</td>
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<td>2012-2013</td>
<td>25610</td>
<td>26796</td>
<td>48.9%</td>
<td>357296</td>
<td>71607</td>
<td>83.3%</td>
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<tr>
<td>2011-2012</td>
<td>25700</td>
<td>26912</td>
<td>48.8%</td>
<td>356218</td>
<td>71997</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>SPED Pass</th>
<th>SPED Fail</th>
<th>SPED Pass %</th>
<th>Gen Ed Pass</th>
<th>Gen Ed Fail</th>
<th>Gen Ed Pass %</th>
</tr>
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<tbody>
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<td>Math Only</td>
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<td></td>
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<tr>
<td>2014-2015*</td>
<td>21018</td>
<td>49821</td>
<td>29.7%</td>
<td>283132</td>
<td>143965</td>
<td>66.3%</td>
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<td>2013-2014</td>
<td>34808</td>
<td>22246</td>
<td>61.0%</td>
<td>371851</td>
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<td>2012-2013</td>
<td>32567</td>
<td>21003</td>
<td>60.8%</td>
<td>368342</td>
<td>61068</td>
<td>85.8%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>31654</td>
<td>22344</td>
<td>58.6%</td>
<td>361272</td>
<td>68253</td>
<td>84.1%</td>
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</table>
LEAD WITH INSTRUCTION!

ALL Roads Lead to Tier 1
Inclusion is NOT about a place but rather about the Inclusiveness of Instruction

Equity in Access to Grade-Level Content
“The most legitimate and effective school improvement effort is not to design a system of interventions to help students at risk, but rather to upgrade the core curriculum.”

Mike Mattos
Principal
Improve Core Instruction (Tier 1) for ALL Students

First.

Develop “Powerful Interventions”

Second.
MYTH

Powerful Interventions can “Make Up” for Poor Core Instruction

BTW- they Can’t 😊
To Increase the Impact of Instruction....

Increase the “Intensity”
Definition of Intensity

• **MORE** time
  • Supplement, not supplant
  • Each Level in MTSS is “up to” 50% more time than core

• **NARROWER** Focus
  • Reduce or eliminate the impact of barriers to learning

• Broader **TYPE**
  • Evidence-based to meet the needs of diverse learners
Table Top Activity

• What are the high priority challenges that you face when attempting to improve access to general education curriculum content for students who are struggling learners, including those with disabilities?
Levels of Instruction

The LEVELS are differentiated by the INTENSITY of the Instruction.

INTENSITY:

• Time
• Focus
• Type
TIER I: Core, Universal Academic and Behavior

What “everybody” gets and sets the scope, sequence and pacing for all tiers.

TIME
Fewest Minutes of Instruction
- Elementary ELA (90 Minutes)
- Algebra (e.g., 50 minute period)

FOCUS
Broadest Focus—
- All 5 Big Ideas about Literacy;
- All concepts, facts, strategies for Algebra 1

TYPE
Universal
Fewest Formal Student Assessments
- Benchmark
- Grading Periods
- EOC/ EOG
- State Assessments

80%
# Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Guiding Questions</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plans?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the student understand the purpose for learning the skills and strategies taught?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal, without vagueness, need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for implication, or ambiguity?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic</td>
<td>Are skills introduced in a specific and logical order, easier to more complex?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Do the lesson activities support the sequence of instruction?  Is there frequent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and cumulative review?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Is there explicit use of prompts, cues, examples and encouragements to support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the student? Are skills broken down into manageable steps when necessary?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Corrective Feedback</td>
<td>Does the teacher provide students with corrective instruction offered during</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>instruction and practice as necessary?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the student?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>with teacher present to provide support?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Independent Application</td>
<td>Do students have sufficient opportunities to practice new skills independently?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Pacing</td>
<td>Is the teacher familiar enough with the lesson to present it in an engaging</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>manner? Does the pace allow for frequent student response?  Does the pace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>maximize instructional time, leaving no down-time?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Instructional Routine</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
### Indiana Academic Standards 2014 Lesson Plan Alignment Template

**Subject(s):**  
**Period(s):**  
**Grade(s):**

**Teacher(s):**  
**School:**

The lesson plan alignment tool provides examples of the instructional elements that should be included in daily planning and practice for the Indiana Academic Standards. The template is designed as a developmental tool for teachers and those who support teachers. It can also be used to observe a lesson and provide feedback or to guide lesson planning and reflection.

<table>
<thead>
<tr>
<th>LESSON ELEMENT</th>
<th>PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grade level Indiana Academic Standards 2014 the lesson targets include: (integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy and mathematics skills.)</td>
<td></td>
</tr>
<tr>
<td>2. Learning Target(s): (What will students know &amp; be able to do as a result of this lesson?)</td>
<td></td>
</tr>
<tr>
<td>3. Relating the Learning to Students: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</td>
<td></td>
</tr>
<tr>
<td>4. Assessment Criteria for Success: (How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like? Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.)</td>
<td></td>
</tr>
</tbody>
</table>
| 5. - Content Area Literacy Standards for History, Social Studies, Science, & Technical Subjects: for grades 6-12, these standards need to be addressed in the content area.  
- Math Process Standard(s): used to ensure students learning and best teaching practices for mathematics. |
6. **Academic Vocabulary:** (Words that will need additional instruction in order to strengthen student understanding in contextual formats.)

7. **Examples/Activities/Tasks:** (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Provide a balance of on-demand and process writing opportunities for students to draw evidence from the texts to produce a clear and coherent writing that informs, explains, or makes an argument in various written forms.)

8. **Resources/Materials:** (Focus students on reading a progression of complex texts drawn from the grade-level band. What technology and media tools will be used in this lesson to deepen learning?)

9. **Access and Engagement for All:** (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity and learning preferences.)

10. **Differentiation/Accommodations:** (What differentiation and/or classroom accommodations will you make for English learners, students with high ability and students with disabilities in your class? What evidence-based strategies for differentiation for all students can be provided? Be as specific as possible.)

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**Indiana Academic Standards Aligned Lesson: Reflection**

- In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.

1. How did this lesson support 21st Century Skills?
2. How did this lesson reflect academic rigor?
3. How did this lesson cognitively engage students?
4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
Universal Design for Learning

Guides Tier 1 Lesson Planning Process
For a fair selection everybody has to take the same exam: please climb that tree.
Three Principles

Principle I: Provide multiple means of representation
The way educator provides flexibility in the methods used to deliver instruction.

Principle II: Provide multiple means of action & expression
The ways students respond or demonstrate knowledge & skills
• Physical action, expression and verbal, nonverbal, written, graphic communication

Principle III: Provide multiple means of engagement
The way we engage students
• Recruiting interest (student choice), sustaining effort and persistence & self-regulation
Engaging Lessons for ALL Learners

We could select instructional strategies that are evidence-based for the “typical” general education classroom — and then differentiate or refer for Level 2 or 3

OR

We could select instructional strategies that are evidence-based *concurrently* for diverse learners.
Principle I: Provide multiple means of representation
The use of CSR in Tier 1 demonstrated significant growth in comprehension for typical students.

The use of CSR in Tier 1 demonstrated similar growth rates for students with and without SLD.

Students with SLD receiving instruction in Tier 1 demonstrated greater rates of growth than students with SLD in more restrictive settings.
Promoting Adolescent Comprehension Through Text (PACT)

“In the area of content acquisition, both English Learners and Non-English Learners with disabilities were able to significantly benefit from the PACT intervention provided in general education social studies classes.”

Wanzek, et al. (2016)
Strategic Instruction Model (SIM)

• DeSoto Middle School math
• Professional development in Content Enhancement Routines (CER).
• Teachers (PLCs) collaboratively built draft devices based on the standards that were difficult for students.
• Implemented routines in Level 1 gradually over three years.
• Positive changes in student engagement and proficiency levels, including SWDs (improvement doubled)
Tier I and Mathematics

- EAI (enhanced anchored instruction) was more effective in reducing combining errors (e.g., adding denominators) and denominator errors (e.g., not finding common denominator) of students with disabilities (SWD) and students without disabilities in inclusive and non-inclusive settings.

- SWDs in inclusive settings scored higher.

Brian A. Bottge, Allan S. Cohen, and Hye-Jeong Choi (2017)
Table Top

• Discuss this idea of the “dual purpose” instructional strategies approach. Who would have to collaborate in order to identify these dual purpose approaches?
Principle II:
Provide multiple means of action & expression
Ways of Expression

- Verbal
- Written
- Computer Assisted
- Graphic
## 6th Grade Reading Comprehension Anchor Standard

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
</tbody>
</table>
Table Top

Share the methods that you use to increase the options students have to express their knowledge and learning.
Principle III:
Provide multiple means of engagement
Integration of Academics and Behavior
Why Integrate Academics and Behavior into the Same Planning and Implementation Process?
Highly Effective Practices: Research

• The evidence of a transactional relationship (confined, collateral, combined) with reading and behavioral interventions. *(Bruhn & Watt, 2013; Cook et al., 2013)*

• High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior *(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)*

• Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes *(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)*

• “Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. *(Algozzine, et al., 2011)*

• Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing *(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)*
The question really is:

What is the relationship between the behavior and the academic performance?
Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.

<table>
<thead>
<tr>
<th></th>
<th>Average Second Grade DIBELS Oral Reading Fluency Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Chronically Absent</td>
<td>98.8</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K</td>
<td>94.6***</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K and K</td>
<td>88.9***</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K, K, and 1st Grade</td>
<td>81.3***</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K, K, 1st, and 2nd Grade</td>
<td>72.9***</td>
</tr>
</tbody>
</table>

Attendance Works, 2016
Good Attendance = Less than 5% of school days missed throughout the school year (8 or fewer days)
Fair Attendance = 5%-10% of school days missed throughout the school year (8.5-16.5 days)
Poor Attendance = 10% or more of school days missed throughout the school year - i.e. chronically absent (17+ days)
Chronic PBRs = top 25% of all students with PBRs. Elementary = 3+; Middle School = 6+; High School = 4+
Student Achievement
Student Performance

• **Academic Skills**
  • Goal setting tied to state/district standards
  • Common Core State Standards
  • Developmental Standards

• **Academic Behaviors-Student Engagement**
  • Behaviors associated with successful completion of the academic skills
  • On-task, listening, following-directions, ignoring distractions, self-monitoring, goal setting, content of private speech

• **Inter-/Intra-Personal Behaviors**
  • Behaviors that support social skills
  • Social/emotional development
Strategic Behavior Supports
( Kathleen Lane)

- Active Supervision
- Opportunity To Respond
- Instructional (Student) Choice
- Instructional Feedback
- Pre-Correction
- High Probability Response Sequence
Increase in student engagement is powerful. It is the “easiest” method available to increase the impact of time WITHOUT adding more time.

Share with your table mates the methods you use to increase engagement—which ones are most effective for you.

AND, share which of the Strategic Behavior Supports might be the easiest for you to use with your students😊
Powerful Instruction

• Time
  • Students who are behind need MORE time with quality instruction

• What
  • Students who are behind need MORE opportunities to respond (OTR)
  • Pre-teach, Review, Reteach
  • Focus on skills that are barriers to access
  • Type of instruction evidence-based for need
  • More positive feedback (3:1 or greater)
  • High Probability Sequences (HPS)
Time Matters.... A LOT!
Some Fundamental Principles

• **Academic Engaged Time (AET)**
  • AET predicts student performance better than any other variable, including:
    • IQ
    • Language
    • SES
    • Disability
    • Culture/Race
  • Amount of time students are engaged in quality instruction
  • Includes evidence-based instructional strategies
  • Matched to student context, culture and relevance
  • With student engagement in the process
AET

• *Academic Engaged Time (AET)*
  - 330 minutes of instruction/day
  - 1650 minutes/week
  - 56,700 minutes/year
  - 15,700 minutes for Reading

• Minutes are finite in number
• Loss of minutes=Loss of achievement
• Minutes are the *currency* we use for instruction
Lots of Ways to “Get” More TIME!

• Alter schedules—literally, more time.

• Thematic Instruction—flexibility with time

• Get more out of the time you have...
  • Increase student engagement
  • Pre-teaching
  • Instructional grouping
  • Integration of Tier 2/3 and SDI with pacing of core
  • ............
SDI for Math and Effects of AET

  - Asha K. Jitendra, Amy E. Lein, Soo-hyun Im, Ahmed A. Alghamdi, Scott B. Hefte, and John Mouanoutoua (2017)

- Results of a random effects model analysis indicated that mathematical interventions influence mathematics outcomes ($g = 0.37$, 95% confidence interval $[0.18, 0.56]$) for students with learning disabilities and mathematics difficulties. In addition, instructional time moderated the relationship between mathematics interventions and student learning. (2017)
Oh, Those Schedules

Are they really embedded in stone tablets???? 😊
# Example of Grade Level Schedule

## Fourth Grade Schedule 2008-09

<table>
<thead>
<tr>
<th>TIME</th>
<th>SUBJECT</th>
<th>Course Code</th>
<th>Minutes</th>
<th>TIME</th>
<th>SUBJECT</th>
<th>Course Code</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:35-8:40</td>
<td>Morning Routine (attendance, lunch, etc.)</td>
<td></td>
<td></td>
<td>8:35-8:40</td>
<td>Morning Routine (attendance, lunch, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Reading</td>
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<td>11:25-12:00</td>
<td>Science</td>
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<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>*</td>
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<td>12:00-12:30</td>
<td>Lunch</td>
<td>*</td>
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<td>12:30-1:00</td>
<td>Reading Intervention</td>
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<td>2:00-3:00</td>
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</table>

**Total Minutes** 375  **Total Minutes** 315

**Total Instructional Minutes** 285  **Total Instructional Minutes**
High School Algebra

• 7 periods/day
• 4 different “groups”
• 2 “Regular”, 5 periods/week
• 1 “Advanced”, 5 periods/week
• 1 “Strategic”, 7 periods/week
• Each teacher teaches 1 of each
• Strategic group outperformed the Regular group by 8% as of January 2016
Table Top

Have a discussion regarding how your school could “create” additional time for students who needed more Academic Engaged Time— in the general education classroom😊

Thoughts:

Schedule, groupings, collapsing content, curricular choices, increase student engagement........
What
The WHAT of Instruction

• **Standards Based Instruction**
  • What students should know and be able to do
    • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
  • Clearly defined for each grade level and subject area
  • Serve as the content for high-stakes assessment
  • Utilizes benchmark assessment to determine if students and the curriculum is “on-track”
  • Assists in the identification of “essential elements” of instruction
Standards-based Instruction Model

Standard or Benchmark Aligned to Course Description
- Guides the development of the lesson beginning with the desired outcome

Learning Goals
- Describes what students should know and be able to do
- Includes essential questions and rubrics to define levels of knowledge acquisition

Engaging Lesson
- Includes appropriate and meaningful activities that engage students in the learning process, address common misconceptions, and incorporate higher-order thinking skills

Formative, Interim, and/or Summative Assessments
- Provides multiple sources of student data to guide decisions about adjusting instruction and/or providing interventions

Florida Department of Education Bureau of Curriculum and Instruction (www.fldoe.org/bii)
Effective Instruction  
(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Guiding Questions</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Systematic</td>
<td>Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Corrective Feedback</td>
<td>Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Independent Application</td>
<td>Do students have sufficient opportunities to practice new skills independently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td>Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Instructional Routine</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Powerful Instruction

• **Who**
  • Individual or individuals who have the skills AND can collaborate to integrate their instruction, pacing and materials.

• **Where**
  • It really does not matter if the Time, What and Who have been addressed
Implications for Curriculum and Special Education Personnel

• How is the general education curriculum and pedagogy aligned and coordinated within the Tiers to include the needs of ALL students \textit{from the beginning}?

• Are the needs and providers of ALL students included in district and school-level curriculum decisions and development?

• Special education/Gifted Education/EL is about instruction—not labels.

• Lead with instruction.

• Instruction is effective for ALL students ONLY if it is driven by and integrated with Tier 1 scope, sequence and pacing.
Two basic questions…

Are you happy with your data?

Is every classroom one you would put your own flesh and blood?