

**TIER 1 INSTRUCTION
BEST PRACTICES**

Student achievement and growth increase as a result of effective initial instruction.

BEST PRACTICES	LOOK FORS/EVIDENCE
<p>Standards <i>What do students need to know, understand, and be able to do?</i></p>	<ul style="list-style-type: none"> • Teachers and students are clear about what the content and language objectives are for the day and learning outcomes are based on standards with concepts appropriate for and age and educational backgrounds of students. (LP-1,2,3) • Grade level expectations and evidence outcomes are taught to mastery level. • 21st Century Skills are in place (critical thinking and reasoning, information literacy, collaboration, self direction and invention.) • Proficient work samples and exemplars are shared with criteria and measured against a rubric and standards.
<p>Assessment <i>How do we know students have learned?</i> <i>Create pre/post</i> <i>Apply pre</i> <i>RtI</i> <i>Reteach and Enrich</i> <i>Apply post</i></p>	<ul style="list-style-type: none"> • The Teaching and Learning Cycle is practiced daily to help measure student learning toward mastering standards on an on-going basis using formative and summative assessments, progress monitoring, and pre and post assessments. • Data is collected frequently and is used to make instructional decisions. (RA-28) • Teachers are consistently checking for students' understanding of the learning by using a variety of assessment methods. (RA-30) • Assessment data is used to differentiate instruction for students. (RA-28)
<p>Core Instruction <i>How do we teach effectively to ensure students learn?</i></p>	<p>Classroom Environment, Student and Teacher Relationships:</p> <ul style="list-style-type: none"> • Teacher promotes a safe and secure environment. • Rules and routines are established. • Rewards and consequences for behavior are fair and consistent. • Strong teacher/student relationships exist. • Teacher explicitly links new concepts to students' background & past learning. (BB-7,8) • The physical layout of the classroom is organized and supportive of student learning. • Appropriate and varied primary and supplemental materials and tools are present to support different learning styles and needs.

(LP-4, PA-20, S-14)

- Students and teachers are actively engaged in the learning. (LD-25)
- Provide sufficient wait time for student responses consistently. (I-18)
- Provide frequent opportunities for interactions and discussion between teacher/student and among students. (I-16)
- Teachers and students demonstrate an ability to understand and effectively interact with people across cultures.
- Teachers have high expectations for every student

Lesson Design and Delivery:

- Intentional, meaningful and purposeful teaching occurs consistently, and content and language objectives are clearly supported by lesson delivery. (LD-23,24,CI-11)
- Pacing is appropriate to support student mastery and includes alignment with curriculum maps. (LD-26)
- Teachers demonstrate an understanding of the content they teach.
- Teachers are using effective instructional strategies and providing ample opportunities for students to use learning strategies. (S-13)
- Teachers use a variety of district approved digital, print, and other instructional resources based on standards and student needs. (PA-20)
- Lessons are rigorous and include cognitively complex tasks.
- Students can transfer knowledge to other content areas.
- Lessons are designed so that student curiosity and learning are encouraged beyond classroom time.
- Key vocabulary is emphasized and reviewed. (BB-9,RA-27)
- Adaptation of content to all levels of student proficiency. (LP-5)
- Provide meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking. (LP-6, PA-20,21)
- Higher order thinking questions are planned into instructional time and student talk goes beyond response to prompt. (I-16, S-15)
- Students have opportunities to engage in 21st century skills (critical thinking and reasoning, information literacy, collaboration, self direction and invention.

Feedback:

- Teachers provide students feedback about their learning in individual/group conferences, referring to models and examples, asking open-ended questions and taking anecdotal notes. Students incorporate the feedback by revising their work. (RA-29,30)
- Feedback is clear, specific, and timely. (RA-29)
- Feedback is balanced and descriptive with strengths, as well as next steps.
- Students are making progress toward being self-directed with their

	<p>learning and beginning to self-assess their learning progress.</p> <ul style="list-style-type: none"> ● Assessment data is shared with all stakeholders (students, parents, and staff).
<p style="text-align: center;">Instruction and Intervention</p> <p style="text-align: center;"><i>What do we do when students don't learn or do reach mastery before expectation?</i></p>	<ul style="list-style-type: none"> ● Multiple opportunities are provided for learning, including: whole group, small group, and 1:1 instruction, throughout the day/class. This includes group configurations that support language and content objectives. (I-16,17, LD-23,24) ● Teachers are differentiating instruction for students through flexible grouping, sheltered instruction, tiered assignments and scaffolds for learning in collaboration with support staff. (S-14)
<p style="text-align: center;">References</p>	<ul style="list-style-type: none"> ● Aurora Public Schools. <i>Aurora Achievement Initiative</i>. ● Batsche, George, Ed.D., College of Education, University of South Florida ● Echevarria, J., Vogt, M., & Short, D. (2008). <i>Making Content Comprehensible for English Learners: The SIOP Model</i> (3rd Ed.). Boston, MA: Pearson. ● Marzano, Robert J., <i>Setting the Record Straight on "High-Yield" Strategies</i>. Kappan. 2009. ● SVVSD PK-12 Principals. <i>Best Practices Document</i>. ● SVVSD RtI Guidebook ● SVVSD Standards-Based Alignment Project ● Tomlinson, Carol, <i>At Work in the Differentiated Classroom</i> ● Torgesen, Joseph, <i>Three Tiers of Instruction and Intervention</i> ● Wellman, Bruce, <i>Data Driven Dialogue</i> ● Wiggins, Grant & McTighe, Jay, <i>Understanding by Design</i>
<p style="text-align: center;">Notes</p>	<p>SIOP Model Components (while part of Tier I Instructional Best Practice) are noted in the District areas of focus as follows:</p> <ul style="list-style-type: none"> ● LP = Lesson Preparation # 1-6 ● BB = Building Background # 7-9 ● CI = Comprehensible Input # 10-12 ● S = Strategies # 13-15 ● I = Interaction # 16-18 ● PA = Practice & Application # 19-22 ● LD = Lesson Delivery # 23-26 ● RA = Review & Assessment # 27-30