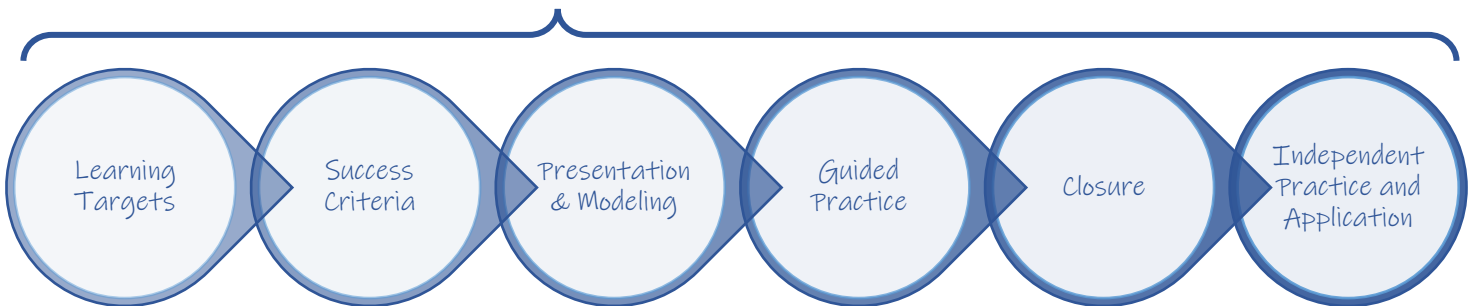
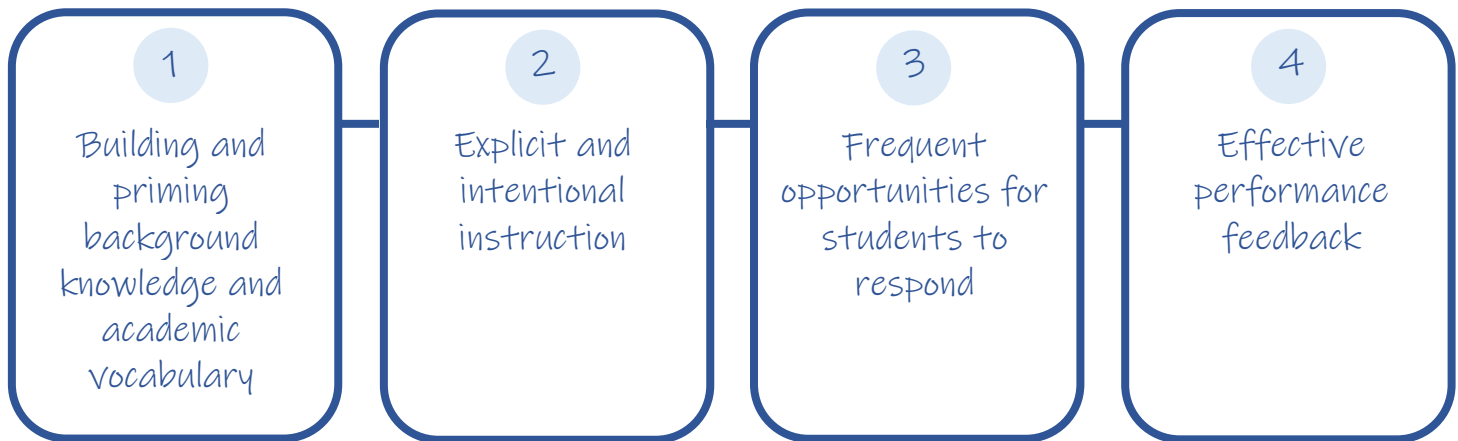
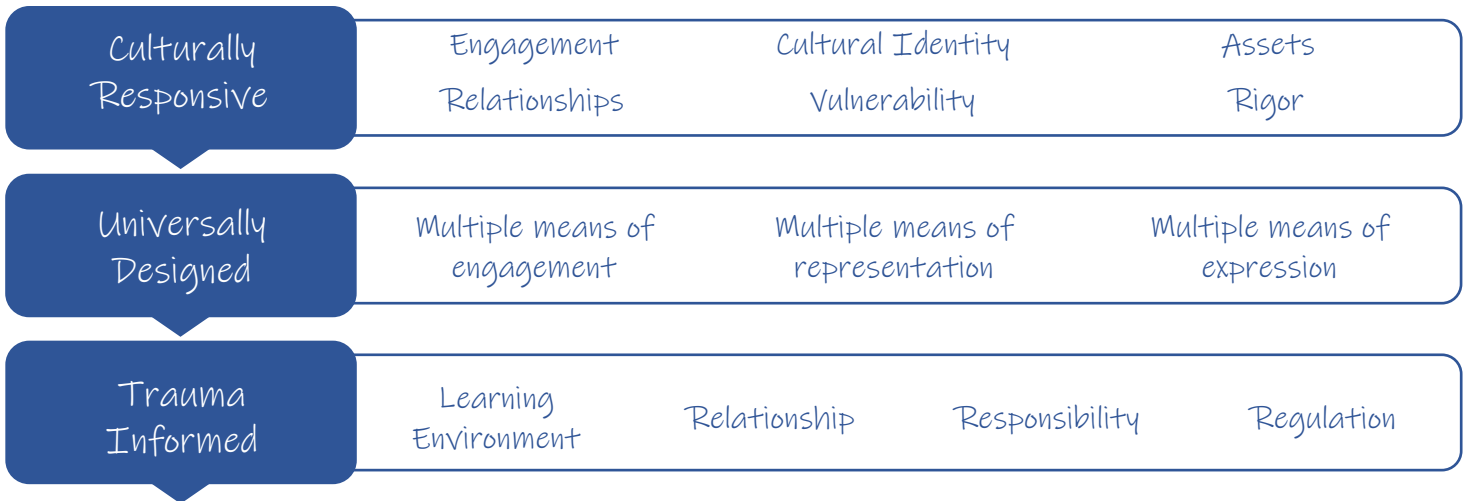


4 High Leverage Instructional Practices for Tier 1

Viewed through
3 Lenses

High Leverage Instructional Practices should be delivered in a way that is...



High Leverage Instructional Practices for Tier 1

In the ISD, as with social, emotional and behavioral supports, we are committed to an understanding and application of high leverage instructional practices through three lenses that promote equity and inclusion.

3 Lenses: *High Leverage Instructional Practices should be delivered in a way that is...*

Culturally Responsive

In *Culturally Responsive Education in the Classroom*, Adeyemi Stenbridge suggests 6 themes to support thinking about equity and pedagogy:

- ♦ **Engagement.** Instruction that engages students and models engagement.
- ♦ **Cultural Identity.** Designing instruction to allow students to draw from their cultural resources and bridge their social-cultural identities with their academic identities.
- ♦ **Relationships.** Leveraging relationships, building communities and fostering meaningful connections to the content.
- ♦ **Vulnerability.** Fostering protective factors and modeling the importance of being a lifelong learner.
- ♦ **Assets.** Putting in the time to recognizing the assets of all students and leveraging those assets in the design of pedagogy.
- ♦ **Rigor.** Focusing instruction on depth of knowledge, construction of meaning, and interpretation of content.

www.dryemis.com

Universally Designed

CAST provides a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. These guidelines for Universal Design for Learning (UDL) focus on 3 principles:

- ♦ **Providing multiple means of engagement** to recruit interest, sustain effort, and develop motivation.
- ♦ **Providing multiple means of representation** by varying modality, form, and format to increase access and understanding.
- ♦ **Providing multiple means of expression** for students to interact with content, demonstrate proficiencies, and manage their own learning.

udlguidelines.cast.org

Trauma Informed

In *Relationship, Responsibility and Regulation*, Souers and Hall suggest conditions needed for all students to learn.

- ♦ **Learning Environment.** Establishing a “nest” characterized by a culture of safety, understanding of how students interpret events, and attending to needs expressed through behavior.
- ♦ **Relationship.** Establishing and maintaining meaningful teacher-student connections.
- ♦ **Responsibility.** Empowering students with a healthy sense of self-worth, efficacy, and competence.
- ♦ **Regulation.** Fostering students’ ability to take in stimuli and manage emotional and behavioral responses.

www.fosteringresilientlearners.org

4 High Leverage Instructional Practices for Tier 1

1. Building and priming background knowledge and academic vocabulary

Background knowledge plays a significant role in a student's understanding of vocabulary and new concepts (Marzano 2004). Background knowledge is ever changing and influenced by culture, experiences, and emotions. Building and priming background knowledge and explicit development of academic vocabulary promotes equitable access to learning for all, addressing a key difficulty many students may face when confronted with new concepts.

2. Explicit and intentional instruction

We must teach what we expect of learners. Deliberate teaching of the skills that students are expected to acquire and apply is critical. Fisher and Frey, Marzano and Hattie have contributed to understanding of evidence-based explicit instruction. Meta-analysis of research outlines 5 key aspects of explicit instruction listed below.

- ♦ **Clear learning intentions and success criteria of performance.** Essential Learnings, daily learning targets, rubrics, student friendly checklists and sequences of skill development provide transparency to learning and ensure the systematic development of skills.
- ♦ **Interactive presentation and modeling.** Clear and explicit instruction includes active participation and demonstration of how to apply the skill.
- ♦ **Guided practice.** Often in small groups or with individuals, practicing with a student and use of scaffolds to ensure student practice skills correctly increases transfer from presentation to practice.
- ♦ **Closure.** Wrapping up the lesson to help students organize the learning in a meaningful context minimizes misconceptions and increases retention of learning. Closure often involves intellectual work by the student, not a summary by the teacher.
- ♦ **Independent practice and application.** Students engage in deliberate practice applying the learned skill, monitored by the teacher to ensure accuracy.

Explicit instruction can be used to teach a range of content and skills from core concepts, reading and writing strategies, expected behaviors, engaging in inquiry and problem solving.

Adapted from *Visible Learning*, Hattie 2012

3. Frequent opportunities for students to respond

Use of frequent opportunities to respond during instruction increases learning, participation and on-task behavior. (Hayden, Mancil & Van Loan 2009, [NCLII](#)) Teachers apply active response strategies during whole group, small group or individual lessons through active participation, physical responses, verbal responses and the use of technology. These strategies activate cognitive engagement and make learning visible to inform the teacher throughout instruction.

Adapted from presentation by Jessica Swain-Bradway, PBIS Network

4. Effective performance feedback

Effective feedback is among the highest impact teaching strategies. (Hattie, Timperly 2007) Feedback is most effective when specific and clear, elaborated and simple, timely and in manageable units, and linked to success criteria and goals that involve the student. Careful application of corrective and positive feedback supports learning across a range of students. Culture and personal attributes of the student also factor into the efficacy of teacher feedback, as feedback is differently received.

Adapted from [Visible Learning](#)

Resources:

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Fisher, Douglas, et al. *Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning: Grades K-12*. Corwin, 2016.

Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement ; Reveals Teaching's Holy Grail. The Times Educational Supplement*. Routledge, 2010.

Hattie, John, and Shirley Clarke. *Visible Learning: Feedback*. Routledge, 2019.

Intensive Intervention Practice Guide - Files.eric.ed.gov. <https://files.eric.ed.gov/fulltext/ED591076.pdf>.

Marzano, Robert J. *Building Background Knowledge for Academic Achievement Research on What Works in Schools*. Association for Supervision and Curriculum Development, 2004.

Novak, Katie, and David H. Rose. *UDL NOW!: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms*. Cast Professional Publishing, 2016.

Novak, Katie, and Catlin R. Tucker. *UDL and Blended Learning: Thriving in Flexible Learning Landscapes*. IMPress, a Division of Dave Burgess Consulting, Inc., 2021.

Souers, Kristin, and Peter A. Hall. *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*. Hawker Brownlow Education, 2016.

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Stembridge, Adeyemi. *Culturally Responsive Education in the Classroom an Equity Framework for Pedagogy*. Routledge, Taylor & Francis Group, 2020.

The UDL guidelines. UDL. (2021, October 15). Retrieved March 2, 2022, from <https://udlguidelines.cast.org/>