



Engaging Academic Instructional Delivery to Promote Equity in Education

Keywords: Academics, Equity, Classroom, Coaching

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Gratitude

- Collaborations with OrRTI:
<http://www.oregonrti.org/>
- Drs. Anita Archer, Doug Carnine, Linda Carnine, Rhonda Nese, Kathy Howe, Dave Howe, Jerry Silbert, Ed Kame'enuei, Rob Horner, Kent McIntosh
- You!



Examples of Engaging Instruction to Increase Equity in Education

Erin Chaparro, Rhonda Nese, & Kent McIntosh

Racial discrimination in our education system is well documented and undisputable. The U.S. Departments of Justice and Education have jointly acknowledged a link between discriminatory discipline practices and negative behavioral, social, and academic outcomes for students (U.S. Department of Education, 2014). Educators across the country are seeking solutions to address racial and ethnic disproportionality in discipline practices in their schools. An intentional data-based focus provides one promising solution to increase equity in our schools. Engaging instructional strategies provide another promising solution. This technical brief is based on the 5-point multicomponent approach to reduce disproportionality (McIntosh, Girvan, Homer, & Sugai, 2014). This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices, providing examples of each of the defined principles, and describing how academic instruction is related to equity in school discipline.

The education ecosystem is complex for students and educators alike. To that end, school-wide positive behavioral interventions and supports¹ and other evidence-based practices can help to create a predictable environment that is both safe and beneficial for each participant. The information offered here will guide educators to shape the instructional ecosystem and its impact on student achievement. The focus of this brief is on culturally responsive instruction² in that we discuss instructional strategies that are known to be engaging for a wide range of students by providing opportunities

for students to be academically successful in the classroom. The strategies presented here encourage educators to build off the strengths of students and capitalize on student cultural knowledge or provide critical knowledge when students lack foundational knowledge. The success of all students is partially dependent upon teachers and leaders believing that all students can learn.

Instructional Strategies

This brief introduces four instructional delivery strategies that teachers can use everyday to help maximize learning for each of their students. The overarching principle guiding

1. SWPBIS, Sugai & Horner, 2009
2. Gay, 2000

Table 1

Overview of Instructional Strategies and Selected Supporting Evidence

Instructional Strategy	Purpose	Evidence Base
Use Explicit Instruction	Clarifies student learning expectations and teaching objectives	<ul style="list-style-type: none"> • Hattie (2012) • Rosenshine (1995) • Simmons, Fuchs, Fuchs, Mathes, & Hodge (1995) • Stein, Camrine, & Dixon (1998)
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Examples and Questions

Questions to Guide Instruction

- Did I model for the students how to use each step of the task with a practical example?
- Did I lead students through doing it on their own?
- Did I reteach the steps students were not successful with on their own?



Questions for Guiding Instructional Planning

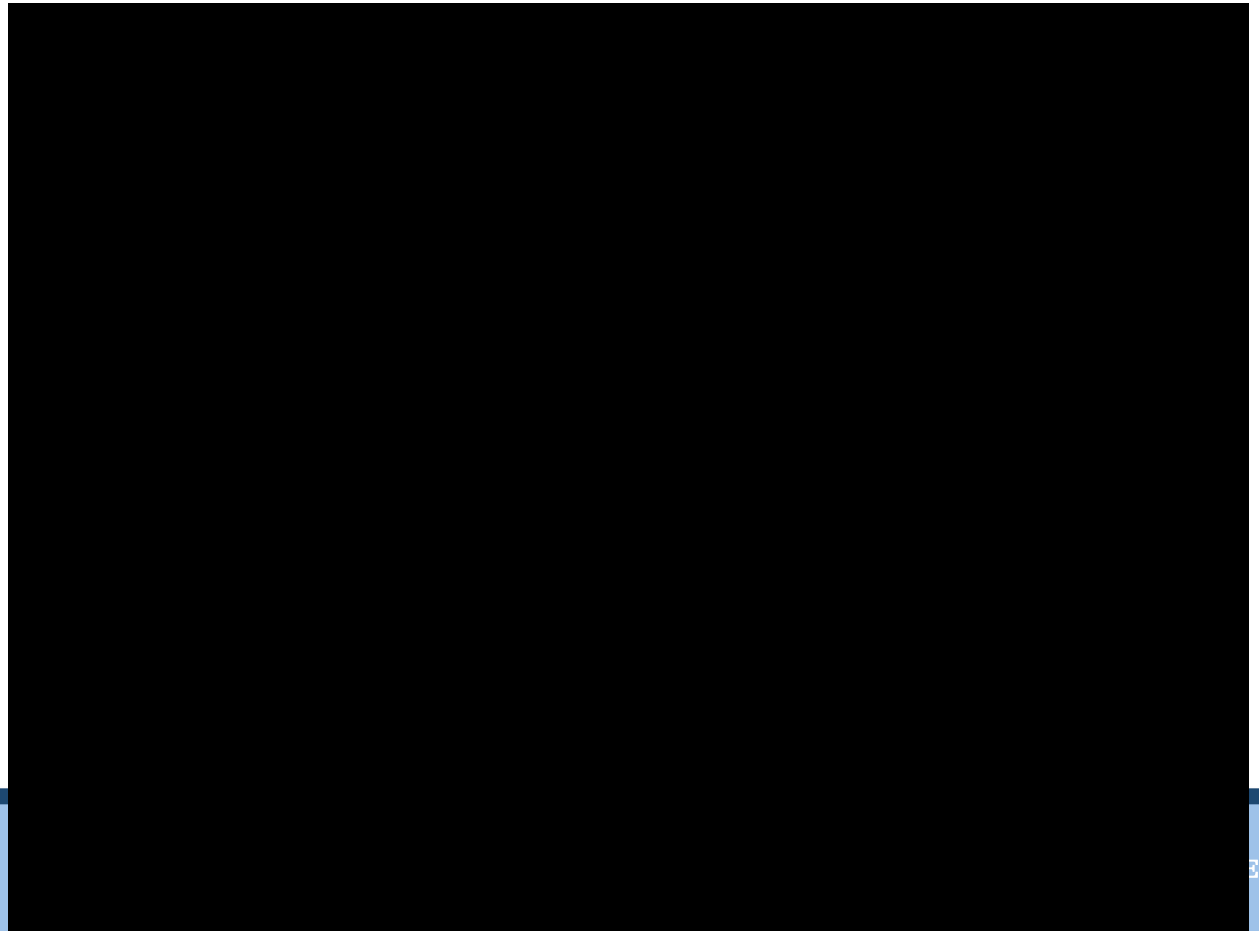
Questions to Guide Lesson Planning and Preparation

- Do I have a basic understanding of my students' cultures and how that might affect their background knowledge, participation, or understanding of new knowledge?
- How can I relate new concepts to previously-taught concepts?
- How can I make these concepts more relevant for students?



Video Example of Explicit Instruction

- Dr. Anita Archer
- ExplicitInstruction.org



Think. Pair. Share.

- What did you see in the this video that is similar to the classrooms in your school?
- What features could be used and could help improve the quality of instruction in your school?
- What resources would be needed to help teachers increase the use of these instructional strategies?



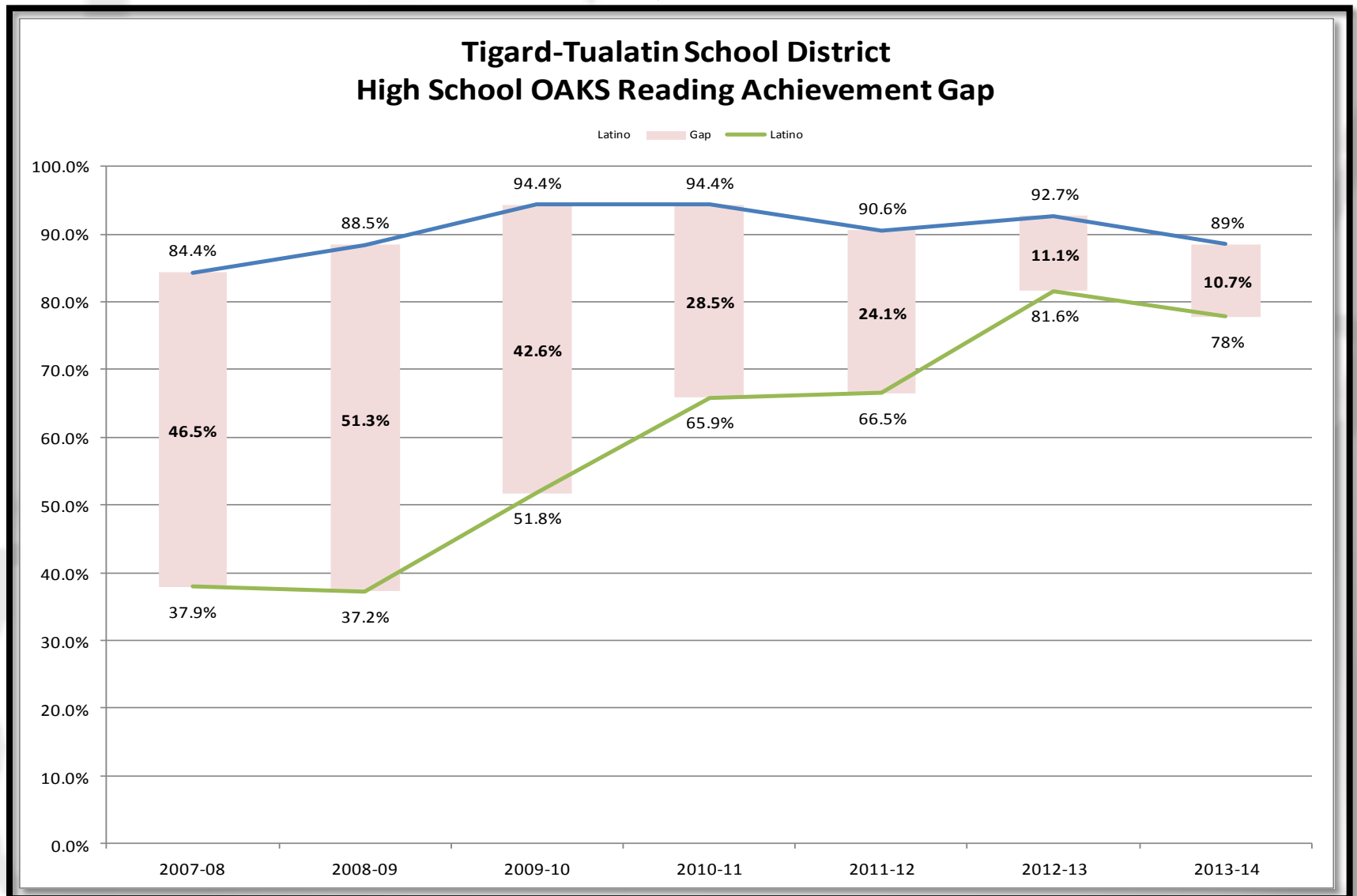
Alterable Variables to Intensify Instruction

Alterable Variable	Level of Specific Enhancement (example reading)			
Options	1.	2.	3.	4.
Program/ Instruction	<ul style="list-style-type: none"> • Use comprehensive reading program to systematically & explicitly teach priority skills • Use intervention core with students well-below grade level 	<ul style="list-style-type: none"> • Add extensions of the core program • Pre-teach & reteach skills • Add instructional templates - increase explicitness, corrections 	Use supplement program with the comprehensive reading program	Place students not making adequate progress in comprehensive reading program into an intervention core program
Time (Opportunities to Respond)	Schedule & deliver 90 minutes of daily reading instruction during protected reading block	Increase OTR during 90 minute reading block <ul style="list-style-type: none"> • choral responding • increase pace • call more often on low performers 	Increase reading block to 120 minutes and/or add supplemental period daily (90 min. + 30min. or 90 min. + 45 min.)	Schedule two intervention sessions daily (a double dose of 90 min. + 90 min.)
Grouping for Instruction	Within comprehensive reading program, check group placement & provide combination of whole & small group instruction	<ul style="list-style-type: none"> • Walk to read • Schedule additional small group instruction (9-10 students) for specific skill practice 	Reduce group size to 6-8 or to 3-5.	Provide individual instruction if needed

INCREASING INTENSITY

Focus on Closing the Achievement Gap

(Chaparro, Helton, Saddler. 2016)



Examples of Engaging Instruction to Increase Equity in Education

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Positive Behavioral Interventions & Supports (PBIS)

1

1. Use Explicit Instruction



Explicit & Systematic

How instruction is delivered

- New skills/concepts introduced in direct manner: *“I do, we do, you do”*
- Teacher carefully controls use of language
- Corrective feedback procedures

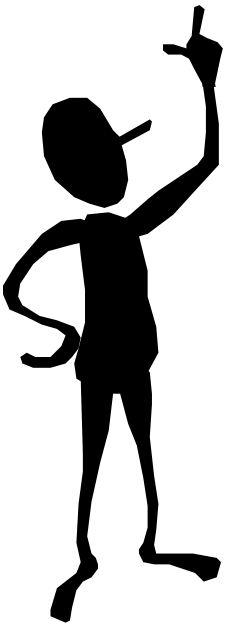
A feature of time

- Connected series of lesson plans over time
- Moves from explicit to implicit over time
- Set of instructional routines from simple to complex
- Cumulative review

Modeling

Teacher demonstrates how to perform the task:

- **Teacher performs all steps in the task**
- **Teacher performs the steps in the proper order**
- **Teacher performs the steps at the proper pace**



Activity

- Think of a time, the grade and content area, when you observed in a classroom and you observed explicit instruction. What did the teacher do that made it explicit? Write it down then share with your partner.

Elements of Explicit Instruction

- Clear purpose for learning
- Clear presentation of strategies
- Scaffolding student learning
- Identified critical details that define the concept being learned
- Provide immediate error correction
- Providing sufficient examples for instruction and practice
- Connects new learning to previously learned concepts and content

Explicit Instruction

Scaffold Learning

Definition:

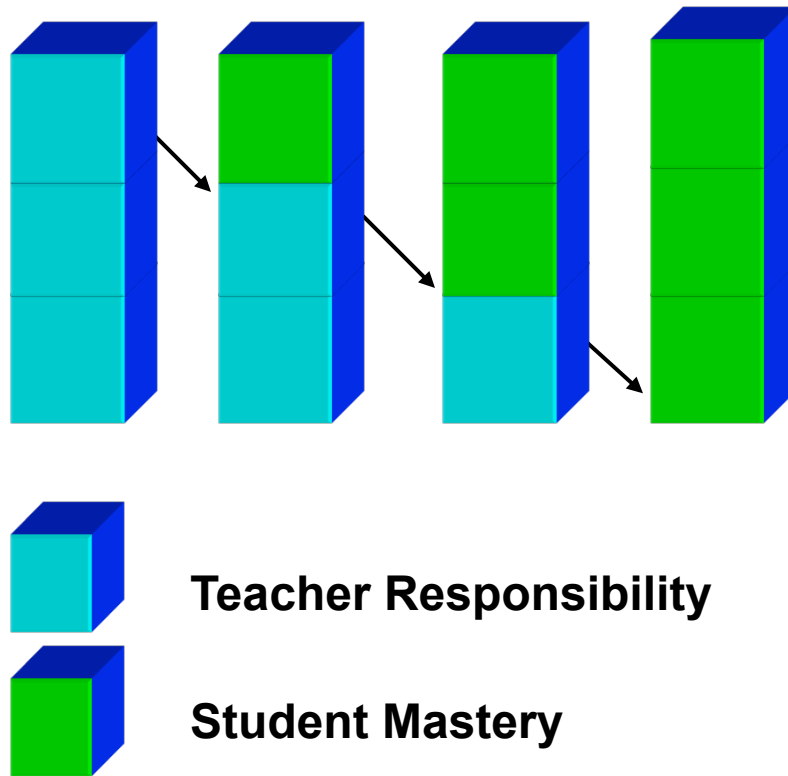
Temporary devices and procedures used by teachers to support students as they learn strategies.



Explicit Instruction

Scaffolding: Gradual Release of Responsibility Model

"I do, We do, You do"



1. Teacher Modeling
2. Guided Practice
3. Independent Practice
4. Application

Explicit Instruction

Tips for Effective Scaffolding

- Anticipate and precorrect for student errors
- Conduct teacher guided practice
- Provide immediate feedback
- Recognize when it is appropriate to gradually release or retain scaffolds

Types of Scaffolding

- **Prompts:** specific devices that can be employed for learning an overall cognitive strategy-something that students can refer to for assistance while working on the larger task. (graphic organizers, cue cards, checklists)
- **Think Alouds:** teacher's direct modeling of the strategy, including self-talk, that enables students to explicitly witness the strategy in use (i.e. an authentic set of cognitive behaviors/actions that can be learned to assist in problem solving.)

2. Build and Prime Background Knowledge



**STRATEGIES FOR SCAFFOLDING AND ACTIVATING
BACKGROUND KNOWLEDGE**

PROCEDURES: Use to enhance background knowledge activation in Comprehensive Reading Program.

STEP 1	Teacher pre-reads material for the upcoming lesson to determine background knowledge students need to maximize understanding of the text.
STEP 2	Teacher determines if comprehensive reading program provides sufficient background knowledge.
STEP 3	<p>If yes, introduce background knowledge as outlined in the comprehensive reading program. Actively engage students in this process.</p> <p>If no, prepare to “front load” by:</p> <ol style="list-style-type: none">1) teaching additional background knowledge needed to better understand the passage and/or,2) selecting and reading aloud a short story or passage that provides the necessary background knowledge.
STEP 4	<p>If students have prior knowledge, choose a procedure to activate that knowledge:</p> <ol style="list-style-type: none">1) Ask students questions and engage them in a discussion to activate their background knowledge.2) Activate prior knowledge using the KWL strategy.3) Brainstorm the topics/questions that might be covered in the upcoming reading selection.

Western Regional Reading First Technical Assistance Center 2008

Thanks to WRRFTAC and Dr. Anita Archer

Why Background Knowledge is Important

- **An Example:**

I approached the carnival game hesitantly. The goal was to throw a ping pong ball toward a table on which sat dozens of small bowls. If your ball landed in a bowl, you won one of the enormous stuffed bears that lined the top of the booth. Three throws for a dollar. The bowls seemed close together--how could I lose? The man working the booth was old, and had uneven, tobacco-stained teeth. When he noticed me lingering nearby, he winked and said, “Come along. You look like a winner.”

- **What background knowledge does a student need?**

Priming/Building Background Knowledge

Students, we're about to read a story about a boy that meets a seal that lives at the beach that the boy visits. Here I want to show you a brief video of a beach. Notice the sounds. The waves crash on the beach one after the other. Sometimes there is not a sandy beach that meets the ocean but a cliff or a rock wall where people have built a road or a pier.

There are many types of animals that live in the ocean but many of those creatures stay hidden to us if we're walking on the shore. Seals are one kind of ocean mammals that are curious and not afraid of people. Here's a picture of one swimming in the ocean and a group of seals lying in the sun on the rocks.

In our story the beach is at the ocean but there are also beaches on lakes, rivers, and creeks. Beaches are often like big parks where people can walk and explore nature. Other beaches have shops and restaurants on them. The beach in the story is described as more of a park and less like a city or town.

Before we read the story there are some important words that will help us understand the story better. Let's read these three words together: Basked – faded – ventured.



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3. Increase Opportunities to Respond



Multiple Opportunities to Practice

Students' rates of learning are proportional to the rate at which they respond correctly. Giving students more opportunities to respond is a way to increase their rates of learning.

We can increase **opportunities to respond by:**

- **more rapid pacing of instruction**
- **choral responding facilitated by signals**
- **calling on low performers more often**

Systematic Instruction

A Simple Model of Learning

- practice the skill correctly
- practice it correctly a sufficient number of times to develop fluency
- review the skill enough to maintain it



skill unknown accuracy fluency maintenance



Stages in Skill Development

How Much Repetition is Needed?

Number of **correct repetitions in a row** of a new word needed to
“automatize” the word - NICHD

Type of Learner	Number of Repetitions
Most Able	1 or 2
Average	4-14
Least Able	20+?

(R. Lyon, 1997; Reitsma, 1983)

Vince Knows Learning

Students learn new skills by correctly practicing the skills repeatedly until the skills are mastered.

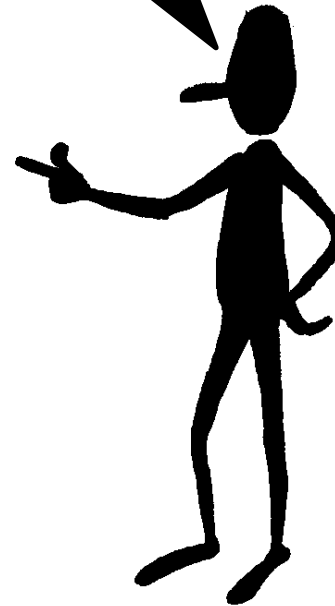
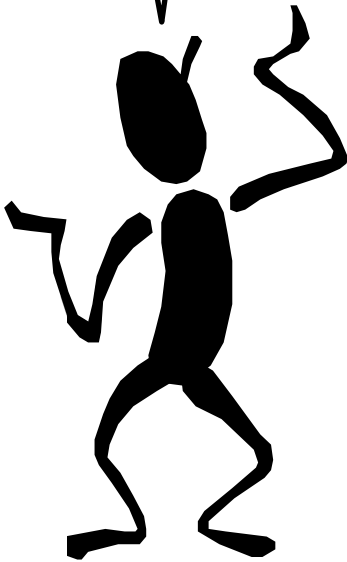


“Practice does not make perfect. Only **perfect practice makes perfect.**” - Vince Lombardi

Perfect Practice Events

Each time a teacher gets a student to practice a skill correctly, it helps the student learn the skill!

That's right! Joe Torgesen calls each practice event a positive instructional interaction.



Positive Instructional Interaction (Pii)

Instructional Interaction -

- **The teacher explicitly explains and models a skill while students are engaged**
- **The teacher guides students while they practice the skill and, if needed, provides corrective feedback**
- **The teacher provides opportunities for students to perform the skill themselves and reinforces their correct responses**

Positive -

- **The students perform the skill correctly**

Intensity of Instruction

Joe Torgesen defines **Intensity of instruction** as the number of Positive Instructional Interactions (Pii's) per day.

For example:



Grade 6

7

8

9

A day of instruction that includes 200 Pii's is more intensive than a day that includes only 100 Pii's.
How are you helping teachers to increase the amount of positive instructional interactions per day?

B

D* (T)

A

ENGAGING ALL STUDENTS: PASSAGE READING 1

Choral Reading

- Read Selection with your students
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.”

Cloze Reading

- Read Selection
- Pause on “meaningful” words.
- Have students read the deleted words.

Silent Reading (if you must)

- Pose pre-reading question
- Tell students to read a certain amount
- Ask them to re-read material if they finish early
- Monitor students’ reading. Have them whisper-read to you.
- Pose post-reading question.
- Note: Use whisper reading with a large group.

B

D* (T)

A

ENGAGING ALL STUDENTS: PASSAGE READING 2

Partner Reading

- Assign each student a partner and a role.
 1. Reader whisper read to partner/Coach. Students alternate by sentence, paragraph, page, or time (3 minutes).
 2. Coach corrects errors.
 - Ask- Can you figure out this word?
 - Tell- This word is _____. What word?
 3. Reader reread the sentence.

Alternative to support lowest readers.

- Lowest readers placed in a triad.
 1. First reader (more-skilled reader) reads material.
 2. Second reader reads the SAME material.
 3. Students read the material together.

B

D

A* (T)

ENGAGING ALL STUDENTS: INDIVIDUAL TURNS 1

Less desirable practices

- Calling on volunteers.
- Guideline: Call on volunteers when the answer is the result of personal experience. Don't call on volunteers when the answer is a product of instruction or reading.
- Calling on inattentive students. Instead, use proximity, partners, or call on everyone to choral respond.

Individual Responses

Option #1. Have students share answers with their partners. Then call on a student.

Option #2. Ask a question. Teacher raises hand to indicate silence. Give think time. Then call on a student.

B

D

A* (T)

ENGAGING ALL STUDENTS: INDIVIDUAL TURNS 2

Procedures for calling on student to insure that all students are involved.

Procedure #1. Call on students in different part of the room.

Procedure #2. Write names on card or sticks. Draw names. Usually after a choral or partner response.

If student is called on and says, "I don't know." Scaffold his/her response.

Procedure #1. Have student consult with his/her partner.

Procedure #2. Have student refer to his/her book or notes.

Procedure #3. Have the student tell the best of previous answers. (Answers heard from other students)

Procedure #4. Tell student the answer.

Procedure #5. Ask a question to lead the student to the correct answer.

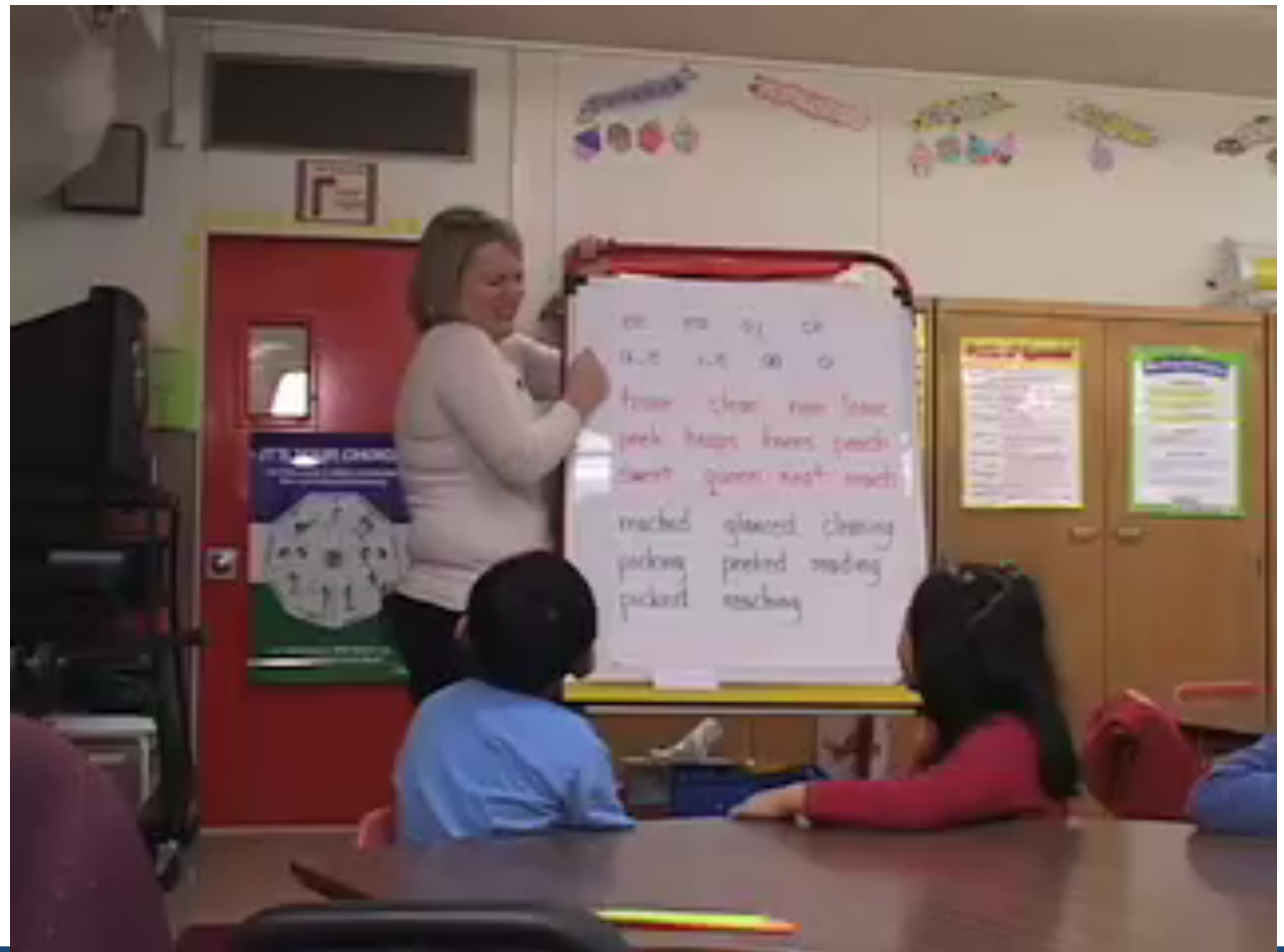
Think. Pair. Share.

- With the colleagues next to you discuss these questions.
- Why would this type of approach work or not work for your school system?
- What resources would you need to help increase the use of explicit and engaging instruction?
- What questions do you have?

4. Provide Performance Feedback



Video Example



Oregon Reading First



Explicit Instruction

Performance Feedback/ Error Correction/Corrective Feedback

- Immediate correction
- Clear and concise
- Model when appropriate
- Scaffold when appropriate



Explicit Instruction Supporting Mastery

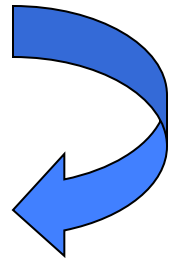
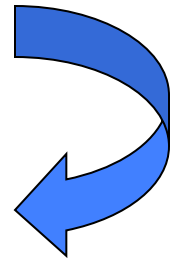
1. **Model** – demonstrate task to students
2. **Lead** – perform task with students
3. **Group Test** – have all students perform task
4. **Individual Test**
5. **Delayed Test** – to insure they've retained mastery



Explicit Instruction

The Feedback Link

- Correction can't happen without feedback
- Feedback can't happen without monitoring
- Monitoring can't happen without student responses through active engagement



Generic Template Card

Pace of Instruction

Modeling

Explicit Instruction
Many Opportunities
to Respond

Error Correction



TEMPLATE FOR

Steps	Explanation/Script												
TASK													
PREPARATION SIGNALING PROCEDURE	<table><tr><td></td><td>Do</td><td>Say</td></tr><tr><td>Focus</td><td></td><td></td></tr><tr><td>Wait time</td><td></td><td></td></tr><tr><td>Signal</td><td></td><td></td></tr></table>		Do	Say	Focus			Wait time			Signal		
	Do	Say											
Focus													
Wait time													
Signal													
1. EXPLAIN TASK	Say:												
2. MODEL RESPONSE	Say: Model:												
3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID	Say:												
4. CORRECTION PROCEDURE	Say: <i>My turn.</i> Say: <i>Your turn.</i>												
5. INDIVIDUAL TURNS													



CARD 3

TEMPLATE FOR PRACTICING WORD READING (REGULAR AND IRREGULAR WORDS)

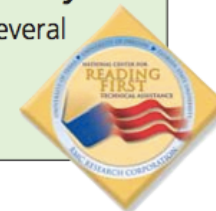
Steps	Explanation/Script												
TASK	Regular and irregular word reading												
PREPARATION	Write words from the Lesson Map on the board.												
SIGNALING PROCEDURE Use appropriate signals to elicit unison student responses.	<table><tr><td></td><td>Do</td><td>Say</td></tr><tr><td>Focus</td><td>Point just to the left of word.</td><td>Word?</td></tr><tr><td>Wait time</td><td>2 seconds</td><td></td></tr><tr><td>Signal for student response</td><td>Slide hand under word swiftly.</td><td></td></tr></table>		Do	Say	Focus	Point just to the left of word.	Word?	Wait time	2 seconds		Signal for student response	Slide hand under word swiftly.	
	Do	Say											
Focus	Point just to the left of word.	Word?											
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1. EXPLAIN TASK Briefly name and explain the task to students prior to starting the activity.	Say: <i>You're going to practice reading words. When I point just to the left of a word, figure out the word in your head. When I slide my hand under the word, say the word.</i>												
2. MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: <i>I'll model for you how to say the first two words when I slide my hand under them. My turn.</i> Model for students, using the signaling procedure above, with only teacher responding.												

Example Continued

<p>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures.</p>	<p>Say: <i>Each time I slide my hand under a word, you say the word.</i> <i>Your turn.</i> Provide practice using the above signaling procedure with only students responding.</p>
<p>4. CORRECTION PROCEDURE</p>	<p>To correct students for regular words: Say: <i>My turn. The word is _____. Your turn. Word?</i> Have students blend the word using the appropriate blending routine for your group and then say the whole word. Back up two words and continue.</p> <p>To correct students for irregular words: <i>Say: My turn. The word is _____. Your turn. Word? _____. Say: Spell _____. Tap under each letter as students spell the word aloud. Word? _____. Back up two words and continue.</i></p>
<p>5. INDIVIDUAL TURNS</p>	<p>When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Say: <i>When I point just to the left of a word, everybody figure out the word in your head. When I call your name, say the word.</i> Point to the left of the first word, pause several seconds, say a student's name, then sweep under the word. Call on students in an unpredictable order. Call more frequently on students who made errors.</p>

DRAFT
JUNE 2005

Templates for use with Reading First Program Specific Professional Development with Modifications for At-Risk Readers. A product of the National Center for Reading First Technical Assistance. Developed by the Western Regional Reading First Technical Assistance Center.



UNIVERSITY OF OREGON
College of Education

Professional Development for the Oregon K-12 Literacy Framework

[Goals](#)[Assessment](#)[Instruction](#)[Leadership](#)[Professional Development](#)[Commitment](#)

[Home](#) » [Leadership](#) » [Conduct Classroom Walkthroughs](#) » [Conduct Classroom Walkthroughs Regularly and Provide Effective Feedback](#)

Conduct Classroom Walkthroughs Regularly and Provide Effective Feedback

Key Concepts

1. [Understand the purpose of the three types of walkthroughs.](#)
2. [Share with staff a rationale for the walkthrough process based on the connection between walkthroughs and student achievement.](#)
3. [Consistently plan time to complete the walkthrough process.](#)
4. [Communicate with staff about the walkthrough process before beginning to conduct walkthroughs.](#)
5. [Focus observations on the variables that make the greatest difference in improving student achievement.](#)
6. [Plan follow-up steps to ensure that identified needs are addressed.](#)

Professional Development Presentation



Click to play presentation.

[Part 1 \(12:33\)](#)

[Part 2 \(13:43\)](#)

Establishing the Walkthrough Process at your school will not only clarify your role as instructional leader, but also strengthen the school culture of instructional effectiveness of all staff. This presentation illustrates the importance of building trust

Apply the Concepts

Practice Activities

These practice activities are designed for group or individual study.

1. [Conversations About the Walkthrough Process](#)
2. [Finding Time to Conduct Walkthroughs](#)
3. [Practice in Conducting the Walkthrough Process](#)
4. [Identifying "Look Fors" for the Walkthrough Process](#)

Resources

These resources provide a more in-depth look at the topic.

1. [Five-Minute Walkthroughs](#)
2. [Five-Minute Observation Form](#)
3. [Classroom Walkthrough Checklist](#)
4. [Classroom Walkthrough Checklist Focused on English Learners](#)
5. [Detailed "Look Fors" for Conducting Walkthroughs During Comprehensive Reading Program Instruction](#)

Think. Pair. Share.

- With the colleagues next to you discuss these questions.
- What barriers might you have towards implementing explicit and engaging instruction?
- What is one thing you can do to incorporate these instructional delivery practices into everyday practice at your school?

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Erin Chaparro, Rhonda Nese, & Kent McIntosh

Racial discrimination in our education system is well documented and undisputable. The U.S. Departments of Justice and Education have jointly acknowledged a link between discriminatory discipline practices and negative behavioral, social, and academic outcomes for students (U.S. Department of Education, 2014). Educators across the country are seeking solutions to address racial and ethnic disproportionality in discipline practices in their schools. An intentional data-based focus provides one promising solution to increase equity in our schools. Engaging instructional strategies provide another promising solution. This technical brief is based on the 5-point multicomponent approach to reduce disproportionality (McIntosh, Girvan, Homer, & Sugai, 2014). This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices, providing examples of each of the defined principles, and describing how academic instruction is related to equity in school discipline.

The education ecosystem is complex for students and educators alike. To that end, school-wide positive behavioral interventions and supports¹ and other evidence-based practices can help to create a predictable environment that is both safe and beneficial for each participant. The information offered here will guide educators to shape the instructional ecosystem and its impact on student achievement. The focus of this brief is on culturally responsive instruction² in that we discuss instructional strategies that are known to be engaging for a wide range of students by providing opportunities

for students to be academically successful in the classroom. The strategies presented here encourage educators to build off the strengths of students and capitalize on student cultural knowledge or provide critical knowledge when students lack foundational knowledge. The success of all students is partially dependent upon teachers and leaders believing that all students can learn.

Instructional Strategies

This brief introduces four instructional delivery strategies that teachers can use everyday to help maximize learning for each of their students. The overarching principle guiding

1. SWPBIS; Sugai & Horner, 2009
2. Gay, 2000

Middle School EL Project



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Middle School EL Project

School districts have an opportunity to partner with Oregon Research Institute (ORI) to learn more about what middle school teachers are doing to teach English learners (EL) in the 6th and 7th grades how to speak English, and to find out what's working for their students, within the context of an evaluation of Direct Instruction Spoken English (DISE).



This study is being conducted by [Barbara Gunn, Ph.D.](#) and [Erin Chaparro Ph.D.](#) at Oregon Research Institute, and is funded by the United States Department of Education, Institute of Education Sciences (IES) Grant #R305A150325.

In this study we will invite middle schools to partner with us for two years. We will randomly assign the English language development teacher at each school to use the DISE curriculum or to provide their current EL instruction.

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Many thanks to you for your work and sharing your stories!

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