Evidence-based Practices Preview

This document provides specific information to support coaches and teachers to review and unpack the proficiency criteria for each district-selected evidence-based practice (EBP).

Math EBP: Fluency

Targeted Practices:

a. Proficient: Selects instructional targets for fluency-building that students have been working on over many lessons.

- Developing: Instructional targets selected for fluency-building are not consistently those which students have already been working on over many lessons.
- Learning: Students do not have consistent opportunities for fluency-building.

b. Proficient: Systematically teaches and provides multiple opportunities for students to use a variety of efficient strategies for building fact fluency (e.g., counting on, doubles, skip counting) with mastery-oriented feedback.

- Developing: Provides limited or sporadic instruction on and opportunities to practice strategies for building fact fluency or uses a limited variety of strategies.
- Learning: Acquiring knowledge of how and when to provide instruction and practice opportunities on a variety of strategies for building fact fluency.

c. Proficient: Regularly incorporates a variety of activities and materials, including times activities and games, for students to engage with individually and with peers.

- Developing: Uses a limited variety of activities, formats (i.e., alone or with peers) and materials for building fact fluency.
- Learning: Acquiring knowledge of activities, instructional formats, and materials to build fact fluency.

d. Proficient: Adjusts and individualizes instructional strategies based on student performance.

- Developing: Infrequently adjusts instructional strategies based on student performance or does so for some students and not others.
- Learning: Recognizes the need for individualization.

e. Proficient: Consistently provides feedback and error correction and soon after fact fluency building practice as possible

- Developing: Inconsistently provides feedback and error correction when students practice building fact fluency
- Learning: Tells student to practice math facts but does not provide feedback

f. Proficient: Encourages and motivates students by teaching and providing consistent opportunities for self-monitoring and self-graphing

- Developing: Monitors and informs students of progress
- Learning: Acquiring knowledge of how to motivate and encourage students to build fact fluency

Math EBP: Representation

Targeted Practices:

a. Proficient: Intentionally and consistently uses a well-chosen set of concrete and semi-concrete representations that are aligned with the mathematical concept, strategy, or procedure

- Developing: Uses a limited set of representations and/or the form of representations are not aligned with the mathematical concept, strategy, or procedure
- Learning: Acquiring knowledge of how to select and use representations to model mathematical ideas

b. Proficient: Uses and connects concrete and pictorial (i.e., semi- concrete) forms of representations to support explanations of abstract concepts, strategies, and procedures

- Developing: Inconsistently connects concrete and pictorial (i.e., semi-concrete) representations, to abstract concepts, strategies, and procedures
- Learning: Acquiring knowledge and skills needed to teach students how to use a variety of concrete and pictorial (i.e., semi-concrete) representations to model mathematical ideas and connect them to abstract concepts, strategies, and procedures

c. Proficient: Intentionally teaches students to select and appropriately use a variety of representations

- Developing: Sporadically or reactively teaches students to select and use representations, or only with a limited range of representations
- Learning: Students have access to a limited variety of representations but do not receive instruction on how to use them

d. Proficient: Provides ample and meaningful opportunities and mastery- oriented feedback for students to use a variety of representations to explain their thinking

- Developing: Provides limited opportunities and feedback for students to use representations to explain their thinking
- Learning: Students do not have opportunities to use representations to explain their thinking

Math EBP: Explicit Systematic Instruction

Targeted Practices:

a. Proficient: Clearly explains objectives from state standards for all students; supports individual students with IEPs to understand their mathematics related IEP goals (e.g., math, self-regulation, etc.) and makes connections to prior learning

- Developing: Posts objectives and reviews with students at the beginning of a lesson
- Learning: Posts standards and/or learning objectives

b. Proficient: Models a variety of strategies with clear explanations and planned examples

- Developing: Models with limited or inflexible examples of mathematics strategies
- Learning: Knows modeling is important but not sure if, when, or how to model, and for what concepts, strategies, and procedures

c. Proficient: Provides appropriate visual and verbal supports (e.g., phrases, gestures, pictures/diagrams)

- Developing: Inconsistently or inappropriately uses visual and verbal supports, or for some students and not others
- Learning: Acquiring knowledge about how and when to use visual and verbal supports

d. Proficient: Provides multiple opportunities for students to practice alone or with peers and receive mastery-oriented feedback, with consistent and deliberate instruction or supports to build student independence

- Developing: Provides practice opportunities to support increasing student independence, either alone or with peers
- Learning: Expects students to independently practice a skill without prior direct and explicit explanations and opportunities for practice with feedback, either alone or with peers

e. Proficient: Consistently embeds a variety of opportunities for ALL students to respond

- Developing: Primarily solicits single- student responses to questions (i.e., calling on individuals)
- Learning: Provides limited opportunities for student response

f. Proficient: Provides multiple opportunities for students to receive immediate and specific feedback

- Developing: Provides generic feedback
- Learning: Provides limited, untimely, or no feedback to students for their performance

g. Proficient: Instructional pace is responsive to student performance and learning

- Developing: Pace may be slow or fast, but inconsistently responsive to student performance and learning
- Learning: Instructional pace varies and is unrelated to student performance

h. Proficient: Reviews, integrates, and connects previously learned concepts, strategies, and procedures with instruction on new concepts, strategies, and procedures to promote maintenance and discrimination (e.g., through number routines, independent practice, centers)

- Developing: Periodically reviews previously learned concepts strategies, and procedures
- Learning: Instructional time focuses on currently targeted concepts, strategies, and procedures

i. Proficient: Consistently uses accessible numbers when introducing new concepts, strategies, and procedures to reduce cognitive load

- Developing: Sporadically uses accessible numbers when introducing new concepts and skills to reduce cognitive load, or does so for some students but not others
- Learning: Numbers used in tasks are not differentiated

SDI EBP: Manipulative-based Instructional Sequences

Targeted Practices:

a. Proficient: Intentionally matches a manipulative-based instructional sequence to the math task and student need

- Developing: Provides the same manipulative-based instructional sequence to all students and in all math tasks
- Learning: Acquiring knowledge of how to select and use manipulative-based

b. Proficient: Explicitly teaches and provides opportunities for students to use 3D movable manipulatives (concrete or virtual) to model new concepts, strategies, and procedures

- Developing: Describes generally how to use 3D movable manipulatives (concrete or virtual) to model concepts, strategies, and skills
- Learning: Instructional sequences based on math task and student need

c. Proficient: Explicitly teaches and provides opportunities for students to use 2D pictures, drawings, or diagrams to model concepts, strategies, and procedures previously taught using 3D representations

- Developing: Describes generally how to use 2D pictures, drawings, or diagrams to model concepts, strategies, and procedures, but may not connect with previously learned 3D representations
- Learning: Provides limited opportunities for modeling concepts, strategies, and procedures with 3D representations

d. Proficient: Explicitly teaches and provides opportunities for students to use abstract methods (numbers and symbols) for concepts, strategies, and procedures that were previously modeled with 3D and 2D representations.

- Developing: Describes generally and provides limited opportunities for students to use abstract methods (numbers and symbols) for concepts, strategies, and procedures, but may not connect with previously learned 2D and 3D representations
- Learning: Provides limited opportunities for modeling concepts, strategies, and procedures with 2D representations, or does not link these to previously taught 3D representations

e. Proficient: Uses student data to make individualized instructional decisions about progression through the instructional sequence that is based on established performance criteria

- Developing: Understands how to set and monitor progress toward performance criteria but instructional decisions about progression through the instructional sequence are

SDI EBP: Self-regulation & Support for Learning & Behavior

Targeted Practices:

a. Proficient: Consistently provides deliberate instruction on a range of self-regulation strategies

- Developing: Sporadically provides instruction on self-regulation strategies, or on a limited range of strategies
- Learning: Acquiring knowledge of self- regulation strategies

b. Proficient: Consistently provides opportunities to apply a range of self-regulation strategies within mathematics tasks

- Developing: Sporadically provides opportunities to apply self- regulation strategies within mathematics tasks
- Learning: Acquiring skill in identifying ways to embed opportunities to apply self-regulation strategies within mathematics tasks

c. Proficient: Consistently models use of a range of self-regulation strategies within mathematics tasks

- Developing: Sporadically models use of self-regulation strategies within mathematics tasks
- Learning: Acquiring skill of modeling self-regulation strategies

d. Proficient: Explicitly teaches instructional routines within mathematics instruction and provides necessary supportive resources (e.g., first-then list, lesson sequence, visual directions, self-monitoring)

- Developing: Classroom routines and structures are semi- predictable
- Learning: Is able to identify opportunities to create or enhance classroom routines and structures

e. Proficient: Consistently provides predictable routines and structure within the classroom and across the day that meets student's needs (e.g., visual schedule, daily preview)

- Developing: Classroom routines are the same for every student and not specially designed for learners with disabilities
- Learning: Acquiring knowledge of how to identify students who need individualization to participate in routines

SDI EBP: Peer Assisted Instruction

Targeted Practices:

a. Proficient: Intentionally places students in pairs or flexible groups for peer assisted instruction based on student and task requirement

- Developing: Uses paired or small student group for peer assisted instruction but groups are not flexible based on interests, learning, or task requirements
- Learning: Uses paired or small student groups inconsistently but not for collaborative work

b. Proficient: Students are provided with instruction on the roles they play within the group (e.g., tutor and tutee, coach and player, facilitator, notetaker

- Developing: Students are provided limited to no instruction on the roles they play within the group (e.g., tutor and tutee, coach and player)
- Learning: Acquiring knowledge of roles students can play within group to assist with instruction

c. Proficient: All students in a cooperative group or peer partnership are engaged on a structured/focused math task with a clearly defined outcome

- Developing: Students are only moderately engaged on a math task and/or the task lacks structure or a with a clearly defined outcome
- Learning: When placed in pairs or groups, only one or some students are actively engaged in a math task

d. Proficient: Provides operational definitions of peer/collaboration expectations with operational definitions of the target behaviors and/or skills

- Developing: Provides general descriptions of the target behaviors for paired or peer assisted work and/or skills
- Learning: Target behaviors are named but not described

e. Proficient: Provides opportunities for peers to role play with feedback from teacher

- Developing: Provides a demonstration but peers do not engage in role play or provide feedback
- Learning: Provides verbal directions but does not provide models, prompts, or feedback

f. Proficient: Teacher actively monitors groups and provides immediate affirmative and corrective feedback

- Developing: Monitors groups passively and/or fails to provide immediate affirmative and corrective feedback
- Learning: When students are working in groups, uses the opportunity to do other things

SEL EBP: Cognitive Regulation

Targeted Practices:

a. Proficient: Uses formative data to determine what mathematics skills need to be taught/retaught in an upcoming lesson inclusive of current performance levels on specific IEP math goals, functional learning goals, and curriculum goals.

- Developing: Uses data to determine what mathematics skills need to be taught in an upcoming lesson may include current performance levels on specific IEP math goals, functional learning goals, and curriculum goals.
- Learning: Inconsistently, uses data to determine what mathematics skills need to be taught in an upcoming lesson; consults with special educator for support related IEP math goals, and functional learning goals.

b. Proficient: Engages learners in the processes needed to recognize problems, trends, or patterns, and apply solutions using "problem-solving scripts," visual schedules, or social stories.

- Developing: Demonstrates the processes needed to recognize problems, trends, or patterns, and apply solutions using "problem-solving scripts," anchor charts, or checklists.
- Learning: Explains the processes needed to recognize problems, trends, or patterns, and apply solutions referencing anchor charts, or checklists posted in the room.

c. Proficient: Models positive decision-making skills including when to ask for help using Think-Aloud and provides opportunities for students to practice reflection and evaluation of their choices made using reciprocal processes

- Developing: Models decision-making skills including when to ask for help using Think-Aloud and may interject examples as teachable moments within the lesson.
- Learning: Provides references for decision-making skills including when to ask for help but misses opportunities to relate the skill to lesson content.

d. Proficient: Responds to indicators of student restlessness or inattention with strategies to help them re-focus using breaks which explicitly identify the purpose of the break (regulating attention and monitoring actions).

- Developing: Responds to indicators of student restlessness or inattention with strategies to help them re-focus using breaks which explicitly identify the purpose of the break (regulating attention and monitoring actions).
- Learning: Responds to indicators of student restlessness or inattention with strategies to help them re-focus using breaks, call and respond, or physical movement, or physical movement.

e. Proficient: Structures the learning environment to promote developmentally appropriate goal setting, identification of strengths, and self-monitoring of "personal best" attainments (focusing on skills developed).

- Developing: Structures the learning environment to promote goal setting with a focus on strengths, and academic achievement.
- Learning: Structures the learning environment to reinforce academic and behavioral goals, class rules, and procedural processes.

f. Proficient: Systematically teaches learners using visual or auditory cues, learning scaffolds, process or procedural prompts, and organizational materials to demonstrate time management, study skills, or self-regulation.

- Developing: Indiscriminately teaches learners using learning scaffolds and organizational materials to demonstrate time management, study skills, or self-regulation.
- Learning: Provides learners with organizational charts, visual resources, and/or learning scaffolds without explicitly teaching their function related to time management, study skills, or self-regulation.

SEL EBP: Identify & Agency

Targeted Practices:

a. Proficient: Knows and acknowledges the individual identities, interests, and preferences of their learners, as well as their strengths and gifts as learners.

- Developing: Acknowledges individuals by name and sometimes recognizes the interests or strengths of some learners.
- Learning: Acknowledges learners by name and occasionally identifies the academic strengths of some learners.

b. Proficient: Models identity and agency by providing examples such as Think Aloud to identify personal strengths, how to use them to meet new challenges and requests examples from the students.

- Developing: Provides examples of how to use personal strengths to solve a challenge but may not support decision-making with a justification for doing so.
- Learning: Provides problem-solving examples based on a process or procedure not necessarily a personal strength.

c. Proficient: Uses explicit language and feedback that communicates learner strengths vs. deficits and models how to be successful.

- Developing: Uses language, feedback, and activities that are positive but not explicit in providing feedback on an accomplishment.
- Learning: Uses language and feedback that may be positive but does not focus on specific expected performance.

d. Proficient: Uses explicit language and feedback that communicates learner strengths vs. deficits and models how to be successful.

- Developing: Provides feedback about what to do but does not link it to why it should be done (success that will occur).
- Learning: Provides general feedback sometimes only for some learners.

e. Proficient: Provides feedback about how to be successful.

- Developing: Provides intentional positive feedback freely to most learners related to mathematics performance referencing specific goals posted in the class.
- Learning: Provides general feedback freely to most learners related to mathematics performance.

f. Proficient: Intentionally and explicitly calls attention to learners who manage or regulate themselves to accomplish their team or personal assignment.

- Developing: Notices when some learners manage or regulate themselves to accomplish their team or personal assignment.
- Learning: Notices when some learners manage or regulate themselves to accomplish their team or personal assignment. provides positive feedback to some learners.

g. Proficient: Organizes the classroom to encourage goal setting (agency) using resources that reflect and support a diverse, collaborative community of learners including normed expectations and consistent routines (heterogeneous grouping with

opportunities for peer-to-peer assisted learning fostered on a regular basis).

- Developing: Organizes the classroom to reinforce goal setting (agency) but provides limited opportunities for peer collaboration as reflected in student groupings (homogeneous groupings), inconsistent routines, or materials that are generic (non-representative of the class community).
- Learning: Organizes the classroom to reinforce goal setting (agency) with classroom routines that may be independent of student identity and/or set up of the classroom in a manner that may exclude some members of the class community.

SEL EBP: Emotional Regulation

Targeted Practices:

a. Proficient: Teaches the language of emotions with intention by naming them, referencing them in anchor charts or word walls, and exploring emotions connected to struggle and learning as a component of instruction and engagement.

- Developing: Teaches the language of emotions by naming them in general terms or using tools such as the Wheel of Emotions, but they are not used consistently to support student engagement or management of feelings.
- Learning: … Teaches the language of emotions by referencing them on a word wall but rarely uses them as a means of supporting student engagement or management of feelings.

b. Proficient: Models and names their own emotions and use Think Aloud to relate those emotions to situations that their learners experience.

- Developing: Models by naming their own emotions and providing examples that are not directly linked to their learners' experience.
- Learning: Names their own emotions but relates them to situations that may negatively impact their learners' experience or may be disciplinary in nature.

c. Proficient: Sets regular routines to help learners name their own emotions and identifies connections between how they feel and how they act by using positive check-in routines, fostering self-reflection and response moderation. Strategies may include Think Aloud, Anchor Charts, Wheel of Emotions, If-Then Charts, or Zones of Regulation.

- Developing: Establishes processes to help learners name their own emotions and identify connections between how they feel and how they act by using positive check-in routines.
- Learning: Asks learners to share how they feel about math without providing context or options for naming those feelings or connecting them to how they act or respond to specific situations in the math lesson.

d. Proficient: Posts reasonable and attainable math goals with embedded prosocial behaviors; explicitly states essential learner outcomes, adapts daily goals for individual learners (SDI) and demonstrates strategies for achieving the goals throughout the lesson.

- Developing: Posts math goals and student outcomes with occasional references to prosocial behavior at the beginning of the class; differentiates daily goals to address learner differences and demonstrates strategies for achieving the goals during instruction.
- Learning: Posts the math goals and student outcomes so all learners can see them; provides differentiated instruction to meet learner differences.

e. Proficient: Creates a reliable, learning environment that promotes calm by eliminating environmental obstructions (light, clutter, and noise), adjusting academic structures (use of risk-free practice opportunities), and/or identifying healthy distractors (movement, affirmations, or options) for coping with the stress of negative events/feelings related to mathematics content.

- Developing: Creates a safe, learning environment that promotes calm by providing organizational structures and processes for risk-free practice opportunities, and/or, affirmations for coping with the stress of negative events/feelings related to mathematics content.
- Learning: Creates a reliable, learning environment that promotes calm and provides options for coping with the stress of negative events/feelings related to mathematics content.