

# HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE

## SYSTEMATICALLY DESIGN INSTRUCTION



### Overview

The systematic design of instruction towards a learning goal is a key high-leverage practice because it helps guide teachers and other professionals to think about the nuance of instruction needed to serve students with disabilities. Simply showing up to teach without spending critical time thinking through the order, structure, and specificity of instruction is unlikely to result in meaningful learning gains for students with specific and challenging needs. Core elements of this HLP (see guide below) are closely aligned with those presented in HLP #16, *Use Explicit Instruction*, and also HLP 11, *Identify and Prioritize Long- and Short-Term Learning Goals*.

Based on the HLP resources ([www.highleveragepractices.org](http://www.highleveragepractices.org)) and information shared at the workshop on May 16th, 2019 by Dr. Michael Kennedy, the following is a checklist to guide school leaders and other professionals as they address key elements that comprise systematically designed instruction.

### Notes



## High-Leverage Practices in Special Education

# KEY PRINCIPLES AND ELEMENTS OF SYSTEMATICALLY DESIGNED INSTRUCTION

## Systematically Designing Instruction Towards Student Goals

1. Use direct and explicit instruction
2. Identify data collection method(s)
3. Teach big ideas and main ideas before details
4. Teach according to a logical hierarchy: Less complex skills before more complex ones
5. Separate skills and concepts that are similar before requiring discrimination
6. Teach unambiguous content before the more ambiguous content
7. Teach commonly encountered content before lower-frequency content
8. Teach using big ideas
9. Use conspicuous strategies
10. Use mediated scaffolding (model, lead, test sequence)
11. Prime background knowledge
12. Use strategic integration of previously taught/learned content with new material
13. Use judicious review strategies
14. Teach students to organize content
15. Monitor progress/evaluate data

## Questions to Consider When Observing a Systematically Designed Lesson

Are goals being set for students done with the specificity and clarity required by the ACCOMPLISH model?

Is instruction carefully sequenced such that students with intensive needs are not becoming confused by an overload of new and disorganized content?

Are lessons designed systematically enough such that students are making gains towards tightly linked goals and objectives?

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## Additional Resources

Journal Article (available in the cohort library)

"Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction," by P.J. Riccomini, S. Morano, and C.A. Hughes, *TEACHING Exceptional Children*, vol. 50.1

## Web Resources

[High Leverage Practices and Specially Designed Instruction: Powerful Means to Address Students' Learning Needs and Ensure Positive Academic Outcomes](#)

[IRIS Center: What evidence-based mathematics practices can teachers employ? Explicit, Systematic Instruction](#)

[The Importance of Systematic Instruction](#)

[Video: HLP #12: Systematically Design Instruction Towards Learning Goals](#)

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# High-Leverage Practices in Special Education