



### DETERMINING TYPES OF TARGETED INSTRUCTION

Targeted instruction is when a teacher responds to his/her classroom data to reteach, remediate, or extend a skill. The teacher targets skills that students need support with, in addition to teaching the grade level curriculum. When a teacher does targeted instruction, he or she temporarily sets aside unit plans and pacing guides to respond to student needs. Targeted instruction can happen during core content teaching time, though it doesn't have to. Many teachers prefer finding small moments to do this instruction, like during morning work, in the few minutes before lunch, or during recess.

Method	What is it?	When to use this method?	Example
Targeted 50/50 instruction	When a teacher adjusts instructional elements (i.e. lesson explanation, teacher modeling, group practice, checks for understandings, objectives, etc.) for one or both small groups to provide students with scaffolds needed to master a skill or objective	<ul style="list-style-type: none"><li>• When adjustments need to be made to help some students better grasp a topic</li><li>• When approximately 50% of students are unprepared to meaningfully engage in the daily objective without first strengthening a related skill</li><li>• When your small groups have different sub-skills (foundational skills) that could use sharpening before you start instruction on your objective</li><li>• When your small groups have different prerequisite skills they need help mastering before you start instruction on your objective</li></ul>	<p>*Note: The data source in these examples can be interchanged and combined with the data sources available to you. Data source ideas include: quizzes, test, exit tickets, standardized tests, pretests, content provider reports, observational data</p> <p>10 of 24 students show misunderstanding on an exit ticket. The next day, instead of using your normal two small groups, you break students up into two new groups for this activity...You pull those students who had the misunderstanding and reteach the skill from the exit ticket. The other students work on their personalized computer pathway during this time.</p>
Targeted whole group Instruction	When a teacher re-teaches a skill or objective to the entire class	<ul style="list-style-type: none"><li>• When a majority (around 80%) of students did not master an objective or skill</li><li>• When a majority (around 80%) of the class has the same skill gap</li><li>• When a majority (around 80%) of students need a prerequisite skill</li></ul>	<p>While grading the unit four test, you notice that 22/25 students could not answer questions 4,5,and 8 correctly. These questions are about a similar skill. Since so many students missed these questions, it is clear they have not fully mastered this concept. You decide to modify your lessons for the next three days to reteach this topic and give a quiz over this on Friday to ensure students are ready to move forward.</p>



<p>Targeted content provider instruction</p>	<p>When a teacher assigns content lessons to students/groups of students based on mastery of a skill or objective</p>	<ul style="list-style-type: none"> <li>• When a student(s) needs reinforcement in a skill, but does not need direct teach instruction</li> <li>• When a skill does not need to be remediated for the whole group</li> <li>• When a teacher has some data but not enough data</li> <li>• When a teacher does not have the capacity to execute another type of instruction</li> </ul>	<p>Olivia and Ben seemed to not quite grasp your lesson on Wednesday. They both struggled during independent practice and they didn't get these questions right on Friday's quiz. They still need a little more help with the skill, but the rest of the class is ready to move on. You find three lessons on their digital content provider that match this skill and assign them to Olivia and Ben for some more practice. You check for the results of these lessons on Monday to determine if further instruction is needed or not.</p>
<p>Targeted small group instruction</p>	<p>When a teacher teaches a remedial or enrichment skill or objective to a small group of students.</p>	<ul style="list-style-type: none"> <li>• When students are all at different places in mastering an objective</li> <li>• When a small number of students (5-8) need additional support with a specific skill</li> <li>• When students need different objectives in the same skill</li> <li>• When you have executed targeted instruction using 50/50, whole group AND content provider, but some students are still not mastering objectives</li> </ul>	<p>In looking at your recent content provider data, you see there are 7 students who need some remediation on a skill you taught a few months ago. You decide to pull these students outside of normal reading instruction to reteach the skill with some additional scaffolds and more practice opportunities. This extra 20 minutes helps clear up some misconceptions before working on this topic online again.</p>
<p>Targeted individual instruction</p>	<p>When a teacher provides remedial interventions one-on-one to a student.</p>	<ul style="list-style-type: none"> <li>• When a student is struggling with a skill and needs one-on-one support</li> <li>• When a student is still struggling with an objective but everyone else has mastered it</li> <li>• When you have a student who is significantly behind grade level and needs support on a below grade level skill that is a prerequisite for an upcoming lesson</li> <li>• When you have executed targeted instruction using 50/50, whole group, content provider, AND small group but a student is still not mastering objectives</li> </ul>	<p>Isaiah struggled with Tuesday's lesson and still seemed confused when I pulled him into a small group. He tries to follow along but mixes up what he needs to do. On Friday, I worked with him one-on-one during morning work while the rest of the class unpacked and worked independently at their seats. He seemed to improve some, but I will pull him again next Tuesday morning to practice again.</p>