District-Level Systems for MTSS: Designing Connections Between Academic and Behavior Supports

Part 1

Dawn Miller, Ph.D.

ksdawn@me.com

making connections

Session 1 Outcomes:

- **Adopting and implementing high quality core curriculum and instruction**

- **Assessing academic and behavior interventions**

My Background

- State-Level: Individual Student Focus

- Turned into MTSS

- District-Level: Parallel design and implementation

- Integrated planning beginning about 4 years ago

Our Journey

- SMSD is the third largest district in Kansas providing an education to approximately 25,000 students

- 46 schools – 33 elementary level

- First ring suburb

- Formally started our efforts with RtI in 2005

SMSD Strategic Plan for Student Success

Core Beliefs:

- **Every student learns and continually achieves to high and challenging standards.**

- **Education includes both social and academic competencies.**

- **The teacher is the most important influence on student achievement.**

- **Everyone has an individual, collaborative, and collective responsibility for each student.**

- **Everyone in the educational community continually reflects and learns in an empowering culture.**

- **Change is inevitable and necessary; our response is intentional.**

Mission Statement:

The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support

Our Path

- Elementary Buildings
  - Addressed infrastructure and implementation for academic system.

  - Added infrastructure for behavior system and implemented Tier I.

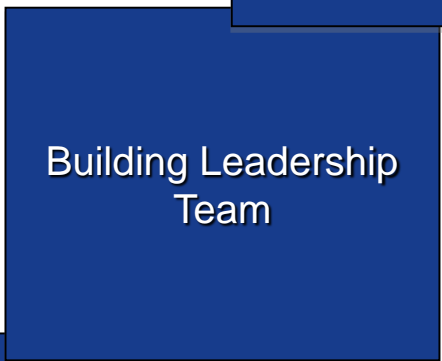 - District focused remaining training from an integrated standpoint.

Who is supported?

Multiple schools w/in local district

LEA District Cabinet and Implementation Team
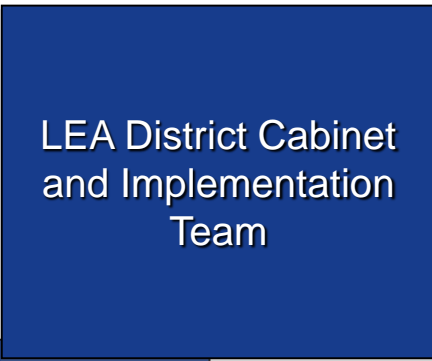
- District Leadership Team
- Principal Leadership Team
  Teacher Leadership Cadres

- District MTSS Facilitator

All staff

Building Leadership Team
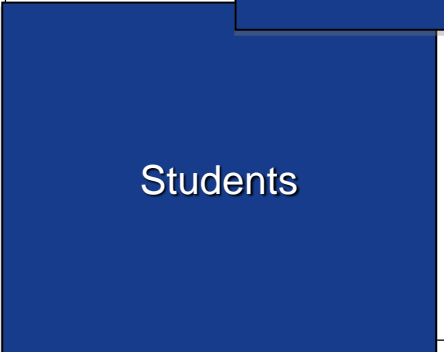
- Building Leadership Teams

All students

Building Staff

- Building Integrated Committees

Students

How is support provided?

SMSD Structure of Support

District-Level Implementation

The role of the district is to **standardize the process** while the role of the buildings is to **customize implementation**.

St. Martin, K. & Vail, J. (2013). RtI Innovations Conference. Salt Lake City, Utah

Shawnee Mission School District

"Freedom is the greatest when the ground rules are clear. Chalk out the playing field and say, 'Within those lines, make any decisions you need'."

Dick Brown,

Transition Management Advisor
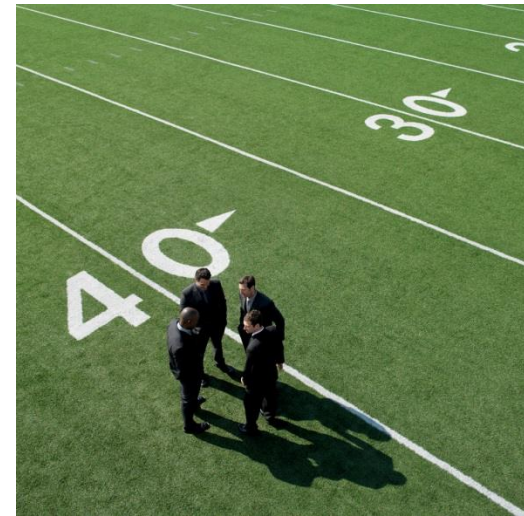
NASDSE Blueprint at the District Level

- **Consensus**
  - Communication process where foundational "whys" are taught, discussed, and embraced

- **Infrastructure**
  - Identification of key practices being implemented and practice gaps addressed

- **Implementation**
  - Structures and supports are put in place with sustainability as the key
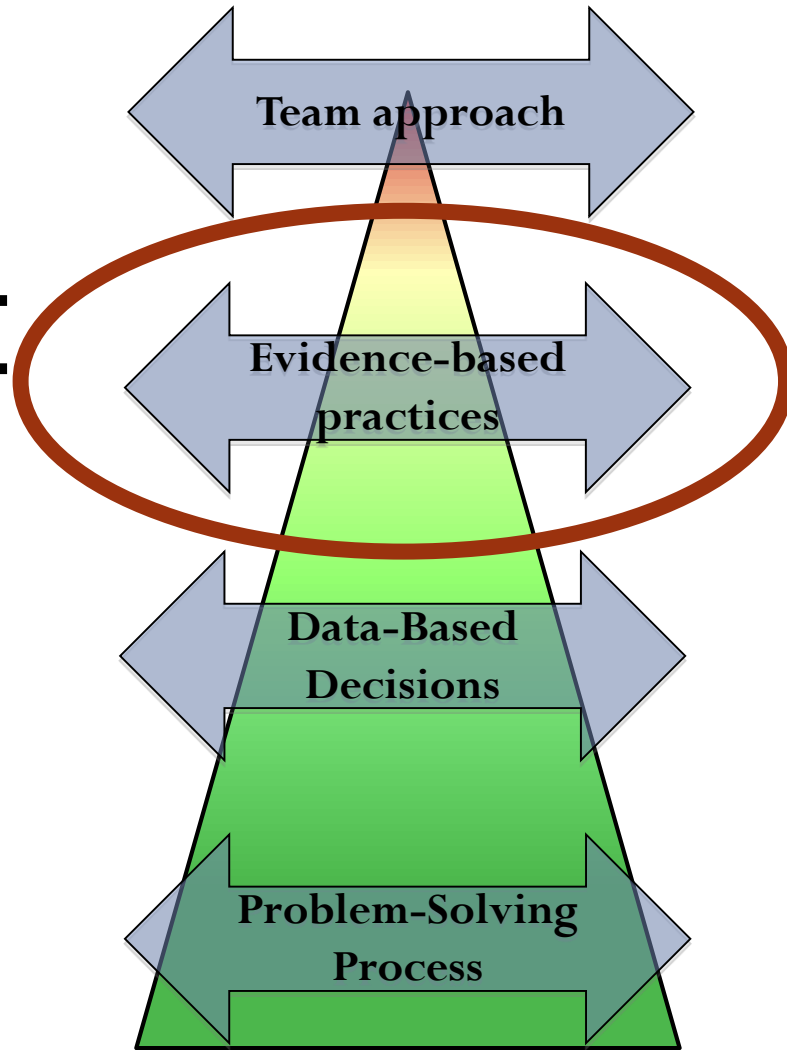
District Level

Essential Elements

- Prevention/Early Intervention

- Evidence-Based Curriculum, Materials, and Strategies

- Data-Based Decision Making

- Problem-Solving Process

- Team-Based Approach

Integrated Functions Across Continuum of Support

www.scalingup.org

Implementation Research
Fixen et al., 2005

Implementation Stages

2-4 YEARS

Exploration
- Assess needs
- Examine innovations
- Examine implementation
- Assess fit

Installation
- Acquire resources
- Prepare organization
- Prepare implementation
- Prepare staff

Initial Implementation
- Implementation drivers
- Manage change
- Data systems
- Improvement cycles

Full Implementation
- Implementation drivers
- Implementation outcomes
- Innovation outcomes
- Standard practice

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:

5 Point Rating Scale:
High = 5; Medium = 3; Low = 1.
Midpoints can be used and scored as a 2 or 4.

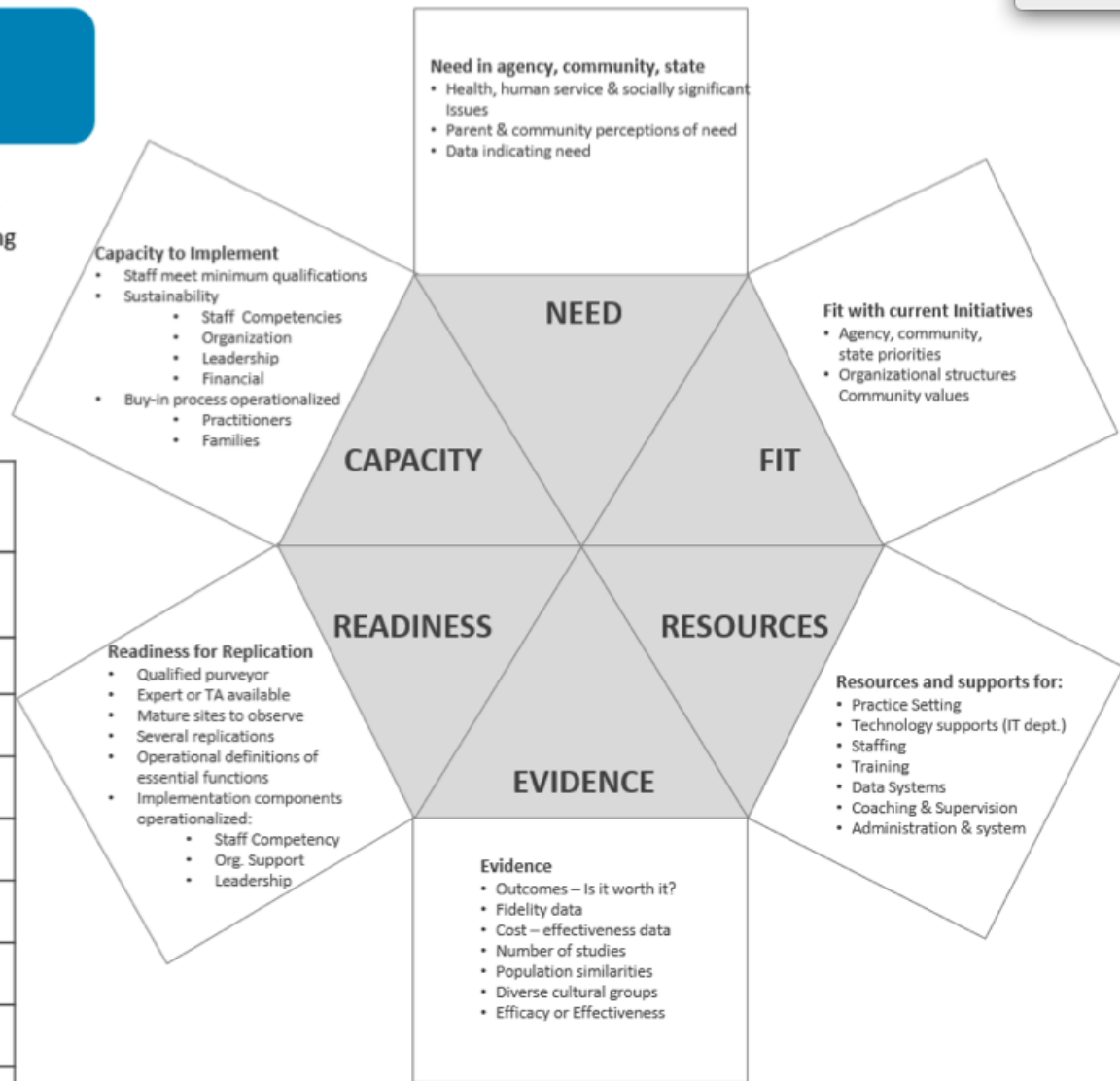|	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

Need in agency, community, state
- Health, human service & socially significant Issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement
- Staff meet minimum qualifications
- Sustainability
    - Staff Competencies
    - Organization
    - Leadership
    - Financial
- Buy-in process operationalized
    - Practitioners
    - Families

Fit with current Initiatives
- Agency, community, state priorities
- Organizational structures Community values

NEED

CAPACITY

FIT

READINESS

RESOURCES

EVIDENCE

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized:
    - Staff Competency
    - Org. Support
    - Leadership

Resources and supports for:
- Practice Setting
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
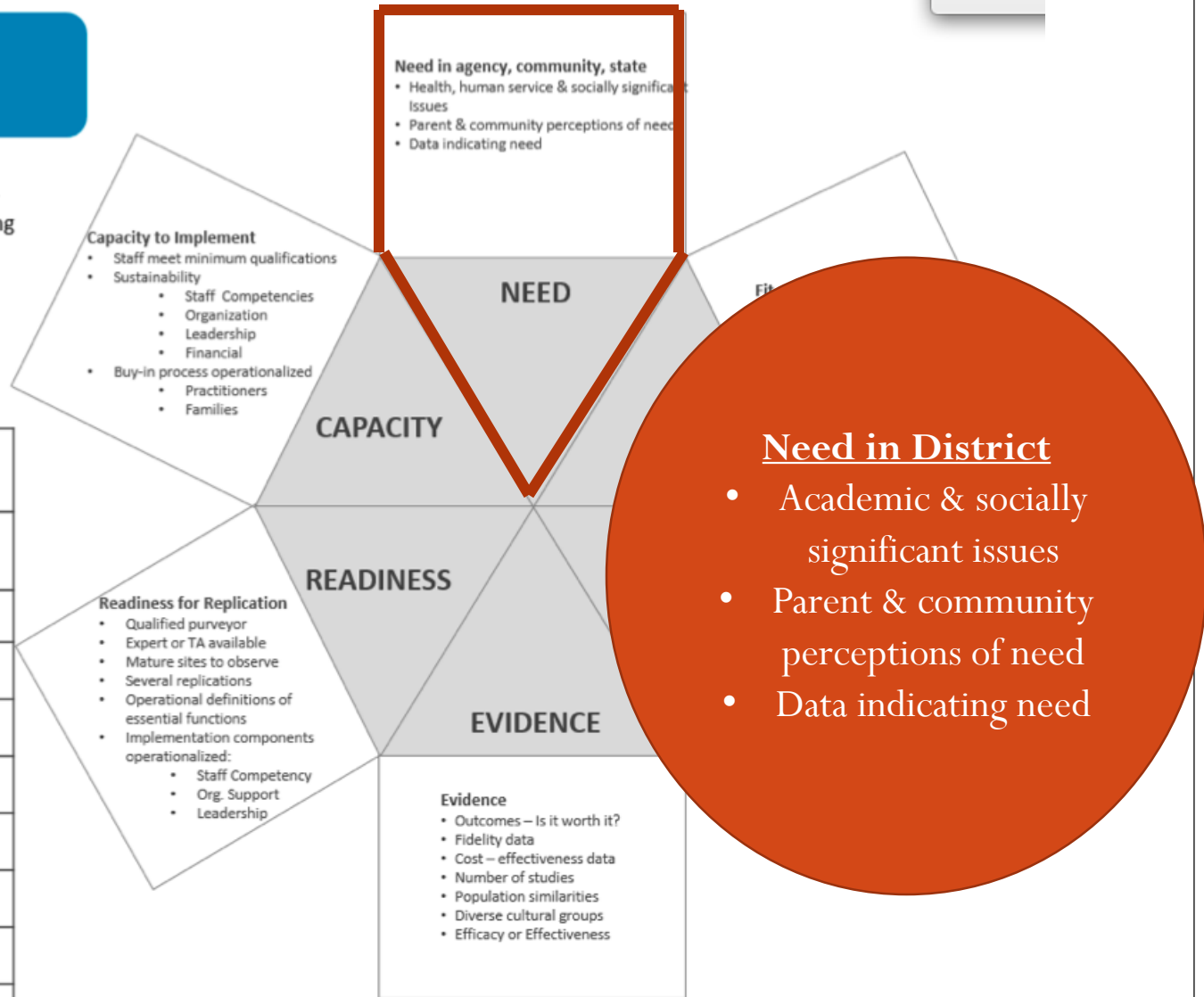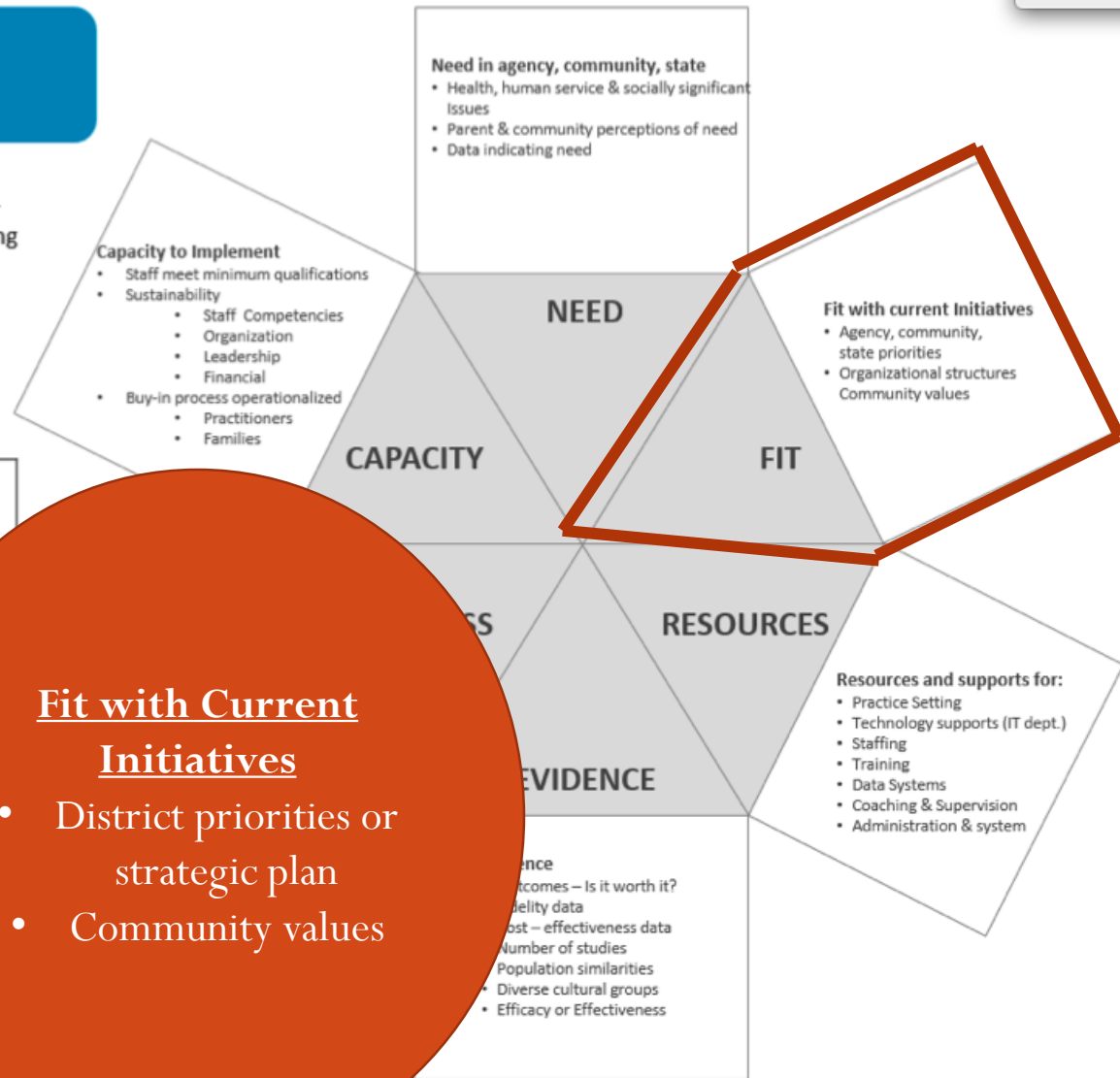- Efficacy or Effectiveness

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Need in District
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- Parent & community perceptions of need
- Data indicating need

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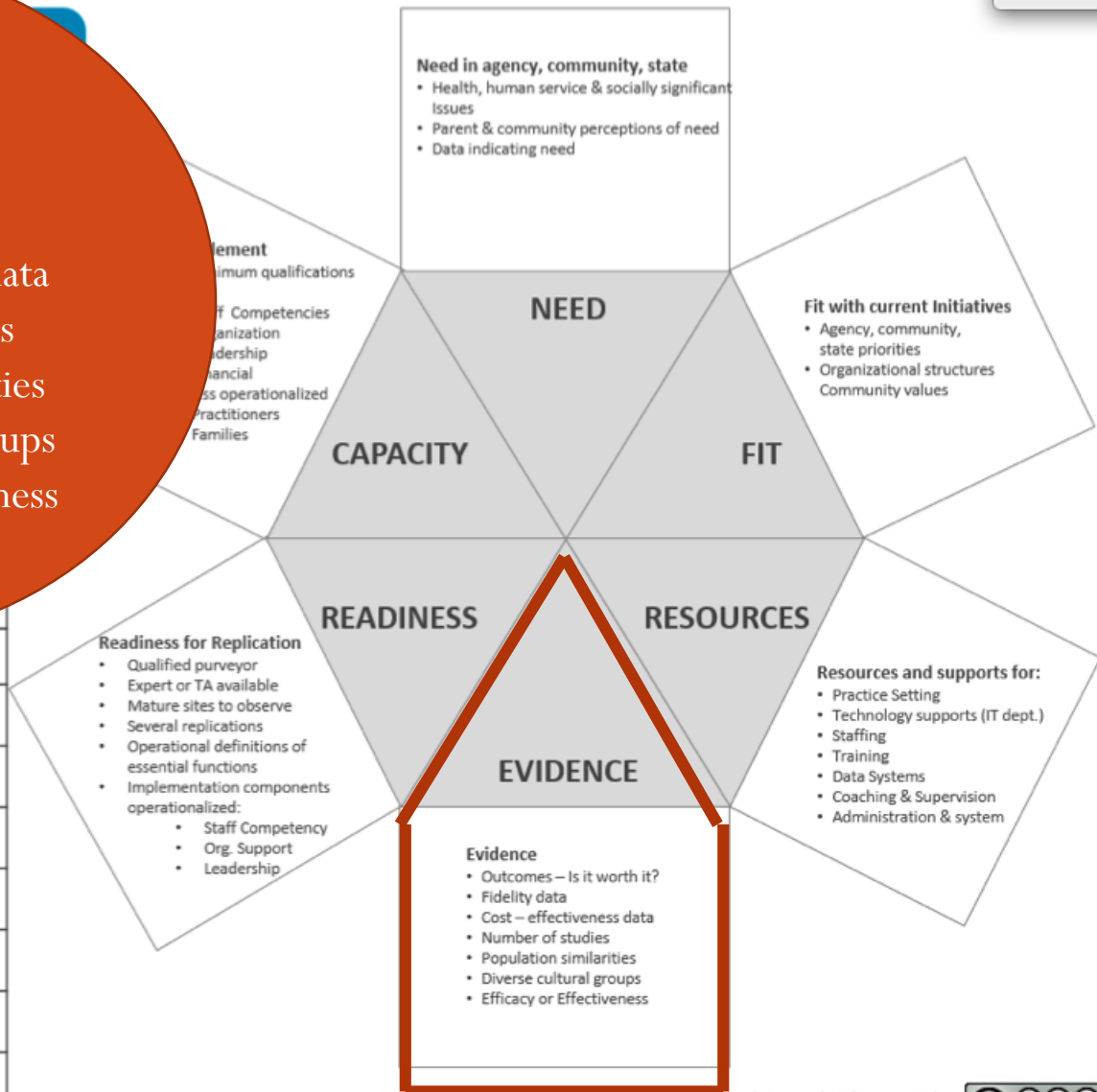
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Total Score		

Fit with Current Initiatives
- District priorities or strategic plan
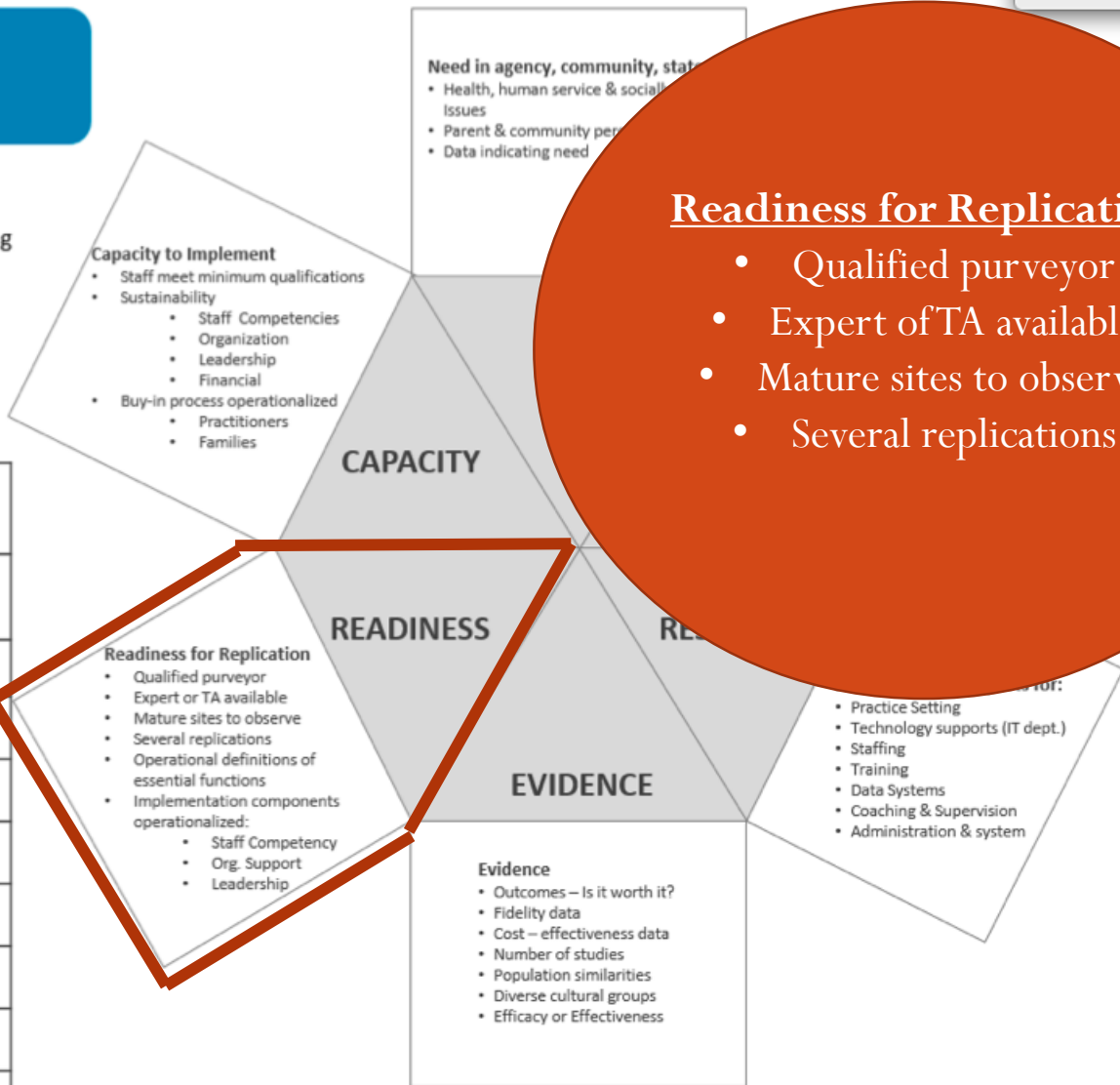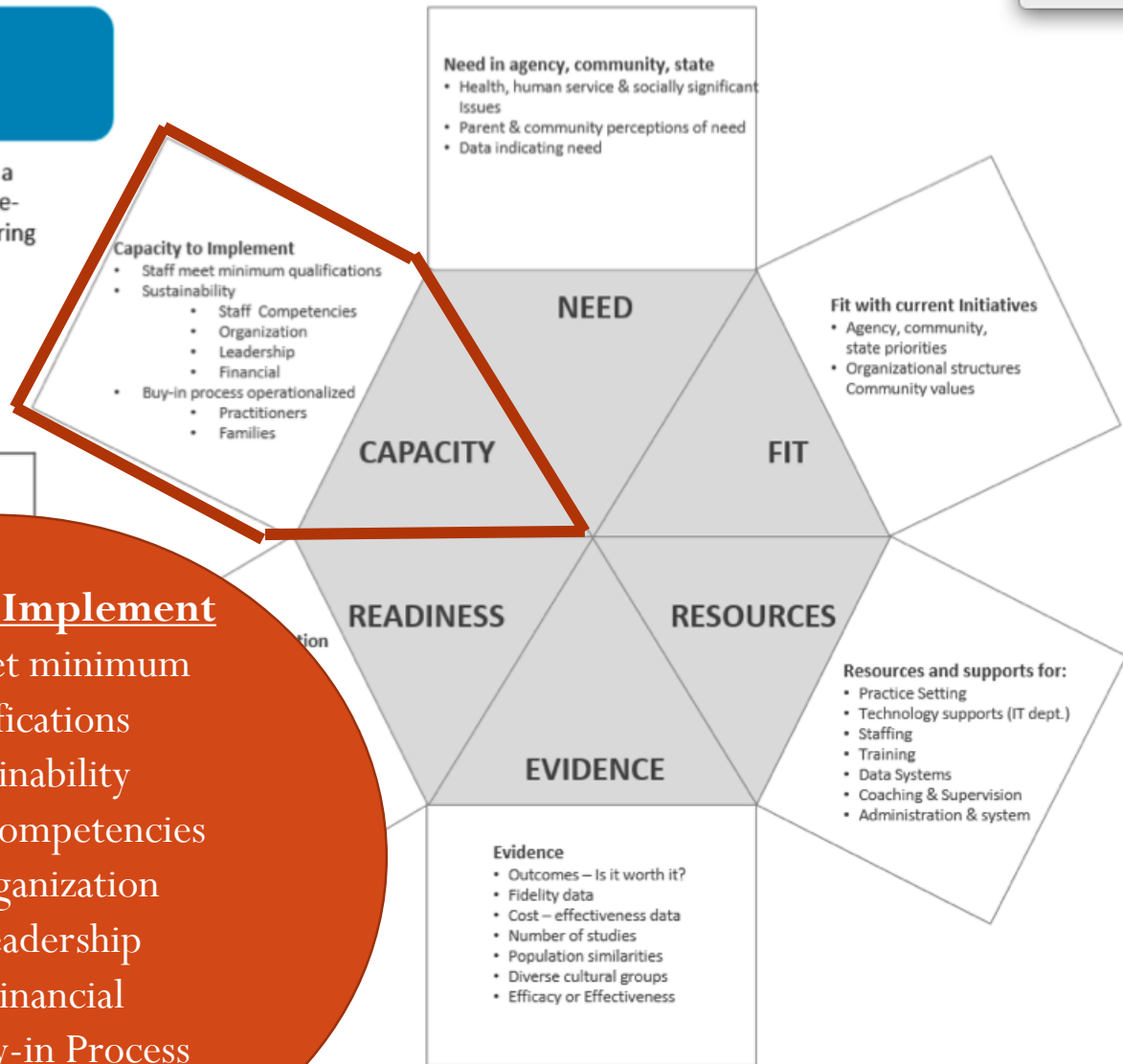- Community values

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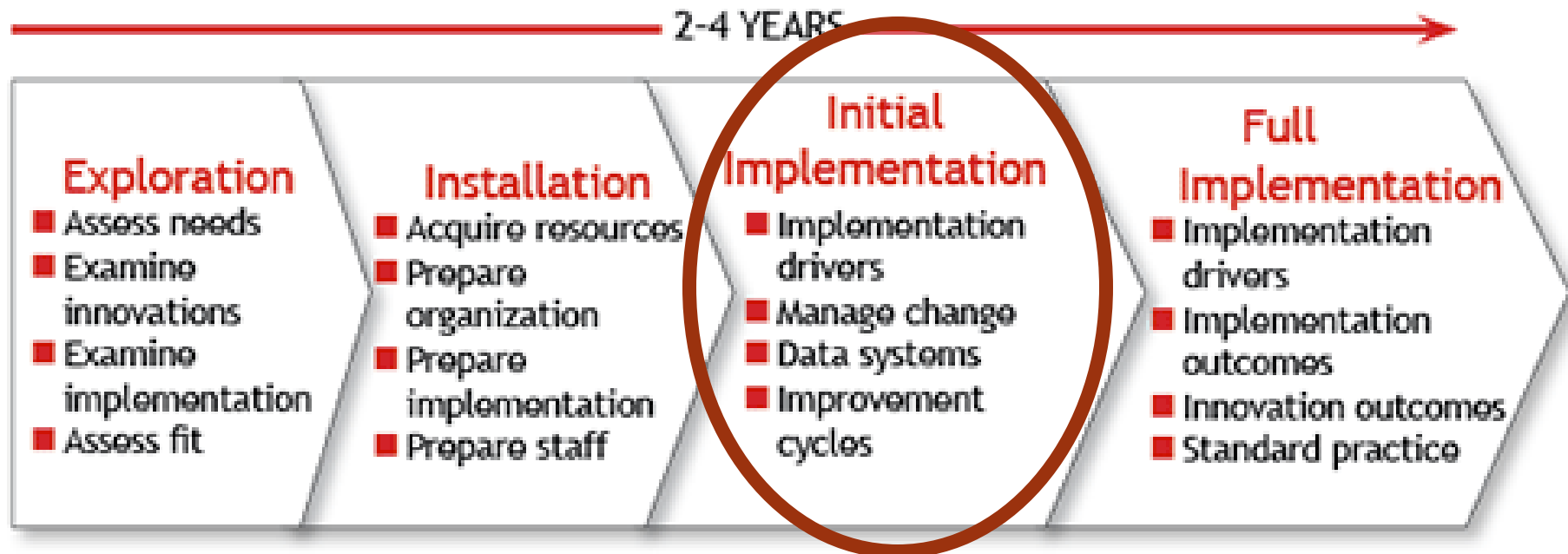- Coaching & supervising
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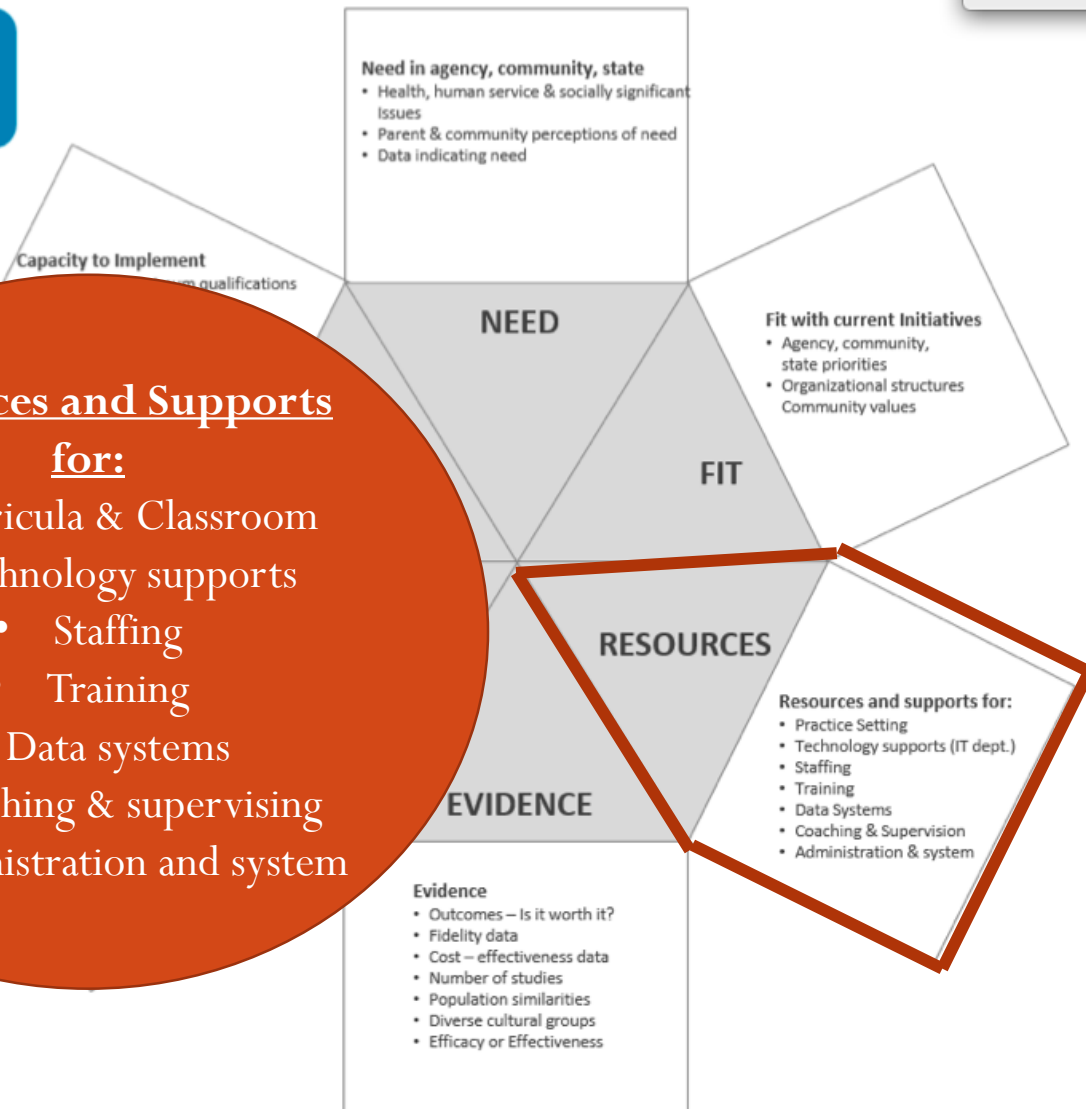
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We've Been Waiting………

MiBLSi

School-wide Evaluation Tool for Reading (SWETR)

Kim St. Martin, Ph.D.
Ed Huth, Ed.S.
Anna Harms, Ph.D.

Structure of the SWET-R

Data Source	Number of Items
Product Review	18 Products
Administrator Interview	8 Questions
Teacher Interviews	5 Questions
Classroom Observations	35-45 minutes, 6 scoring components

Our district's framework……

MTSS Literacy Framework Grades K-6

Intervention Level	DIBELS Composite	Frequency	Interventionist	Grouping
Daily Core Instruction	All Instructional Levels	Kindergarten = 70 minutes Grades 1-6 = 120 minutes comprehensive literacy block *Workstations during small group differentiation may be replaced with structured intervention	Classroom Teacher	Whole Class (ALL)
Classwide Intervention	More than 50% of class not at benchmark	Incorporated into Daily Core Instruction	Classroom Teacher	Whole Class (ALL)
Supplemental Intervention	Strategic	3-5 times per week 30 minutes per session during small group differentiation workstation time	Varies according to building model (classroom teacher, reading specialist, &/or aide)	Small Groups (SOME)
Intensive Intervention	Intensive	5 times per week 45-60 minutes per session replacing workstations and additional time outside the literacy block	Varies according to building model (classroom teacher, reading teacher, &/or specialist)	Smallest Groups (FEW)

MTSS Math Framework Grades K-6

Intervention Level	Data Instructional Recommendation	Frequency	Interventionist	Grouping
Daily Core Instruction	All Instructional Levels	Kindergarten = 40 minutes + 30 for all day K Grades 1-3 = 90 minutes Grades 4-5 = 70 minutes Grade 6 = 60 minutes	Classroom Teacher	Whole Class (ALL)
Classwide Intervention	More than 50% of class not at benchmark	Incorporated into Daily Core Instruction	Classroom Teacher	Whole Class (ALL)
Supplemental Intervention	Strategic	3-5 times per week 20-30 minutes per session	Varies according to building model (classroom teacher, math specialist, &/or aide)	Small Groups (SOME)
Intensive Intervention	Intensive	5 times per week 30 minutes per session Sometimes replaces workshop	Varies according to building model (classroom teacher, math specialist, &/or aide)	Smallest Groups (FEW)

MTSS Social Competency Framework Grades K-6

Intervention Level	Data Instructional Recommendation	Frequency	Interventionist	Grouping
Schoolwide Positive Expectations	All Grade Levels	Determined by Building Team All school teaching fall, winter, sping Weekly focus lessons throughout year	All staff	Whole School
Daily Core Instruction	All Instructional Levels	Second Step (min/wk) Kindergarten = 20 Grades 1 = 25 Grades 2-3 = 30 Grades 4-5 = 35 Grade 6 = 25	Classroom Teacher and/or Social Worker	Whole Class (ALL)
Supplemental Intervention	2-5 ODR's	Determined by intervention	Determined by team	Small Groups (SOME)
Intensive Intervention	6+ ODR's	Determined by intervention	Determined by team	Smallest Groups or Individual (FEW)

District Structures for Support: Core Cadres

- Purpose:

Provide leadership with colleagues
  - Providing staff development
  - Model lessons
  - Facilitation of discussions

Effective Core

Schedule Indicates Adequate Time for Core Instruction

Product	Indicator	0	1	2	Score
School-wide reading schedule for providing core reading instruction.	1. There is evidence that the school has a schedule to provide at least 90 minutes of daily core instructional time in reading. (*This time block should not include writing instruction.*)	The school does not have a daily reading schedule. -OR- Less than 60 minutes are scheduled any day of the week for core reading instruction.	The school has a schedule that shows one of the following: • 60 to 89 minutes for daily instruction in any grade level • A combination of 90 minutes on some days of the week and 60 to 89 minutes on the other days.	The school has a schedule that shows at least 90 min. of core reading instruction daily *at all grade levels* for all students.	__/2

Time	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
8:10	Calendar/MTSS	SS/Calendar	Reading Core	Math Core	SS/Sci Read int		
8:15	Reading Core					Specials	Specials
8:20		Reading Core				On No Break Day	On No Break Day
8:25						Sci/SS will be	Sci/SS will be
8:30						Taught	Taught
8:35							
8:40							
8:45							
8:50							
8:55							
9:00							
9:05							
9:10							
9:15						BLOCK 1	BLOCK 1
9:20				Specials	Specials	5th/6th Rdg Cor	6th Math Core
9:25	Recess						5th SS/Sci
9:30							
9:35							
9:40							
9:45	Math Core						
9:50		Recess					
9:55							
10:00							
10:05							
10:10			Recess				Math Int. in class
10:15							
10:20				SS/Sci Read int	Reading Core		BLOCK 2
10:25	Specials						5th Math Core
10:30	Will do Sci/SS		Math Int.				6th Sci/SS
10:35	when not in						
10:40	Specials	Math Core					
10:45							
10:50							
10:55							
11:00			Math Core				
11:05				Lunch			
11:10							
11:15			Lunch				
11:20					Lunch		
11:25	Sci/SS MTSS						
11:30						Recess	Lunch
11:35				Planner			
11:40				Recess			
11:45		Lunch	Math Core				
11:50					Reading Core		

District Tool

Shawanoe Minutes Compared to District Minutes - Daily

Grade	Subject Area	District	Shawanoe – Half day
K	Reading/LA	70	70
	Mathematics	40	40
	Social Studies	15	15
	Science/Health	15	15
	Specials	25	60
	Recess beyond PE	2 – 20 min.	1 – 20 min. am
1	Reading/LA	120	120
	Mathematics	90	95
	Social Studies	35	35
	Science/Health	35	35
	Specials	60	65
	Recess beyond PE	2- 20 min.	2 – 20 min.
2	Reading/LA	120	120
	Mathematics	90	100
	Social Studies	35	35
	Science/Health	35	35
	Specials	60	60
	Recess beyond PE	2- 20 min.	2 – 20 min.
3	Reading/LA	120	120
	Mathematics	90	100
	Social Studies	35	35
	Science/Health	35	35
	Specials	60	60
	Recess beyond PE	1 – 20 min.	1 - 30
4	Reading/LA	120	125
	Mathematics	70	100
	Social Studies	45	45
	Science/Health	45	45
	Specials	60	60
	Recess beyond PE	1 – 20 min.	1 – 25 min.
5	Reading/LA	120	140
	Mathematics	70	75
	Social Studies	45	34
	Science/Health	45	34
	Specials	60	60
	Recess beyond PE	1 – 20 min.	1 – 30 min.
6	Reading/LA	120	155
	Mathematics	60	75
	Social Studies	50	39
	Science/Health	50	39
	Specials	60	60
	Recess beyond PE	1 – 20 min.	1 - 30 min.

Evidence Base of Core Program

Product	Indicator	0	1	2	re
Documentation of an evidence-based core reading program.	7. There is documentation that the district has selected an evidence-based core reading program.	The school does not have documentation that an external or internal review was used to select program. -AND- The school does not have documentation of improved student outcomes as a result of using the program.	The school only provides <u>one</u> of the following documentation: An external review (e.g., Indiana Reading Textbook Review, What Works Clearinghouse, other unbiased research) or internal review (e.g., using A Consumer's Guide to Analyzing a Core Reading Program or Guidelines to Review Comprehensive Core Reading Program) was utilized before program was selected. <u>OR</u> Unbiased research, district data, or data from schools with similar demographics indicate that the core reading program selected improves all students' (i.e. core, strategic, intensive) reading outcomes at all grades in which the program is being used.	The school provides the following documentation: An external review (e.g., Indiana Reading Textbook Review, What Works Clearinghouse, other unbiased research) or internal review (e.g., using A Consumer's Guide to Analyzing a Core Reading Program or Guidelines to Review Comprehensive Core Reading Program) was utilized before program was selected. <u>AND</u> Unbiased research, district data, or data from schools with similar demographics indicate that the core reading program selected improves all students' (i.e. core, strategic, intensive) reading outcomes at all grades in which the program is being used.	__/2

Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

	Phonological and Phonemic Awareness Instruction			
Rating	**Criterion**	**Evidence**		
		Initial Instruction	Week_____	Week_____
● ◐ ○ ☐ ☐ ☐	1. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). *(ss)*			
● ◐ ○ ☐ ☐ ☐	2. Teaches new phonemic awareness skills explicitly using multiple models. *(w)*			
● ◐ ○ ☐ ☐ ☐	3. Teaches phonemic awareness skills systematically. *(w)*			
● ◐ ○ ☐ ☐ ☐	4. Following teacher models, provides multiple opportunities for students to respond orally. *(w)*			
● ◐ ○ ☐ ☐ ☐	5. Integrates letter-sound correspondence instruction to phonological awareness/phonemic awareness. *(w)*			
● ◐ ○ ☐ ☐ ☐	6. In second half of kindergarten, focuses on segmentation or the combination of blending and segmentation. *(ss)*			
● ◐ ○	7. Analyzes words at the phoneme level			

Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2

David Coleman • Susan Pimentel

1. ***Materials allow for flexibility in meeting the needs of a wide range of students.*** Students come to school unevenly prepared to read. While the primary purpose of a beginning reading instruction program is to ensure that all students learn how to read, some students will move ahead quickly and should be able to move on once they have demonstrated mastery of the basic content. Additionally, adjustments should be made to programs now in use to refine content and methodology that will likely "catch" more of those students who otherwise would fall behind and require remedial work.

2. ***Materials include effective instruction for all aspects of foundational reading (including distributed practice).***[1] Materials that are aligned to the standards should provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

What We've Learned......

- Evaluation of strengths and weaknesses of a core series is an ongoing and necessary conversation.

- Use the plans developed through the problem-solving process to guide overall building and district guidance.

District: Shawnee Mission School District
Grade: First Grade
Year: 2013-2014

DIBELSnet

Status Report

DIBELS Next

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	64% (n = 1378), 15% (n = 330), 20% (n = 439)	67% (n = 1426), 14% (n = 291), 20% (n = 423)	70% (n = 1479), 13% (n = 266), 17% (n = 368)
Phoneme Segmentation Fluency	72% (n = 1554), 21% (n = 447), 7% (n = 146)	Not tested at this time.	Not tested at this time.
NWF Correct Letter Sounds	64% (n = 1366), 23% (n = 490), 14% (n = 291)	75% (n = 1603), 16% (n = 338), 10% (n = 204)	70% (n = 1478), 13% (n = 284), 17% (n = 353)
NWF Whole Words Read	56% (n = 1202), 44% (n = 945)	80% (n = 1714), 10% (n = 214), 10% (n = 217)	81% (n = 1704), 13% (n = 269), 7% (n = 142)
DORF Words Correct	Not tested at this time.	60% (n = 1280), 17% (n = 367), 23% (n = 495)	65% (n = 1380), 15% (n = 308), 20% (n = 426)

Written Guidelines for Teaching Core

Product	Indicator	0	1	2	Score
Written guidelines for teaching the core reading program	8. The district provides written guidelines for components of the core reading program that need to be consistently implemented across all grade level	The district does not provide guidelines. -OR- The guidelines are not available for every grade level.	The written guidelines include only two of the bullets in the 2-point criterion for every grade	The written guidelines include all of the following for all grade levels: • A list of components to teach in each lesson that aligns with critical reading skills, including supplemental components for at-risk groups. • Guidelines for when skills need to be re-taught or omitted due to student mastery • Suggested explicit instructional routines to use. • Pacing suggestions. • Guidelines for when to use whole group and small group instruction.	__/2
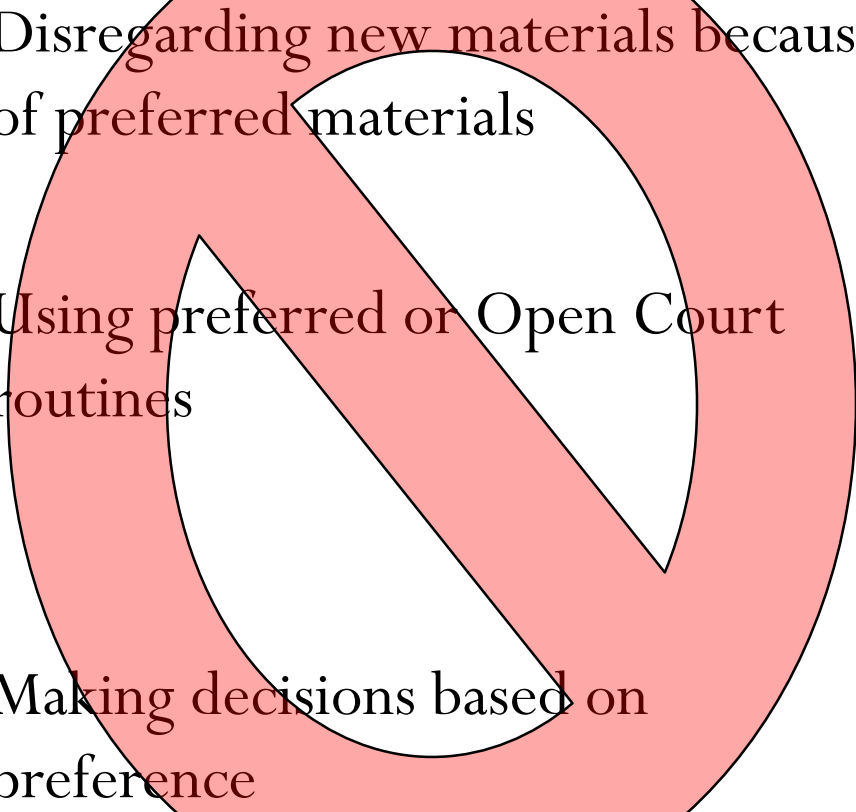
Fidelity

Is….

Is Not…….

- Using Materials

- Following Instructional Routines

- Making **intentional decisions** for time spent outside of "white pages"

- Disregarding new materials because of preferred materials

- Using preferred or Open Court routines

- Making decisions based on preference

Fidelity in Wonders

ELA Instructional Block – 120 Minutes		
Content	Students	Materials
Reading	ALL	Wonders
Language	ALL	Wonders
Small Group Differentiation	ALL	Wonders Differentiation Materials Leveled Readers
	Some	Intervention Protocol Programs

What's In Your Cookie Dough?

- The Wonders Cookie Dough
  - Prioritize the **white backed** pages as your basic "Wonders Recipe"
  - Add in the activities with the **colored or shaded** backgrounds as the "Extra Ingredients"
    - ACT
    - Digital Components
    - ELL Support
    - Practice Pages
    - Etc.

Wonders Suggested Pacing Calendar

- The Wonders *Suggested* Pacing Calendars provide an exemplar for teachers to follow in our first year of implementation.

- The goal is for every classroom to finish Units 1 – 5 by the end of the school year.

- Wonders Unit 6 is a review unit in which no new skills or concepts are taught.

- All buildings should begin with the Start Smart lessons in order to ensure successful implementation of the Wonders program.

- It is recommended that teachers begin introducing procedures and expectations for small group instruction during Start Smart.

- Days allotted for testing may be moved as needed to fit your building's testing schedule.

1st Quarter   2013-14   Wonders Suggested Pacing Calendar   3rd Grade

Dates	Weekly Concept	Monday	Tuesday	Wednesday	Thursday	Friday
Aug. 12 – 16		HALF DAY	HALF DAY	Start Smart Day 1	Start Smart Day 2	Start Smart Day 3
Aug. 19 – 23	Start Smart	Start Smart Day 4	Start Smart Day 5	Start Smart Day 6	Day Allotted for Testing	Day Allotted for Testing
Aug. 26 – 30	Start Smart	Start Smart Day 7 (Introduce Small Group Instruction)	Start Smart Day 8 (Introduce Small Group Instruction)	Start Smart Day 9 (Introduce Small Group Instruction)	Start Smart Day 10 (Introduce Small Group Instruction)	Unit 1 Week 1
Sept. 2 – 6	Storytime	NO SCHOOL	Unit 1 Week 1	Unit 1 Week 1	Unit 1 Week 1	Unit 1 Week 1
Sept. 9 – 13	Traditions	Unit 1 Week 2	Early Dismissal Unit 1 Week 2	Unit 1 Week 2	Unit 1 Week 2	Unit 1 Week 2
Sept. 16 – 20	Communities	Unit 1 Week 3	Unit 1 Week 3	Unit 1 Week 3	Unit 1 Week 3	Unit 1 Week 3
Sept. 23 – 27	Inventions	Unit 1 Week 4	Unit 1 Week 4	Unit 1 Week 4	Unit 1 Week 4	Unit 1 Week 4
Sept. 30 – Oct. 4	Landmarks	NO SCHOOL	Unit 1 Week 5	Unit 1 Week 5	Unit 1 Week 5	Unit 1 Week 5
Oct. 7 - 11	Review & Assess	Unit 1 Week 5	Unit 1 Week 6	Unit 1 Week 6	Unit 1 Week 6	NO SCHOOL

Wonders Materials Inventory

Wonders Reading Program
Classroom Materials Inventory

Teacher: _____   Grade Level : _____

School: _____   Date : _____

Second Grade	
PRODUCT	**QUANTITY**
Teacher Materials	
Teacher's Edition Vol. 1	
Teacher's Edition Vol. 2	
Teacher's Edition Vol. 3	
Teacher's Edition Vol. 4	
Teacher's Edition Vol. 5	
Teacher's Edition Vol. 6	
Teaching Posters	
Reading Response Board (Teacher -1)	
Sound Spelling Cards - Small	
Sound Spelling Cards - Large	
Retelling Cards	
Interactive Read Aloud Cards	
Workstation Activity Cards	
Photo Cards	
Visual Vocabulary Cards	
High Frequency Word Cards	
Weekly Assessment Book	
Unit Assessment Book	
Benchmark Assessment Book	
Student Materials	
Reading/Writing Workshop book	
Literature Anthology book	
Decodable Reader Vol. 1 (set of 6)	
Decodable Reader Vol. 2 (set of 6)	
Decodable Reader Vol. 3 (set of 6)	
Decodable Reader Vol. 4 (set of 6)	
Decodable Reader Vol. 5 (set of 6)	

What We've Learned......

- It is critical to determine your "what's tight/what's loose" as a district and then as a building.

- Guidance should be provided about what's loose.

- Your protocol should be revisited at least annually.

Assessing Fidelity of Teaching Core

Product	Indicator	0	1	2	Score
Tool(s) for classroom observations to assess the quality of reading instruction.	10. The school has a tool(s) for classroom observations to assess the quality of reading instruction.	The school does not have a tool for classroom observations or the tool does not measure student performance.	The school has a tool(s) for classroom observations that is designed to measure at a minimum student performance (e.g., opportunities to respond, response accuracy rate, on-task rate).	The tool(s) to assess the quality of reading instruction includes all of these measures: • Student performance (e.g., response accuracy, opportunities to respond) • Instructional techniques (e.g., clarity of instructional language, pacing, modeling, reinforcing, correcting, monitoring responses)	__/2

Walk Through – Core Specific

School_____ Teacher_____ Date _____ Unit/Lesson # _____

Kindergarten, page 1

Effective Instructional Strategies

- ☐ Use of model, practice, application are evident
- ☐ Evidence of corrective feedback procedures
- ☐ Effective questioning strategies including wait time and turn taking (group response & individual turns) are evident (Appendix p.13)
- ☐ Instruction is briskly paced
- ☐ Children are prompted to expand the use of oral language in all activities

PART 1 Sounds and Letters

Warming Up: 5 minutes
- ☐ Children are actively engaged in the activity
- ☐ Children are prompted to expand the use of oral language in most activities

Phonemic Awareness: 7-10 minutes
- ☐ Focus of the lesson is on manipulating sounds – not on word meaning or letter names
- ☐ Children are actively engaged in word play: changing word order, clapping syllables, word parts, identifying/supplying rhyming words, etc.
- ☐ Children identify and/or listen for sounds beginning, middle or end of words
- ☐ Children blend parts of words together to make words

Alphabetic Knowledge, How the Alphabet Works & Phonics: 20-25 minutes
- ☐ Alphabet Big Book is used to introduce letter names and shapes in Units 1 and 2
- ☐ Activities focus on letter names and formation
- ☐ Teacher models letter formation
- ☐ The Routine Card informs the introduction of an Alphabet Sound Card (Units 4 and up)
- ☐ Phonics activities: Blending and Word Building should engage all students and be fast-paced
- ☐ The Routine Card informs Blending procedure
- ☐ Teacher is using concise language – extraneous language is kept to a minimum during routine
- ☐ Reading workbook pages are modeled, guided

PART 2 Reading and Responding: 15-20 minutes
- ☐ The Routine Card informs the instruction on the Before, During and After reading of each Big Book selection
- ☐ Children browse Big Book selection and comment on anything of interest
- ☐ Teacher uses makes connections to unit theme, discusses genre, author, illustrator
- ☐ Children activate knowledge/make connections to own experiences
- ☐ Direct instruction is used to teach and review selection vocabulary before reading
- ☐ Teacher "thinks out loud" when modeling the comprehension strategies and practiced by children
- ☐ Children are encouraged to ask questions, make predictions and retell parts of story
- ☐ Comprehension skills are directly and explicitly taught
- ☐ Concept/Question board is up and there is evidence of children sharing

PART 3 Language Arts: 15-20 minutes (Not included in the 90 minute reading block)

Independent, Collaborative, and Whole Group Writing
- ☐ The writing process is taught directly
- ☐ Children are involved in independent writing, collaborative writing or creating a class book
- ☐ Writing Seminar is held as part of the writing process
- ☐ Grammar, literary or other language arts skills are directly taught

Workshop: Small Group Instruction and Differentiation: 15-20 minutes daily
- ☐ Small group time is a scheduled part of every day
- ☐ Small group areas are clearly established and labeled
- ☐ Based on student need, the teacher provides direct instruction to small groups of students. The teacher will reinforce strategies and skills presented in whole group instructional time by preteaching, reteaching, remediating or accelerating according to student needs

Marzano Walk Through

Marzano Observation Protocol Short Form

I. Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)

   Notes | I | A | D | B | NU

2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)

   Notes | I | A | D | B | NU

3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)

   Notes | I | A | D | B | NU

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)

   Notes | I | A | D | B | NU

5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)

   Notes | I | A | D | B | NU

II. Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying critical information (e.g. the teacher provides cues as to which information is important)

   Notes | I | A | D | B | NU

2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)

   Notes | I | A | D | B | NU

Walk Through
http://www.justreadflorida.com/readingwalkthrough/

READING WALK THROUGH GUIDELINES	FOR FOURTH & FIFTH GRADE CLASSROOMS

Date:		Time:	
Teacher:		School:	
Grade:		Subject:	

1. Learning objective(s) for the lesson

Objective(s):

2. Learning objective(s) is evident to the students

☐ Evident   ☐ Not evident   ☐ Unable to determine

3. Learning objective(s) on target for grade-level standards

☐ Yes   ☐ No   ☐ Unable to determine

4. Identify grouping format

☐ Whole group   ☐ Small group   ☐ Paired   ☐ Individual

5. Determine levels of class engagement

☐ Highly engaged—Most students are authentically engaged.
☐ Well managed—Students are willingly compliant and ritually engaged.
☐ Not engaged—Many students are not participating in the assigned task or substituting another activity.

6. Classroom Environment

6a. Classroom behavior management system effectively creates a positive learning environment.

☐ Yes   ☐ No   ☐ Unable to determine

6b. Classroom arrangement is conducive to whole-group instruction and reading centers (teacher-led center and indepedent student centers).

☐ Yes   ☐ No   ☐ Unable to determine

6c. Daily class schedule is posted and indicates a minimum of 90 minutes for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.

☐ Yes   ☐ No   ☐ Unable to determine

6d. Classroom displays of current student work and curriculum material reflect the skills and concepts taught.

OBSERVATION AND FEEDBACK TOOL: Visible Teaching, Assessing, Learning, and Leading

Name_____   School_____   Grade/Content_____

Date_____   Time In_____   Time In_____

Conduct four "sweeps" of equal length in time (i.e. 5 minutes). Jot down notes during sweep. At end of each sweep check only those "look-fors" observed during the allotted time.

OBSERVATION "LOOK-FORS"	1st Sweep	2nd Sweep	3rd Sweep	4th Sweep
Visible Teaching for High Student Engagement				
1. Shows caring and respect for students' needs, responses, and diversity.				
2. Uses small group options: pairs, cooperative learning, guided reading, reciprocal teaching, etc.				
3. Assigns/uses leveled and varied text: articles, magazines, fiction, non-fiction, internet, etc.				
4. Uses management strategies to reduce disruptions in learning: clear expectations, rules, and procedures, etc.				
5. Clarifies and articulates *specific* learning objectives/learning intentions.				
6. Provides direct/explicit instruction and models what students should know or do to master objectives.				
7. Develops vocabulary and connects concepts and ideas.				
8. Questions for high level thinking and deep learning.				
9. Maintains instructional clarity across lesson organization, explanation, examples, and guided practice.				
10. Differentiates content through re-teaching, acceleration, and enrichment, etc.				
Visible Assessing for High Student Engagement				
11. Identifies and communicates challenging success criteria in checklists and rubrics.				
12. Pre-assesses to determine what students already know and can do.				
13. Checks for understanding and achievement of learning intentions.				
14. Provides specific descriptive feedback.				
15. Engages students in self-assessment of their work, what they learn, and how they learn.				
16. Use existing products or samples as models for student products.				
17. Uses assessments aligned with objective/learning intentions/standards and instructional processes.				
18. Provide choices in assessment products.				
19. Engages students in giving specific feedback to peers and to the teacher.				
20. Involves students in in setting learning goals.				
Visible Learning for High Student Engagement				
21. Uses manipulatives and technology.				
22. Engages in making decisions and choices.				
23. Applies cognition strategies: make connections, question, summarize, infer, synthesize, visualize, big ideas.				
24. Engages in reading.				
25. Engages in writing.				
26. Engages in discussing text.				
27. Engages in problem solving or creates products.				
28. Engages in peer tutoring, cooperative learning, reciprocal teaching, and other cooperative structures.				
29. Creates/uses advance/graphic organizers, concept mapping, logs, interactive notebooks and foldables.				
30. Engages in relevant, real-world learning experiences that advance 21st century skills.				

Commendations:

Considerations/Questions:

What We've Learned......

- Walk-throughs are not directly tied to teacher evaluation

- Frequency is important

- Feedback is important

- We are going to graph and weave our observations into our grade level data review process

- Use teachers to lead the walk through process
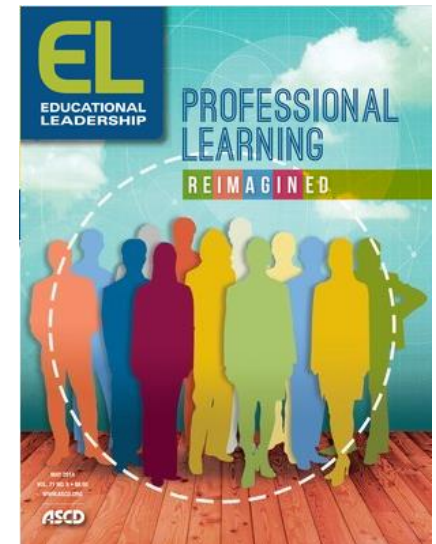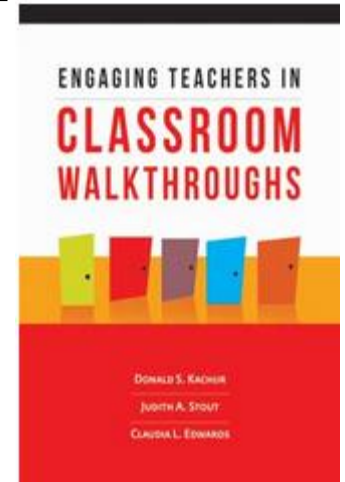
Evaluating Core Reading Program

- What Works Clearinghouse
  - http://ies.ed.gov/ncee/wwc/reports

- Florida Center For Reading Research
  - http://www.fcrr.org

- Oregon Reading First
  - http://www.oregonreadingfirst.uoregon.edu

- Indiana Review of Core Textbooks and Curricular Materials
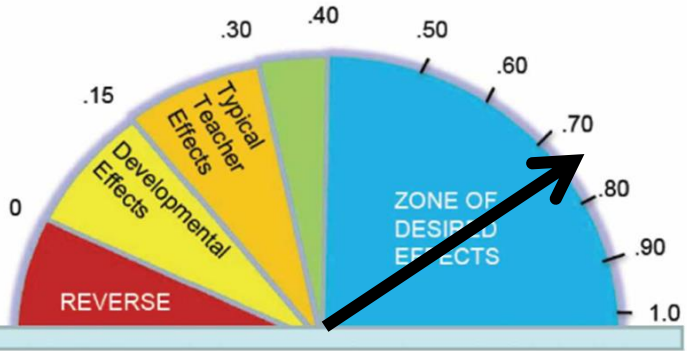 - http://www.doe.in.gov/achievement/curriculum/state-review-textbooks-and-curricular-materials
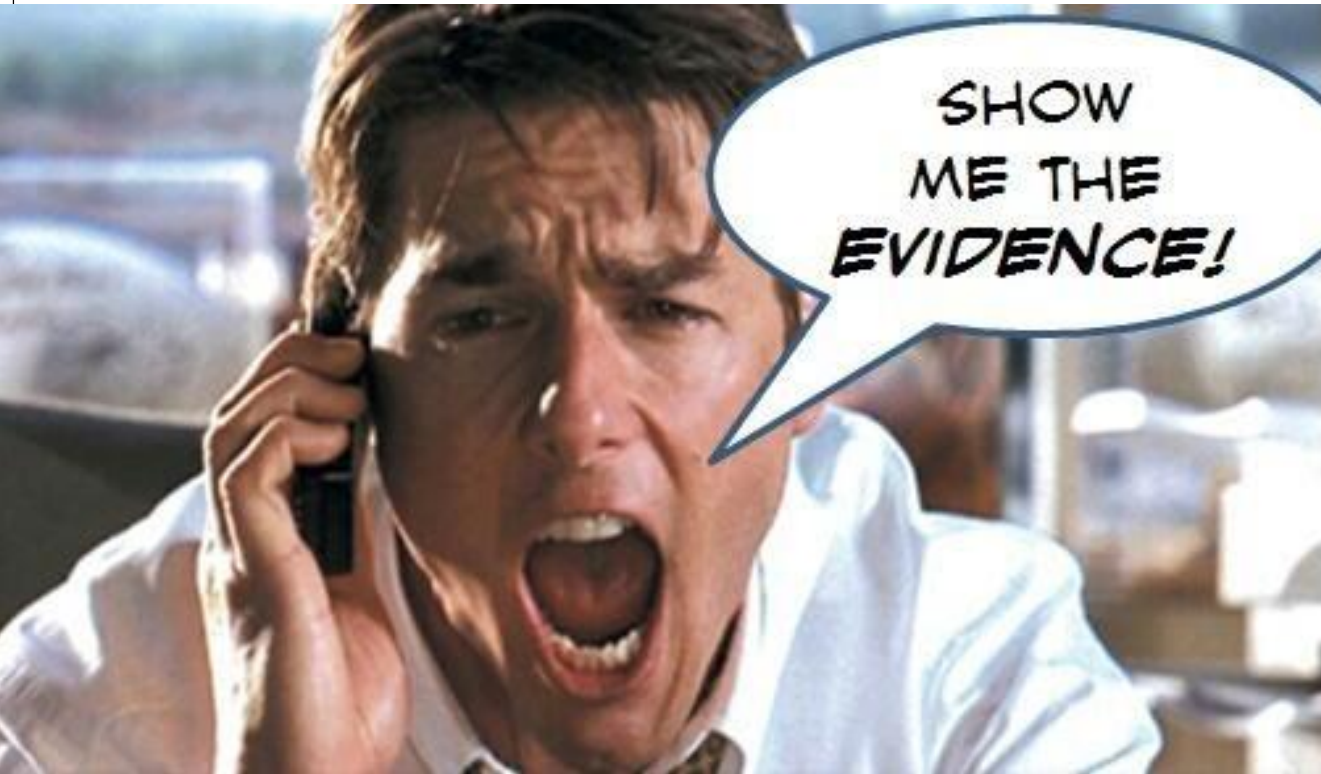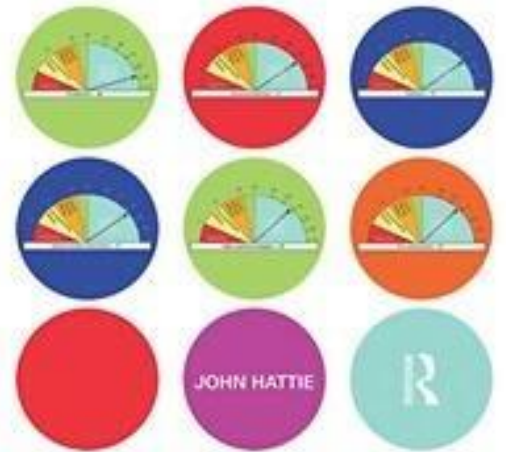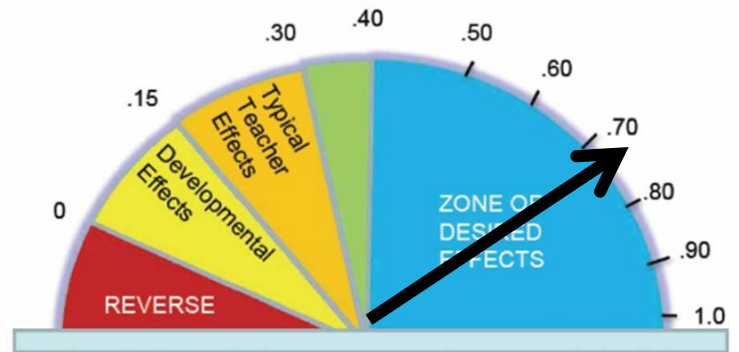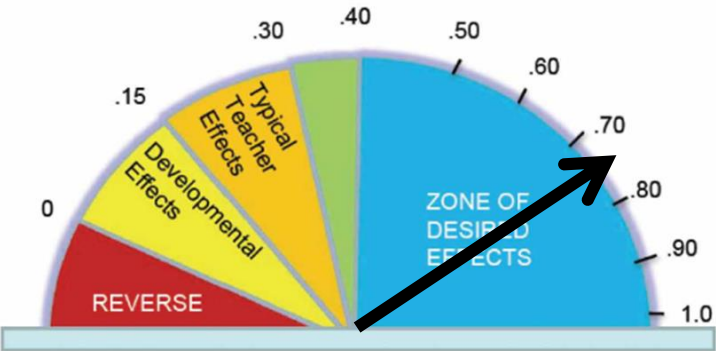
John Hattie
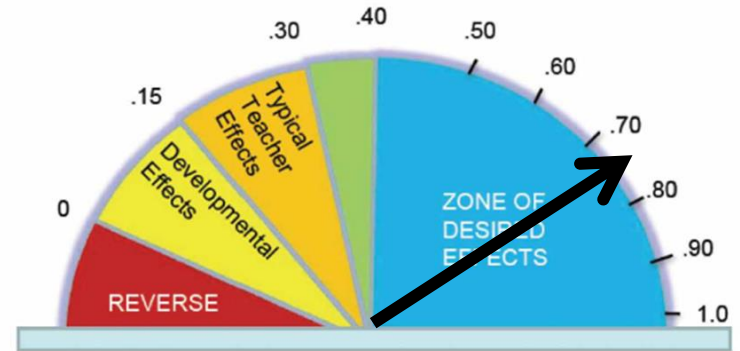
Evidenced-Based Practices

Feedback   .75

Teacher-Student Relationships   .72

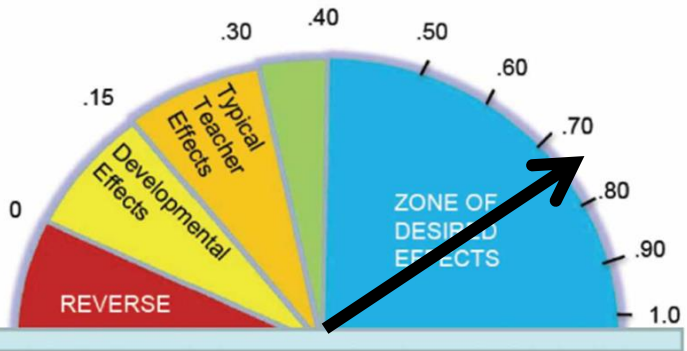Classroom Management .52

Teacher Clarity .75

Evidenced-Based Practices

Explicit Instruction .75
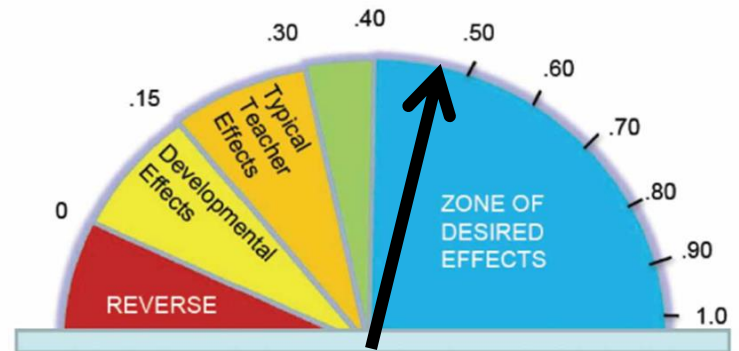
Questioning .46
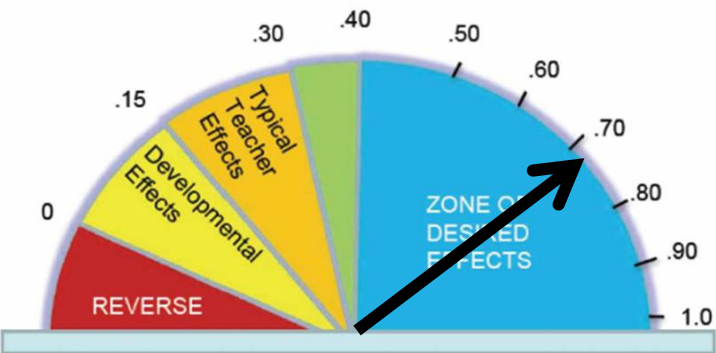
Spaced vs.
Massed Practice   .71
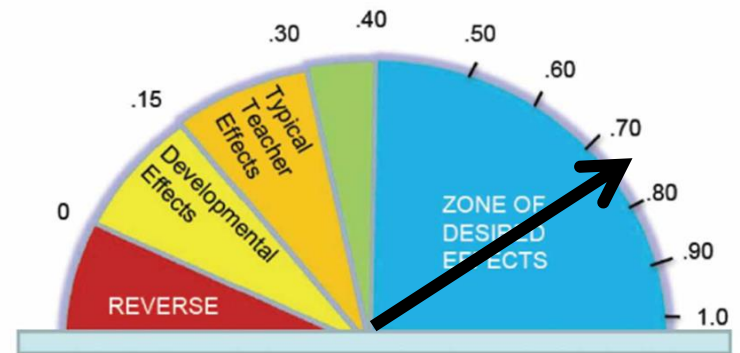
Reciprocal Teaching
.74

Differentiating Instruction:
Categories to Consider When Planning

Profile	
Instructional Content	Instructional Delivery
Instructional Activity	Instructional Materials
Product	
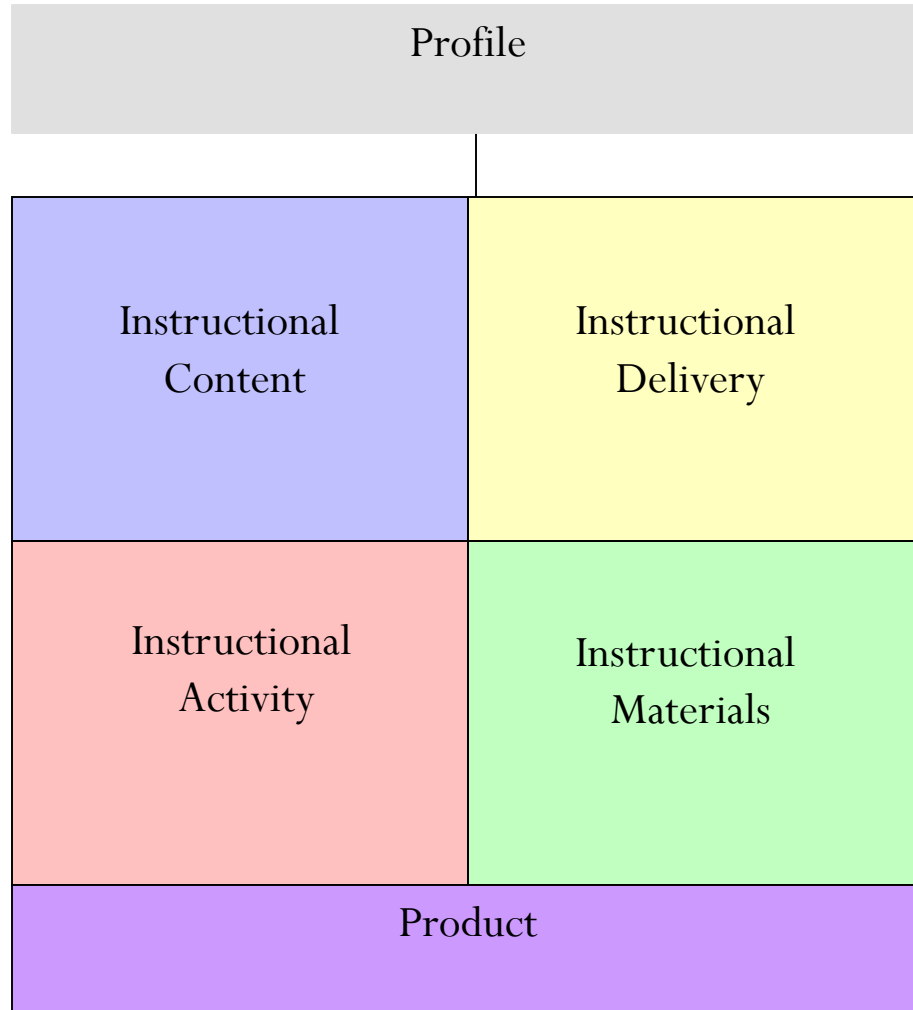
Intentional Decision Making

- Reflective of the Profile – **WHY** is overt

- Differentiation is Planned
  - Planned before based on profile
  - Changes during delivery sometimes possible
  - Reflection after to guide workshop or next lesson

- Coordination of Instruction Matters

Integrated Academic and Behavior

- Align Second Step where there is a logical fit
  - ELA
  - Science/Social Studies

- District aligned training

Program Skills and Concepts: K–3

Unit 1: Skills for Learning

- Listening • Focusing attention • Using self-talk • Being assertive

Unit 2: Empathy

- Identifying one's own and others' feelings • Taking others' perspectives
- Showing care and concern for others

Unit 3: Emotion Management

- Understanding strong feelings • Identifying and managing strong feelings
- Calming down strong feelings

Unit 4: Friendship Skills and Problem Solving

- Making and keeping friends • Calming down and using Problem-Solving Steps

Adopting and Implementing Academic and Behavioral Interventions

Implementation Research
Fixen et al., 2005

Implementation Stages

2-4 YEARS

Exploration
- Assess needs
- Examine innovations
- Examine implementation
- Assess fit

Installation
- Acquire resources
- Prepare organization
- Prepare implementation
- Prepare staff

Initial Implementation
- Implementation drivers
- Manage change
- Data systems
- Improvement cycles

Full Implementation
- Implementation drivers
- Implementation outcomes
- Innovation outcomes
- Standard practice

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

Need in agency, community, state
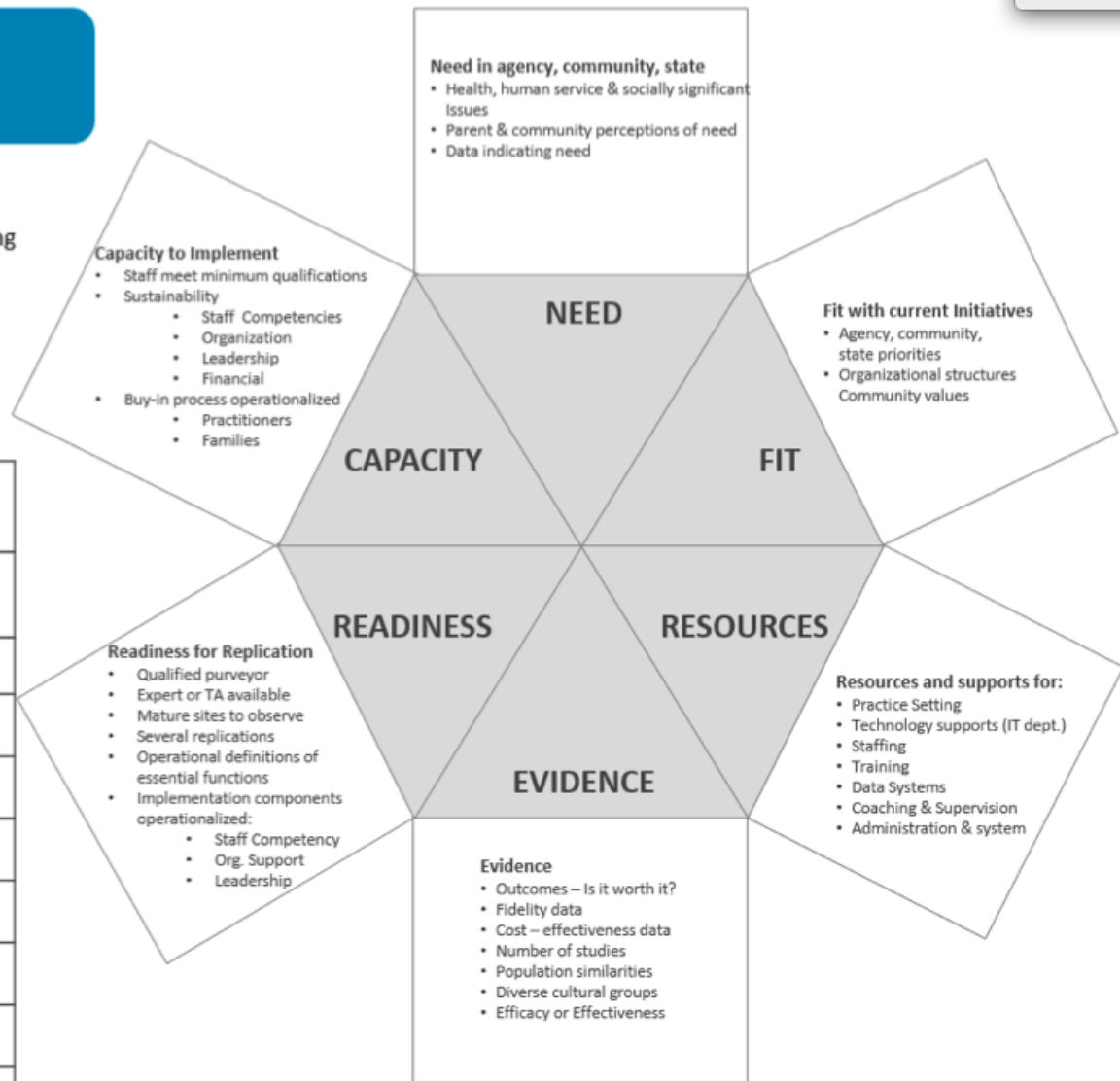- Health, human service & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement
- Staff meet minimum qualifications
- Sustainability
    - Staff Competencies
    - Organization
    - Leadership
    - Financial
- Buy-in process operationalized
    - Practitioners
    - Families

Fit with current Initiatives
- Agency, community, state priorities
- Organizational structures Community values

NEED

CAPACITY

FIT

READINESS

RESOURCES

EVIDENCE

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized:
    - Staff Competency
    - Org. Support
    - Leadership

Resources and supports for:
- Practice Setting
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

www.scalingup.org

Continuum at Tier II/III

As the intensity of the concern increases, it is likely that the intervention necessary will increase in terms of:

Time
Coordination across providers
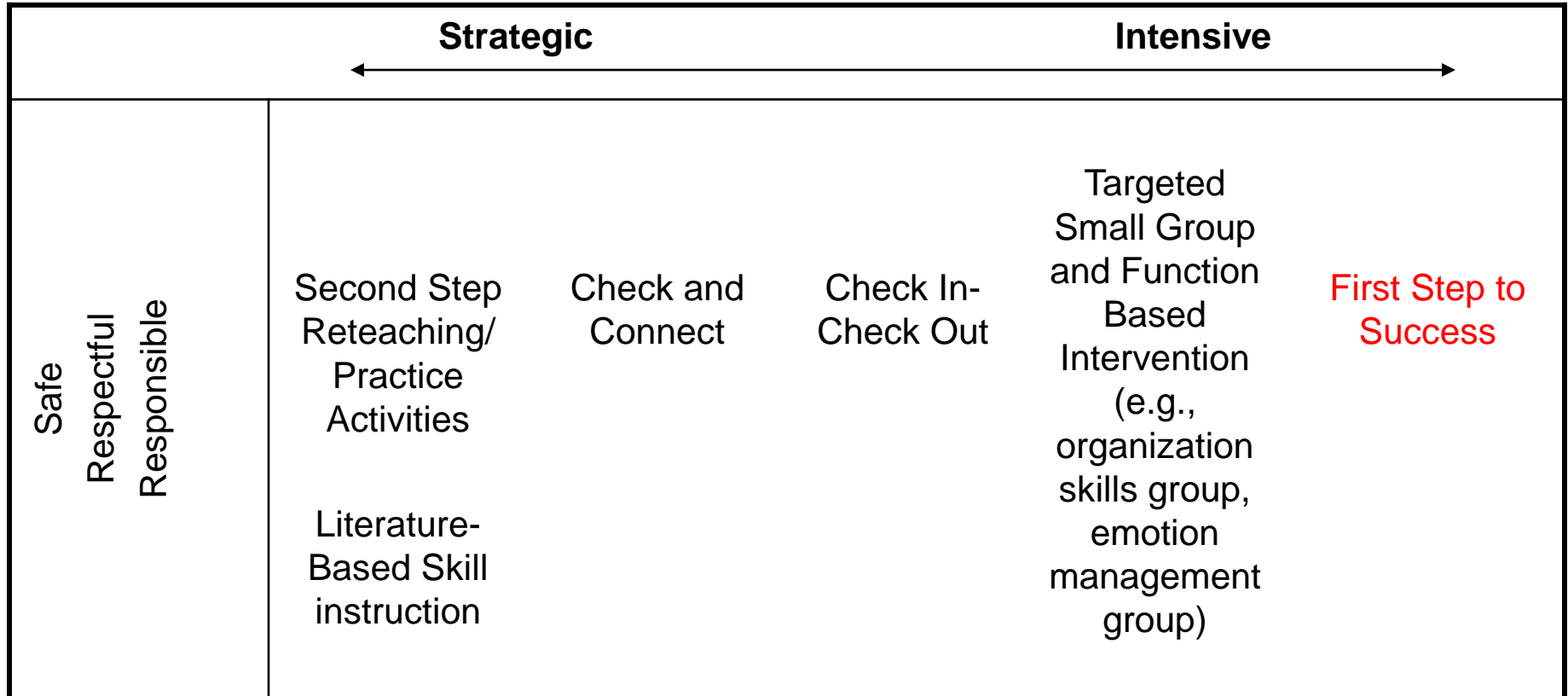Skills needing to be addressed
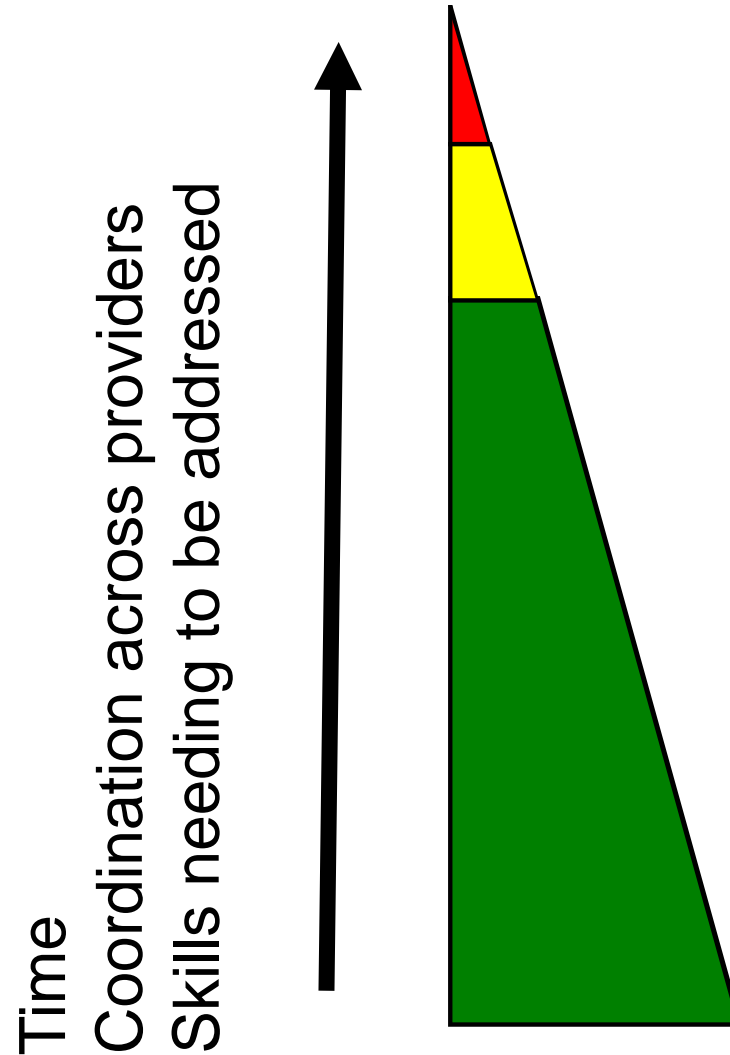
Reading Frontline Interventions

	Strategic				Intensive	
Phonemic Awareness	Wonders Intervention	K-Pals PALS			EIR	KEIR
Alphabetic Principle	Wonders Intervention	K-Pals PALS REWARDS	Passport/ Beginnings		EIR	Corrective Reading
Fluency	Wonders Intervention	Read Naturally REWARDS	Passport/ Beginnings		EIR	Corrective Reading
Vocabulary	Wonders Intervention		Passport/ Beginnings		KEIR	Language for Learning *not all buildings
Comp.	Wonders Intervention				EIR	Passport/ Beginnings

Math Frontline Interventions

	Strategic			Intensive	
Number Concepts	Envision Centers	Envision Intervention		Math PALS Dreambox *pilot	
Fact Fluency	Envision Centers Holt Intervention	Envision and Holt Intervention	Mastering Math Facts Xtra Math	Math PALS Dreambox *pilot	Do the Math
Computation	Envision Centers Holt Intervention	Envision and Holt Intervention		Math PALS Dreambox *pilot	Do the Math
Concepts and Application	Envision Centers Holt Intervention	Envision and Holt Intervention		Math PALS Dreambox *pilot	

Behavior Frontline Interventions

	Strategic ⟷			**Intensive**	
Safe Respectful Responsible	Second Step Reteaching/ Practice Activities Literature-Based Skill instruction	Check and Connect	Check In-Check Out	Targeted Small Group and Function Based Intervention (e.g., organization skills group, emotion management group)	First Step to Success

District Structures for Support: Intervention Cadres

- Purpose is to provide leadership with district personnel
  - intervention review and selection
  - guidance for principals and colleagues
  - eyes and ears of needs in the buildings

- Purpose is to provide leadership with colleagues
  - Providing staff development
  - Facilitation of discussions

Schedule Indicates Adequate Time for Intervention

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
8:10	Calendar/MTSS	SS/Calendar	Reading Core	Math Core	SS/Sci Read int		
8:15	Reading Core					Specials	Specials
8:20		Reading Core				On No Break Day	On No Break Day
8:25						Sci/SS will be	Sci/SS will be
8:30						Taught	Taught
8:35							
8:40							
8:45							
8:50							
8:55							
9:00							
9:05							
9:10							
9:15						BLOCK 1	BLOCK 1
9:20				Specials	Specials	5th/6th Rdg Cor	6th Math Core
9:25	Recess						5th SS/Sci
9:30							
9:35							
9:40							
9:45	Math Core						
9:50		Recess					
9:55							
10:00							
10:05							
10:10			Recess				Math Int. in class
10:15							
10:20				SS/Sci Read int	Reading Core		BLOCK 2
10:25	Specials						5th Math Core
10:30	Will do Sci/SS		Math Int.				6th Sci/SS
10:35	when not in						
10:40	Specials	Math Core					
10:45							
10:50							
10:55							
11:00			Math Core				
11:05				Lunch			
11:10							
11:15			Lunch				
11:20					Lunch		
11:25	Sci/SS MTSS						
11:30						Recess	Lunch
11:35				Planner			
11:40				Recess			
11:45		Lunch	Math Core				
11:50					Reading Core		

Evidence Base of Interventions

PHONEMIC AWARENESS

Phonemic Awareness: *The ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.*

	Phonemic Awareness Instruction		
Rating	Criterion	Reviewer Comments	Suggestions to Enhance
●	1. Teaches skills explicitly. (w)		• Strengthen teacher modeling "I do"
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		• Model the routine – missing the "I do"
○	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, **segmentation**, and manipulation). (ss)	Acknowledged that the words in the activities progress to more difficult words (e.g., contain "sticky blends")	• If students need intervention with phonemic awareness, teachers should consider EIR.
●⁺	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	Activity 2 uses words with sounds from other activities.	

Consumer's Guide for Evaluating Supplemental Interventions

What We've Learned......

- Evaluation of strengths and weaknesses of our interventions is critical

- Use the plans developed through the problem-solving process to guide overall building and district guidance.

Beginning of Year
DIBELS Composite Score

Middle of Year
Outcomes

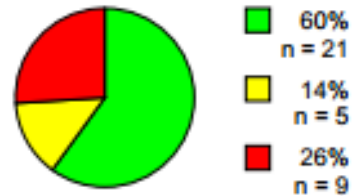Likely to Need Intensive
Support
8% (n = 3)

Composite Score

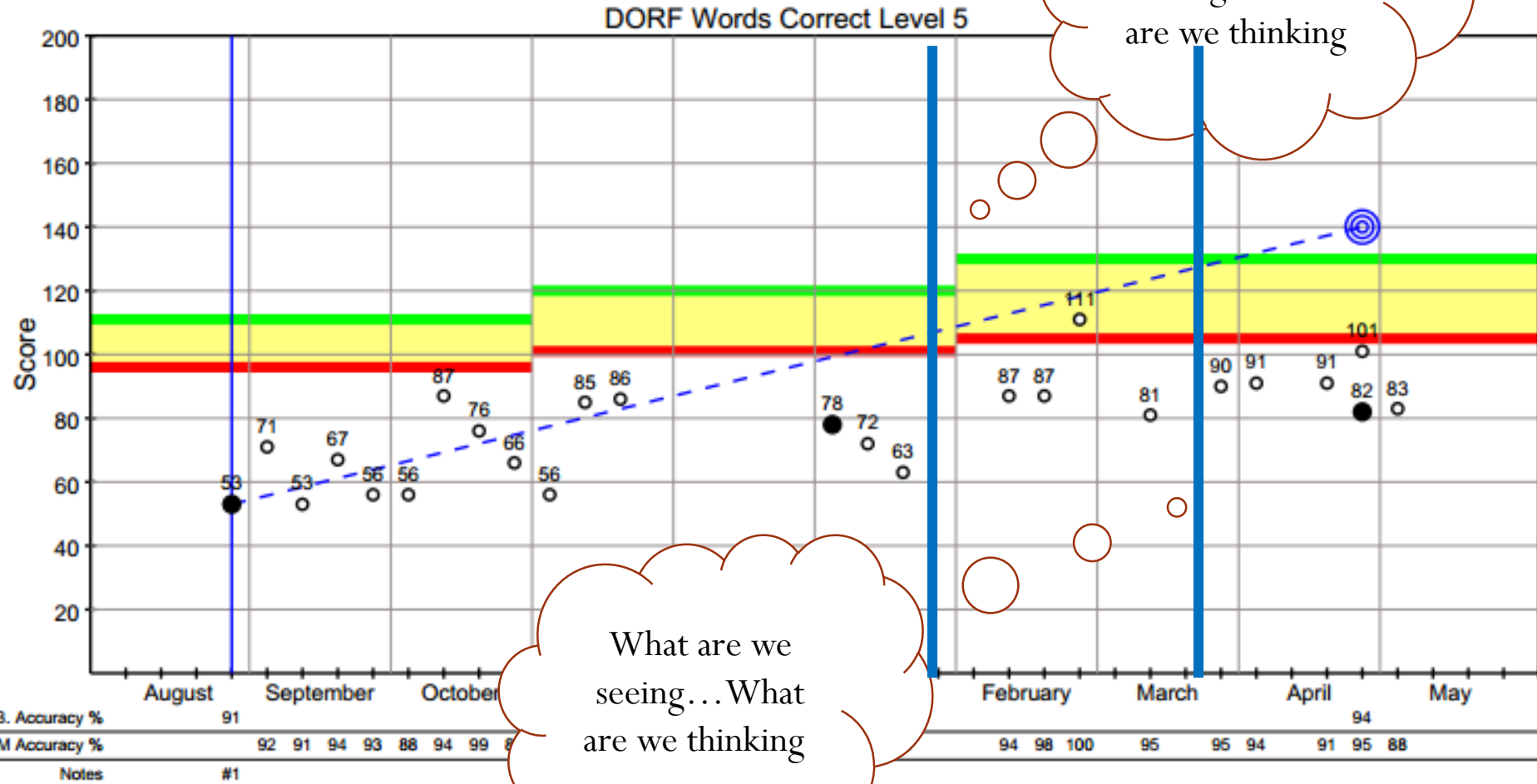|	
🟩	0% n = 0
🟨	0% n = 0
🟥	100% n = 3

Beginning of Year
DIBELS Composite Score

Middle of Year
Outcomes

Likely to Need Intensive
Support
55% (n = 35)

Composite Score

🟩	60% n = 21
🟨	14% n = 5
🟥	26% n = 9

If they come showing high needs, we should
reduce the severity of the need

How are we responding?

Written Guidelines for Teaching Interventions

Must Do's – Guidance on What's Tight/What's Loose

- TIGHT: REWARDS should be taught as a daily intervention until complete (4-6 weeks depending on interruptions).
  - First 15 lessons will likely take 45 min. Last 10 lessons will likely take 30 min.

- LOOSE: REWARDS has been validated with larger groups of students, so group size can exceed 5 if necessary.

What We've Learned......

- It is critical to determine your "what's tight/what's loose" as a district and then as a building.

- Annual review of interventions with "deeper learning" is important.

- An Intervention Cadre is a good group with a "pulse" on what is needed.

Assessing Fidelity of Teaching Interventions

Fidelity Checklist for K-PALS

Teacher _____ Date _____

Effective Instructional Practices
- Use of model, practice, application is evident
- Use of corrective feedback is evident
- Effective questioning strategies are evident including wait time and varied responses (group, partner, and individual)
- Instruction is briskly paced
- Children are highly engaged in learning

Part 1, Teacher Directed Games; 5 min.
- Game is presented to the whole class
- Students are seated with their partners
- Teacher models skill to be learned
- Teacher correctly models stop and continuous sounds

Introduce Letters (Game Plans 1 - 60)
- Teacher points to the new letter in the box and tells the letter's name
- Teacher asks students to repeat the name of the new letter

Sound Blending (Game Plans 7 - 21)
- Teacher segments the phonemes in the word while holding up fingers
- Teacher prompts the students, "What word?"
- Students respond by saying the word at the normal rate

Last Sound (Game Plans 22 - 36)
- Teacher says the word
- Teacher segments each phoneme in the word while holding up fingers
- Teacher prompts the students, "What is the last sound?"
- Students respond with the last sound

Segmenting Words (Game Plans 37 - 51)
- Teacher says the word
- Teacher prompts students to stretch the word, "Stretch the word."

Effective Management Practices
- Students transition quickly
- Students have materials needed
- Students understand expectations for success
- Level of noise is conducive to learning

Part 2...Student Games; 15 min.
- Students show positive peer interactions
- Students are seated beside their partners sharing
- Stude...
- Coach... ASK,
- Stude...
- Stude...
- Stude...

Name Game (
- Coach letter
- Read

Rhyme Time (
- Coach
- Coach
- Read with b

First Sound (
- Coach
- Coach phone
- Coach sound
- Read

Say the Word
- Coach phone
- Coach

Intervention: KPALS Progress Monitoring Reflection

Think about how this student is responding during KPALS. Consider areas that might be targeted for change that you believe would positively impact this child's literacy improvement.

Program Considerations	Reflections for Change
Have we • Appropriately identified phonemic awareness and/or alphabetic principle as the skill issue? • Paired students appropriately – good overall match? • Provided adequate instruction and support for each of the game activities? • Assured that the coaches are identifying errors and using the taught correction process with their partner (tell – ask – start again)? • Provided the intervention at least 3 times a week? • Provided appropriate time for activities? • Monitored and listened appropriately?	
Student Considerations	
Is the student • On task and accurate during the Teacher Game Plan? • On task and accurate during the Student Games? • Repeating the line when errors occur? • Achieving mastery of each game (< 1 mistake per game)? • Making errors on the new skill taught in the lesson or previously learned skills? • Pronouncing the sounds correctly?	

What We've Learned……

- Observations are not directly tied to teacher evaluation

- Opportunities for support can be generated through Cadre.

  - Video examples
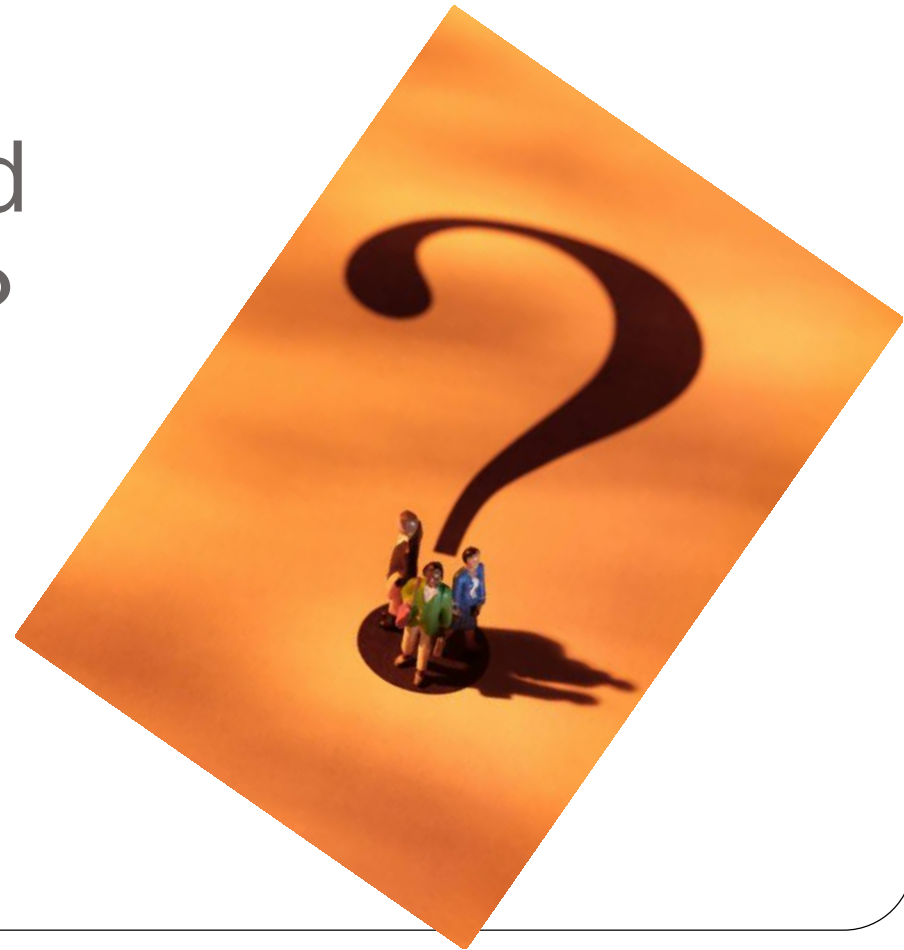 - Opportunity for visits
  - Invited observation

Evaluating Supplemental Interventions

- What Works Clearinghouse
  - http://ies.ed.gov/ncee/wwc/reports

- Florida Center For Reading Research
  - http://www.fcrr.org

- Oregon Reading First
  - http://www.oregonreadingfirst.uoregon.edu

Resource Mapping

Resources	KPALS	PALS	EIR	Open Court Interventions	REWARDS	Read Naturally	Passport	Kaleidoscope

What questions do you have?

What did you think I'd address that I didn't?

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Thank you for your time ~ May your work prepare each building to serve the next student that walks through their door ~ dawn