Supporting High Quality Implementation of Multi-Tier Systems of Supports/RTI: Nobody Said It Would Be "Easy"

Mark R. Shinn, Ph.D.
Professor and School Psychology Program
National Louis University, Skokie, IL
markshinn@icloud.com
markshinn.org

Marshfield School District
Marshfield, WI
February 15th, 2016

358-43

TRANSPARENCY IS IMPORTANT TO ME

- I **Will Use Specific Program Examples for Intervention Programs and Strategies** that I Considers Research-Based

- They **May Not Be YOUR CHOICES**, But **Consider What the Examples Represent! Build YOUR Plan!**

- **Mark Has No Financial Interest** in the **SPECIFIC Intervention EXAMPLES** (See Disclosure)

DISCLOSURE

PROFESSIONAL

- **Professor of School Psychology,** National Louis University 2003-Present

- **Professor of School Psychology and Special Education,** University of Oregon 1984-2003

- Author of **5 Edited Books,** More than **100 Journal Articles and Book Chapters in the Areas of Basic Skills Progress Monitoring and Screening and Use in a MTSS/RTI Model**

- Consultant and Staff Development to Schools and State Departments of Education in 43 States, Most Recently with the Tennessee Department of Education, Iowa Department of Education, Virginia Department of Education, and Schools in Alaska, Texas, and Washington

- Recipient of **More than $4 million in Federal Personnel Preparation and Research Grants in Basic Skills Progress Monitoring and Screening**

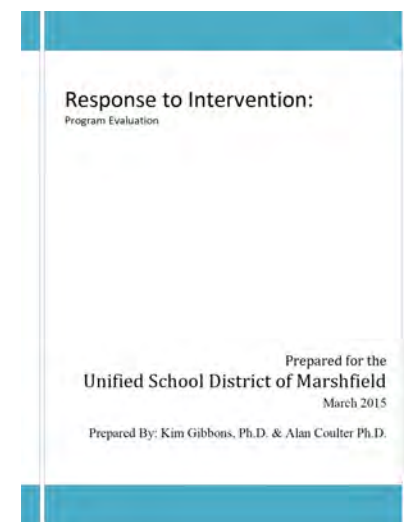## MANY ELEMENTS OF THIS PRESENTATION ARE INCLUDED IN—OR LOOK FORWARD TO

- Shinn, M. R. (2008). *RTI at the secondary level.* In S. L. Fernley, S.D., Norlin, J. (Ed.), What do I do when…The answer book on RTI. Horsham, PA: LRP Publications.

- Shinn, M.R., Windram, H., & Bollman, K. (2016). Secondary applications of RtI. In S.R. Jimerson, M.K. Burns, and A. VanDerHeyen. *Handbook of Response to Intervention*. New York, NY. Springer.

Data-Based Consulting

HOME   WEBSITE PURPOSE   RESOURCES/DOWNLOADS   ABOUT   ABOUT MARK   ABOUT MICHE

MUSINGS   CONTACT

markshinn.org

EXPERTS
WHO'VE BEEN THERE

THE PROFESSIONAL
DEVELOPMENT WEBSITE FOR

MARK R. SHINN, PH.D.

1. Click on the Resources/Downloads Tab
2. Hover Over Link to Professional Development Materials and Click
3. Click on the Presentations and Handouts Folder
4. Click on the Wisconsin Presentations
5. Click on the Marshfield 2016 Folder

MTSS SHOULD ENABLE THIS…

- Intensive, Comprehensive Reading and Research-Based PROGRAM, with Attention to Multi-Syllabic Words and Word Knowledge, at least 75 minutes per day.

- Additional Language Intervention, Especially Vocabulary

- A Behavior Support Plan Emphasizing Effort and Motivation

- Extensive "Guided Reading" with Corrective Feedback

- Extensive Wide Reading of Suitable Difficulty Materials, Inside and Outside of School

- Weekly Progress Monitoring Using CBM with Goal That Reduces the GAP

- Supported by General Education Teaching Practices That Enhance Content Area Learning…for All (SOLID R-B Curriculum and Content Learning Continuum; CLC; SIM)

I STARTED HERE

Response to Intervention:
Program Evaluation

Prepared for the
Unified School District of Marshfield
March 2015

Prepared By: Kim Gibbons, Ph.D. & Alan Coulter Ph.D.

KEY ITEMS I WANT TO HIT

Interventionists are in place, but there is a

    lack of consistency in standard interventions,

    movement across tiers,

    decision-making rules, and

    progress monitoring practices.

There is a lack of formal problem solving teams and the use of a problem solving decision-making model.

...teachers and paraprofessionals report concerns for more information about the concepts and application of RtI. In some instances, teachers indicate a low level of awareness of RtI. Teachers report having little or no professional development about RtI. There is a wide-spread need for accurate, practical information about RtI customized to the needs of the district.
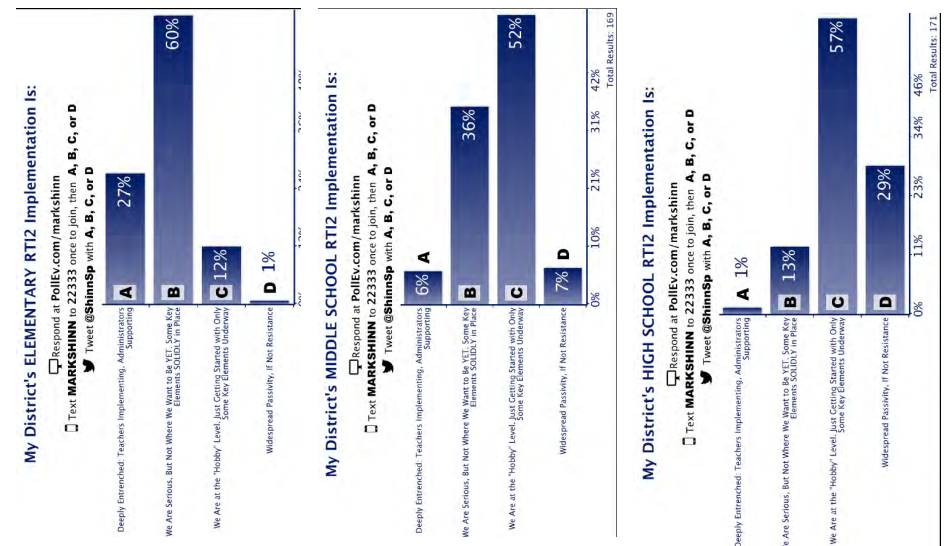
A core instruction problem exists in both reading and math. Professional development and coaching needs to be provided to general education teachers to increase the percent of students reaching grade level proficiency targets

MTSS/RTI Key Concepts
Secondary MTSS/RTI Lags Behind

92915000

SECONDARY BIG IDEAS

1. Secondary RtI Implementation Lags Behind Elementary...For Good Reason
2. Secondary RtI Has Been Pitched Poorly to Secondary Teachers and Administrators—And Incorrectly
3. Secondary RtI Should Make the Difficult Job of Teaching Easier AND Increase Student Achievement
4. A Strong Foundation of CORE Principles/Practices Makes the Difference

SEE THE PATTERN?

My District's ELEMENTARY RTI2 Implementation Is:
Respond at PollEv.com/markshinn
Text **MARKSHINN** to 22333 once to join, then **A, B, C, or D**
Tweet **@ShinnSp** with **A, B, C, or D**

- A - Deeply Entrenched: Teachers Implementing, Administrators Supporting — 27%
- B - We Are Serious, But Not Where We Want to Be YET. Some Key Elements SOLIDLY in Place — 60%
- C - We Are at the "Hobby" Level, Just Getting Started with Only Some Key Elements Underway — 12%
- D - Widespread Passivity, If Not Resistance — 1%

Total Results: 169

My District's MIDDLE SCHOOL RTI2 Implementation Is:
Respond at PollEv.com/markshinn
Text **MARKSHINN** to 22333 once to join, then **A, B, C, or D**
Tweet **@ShinnSp** with **A, B, C, or D**

- A - Deeply Entrenched: Teachers Implementing, Administrators Supporting — 6%
- B - We Are Serious, But Not Where We Want to Be YET. Some Key Elements SOLIDLY in Place — 36%
- C - We Are at the "Hobby" Level, Just Getting Started with Only Some Key Elements Underway — 52%
- D - Widespread Passivity, If Not Resistance — 7%

My District's HIGH SCHOOL RTI2 Implementation Is:
Respond at PollEv.com/markshinn
Text **MARKSHINN** to 22333 once to join, then **A, B, C, or D**
Tweet **@ShinnSp** with **A, B, C, or D**

- A - Deeply Entrenched: Teachers Implementing, Administrators Supporting — 1%
- B - We Are Serious, But Not Where We Want to Be YET. Some Key Elements SOLIDLY in Place — 13%
- C - We Are at the "Hobby" Level, Just Getting Started with Only Some Key Elements Underway — 57%
- D - Widespread Passivity, If Not Resistance — 29%

Total Results: 171

LESSONS LEARNED

Make Sure All of Us Understand the Purpose of Tiered Services

92915000

COMMUNICATE WHAT MTSS/RTI CAN OFFER SECONDARY TEACHERS

✓ Opportunities to Ensure We ALL Provide Students Learning Strategies and Skills Essential to School Success

✓ Identification and Scheduled, Powerful Early Intervention for Students with Severe Basic Skills Deficits

✓ Making TEACHING for ALL of Us a Bit "Easier" Students with Strong Basic Skills Are FAR EASIER to Teach!

FULLAN IDENTIFIES A STRONG MORAL PURPOSE

Being Ready for College

or

Ready for Employment is a Civil Rights Issue

Fullan, M. (2008). The six secrets of change: What the best leaders do to help their organizations survive and thrive. San Francisco, CA: Josey-Bass.

BIG IDEA FOR STUDENTS AND FAMILIES

Students Get the **Services They Need**…

As Soon As They Need Them!

💡 BIG IDEA FOR EDUCATORS 💡

Better Tools

Better Training

More Support

A Secondary MTSS Pathway

1. Commit to Building a Safe, Civil, Environment Conducive to Learning by Effective Behavior Support School- AND Class-wide, and Across Tiers, With Additional Attention to Tardies, Suspension
2. Ensure Students Have Sufficient Basic Skills So They Can Read to Learn Rather than Learn to Read by Strengthening Your CORE (Tier 1) Language Arts Curriculum At Least Grades 6-9
3. Shift Your Basic Skills Screening from Benchmarking to Universal Screening to Individual Screening and Multiple Gating, with a Focus on End-of Year Data
4. Deliver Powerful Tier 2 and 3 Interventions EARLY, Regardless of Credit Consequences and if Electives Are Exhausted, Provide a Clear Credit Recovery Pathway
5. Focus Your Basic Skills Progress Monitoring on Tiers 2 and 3
6. Reduce the Amount of Testing, Especially Multiple Screening and Diagnosis (Instructional Planning)
7. Change Your Special Education Eligibility Process to Clarify Your Special Education Service Delivery Model to Remediating Severe Basic Skill Deficits and Provide Powerful Learning Strategies
8. Change Your Special Education IEP Goals and Progress Monitoring Practice

---

SECONDARY PATHWAY CONTINUED

9. Make a Commitment to Improve General Education Content Teaching Skills with a Continuous Staff Development Effort Supported by Coaching for:
   - Quality Paper and Electronic Syllabi in a Consistent Format with Websites Across Teachers;
   - Students are Taught—and Expected to Use—A Consistent Note-Taking Strategy Across Classes
   - High Quality Grading System;
   - Training and Coaching In Content Literacy Continuum (CLC) and/or Strategic Instruction Model (SIM)
   - Increased Teaching from a Big Ideas Focus
   - Evidence-Based Strategies to Increase Engagement
10. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support; Focus More on Transition Plans Rather than Mindless

---

WE KNOW SOME TEACHING CONTENT IS ESSENTIAL
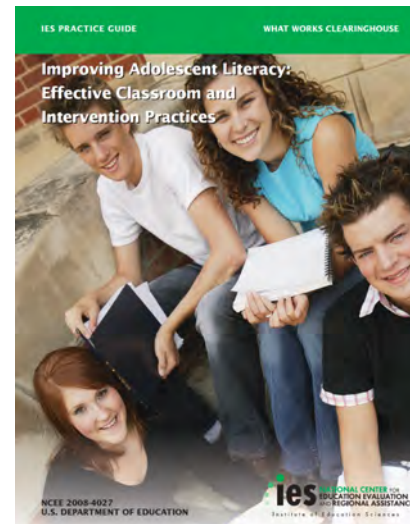
Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.

EFFECTIVE CLASSROOM AND INTERVENTION PRACTICES: A PRACTICE GUIDE

Table 2. Recommendations and corresponding levels of evidence to support each

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

Provide Explicit Vocabulary Instruction : Strong

METHODS FOR IMPROVING CORE INSTRUCTION

http://www.kucrl.org/clc

http://virginia.kucrl.org/overview/project-schools/

ALL TEACHERS BENEFIT IF STUDENTS ARE PROFICIENT IN WRITING FORMATS

I Hate It When We EXPECT Students to Write, Especially Persuasively, When They Are Not Proficient in Common Wiring Formats

Focus on WHAT to Write Students to Write, Especially Persuasively, When They Are Not HOW to Write It

ALL TEACHERS BENEFIT IF STUDENTS ARE PROFICIENT IN WRITING FORMATS

Focus on:

Descriptive

Sequential or Process

Comparison/Compare/Contrast

Cause/Effect

Problem/Solution to Write Students to Write

LESSONS LEARNED

Clarify the Focus of MTSS/RTI Intervention
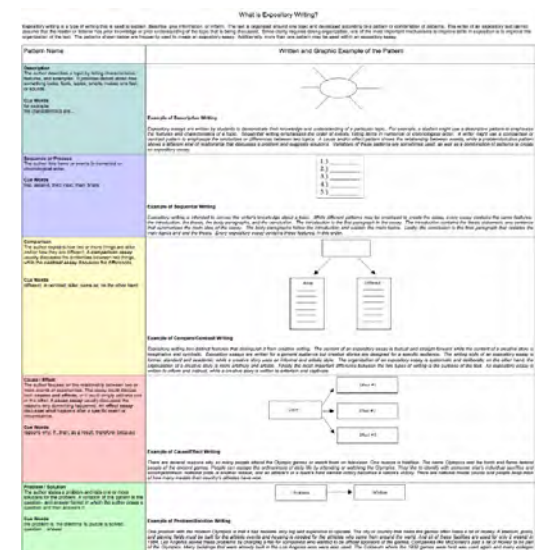
CLARIFY WHAT INTERVENTION IS AND ISN'T

Content Area Courses

In Special Education

Student Doing Poorly in Social Studies

Student Receives Homework Help, Accommodations (Extended Time, Modified Grades) or "Alternative" Social Studies with Lower Content and Reduced Expectations

---
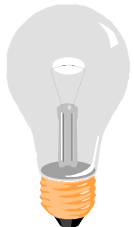
CREATE A MISSION AND VISION STATEMENT FOR YOUR SPECIAL EDUCATION PROGRAM

Without a central philosophy or purpose, special education programs—especially resource rooms—*lack definition and can easily become tutoring programs*—or anything else others deem it to be.

Be proactive in *defining* and *protecting the purpose and integrity of your program*. The mission or vision statement clarifies the intent of the program, its philosophy, and the core responsibilities of the special education teacher, the paraprofessional, and the students.

Conderman, G., & Petersen, T. (2007). Avoid the tutoring trap. *Intervention in School & Clinic, 42*, 234-238.

TUTORING OR HELP WITH HOMEWORK: IT'S NOT "WRONG," BUT IT'S NOT RIGHT...NOR ENOUGH

Pressure from parents, administrators, general educators, and students to provide homework assistance and review or re-teach content-area subject matter..
The "tutoring trap," which is a costly error implemented at the expense of teaching students strategies they can use in content classrooms
(Deshler, Ellis, & Lenz, 1996)

CLARIFY WHO WE INTERVENE WITH (AND HOW)

Content Area Courses

Tier 2, 3 or Special Education

Severe Basic Skill Discrepancy

Intensive Basic Skills Intervention

TREAT

Student Doing Poorly in Social Studies

General Education

Minimum Basic Skills

Content Area Support (e.g., CLC / SIM)

SUPPORT
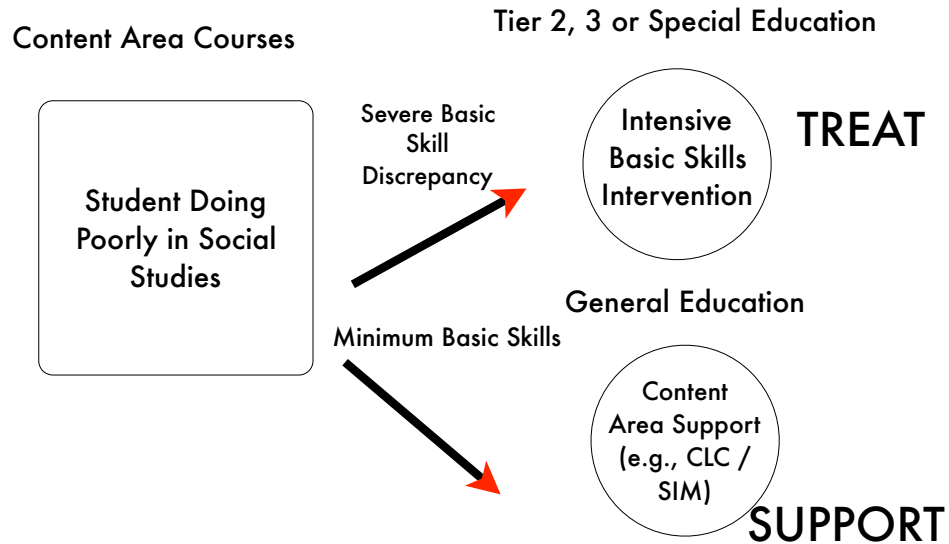
AT HIGH SCHOOL, DEFINE THE DISCREPANCY FROM A BASIC SKILLS STANDARD!

If a Student Has a Severe Basic Skill Discrepancy (e.g., End-of-Grade 7), an Intensive, Teacher-Directed Will Be Provided–TREATMENT

If a Student Has Minimum BASIC Skills, (e.g., End-of-Grade 7), Student Will RECEIVE SUPPORT (e.g.,Through SIM and Effective Behavior Support)

Minimum Basic Skills Level

A Pre-Defined Level of Performance (e.g., End of Grade 6 OR End of Grade 7) Below Which Intensive Intervention is Required

Performance Discrepancy

Student with Concerns

Adapted from Fuchs, 2003
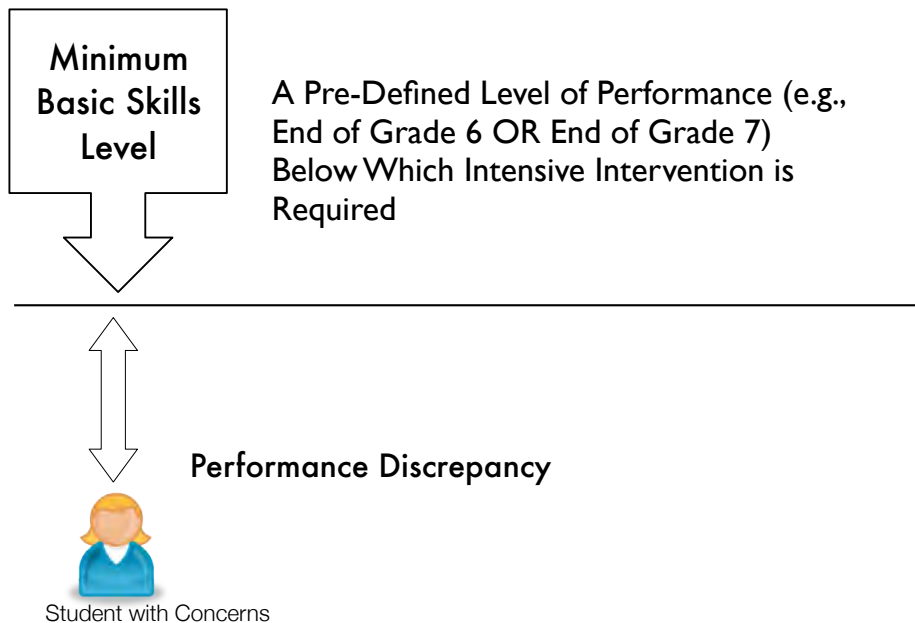
GRADE 9-12 SLD PERFORMANCE DISCREPANCY

End-of Grade 7 Minimum Reading Proficiency Standard

Reading - Curriculum Based Measurement

		Above Average
		Average
		Below Average
		Target
		Student

WRC

220
198
176
154
132
110
88
66
44
22
0

Fall R-CBM

Winter R-CBM

Spring R-CBM

Grade, Benchmark Period, Outcome Measure

Student Performance Significantly Discrepant from End-of-Grade 7 Standard

©2007 Edformation, Inc.
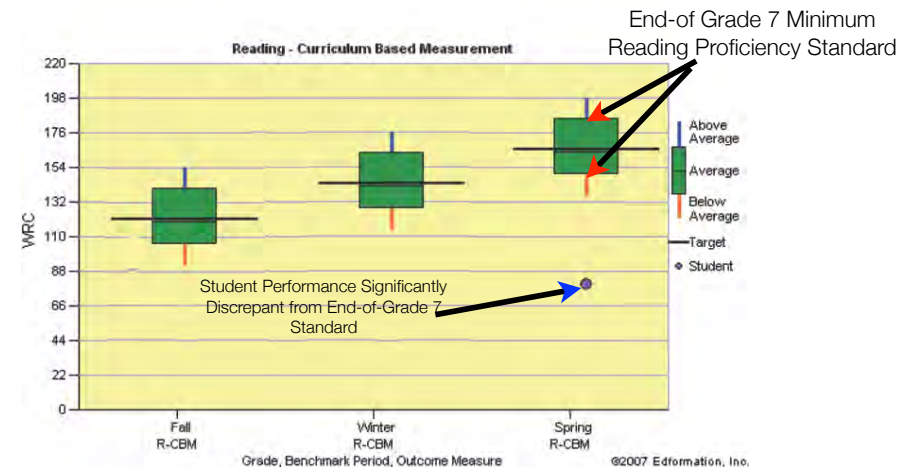
WHAT DEFINES MINIMUM BASIC SKILLS PROFICIENCY
NASP WORKSHOP RESPONDENTS

We Should Provide More Intensive Basic Skills Intervention When HS Students Read Below

ℹ Start this poll to accept responses

Grade 6 End-of-Year Proficiency	31
Grade 7 End-of-Year Proficiency	10
Grade 8 End-of-Year Proficiency	15
Never At High School	
Not Even in Middle School	

0 6 12 19 25

LESSONS LEARNED

Screen and Take "Inventory" of the Potential Problem

92915000
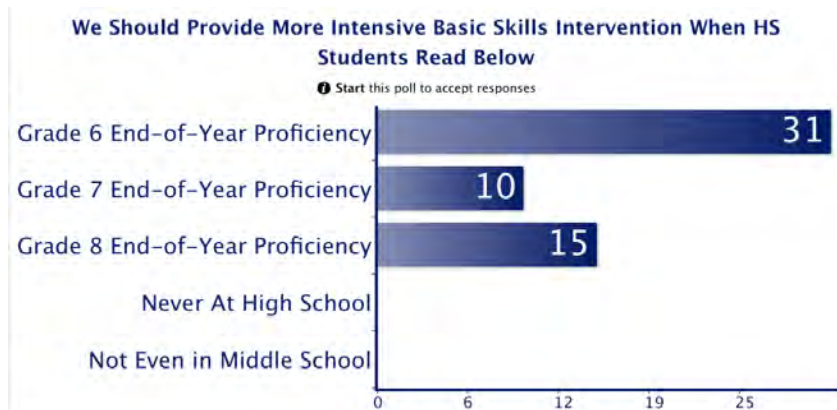
STANDARDS FOR SCREENING AND PROGRESS MONITORING HAVE BEEN ESTABLISHED

Schools Should Use Validated Screening and Progress Monitoring Tests. Not All Tests Meet Screening and Progress Monitoring Standards

www.studentprogress.org
2003-2008

www.rti4success.org
2008-2013

http://www.intensiveintervention.org

PICK A TIME EFFICIENT, LOW COST, AND SCIENTIFICALLY SOUND SCREENER

CBM is

→ Easy to Learn How to Administer and Score Accurately

→ Time Efficient, With Most Tests < 5 Minutes; Math and Writing Can Be Group Administered—Little Loss of Instructional Time

→ All Basic Skills Can Be Assessed

→ Inexpensive, Typically Less Than $10 Per Student Per Year

→ Easily Understood (and Reasonably AUTHENTIC) By Teachers, Administrators, Parents, and Students

→ It Can Be Used to Build a SEAMLESS Data System K-12, General Education AND Special Education

→ But Most Importantly, CBM Has Been Validated for Progress Monitoring and Screening in RTI2 and Special Education Decision Making

USE SCREENING TESTS THAT MEET PROFESSIONAL NORMS
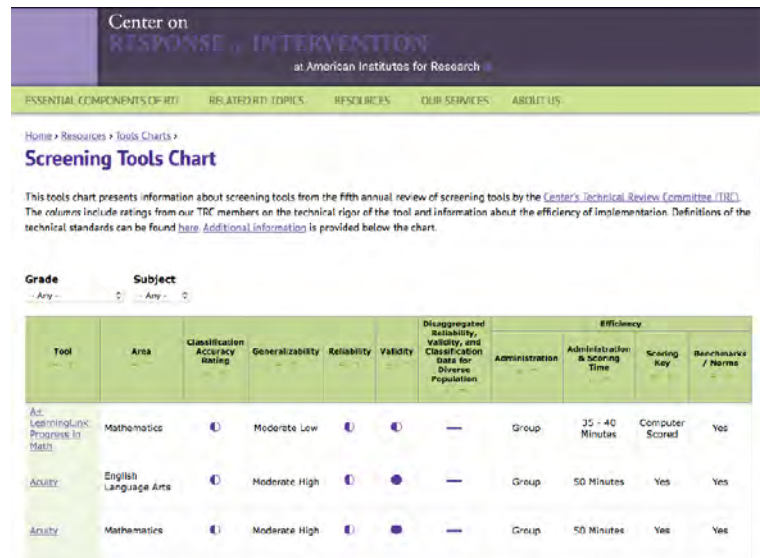
USE PROGRESS MONITORING TESTS THAT MEET PROFESSIONAL NORMS
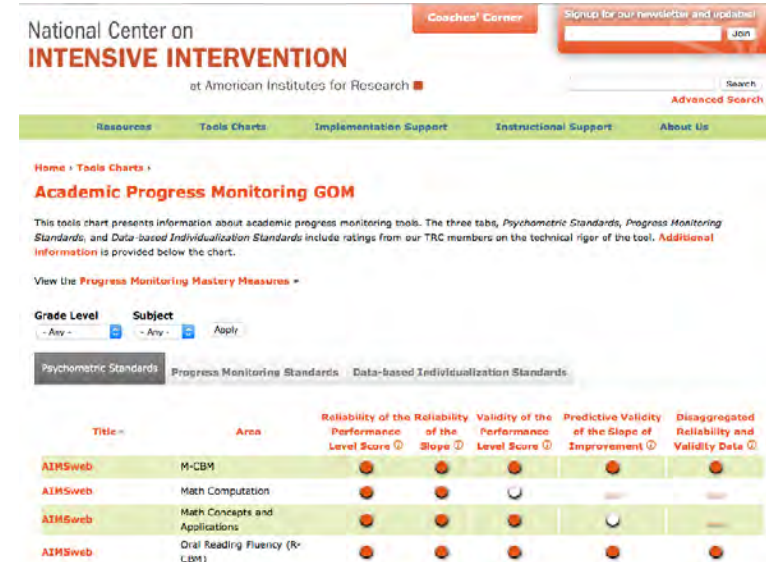
OSEP REVIEW SAMPLE RESULTS

MEASURE	SCREENING	PROGRESS MONITORING
	Just About ANY Achievement Test	Members of the CBM "Family" or STAR
STAR	Yes	Yes
MEMBERS OF THE CBM FAMILY (AIMSWEB, DIBELS, FAST)	Yes	Yes
MAP	Yes	Not Listed
GRADE	Yes	Not Listed
ITBS	Yes	Not Listed
F-P BENCHMARK	Not Listed	Not Listed

SEAMLESS

ELEMENTARY SCREENING RECOMMENDATIONS

KINDERGARTEN	GRADES 1-5 (6)
Benchmark ALL Students (3x) For **Universal Screening** AND Universal Progress Monitoring KEY MEASURES: LETTER NAMES (FALL) FOR SCREENING LETTER SOUNDS FOR SUBSEQUENT SCREENING AND PROGRESS MONITORING	**Benchmark ALL Students** TO IDENTIFY CANDIDATES FOR EARLY INTERVENTION TO ENSURE ALL STUDENTS ARE DEVELOPING
Use **End of K Benchmark for Grade 1 Screening and Intervention Planning**	Use **End of Year Benchmark for Next Grade Screening and Intervention Planning**

MIDDLE SCHOOL SCREENING RECOMMENDATION

GRADE 6	GRADE 7	GRADE 8
Benchmark ALL Students (3x) For Universal Screening AND Universal Progress Monitoring	Use **End of Grade 7 Universal Screening** to Do **Grade 8 Universal Screening and Intervention Planning**	**Multiple Gating Starting with Mid to End of Grade 8** Using Existing Achievement Tests Like ACT Explore Do **Grade 9 Universal Screening and Intervention Planning**
Use **End of Grade 6 Benchmark** to Do **Grade 7 Universal Screening and Intervention Planning**		

HIGH SCHOOL SCREENING RECOMMENDATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Multiple Gating Starting with Grade 8 Using Existing Achievement Tests Like ACT Explore	**Individual Skills Screening** with **Move-In** Students and/or Who Are **Performing Poorly in Content Area Classes**	**Individual Skills Screening** with **Move-In** Students and/or Who Are **Performing Poorly in Content Area Classes**	**Individual Skills Screening** with **Move-In** Students and/or Who Are **Performing Poorly in Content Area Classes**
Follow Up Identified Students with **Individual Skills Screening** with CBM			
Do **Individual Skills Screening** with **Move-In** Students and/or Who Are **Performing Poorly in Content Area Classes**			

TAKE INVENTORY TO JUDGE NEEDS

Serious "Haves"

Predicted to Have Difficulty Navigating Grade 9 Text

"Haves"

"Have Nots"

Serious "Have Nots"

Range of Grade 9 Entry Reading Skills
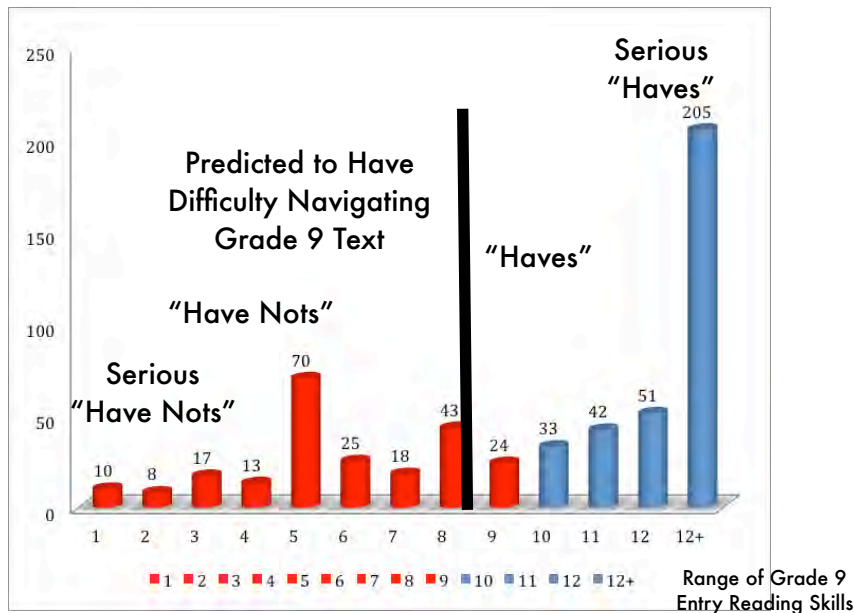
POTENTIAL READING NEEDS AT A HIGH-PERFORMING HIGH SCHOOL
GRADE 10

10th Percentile on Grade 8 Probes (n = 15)

25th Percentile on Grade 8 Probes (n = 38)

Grade 10: Fall 2006-2007
MAZE - Comprehension

Serious "Have Nots"   "Have Nots"   Serious "Haves"
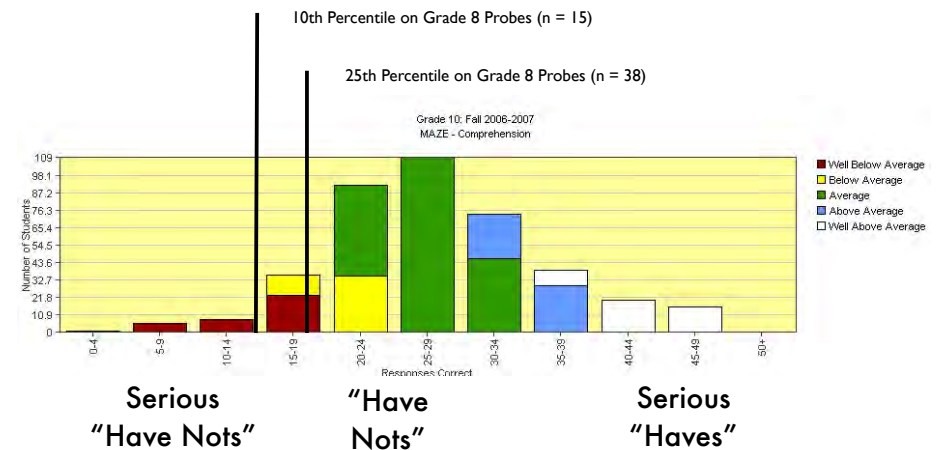
LESSONS LEARNED

Increase the Quality of Learning Climate Through School and Classroom Behavior Support

92915000

PROACTIVELY PLANNED TIERED BEHAVIOR SUPPORTS

Tier 1

Tier 2

Tier 3

Tier 1: Positive Behavior Intervention Support School-Wide and Class-Wide (PBIS, Foundations, CHAMPS) and START ON TIME

Tier 2: Connections, or Check In Check Out (CICO); Check and Connect;

Tier 3: Connections +, or CICO, Quality ABA BIP and Brief Cognitive Behavior Therapy

IMAGINE THIS SCHOOL

- A Middle School of **1500** Students (90% FRL)

- **250** Tardies per Day

- **3200** Per Year

- @ 15 min per Office Referral, Estimated **800 of Personnel Time Used**

MTSS/RTI CAN PROVIDE POSITIVE BEHAVIOR SUPPORT
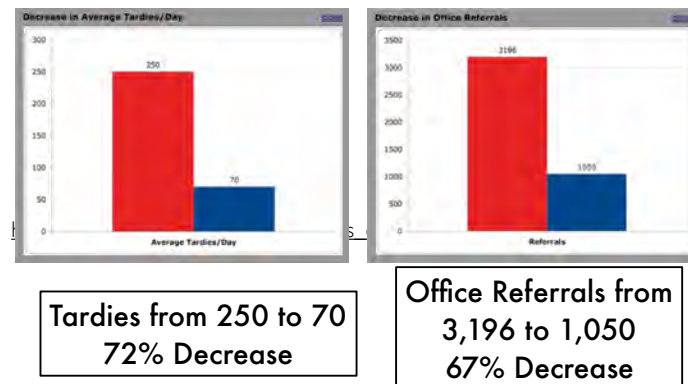
Increase of 32,000 Instructional Minutes Gained

Tardies from 250 to 70 72% Decrease

Office Referrals from 3,196 to 1,050 67% Decrease

ALTERNATIVES TO SUSPENSION

Skiba, R., & Sprague, J. (2008). Safety without suspensions. *Educational Leadership*(September), 38-43.

Sprague, J. R., & Walker, H. M. (2010). Building safe and healthy schools to promote school success: Critical issues, current challenges, and promising approaches. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 225-258). Bethesda, MD: National Association of School Psychologists.

INVEST IN HIGH QUALITY SYSTEMS

Sprick, R.S., Booher, M., & Rich, P. (2011). *Foundations*. Pacific Northwest Publishing, Eugene, OR

Module A: Foundations of Behavior Support—A Continuous Improvement Process
Module B: Managing Behavior in Common Areas and With Schoolwide Policies
Module C: Conscious Construction of an Inviting School Climate
Module D: Responding to Misbehavior—An Instructional Approach
Module E: Improving Safety, Managing Conflict, and Reducing Bullying
Module F: Establishing and Sustaining a Continuum of Behavior Support

BUY THIS BOOK, TRAIN ON THE BOOK

Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

Consider Creating a "Merit Badge" for "Certified" CHAMPS Teachers

POSITIVE BEHAVIOR SUPPORT RESOURCES

Randy Sprick, Ph.D.
Safe and Civil Schools:
www.safeandcivilschools.com

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS): www.pbis.org

Rob March, Ph.D.
Effective Educational Practices
http://www.successfulschools.org

Jeff Sprague, Ph.D.
Institute on Violence and Destructive Behavior: http://pages.uoregon.edu/ivdb/

STRENGTHEN THE CORE LANGUAGE ARTS CURRICULUM

92386557

TYPICAL SECONDARY LANGUAGE ARTS CURRICULUM

	Program and Focus	Amount of Time	Points of Vulnerability
General Education Tier 1	Novel Study	Single Period	Teacher to Teacher Variability, Often Little Explicit Instruction About How to Navigate and Comprehend Narrative and Content Area Texts; Writing Instruction is Idiosyncratic
Tier 2	Non-Existent or Separate, But Less Difficult Version of the Core		Former Puts Pressure on Special Education to Assume Responsibility; Later Fails to Deliver Skills Students Need to Reduce the Gap and Be Successful in ALL Content Classes
Tier 3	Really Only Special Education as an Option and Too Often, Only Computer-Driven or "Bandaid" Programs—or Help With Homework	Single Period, Supplanted Instruction	*Doesn't Reduce the Gap and Doesn't Support Success in ALL Content Classes!*

HOW DO YOU COMPARE?

SBR Language Arts Program Plus Literature, Non-Fiction Weighted

Teachers' Favorite Literature, Non-Fiction Weighted

Teachers' Favorite Literature, Fiction Weighted — 8%

Students' Favorite Literature

Varies Teacher to Teacher within a Grade Level — 54%

I Don't Know — 35%

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44

Total Results: 84
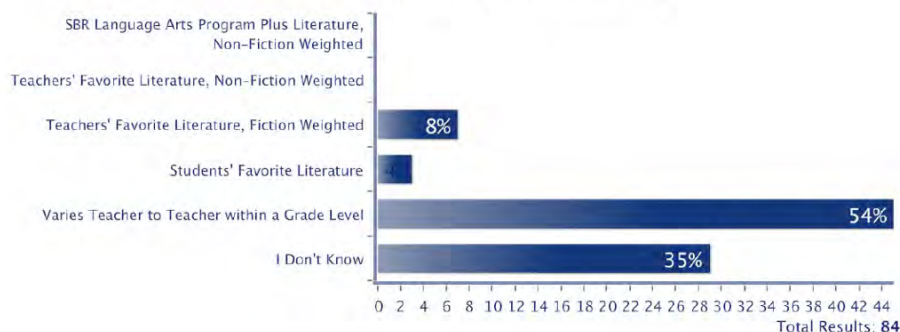
STRENGTHEN YOUR LA CURRICULUM

☑ Use a Common, Scientifically Based Core Language Arts Program (At Least Through Grade 9) At Least 80-90 Minutes Per Day (Double Periods or Long Blocks)

☑ Select Your S-B Common LA Program with Features of Intensity and Explicitness By Needs of Students

☑ Ensure You Have Sufficient Time to Impact Tier 1 and Deliver Tiers 2 and 3 WITHIN the Period/Block

☑ Embed the Content Literacy Continuum (CLC) Strategies in All Content Classes

BUILD 6-9 ON A FOUNDATION OF A STRONG COMMERCIAL PROGRAM

	Program and Focus	Amount of Time
General Education Tier 1	SBR Core Program (e.g., Prentice Hall Literature), + Core Novels + Outside Reading	*Double* Period or Block *Every Day*
Tier 2	Prentice Hall Literature, Plus More Explicit and Targeted Intervention + (Reader's Companion+ Rewards) + Structured Outside Wide Reading	Tier 2 Delivered *Within* the Double Period/Block
Tier 3	Prentice Hall Literature, + Explicit and Comprehensive Intervention (e.g., REACH) + Structured Outside Wide Reading	3 Periods

MARK'S (BIASED) APPROACH

	Program and Focus	Amount of Time
General Education Tier 1	Strong, Teacher-Led, Comprehensive Language Arts Program with Explicit Instruction in Comprehending Narrative and Content Textbooks (i.e., Read to Achieve) + Novel Study Strongly Biased Toward Non-Fiction	Double Period or Block Every Day
Tier 2	Read to Achieve, Plus More Explicit and Targeted Intervention + (e.g., Rewards) + Structured Outside Wide Reading	Tier 2 Delivered Within the Double Period/Block
Tier 3	Read to Achieve + Explicit and Comprehensive Intervention (e.g., REACH or Corrective Reading) + Structured Outside Wide Reading	3 Periods

THOUGHTS FROM KEVIN FELDMAN

"Prentice Hall - this one is my favorite - solid blend of fiction/non-fiction, academic vocabulary, writing, etc.

Holt - http://hlla.hrw.com/hlla/ Many in CA have used this and report good things…

Houghton-Mifflin http://www.eduplace.com/rdg/hme/6_8/

The key to me, is not so much which program (choose one that has substantial non-fiction - it is "language arts" NOT "literature arts" , solid writing/grammar, robust vocabulary, and clear accommodations for ELs and SpecEd students) -but

how you support it… and how literacy is developed across the other academic disciplines within the school…"

You can reach Kevin @ kfeldman@scoe.org; or view his blog and resources www.scoe.org/reading

Step 1(b)….Strengthen and Support Content Literacy Across ALL Classrooms

THOUGHTS FROM KEVIN FELDMAN

The key to me, is not so much <u>which</u> program …-but

how you support it… and how literacy is developed across the other academic disciplines within the school…"

You can reach Kevin @ kfeldman@scoe.org; or view his blog and resources
www.scoe.org/reading

THE PROBLEM OF FRAGMENTATION AND STUDENT LEARNING STRATEGIES

• One of the greatest barriers to student growth and achievement in secondary schools (especially high schools) is the issue of fragmentation…

• students have multiple teachers throughout each day, and these teachers rarely, if ever, coordinate what or how they teach students…

• secondary students who struggle with learning do not get the necessary reinforcement of critical skills, strategies, and subject-area information.

• …the often disjointed, uncoordinated educational programs that secondary students experience rarely lead to the type of instructional synergy that is required for students to make dramatic achievement gains.

Schumaker, J. B., & Deshler, D.D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In Shinn, M. R. & H. M. Walker (Eds.), Interventions for Achievement and Behavior in a 3-tier model including RTI. Bethesda, MD: National Association of School Psychologists.

SUPPORTING CONTENT LITERACY—AND ALL CONTENT LEARNING

Consistent R-B Vocabulary Strategies

Consistent R-B Comprehension Strategies Common

Consistent R-B Writing Structures and Scaffolds

Consistent Note Taking Strategies

Consistent Syllabi and Aligned Websites to Support Study and Organizational Skills

Consistent (and Better) Grading Systems

Teaching From a Big Ideas Focus

Strategies to Increase Engagement

START HERE

http://www.ku-crl.org/

THE BEST "SINGLE" METHOD

http://www.kucrl.org/clc

http://virginia.kucrl.org/overview/project-schools/

Comparison Table

Name: _____ Date: _____

Unit: _____ Lesson/Topic: _____

Overall Concept
CELL STRUCTURE

Concept
Animal eukaryotic cell structure

Concept
Plant eukaryotic cell structure

Characteristics
Has plasma membrane around cytoplasm
Has organelles in cytoplasm
Has no cell wall
Has small vacuole or none at all
Has no chloroplasts

Characteristics
Has plasma membrane around cytoplasm
Has organelles in cytoplasm
Has cell walls to give support
Has large vacuole
Has chloroplasts

Extensions

Like Characteristics
Has plasma membrane around cytoplasm
Has organelles in cytoplasm

Like Categories
The layer around cytoplasm
The location of organelles

Unlike Characteristics
Has no cell walls   Has cell walls to give support
Has small vacuole   Has large vacuole
Has no chloroplasts   Has chloroplasts

Unlike Categories

Summary

AND/OR READ THIS BOOK

TEACHING CONTENT TO ALL
Evidence-Based Inclusive Practices in Middle and Secondary Schools
B. Keith Lenz • Donald D. Deshler
with Brenda R. Kissam

Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2003). Teaching content to all: Evidence-based inclusive practices in middle and secondary schools. Boston, MA: Allyn & Bacon.

WE KNOW WHAT TO DO AND WHAT WORKS

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.
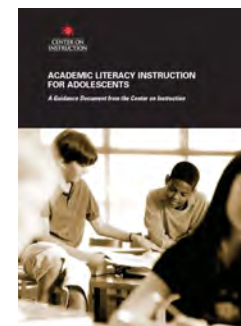
Torgesen, J., Houston, D., Rissman, L., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., & Rivera, M. O. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
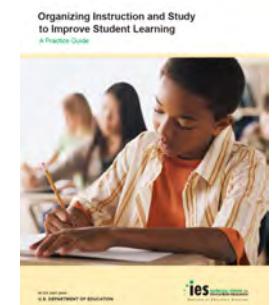
Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). Organizing instruction and study to improve student learning. Washington, DC: US Department of Education, Institute of Educational Sciences.

WHY READ?

Table 2. Recommendations and corresponding levels of evidence to support each

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

Provide Explicit Vocabulary Instruction: Strong

Provide Direct and Explicit Comprehension Strategy Instruction: Strong

---

ENSURE ATTENTION IS PAID TO EXPLICITLY TEACHING VOCABULARY
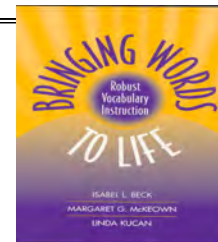
Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York, NY: Guilford Press.

The importance of teaching the right words and providing definitions in every day (Tier) words
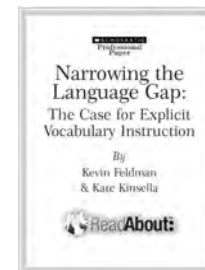
Feldman, K., & Kinsella, K. (2005). Narrowing the language gap: The case for explicit vocabulary instruction. In Scholastic (Ed.), Read About: . New York, NY.

What does and doesn't work to teach vocabulary

KNOWING WHAT ARE THE "RIGHT WORDS"

Coxhead, A. (2000). A new academic word list. TESOL Quarterly, 34, 213-238. 570 word families (**http://www.uefap.com/vocab/select/awl.htm**) that are not in the most frequent 2,000 English words, BUT that occur reasonably frequently among academic texts (e.g., analyze, approach, area, assess, assume, authority, available, benefit)

The **Word Generation program** (**http://wg.serpmedia.org/**) focuses on academic vocabulary, i.e., words that students are likely to encounter in textbooks and on tests, but not in spoken language. Interpret, prohibit, vary, function, and hypothesis are examples.

More Vocabulary and Language
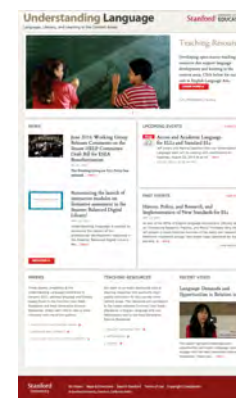
Our team is currently developing sets of teaching resources that exemplify high-quality instruction for ELLs across three content areas. The resources will correspond to the widely-adopted Common Core State Standards in English Language Arts and Mathematics and to the Next Generation Science Standards.

ell.stanford.edu

- The Academic Vocabulary List (AVL) itself (top 3,000 lemmas, which occur in all academic domains)
- The AVL words grouped into word families (similar to Coxhead's AWL, but with much more information)
- Top 20,000 words (lemmas) in COCA-Academic, including AVL words, domain-specific words, and "genre-neutral" words

www.academicvocabulary.info

ENSURE TEACHERS KNOW AND EXPECT STUDENTS TO USE A COMMON COMPREHENSION STRATEGY

EXPAND TIER 1 LANGUAGE ARTS INSTRUCTIONAL PRACTICES

- http://www.fisherandfrey.com

- http://www.youtube.com/user/fisherandfrey

- http://explicitinstruction.org

A QUALITY SYLLABUS IS A SCAFFOLD FOR STUDY AND ORGANIZATIONAL SKILLS

CONSIST SYLLABUS TO SUPPORT ORGANIZATIONAL SKILLS

1. Contact Information

Helps students, family/guardians, and other academic professional (including the school psychologist) get a hold of you.

2. Course Description

Helps build preview to course…like building background info.

3. Course Goals and Big Ideas

Also, helps to preview course and illuminate the student of possible future events, topics, etc…

4. Instructions and Directions as to *How to get help*. (See #10 also)

Might include a school resource room, website, other teachers, a file drawer in the classroom, etc…Detailed directions.

WHAT COMPONENTS IN A SYLLABUS AID DIVERSE LEARNERS...AND WHY? (CONTINUED)

7. Detailed information about the grading system

Helps students understand teacher expectations and gives students a solid understanding of passing and failing.

8. Course Calendar and Due Dates

Builds structure and organization…also helps other professionals in the building.
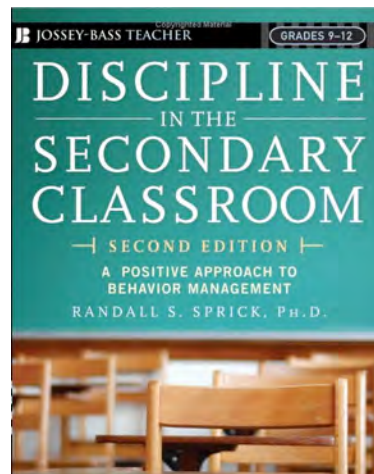
9. Self-Monitoring Checklist

Helps students understand where they need help also helps the teacher understand…Build organization/Routine…aids in self advocacy

10. Access to Models for Papers, Projects, Test

Might include a school resource room, website, other teachers, a file drawer in the classroom, etc…

CONSISTENT (AND BETTER) GRADING SYSTEM

Sprick, R. S. (2012). *Discipline in the secondary classroom* (3rd ed.) San Francisco, CA: Jossey-Bass.

Contents

Select, SCHEDULE, and Deliver Powerful Tier 2, 3 and SE Interventions Regardless of Credit Consequences
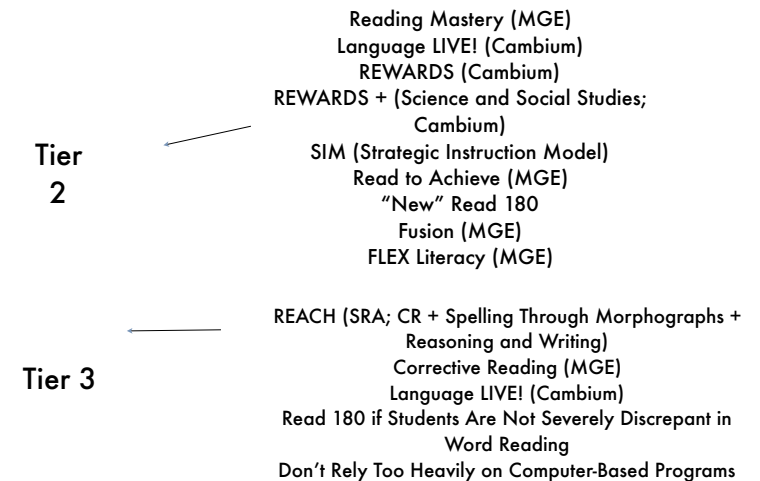
SELECT POWERFUL PROGRAMS ALIGNED TO THE NEEDS OF STUDENTS-NOT THE PREFERENCES OF ADULTS

The Greater the Achievement Discrepancy, the More Instruction Must Include

- Time–Typically Supplemental (Tier 2) and Sometimes Supplanted (Tier 3)

- (More) Explicit Teacher-Led Instruction

- (More) Language Support, Especially Vocabulary

- (More) Scaffolded Instruction

- (More) Opportunities to Respond with Corrective Feedback

- (More) Intensive Motivational Strategies

- (More) Frequent Progress Monitoring

Examples of Powerful School Reading Intervention PROGRAMS

Tier 2

Reading Mastery (MGE)
Language LIVE! (Cambium)
REWARDS (Cambium)
REWARDS + (Science and Social Studies; Cambium)
SIM (Strategic Instruction Model)
Read to Achieve (MGE)
"New" Read 180
Fusion (MGE)
FLEX Literacy (MGE)

Tier 3

REACH (SRA; CR + Spelling Through Morphographs + Reasoning and Writing)
Corrective Reading (MGE)
Language LIVE! (Cambium)
Read 180 if Students Are Not Severely Discrepant in Word Reading
Don't Rely Too Heavily on Computer-Based Programs

Mark's Biased School Mathematics Interventions

Tier 2

Connecting Math Concepts (CMC; SRA) as Tier 1 or Tier 2

Essentials for Algebra (MGE) as a Middle School Tier 1 and Tier 2 and HS Tier 2 or 3

VMath (Cambium) at Tier 2 or 3

Transitional Math (Cambium) at Tier 2

Tier 3

Corrective Math (MGE) at Tiers 2 and Especially 3

Shift Roles of Related Services Personnel to Minimum Testing and Maximum Support and Mental Health/Behavior Interventions

3-YEAR RE-EVALUATIONS AND ANNUAL REVIEWS

The present levels of academic achievement and related developmental needs of the child;

Whether the child <u>needs</u> special education and related services; or, in the case of a reevaluation of a child, whether the child <u>continues to need special education</u> and related services;
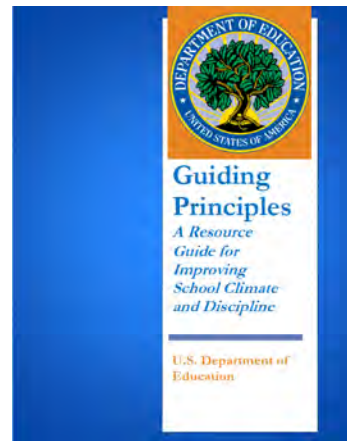
Key Questions

1. Is the Special Education Program Delivered as Intended?

2. Is the Special Education Program BENEFITING the Student?

3. Does the Student Still NEED Special Education?

4. Less Important—"whether the child continues to have such a disability,"

MUCH TO OFFER SCHOOL PSYCHOLOGISTS?

Significantly **Less Testing,** Especially (Poorly Conducted) **3-Year Re-Evaluations**

Little **Testing for Accommodations** for Post Secondary Concerns

More Emphasis on Mental Health Services, Especially Anxiety, Depression through Brief Cognitive Behavior Therapy

SCHOOL PSYCHOLOGY:

A Blueprint for Training and Practice III

TASK FORCE MEMBERS:

Jim Ysseldyke, Chair
University of Minnesota

Matthew Burns
University of Minnesota

Peg Dawson
Seacoast Mental Health Center,
Portsmouth, NH

Bronna Kelley
Evansville-Vanderburgh School
Corporation, Evansville, IN

Diane Morrison
Northern Suburban Special Education
District, Highland Park, IL.

Sam Ortiz
St. Johns University

Sylvia Rosenfield
University of Maryland

Cathy Telzrow
Kent State University

National Association of School Psychologists
Bethesda, MD
2006

MUCH TO OFFER SCHOOL PSYCHOLOGISTS?

Collaborate with Assistant Principal, Deans, to Form the Basis for Improving School Climate, School Safety, Mental Health

Deliver and Staff Tier 2 & Tier 3 Behavior Support (e.g., Connections, Check in Check Out)

DEPARTMENT OF EDUCATION

UNITED STATES OF AMERICA

Guiding Principles

A Resource Guide for Improving School Climate and Discipline

U.S. Department of Education