

1989

30TH

2019

ANNIVERSARY

Southwest Plains
REGIONAL SERVICE CENTER

Tiered Systems of Support for Secondary

Amber Miller

SWPRSC 10/22/18

Introductions



Today's Outcomes

1. Schedule with Tiered Systems of Supports
2. Screener options for identifying skill
3. Structuring a system to close the gaps

Barriers to Implementation

- Building consensus
- Staff needs to understand the purpose and expected outcomes of multi-tiered interventions
- Changes to teaming structures, master schedules, professional development protocols



Goals of Intervention

1. Close existing knowledge and skill gaps
2. Address students proximal needs
3. Support high levels of student engagement

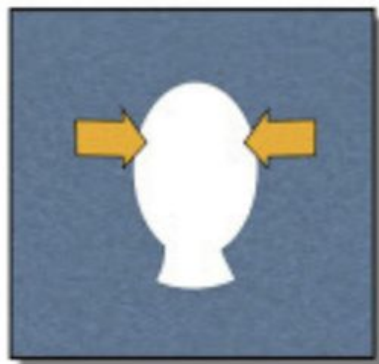


How People Learn:

Four cognitive processes every teacher should know



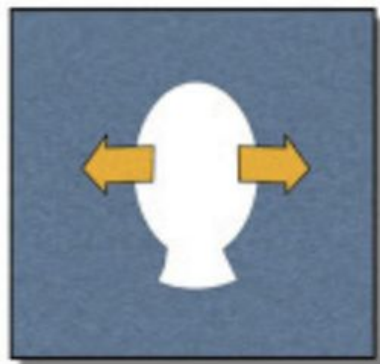
Attention



Encoding



Storage



Retrieval



WHAT

Close the Gap

Implementation

Small group working Sessions

Tier 1 Interventions

Reading instruction for ALL students.



Tier 1 Questions

1. What percentage of our students are meeting expectations?
2. Which students will require additional intervention?
3. Are Tier 1* interventions effective?
4. To what degree is instruction being implemented with fidelity?

* Interventions or core changes designed to target all students

Tier 2 Interventions

- Support core content instruction
- Tiered intervention supports must be closely aligned with core instruction in terms of focus and pacing
- Address the knowledge and skill gaps that are most pertinent to what students are currently expected to learn during core instruction.



Interventions cont.

- Utilize a preview-pre-teach model of intervention
- Real world application
- Goal setting
- High quality feedback
- Involve students in monitoring their own progress
- Group size should be small for immediate feedback



Tier 2 Questions

1. Are students who receive supplemental supports improving?
2. Which students are struggling despite the provision of effective supplemental instruction?
3. To what degree is instruction being implemented with fidelity?

Vocabulary/Language

- Pre-teaching word meanings improves reading comprehension
- Relationship with reading comprehension increases
- Vocabulary alone was a poor predictor of later literacy achievement-language was a very powerful predictor of reading comprehension

Vocabulary/Language

- Implicit
- Explicit



Tier 3

Identified students

Students with special needs

Those who require accommodations and modifications



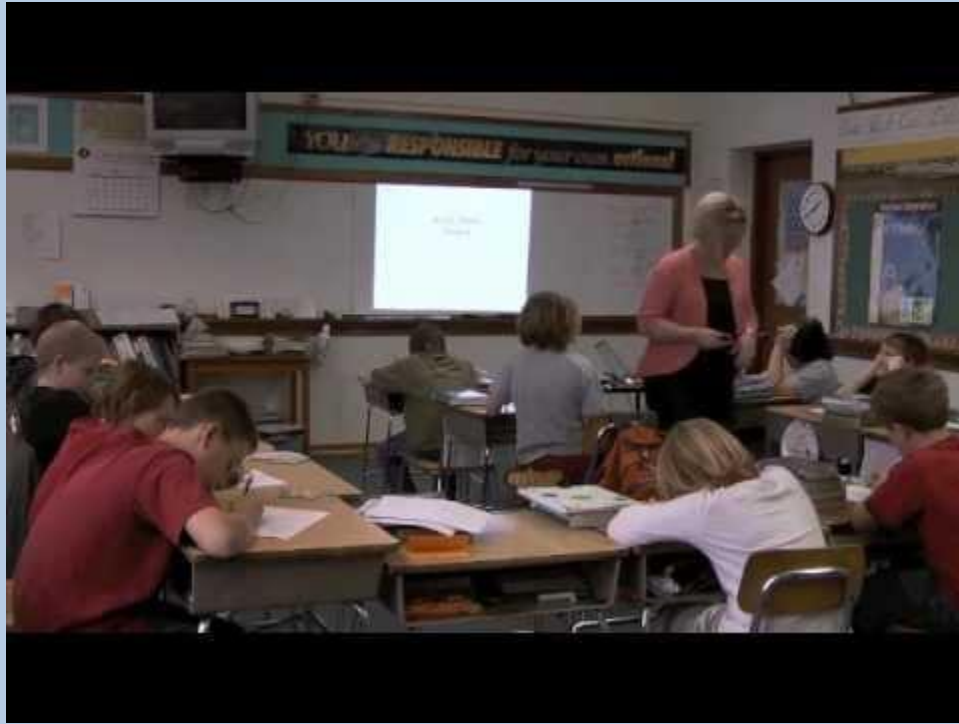
Tier 3 Questions

1. How is the student responding to intensive intervention?
2. To what degree is instruction being implemented with fidelity?

Back 2 Back



Explicit Vocabulary Instruction



Marzano's 6 Steps



Developing Literacy in Older Students

1. Explicit instruction of reading and writing strategies
2. Focus on using reading and writing to support motivation and engagement
3. Focus on developing student knowledge and understanding of essential content information (Torgesen et al., 2007)
4. Ongoing formative and summative assessment of students (Biancarosa & Snow, 2006)
5. Comprehensive and coordinated literacy program (Biancarosa & Snow, 2006).



Reading Comprehension

- What Works Clearinghouse
- “Gradual release of responsibility” instruction was an effective method for improving reading comprehension
- <https://ies.ed.gov/ncee/wwc/PracticeGuides>
-

Reading Comprehension (cont.)

- Summarization, questioning, monitoring, visualization, and/or story mapping
- Multiple strategies supporting the role of motivation in comprehension instruction (choice, collaboration, challenge, control)

Writing

- Initially writing activity has a positive impact on phonemic awareness and decoding skills
- Later it exerts impact upon reading comprehension
- Important to give students instruction in how to get words on paper

Writing

- Writing has a positive impact on reading achievement
- Writing about text is one of the most powerful ways of improving reading comprehension
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_10116.pdf#page=13

Other What Works Clearinghouse Practice Guides

Main Site: <https://ies.ed.gov/ncee/wwc/PracticeGuides>

ELL: <https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

Math:

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_algebra_040715.pdf

Behavior: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_dp_summary_101717.pdf

Brain Break!





WHY

Results

Post-secondary outcomes

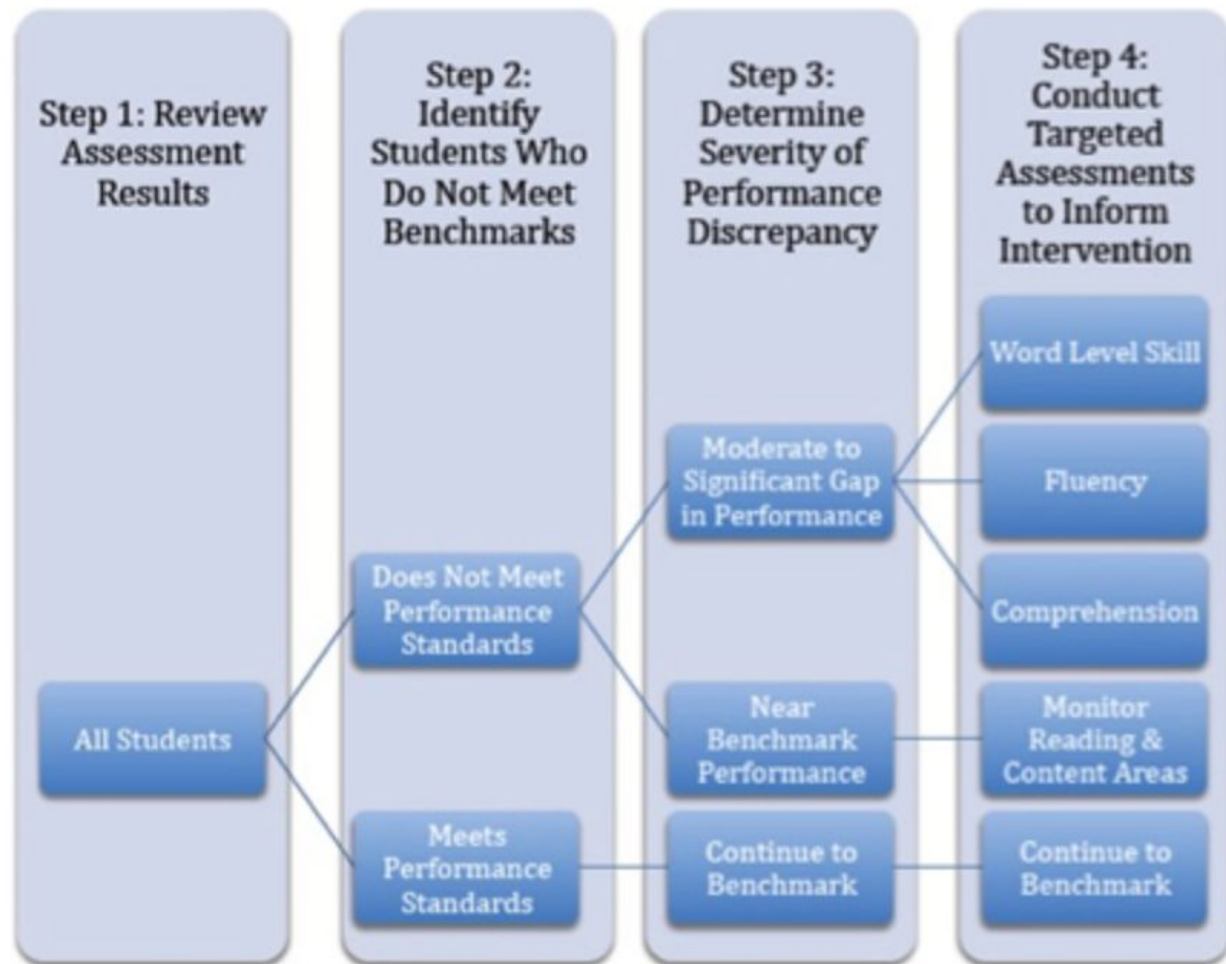
Universal Screening

WHO

WHAT

WHY

Figure 1: Flowchart of a Suggested Screening Process



Screeners options for identifying skill

- MAP Assessments
- Informal Reading Inventories (IRI)
- Decoding Measures
- Comprehension Measures
- Fluency Measures
- Interest Inventories



Other Forms of Screeners

- Historical data
- Course performance
- Discipline records
- Attendance records
- <http://www.fastbridge.org/assessments/screening/>



Stand Up, Sit Down



Formative Assessment Made Easy

COMING
SOON
FROM
SWPRSC!



Check for Understanding:

50+ CLASSROOM READY TACTICS



HOW

Identify skill Deficits

Structure a System

Focus on Support

Methods of Intervention

Connections

Repetition

Scaffolding



Write down the nouns you hear in this song.

What scaffolds could be applied?

Partner Talk

1
9
5
8

Starkweather
Homicide,
Children of
Thalidomide



Check for Understanding

Was it easier with the lyrics on screen?

Did the objective change with the accommodation?

What would accommodate the learner even more?



FACTORS OF INTERVENTION

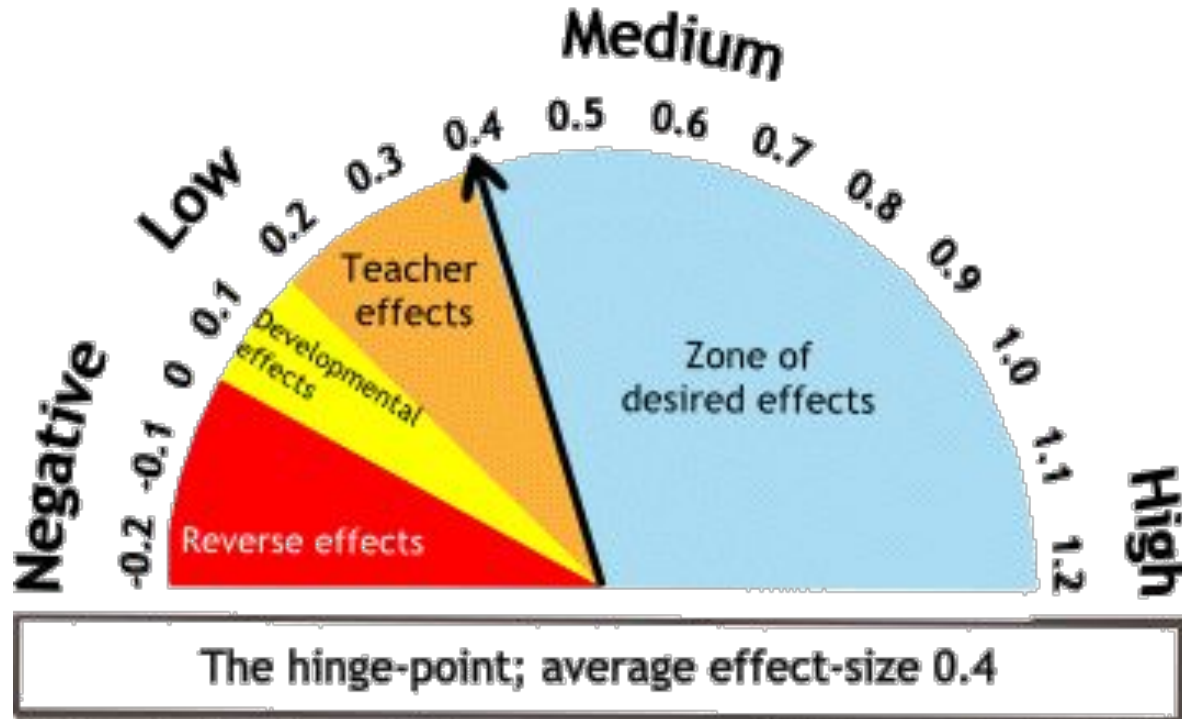
TIME

CONTENT

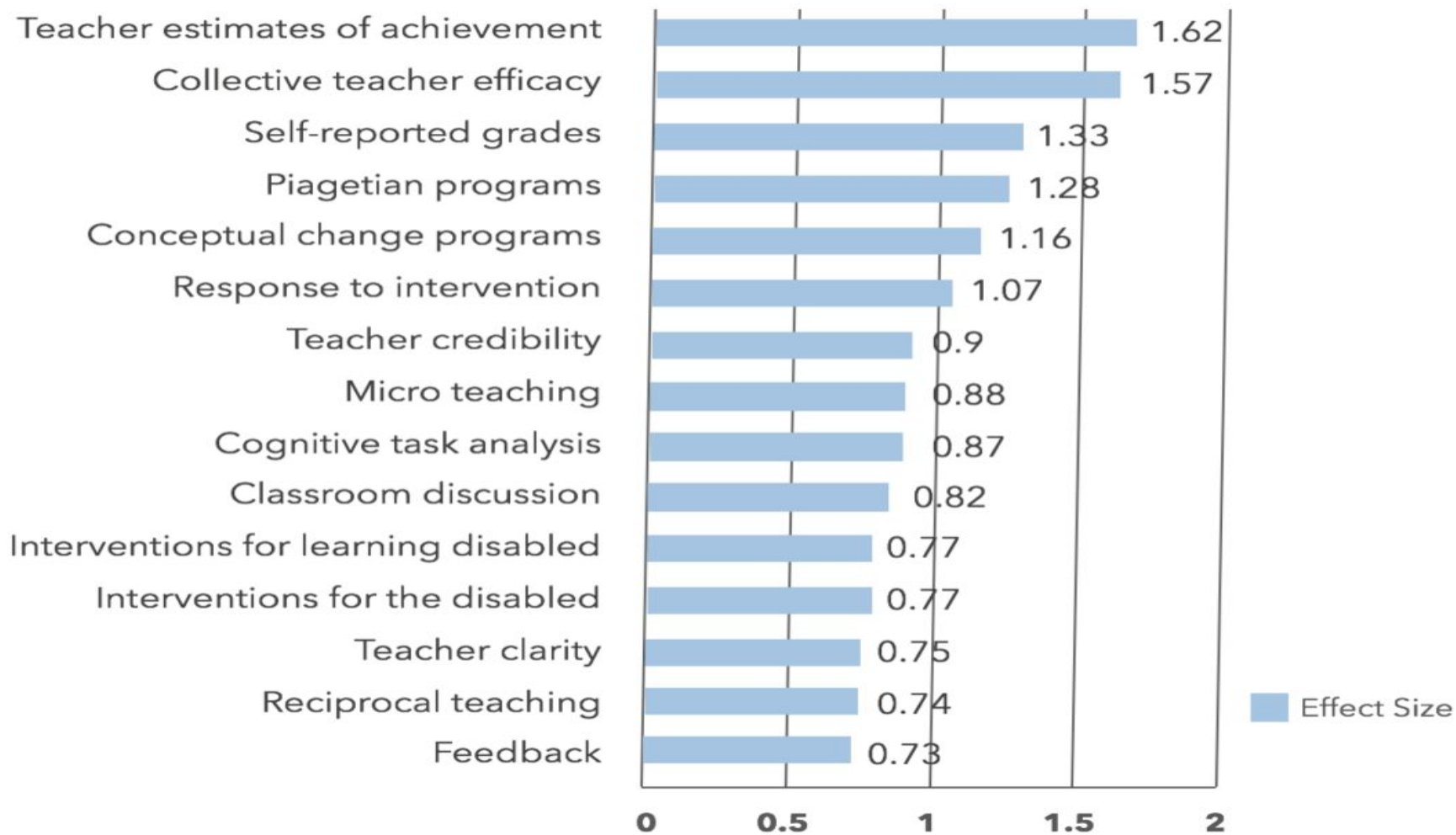
TEACHING

QUALITY OF INSTRUCTION

VISIBLE LEARNING



Hattie's Effect Sizes



Energizer!

What's holding you
back from doing
what you really
want to do?



BEHAVIORAL EXPECTATIONS

DATA TO INFORM DECISION MAKING ACROSS TIERS

Start with Data

Attendance

Grades

Referrals

Behavior Screener

4 times per year

Using the Data:

- Place each student into the tier based on their behavior
- Tier 1 minimal to no behavior
- Tier 2 is where the magic happens implement interventions
- Tier 3 severe behavior

How teachers can use data:

Once per week, the teachers sit down in teams with a spreadsheet of kids who are on the radar

The goal is to get all kids into tier 1

Tier 2 are those kids that are irritations; behaviors that are causing disruption in the classroom

Write tier two plans and prioritize

Revisit in 30 days

Tier 3 kids do automatic sit forms

Purpose of Tier 2 is to provide interventions

- Decrease development of new problem behavior
- Prevent worsening and reduce intensity of existing problem behavior
- Eliminate triggers and maintainers of problem behavior
- Add triggers and maintainers of prosocial behavior
- Teach, monitor, and acknowledge prosocial behavior

Behavior Resources

Ksdetasn.org

Pbisworld.com

Ci3t.org

ebi.missouri.edu/?page_id=227

pbissmissouri.org/tier-2-workbook-resources

Attendanceworks.org

Thank you for participating in
SWP Professional Development

Please complete our workshop evaluation:

www.swprsc.org

Southwest Plains Regional Service Center

Click on Professional Learning -- Workshop Evaluation



Social emotional standards

Updated 2018

Align standards

Exploration stages

Implementation stages

Integrated into curriculum

Scheduling Tiered Systems of Supports

- Start small and grow
- Begin with one grade level or one content area
- Address both academic and engagement issues in an integrated fashion.



How many times have you heard:

- “We **don’t have time** to provide interventions during the school day.”
- “We would love to provides interventions, **but our master schedule doesn’t allow it.**”
- Is your master schedule:
 - An impediment to change?
 - A tool to help organize time to support students?



Beliefs Related to Scheduling

- We have to start with **beliefs** about:
 - Purpose of our school
 - ALL student's ability to learn at high levels
 - Our responsibility to ensure that high level learning happens for ALL students
 - Opportunity to learn versus ensuring learning
 - The value of job embedded continuous learning for educators (PLC's) as the key to improved student learning
 - Purpose of supplemental and intensive interventions

Turn and Talk



- Discuss with table mates the Scheduling “Beliefs” Reflection Questions.



Alignment of Beliefs and Practices: PLCs

- We have to take an **honest evaluation** of the extent to which our **practices align with our beliefs**:
 - Built-in meeting/collaborative planning time
 - Shared purpose, direction, values and goals
 - Collaborative unpacking of standards and identification of learning targets
 - Development/utilization of common (formative and summative) assessments on frequent basis

“Crucial Questions

1. What do we want each student to learn
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?
4. How will we respond when students have already learned it?



Assessments Help *Answer* Our Questions

- **Screening** – Identifies students in need of additional support
- **Progress monitoring** – Measures student progress toward learning goals (e.g., Formative Assessment)
- **Diagnostic** – Identifies skill strengths and deficits
- **Outcome** – Measures progress students made toward learning standards

Turn and Talk

What processes for data review are currently used by educators at your school(s)?

- PLC crucial questions?
- Problem solving?
- Data analysis scripts/protocols?
- Other?



Gallery Walk

1. Brainstorm course assessments as a team and record on chart paper (10 min.?)
2. Post your charts
3. "Gallery Walk"- Review the charts of other teams. Note ideas and follow up questions!
(15 min.?)
4. Discuss as a whole group

You will need...

- Teamwork
- Focused brainstorming
- 3 pieces of chart paper (one for Math, one for ELA, one for Behavior)
- Marker

District team participants please join a school team!

On Your Chart Paper...

School(s)/District name ← List name

Math or ELA or Behavior ← List Math, ELA or Behavior
(one chart paper for each!)

Examples of: ← List examples of
assessments
consistently used
at your school

Screeners

Diagnostic measures

Progress monitoring tools

(Include formative assessments!)

No abbreviations, please! 😊



Facebook.com/swprsc



@swplains



YouTube.com/c/DrKellyGillespie



www.swplains.org



#SWPchat Twitter Chat 2nd Wednesday of each month 8 p.m. 2018-19 Schedule

- September 12th - Classroom Culture
- October 10th - Family Engagement
- November 14th - Poverty and Education
- December 12th - Teacher Leadership
- January 9th - Personalized Learning
- February 13th - Formative Assessment
- March 13th - The Trauma Informed Educator
- April 10th - Kids Deserve It!
- May 8th - Growing as a Professional



Resources

Hattie, J. A. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. Abingdon: Routledge.

Joel, B. (1985). *We didn't start the fire*. Retrieved from:
<https://www.youtube.com/watch?v=eFTLKWw542g>

Shanahan, T. (2016). Retrieved from:
<http://www.shanahanonliteracy.com/publications/7-paths-to-improved-reading-comprehension>

Sarlo, R. (2014). Establishing a multi-tier system of supports in secondary schools. *RTI Action Network*. Retrieved from:
http://www.rtinetwork.org/mpdf_print.php?htc=YToxOntzOjEzOiJyZXBvcnRfaWRjaGF0IitzOjI6IiQ4Iit0