

*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

# Bringing the Process of Evaluating Core Screening Data to Life! Core Review/100% Meetings

Annual Conference 2017  
Jenice Pizzuto



Reach & Teach *All* Students

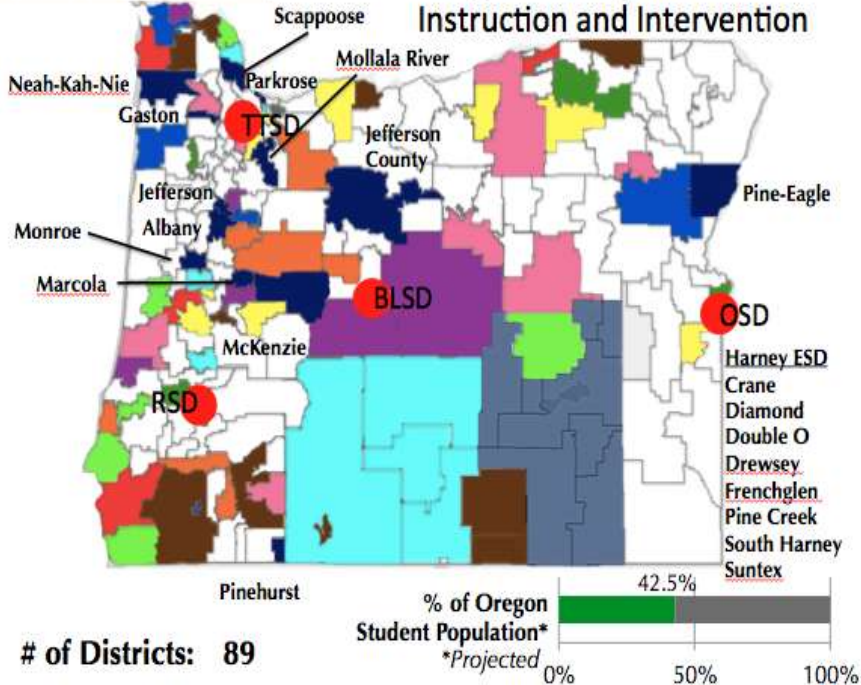
**HELLO**  
my name is

*Jenice*



Cadre 10: 2014-2015

Oregon To Response to  
Instruction and Intervention



- ORTIi Implementation Coach
- Impact Leadership and Education Consultant
- Learning Forward Oregon
  - Past President, Advisory Board
- ***Learner***, reader and collaborator



ORTIi

## 9 Essential Components

SLD Decision Making

VISION OF

Review

Initial and

Progress Monitoring

Interventions

Regularly

Interventio

Coaching

Universal Screening

Core Materials and Instruction

Meetings

Leadership

Teaming  
& DBDM

Professional  
Learning

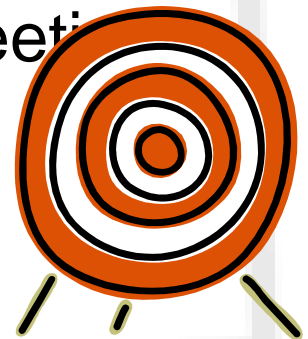
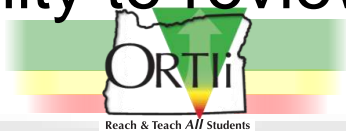
Growth Mindset &  
High Expectations  
For ALL Students

Culture

Culture of  
Collaboration to  
Improve Outcomes

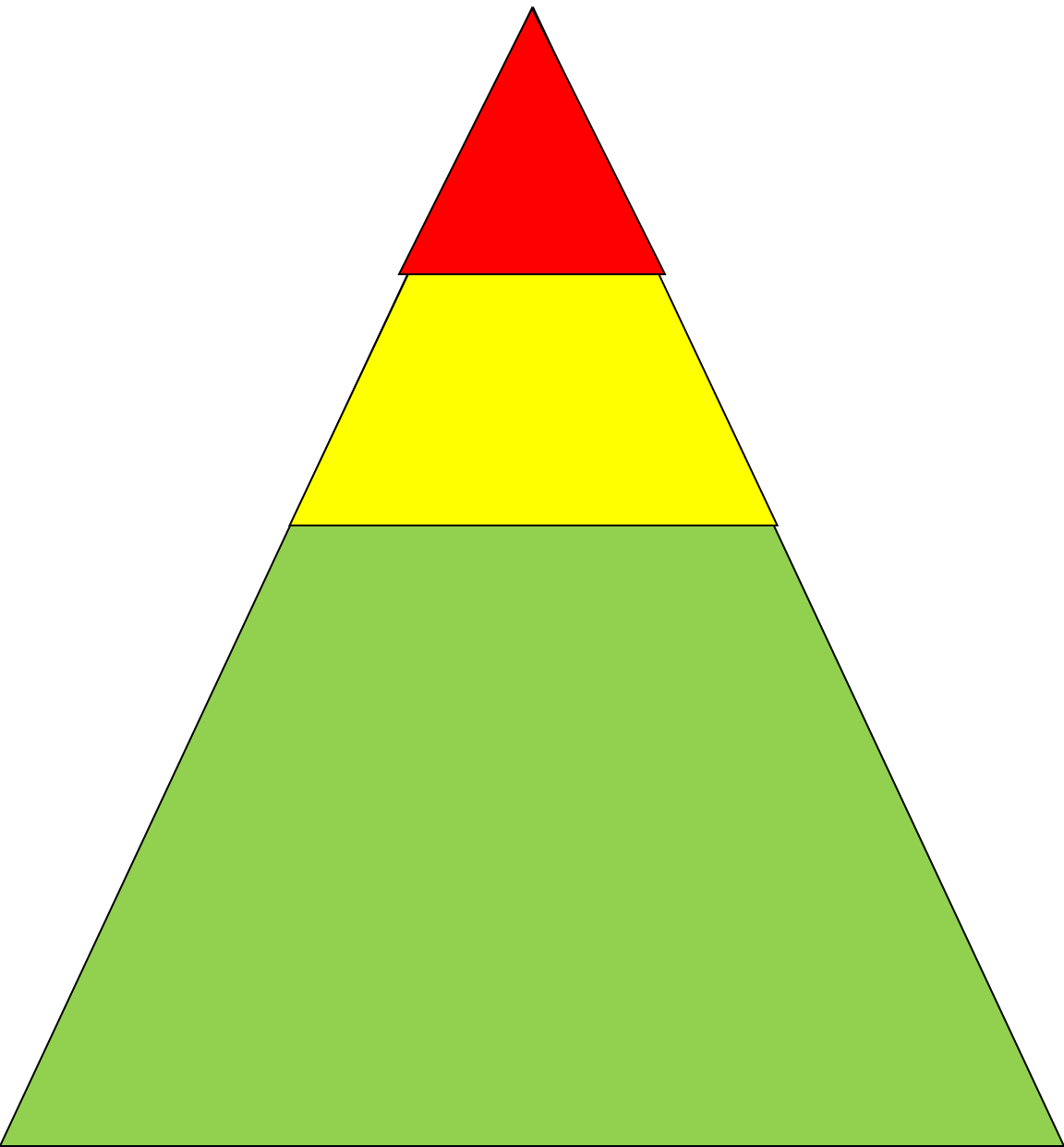
# Session Overview

- In this session, you will:
  - Review the problem solving process across the tiers
  - Learn about a team data-based decision making process to support ALL students (Core Review Meetings)
  - Become familiar with the Core Review Meeting Agenda
  - See an educator lead and support the meeting at the school level
  - Have an opportunity to review the agenda



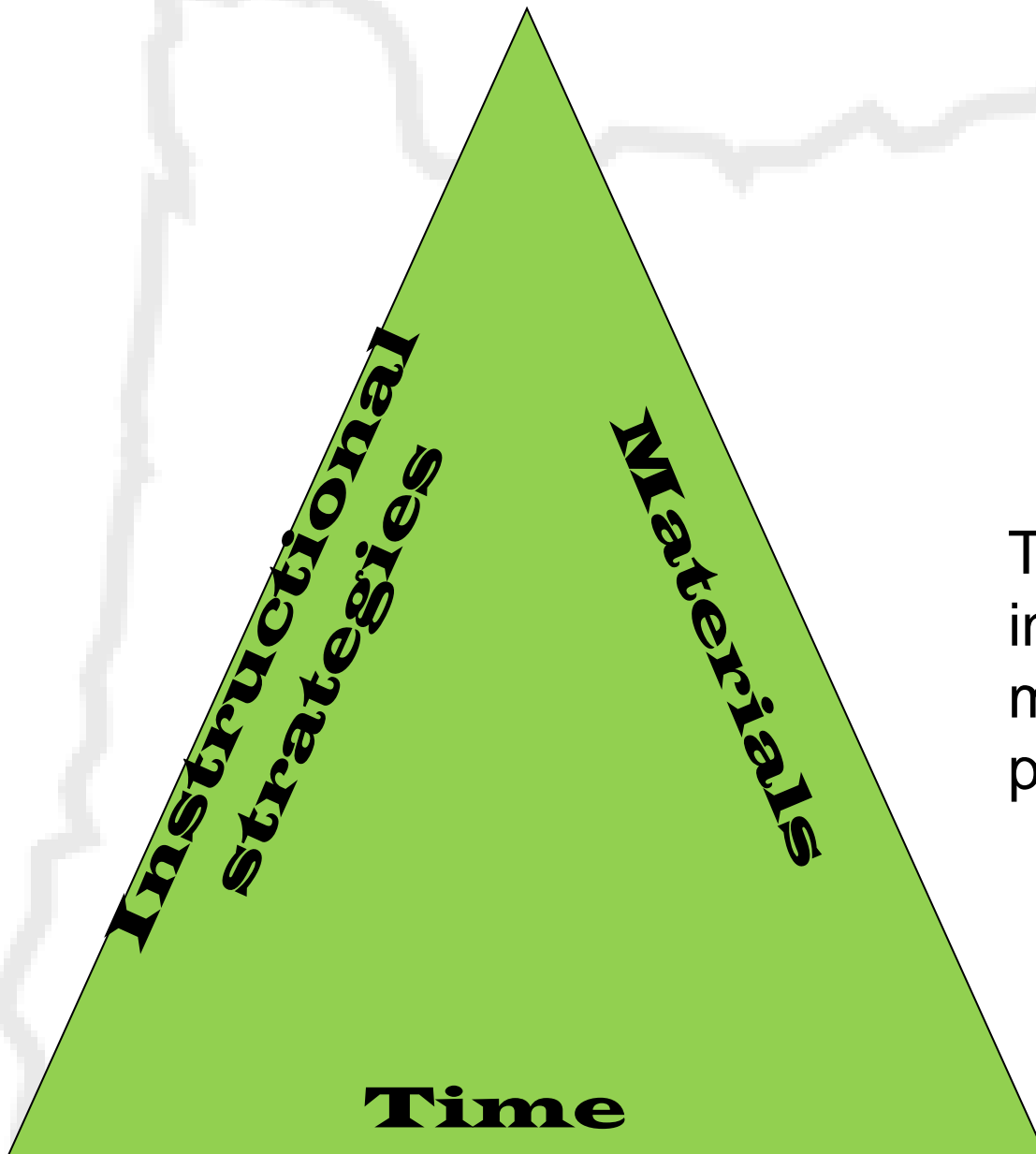
# RTI Team Structures

Meetings	Purpose	Students	Data
<b>Core Review Meetings</b>	Review effectiveness of tiered systems of support and make adjustments	ALL	Screening (CBM), Attendance, ODRs,
<b>Group Intervention Review Meetings (20% Meetings)</b>	To make changes for students in interventions	Some students	Progress monitoring (CBM)
<b>Individual Problem Solving Meetings</b>	To further intensify interventions for those in need	Few Students	Progress Monitoring (CBM)



Core is for all students

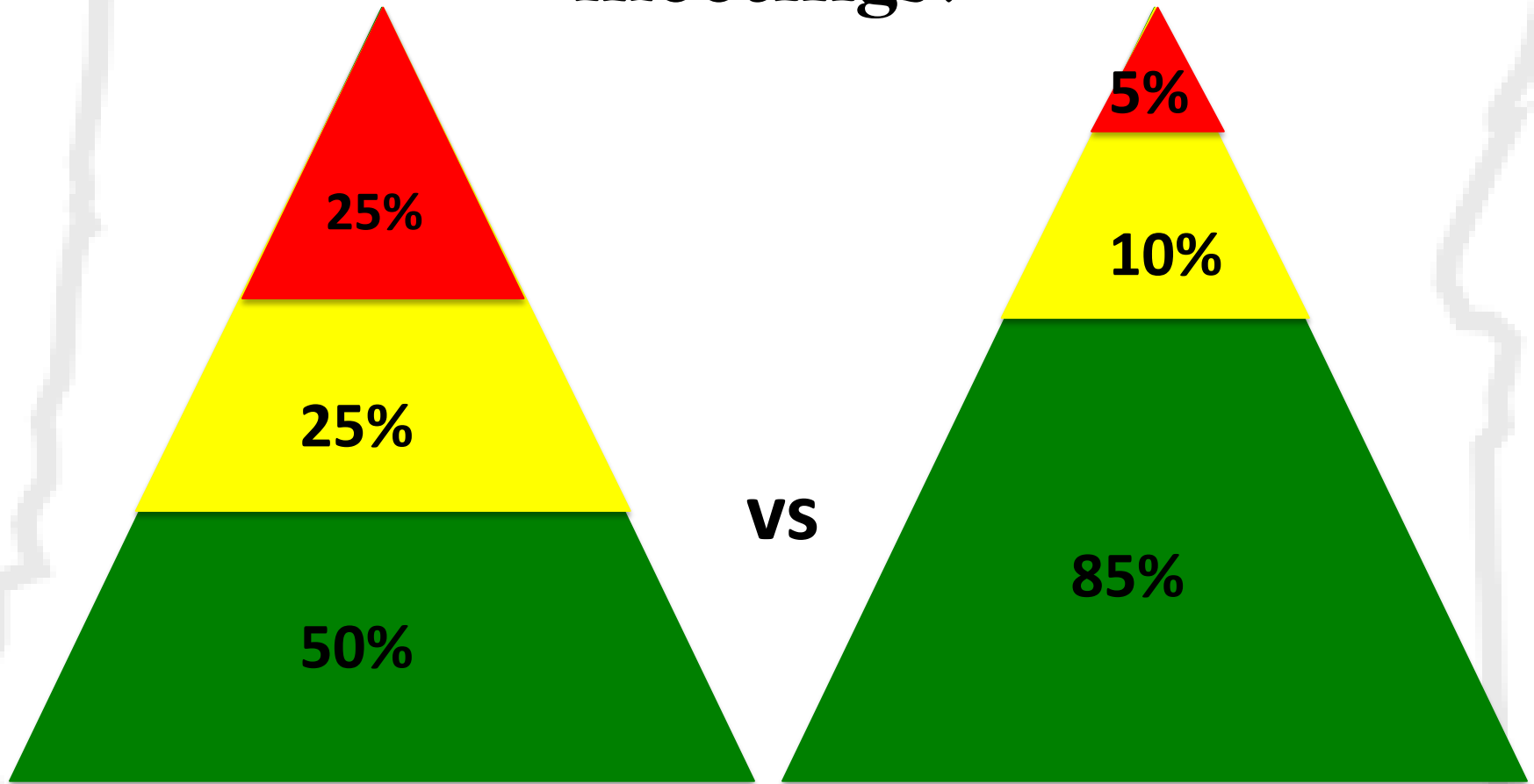
The goal of tier 1  
instruction is that 75 to  
80% of the students are  
proficient.



Core is for **ALL** students

The goal of tier 1 instruction is that 80% or more of the students are proficient.

Why do we look at *whole grade level* core instruction for these meetings?

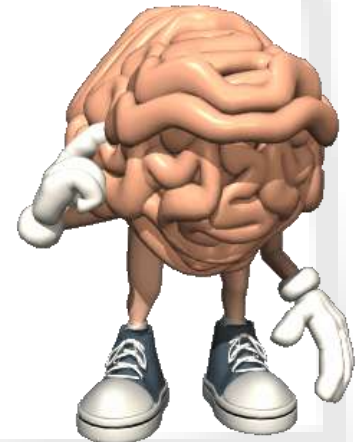


*Is this a whole grade level need or a some students need?*



# R.T.I. is T.I.R.

- *Thinking is Required*
  - What does low risk in DIBELS mean?
  - If our students are in the green or low risk what does that mean?
  - How can we improve instruction so that all students continue to grow and improve?
  - How can we support one another in attaining growth for students?



# Purpose: 100% Data Meetings Core Review Meetings

- Determine if the *grade level* is benefiting from core instruction
- AND
- Refine core instruction to better meet the needs of ALL students at the *grade level*.

Trying to make decisions to improve outcomes for our students can feel like this...



Trying to make decisions to improve outcomes for our students can feel like this...



# Moving from congenial conversations





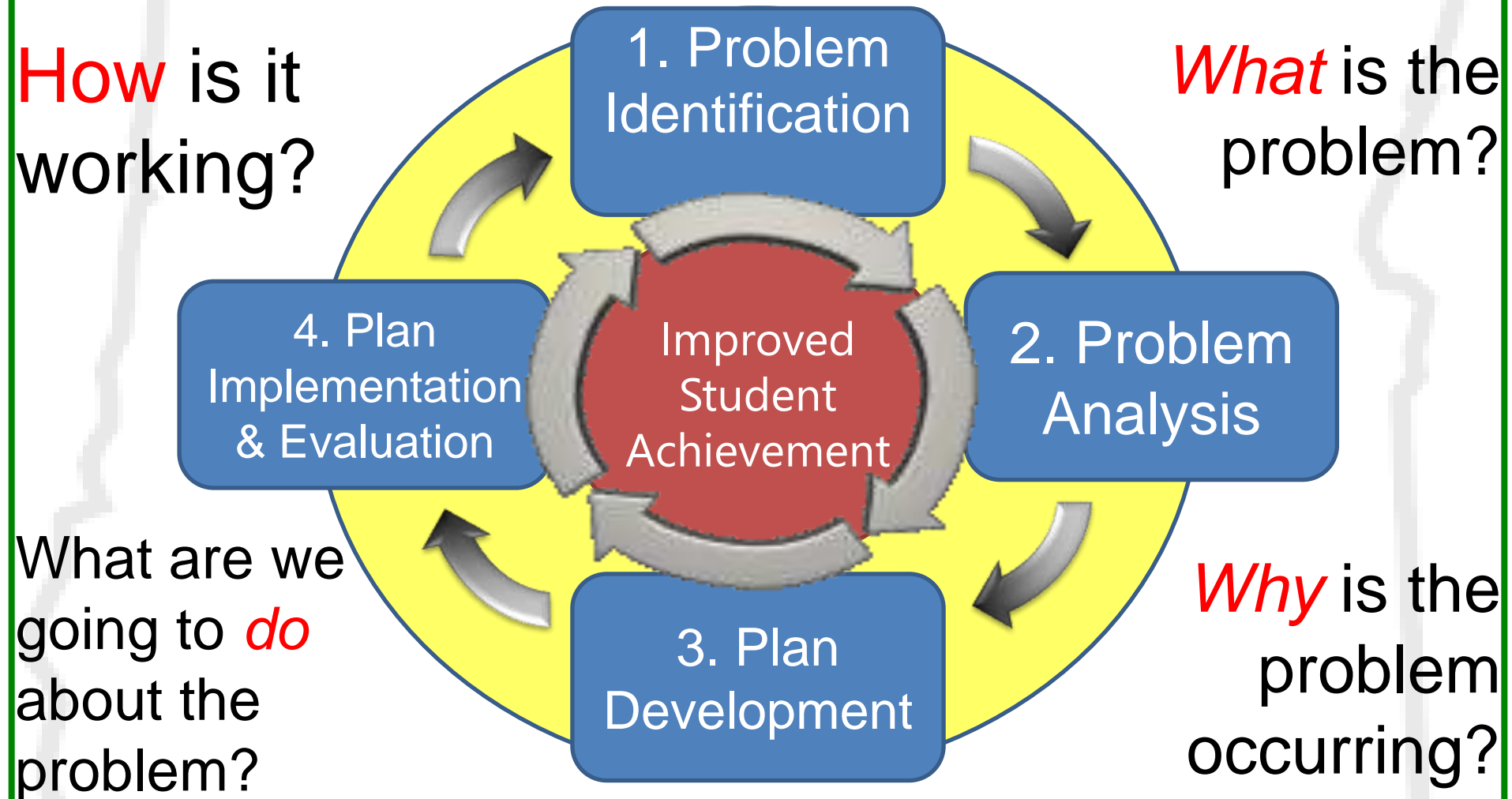
# To collegial conversations...



# Before the meeting preparation

- Data Reports
- Meeting Agendas
- Short ppt (5 Slides) if new to process
- Logistics: Reserve a room, setting up technology, meeting reminders
- Communicate what to bring: curriculum materials, additional common data reports
- Treats

# 100% Meetings Utilize: The Problem Solving Process





# Why Problem Solving?

Framework to identify, analyze & address needs at all levels



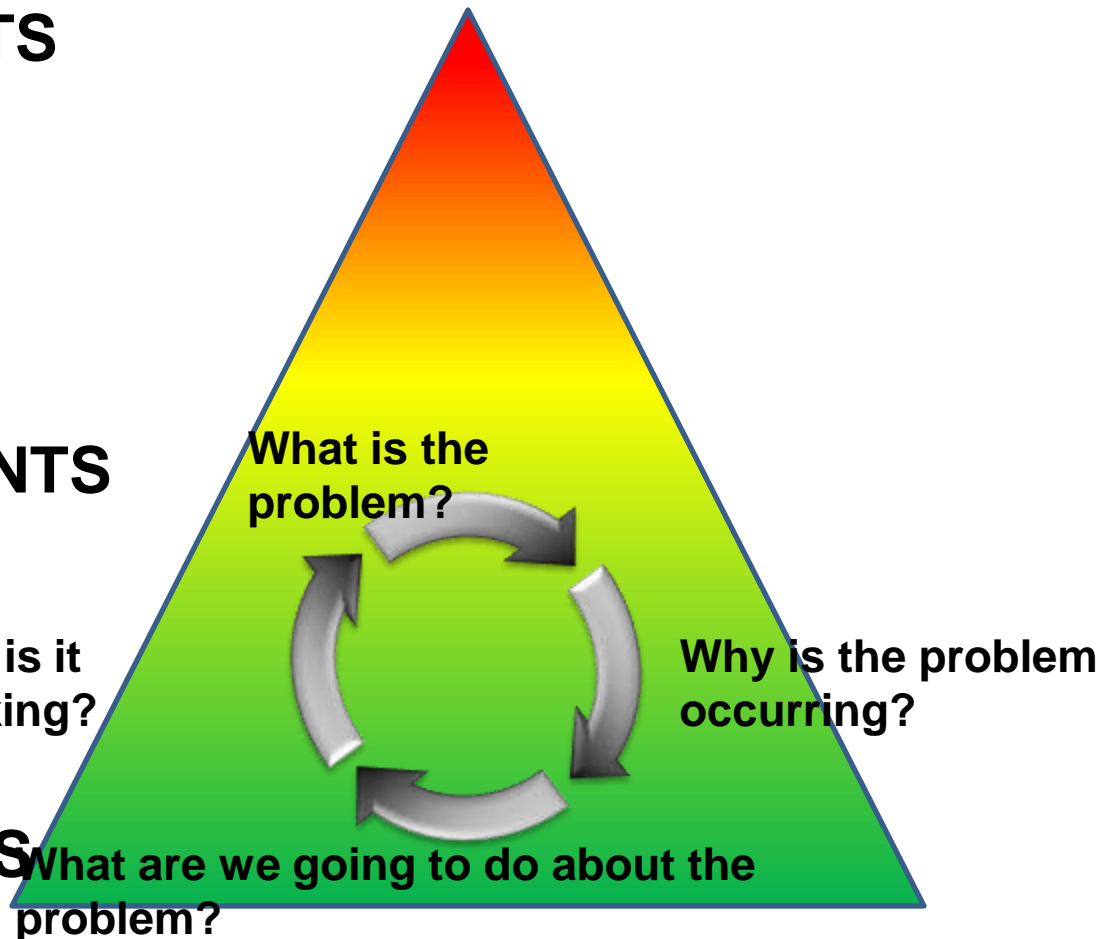
- *Consistent*
- *Efficient*
- *Effective*
- *Sustainable*

# Problem Solving Across Levels of Support

**Tier 3:**  
**Individual Problem Solving**  
**Meetings**  
**FEW STUDENTS**

**Tier 2/3:**  
**20% Meetings**  
**SOME STUDENTS**

**Tier 1:**  
**100% Meetings**  
**ALL STUDENTS**



# Use an Agenda

## 100% Data Meeting Agenda

School: \_\_\_\_\_ Grade level: \_\_\_\_\_  
 Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what we can do – Listen to learn

Purpose: To determine effectiveness of the core program and make necessary adjustments to core instruction.

### Step 1: Problem Identification (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

- Review and analyze current benchmark screening data. Record percentages below:
- Review and analyze previous benchmark screening data. Record percentages below:

- Using current and previous benchmarking data, set a goal for next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking	*Goal for next Benchmarking:
% At or Above Benchmark			
% Below Benchmarks			
% Well Below Benchmark			

\*Can also review movement of students between risk-status levels to help set goals (*Summary of Effectiveness*)

- Review other available grade-wide data (e.g. OAKS, in-curriculum assessments, etc).
  - Determine percentage of students meeting minimum proficiency standards as set by the district

### Step 2: Problem Analysis (Why is it happening?)

- Using data, prioritize which big idea of reading is currently the most important common instructional need for most students (circle one):

Skill	Phonological Awareness		Phonics			Oral Reading Fluency	Vocabulary	Reading Comprehension	
DIBELS Next Measure	FSE	PSF	NWF-CLS	NWF-WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
% Above Benchmark									

- Does fidelity to the core need to be further examined and how will that be accomplished?

# Identify Area of Need

## Step 3: Plan Identification (What is the plan to improve the health of the core?)

What instructional strategies have been effective in your classroom? Chart them.

### A. Curriculum

1. Which **priority skill(s)** within the identified big idea will the target for instruction? (Choose from below):

2. What component(s) of the core can be used for this? \_\_\_\_\_



### CCSS Common Instructional Needs

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Phonemic Awareness	Letter Sounds Letter Names Word Spacing	Features of a sentence				
	Sound/Word comparison Rhyming Blend & Segment Sentences Syllables Onset-rime					
Phonics	Letter sounds Long/Short vowels					
	High Frequency Words/Sight Words					
		VC & CVC words Consonant Blends Consonant Digraphs Silent e Advanced consonants Vowel in each syllable Inflectional endings Irregularly spelled words				
			Vowel teams			
					Morphology Accurately unfamiliar Multisyllabic words in context/out of context	
Fluency			Multisyllabic words			
		Accuracy: @ 90%	90-95%	92-97%	97-98%	97-98%
		30-50 WCPM	40-100 WCPM	70-100 WCPM	100-140 WCPM	100-140 WCPM
		Attends to punctuation Self corrects when reading Pacing, Expression, Smoothness (Prosody)				
Vocabulary	Use					
	Leads new words through direct instruction (Receptive Vocabulary)					
	Uses new words in speaking and writing (Expressive Vocabulary)					
	Use context clues to understand the meaning of words (Contextual Analysis) Use word structure to understand meaning of words (Morphemic Analysis)					
Comprehension	Answering Text-Based Questions Makes predictions Retelling & Summarizing Making Connections					
		Main Idea and Details Point of View Making Inferences Monitoring Comprehension				
			Analyze structure of text			
				Author's Purpose/Point of View Informational Text Structure/Charts, Maps, Graphs, Tables, Insets Compare and contrast text		

# Identify Effective Instructional Strategy

## Step 3: Plan Identification (What is the plan?)

### B. Instruction

1. What *common instructional strategy* *will be used by ALL grade level teachers?* (choose from below): \_\_\_\_\_
2. When this is working what will it look like? How long, how often? \_\_\_\_\_

#### Common Instructional Strategies

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Instructor models instructional tasks when appropriate</b><ul style="list-style-type: none"><li>▫ Demonstrates the task (e.g. uses think <i>alouds</i>)</li><li>▫ Proceeds in step-by-step fashion</li><li>▫ Limits language to demonstration of skill</li><li>▫ Makes eye contact with students, speaks clearly while modeling skill</li></ul></li><li><input type="checkbox"/> <b>Instructor provides explicit instruction</b><ul style="list-style-type: none"><li>▫ Set the purpose for the instruction</li><li>▫ Identifies the important details of the concept being taught</li><li>▫ Provides instructions that have only one interpretation</li><li>▫ Makes connection to previously-learned material</li></ul></li><li><input type="checkbox"/> <b>Instructor engages students in meaningful interactions with language during lesson</b><ul style="list-style-type: none"><li>▫ Provides and elicits background information</li><li>▫ Emphasizes distinctive features of new concepts</li><li>▫ Uses visuals and <i>explanatives</i> to teach content as necessary</li><li>▫ Makes relationships among concepts overt</li><li>▫ Engages students in discourse around new concepts elaborates on student responses</li></ul></li><li><input type="checkbox"/> <b>Instructor provides multiple opportunities for student to practice instructional tasks</b><ul style="list-style-type: none"><li>▫ Provides more than one opportunity to practice each new skill</li><li>▫ Provides opportunities for practice after each step in instruction</li><li>▫ Elicits group responses</li><li>▫ Provides extra practice based on accuracy of student responses</li></ul></li><li><input type="checkbox"/> <b>Instructor provides corrective feedback after initial student responses</b><ul style="list-style-type: none"><li>▫ Provides affirmations for correct responses</li><li>▫ Promptly corrects errors with provision of correct model</li><li>▫ Limits corrective feedback language to the task at hand</li><li>▫ Ensures mastery of all student before moving on</li></ul></li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Instructor encourages student effort</b><ul style="list-style-type: none"><li>▫ Provides feedback during and after task completion</li><li>▫ Provides specific feedback about student's accuracy</li><li>▫ Majority of feedback is positive</li><li>▫ Celebrates or displays examples of student success</li></ul></li><li><input type="checkbox"/> <b>Students are engaged in the lesson during teacher-led instruction</b><ul style="list-style-type: none"><li>▫ Gains student attention before initiating instruction</li><li>▫ Paces lesson to maintain attention</li><li>▫ Maintains close proximity to students</li><li>▫ Transitions quickly between tasks</li><li>▫ Intervenes with off-task students to maintain their focus</li></ul></li><li><input type="checkbox"/> <b>Students are engaged in the lesson during independent work</b><ul style="list-style-type: none"><li>▫ Independent work routines and procedures previously taught</li><li>▫ Models task before allowing students to work independently</li><li>▫ Checks for student understanding of the task(s)</li><li>▫ Students use previously-learned strategies or routines when they come to a task they don't understand</li><li>▫ Independent work is completed with high level of accuracy</li></ul></li><li><input type="checkbox"/> <b>Students are successful completing activities at a high criterion level of performance</b><ul style="list-style-type: none"><li>▫ Elicits a high percentage of accurate response from group</li><li>▫ Holds same standard of accuracy for high performers and low performers</li></ul></li></ul> |
|--|---|

# What impacts learning?

Effective <i>teaching</i> variables	Effect size	<i>Other</i> variables	Effect size
Student expectations	<b>+1.44</b>	Socioeconomic Status	<b>+0.57</b>
Response to Intervention	<b>+1.07</b>	Parental Involvement	<b>+0.51</b>
Formative Evaluation	<b>+0.90</b>	Computer based instruction*	<b>+0.37</b>
Teacher Clarity	<b>+0.75</b>	School Finances	<b>+0.23</b>
Reciprocal Teaching	<b>+0.74</b>	Aptitude by Treatment Interactions*	<b>+0.19</b>
Feedback	<b>+0.73</b>	Family Structure	<b>+0.17</b>
	<b>+0.7</b>		



# Identify Active Engagement Strategy

## Step 3: Plan Identification (What is the plan?)

### C. Environment

1. What *active engagement or behavior management strategy* will be used by all grade level teachers?
2. When this is working what will it look like? How long, how often?

### Active Engagement or Behavior Management Strategy

Oral Responses (Things Students Say)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
<input checked="" type="checkbox"/> Partner Responses	The answers are long or short and different	Look-Learn-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels
<input checked="" type="checkbox"/> Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
<input checked="" type="checkbox"/> Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first Whip around or pass (students have the option to say an answer or pass)
Written Responses (Things Student Write)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Response Slates (white boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down")
<input checked="" type="checkbox"/> Graphic organizer	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
<input checked="" type="checkbox"/> Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
Action Responses (Things Students Do)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention	"Put your finger on the word", "Touch the picture", etc.
<input checked="" type="checkbox"/> Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
<input checked="" type="checkbox"/> Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
<input checked="" type="checkbox"/> Response Cards	The number of potential answers is limited	True or False; yes or no; A, B, C, or D; vocabulary words; spelling words; phonics; etc.
<input checked="" type="checkbox"/> Manipulative	In small group or at seats	Group boxes, sorting pictures for summarizing/order of events
Behavioral Strategies		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Maintains close proximity to students	Students are showing signs of getting off-task	If you know from prior experience that a particular group is likely to disrupt class-standing or sitting close to them while you lead an activity will quell a fair amount of the unwanted behaviors
<input checked="" type="checkbox"/> 5:1 Positive feedback	Students are seeking positive/negative attention	Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement.
<input checked="" type="checkbox"/> Limit/reduce transition time	Students are becoming off-task during transitions.	Use a signal for transitions and give a set amount of time for students to make transitions.
<input checked="" type="checkbox"/> Reward system in place	Always	Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior.
<input checked="" type="checkbox"/> Classroom matrix taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring in certain locations.	Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like.
<input checked="" type="checkbox"/> Instructional routines taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during instructional routines.	Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine.
<input checked="" type="checkbox"/> Response routine taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during the response routine.	Teach students explicitly what the response routine looks like/ sounds like. Model the routine using: I do, We do, You do.

### D. Adult Learning

1. What *professional development* is needed to support your commitments to implement the agreed upon actions:

# Explicit Instruction Hattie & Yates, 2014

Teacher as Activator	<i>d</i>	Teacher as facilitator	<i>d</i>
Teaching students self-verbalization	.76	Inductive teaching	.33
Teacher clarity	.75	Simulation and gaming	.32
Reciprocal teaching	.74	Inquiry-based teaching	.21
Feedback	.74	Smaller classes	.21
Metacognitive Strategies	.67	Individualized instruction	.22
Direct Instruction	.59	Web-based learning	.18
Mastery Learning	.57	Problem-based learning	.15
Providing worked examples	.57	Discovery method in math instruction	.11
Providing goals	.50	Whole language	.06
Frequent effects of testing	.46	Student control overlearning	.04
Behavioral organizers	.41		
<b>Average activator</b>	<b>.61</b>	<b>Average facilitator</b>	<b>.19</b>



Commit: Develop a Plan *as a Team*

# Strategy

Planning systematically

a plan of action

Cluster of decisions

# Action Time



- Start the timer for 90 seconds...
- Skim and Scan the 100% Meeting Agenda

# 100% Meeting General Features, Logistics

**When:** 2-3 times per year (following collection of your **schoolwide screening data**)

**Who:** Principal  
Literacy Specialist/Title I  
Counselor  
Grade level team  
Could include SPED, ELL, School Psychologist, Paraprofessionals



# 100% Meeting General Features, Logistics

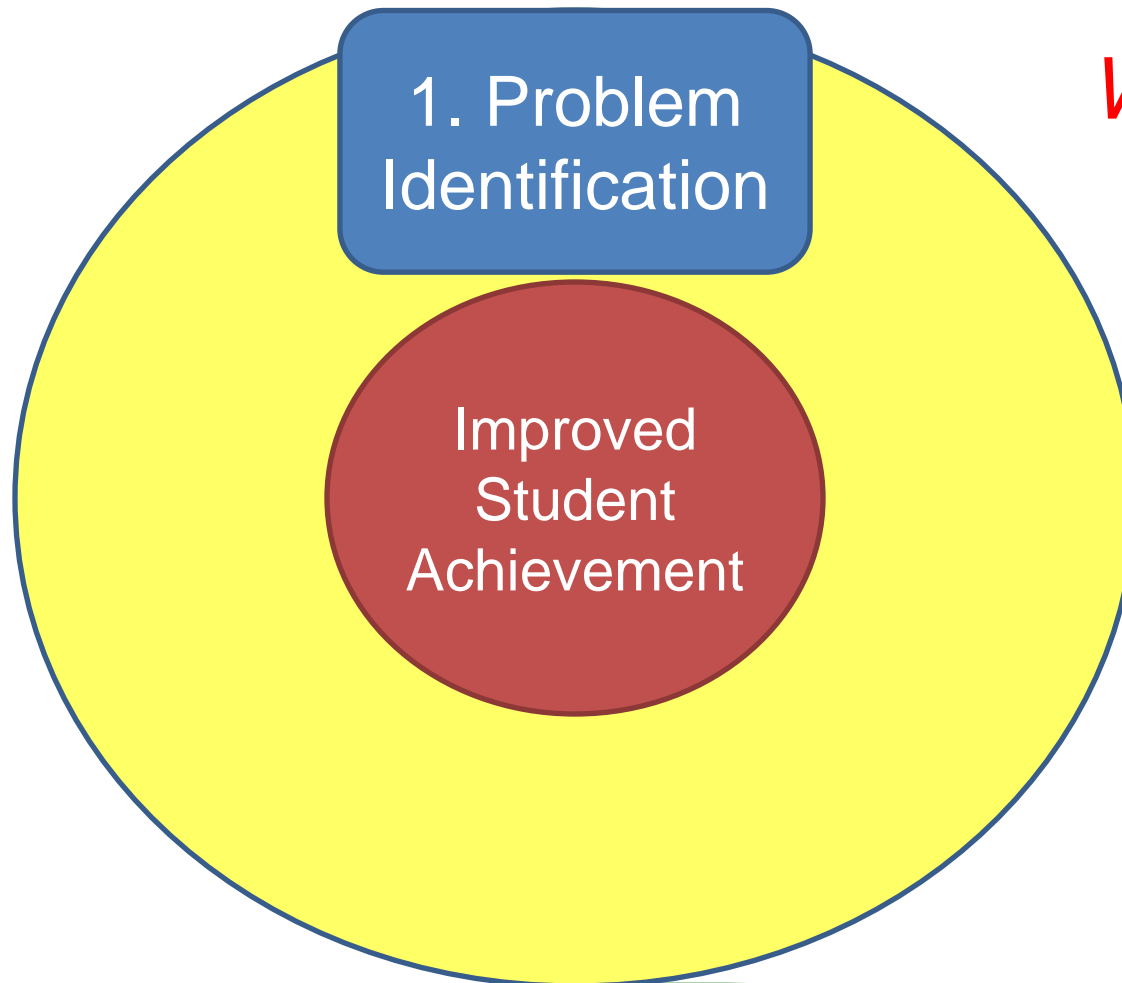
What:

Use **schoolwide screening data** to answer questions about core instruction

Outcomes:

Identify which of the 5 Big Ideas need additional focus **AND** develop a plan (with a goal) for improving grade level achievement, take students to a higher level

# Step 1: Problem Identification



*What* is the problem?

# Step 1: Problem Identification

A problem is defined as a discrepancy between:

Where we want to be  
~~Using Data/Evidence~~

Where we are

Problem  
Definition

# 1. Problem Identification

Do we use data?

“I think...”  
“I feel like...”  
“I believe...”

VS.

“Our  
data/evidence  
indicates...”

*How clearly are you currently defining  
“problems” in your school? Do you primarily  
rely on the data?*

# Action Time



- Review Step One on the Agenda
- Record Data

\*If grade level is already at 85% or more consider setting goals based on the priority skill identified

## 100% Data Meeting Agenda

School: \_\_\_\_\_ Grade level: \_\_\_\_\_  
Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what we can do – Listen to learn

Purpose: To determine effectiveness of the core program and make necessary adjustments to core instruction.

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- Review and analyze previous benchmark screening data. Record percentages below:
- Using current and previous benchmarking data, set a goal for next benchmarking period. Record below:

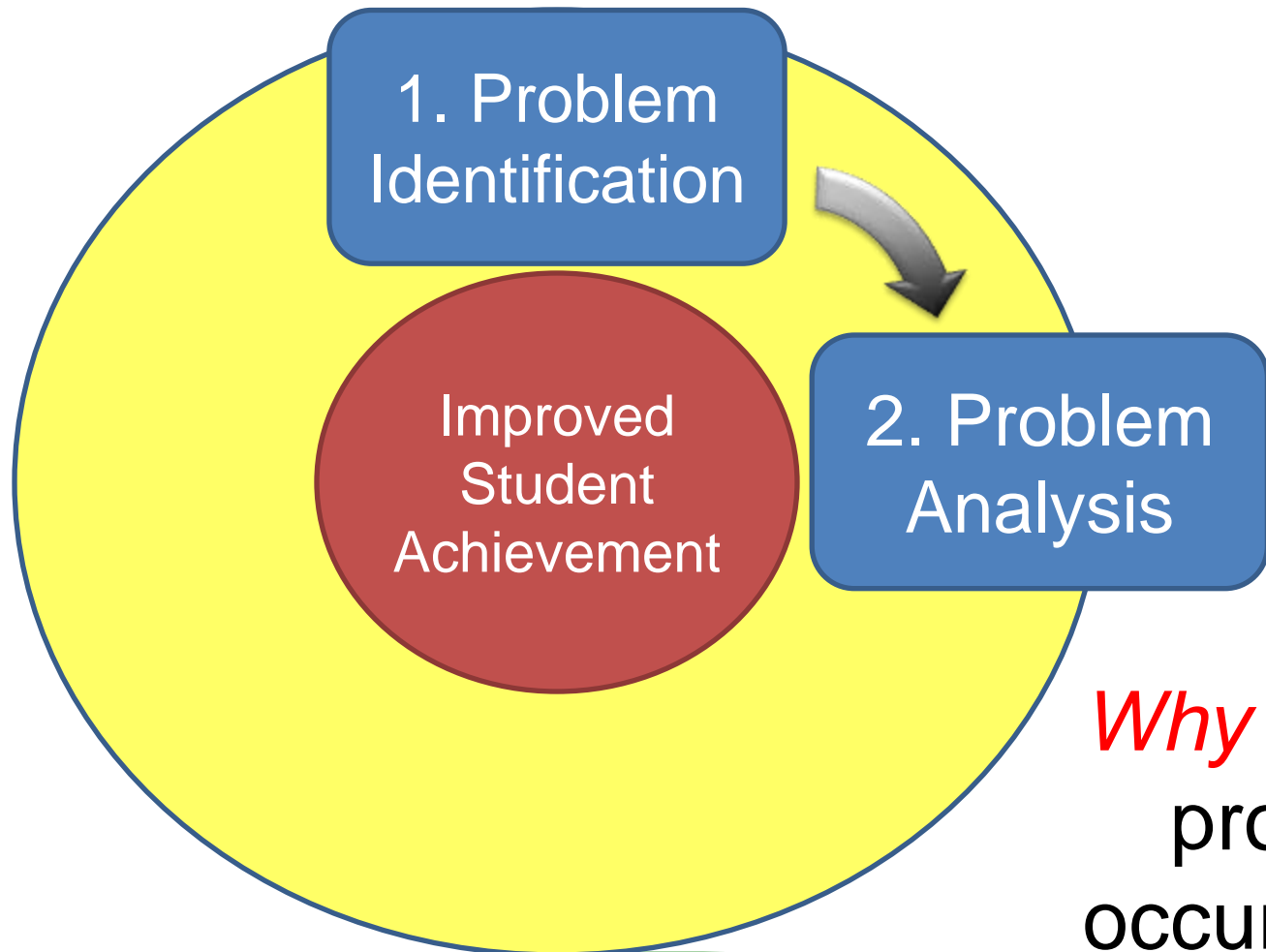
	Previous Benchmarking	Current Benchmarking	*Goal for next Benchmarking:
% At or Above Benchmark			
% Below Benchmarks			
% Well Below Benchmark			

\*Can also review movement of students between risk-status levels to help set goals (Summary of Effectiveness)

- Review other available grade-wide data (e.g. SBAC, in-curriculum assessments, etc).
  - Determine percentage of students meeting minimum proficiency standards as set by the district

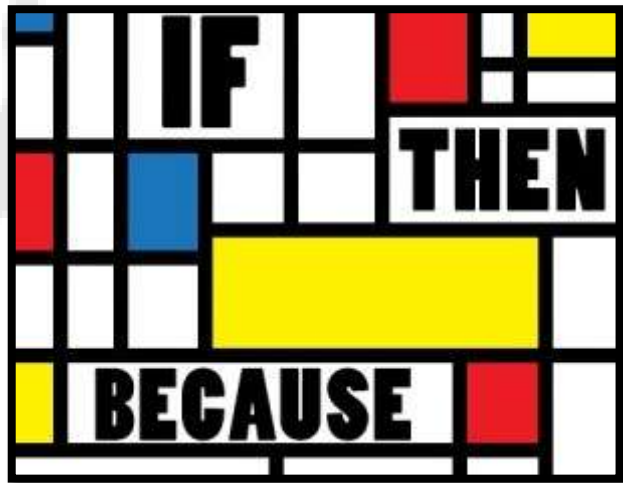


# The Problem Solving Process



## 2. Problem Analysis

**Why** is the problem happening?



\* What is the grade level's **priority skill need(s)**?

- Comprehension
- Vocabulary
- Fluency
- Phonics
- Phonemic Awareness

# Literacy Skills

## Foundational Skills

Oral Reading  
Accuracy & Fluency

Phonics  
(Alphabetic Principle)

Phonemic Awareness


Reading Comprehension

Vocabulary

# DIBELS Measures: Proficiency Skill Indicators

Skill	Phonological Awareness		Phonics			Oral Reading Fluency	Vocabulary	Reading Comprehension	
DIBELS Next Measure	FSF	PSF	NWF-CLS	NWF-WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
% Above Benchmark									

# What is the priority skill need?

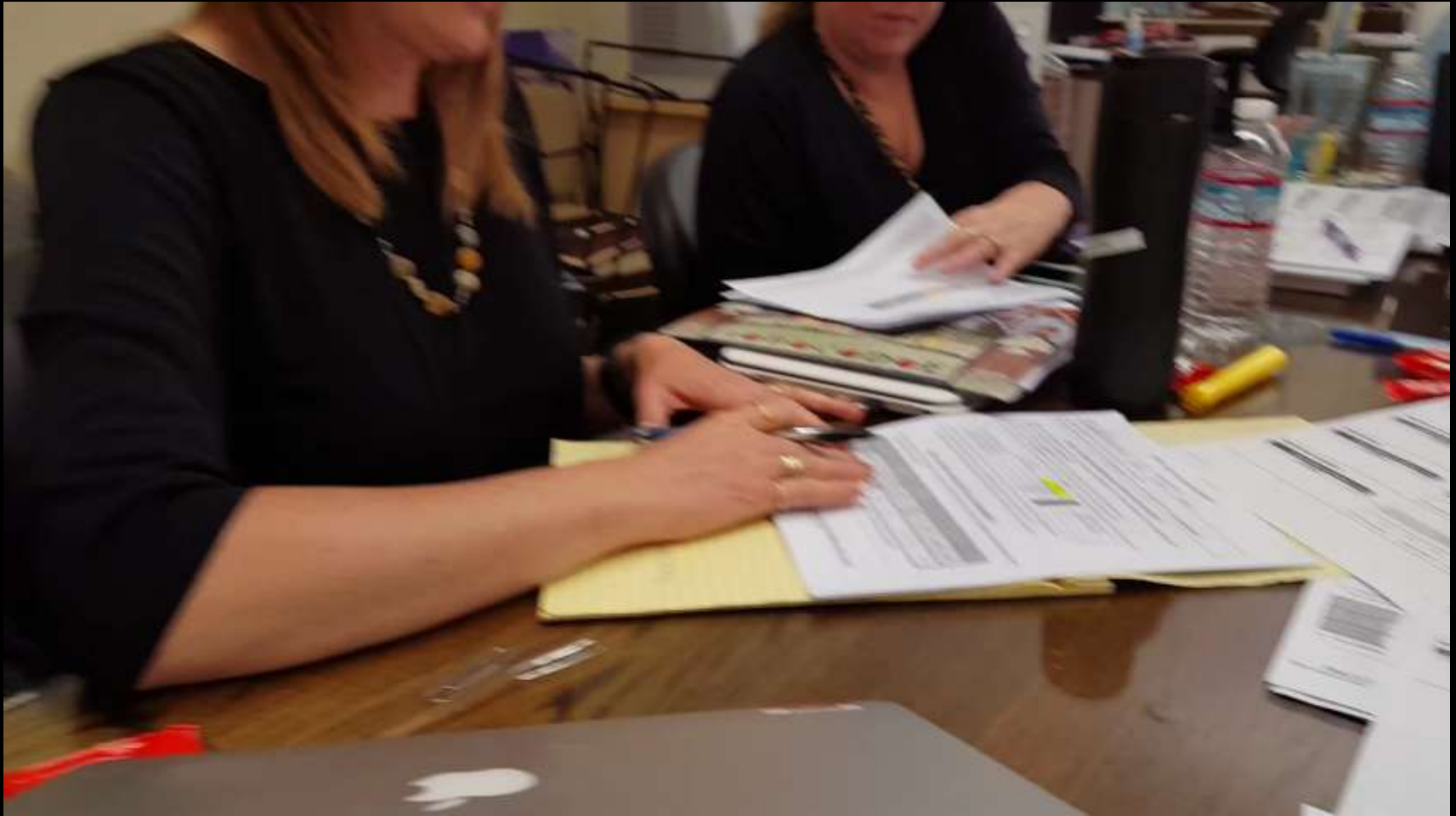


5 Big Ideas	Percentage of Students at Benchmark
Comprehension	57%
Vocabulary	75%
Fluency	65%
Phonics	60%
Phonemic Awareness	85%

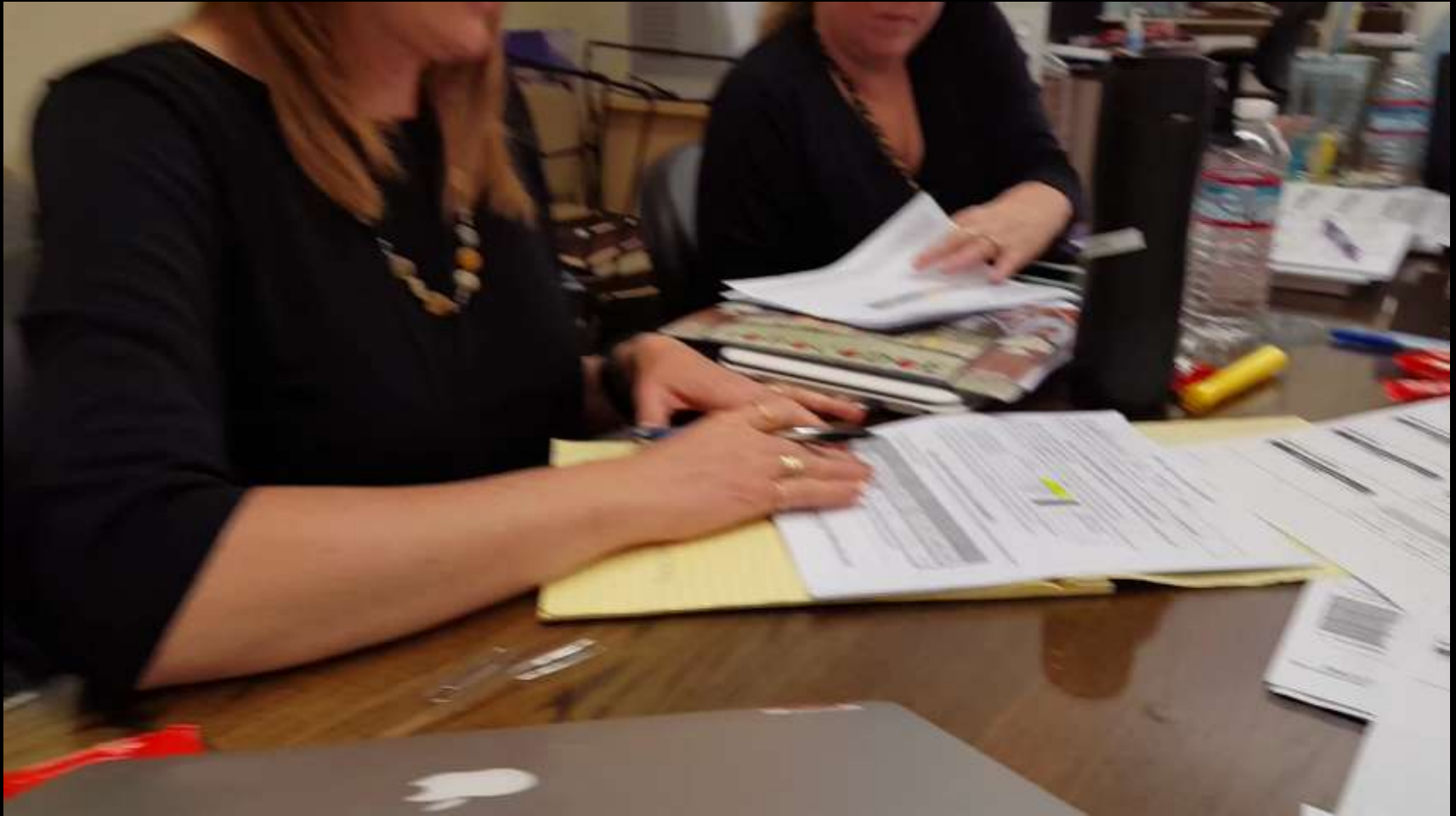
*We want the priority skill to be close to 80% (at least)*

*\*Select the earliest pre-requisite skill which is not at 80%*

# Identifying the Priority Skill Need



# Identifying the Priority Skill Need



# Going Deeper: What *do your students* need in the priority skill area?

## Step 3: Plan Identification (What is the plan to improve the health of the core?)

What instructional strategies have been effective in your classroom? Chart them.

### A. Curriculum

1. Which **priority skill(s)** within the identified big idea will the target for instruction? (Choose from below):

2. What component(s) of the core can be used for this? \_\_\_\_\_

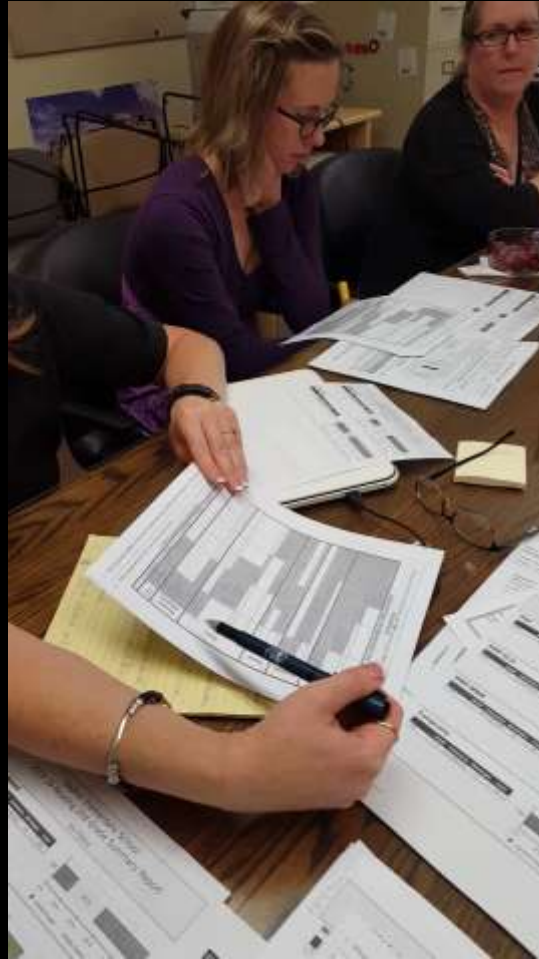


### CCSS Common Instructional Needs

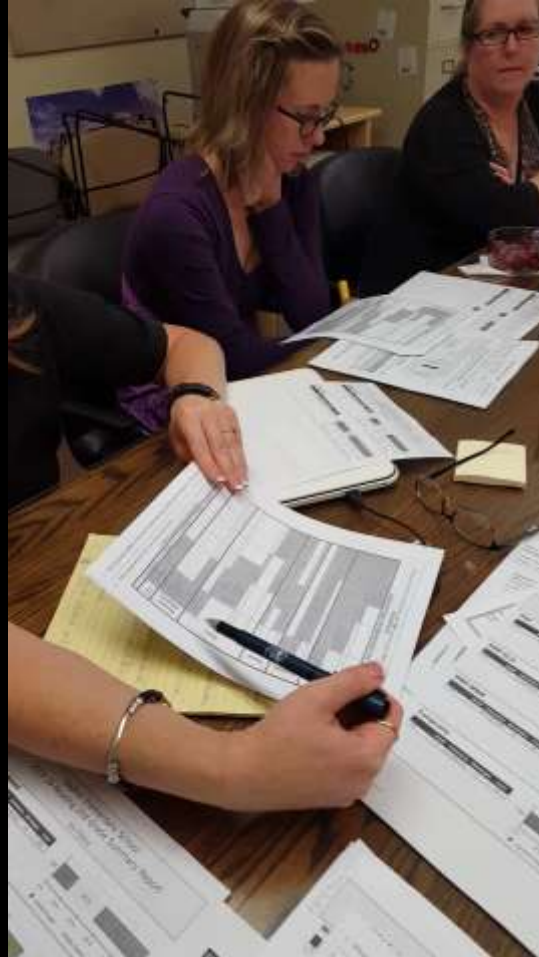
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Print</b>	Left to right Letter Names Word Spacing	Features of a sentence				
<b>Phonemic Awareness</b>	Sound/Word comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime Blend & Segment: Individual Phonemes					
<b>Phonics</b>	Letter sounds Long/Short vowels High Frequency Words/Sight Words	VC & CVC words Consonant Blends Consonant Digraphs Silent e Advanced consonants Vowel in each syllable Inflectional endings Irregularly spelled words				
			Vowel teams			
					Morphology Accurately unfamiliar Multisyllabic words in context/out of context	
<b>Fluency</b>		Accuracy: ≥90% 30-50 WCPM	≥95% 40-100 WCPM	≥96-97% 70-100 WCPM	≥97-98% 100-140 WCPM	≥97-98% 100-140 WCPM
		Attends to punctuation Self corrects when reading Proncing, Expression, Smoothness (Fluency)				
<b>Vocabulary</b>	Contextualizing Use Learns new words through direct instruction (Receptive Vocabulary) Uses new words in speaking and writing (Expressive Vocabulary) Use context clues to understand the meaning of words (Contextual Analysis) Uses word structure to understand meaning of words (Morphemic Analysis)					
					Consult reference materials	
<b>Comprehension</b>	Answering Text-Based Questions Making predictions Retelling & Summarizing Making Connections	Main Idea and Details Point of view Making Inferences Monitoring Comprehension				
			Analyze structure of text			
				Author's Purpose/Point of View Informational Text Structure/Charts, Maps, Graphs, Tables, Insets Compare and contrast text		



# Identify Priority Skill



# Identify Priority Skill



# Literacy Skills: English

## Foundational Skills

Oral Reading  
Accuracy & Fluency

Phonics  
(Alphabetic Principle)

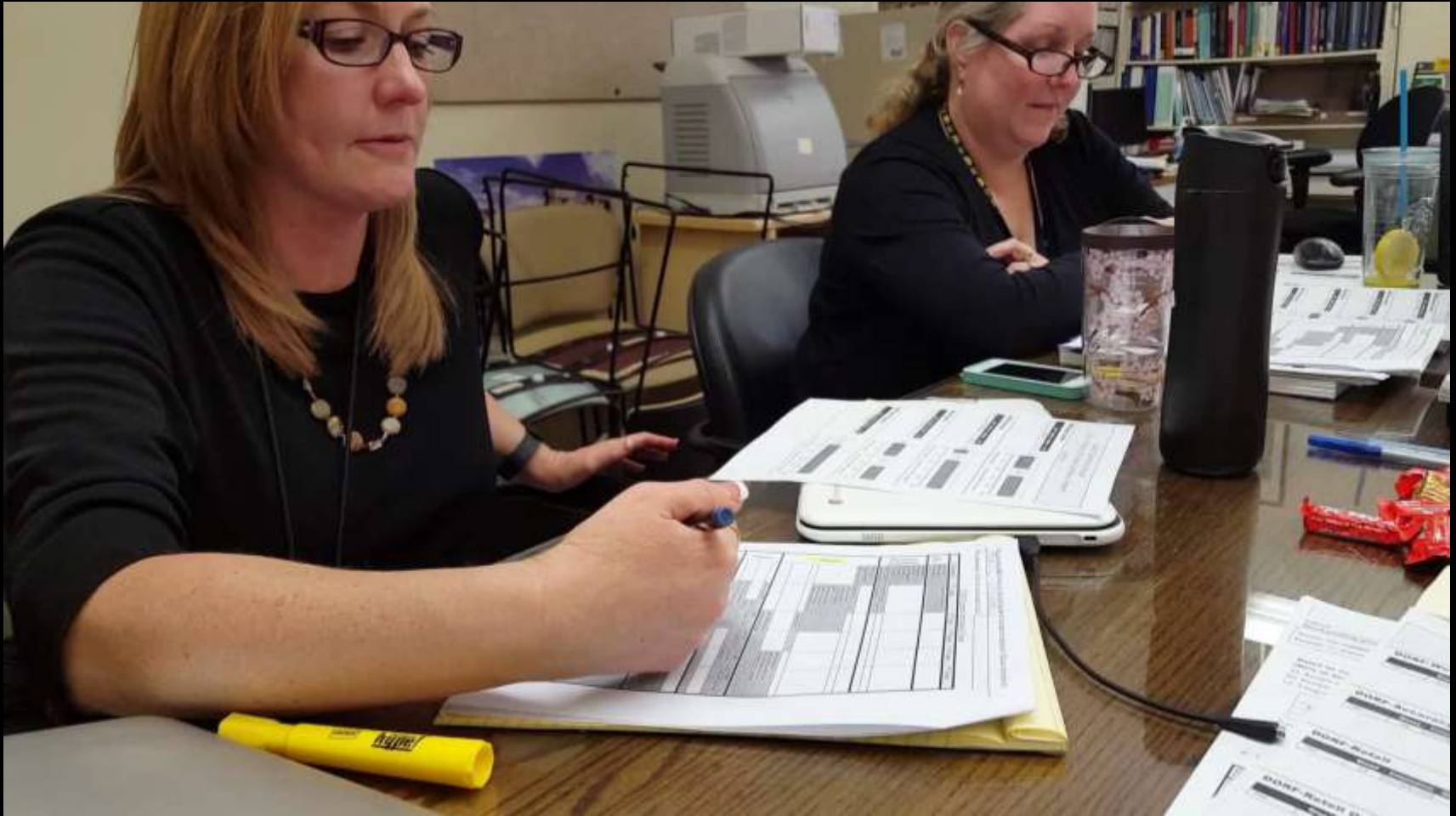
Phonemic Awareness

Reading Comprehension

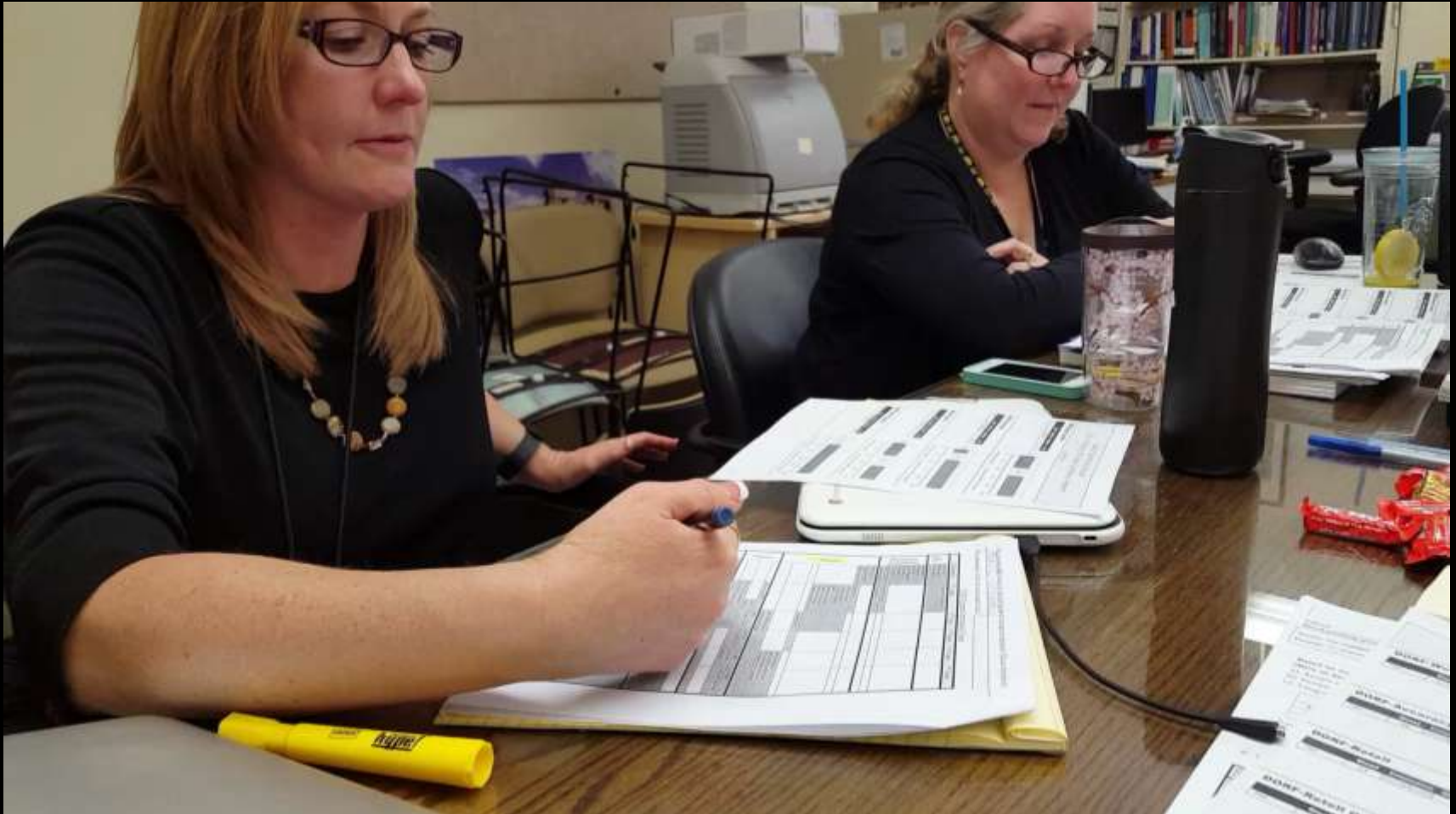
Vocabulary



Identify Priority Skill:  
What is skill need of *your students...*



Identify Priority Skill:  
What is skill need of *your students...*





# Facilitating Thinking

- Help teachers understand the progression of reading skills
- Identify the area of priority skill

CCSS Common Instructional Needs

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Print</b>	Left to right Letter Names Word Spacing	Features of a sentence				
<b>Phonemic Awareness</b>	Sound/Word comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime					
	Blend & Segment: Individual Phonemes					
	Phoneme deletion & manipulation					
<b>Phonics</b>	Letter sounds Long/Short vowels High Frequency Words/Sight Words	VC & CVC words Consonant Blends Consonant Digraphs Silent e Advanced consonants Vowel in each syllable Inflectional endings Irregularly spelled words				
		Vowel teams				
					Morphology Accurately unfamiliar Multisyllabic words in context/out of context	
					Multisyllabic words Prefixes & Suffixes	
<b>Fluency</b>		30-50 WCPM	40-100 WCPM	70-100 WCPM	100-140 WCPM	100-140 WCPM
		Attends to punctuation Self corrects when reading				
		Phrasing, Expression, Smoothness (Prosody)				
<b>Vocabulary</b>	Concept Naming & Use					
	Learns new words through direct instruction (Receptive Vocabulary)					
	Uses new words in speaking and writing (Expressive Vocabulary)					
		Use context clues to understand the meaning of words (Contextual Analysis) Uses word structure to understand meaning of words (Morphemic Analysis)				
					Consult reference materials	
<b>Comprehension</b>	Answering Text Based Questions Makes predictions Retelling & Summarizing Making Connections					
		Main Idea and Details Point of view Making Inferences Monitoring Comprehension				
		Analyze structure of text				
					Author's Purpose/Point of View Informational Text Structure/Charts, Maps, Graphs, Tables, Insets Compare and contrast text	

# Action time



What is your current data-based decision making meeting structure?

How is this system a new or different way of looking at data?



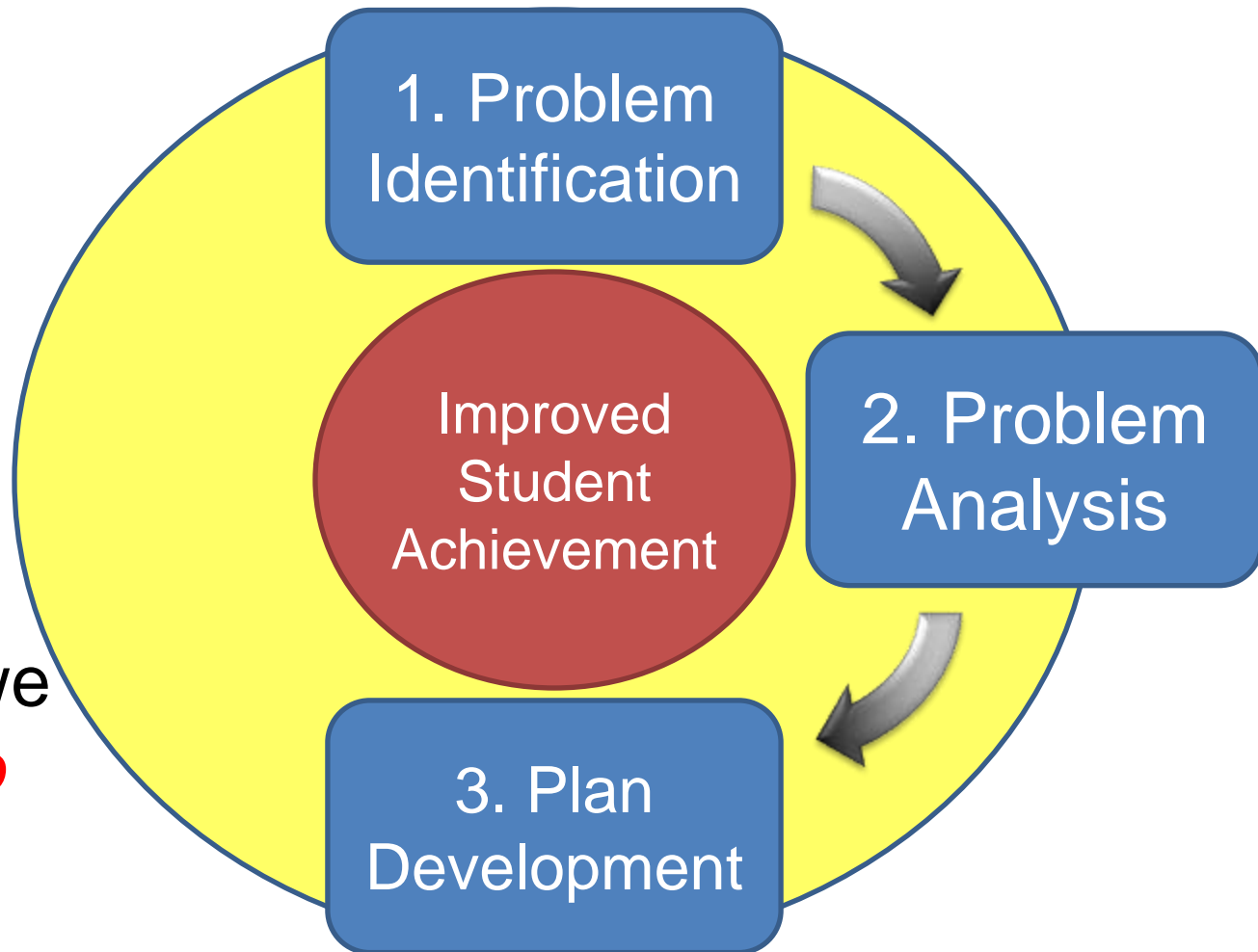
# 3. Plan Identification



*\*How should we address the priority skill need(s)?*

- Make common agreements based on research-based teaching practices and your core reading program*

# Step 3: Plan Development



What are we going to *do* about the problem?

# The water....

Focus on “the water”-

- Instruction
- Curriculum
- Environment



# Focus on the ICE

**Instruction:**

***How*** you teach

**Curriculum:**

***What*** you teach

**Environment:**

***Where*** you teach

**Learner:**

***Who*** you teach

# 3. Plan Development

\*What common agreements can we make around:

**Curriculum**  
**Instruction**  
**Environment**

(We can control these things)

And **provide professional learning** opportunities to allow staff to implement these agreements



# Common Instructional Strategies

## *Instruction is more important than curriculum*

### ☐ **Instruct**

- Sets the purp
- Identifies th
- Provides ins
- Makes conn

### ☐ **Instructor p** **after initial studen**

- Provides affirmati
- Promptly corrects
- Limits corrective f
- Ensures mastery o

### ☐ **Instructor engages students in meaningful interactions with language during lesson.**

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts
- Elaborates on student responses

# Select Instructional Strategies

## Step 3: Plan Identification (What is the plan?)

### 8. Instruction

1. What *common instructional strategy* will be used by ALL grade level teachers? (choose from below):
2. When this is working what will it look like? How long, how often

#### Common Instructional Strategies

☐ **Instructor models instructional tasks when appropriate**

- Demonstrates the task (e.g. uses think *alouds*)
- Proceeds in step-by-step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

☐ **Instructor provides explicit instruction**

- Set the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

☐ **Instructor engages students in meaningful interactions with language during lesson**

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and *analogies* to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new

☐ **Instructor provides multiple opportunities for student to practice instructional tasks**

- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Elicits group responses
- Provides extra practice based on accuracy of student responses

**after initial student responses**

- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand
- Ensures mastery of all student before moving on

☐ **Instructor encourages student effort**

- Provides feedback during and after task completion
- Provides specific feedback about student's accuracy
- Majority of feedback is positive
- Celebrates or displays examples of student success

☐ **Students are engaged in the lesson during teacher-led instruction**

- Gains student attention before initiating instruction
- Paces lesson to maintain attention
- Maintains close proximity to students
- Transitions quickly between tasks
- Intervenes with off-task students to maintain their focus

☐ **Students are engaged in the lesson during independent work**

- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

☐ **Students are successful completing activities at a high criterion level of performance**

- Elicits a high percentage of accurate response from group
- Holds same standard of accuracy for high performers and low performers



# Common Active **Engagement** Strategies

## **How we keep students involved**

- Oral Responses
- Written Responses
- Action Responses

*How should we increase our active engagement of the priority skill need?*

# Select Active Engagement Strategies

## Step 3: Plan Identification (What is the plan?)

### C. Environment

1. What *active engagement or behavior management strategy* will be used by all grade level teachers?
2. When this is working what will it look like? How long, how often?

### Active Engagement or Behavior Management Strategy

Oral Responses (Things Students Say)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
<input checked="" type="checkbox"/> Partner Responses	The answers are long or short and different	Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels
<input checked="" type="checkbox"/> Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
<input checked="" type="checkbox"/> Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first Whip around or pass (students have the option to say an answer or pass)

### Written Responses (Things Student Write)

Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Response Slates (white boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down")
<input checked="" type="checkbox"/> Graphic organizer	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
<input checked="" type="checkbox"/> Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction

### Action Responses (Things Students Do)

Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention	"Put your finger on the word", "Touch the picture", etc.
<input checked="" type="checkbox"/> Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
<input checked="" type="checkbox"/> Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
<input checked="" type="checkbox"/> Response Cards	The number of potential answers is limited	True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.
<input checked="" type="checkbox"/> Manipulative	In small group or at seats	<del>4-6000</del> boxes, sorting pictures for summarizing/order of events

### Behavioral Strategies

Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Maintains close proximity to students	Students are showing signs of getting off-task	If you know from prior experience that a particular group is likely to disrupt class-standing or sitting close to them while you lead an activity will quell a fair amount of the unwanted behaviors.
<input checked="" type="checkbox"/> 5:1 Positive feedback	Students are seeking positive/negative attention	Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement.
<input checked="" type="checkbox"/> Limit/reduce transition time	Students are becoming off-task during transitions.	Use a signal for transitions and give a set amount of time for students to make transitions.
<input checked="" type="checkbox"/> Reward system in place	Always	Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior.
<input checked="" type="checkbox"/> Classroom matrix taught/retaught	After breaks, long weekends, or when unwanted behavior is occurring in certain locations.	Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like.
<input checked="" type="checkbox"/> Instructional routines taught/retaught	After breaks, long weekends, or when unwanted behavior is occurring during instructional routines.	Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine.
<input checked="" type="checkbox"/> Response routine taught/retaught	After breaks, long weekends, or when unwanted behavior is occurring during the response routine.	Teach students explicitly what the response routine looks like/ sounds like. Model the routine using: I do, We do, You do.

### D. Adult Learning

1. What *professional development* is needed to support your commitments to implement the agreed upon actions:

# Professional Development Needs

It can take up to 20 times of trying to implement a new teaching move to begin to develop proficiency.

Do teachers have the skills to implement changes to the core?

# Coaching for Success!

## Step 3: Plan Identification (What is the plan?)

### C. Environment

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<input checked="" type="checkbox"/> Response routine	After breaks, long weekends, or when	Teach students explicitly what the response routine looks like/ sounds

### D. Adult Learning

1. What *professional development* is needed to support your commitments to implement the agreed upon actions:

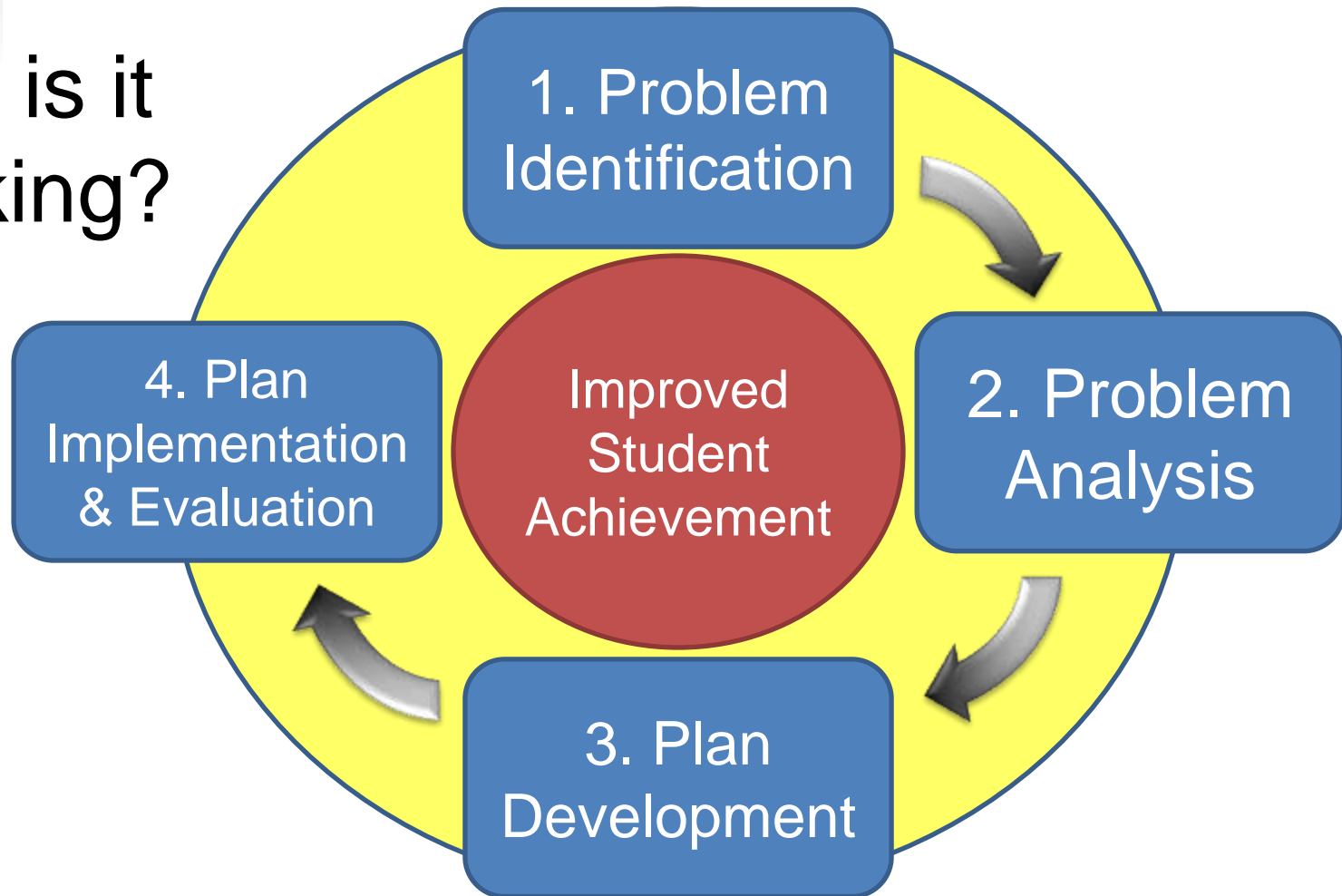
# What professional development do teachers need to implement the plan?

- Model lessons by coach or peer
- Peer lesson observation
- Video a master teacher
- In school experts training at staff meetings
- Instructional highlights at staff meetings
- Include paraprofessionals



# Step 4: Plan Implementation & Evaluation

**How** is it working?





# 4: Plan Implementation & Evaluation

- How do we ensure that we implement our plan?
  - Make it public
  - Revisit the agreements at regular PLC/PLT/SAT times
  - Principal walkthroughs





# 100% Meeting Agreements

Grade Level	Priority Skill	Common Instructional Strategy	Common Engagement Strategy	Frequency & Duration	Professional Learning Focus
Kinder	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
1 <sup>ST</sup>	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
2 <sup>ND</sup>	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
3 <sup>RD</sup>	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
4 <sup>TH</sup>	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]
5 <sup>TH</sup>	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]	[Sticky Note]

Callout 1 (top left): [Illegible text in orange speech bubble]

Callout 2 (bottom right): [Illegible text in orange speech bubble]

# Implementation and Evaluation



# Implementation and Evaluation



# From 'islands of expertise'...





... to collaborative teacher teams



# Culture of Collaboration

- Move from isolation to collaboration
- Culture of continuous instruction improvement
- Take them from where they are to higher levels
- ALL students are OUR students



# Thank you!

For questions and or support visit:  
<http://www.oregonrti.org/>

