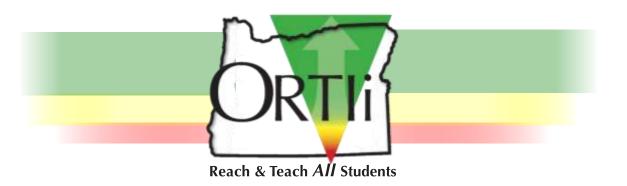
Vision: Every child in every district receives the instruction that they need and deserve...every day.

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

Annual Conference 2017

Jenice Pizzuto

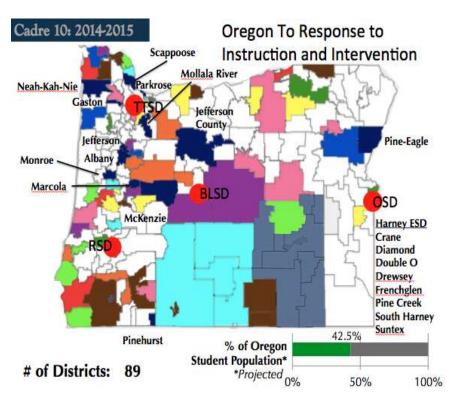


HELLO my name is

Jeníce







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

Learner, reader and

collaborator

ORTIi

9 Essential Components



VISION OF

Roviow

Initial and

Progress Monitoring

Interventions

Regularly

Interventio

Coaching

Universal Screening

Core Materials and Instruction

weetings

Leadership

Teaming & DBDM

Professional Learning

Growth Mindset &

High Expectations

For **ALL** Students

Culture

Culture of Collaboration to Improve Outcomes

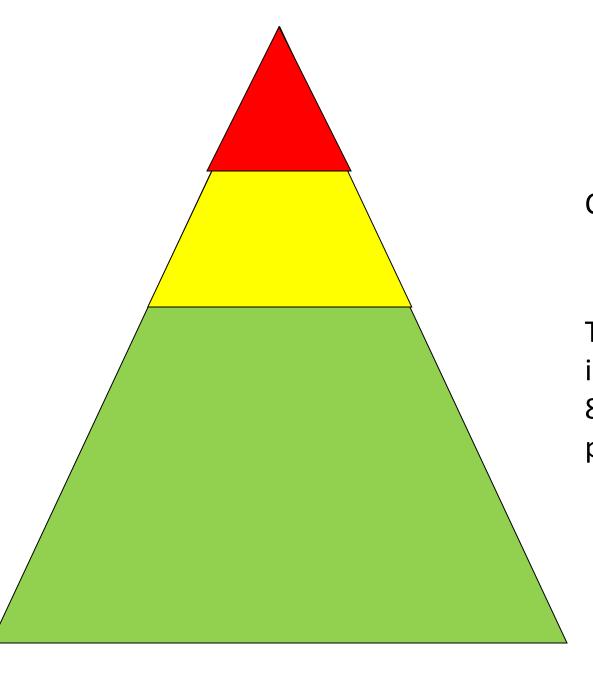
Session Overview

- 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 meet at the school level
 - Have an opportunity to review the agenda

RTI Team Structures

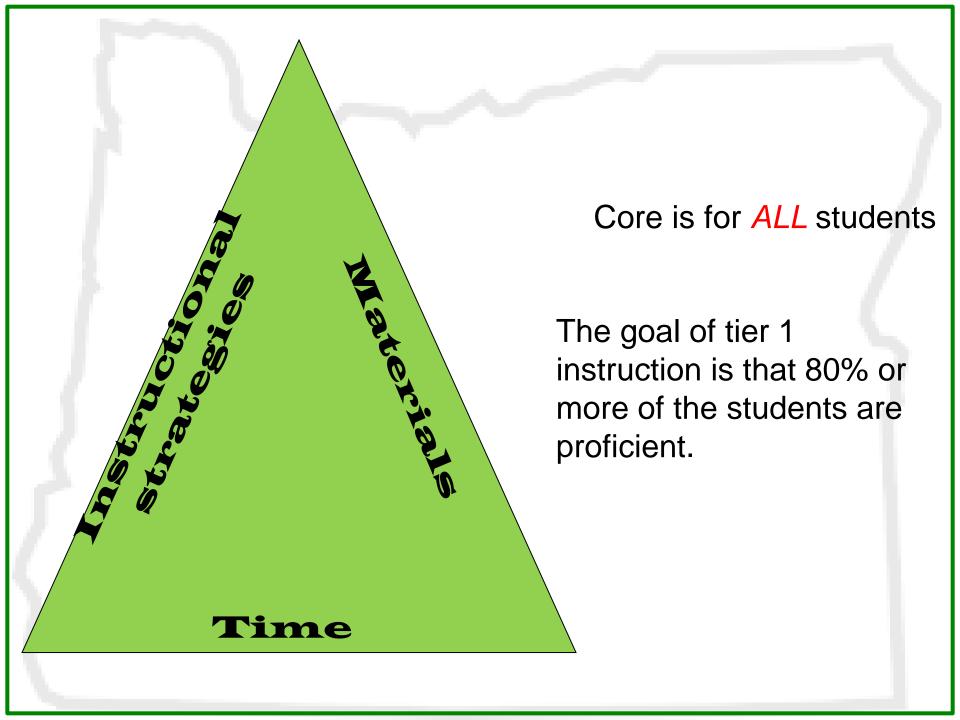
Meetings	Purpose	Students	Data
Core Review Meetings	Review effectiveness of tiered systems of support and make adjustments	ALL	Screening (CBM), Attendance, ODRs,
Group Intervention Review Meetings (20% Meetings)	To make changes for students in interventions	Some students	Progress monitoring (CBM)
Individual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

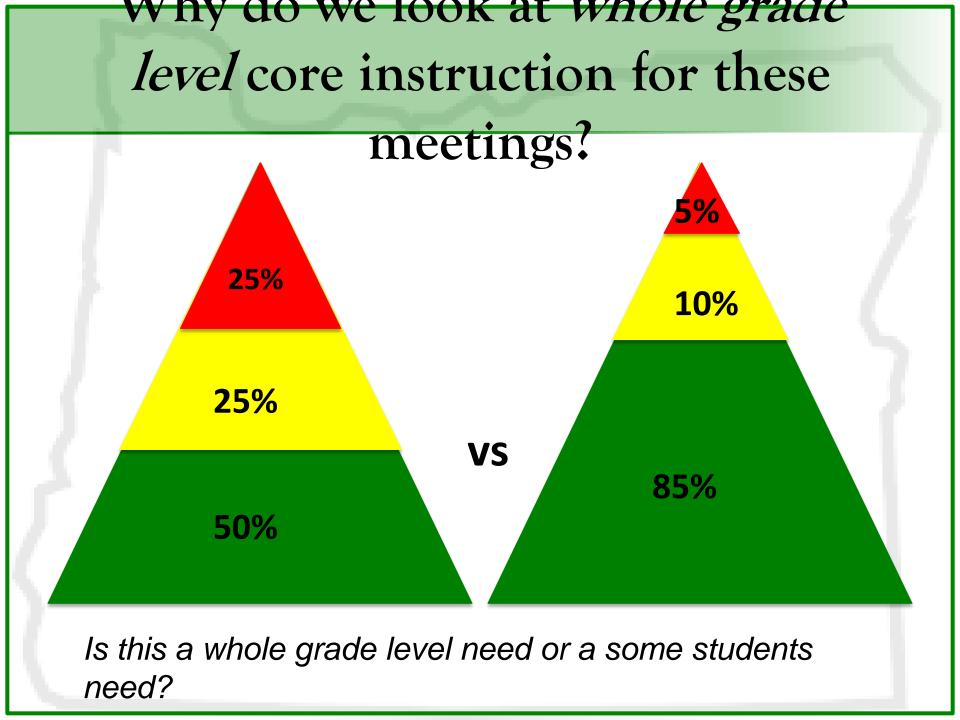




Core is for all students

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





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 <u>ALL</u> 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...



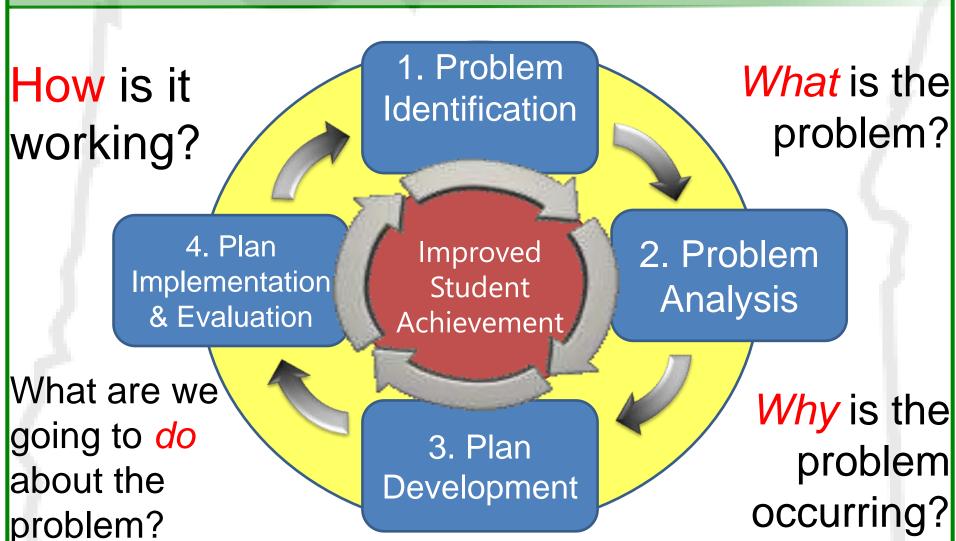


Before the meeting preparation

- 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 **FEW**STUDENTS

Tier 2/3: 20% Meetings

SOME STUDENTS

How is it Tier 1: working?

100% Meetings

ALL STUDENTS what are we going to do about the

problem?

What is the

problem? Why is the problem occurring?

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	n do - Listen to Ir	earn				
Purpose: To determine effectiveness of the co.		and the second second second	Entertainments to make Suntain	4		

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)?

- a) Review and analyze current benchmark screening data. Record percentages below:
- b) Review and analyze previous benchmark screening data. Record percentages below:
- Using current and previous benchmarking data, set a <u>goal</u> for next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking	*Goal for next Benchmarking:
% At or Above Benchmark			
% Below Benchmarks			60
% Well Below Benchmark	- 8	3	8

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

- d) Review other available grade-wide data (e.g. OAKS, in-curriculum assessments, etc.).
 - i) 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	Rea Compre	ding hension	
DIBELS Next Measure	FSF	PSF	NWF- CLS	NWF- WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
% Above Benchmark									

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

Identify Area of Need

nstruct	tional strategies	have been em		urriculum	omr Chart tr	em			
ich pr	iority skill(s) wit	thin the identi	_	The second secon	target for ins	truction? (Choose from		
Smog-o-		Salar Interest State	0.00-11.10-14	STEC - 5865 - 1117 - 617 - 5	All the state of t				
at con	nponent(s) of the	core can be	used for	this?					
		CCSS Co	mmor	Instruction	nal Needs				
	Kindergarten	1 st Grade		2" Grade	3 rd Grade	4 th Grade	5 th Grade		
June 1	Letter Numes Word Specing		TM CCO						
honemic	Sound/World comparison Blyming Bland & Segment: Sentences Syllables Ocastinine								
	Cetter sounds				7.5.	9.5			
	Long/Short vowels High Frequency Wor	ds/Night Worlds	- 10	_	8	8			
Phonics		VC & CVC words Contonent Blend Contonent Digra Siters a Advanced conton Vowel in each sy Inflectional andi- imegularly spalls	phs narks lable igs						
				Vowel hams	20	Marphology	i.		
					90	Accurately a Multisyletic context/out	infamiliar : words to		
				Martisylabit wa	titis				
		According: 89 90%		>05%	116-97%	117-917%	97-98%		
Fluency			30-50 WCPM	40-100 WCPM	70-100 WEPM	100-140 WCPM	100-140 WCPM		
=		Attends to punct Self-corrects who				S	- 85		
N		Stepping Express	CON STABLE	(New Propedy)	etc.	ele-	975		
à	Use				(C)	(i)	ii .		
PE	Uses new words in a				*				
Vocabulan		time-context clue	a to under	rand the meaning o	ef words (Contest d words (Meraha)	iust Analysis.			
2						Consult tells	nors manufalls.		
ua	Maket predictions Heteling & Summar Waking Connections	riting							
Comprehension		Main idea and Di Point of view Making Inference Maniforing Com-	000000						
Com				Analyse structur	Author's Purpor Informational T Graphs, Tables	est Structure/	Charte, Maps,		

Identify Effective Instructional Strategy

hat common instructional strategy will be used.	B. Instruction What common instructional strategy will be used by ALL wade level teachers? (choose from below):							
	.by. <u>All.grade.level.teachess?</u> (chaose from below)							
When this is working what will it look like? How long, how often								
Common Instruc	tional 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 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 capituralities to teach content as necessary Makes relationships among concepts overt Engages students in discourse around new concepts students in discourse around new concepts elaborates on student responses Instructor provides multiple opportunities for student to practice instructional tasks Provides more than one opportunity to practice each new skill Provides apportunities for practice after each step in instruction Elicits group responses Provides extra practice based on accuracy of student responses Instructor provides corrective feedback after initial student responses Provides affirmations for correct responses	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 Independent work outlines 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 accuracy for high performers and low performers							

What impacts learning?

Effective <i>teaching</i> variables	Effect size	Other variables	Effect size
Student expectations	+1.44	Socioeconomic Status	+0.57
Response to Intervention	+1.07	Parental Involvement	+0.51
Formative Evaluation	+0.9	Computer based instruction*	+0.37
Teacher Clarity	+0.7	School Finances	+0.23
Reciprocal Teaching	+0.7	Aptitude by Treatment Interactions*	+0.19
	+0.7	Eamily Structure	+0.17
гееараск	3	Family Structure	+U.17

Identify Active Engagement

Strategy

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

C. Environment

- 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 (Th	ings	Students Say)
_	Strategy	Useful when		Description/Suggestions/Examples
致	Choral Responses	The answers are short and the same	Prov	de an auditory and/or visual signal
2	Partner Responses	The abovers are long prishort and different		Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write- t; Assign partner numbers/labels
32	Team Responses	The answers are long and different	Cary	ombine partnerships to form teams; Assign team member number
至	Individual Responses	The answer comes from a student's own experience		iers the students share with a pariner first around or pass (students have the option to say an answer or pass
		Written Responses (7	hings	Student Write)
	Strategy	Useful when	en S	Description/Suggestions/Examples
	Response Slates (white boards)	The answers are long or short, more diverg or dependent on personal experience	ent.	Set clear expectations [e.g. "After writing the answer, set your pen down]
Ø	Graphic organizer	Students organize thinking alone, in partner teams	ri er	Use after reading for greatest impact. Good for retelling
Ø	Completing a sentence frame	Structure is needed to complete correct sentences	-0	Upeful with vocabulary instruction
		Action Responses (1	hing.	s Students Do)
	Strategy	Useful when		Description/Suggestions/Examples
Ž.	Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a puick action brings back attention	TPut	your finger on the word", "Tauch the picture", etc.
対	Acting Out/Gestures	Teaching vocabulary	Cons	aus gestures, facial expressions, actions, movements
2	Hand Signals	Reviewing fectual information	Can	neve students form hand signal on deak, then hold up in unban
23	Response Cards	The number of potential anglests is limited		of False; Yes or No; A, B, C, or D] vocabulary words; conting words; ics; etc.
32	Manipulative	In small group or at seats		bases, sorting pictures for summarizing/order of events
		Behavioral	Strat	regies
	Strategy	Useful when		Description/Suggestions/Examples
27	Maintains close proximity to students	Students are showing signs of getting off- task	disru	I know from prior experience that a particular group is likely to pt class-standing or sitting close to them while you lead an activity (sell a fair amount of the unwarked behaviors
22	5:1 Positive feedback	Students are seeking positive/regative attention		are the number of positive interactions you have with the student fering at least 5 positive statements to 1 negative statement.
Ø.	Limit/reduce transition time	Students are becoming off-task during transitions.		signal for transitions and give a set amount of time for students to transitions.
20	Reward system in place	Always		ive praise tickets are given when kids get caught "being good" and licket labels the positive behavior.
E.	Classroom matrix taught/retaught	After breaks, long weekends, or when unwented behaviors are occurring in certain locations.	locat what	ons are explicitly designed to trach soudents the expectations for a sons and routines. The lessons are taught so that students practice the expectation looks like and sounds like.
92	Instructional routines taught/retaught	After breaks, long weakends, or when unwanted behaviors are occurring during instructional routines.		h students explicitly what the routine looks like/sounds like and students model and practice appropriate following of the routine.
2	Response routine taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during the response routine.		h students explicitly what the response toutine looks like/ sounds. Madel the toutine using: I do, We da, You de.

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	d	Teacher as facilitator	d
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		
Average activator	.61	Average facilitator	.19

Commit: Develop a Plan as a Team

Strategy Planning systen a plan of action i Cluster of decision

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

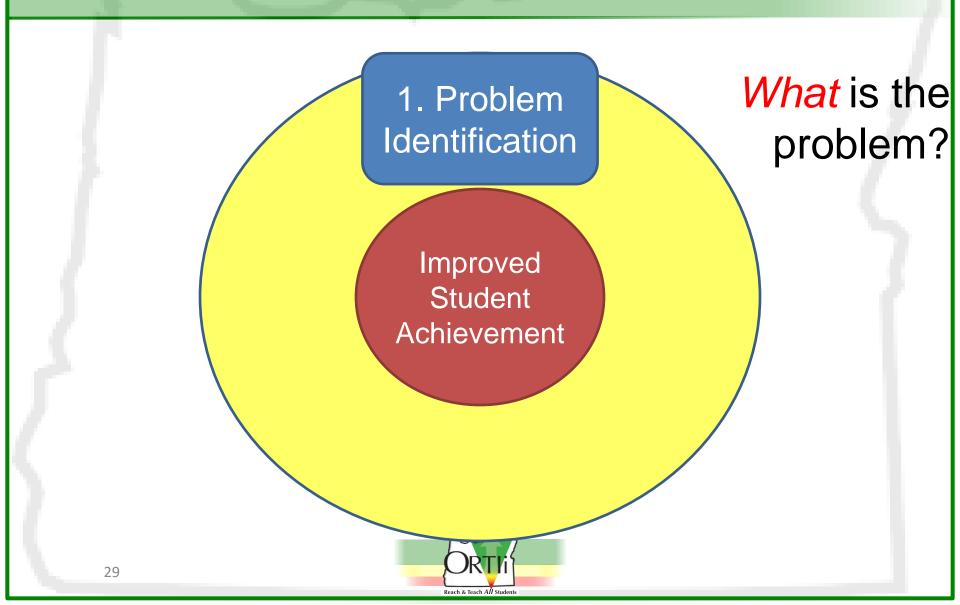
What:

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



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

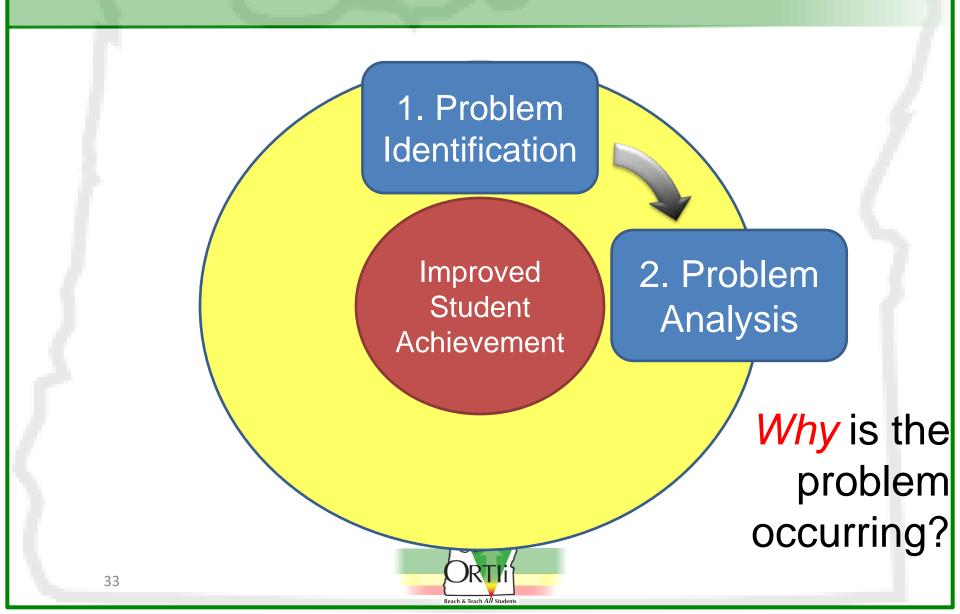
*If grade level is already at 85% or more consider setting goals based on the priority skill identified

School:	Gr	ade level:	
Benchmarking period (circle one)	: Fal	Winter	Spring
Norms: Stay engaged – Focus on wha	at we can do – Liste	n to learn	
Purpose: To determine effectiveness			diustments to care instruction.
Cton 1. Du	ablam Idantifia	ation (Mhat is the	nuchlam?\
step 1: Fit	obiem identina	ation (What is the	problems)
David on consoling data is		er :	
based on screening data, is	our core prograi	n sufficient for mos	t students at our grade lev
and the second of the second of the		m sufficient for mos	t students at our grade lev
(80% or more above bench	marks)?		
and the second of the second of the	marks)?		
(80% or more above bench a) Review and analyze <u>curren</u>	marks)? nt benchmark scre	ening data. Record p	ercentages below:
(80% or more above bench a) Review and analyze curren b) Review and analyze previo	marks)? nt benchmark scre nus benchmark scr	ening data. Record po eening data. Record p	ercentages below: percentages below:
(80% or more above bench a) Review and analyze <u>curren</u>	marks)? nt benchmark scre nus benchmark scr	ening data. Record po eening data. Record p	ercentages below: percentages below:
(80% or more above bench a) Review and analyze <u>currer</u> b) Review and analyze <u>previo</u>	marks)? nt benchmark scre nus benchmark scr	ening data. Record po eening data. Record p	ercentages below: percentages below:
(80% or more above bench a) Review and analyze <u>currer</u> b) Review and analyze <u>previo</u> c) Using current and previous	marks)? nt benchmark scre nus benchmark scr	ening data. Record po eening data. Record p	ercentages below: percentages below: benchmarking period. Reco
(80% or more above bench a) Review and analyze <u>currer</u> b) Review and analyze <u>previo</u> c) Using current and previous	marks)? nt benchmark scre nus benchmark scr	ening data. Record po eening data. Record p	ercentages below: percentages below:
(80% or more above bench a) Review and analyze <u>currer</u> b) Review and analyze <u>previo</u> c) Using current and previous	marks)? at benchmark scre aus benchmark scr benchmarking da	ening data. Record p eening data. Record p ata, set a goal for next	ercentages below: percentages below: benchmarking period. Reco
(80% or more above bench a) Review and analyze <u>currer</u> b) Review and analyze <u>previo</u> c) Using current and previous	marks)? If benchmark scre Bus benchmark scr benchmarking da Previous	ening data. Record po eening data. Record p ata, set a goal for next Current	ercentages below: percentages below: benchmarking period. Reco
(80% or more above bench a) Review and analyze <u>currer</u> b) Review and analyze <u>previo</u> c) Using current and previous below:	marks)? If benchmark scre Bus benchmark scr benchmarking da Previous	ening data. Record po eening data. Record p ata, set a goal for next Current	ercentages below: percentages below: benchmarking period. Reco

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

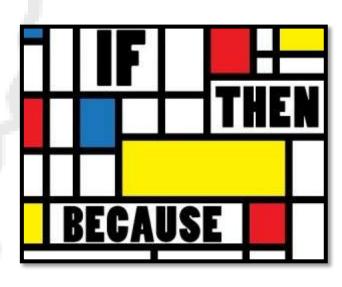
Review other available grade-wide data (e.g. SBAC, in-curriculum assessments, etc).
 Determine percentage of students meeting minimum proficiency standards as set by the district

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
 - PhonemicAwareness



Foundational Skills

Oral Reading
Accuracy & Fluency

Phonics
(Alphabetic Principle)



Phonemic Awareness



Vocabulary

DIBELS Measures: Proficiency Skill Indicators

Skill		logical eness	Phonics		Oral Reading Fluency		Vocabulary Comprehe		9/
DIBELS Next Measure	FSF	PSF	NWF- CLS	NWF- WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
% Above Benchmark			4						



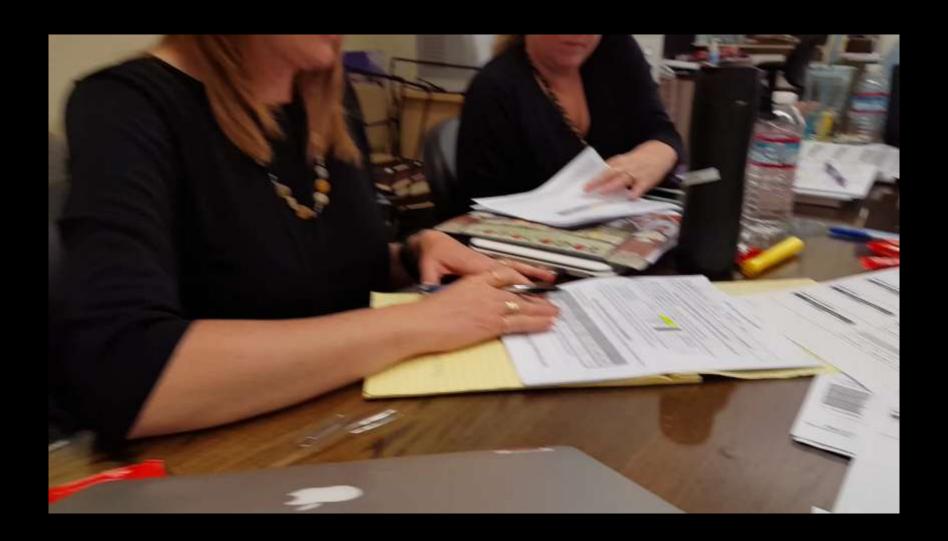
What is the priority skill need?

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

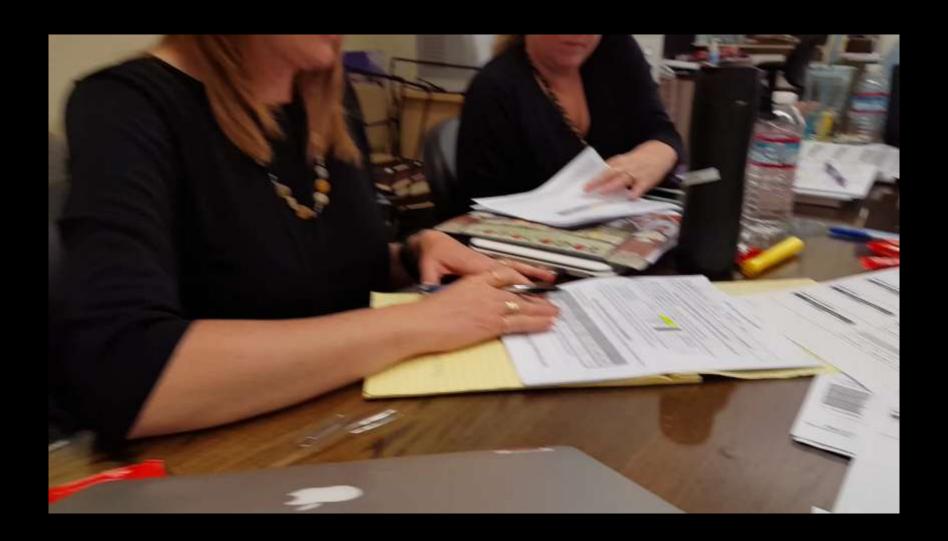
We want the priority skill to be close to 80% (at least)

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

Identifying the Priority Skill Need



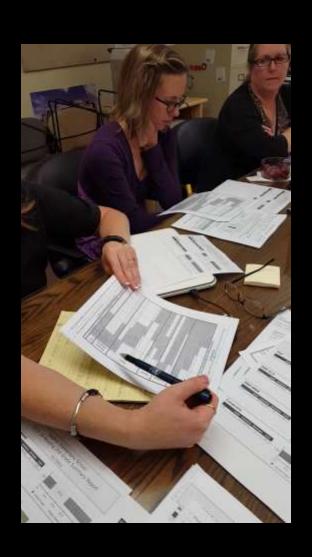
Identifying the Priority Skill Need



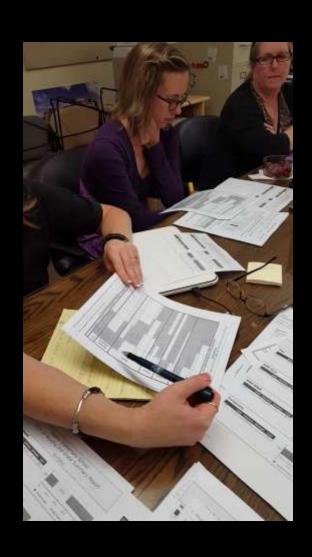
Going Deeper: What *do your students* need in the priority skill area?

ich pr i	iority skill(s) wi	th <mark>in t</mark> he identifie	_	idea will the	target for in:	struction? (Choose from l	
nat com	ponent(s) of the	e core can be us		this?	nal Needs			
	Kindergarten	1" Grade		2" Grade	3 rd Grade	4" Grade	5 th Grade	
Jan.	Left to right Letter frames Word Specing	Firstures of a sente	tes		77: 			
Phonemic	Sound/World comparted: Blyming Bland & Segment: Sentences Syllables Oceat-nime Bland & Segment: In	O Contraction						
	Long/Short vowels		- 0		-6:	-01		
Phonics	High Frequency Wicrody Worlds Consolerate Blands Consolerate Digraphs State a Consolerate Digraphs State a Consolerate Manufacture and Syllable Inflections and Arylable Inflections and							
100-100 N				Viewelliams	60	Morphology Accurately un Multisyletic context/out o	W107383-30	
	<u> </u>							
Fluency			30-50 WCPM	40-100 WCPM	70-100 WE9M	100-140 WCPM	97-98% 199-149 WCFM	
3		Altends to punctual Self-corrects when a	reading	E Sotomore			8	
		Pressing Expression	r. Smbo	(Shaus (Front da)				
9	Use Laures new woods to	nough Knot testraction	on Albano	et av Vacabulant	3	63	ii .	
Vocabulary	Listent new woods through direct instruction (Secoptive Vocabulary). Uses new woods in speaking and withing (September Vocabulary). Uses new woods in speaking and withing (September Vocabulary). Use context of clear to understand the meaning of words (Context of Analysis).							
Vac		Uses word structure	to and	ormand meeting	d words (Marpha	mic Analysis		
5	Answering Test Based Questions Makes and choice Rehelling & Summarking							
Comprehension	mading Concession	Waking Connections Main idea and Details Point of view Waking thereness Manifoling Companion						
Сотр				Analyse structur	e of text Author's Puspo Informational T Graphs, Tables, Compare and o	ext Structure/C	Yarts, Maps,	

Identify Priority Skill



Identify Priority Skill



Foundational Skills

Oral Reading
Accuracy & Fluency

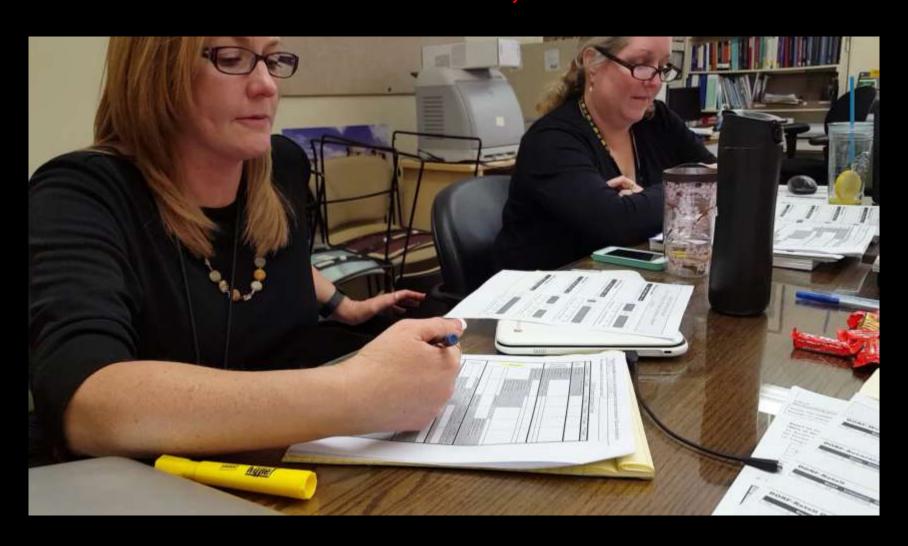
Phonics (Alphabetic Principle)

Phonemic Awareness

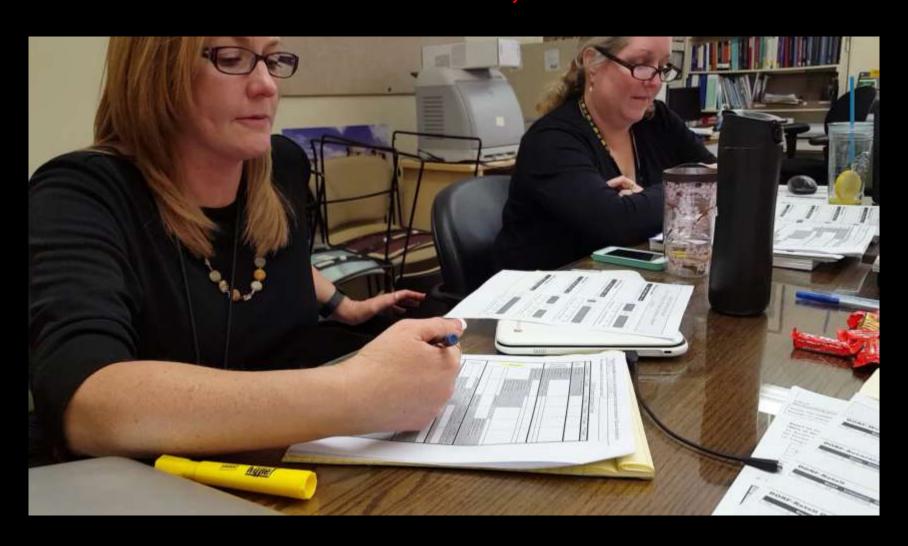


Vocabulary

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	1st Grade	1	2 nd Grade	3 rd Grade	4th Grade	5 th Grade		
Print	Left to right Letter Names Word Spacing	Features of a sente	ence						
Phonemic Awareness	Sound/Word comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime								
4 A	Blend & Segment; In	dividual Phonemes	- 8				8		
	Phoneme deletion 8	manipulation							
	Letter sounds Long/Short vowels								
	High Frequency Wor	rds/Sight Words	75				2		
Phonics		VC & CVC words Consonant Blends Consonant Digraph Silent e Advanced consona Vowel in each sylla Inflectional ending Irregularly spelled	ints ible						
0.73	8		- 3	Vowel teams			10		
				05.0 (1950)		Morphology Accurately u Multisyllabic context/out	words in		
				Multisyllabic words Prefixes & Suffixes					
Huency		mediacji C Jan	30-50 WCPM	40-100 WCPM	70-100 WCPM	100-140 WCPM	100-140 WCPM		
Hue		Attends to punctuation Self corrects when reading							
	8:	Phrasing, Expression, Smoothness (Prosody)					247		
7	Concept Naming & Use								
p	Learns new words through direct instruction (Receptive Vocabulary)								
ap	Uses new words in speaking and writing (Expressive Vocabulary)								
Vocabulary		Use context clues t Uses word structur				mic Analysis)			
	8	8	9			Consult refer	ence materials		
ion	Answering Text Base Makes predictions Retelling & Summar Making Connections	izing							
Comprehension		Main Idea and Det Point of view Making Inferences Monitoring Compr	Esta au						
E	¥	8	9	Analyze structur		to the state of			
8					Informational To Graphs, Tables,	Purpose/Point of View tional Text Structure/Charts, Maps, Tables, Insets a 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?



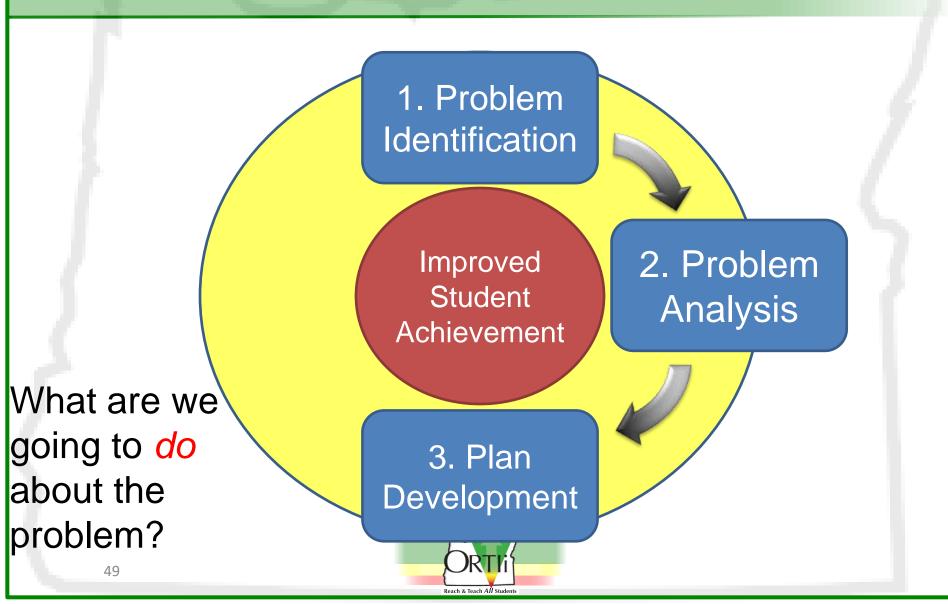
3. Plan Identification



- *How should we address the priority skill need(s)?
 - Make common agreements based on research-based teaching practices and your core reading program



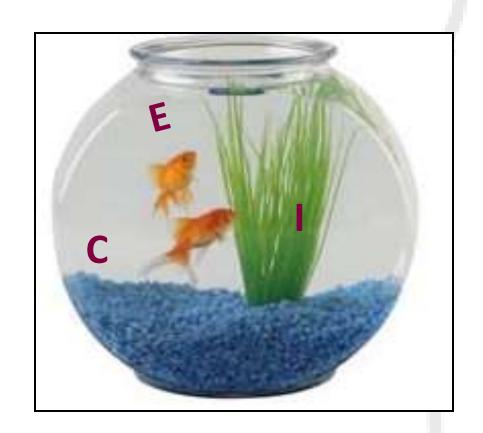
Step 3: Plan Development



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

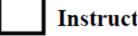
(We can control these things)

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



Common Instructional Strategies

Instruction is more important than curriculum



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

Instructor prafter initial studen

- Provides affirmation
- 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?) B. Instruction What common instructional strategy will be used by ALL grade level teachers? (chaose from below): When this is working what will it look like? How long, how often Common Instructional Strategies Instructor models instructional tasks Instructor encourages student effort Provides feedback during and after task when appropriate Demonstrates the task (e.g. uses think alouds) Provides specific feedback about student's Proceeds in step-by -step fashion accuracy Limits language to demonstration of skill Majority of feedback is positive Makes eye contact with students, speaks Celebrates or displays examples of student clearly while modeling skill Instructor provides explicit instruction Students are engaged in the lesson n Set the purpose for the instruction during teacher-led instruction identifies the important details of the concept. Gains student attention before initiating being taught Provides instructions that have only one instruction Paces lesson to maintain attention nterpretation Makes connection to previously learned Maintains close proximity to students material Transitions guickly between tasks intervenes with off-task students to Instructor engages students in maintain their focus meaningful interactions with language Students are engaged in the lesson during lesson during independent work Provides and elicits background information independent work routines and procedures Emphasizes distinctive features of new previously taught concepts Models task before allowing students to Uses visuals and manipulatives to teach work independently content as necessary Makes relationships among concepts overt Checks for student understanding of the Engages students in discourse around new Students use previously-learned strategies or routines when they come to a task they Instructor provides multiple con't understand opportunities for student to practice Independent work is completed with high instructional tasks level of accuracy Provides more than one opportunity to Students are successful completing practice each new skill activities at a high criterion level of Provides apportunities for practice after each performance step in instruction Elicits a high percentage of accurate Elicits group responses response from group Provides extra practice based on accuracy of Holds same standard of accuracy for high student responses performers and low performers. 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 Created by Gregot Reading First. Ensures mastery of all student before S features of affective instruction maying on-

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 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 . Description/Suggestions/Examples The answers are short and the same PT Charai Resonness El Partner Responses The abowers are long or short and Look-Leun-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share: Assign partner numbers/labels Team Responses The answers are long and different Can combine partnerships to form teams; Assign team member numbers The answer comes from a student's ow Can have the students share with a partner first experience Whip around or pass (students have the option to say an enswer or pass) Written Responses (Things Student Write) bescriptionly suggestionsy examples let clear expectations [e.g. "After writing the answer, set yo Strucedly te answers are long or short, more diverge Response Slates or dependent on personal expenience pen down) Graphic organizer Completing a sentence frame ALLion Responses Francy Students Doj Description/Suggestions/Examples Strategy Useful when... The students are younger, struggling to "Put your finger on the word", "Tauch the picture", etc. Touching or Pointing follow along and/or students are off task 2 Acting Out/Gestures Teaching vocabulary Can use gestures, facial expressions, actions, movements Reviewing fectual information Can have students form hand signal on deak, then hold up in unison 到 Hand Signals 2 Response Cards The number of potential stawers is True of False: Yes or No. A. B. C. or D. vorabulary words: specing words Educin bases, secting pictures for summarizing/order of events El Manipulative Behavioral Strategies Useful when... Strategy Description/Suggestions/Examples Maintains close disrupt class-standing or sitting close to them while you lead an activity proximity to students will guell a fair amount of the unwanted behaviors 5:1 Positive feedback Shudents are seeking positive/regative Increase the number of positive interactions you have with the studen by offering at least 5 positive statements to 1 negative statement. Students are becoming off-task during Use a signal for transitions and give a set amount of time for students to Limit/reduce transitions. make transitions transition time Reward system in Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior. Classroom matrie After breaks, long weekends, or when Leanness are explicitly designed to teach students the expectations for all unwented behaviors are occurring in locations and routines. The lescons are taught so that students practice taught/retaught certain locations what the expectation looks like and sounds like Instructional routines After breaks, long weakends, or when Teach students explicitly what the routine looks like/sounds like and unwanted behaviors are occurring during have students model and practice appropriate following of the routine. taught/retaught-Instructional routines. After breaks, long weekends, or when Teach students explicitly what the response routine looks like/ sounds Response routine unwanted behaviors are occurring during like. Madel the routine using: I do, We Sa 244 do. taught/retaught

D. Adult Learning

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

the response routine.

Professional Development Needs

It can take up to 20 times of trying to implement a new teaching problem to the twills to developed the thickets to the core?



Coaching for Success!

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 (TI	ings Students Say)			
Strategy	Useful when	Description/Suggestions/Examples			
Z Charal Responses	The answers are short and the same	Provide an auditory and/or visual signal			
El 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			
2 Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member number			
21 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 (7	hings Student Write)			
Strategy	Useful when	Description/Suggestions/Examples			
Response States (white boards)	The answers are long or short, more diverg or dependent on personal experience	ent Set clear expectations (e.g. "After writing the answer, set your pen down)			
☑ Graphic organizer	Students organize thinking alone, in partner teams	rs or Use after reading for greatest impact. Good for retelling.			
Completing a Structure is needed to complete correct sentences		Castal with vocabulary tratroction			
	Action Responses (Things Students Do)			
Strategy	Useful when	Description/Suggestions/Examples			
Z Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a puck action brings back attention	"Put your finger on the word", "Tauch the picture", etc.			
Z Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements			
21 Hand Signals	Reviewing factual information	Can have students form hand signal on deak, then hold up in unison			
2 Response Cards	The number of potential angless is limited	True of False: Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.			
Manipulative	In small group or at seats	Electio bases, sorting pictures for summarizing/order of events			
200	Behavioral	Strategies			
Strategy	Useful when	Description/Suggestions/Examples			
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 utting close to them while you lead an activity will quell a fair amount of the answerded behaviors.			
2 5:1 Positive feedback	Students are seeking positive/regative attention	Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement.			
El 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.			
Reward system in place	Always	Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior.			
 Classroom matrix taught/retaught 	After breaks, long weekends, or when unwented behaviors are occurring in certain locations.	Lessons are explicitly designed to truch academic the expectations for all locations and routines. The expectations are taught to that students practice what the expectation looks like and sounds like.			
 Instructional routines taught/retaught 	After breaks, long weekends, or when unwanted sehaviors are occurring during instructional routines.	Touch students explicitly what the routine knobs like/sounds like and have students model and prestice appropriate following of the routine.			
2 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:

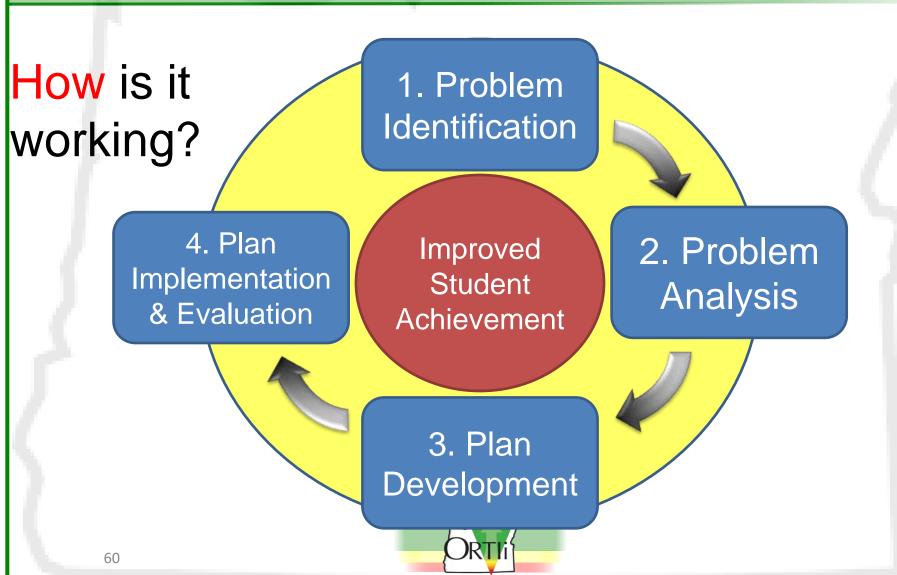
What professional development do teachers need to implement the plan?

- 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



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



Implementation and Evaluation



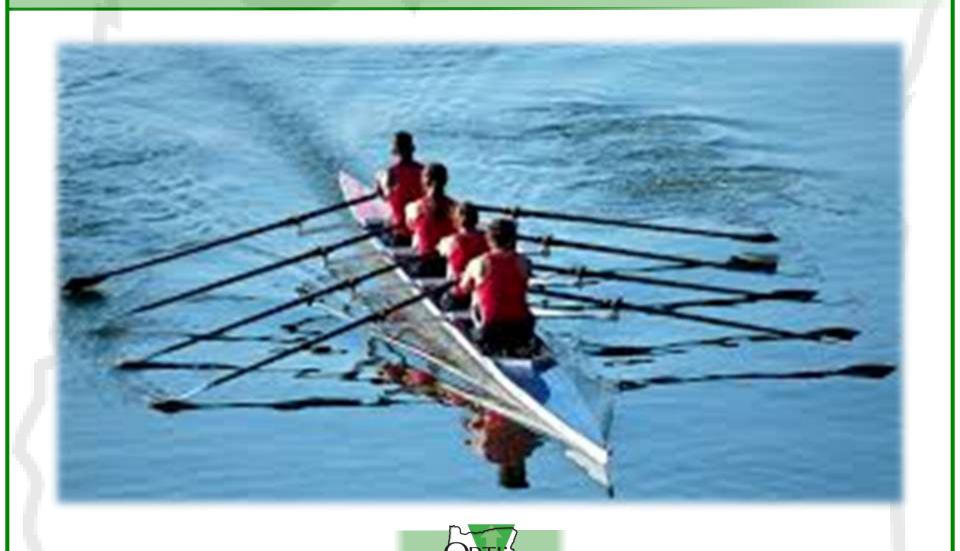
Implementation and Evaluation



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/

