



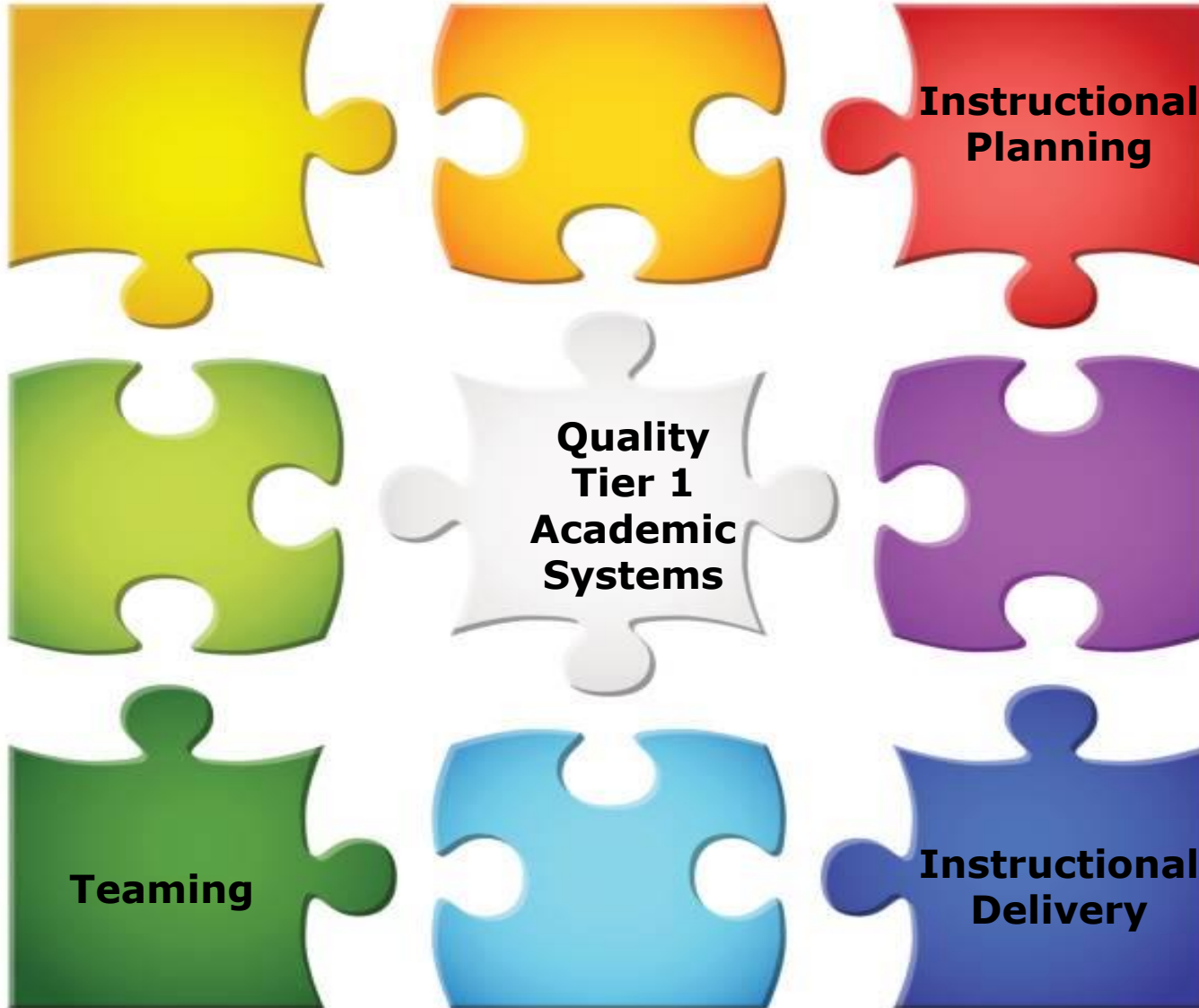
# Academics - Tier 1: New Team Professional Learning

Instructional Delivery  
Teaming

1.6a, 1.6b, 1.8, and 1.9

1.1, 1.2a, 1.2b

# Piecing It All Together



# Academic Tiered Fidelity Inventory Roadmap

## Teaming

1.1	Team Composition
1.2a	Team Alignment
1.2b	Team Operating Procedures

Our Focus:  
Instructional  
Delivery

## Implementation

1.3	Aligned Curricula
1.4a	Evidence-Based Practices
1.4b	Lesson Plans
1.4c	Relevant Objectives
1.5	Performance Measures
1.6a	Formative Assessment
1.6b	Instructional Adjustment
1.7a	Professional Learning
1.7b	Coaching
1.7c	Collaborative Planning
1.8	Instructional Practices
1.9	Student Involvement
1.10	Collective Teacher Efficacy
1.11	Family and Community Engagement

# Academic TFI 1.6a

## Formative Assessment

### Learning Intention

- Know and apply knowledge of five strategies of formative assessment

### Success Criteria

- I can give examples of using the five strategies of formative assessment and/or guide others in the process

# Academic TFI 1.6a

## Formative Assessment (item description)

Teachers utilize formative assessment to inform teaching, lesson plan adjustment, and remediation.

### Evidence:

- Examples of formative assessment
- Examples of lesson plans with adjustments
- Examples of plans for remediation
- Walkthrough observations

# Definition of Formative Assessment

Formative assessment is a **process** used by students and teachers during instruction to **elicit and use evidence to improve understanding of intended learning outcomes** and support students to become more self-directed learners.





# Five Formative Assessment Strategies #1 and #2

1. Clarifying, understanding, and sharing learning intentions and success criteria
2. Eliciting evidence of learners' achievement
3. Providing feedback that moves learning forward
4. Activating students as instructional resources for one another
5. Activating students as owners of their own learning



Source: Wiliam, D. (2011). *Embedded Formative Assessment*.

# Strategy #2. Eliciting evidence of learners' achievement

## Just Say No to Calling on Volunteers



## Response Systems

- Choral response (with think time and clear signal)
- White boards
- Popsicle sticks
- Partners (teacher selected, job for both)
- Discussion groups
- Exit tickets



# More Resources for Formative Assessment



Think about some that have always worked for you!

# They Respond - We Respond

## Take Three Guesses

- What is the strongest predictor of academic achievement?
- What is the optimal correct response rate (percent) during initial instruction?
- During independent practice?

## Two Decisions

1. What adaptations can be made to the current lesson?
  - a. immediate reteaching
  - b. more practice
2. What adaptations should be made in future lessons?
  - a. Facts, concepts, skills, opportunities for critical thinking
  - b. Additional practice

# Five Formative Assessment Strategies #3

1. Clarifying, understanding, and sharing learning intentions and success criteria
2. Eliciting evidence of learners' achievement
3. Providing feedback that moves learning forward
4. Activating students as instructional resources for one another
5. Activating students as owners of their own learning

Source: Wiliam, D. (2011). *Embedded Formative Assessment*.

# Strategy #3: Provide feedback that moves learning forward



# Effective Classroom Feedback: The Work of the Recipient



Feedback should be more work for the recipient than the donor.

# Effective Classroom Feedback: Focused and Specific



Feedback should be focused.



# Effective Classroom Feedback: Related to Learning Goals

Feedback should relate to the learning goals that have been shared with students.

**Literal Comprehension**

**The Book of Answers** → **PULL** →

- when we pull facts and details from the text
- information directly written by the author

**Learning Goal** → We WILL show an understanding of the texts we read by summarizing and explaining important details and ideas.

**Success Criteria**

- I will begin my answer using part of the question.
- I will use supporting details/evidence from the text -- using the author's own words.
- I will give at least 2-3 pieces of evidence.
- I will use proper conventions → spelling, punctuation, grammar, etc.
- I will reread my answer to "MAKE IT BETTER, and MAKE IT RIGHT!"

Labels: facts details, author's words

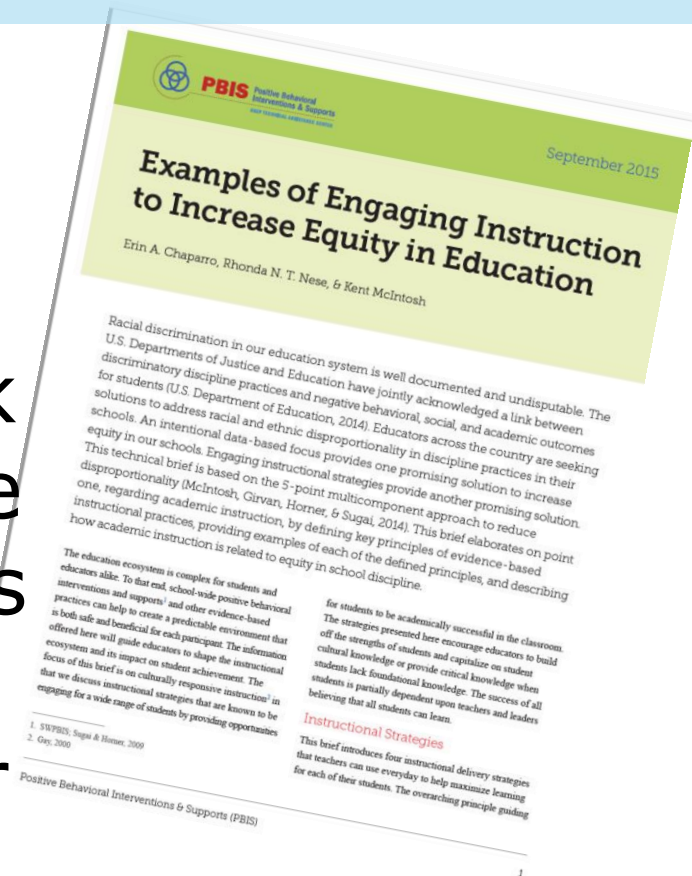


# The Socioemotional Links to Feedback

- The relationship between the teacher and student needs to be a positive one.
- The teacher needs to be seen as credible in the eyes of the student.
- The climate of the classroom needs to be such that errors are not viewed with shame, but as part of the learning process.

# The Culture of the Classroom

“Specific and meaningful performance feedback helps students see the assignments and tasks as opportunities to learn and grow rather than as assaults on their self-concept.”



# Five Formative Assessment Strategies

1. Clarifying, understanding, and sharing learning intentions and success criteria
2. Eliciting evidence of learners' achievement
3. Providing feedback that moves learning forward
4. Activating students as instructional resources for one another
5. Activating students as owners of their own learning

Source: Wiliam, D. (2011). *Embedded Formative Assessment*.


# Peer Critiques

[https://players.brightcove.net/268012963001/rJenILPQx\\_default/index.html?videoid=5518311215001](https://players.brightcove.net/268012963001/rJenILPQx_default/index.html?videoid=5518311215001)




# Strategy #4. Having students help each other learn

- ❑ Cooperative learning (as long as there is a group goal **and** individual accountability)
- ❑ Discussion
- ❑ Partner work
- ❑ Collaborating
- ❑ Peer tutoring
- ❑ Turn and talk
- ❑ Important-Students need to be taught how to collaborate



Virginia Tiered Systems of Supports  
**VTSS**  
VIRGINIA DEPARTMENT OF EDUCATION



Incorporating the  
5Cs Across All Tiers

Sarah Bazemore, M.Ed.  
Sarah.Bazemore@doe.virginia.gov  
School Counseling Specialist and Student Assistance Systems Coordinator  
Office of Student Services  
Virginia Department of Education

<https://vtss-ric.org/advanced-tiers-materials-2020/>



## Skills related to Relationship Management



- Capacity to make friends
- Exhibit cooperative learning
- Evaluate own skills to communicate with others
- Manage and express emotions on relationships
- Communicate effectively
- Cultivate relationships
- Provide help to others
- Demonstrate leadership
- Prevent interpersonal conflict, but manage and resolve when it occurs
- Resist inappropriate social pressures

(CASEL, 2003; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Elias, 2006; Kress & Elias, 2006; Zins, Payton, Weissberg, & O'Brien, 2007)

# Five Formative Assessment Strategies #5

1. Clarifying, understanding, and sharing learning intentions and success criteria
2. Eliciting evidence of learners' achievement
3. Providing feedback that moves learning forward
4. Activating students as instructional resources for one another
5. Activating students as owners of their own learning

Source: Wiliam, D. (2011). *Embedded Formative Assessment*.



# Academic TFI 1.9

## Student Involvement

### Learning Intention

Enable the use of student goal setting and metacognitive learning in classrooms

### Success Criteria

I have strategies to use in working with students to set and monitor goals and/or share with others.

I have strategies to use in working with students on reflecting on their own learning and/or sharing with others.

# Academic TFI 1.9

## Student Involvement (Strategy #5)

Instruction includes opportunities for students to participate in (a) the process of setting learning goals; (b) tracking of progress toward the learning goals; and (c) metacognitive reflection on learning.

### Evidence:

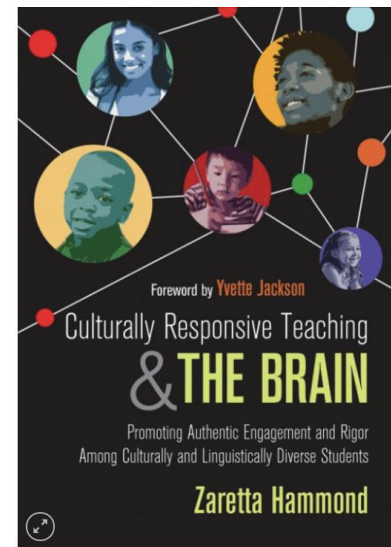
- Self-monitoring performance charts
- Student goal statements
- Aim lines
- Lesson plans
- Instructional observation data

# Promoting Student Involvement is Culturally Responsive

“Help students cultivate a positive mindset and sense of self-efficacy”

“Support each student to take greater ownership for his learning”

“Give students language to talk about their learning moves”



## 1.9 a) Students setting learning goals

- Co-constructing a rubric or checklist based on learning criteria (not necessarily individual)
- Setting personal, individual goals based on current performance



# 1.9 a) Student Monitored Goals

<b>Student-Monitored Academic Goals: Examples</b>	
<b>Academic Problem</b>	<b>Student-Monitored Goal</b>
Limited fluency in basic math-facts	Number of correct digits on a timed (5-minute) math-fact worksheet
Lack of homework completion	Number of days per week when homework is turned in
Lack of independent reading	Number of pages or books read independently per week or month
Lack of time spent engaged in independent study	Number of minutes per week spent in study-time
Limited number of original sources cited in writing assignments	Number of research citations appearing in student composition

[https://www.interventioncentral.org/student\\_assessment\\_academic\\_self\\_monitoring](https://www.interventioncentral.org/student_assessment_academic_self_monitoring)

# 1.9 a) Goal Setting Tips

- Express goals positively
- Keep goals small
- Set goals that are specific and measurable
- Just work on two or three goals at a time
- Set goals that are in the students' control
- Celebrate achieving goals!





# 1.9 b) Tracking Learning Goals

## SAMPLE PROJECT CHECKLIST

Item	Pamphlet Portion	Date Projected	Completed
Cover has the title, image, and your name			
Description of your cause (minimum 10 sentences)			
List 3-5 important facts			
Map of where this is occurring			
Demographics of who/what is impacted			
Minimum of 3 images in your brochure			
Contact information (websites, telephone numbers)			
Upcoming events (celebrations, day, movie, anniversary date, races, etc.)			
Pamphlet is attractive and well organized			
Correct spelling and grammar			

**Sample Chart for Monitoring Student Progress**

CHART FOR \_\_\_\_\_  
 Student's Name \_\_\_\_\_ IN \_\_\_\_\_  
 Subject (Math, Reading, or Writing)

**MONDAY**  
 My best score is: \_\_\_\_\_  
 My score on the timed test is: \_\_\_\_\_  
 Did I beat my score? \_\_\_\_\_

**TUESDAY**  
 My best score is: \_\_\_\_\_  
 My score on the timed test is: \_\_\_\_\_  
 Did I beat my score? \_\_\_\_\_

**WEDNESDAY**  
 My best score is: \_\_\_\_\_  
 My score on the timed test is: \_\_\_\_\_  
 Did I beat my score? \_\_\_\_\_



# 1.9 b) Clarity on tracking goals

## Individual Tracking

- Graphs
- Stars on rubrics (video)
- Project checklists

## Individual Understanding

- Traffic Lights
- Red/Green Disks or Cups
- Polling (for distance learning)
- Videos of a lesson for students to watch and rewatch

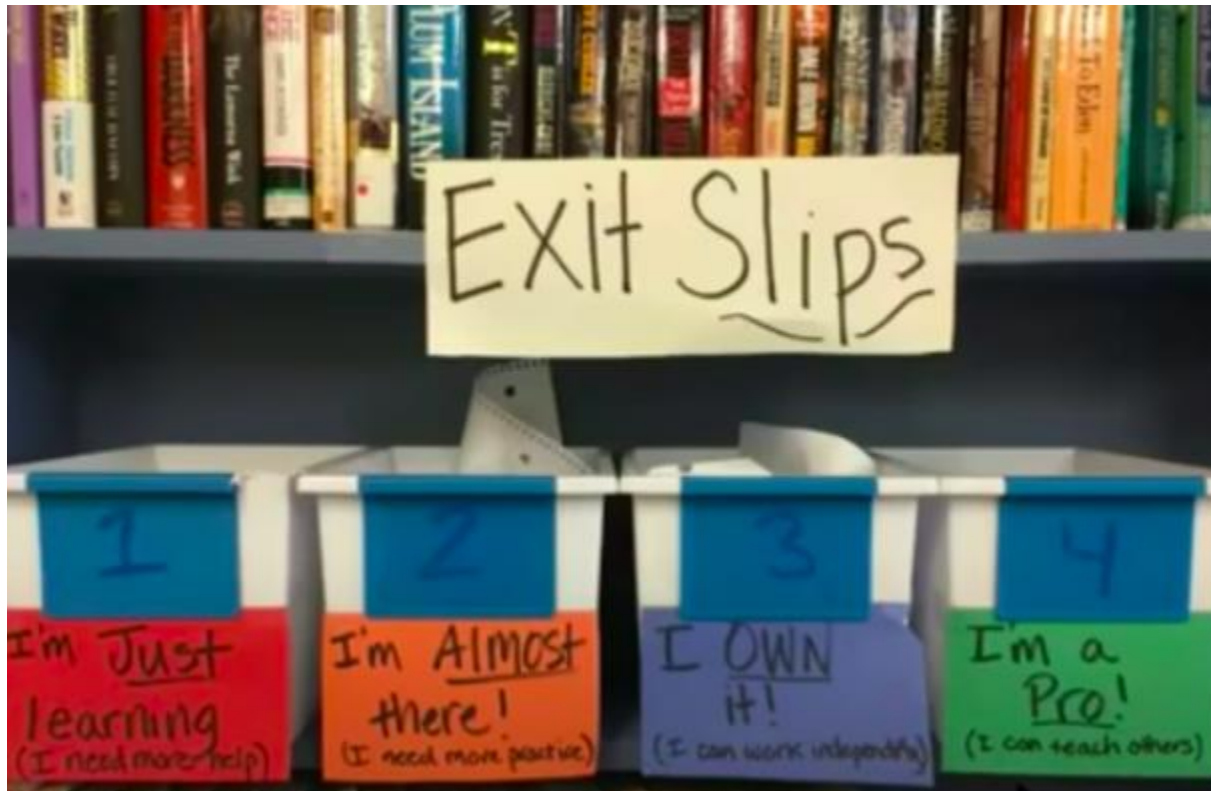
# 1.9 b&c) Looks like, sounds like...

[http://players.brightcove.net/268012963001/default\\_default/index.html?videoid=5117777016001](http://players.brightcove.net/268012963001/default_default/index.html?videoid=5117777016001)



# Self Directed Learners

<https://youtu.be/pqAHh3pZ57M>



# 1.9 b&c) Student Self-Assessment

I do not yet understand. I need coaching.	I am starting to understand. I need coaching but want to try some on my own.
I understand! I make a few mistakes, so I'm working through those.	I understand very well. I can explain this to others without telling answers.

[Self-Assessment.docx](#)

**Directions:** Before reading, write down a question you expect to be answered in each section. At the end of each section, see if you can answer your question. If you can't, use one or more of these strategies to help yourself.

- Reread the passage with your question in mind.
- Check for unknown vocabulary (look inside and outside the word or phrase).
- Check graphs, diagrams, or photographs that are in the section.
- Write your question to ask me about it.

**Article Title:**

Heading: Your question:	Now that you have finished, can you answer your question? Yes No
Subheading: Your question:	Now that you have finished, can you answer your question? Yes No
Heading: Your question:	Now that you have finished, can you answer your question?
Subheading: Your question:	Now that you have finished, can you answer your question?

[Self reflection on group work math.pdf](#)

[Self-Questioning.docx](#)

# 1.9 c) Example: Metacognition

[http://players.brightcove.net/268012963001/default\\_default/index.html?videoid=5117489250001](http://players.brightcove.net/268012963001/default_default/index.html?videoid=5117489250001)



# Academic TFI 1.8

## Instructional Practices

### Learning Intention

- Determine school-wide practices that are equitable and impactful for ALL students

### Success Criteria

- I can share the data to engage others in committing to impactful practices



# Academic TFI 1.8

## Instructional Practices(item description)

Evidence-based practices and routines are implemented with fidelity and consistency across all classrooms (e.g., activating prior knowledge, explicit instruction, engagement, feedback, scaffolding).

### Evidence:

- Walkthrough data
- Data collection tools
- Administrator observation data
- Peer observation data

# VTSS Instructional Practices



**Effective Classroom Systems**

# The VTSS Ten

1. Arranging the Physical Environment
2. Active Supervision
3. Classroom Expectations (aligned to school-wide expectations)
4. Routines and Procedures
5. Engagement: Opportunities to Respond
6. Formative Assessment
7. Scaffolding
8. Acknowledgement and Behavior Specific Praise
9. Feedback: Error Correction
10. Fostering Community with Feedback

# Equitable Practices Resources

## Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher	Observer	Subject	Date/Time		
Equitable Classroom Practice				Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>					
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>					
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>					
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>					
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to</i>					

# Are we using the practices?

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>		
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>		
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>		
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>		
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>		
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>		
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>		
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>		
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>		
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>		
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>		



# Data observation tools

## #5 Provide Multiple Opportunities to Respond (Compiled in a 10 – 20 minute observation)

Components		Frequency		Comments					
Number of student responses during instructional time (choral, hand signal, response card, white board, etc.).									
Rate of Academic Engagement. Record "+" symbol for on-task/ engaged behavior and "-" for off-task behavior each minute (see below)									
Both group and individual responses to questions are solicited, providing individual opportunities for the majority of students in the classroom, without targeting the same handful of students for every question		No	Sometimes	Yes					
Inclusive participation such that all students formulate answers									
<p><b>Components for On-Task/Off-Task Behaviors for Academic Engagement:</b> During a 10- minute observation, collect data on on-task and off-task behaviors at 10-second intervals. At each 10-second interval, observe a student for &lt;1 second and identify if that student is on-task or off-task at that point in time. Mark a "+" for on-task behavior and a "-" for off-task behavior. Observe and record observations until all boxes are completed.</p>									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60



# Fidelity:

## Did We Do What We Said?

### What Are the Practices?

Once we decide on the universal practices, we need to make sure that they are implemented across the building.

#### #6 Formative Assessment

Components
Teacher monitors student responses in order to determine at least 80% of students responses are accurate

No	Sometimes	Frequently

### Do We Implement With Fidelity?

0 = Evidence-based practices and routines are implemented inconsistently.

1 = Practices are implemented in lessons but are not implemented with fidelity across 80% of classrooms.

2 = 80% of staff utilize documented routines and evidence-based practices with fidelity.

# A System for Data Collection



# Academic TFI 1.1

## Team Composition

**Each team** in the school includes staff with expertise to support the function of the team and *represents the diversity* of the building.

### Evidence

- Meeting structure flow chart
- Meeting agendas with team members
- List of team members and their roles

# Academic TFI 1.2a

## Team Alignment

All school teams (e.g., grade level, content, department, leadership) have

a) defined goals that support the strategic plan and/or continuous improvement plan; (b) defined communication loops among all teams and faculty; and 9c) regularly scheduled meetings.

### Evidence:

- Meeting structure flow chart with team goals
- Team action plans
- Meeting agenda
- “Working Smarter Not Harder” document
- Communication plan

# Academic TFI 1.2b

## Team Operating Procedures

All schools have operating procedures that include (a) agenda; (b) minutes and (c) defined roles and responsibilities

### Evidence:

- Meeting agenda and notes
- Roles and responsibility documentation

# (b) defined communication loops

Suggestions for communication:

1. All teams maintain meeting minutes in Drive folder using common agenda.
1. All teams present 5 minute update at bi-monthly faculty meeting.
1. Each team has minimally one member on leadership for two-way communication.
1. Each team shares their data with all staff.



# (c) regularly scheduled meetings

Teams identify when they will meet and it is communicated to school staff.

This document is monitored by leadership as evidenced by agenda minutes.

Hint: Consider adding some specific agenda items, such as January 1st meeting looks at universal screening, or 2nd grade level meeting of month reviews benchmark assessments, etc.

# Why Teams?

“No individual alone can transform our schools into places where all children get what they need every day.”

\*Elena Aguilar, *The Art of Coaching Teams*, 2016. p. 7

## Team Effectiveness Self-Assessment

TEAM: \_\_\_\_\_ DATE: \_\_\_\_\_

TEAM MEMBER: \_\_\_\_\_

Rate the following elements on a scale of 1 to 5, with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Wherever possible, offer examples that illustrate each element.

Element	Rating	Examples and Comments
<b>1. Purpose</b> We understand and agree on our team's purpose and goals.		
<b>2. Results</b> We accomplish what we set out to achieve.		
<b>3. Procedures</b> There are effective procedures to		

# Academic TFI 1.6b

## Instructional Adjustment

### Learning Intention

- Promote effective teaming structures with systems for utilizing data to make instructional adjustments

### Success Criteria

- I can lead a discussion of grade or team level data in order to impact instruction

# Academic TFI 1.6b

## Instructional Adjustment(item description)

A procedure is in place for teams to evaluate Tier 1 data that results in instructional adjustment.

### Evidence:

- Grade level/content team, professional learning community, and/or data meeting agendas
- Unit plans
- Lesson plans that reflect adjustment
- Data meeting reflection sheets
- Programmatic data
- Documentation of a data meeting process used by teams

# Helping Teams Interpret Results

John Hattie notes that the “most successful method” involved small groups of teachers meeting every 2 to 3 weeks to discuss an “explicit, data driven plan to address the needs of the students.”

disaggregate data to understand student performance, set incremental goals, engage in instruction, and create a plan to monitor student learning and teacher instruction.”

Hmmm... Does this sound like systems work to you?

# Common agenda items

1. Identify the problem using data which has been disaggregated
2. Set a goal for a measurable level of improvement for the next meeting
3. Discuss possible root causes for the problem
4. Consider a range of instructional adjustments
5. Commit, as a group, to making one or two instructional adjustments during the next 4-6 weeks



# DIDM form



## Data-Informed Decision Making: Division

<b>DATA/Evidence of Need:</b>			
Using the data, develop a precision statement. Who? What? When? Where? Why?			
Outcome (Set a goal):			
<b>Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.</b>			
<b>Action Plan</b>	<b>Who?</b>	<b>When?</b>	<b>Fidelity Measures</b>
<b>Key Systems: How will the division support the school in the implementation of new practices?</b>			
<b>Action Plan</b>	<b>Who?</b>	<b>When?</b>	<b>Fidelity Measures</b>
<b>Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?</b>			

# Data collection and problem identification

## Fall Middle School 100% Data Meeting Steps

School: \_\_\_\_\_ Grade level/group: \_\_\_\_\_

• Prior to the meeting collect the following data:

- Step 1 Data: Determine the percentage of students by number of risk factors

Percent of student by Number of Risk Factors	
# of Factors	Percentages of students
1	
2	
3	
4	
5	

- Step 2 Data: Calculate risk percentages for each category

Risk Categories	Percent at Risk
Attendance	
Behavior	
Spring failing 2 or more core classes	
SBAC (not passing)	
Fall Screening (not at benchmark)	

- Step 2 additional Data (if Needed): Calculate percentage of students in core class

Core class	Percent Meeting Criteria
ELA	
Math	
Social Studies	
Science	
(Reading)	

## Core Review 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:
% Low Risk			
% Some Risk			
% High Risk			

\*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.).

Name of Unit Assessment: \_\_\_\_\_

### Did your PLC team meet their SMART goal?:

End of Unit Formative Assessment Average %      End of Unit Formative Assessment Pass Rate %

What accounted for the results of the Formative Assessment score?

What instructional methods were the most/least successful for...

ALL Students:

ESOL Students:

SPED Students:

Black Students:

GIFTED Students:

How will we respond when students don't/do learn the material?

Students that did not meet the benchmark

Activities for Remediation

# Why is this happening (possible root causes)?

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

a) Determine the common priority skill: Use data to 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	
	FSF	PSF	NWF-CLS	NWF-WWR	ORF Accuracy	ORF Words Read	N/A	Retell	Daze
DIBELS Next Measure									
% Above Benchmark									

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

a) *Which area of instruction needs enhancement in order to increase the percentage of students with 0 or 1 risk factors (as a team, please check the instructional need in the table below)?*

Selection of area of instructional need can be based on the following: walkthroughs, teacher report, formative assessments, SBAC, student behavior, CBMs, and other as deemed appropriate.

Provide Explicit Vocabulary Instruction	Provide direct and explicit comprehension strategy instruction	Provide opportunities for extended discussion of text meaning and interpretation	Increase student motivation and engagement in literacy learning.

b) *Consider whether you need to address Attendance or Behavior as well.*

# Instructional Adjustments

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

What instructional adjustments are needed to *strengthen the priority skill* in order to improve the health of the core?

- Which **priority skill(s)** have you identified to target instruction?: (PA, Phonics, Fluency, Vocabulary, Comprehension)
  - Priority Skill Focus: \_\_\_\_\_

### Curriculum

- What core materials (sound-spelling cards, word work, decodables etc.) can you use to increase the time spent teaching the priority skill?

### Instruction

- What **common instructional strategies** need to be enhanced to address the priority skill/s?
- What **active engagement strategies** can be used with the instructional strategy to address the priority skill/s?

### Environment

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

a) How can you enhance instruction in the area of instructional need?

- As a team, please select one or two instructional strategies from the checklist below?

### Checklist for Carrying out IES Guide Recommendations

#### Recommendation 1:

Provide explicit vocabulary instruction

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

#### Recommendation 2:

Provide direct and explicit comprehension strategy instruction

- Select carefully the text to use when beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts.
- Make sure that the text is appropriate for

#### Recommendation 3:

Provide opportunities for extended discussion of text meaning and interpretation

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- Ask follow-up questions that help provide continuity and extend the discussion.
- Provide a task or discussion format that students can follow when they discuss text in small groups.
- Develop and practice the use of a specific "discussion protocol."

#### Recommendation 4:

Increase student motivation and engagement in literacy learning

- Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.
- Provide a positive learning environment that

# Lesson Adjustment Considerations

- Item analysis
- Success overall
- Success of groups
- Sharing successful strategies
- Remediation plans using evidence based strategies
- Scaffolding needs for future lessons
- Revision of plans for future use
- Increasing student engagement

# Make a commitment to the adjustment

- Identify the goal
- Commit to one or two instructional adjustments as a group
- Hold one another accountable
- Celebrate success!



# References

- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Fisher, D., Frey, N., & Hattie, J. A. (2016). *Visible learning for literacy: Implementing the practices that work best to accelerate student learning: Grades K-12*. Thousand Oaks (California): Corwin.
- Hattie, J., Fisher, D., Frey, N., Gojak, L. M., Moore, S. D., & Mellman, W. (2017). *Visible learning for mathematics: What works best to optimize student learning, grades K-12*. Thousand Oaks, CA: Corwin Mathematics.



# References (cont.)

- Wiliam, D. (2018). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.
- Wiliam, D. (2018). *Creating the schools our children need: Why what were doing now won't help much (and what we can do instead)*. West Palm Beach, FL: Learning Sciences International.
- <http://www.oregonrti.org/teamingdecisionmaking>