

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) FACILITATOR GUIDE

*Intended to support K-3 early literacy teams as they develop
their MTSS teams in accordance with OKMTSS. YEAR 1*

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OKMTSS Framework

DATA- DRIVEN DECISIONS	SUSTAINABLE TEAMING	EVIDENCE-BASED PRACTICES
Measurement for Team-based Decisions	Leadership Support	Tier 1- Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	<i>Academics</i> Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1- Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	<i>Academics</i> High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)	Selection/identification of appropriate school personnel	<i>Behavioral/Mental Health</i> Prevent, Teach, Reinforce, Respond practices to support classroom climate and culture
Student grouping for intervention that prioritizes skill needs	Multi-directional communication	Tier 2 Interventions
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Standard protocol, evidence-based interventions to address specific skill deficits
Data informs instructional changes and alterations	Agenda and Action plan	Tier 3 Interventions
Progress monitoring individual student interventions	Team member roles and responsibilities	Intensified evidence-based interventions matched to individual's needs
Progress monitoring class, school, and district-level interventions and practices	MTSS Coaching Support	Data-based Individualization protocol
Evaluate Fidelity of Implementation	Internal coaching capacity through district-level support	
Fidelity checks for teaming structure	Access to external MTSS coaching expertise	
Fidelity inventories for practices	Professional learning	
Implement on the Foundation of the 4 R's of a Trauma-Informed Approach	• Realize how trauma can affect people and groups • Recognize the signs of trauma • Respond to trauma • Resists (re-)traumatization in the organizational environment	

SSIP Module Progression

The SSIP Modules can be found on the OSDE Connect professional learning library.

Year 1

- August-Universal Design for Learning
- September- Accommodations and Modifications
- October- MTSS Framework
- November-Implementing Interventions
- January- Oral Language Instruction
- February-Phonology Instruction
- March-Phonics Instruction
- April- Word Study Instruction
- May- Instructional Coaching Practices

Year 2

- August- Instructional Recap
- September- Fluency Instruction
- October- Vocabulary Instruction
- November- Reading Comprehension Instruction
- January- Implementation and Support
- February- Professional Learning Communities (PLC)
- March- Data Analysis
- April-Unpacking Standards
- May- Target Task Alignment

Year 3

- August- Sustainable Leadership OR Classroom Management
- September- Engaging Families OR Creating Your Instructional Playbook
- October- Data Driven Decisions OR Grouping Students for Success
- January- A Plan of Improvements OR Impactful Questioning
- March- A Whole School System OR Early Writing Instruction

SSIP Self-Guided Coaching Focus

Year 1

- August- Reading Tiered Fidelity Inventory
- September- Data Retreat
- October- IEP Services & Areas of Need
- November-System Analysis
- January- Resource Audit
- February-Train the Provider
- March-Fidelity & Integrity
- April- Selecting Tools and Supports
- May- End of Year Supports

Year 2

- August- Reading Tiered Fidelity Inventory
- September- High and Low Intensity of Teaching
- October- “More than Literacy”
- November- Depth of Knowledge/ Questioning
- January- Alignment
- February- Collaborative Time Beyond Planning
- March- Data-Based Individualization & Decision Rules
- April-Task Alignment and Generalization
- May- End of Year Supports

Year 3

- August- Reading Tiered Fidelity Inventory
- September- Developing Written Procedures
- October- Developing Written Procedures
- January- Developing Written Procedures
- March- Developing Written Procedures

Professional Development Schedule

Use this chart to fill in the dates and times your team will come together to complete the modules.



Module	Date/Time	Facilitator
August		
September		
October		
November		
January		
February		
March		
April		
May		

SSIP Live!

SSIP Live is a virtual connection with other educators participating in these same modules. They occur quarterly from 3:00-4:15pm. Links to the live sessions can be found on the SSIP module announcement page.

It is the intention of these live sessions to support the deeper connection of the module. Each live session discusses two module topics. Schools can plan to send educators to these live sessions.

Who to Send?	Benefits	Considerations
All educators who are engaged in the modules log in to one computer and watch together.	Shared experience and understanding of the deeper content.	The group would be added to one breakout group together and may or may not be able to split into grade-bands.
Some educators who would bring the information to the larger team.	Shared leadership, topics change monthly which may impact who attends	These lives have a lot of information and maybe too much to bring back.
Unable to send anyone	The staff may be able to engage each other in their own leadership meetings	The lives have a lot of information and hearing about other schools would be beneficial.

How To Use This Guide

This guide has been developed with the State Systemic Improvement Plan (SSIP) to support schools in a self-guided MTSS coaching process that will support them to be able to conduct meaningful systemic change to their school.

The modules are intended to support K-3 early literacy educators and administrative staff with their alignment and collaboration between grade levels and classes. A facilitator from the school will use this facilitator guide to support their leadership of the modules. The modules and the facilitator should conduct these modules with as much of the team together as possible. The purpose of the modules is to facilitate conversation between the team. An elementary site team may be comprised of the following team members:

- Elementary Administrator
- Special Education Teacher (K-3)
- General Education Teacher (K-3/Literacy)

Others as determined by the team:

- School Counselor
- School Psychologist/Psychometrist

The people defined as a part of the team should be members who are experts of the students' needs.

An additional component the team can consider utilizing is the **SSIP Self-Guided Coaching Booklet**. Working through the booklet with the trainings provided is intended to support schools with creating and developing an elementary site MTSS team.

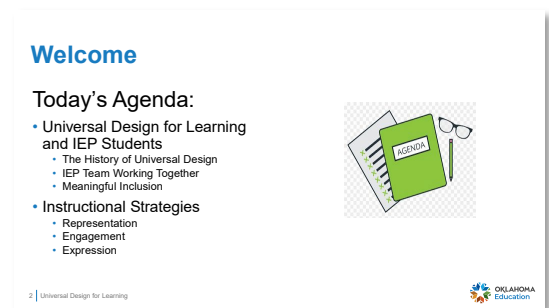
Module Orientation and Facilitator Guide

Modules are intended for teams to spend **approximately 45 minutes**, conversations led by the facilitator may or may not extend the overall timing.

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

The facilitator can then begin the modules. Each module begins with an agenda slide to indicate the components for the module.

Embedded within the modules are points to stop and think about the content presented. It is important for the facilitator to lead these



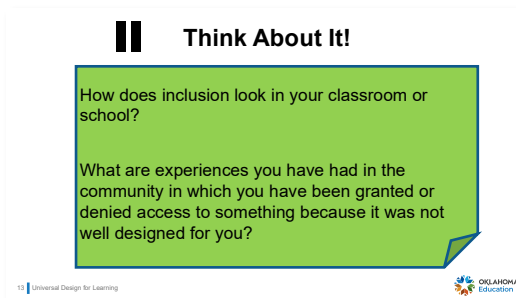
conversations. Within this facilitator guide there are options for engaging the team and space to document the conversations or action items.

Some modules have case studies embedded within them. It is ideal for the facilitator to consider stopping and guiding the team to think about the relevance to the case studies.

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

The sections for required participation will be indicated in the facilitator guide. Additionally, additional supports and engagement strategies are provided for the facilitator to use at their discretion. Resources, paired tools and guidance, as well as continued access for learning will be indicated as they are available for each module.

It may benefit the facilitator to look at the guide and prepare in advance. Look for the magnifying glass to determine which sections are relevant for preview.

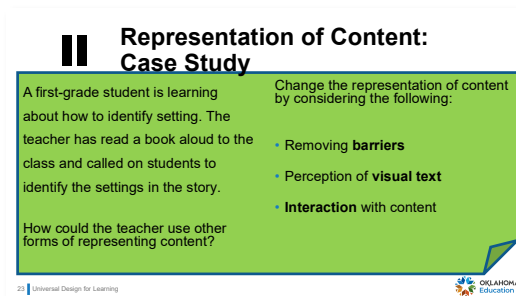


Think About It!

How does inclusion look in your classroom or school?

What are experiences you have had in the community in which you have been granted or denied access to something because it was not well designed for you?

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Representation of Content: Case Study

A first-grade student is learning about how to identify setting. The teacher has read a book aloud to the class and called on students to identify the settings in the story.

How could the teacher use other forms of representing content?

Change the representation of content by considering the following:

- Removing **barriers**
- Perception of **visual text**
- **Interaction** with content

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LEARNING OPPORTUNITIES
• SSIP Modules with the Facilitator Guide • SSIP Self-Guided Coaching Tool • SSIP Live! • SSIP Data Retreat

August: Universal Design for Learning

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

Universal Design for Learning (UDL)

- Meaningful inclusion and instructional practices
- Welcome

Today's Agenda:

- Universal Design for Learning and IEP Students
 - The History of Universal Design
 - IEP Team Working Together
 - Meaningful Inclusion
- Instructional Strategies
 - Representation
 - Engagement
 - Expression

The History of Universal Design, Universal Design

Universal Design, a term coined by Ronald L. Mace, North Carolina State University, in 1972, to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life.

Universal Design in Communities

- Flexible seating
- Sliding doors
- Touch sink

The IEP Team Working Together, IEP Team Members

- School Administrator

PRE-TEST UDL

Pre-test is required for each individual participant to complete prior to the start of the module.

TIPS & TRICKS:

- Instruct the team to bring their device to the meeting and start the meeting with the pre-test.
- For larger teams, consider asking the team to complete the pre-test prior to arriving to the meeting.

ENGAGEMENT

- Inquire to the team about what they may already know about these topics.
- Document conversations on a whiteboard or poster board if needed.

- General Ed Teacher
- Special Ed Teacher
- Parents
- Student
- Qualified Professional(s)
- Persons at the request of the parent
- Transition specialist
- Surrogate as appointed by the LEA
- OT/PT/Speech/BCBA
- Others as needed

ENGAGEMENT

Consider a turn and talk for teams to discuss what these quotes and the history of UDL means to them.

Begin with the end in mind!

- Prepare students for post-secondary education, employment, independent living

Quote

- We have many different students in the classroom; teaching and educating, while meant to reach them all is not one size fits all; however, it can be universally designed to incorporate learning opportunities that meet the needs for all students, including students on IEPs and general education students.

Meaningful Inclusion, Inclusion: This Instead of That

This	Space for Inclusion	That
The classroom has adequate space and is receptive to physical needs of students.	Physical Space: A student needs a wheelchair.	A students' physical space in the classroom is not responsive to their needs.
The team values the student's participation and engages in plays that support the success of the student.	Social Space: A student on the basketball team is not the best player.	Letting a student participate when their participation is not meaningful to them or the team.
The student is provided with support that helps them reach the content.	Instructional Space: A student in a math class struggles with the computation.	Content modifications that are so severe they are unrecognizable in the classroom.

Inclusion is the belief that ALL students, regardless of labels, should be members of the general education community.

Think About It!

1. How does inclusion look in your classroom or school?

2. What are experiences you have had in the community in which you have been granted or denied access to something because it was not well designed for you?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Universal Design for Learning: Instructional Strategies, Why UDL?

- Classrooms are filled with students who...
 - Have a wide span of needs
 - Have different attention spans
 - Have a variety of language abilities
 - Come from a variety of backgrounds (cultural, educational, etc.)
- UDL meets the needs of **ALL** learners

UDL vs Differentiation

Universal Design for Learning provides variety for students based on:

- **Representation** of content
- Means of **Engagement**
- Options for **Expression**

Differentiation provides different access for students based on predetermined assessments:

- Accessible content
- Access to different supports that are not available to all students
- Accommodations and Modifications

ENGAGEMENT

Consider a turn and talk for teams to discuss what their understanding is between differentiation and UDL.

The Brain and UDL

- Recognition Networks “what”, Representation of Content
- Affective Networks “why”, Means of Engagement
- Strategic Networks “how”, Options for expression

Representation of Content, The “What” of Learning

- Provide Options for **Perception**
- Provide Options for **Language and Symbols**
- Provide Options for **Comprehension**
- **Goal:** Expert Learners who are Resourceful and Knowledgeable

Overcoming Barriers with Representation of Content

Classroom and school problems it fixes...

- Under leveraged technology
- Concepts failing to be understood
- Never crossing language divides
- Students failing to see connections to life
- Students do not have autonomy to gather understanding

Implementing Representation of Content

- How can I present information in ways that reach all learners?
 - Display: printed texts, charts, pictures
 - Auditory: methods to engage with text options
- Examples:
 - Make it easy for students to adjust font sizes and background colors through technology.
 - Provide options for engaging with texts, such as text-to-speech, audiobooks or partner readings.

Strategy– 5-15-45

- **In 5 minutes:** you will identify the most important content (what) and instructional strategies (how) in the lesson.
- **In 15 minutes:** you will dig deeper into lesson design and get ideas to implement a specific instructional strategy to reduce barriers for students, including students with significant cognitive disabilities.



RECOMMENDATION

Encourage the team to attempt this evidence-based practice for the next month.

Indicate methods of documenting this strategy in lesson plans or notebooks.

- **In 45 minutes:** you will have the opportunity to build your own skills or facilitate learning opportunities for all students, including a student with significant cognitive disabilities.

Representation of Content: Case Study

A first-grade student is learning about how to identify setting. The teacher read a book aloud to the class and called on students to identify the settings in the story. How could the teacher use other forms of representing content?

Change the representation of content by considering the following:

- Removing **barriers**
- Perception of **visual text**
- **Interaction** with content

ENGAGEMENT

Consider a turn and talk for teams to discuss the case study and other options for representation of content.

Representation of Content: Case Study- Results

A first-grade student is learning about how to identify setting. The teacher read a book aloud to the class and called on students to identify the settings in the story.

How could the teacher use other forms of engagement?

- ☐ **Barriers:** Students with low reading skills could have a picture walk before the read aloud to become more comfortable.
- ☐ **Visual Text:** Point to the words in the book as the teacher reads aloud.
- ☐ **Interaction:** The teacher could have students follow along on printed copies or digital copies if possible.

Means of Engagement, The “Why” of Learning

- Provide Options for **Recruiting Interest**
- Provide Options for **Sustaining Effort and Persistence**
- Provide Options for **Self-Regulation**
- **Goal:** Expert Learners who are Purposeful and Motivated

Overcoming Barriers with Means of Engagement

Classroom and school problems it fixes...

- Blank screens – kids not showing up
- Lessons devoid of choice
- Non-relevant lessons
- Students unable to track their learning
- Educators lacking cultural awareness
- Students failing to understand themselves as learners

Implementing Means of Engagement

How can I engage all students in my class?

- Choice: Self-selection, creativity, autonomy
- Relevancy: wants, needs, interests
- Multimodal: text, video, movement

Examples

- Survey students about their interests, strengths and needs. Incorporate the findings into lessons.
- Use choice menus for working toward goals.
- State learning goals clearly and in a way that feels relevant to students.

Strategy- Menu- Third Grade Critical Reading

Appetizer (everyone shares)

- Read a short fiction story with a partner; using text to speech or partner reading.

Entrée (select one)

- Draw a picture that shows what happens in the story (plot).
- Write one paragraph about what happens in the story (plot).
- Verbally record what happens in the story (plot).

Side Dishes (select at least two)

- Create a visual of the setting(s).
- Generate a list of settings.
- Write about a time you had experienced with that setting.
- Make a visual collage, using technology, to show the setting.

Dessert (optional)

- Write your own story using the same setting or the same plot.

Strategy- Authentic Problem Solving

- Vary activities and sources of information so that they can be relevant to the learners
- Designed so that learning outcomes are authentic, communicate to real audiences, and reflect a clear purpose
- Provide tasks that allow active participation, explorations, and experimentation



RECOMMENDATION

Encourage the team to attempt this evidence-based practice for the next month.

Indicate methods of documenting this strategy in lesson plans or notebooks.



RECOMMENDATION

Encourage the team to attempt this evidence-based practice for the next month.

Indicate methods of documenting this strategy in lesson plans or notebooks.

- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster imagination and solve novel and relevant problems.

Means of Engagement: Case Study

A first-grade student is learning about how to identify setting. The teacher read a book aloud to the class and called on students to identify the settings in the story.

How could the teacher use other forms of engagement?

Change the engagement strategy by considering the following:

- Changes in **movement**
- Audience **participation**
- Varying **modes of answering**
- Student **grouping**

Means of Engagement: Case Study- Results

A first-grade student is learning about how to identify setting. The teacher read a book aloud to the class and called on students to identify the settings in the story.

How could the teacher use other forms of engagement?

- ☐ **Movement:** Students could move around the room to printed posters that represent settings that match questions posed.
- ☐ **Participation:** Provide a question response that involves all students; thumbs up if the setting is....
- ☐ **Modes of Answering:** The teacher could have students listen to the story and draw pictures of the settings they hear.
- ☐ **Grouping:** Allow students to think-pair-share with a peer before they answer

ENGAGEMENT

Consider a turn and talk for teams to discuss the case study and other options for means of engagement.

Discuss methods in which teachers can use this information to support students they have in their classrooms.

Options for Expression, The “How” of Learning

- Provide Options for **Physical Action**
- Provide Options for **Expression and Communication**
- Provide Options for **Executive Functions**
- **Goal:** Expert Learners who are Strategic and Goal Oriented

Overcoming Barriers with Options

Classroom and school problems it fixes...

- Blank screens - kids not showing up
- Lessons devoid of choice
- Students unable to track their own learning

- Students not knowing how to manage tools
- Students not knowing how to strategize
- Students failing to incorporate learning non-negotiables

Implementing Options for Expression

How can I offer purposeful options for students to show what they know?

- Flexibility: timing, pacing
- Modes: pencil/paper, video, digital, performance
- Technology: assistive technology access, digital, analogue

Examples:

- Allow students to show what they know through a variety of formats, such as a drawing or using physical manipulatives.
- Assess students on a project that utilizes a rubric scoring system to demonstrate achievement

Best Practices for Expression

- **Multiple Tools for Composition:**
 - How will students create something to express their knowledge?
 - Drawing, speaking, manipulatives, dance, etc.
- **Multiple Tools for Construction:**
 - How will students be able to do this independently or with some guidance?
 - Spellcheckers, sentence starters, web programs, modeled examples
- **Build fluencies in independence:**
 - How will scaffolds support students to get to the next level of achievement?
 - Feedback, examples, modeling

Strategy- Student Checklists

A checklist is the most fundamental assessment tool that can allow students an option for expression. In this checklist the teacher can walk around the room while students are playing a game, completing a center activity, or even recording themselves completing the tasks. Checklists can be an efficient method to assessing students at a small group activity and rotating students through those activities. Often checklists are easy to create with even less assessed skills than the one demonstrated here but might take longer to assess each student on these tasks.

Strategy- Student Checklists

Skill Assessed	Yes	No
Student can correctly name all capital letters.	☐	☐
Student can correctly name all lowercase letters.	☐	☐
Student can correctly name the sounds of _____ letters.	☐	☐
Student can correctly name 3 items that start with the _____ letter.	☐	☐
Student can correctly name 3 items that start with the _____ sound.	☐	☐

38 Presentation Title

OKLAHOMA
Education

Strategy- Class Checklists

In this example the checklist has a place for students on the side to allow the teacher to quickly grade students.

In Kindergarten, these can be easily translated to standard progression. It can provide a quick assessment for the teacher to see progression and allows students to demonstrate their learning in other ways.

Strategy- Class Checklists			
Student Name	Student can correctly name 3 items that start with the <u>_D_</u> letter.	Student can correctly name 3 items that start with the <u>_s/_</u> sound.	Student can correctly name the sounds of <u>_k_</u> , <u>_l_</u> , <u>_m_</u> , <u>_n_</u> letters.
Jenny	Yes	No	Yes
Drake	No	Yes	No
Naomi	Yes	Yes	Yes
Josh	No	Yes	Yes

Options of Expression: Case Study

A first-grade student is **ready to take an assessment** about setting. The teacher wants students to demonstrate that they can identify setting from a book they are reading.

How could the teacher provide options for expression?

Provide options for expression by considering the following:

- **Communication** changes
- **Physical actions**
- Student **responses**
- **Assessment measures**

Options of Expression: Case Study- Results

A first-grade student is **ready to take an assessment** about setting. The teacher wants students to demonstrate that they can identify setting from a book they are reading.

How could the teacher provide options for expression?

- **Communication:** Students could write, draw, or verbalize their answer
- **Physical actions:** Students could present or demonstrate their learning to the class.
- **Responses:** Students could choose to write their own story using provided settings.
- **Assessment measures:** Teacher could create a rubric to demonstrate proficiency.

Remember UDL

- Is a proactive approach for our diverse classrooms
- Meets the needs of **ALL** learners

RECOMMENDATION

Encourage the team to attempt this evidence-based practice for the next month.

Indicate methods of documenting this strategy in lesson plans or notebooks.

ENGAGEMENT

Consider a turn and talk for teams to discuss the case study and other options for options for expression.

Discuss methods in which teachers can use this information to support students they have in their classrooms.

- Ultimately promotes students to be purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented

Citations/ Resources

Title	Link
TIES Center- 5-15-45 Strategy	Home TIES Center
UDL Online Video Case Stories	UDL Online Video Case Stories - UDL-Universe: A Comprehensive Faculty Development Guide - LibGuides at Ensuring Access through Collaboration & Technology (sonoma.edu)
Universal Design for Learning Center for Teaching Innovation	Universal Design for Learning Center for Teaching Innovation (cornell.edu)

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

RECOMMENDATION

Encourage the team to select one of the evidence-based strategies from the module:

1. 5-15-45
2. Choice menu
3. Authentic Learning
4. Rubrics/Checklists.



POST-TEST UDL

Post-test is required for each individual participant to complete after the module.

September: Accommodations & Modifications

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

PRE-TEST A & M

Pre-test is required for each individual participant to complete prior to the start of the module.

Welcome

- **IEP Team Working Together & Least Restrictive Environment (LRE)**
- **Accommodations**
 - Time
 - Setting
 - Presentation
 - Response
- **Modifications**
 - Instructional level
 - Content
 - Performance
- **Service Types**
- **Progress Monitoring**

ENGAGEMENT

Consider a turn and talk for teams to discuss current understanding and questions regarding the topics.

The IEP Team Working Together

- Begin with the end in mind!
- Prepare students for post-secondary education, employment, independent living.

Accessibility

- All students who are served on an IEP have the right to a Free and Appropriate Public Education
- Oklahoma Academic Standards outline the expectations of the knowledge and skills that all students should gain by the end of each grade level
- Providing access to grade-level content may involve the implementation of accommodations or modifications

Teaching and Education Are Not One Size Fits All

ESSA and IDEA

Students with disabilities often face challenges or *barriers* that inhibit or restrict their ability to access and demonstrate learning.

The [Every Student Succeeds Act \(ESSA\)](#) and the [Individuals with Disabilities Education Act \(IDEA\)](#) have increased the expectation that students will participate in the general education classroom to the greatest extent possible.

Individualized Education Program (IEP)

- The primary purpose of an IEP team *meeting* is to design an IEP that meets the unique needs of a student with a disability.
- The IEP must be reasonably calculated to enable a child to make appropriate progress considering the child's circumstances in the least restrictive environment (LRE).
- The IEP Team works together to determine appropriate accommodations and/or modifications for the individual student.

IEP Team Members

- The professionals that help to determine the supports students on IEPs need are made up of the IEP team. That can be anyone that interacts with the student in order to best provide insight, specially designed instruction or support for the student.
- It is important that all members on the team have a say in the needs of the student as they may see the student in different areas of the student's educational experience.

Sharing accommodation information with student's team

- All teachers and related service providers who are responsible for implementing any portion of the IEP must have access to review the IEP.
- Copies of accommodations and/or modifications must also be provided to the partners who are providing transition services.



RECOMMENDATION

Encourage the team to discuss how they access IEPs At-A-Glance and understand student services including general education accommodations.

Invite the special education teacher to showcase an IEP At-A-Glance explaining the parts and sharing copies with the general education

IEP At A Glance REFERENCE SYSTEM Special Education				
Date: 06/02/2021				
Student: Alice Wonderland Jimmy STN: AliceSTN	Grade: Freshman	DOB: 06/10/2001	School Year: 2020	
Cricket the Great Test	IEP Begin Date: 03/29/2020	IEP End Date: 03/07/2021		
Case Manager: Lea Test				
IEP Goals and Objectives				
Alice will extend the understanding of number and operations to include square roots and cube roots.				
- A1.N.1.1 Students will write square roots and cube roots of monomial algebraic expressions in simplest radical form.				
- A1.N.1.2 Students will add, subtract, multiply, and simplify square roots of monomial algebraic expressions and divide square roots of whole numbers, rationalizing the denominator when necessary.				
- Students will understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.				
- Alice will demonstrate the ability to balance a checkbook and reconcile financial accounts with 80% accuracy.				
- Standard 5: The student will analyze the costs and benefits of saving and investing.				
- Alice will learn about 3 jobs and the skills necessary to successfully participate in the world of work.				
- Reading - Alice will expand academic, domain-appropriate, grade-level vocabularies through word study.				
- Alice will understand the concept of function in real-world and mathematical situations, and distinguish between linear and nonlinear functions at 70% accuracy.				
- The student will increase ability to adapt and respect the school and classroom environment.				
Accommodations for U.S. History - With Accommodations				
- P1c: Large print through online testing client.				
- P2: Reverse color contrast.				
Accommodations for Spelling - With Accommodations				
- Allow extra time for oral responses.				
- Provide study card for independent work.				
- Explain directions in detail as needed.				
Accommodations for Other 1: - With Accommodations				
- Lunch Room Peer support going thru the lunch line Adult access for opening containers				
- Volleyball - Auditory cues for hand signals by a peer - access to auditory playback - access to trans				
Accommodations for Other 2: - With Accommodations				
- Lunch Room				
- Access to Peer				
- Access to adult				
Special Education Services				
Type of Service	Sessions	Time Per Session	Begin / End Dates	Location of Services
Math Calculation	5 times/week	45 min	03/29/2020 - 03/07/2021	Special Education Setting
Math Calculation	5 times/week	45 min	03/29/2020 - 03/07/2021	General/Regular Education Setting
Basic Reading Skills	1 times/week	10 min	03/29/2020 - 03/07/2021	General/Regular Education Setting
Related Services				
Type of Service	Sessions	Time Per Session	Begin / End Dates	Location of Services
Date Created: 06/02/2021				
Page 1				

IEP at a Glance

- Identifying Student Information
- Annual Goals and Objectives
- Accommodations for Each Subject
- Special Education Services with Times
- Related Services with Times

Least Restrictive Environment

- Students who receive special education services are always general education students first.
- All students want to feel loved and accepted.
- Special education is just "good" education.

ENGAGEMENT

Consider a turn and talk for teams to discuss current areas of strength during LRE discussions and areas to improve.

Begin with General Education

- "To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled" - Section 300.114 (a)(2)(i)
- "Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **only if** the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" - Section 300.114 (a)(2)(ii)

LRE Umbrella

- Strong leadership at every level is the foundation for collaborative and inclusive environments.
- All students are general education students first.
- Post-secondary success is attainable for all students.
- Services and placement decisions must be made on an individual basis.
- Family and community engagement at every level is important and an integral component of student success.
- When determining placement, the IEP team should consider the following.
 - **Individualization:** Based on a student's unique needs and goals and considering parent and student preferences
 - **Benefit to the student:** The likely academic, behavioral, functional, and social-emotional benefits
 - **Effect on peers:** The effect the student's presence might have on the education of other students in the classroom, both favorable and less favorable (e.g., encouraging the development of empathy and understanding, effects on instructional time)

- **Appropriateness and inclusion:** A balance between the delivery of an appropriate education that will result in the student making progress and being educated with students without disabilities
- **Use of supplementary aids and services:** How accommodations or modifications (e.g., extended time, modified assignments, special equipment) can support the student

7 Components of LRE

There are 7 critical components that must be thought through when considering LRE:

- **General Education**-Students who receive special education should be in the general education classroom as often as possible.
- **Special Education Teacher**-A special education teacher works with a student to help the student to progress goals as documented in the IEP.
- **Access**-IDEA says that students with disabilities must be educated alongside their non-disabled peers "to the maximum extent possible." Other types or placements should be considered if the student is not able to experience success in the general education setting.
- **Peers**-Students with disabilities should be with students in general education to the "maximum extent that is appropriate."
- **Accommodations & Modifications**-Accommodations refer to how a student learns. Modifications refer to how much a student is expected to do or learn.
- **Special Education Services**-There is no "one-size-fits-all" approach to special education. It is tailored to meet each student's needs
- **Continuum of Placement Options**-Special classes or removal from the general education class should only happen when a student's disability is so severe that supplementary aids and services can't provide the student with an appropriate education.

LRE should not be based solely on...

- Disability category
- Severity of disability
- Availability of special education/related services
- Configuration of the service delivery system
- Availability of space
- Administrative convenience

Questions to Consider...

- Does the student need to leave the general education environment for this instruction?
- If the student leaves the classroom for instruction, what will he or she gain? What will he or she lose?

- Can the student get the content or strategies he or she needs without losing access to the general education classroom?
- Where can the student make appropriate progress considering their circumstances?

Think About IEP Teams!

How does the IEP team work together in your school?

How is the least restrictive environment determined for your students?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Accommodation Types:

- Accommodations vary the experience of **grade-level content** in four ways:
 - **Timing:** change the allowable length of time, increasing breaks, to complete the activity
 - **Setting:** location in which a student receives instruction or participates in the activity
 - **Presentation:** accessibility of instruction regarding how content is presented
 - **Response:** allow students to demonstrate understanding in a variety of ways

Accommodation: Timing

Provide a grade-level activity and alter the **amount of time** or **scheduled time** in which the student must complete that activity:

- **Extra time**
- **Teacher chunked time**
- **Short breaks**
- **No time limit/ not timed**
- **Visual timer**



Accommodation: Setting

Changes in instructional location can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Some students may need changes in the conditions of an instructional setting. Every classroom setting should have good lighting and ventilation with a comfortable room temperature. Chairs should be comfortable and tables at an appropriate height with sufficient room for learning materials. Staff should check that all needed materials and equipment are available and in good condition.

Provide a grade-level activity and alter the **location** in which the student participates in an activity:

- **Individual testing**
- **Small group testing (8-10 students)**
- **Separate location**
- **Special lighting**
- **Flexible schedule, same day**
- **Sensory tools**
- **Preferential seating**

Accommodation: Presentation

Provide a grade-level activity and alter method of **presenting** the information to the student:

- **Visual Support:** large print/braille, digital, audio, special lighting, preferential seating, written directions, reducing visual distractions, color contrast.
- **Audio Support:** human reader, auditory cues, repeated directions, read aloud by student.
- **Physical/Locational Support:** preferential seating, adaptive tools, secure paper to work area, paper & pencil/ digital usage, separate location, individual or small group testing.

Accommodation: Response

Provide a grade-level activity and alter method of **response** for the student:

- **Response Supporting:**
 - **Verbal:** oral response, dictation, signing
 - **Written:** marking in book, paper & pencil, braille note taker,

RECOMMENDATION

Discuss how teachers can consider **presentation accommodations** to respond to student need.

Discuss how teachers can consider **response accommodations** to respond to student need.

RECOMMENDATION

Discuss how teachers can consider **timing accommodations** to respond to student need.

Discuss how teachers can consider **setting accommodations** to respond to student need.

- **Digital:** typing, computer “help” features (spellcheck), recording response, recording

Best Practices for Accommodations

- **Grade-level content** is provided to the student with accommodations to support understanding.
- When listed they should be used **every time** by that student.
- Each accommodation **must be necessary** for access to content and should not be provided for “just in case”; the team can always add them if they decide they are needed.
- A student's category of disability **does not guarantee** a “bank” of accommodations.
- **Classroom and testing accommodations must match** even if the student is not of testing age; it is important to begin practice of these accommodations knowing they can be added or removed when needed.

ENGAGEMENT

Review the team’s understanding between modifications and accommodations.

Accommodations: Case Study

A third-grade student is in a small group practicing reading comprehension. The activity asks the student to read the book and answer short answer questions. This student has physical therapy services and struggles with written expression but can read fluently and has adequate skill in reading comprehension.

What might be beneficial accommodations to help this student?

- Variations in **timing**
- Variations in **setting**
- Variations in **presentation**
- Variations in **response**

ENGAGEMENT

Discuss as a team how teachers can support the student with appropriate and reasonable accommodations.

Accommodations: Case Study Results

A third-grade student is in a small group practicing reading comprehension. The activity asks the student to read the book and answer short answer questions. This student has physical therapy services and struggles with written expression but can read fluently and has adequate skill in reading comprehension.

- ☐ **Timing:** Offer additional time to complete difficult writing tasks
- ☐ **Setting:** Small group setting

- ☐ **Presentation:** Physical aides if necessary to use the book
- ☐ **Response:** Oral response, dictation

Purpose of Providing Accommodations

- Provide **equity** for the student to have opportunities to achieve individualized goals
- Promote increasing levels of **independence**
- Provide **grade-level content** for students to learn and succeed

Modification Types

Modifications can vary the **instructional content** in three ways:

- **Instructional level** of content
- **Content** and focus of the lesson
- Student **performance criteria**

Modification: Instructional Level

Provide a grade-level activity and modify the **instructional level** for that activity.

- **Changes to assignments**
 - Simplified questioning
 - Simplified text
 - Reduced answer choices
- **Visual changes** to support simplification
- **Provided scaffolding** to enhance simplification
- **Simplification of directions**
- **Reduction in content taught**

Modification: Content

Provide a **change in content** that is not necessarily grade-level content:

- May be **related to grade-level goals**
- **Skills necessary to practice** before grade-level content
- Change in **vocabulary**
- Change in **content focus**
- Change in **state assessment**

Modification: Performance Criteria

Provide an activity (grade-level or not) but **change the criteria** in which a student should be able to demonstrate mastery:

- **Reduce the value** needed to earn a proficient grade
- **Reduce the requirements** needed to earn a proficient grade

RECOMMENDATION

Discuss strategies to ensuring accommodations are provided and are addressing the deficits of the student.

Best Practices for Modifications

- **Simplification of access** for instructional level, content, or performance criteria is the purpose of modifications.
- When listed they should be used **every time** by that student.
- Each modification **must be necessary** for access to content and should not be provided for “just in case”; the team can always add them if they decide they are needed.
- A student's category of disability **does not guarantee** a “bank” of modifications.

Modifications: Case Study

A third-grade student is in a small group practicing reading comprehension. The activity asks the student to read the book and answer short answer questions. This student has a slow processing disorder and struggles with multiple step activities. They struggle to read fluently but are skilled in listening comprehension.

What might be beneficial modifications to help this student?

- Changing the **instructional level**
- Changing the **content**
- Changing the **performance criteria**

ENGAGEMENT

Review the case study and consider how educators can use modifications with best practices.

Modifications: Case Study: Results

A third-grade student is in a small group practicing reading comprehension. The activity asks the student to read the book and answer short answer questions. This student has a slow processing disorder and struggles with multiple step activities. They struggle to read fluently but is skilled in listening comprehension.

- ☐ **Instructional level:** Provide simplified directions, text, questions, response type
- ☐ **Content:** Focus on only part of the activity, the reading or listening comprehension
- ☐ **Performance criteria:** Award points for answers that have the correct idea instead of also correct conventions

Purpose of Providing Modifications:

A modification is good when it helps the student participate meaningfully and productively in class.

Good modifications focus on a student’s individual strengths and needs, use age-appropriate materials, are relevant to the content everyone else is learning, and reflect a culture of high expectations.

Think About It!

Do you think this braille Rubik's cube is an accommodation or modification?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Service Types, Student Service Determination

- The IEP team must determine the **unique individualized services** required for each student's specialized instructional needs.
- These should be **data driven decisions** based on but not limited to:
 - Classroom Performance/Scores
 - Academic Achievement Assessments
 - Benchmarks
 - State Tests
 - Eligibility Assessments
 - Functional Performance

Service determination is NOT one size fits all.

Best Practices for Accommodations & Modification Usage

Do this:

- ✓ Make decisions based on **individualized needs**
- ✓ Select supports (accommodations and modifications) to allow the student to **access instruction & demonstrate learning**
- ✓ Be certain to **document** instructional and assessment accommodations on IEP
- ✓ **Be specific** about the when, where, who and how's of providing accommodations
- ✓ Consider appropriate accommodations **before** deciding to modify

Don't do this:

- ✓ Make accommodations decisions based on what is **easiest to do** (i.e., preferential seating)
- ✓ Select accommodations **unrelated** to documented student learning needs or give student an unfair advantage
- ✓ Use an **accommodation that has not been documented** on the IEP (for state/district assessments)
- ✓ **Assume that all instructional accommodations** are appropriate for use on assessments
- ✓ Simply indicate an accommodation will be **provided "as appropriate" or "as necessary"**

- ✓ **Confuse** modifications with accommodations

Questions to Consider:

- What kinds of instructional strategies work best for this student?
- What accommodations will encourage independence?
- What does the student need to access the curriculum?
- What accommodations has the student tried in the past?
- What does the student prefer?
- Are there ways to improve the student's use of accommodations?
- Does the student still need accommodations?
- How can the student learn to request preferred accommodations?
- What are the challenges of providing the student's preferred accommodations, and how can these be overcome?
- Are preferred accommodations allowed on state & district assessments?

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST A & M

Post-test is required for each individual participant to complete after the module.

ADDITIONAL OPPORTUNITIES

- SSIP Data Retreats Regionally
- SSIP Self-Coaching Guide
 - Conducting an IEP Alignment Audit

October: MTSS Tiered Framework

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

Agenda

- Multi-Tiered System of Support Model
- Multi-Tiered System of Support vs. Response to Intervention
- Implementation
- Case Studies
- Best Practices/Administrative Support

Multi-Tiered Systems of Support

MTSS is a **responsive framework** that **begins with universal screening to group students into support systems based on academic and behavioral need**.

There are three tiers to the framework:

Determining Tiered Placements

Schools have many forms of data available to them to be able to make these determinations for student support needs.

- **Screener outcomes**
- Classroom observations
- Class grades/ assignments
- IEP eligibility assessment information *

Placements are meant to be fluid and are not set in stone once determined.

Tier 1- Universal/ All students

- **All students are in the universal tier** even if they need additional supports.
- **Strengthening instructional practices** can benefit all students.

PRE-TEST MTSS

Pre-test is required for each individual participant to complete prior to the start of the module.

RECOMMENDATION

Discuss misconceptions about MTSS.

Remember, students are not “Tier 2”, but the resources are organized to support additional targets.

While placements are meant to be fluid, they are not intended to change weekly but over a period of 8-12 weeks with normed data as the guide.

- Approximately **80% of students** will be successful in the universal tier.
- This tier of students **will** include high achieving students, students on IEPs, EL students, and low achieving students.

Tier 2- Targeted/ Some Students

- Based on universal screener data, **some students may need targeted intervention.**
- Targeted intervention **should be supported by universal supports.**
- Targeted interventions should **occur with frequency and duration that support change.**
- Approximately **10-15% of students** will be successful in the targeted tier.
- This tier of students can include high achieving students, students on IEPs, EL students, and low achieving students.

Tier 3- Intensive/ Few Students

- Based on universal screener data, **few students may need intensive supports.**
- Intensive intervention **must be supported by universal supports.**
- Intensive interventions must occur with **increased** frequency and duration that support change.
- Approximately **1-5% of students** will be successful in the intensive tier.
- This tier of students can include high achieving students, students on IEPs, EL students, and low achieving students.

Frequency and Duration of Interventions

Frequency

- **Targeted interventions** could occur either daily or **3-5 times a week.**
- **Intensive interventions** could occur either daily or **4-5 times a week.**

Duration

- **Targeted interventions** could take about **2-5 minutes to implement.**
- **Intensive interventions** could take about **5-10 minutes to implement.**

Evidence-Based Interventions

- Implemented interventions should be **focused on one objective or standard.**

ENGAGEMENT

Discuss how interventions are provided in the school.

Are they provided at regular intervals and with consistent duration?

Consider adjustments to improve intervention implementation. These adjustments could be for efficiency, improved outcomes, or ease of implementation.

- Objective is selected **based on student performance and data**.
- **Documented for 4-6 weeks** to demonstrate growth or lack of progression.
- Allow for continual progress.
- May need to continue interventions with a new objective.



RECOMMENDATION

Select an evidence-based instructional practice to implement for the next month. These can be used for all students and in all subjects.

Discuss non-examples to discontinue as high-intensity instruction.

Examples of Academic Instructional Strategies

Evidence-Based Examples

- I do, we do, you do
- Cover, Copy, Compare
- Fold-in

Evidence-based instructional strategies that support multiple levels of content.

Evidence-Based NON-Examples

- Spelling practice with playdoh
- Coloring pages

Instructional strategies that are fun and can be engaging but do not have research to indicate academic outcomes.

Academic vs. Behavioral Interventions

- The goal of the SSIP is specifically focused on early literacy outcomes.
- Behavioral interventions have some nuanced differences regarding the method of collecting data and the implementation of evidence-based protocols.
- MTSS works to improve and prevent challenges in the whole school; therefore, a component of the school is student behavior.
- Implementation of MTSS for the first time in a school system might be a systemic change to the “way things were done”.

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Think About It!

In your school, what does the student level and system level of support look like?

Does your school site have MTSS or RTI protocols in place?

Multi-Tiered System of Support vs. Response to Intervention

- A **multi-tiered approach to early identification** of students who have academic and behavioral needs.
- **Targeted & Intensive evidence-based interventions based on universal screener results.**
- **Focus on evidence-based instruction** and student placement.
- **Work in tandem to support students** with their academic and behavioral outcomes.
- Rely on an **integrated school infrastructure** to support necessary resources for success.

MTSS & RTI Similarities and Differences

RTI

- **Interventions:** Academic
- **Target Audience:** Students failing or designated as anticipated special education students.
- **Resources and Support:** Students in target audience
- **Collaboration:** General educators and special educators work together on tier 2 and 3 support
- **Focus:** Intervention and remediation
- **Problems Addressed:** Student level problems
- **Intervention Universe:** Interventions within the school

MTSS

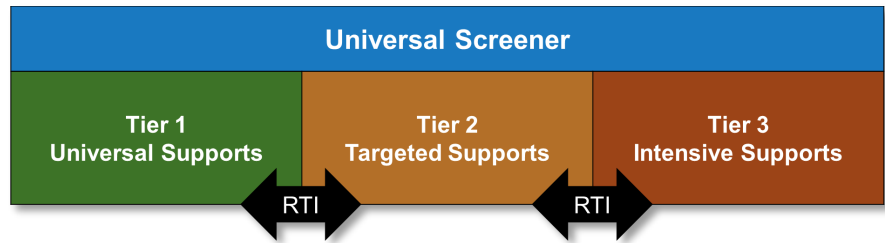
- **Interventions:** Academic, Behavioral, Social-Emotional
- **Target Audience:** All students
- **Resources and Support:** All students, teachers, and support staff
- **Collaboration:** All educators work together collaboratively
- **Focus:** Intervention, remediation, but stronger prevention
- **Problems Addressed:** Student and system level problems

ENGAGEMENT

Discuss how MTSS and RTI are similar and different.

Explore how measuring a student's response to intervention can be a needed component to implement a multi-tiered system of supports.

- **Intervention Universe:**
Interventions within the school, community, and home



Think About MTSS!

How are the support tiers defined in the MTSS framework supportive of student achievement and growth?

Implementation

What are the components I need in my school to effectively implement the MTSS structure?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Infrastructure Needed to Support MTSS

- ☐ Universal Screener of All Students (within specific grade levels)
- ☐ Data-Driven Decision-Making Rules and Procedures
- ☐ High Quality Evidence-Based Instruction and Interventions
- ☐ Progress Monitoring
- ☐ Implementation Fidelity/ Integrity
 - ☐ Documentation of Interventions
 - ☐ Documentation of Progress Monitoring

Universal Screener of All Students

- Screening tools may include curriculum-based measures, rating scales, common formative assessments, and/or other validated instruments that are criterion-referenced or norm-referenced **provided to all students**.
- Screeners should be conducted **three times a year**; BOY, MOY, EOY.
- Oklahoma has multiple approved screeners.
- All screeners have data reports to provide opportunities for educators to identify student needs.

Data-Driven Decision-Making Rules and Procedures

- School teams should consist of all relevant educators including but not limited to:
 - General educators, special educators, related service providers as needed, administrators, counselors, other data-driven team members
- Collaboration norms and agendas with routines for meeting frequency
- Procedures for determining the resources and supports available for each tier of supports
- Discussion of systemic barriers and challenges in which the school site can evaluate and adjust



RECOMMENDATION

Explore the OKMTSS Academic Intervention Library.

High Quality Evidence-Based Interventions

- Evidence-based interventions are instructional strategies that have been proven to enact change in student performance.
 - Often evidence-based interventions are more about the method in which students are practicing; the content objective comes from the data-driven decision-making.
- Schools should create a bank of targeted and intensive evidence-based interventions that are accessible for educators to utilize with ease for students who need specific supports.
- Clearly defined evidence-based protocols should be included with each intervention and documented for each student.

Progress Monitoring

- Since universal screeners are only provided three times a year, it is important to know when the interventions are showing student progress and when they are not **before** the next universal screener.
- Each intervention should include a corresponding progress monitoring component.
- Best practice includes progress monitoring either weekly or every other week to ensure appropriate progress
 - 4-6 weeks of intervention and progress monitoring are considered enough to determine if accurate progress has been made
- School teams should create progress monitoring protocols for targeted and intensive interventions.

Implementation of Fidelity/Integrity

- School teams should create methods to document the fidelity and integrity for each student receiving interventions.
 - Online platform

- Paper documentation
- Online documentation
- Educators should track for each student receiving an intervention:
 - Intervention protocol
 - Content intervened
 - Frequency of intervention (tracking the “practiced” implementation)
 - Frequency and performance of progress monitor assessment

Calculating Fidelity and Integrity

Fidelity

Treatment fidelity compares the anticipated amount of intervention events to the practiced intervention events.

- Fidelity of the intervention should include:
 - Student attendance
 - Educator provided opportunities
 - Student engagement
 - Disruptions

Integrity

Treatment integrity compares the educator to the expected intervention protocol.

- A secondary-staff member should observe the intervention with the student
 - Observation of the intervention protocol
 - Observation of the progress monitoring protocol

Example Documentation

Student: Liam **Grade:** 1st **Intervention:** Targeted

Intervention: Liam will practice blending phonemes modeled by “I do, we do, you do” and supported visually with Elkonin sound boxes.

ENGAGEMENT

Review the examples and case studies as a team.

Protocol: Liam will practice 4 times a week for three minutes with one weekly progress monitor assessment focused on cold reading nonsense word fluency with a 1-minute timer, with a goal of 20 words in a minute with 80% accuracy.

Week	Monday	Tuesday	Wednesday	Thursday	Result
Week 1: 3/4 = 75%	✓	✓	✓	Liam was ✓ distracted	10 words/ 50% accuracy
Week 2: 2/3 = 66%	No school holiday	✓	Went home sick	✓	10 words/ 60% accuracy

Think About Procedures!

What level of infrastructure does your school have to support MTSS right now?

What is your school doing well? Where can your school grow?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Case Studies: Example: Lucy

Student Information: 1

Tier:?

Screener Outcomes: High Risk

Subtests				
Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Fluency
Some Risk	Some Risk	High Risk	Some Risk	Some Risk

Questions to Consider:

- What would you recommend for Lucy?
- What data supports targeted or intensive interventions?
- What would be the first skill to target?

Example: Lucy- Possible Analysis

Lucy is showing **high risk as a composite score**.

At first glance she might need **intensive supports**.

- Supporting phonemic awareness
- Intensive supports based on her ability to progress with targeted interventions
- Strengthening universal instruction in these areas dependent on the class data.

ENGAGEMENT

Review the examples and case studies as a team.

Example: 2nd Grade Class

Subtest	Well below benchmark	Below Benchmark	At benchmark	Above benchmark
Composite	10% 3 students	43% 13 students	37% 11 students	10% 3 students
Phonemic Awareness	10% 3 students	37% 11 students	40% 12 students	13% 4 students
Letter Sounds	13% 4 students	30% 9 students	43% 13 students	13% 4 students
Decoding	40% 12 students	10% 3 students	37% 11 students	13% 4 students
Word Reading	33% 10 students	30% 9 students	30% 9 students	6% 2 students
Reading Fluency	40% 12 students	37% 11 students	16% 5 students	6% 2 students

Example: 2nd Grade Class: Possible Analysis

- Looking at this data set from a 2nd grade class at the beginning of the year with 30 students:
 - What skill deficit would impact student success most as a whole class support?
 - What evidence-based instructional methods would be helpful when looking at the class split?
 - Approximately how many students might need additional supports?
 - Remediation must start with the most basic deficit- phonemic awareness.

ENGAGEMENT

Review the examples and case studies as a team.

- The educator should use grouping or UDL activities to support all learners.
- 19 students are below benchmark, and 16 students are on target.
- Intervention determination is difficult from the class data; student specific data is important to determine intervention levels.

Best Practices

- MTSS implementation should be a collaborative effort that involves all members of the school.
- Implementation should be scaled to be able to effectively build all the needed components.
- MTSS is a continual system that ebbs and flows; it is preventative and responsive and therefore requires constant re-evaluation to address the system needs.
- MTSS can be implemented in all types of schools; finding the system that works best in your school is a practice.

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST MTSS

Post-test is required for each individual participant to complete after the module.

ADDITIONAL OPPORTUNITIES

- OKMTSS Winter Conference (January)
- OKMTSS Monthly Communities of Practice (Virtually)
- SSIP Self-Coaching Guide
 - Developing an Intervention Process Flow-Chart

November: Implementing Interventions

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

Agenda

- Purpose of Interventions
- Using Data for Intervention Determination
- Intensity of Interventions Framework
- Evidence-Based Intervention Examples
- Documentation Templates
- Infrastructural Steps to Implement
- Best Practices

Purpose of Early Interventions

- Preventative response
 - When coupled with differentiated classroom instruction, small-group or one-on-one **interventions can reduce the number of students failing to reach grade-level expectations to 1–3%** (Foorman & Al Otaiba, 2009).
- Early intervention has greater results
 - While literacy interventions can be implemented in any grade, **focusing on prevention and intervention in kindergarten through grade 2 is optimal** because reading difficulties become expensive and challenging to remediate as students become older (Foorman & Al Otaiba, 2009; Foorman, Breier, & Fletcher 2003)

Preventative Response

- Interventions are intended to mitigate learning loss as grade level standards progress annually.
- Students who have access to high-quality instruction and evidence-based interventions can drastically reduce the number of students failing to meet grade-level expectations.
- Students with disabilities have additional early supports to lead to earlier identification.

PRE-TEST INTERVENTIONS

Pre-test is required for each individual participant to complete prior to the start of the module.

RECOMMENDATION

Discuss misconceptions about intervention vs reteaching or Tier 1 differentiation.

Early Intervention has Greater Results

- Kindergarten through second grade early literacy skills are easier to remedy early than higher grade-level literacy skills.
- As students gain literacy skills, remediation of higher-level literacy skills takes more time and resources that pull students away from their grade-level progressions.
- Once students are in intermediate and secondary grades, educators may not have the specific skills/tools to remediate the necessary early literacy skills.

MTSS Structures to Support Intervention Determination

- Universal Screener
- Team members to collaborate regarding data to support intervention selection
- Evidence-based intervention & progress monitoring access
 - (Further details in the previous module)
- Data Collection of Fidelity and Integrity of Interventions

Universal Screener Insights

- Overall composite scores
- Risk categories
- Skill deficits
- Skill sequencing
- Progress monitoring*

Determining Deficit

- Student intervention deficit selection is critical in providing an intervention that responds to early literacy progression of skills.
 - A student cannot gain skills with the same rate of progression if they are asked to learn skills “out of order”.
 - Some students have acquired skills “out of order” and may have sporadic deficits.
- Early intervention should choose the most remedial skill to intervene first and then as proficiency is obtained progress the sequence of interventions.



ENGAGEMENT

Review your school’s universal screening tools and how the reports indicate student need.

Determine how those reports effectively inform teachers about skill deficits for each student or classrooms.

Skill Sequencing: General Skill Progression

Graphemes	Phonemes	Rhyme	Isolation
Letter names	Letter sounds	Rhyme Recognition	Initial Phoneme
Letter names	Letter sounds	Onset/ Rime Isolation	Medial Phoneme
Letter names	Letter sounds	Onset/Rime Blending	Final Phoneme
Letter names	Letter sounds	Rhyme Production	Final Phoneme

Phonemic Practice				
Blending	Segmenting	Adding	Deletion	Substitution
Syllables/ Onset Rime				
Initial				
Medial				
Final				

Skill Sequencing: Phoneme Progression

Initial Phoneme	Medial Phoneme	Final Phoneme
Single consonants	Single vowels	Single consonants
Blended consonants	CVC vowels	Blended consonants
Diagraphs	Vowel teams	Diagraphs
Irregular patterns	Irregular patterns	Irregular patterns

Think About Data!

What data do you already use to make decisions?

What data would be helpful to collect at your school site to make better decisions?

Intensity of Intervention Framework

To determine the intensity of the intervention for students who need targeted or intensive supports, there are seven considerations:

1. Strength
2. Dosage
3. Alignment

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

4. Attention to transfer
5. Comprehensiveness
6. Behavioral or academic support
7. Individualization

Strength

The evidence of the intervention has strong effectiveness for students with intensive needs.

Evaluation Questions to Consider:

- Is this an evidence-based intervention?
- What evidence supports using this strategy with students with intensive needs?
- Does this intervention support learners with intensive challenges?

Dosage

The number of opportunities the student must respond and receive feedback from the teacher.

Evaluation Questions to Consider:

- What frequency of this intervention will best support student change?
- What frequency of this intervention can a student tolerate to remain engaged?

Alignment

Alignment is how well the intervention matches the targeted academic skills or behaviors of concern. As well as how it incorporates grade-appropriate standards or behaviors we would expect for a particular context.

Evaluation Questions to Consider:

- Does this intervention relate to the student's deficit?
- Does this intervention respond to the grade and expected ability of the student?

Attention to Transfer

Attention to transfer relates to whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments.

Evaluation Questions to Consider:

RESOURCES

The National Center for Intensive Intervention has additional handouts and documents to support the Intensity of Intervention.



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Then, go through the intervention intensity Framework and consider how to adjust the intervention to meet the needs of a student.

- Does this intervention relate to the grade-level standards or progression all students are taught?
- Does this intervention support universal instruction?
- Will the student be able to transfer this skill to a related skill?

Comprehensiveness

Comprehensiveness is how well the intervention incorporates a comprehensive array of explicit instruction principles.

Evaluation Questions to Consider:

- Does the intervention support the educator to provide explicit instruction?
- Does the student respond to the method of explicit instruction?

Behavioral or Academic Support

Behavioral or academic supports relates to whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn, or whether a behavioral intervention considers academic components as part of the intervention.

Evaluation Questions to Consider:

- Does this student need related support to access the intention of the intervention?
- How can the educator support the student as a whole-child?

Individualization

Individualization focuses on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need.

Evaluation Questions to Consider:

- Has progress monitoring indicated that the student is successful in their progress?
- Does the student need a change in their intervention intensity to achieve anticipated growth?

RECOMMENDATION

Reminder to avoid changing the *intention* of the practice when adjusting intervention intensity.

The intervention should always focus on student response before teacher response.



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide opportunity to feel more comfortable before implementing with students.

Think About Interventions!

How will the intensity of interventions framework support your tier 2 (targeted) and tier 3 (intensive) interventions?

How can layering components of the framework support student interventions?

Evidence-Based vs. Research-Based

Research-Based

- Refers to practices that have been **developed based on existing theories** of student development and learning.
- Describe the anticipated student outcome **without a trial in practice**.
- Have **not yet been tested in a controlled setting** to prove student outcomes.

Evidence-Based

- Refers to research-based practices that **have been tested with students in controlled settings**.
- Describe the **anticipated student outcome** if administered with the same protocols.
- Require an **adherence to the protocol** tried with students to guarantee outcomes.

EBP Protocol Snapshot: Fold-In

EBP Protocol Snapshot: Explicit Teaching I do, we do, you do

EBP Protocol Snapshot: Repeated Practice

EBP Protocol Snapshot: Time Delay

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

RESOURCES

The Oklahoma Academic Intervention Library has the full protocols for these strategies.

Think About EBPs!

What evidence-based practice(s) are you most comfortable implementing? Why?

How can implementing one of these protocols benefit students in their learning?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Implementation of Fidelity/Integrity

- School teams should create methods to document the fidelity and integrity for each student receiving interventions.
 - Online platform
 - Paper documentation
 - Online documentation
- Educators should track for each student receiving an intervention:
 - Intervention protocol
 - Content intervened
 - Frequency of intervention (tracking the “practiced” implementation)
 - Frequency and performance of progress monitor assessment

Documentation of Interventions

Documentation should include the following information:

- Intervention protocol
- Content intervened
- Frequency of intervention (tracking the “practiced” implementation)
- Frequency and performance of progress monitor assessment
- Example 1: Calendar Approach
- Example 2: Progress Monitoring Focused
- Example 3: Student-Centered



ENGAGEMENT

Discuss these examples and explore options for documentation of interventions.

Integrity/Fidelity Calculation

Data/Items to collect:

- Intervention log
- Intervention examples
- Progress monitoring examples
- Teacher actions
- Teacher examples
- Student actions/responses

Next Steps from Calculation

They could consider:

- **Continue** the intervention
- **Add intensity** to the intervention
- **Remove intensity** to the intervention
- **Recommend for special education evaluation**

Infrastructural Considerations

- ☐ School, teacher, and student schedules
- ☐ Resource availability (materials and personnel)
- ☐ School systemic need vs. student individual need
- ☐ Organizational strategies for ease of use
- ☐ Alignment of all tiered supports
- ☐ Collaboration between special educators and general educators

Scheduling Considerations

- Students receiving interventions should not miss access to:
 - Grade level instruction
 - Lunch/ Recess/ PE/ Music/ Other grade level classes that all students are scheduled to receive
 - Service time if students are receiving special education services
- School site scheduling could look different based on personnel access.
 - One special education teacher
 - Grade level teams that are smaller or larger
 - Support staff

Interventionists for Students: Who?

General Education Teachers should provide interventions for students who are:

- Not eligible for special education
- In their class/grade level

RESOURCES

The National Center for Intensive Intervention has additional handouts and documents to support the Intensity of Intervention.



RECOMMENDATION

As a leadership team, consider the current infrastructural concerns and areas for improvement.

- Eligible for special education but **are not** receiving direct instruction for that subject area
- Special Education Teachers should provide interventions for students who are:
- Eligible for special education **AND/OR** receiving direct instruction for that subject area

**Not for students not eligible.*

Intervention Access

- Educators should collaborate to create access to a wide-variety of evidence-based interventions that they can pull from when needed.
- Some universal screeners have access to interventions.
- Individuals on teams could set a goal to curate 1 evidence-based practices per person once a month to generate a robust bank.
- The SSIP has created an online platform that organizes evidence-based practices by content for educator usage.



RECOMMENDATION

As a leadership team, consider the current intervention access concerns and areas for improvement.

Benefits of a School Intervention Procedure

- All school educators would be trained to follow the protocol for interventions they curate.
- Educators can ensure that the interventions they have curated are evidence-based and have a relevant progress monitoring assessment.
- Individual educators won't have to spend time curating their own various evidence-based interventions to fit all their students.
- A school system is more effective if all members are collaborating members.

Progress Monitoring Procedures/ Protocols

- Schools that have intervention procedures should also curate a related progress monitoring system.
- Some screener platforms offer progress monitoring systems.
 - Schools/Districts can determine their protocols for progress monitoring platforms usage
- Interventions must have a related progress monitoring component; educators should curate if they are building their own procedures.

ENGAGEMENT

Discuss openly with the team areas of strength and improvement to the current schoolwide procedures.

Best Practices

- **Alignment** between student screener data, skill deficit, intervention, and progress monitoring assessment are critical for reaching success.
- Students might need **adjustments** to their intervention.
- School sites are **different** and thus may need different protocols and procedures. (Still within the framework and legal requirements)
- **Collaboration** is critical for success and within that understood procedures to create a professional collaboration.
- Interventions **are ongoing, supportive, preventative**, tools to support targeted change.

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST INTERVENTIONS

Post-test is required for each individual participant to complete after the module.

January: Oral Language

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

Agenda

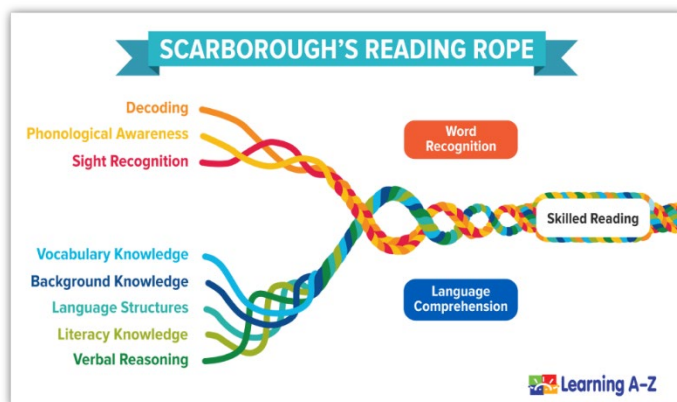
- Introduction to the Science of Reading
- Universal Screening Assessments
- Components of Oral Language
- Structured Literacy
- Evidence-Based Teaching Strategies
- Best Practices

What IS the Science of Reading?

The science of reading is a:

- **Vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing**
- Created with over **5 decades of research**
- **Derived from thousands of studies in multiple languages**
- And includes **Evidence to inform how proficient reading and writing develops**
- And **Evidence to support why some students have difficulty and how to effectively teach them**

Scarborough's Reading Rope



The science of reading recognizes Scarborough's Reading Rope which is a visual connection for how word recognition and language comprehension work together and intertwined to support developing a skilled reader.

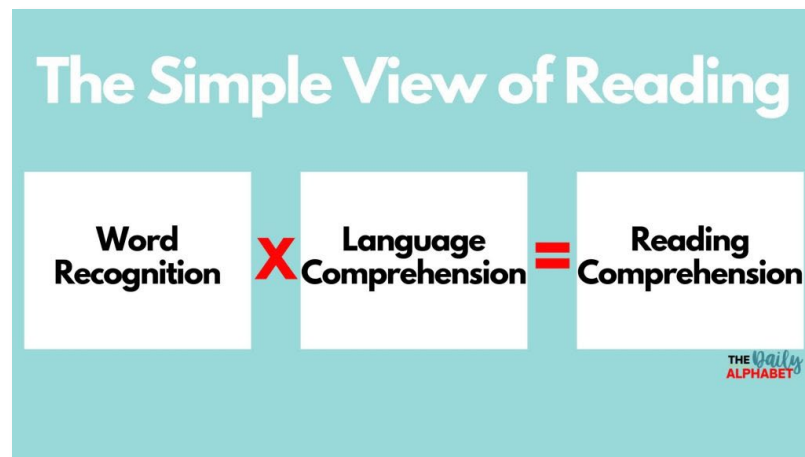
Word recognition includes the components of decoding, phonological awareness, and sight recognition.

PRE-TEST ORAL LANGUAGE

Pre-test is required for each individual participant to complete prior to the start of the module.

Language comprehension includes vocabulary knowledge, background knowledge, language structures, literacy knowledge, and verbal reasoning. These processes all work together to develop a skilled reader.

The Simple View of Reading



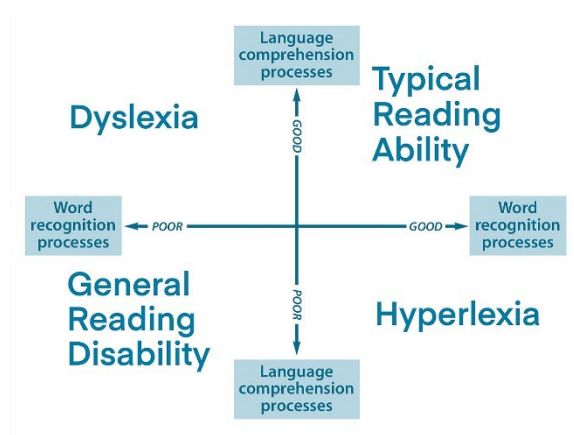
If a student is missing a process in either word recognition or language comprehension, they are at a significant disadvantage to becoming a skilled reader.

The simple view of Reading describes these processes as a math equation that is multiplied not added. This is because if one of the processes

is missing completely a student can try their best to overcome with the other component but $0 \times$ any number is still 0. Same if the student has a deficiency in one process even if they try their best $1 \times$ any number is still itself.

This means that to develop a skilled reader, we must effectively respond to student deficits.

Crossroads of Reading Skills



Not all reading deficits need the same response. It is supportive to know how these deficits relate to one another.

In the top right, we have a student who is proficient in language comprehension processes and word recognition processes.; this student is identified as successful with a typical reading ability.

In the top left, a student has characteristics of dyslexia if they have strong language

comprehension processes but not strong word recognition processes.

In the bottom right, a student who is strong in word recognition processes but struggles with language comprehension processes will have characteristics of hyperlexia.

Lastly, a student who struggles with both processes will have a general reading disability.

The evidence-based practices provided in this module and the ones following will address components in each of these components. It is the role of the educator to select relevant interventions that support the area of deficit.

What the Science of Reading is NOT

- An ideology or philosophy
- A fad, trend, new idea, or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A single, specific component of instruction such as phonics

Think About It!

What do you already know about the Science of Reading?

What would you like to learn more about?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Skills Assessed from Universal Screeners

Letter Naming Fluency (LNF)	Phonemic Awareness
Phonemic Segmentation Fluency (PSF)	Concepts of Print
Nonsense Word Fluency (NWF)	Onset Sounds
Word Reading Fluency (WRF)	Letter Names
Oral Reading Fluency (ORF)	Letter Sounds
Listening Comprehension	Word Rhyming
Letter Knowledge	Word Blending
Phonemic Awareness	Word Segmenting
Alphabetic Decoding	Sight Word Reading 50/150
Reading Comprehension	Decodable Words
Vocabulary	Nonsense Words
Spelling	Sentence Reading
	Oral Repetition
	Rapid Automatic Naming

Dyslexia Assessment

- See the updated guidance on the Strong Readers website regarding technical assistance and required assessments
- Most Dyslexia Screeners are combining the following assessments:
 - Rapid Automatic Naming
 - Spelling
 - Phonology Skills

The Relationship Between Universal Screening and The Rope of Reading

When thinking about the rope of reading, think about how some of these assessments in the universal screener work to assess student deficits in each of the strands. Notice most of our assessment types (dependent on the universal screener your school might use) assess word recognition. Remember that dyslexia is a deficit of word recognition skills.

Literacy Components, Phonology

Phonology of a word is how it sounds. Words are broken up into phonemes which are the individual sounds that make up a word.

Example: When children can hear and manipulate the sounds in the spoken language.

Phonics

Phonics – the study of sounds as they correlate with written language. Phonics connects the sound (phoneme) with its written representation (grapheme).

Example: When children can now decode (letters to sounds) and encode (sounds to letters) a word using their phonemic skills.

Morphology

Morphology- the study of word parts to understand meaning

Example:

When children hear the words wrote, written, and rewrite, proficiency knows these are other forms of the word write.

Orthography

Orthography- the study of conventional spelling patterns.

Example:



ENGAGEMENT

Discuss curriculum components which embed these aspects into learning daily.

Consider discussing how knowing these parts of literacy improve instruction for students and identification of deficits.

When the child encounters the words "right" and "write" in their reading, proficiency in orthography is the ability to know that the 'gh' in right and the 'w' in write are silent.

Discourse

Discourse – written or spoken communication or debate.

Example:

When children engage in communicating information in an interactive way either spoken or written.

Syllables

Syllables- unit of pronunciation that contains only one vowel pattern.

Example:

When the student claps the syllables, they break the word into recognizable sounding chunks:

Write= *write*, one syllable

Reading= *Read*, *ing*, 2 syllables

Syntax

Syntax- the arrangement of words to make a sentence.

Example:

Proficiency in syntax is knowing that wrote should be used in sentences with past-tense constructions such as "Jamey wrote in her journal."

Semantics

- **Semantics** - Study of words and their meanings in a language.

Example: This is when a child is learning the literal meaning of words as related to what is represented in the dictionary.

Pragmatics

Example: This is when a child can decipher the meaning of the word from the context in which it is used in dialogue.

ENGAGEMENT

Discuss curriculum components which embed these aspects into learning daily.

Consider discussing how knowing these parts of literacy improve instruction for students and identification of deficits.

Think About Instructional Practices!

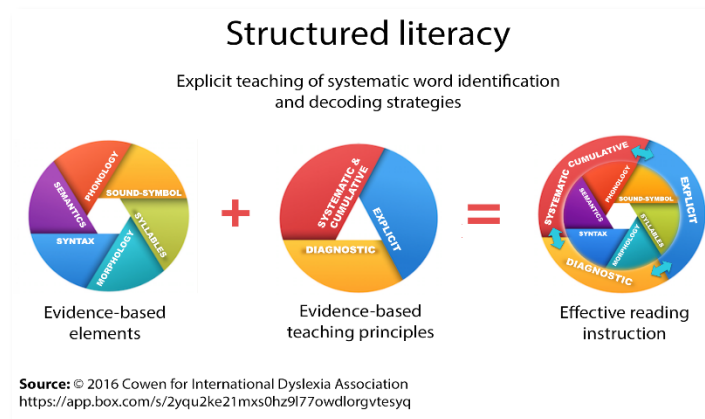
Which components do you utilize effective instructional practices with?

Which do you feel you need more support in?

How do your assessments address these components?

How do you determine a struggling reader in your class?

Structured Literacy: What is Structured Literacy?



Evidence-Based Elements:

- Sound-Symbol
- Syllables
- Phonology
- Morphology
- Syntax
- Semantics

Evidence-Based Teaching Principles

- Diagnostic
- Systemic & Cumulative

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

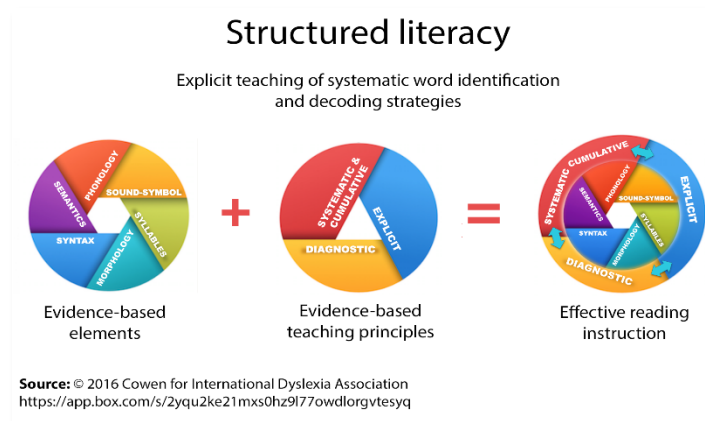
Maintain a document to come back to these conversations throughout the professional learning.

Structured literacy makes use of explicit teaching of systematic word identification and decoding strategies.

When educators use evidence-based elements and combine those with evidence-based teaching principles ultimately the result is effective reading instruction.

- Explicit

Effective Literacy Instruction



Evidence-Based Elements:

- Sound-Symbol
- Syllables
- Phonology
- Morphology
- Syntax
- Semantics

Evidence-Based Teaching Principles:

- Diagnostic
- Systemic & Cumulative
- Explicit

Some Examples of Evidence-based Structured Literacy Programs:

- The Oklahoma State Department of Education does not approve specific structured literacy programs. It is the responsibility of school district instructional leaders to select an evidence-based program to meet the needs of students with dyslexia.
- Interested consumers should contact program websites or program offices for specific information on research supporting the approach, and for other key information. These programs provide detailed information on their websites and videos explaining their unique characteristics.
- Buyer beware! Be skeptical of quick-fix claims. Ask questions. Do independent scientific studies demonstrate effectiveness? Is the instruction teacher led or computer based?

Think About Curriculum!

What aspects of your current curriculum support structured literacy?

Where can you support evidence-based teaching principles within your curriculum?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Evidence-Based Practices (EBPs) to Support Students

- **Student access to high-quality educators** is the most effective evidence-based practice (EBP) to change student outcomes. High-quality educators are those educators who understand and incorporate additional evidence-based practices into their teaching.
- **Explicit instruction (I do, you do, we do)** is the most effective tool to support struggling students for all other evidence-based practices.

The following EBPs are split into K-1 and 2-3 to support students as they gain skills.

How to Use These EBPs

1. Determine student deficit.
2. Identify a provided EBP that supports gains in that deficit area.
3. Determine intervention intensity based on student need, deficit severity, and observation.
4. Follow the protocol of the EBP.
5. Document integrity/fidelity of EBP.
6. Continue for 4-6 weeks with a progress monitoring assessment.
7. Analyze outcomes to determine needed changes.



RECOMMENDATION

Select an evidence-based instructional practice to implement for the next month.

Discuss methods for tracking and implementing these strategies.

Consider something for individual students, small groups, and whole group instruction.

Rhyming

Thumbs UP Thumbs Down

1. The teacher starts by saying two words that either rhyme or do not rhyme. “bed, head”, or “cow, claw”.
 2. The student indicates if the words are a rhyming pair by putting their thumbs up if they rhyme or thumbs down if they do not rhyme.
 3. If the student is incorrect, the teacher will say “listen again, [repeats the pair], these are not a rhyme, let’s try another one”.
 4. If the student is correct, the teacher will say “yes!, That is correct [repeat the pair], do rhyme!”
 5. For more intensity, the teacher will continue with the same set of rhyming words and compare them with each other (e.g., bed, head, lead, kid, lid, hid).
- Phoneme Matching

Phoneme Matching

1. Present items/pictures that represent the same initial sound (spelling may be different but should have the same sound e.g., clock, kick).

2. Student can put them in groups based on the items that have the same sound.
 - **Extension:** Student can identify based on medial or final sounds.
 - **Support:** Student can use images with verbal support to name sounds.
3. If student is correct, affirm student.
4. If student is incorrect, support correct grouping.

Think About EBPs!

What evidence-based practices are you already utilizing in your classroom?

What is preventing your usage of other evidence-based practices?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Case Study: Mr. Crowe's Classroom

- Mr. Crowe teaches 1st grade at Maple Elementary. The school adopted a new curriculum this year and the curriculum has significant supports for students.
- His classroom finished their beginning of the year universal screener, and his class has a wide range of abilities.
- Mr. Crowe identifies specific whole-group needs and specific small-group needs for his students based on the screener information.
- **He is not sure how to combine what he knows about structured literacy, the adopted curriculum, evidence-based practices, and specific student needs together into his instruction.**

Case Study: The Data

Skill	Low Risk	Some Risk	High Risk
Letter Sounds	18	4	2
Initial, Medial, Final Sounds	16	7	1
Decoding	12	9	4
Sight Recognition	12	6	6
Vocabulary Knowledge	17	4	3

- His school uses a well-developed framework to support MTSS.
- He has 4 students eligible for special education for basic reading skills.
- He has selected phonological awareness as a whole-group focus and decoding as a small-group focus.

Case Study: The School's MTSS

MTSS	Identification	Reading
Tier 1	All students	High-quality instruction that supports students' understanding
Tier 2	Students are considered at-risk based on screener and additional information	Tier 1 + specifically selected intervention topics to support student understanding with progress monitoring
Tier 3	Students are considered high-risk based on tier 2 placement and intensity considerations	Tier 1 and Tier 2 + increase in intensity of interventions based on previous progress monitoring

Case Study: The Next Steps

Mr. Crowe is not sure how to combine what he knows about structured literacy, the adopted curriculum, evidence-based practices, and specific student needs together into his instruction.

- ✓ The school has adopted curriculum that supports structured literacy for all tiers of students.
- ✓ He has identified his whole group and small group need based on screener information.
- ✓ The school has a comprehensive MTSS framework to support all three tiers of students.
- Now he must identify how to embed evidence-based practices into his whole group, small group, and intervention instruction.

Think About Mr. Crowe!

What would you recommend to Mr. Crowe?

Family Engagement: Supporting at Home

- Support your students at home by providing parents with opportunities to use these skills at home
- Utilize our aligned newsletters or create your own with evidence-based practices provided.

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Progress Monitoring Tools

- For many interventions, the same procedure can be used with changes to the error correction procedure and word/sound/set selection.
- Error correction procedures during an intervention are meant to support the student in understanding the correct response. However, during progress monitoring the provider should remain neutral and simply record the student's response as correct or incorrect.
- When selecting the set of words/sounds to use for the intervention the provider can choose either more intensity or less intensity.
 - More intensity- select options only from the previously used intervention sets
 - Less intensity- select options with never-before-seen words/sounds

Progress Monitoring Alignment

Skill Deficit	Assessment Tool Skills
Phonological Awareness	Rhyming and Alliteration
	Sentence Segmentation
	Syllables
	Onset/Rime
	Phonological Awareness Tasks

Progress monitoring tools are intended to assess the same skill deficit the intervention has addressed.

Best Practice

- Structured literacy curriculum to support students
- Classroom management support
- Scheduling considerations
 - Whole group vs small group
- Literacy support
 - Reading interventionist
 - Librarian

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST ORAL LANGUAGE

Post-test is required for each individual participant to complete after the module.

February: Phonology

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

PRE-TEST PHONOLOGY

Pre-test is required for each individual participant to complete prior to the start of the module.

Agenda

- Introduction to Phonology
- Universal Screener Relationship to Phonology
- Sequencing Phonological Awareness Tasks
- Phonological Awareness Evidence-Based Practices (K-1 and 2-3)
- Best Practices

What is Phonology?

- **Phonology** of a word is how it sounds. Words are broken up into phonemes which are the individual sounds that make up a word.
- The root “phon” is derived from the Greek meaning for "vocal sound".
- Students can practice phonological tasks before they can read.

Study of Speech Sounds

When we think about all language and the study of speech sounds,

- **All language** makes use of phonology
- However, all languages do **not** have the same sounds available for oral or written language.
- Ensuring that all students learning English know and can correctly pronounce the **44 phonemes (sounds) in English** is critical for their ability to decode (read) and encode (write). However, there is not a definitive list, the list is always changing because of dialect, accents, and changes to our language.
- **Educators** must be able to **effectively pronounce each phoneme**.
- Often educators mispronounce isolated phonemes because their isolation is typically uncommon in our language production. However, it is important for educators to correctly pronounce each isolated phoneme to support student understanding. Included in this module is a video available to hear the production of each isolated phoneme.

ENGAGEMENT

Challenge the team to correctly identify and pronounce all 44 phonemes.

To check, listen to the video provided in the module.

Phonemes/Graphemes

One thing to recognize, phonemes and graphemes represent different components of language usage.

Phonemes are Sounds represented by symbols (not always letters). Here they are represented by the international phonemic alphabet symbol.

Examples listed are in the left box of the slide.

- /s/ /s/ ‘sit’
- /θ/ /th/ ‘things’
- /ɔɪ/ /oi/ ‘join’

*Typically, curriculum will use spelling to indicate intended sounds with examples to support.

Graphemes are Letters that represent sounds;

Some representing more than one sound, some having multiple spellings for the same sound

Examples are listed in the right box on the slide.

- s, ss, c, sc, ps, st, ce, se
- th
- oi, oy, uoy

Because of the overlapping nature of graphemes to phonemes it can be difficult to transition from decoding (reading) to encoding (writing) with accurate spelling.

Tools to Use to Identify Phonological Deficits

- Universal Screener*
- Dyslexia Screener*
- Oral Assessments

As an educator you have several tools you can use to support finding students deficits.

Required are the universal screener for all students and the dyslexia screener for those students demonstrating at risk in their universal screener. For specific guidance regarding using your screener tools, you will want to contact the Strong Readers office or your screener vendor.

However, educators might also make use of oral assessments in addition to the usage of the screeners to identify specific deficits. Many curriculum companies offer phonological assessments that can be used to complete a deeper dive into a student’s needs.

Universal screeners and dyslexia screeners are norm referenced to compare students to others their age. However, to get a general understanding of skills that students may or may not be able to complete with mastery, the educator might choose to do additional testing.



RESOURCES

Linked Video to Practice 44 Phonemes This video is intended for the **educator** to practice the pronunciation for the 44 phonemes. See the link in the module.

Universal Screener

- Assessments within the universal screener can provide insight into student phonological deficits.
- Some screeners identify the group of assessments that make up the phonological category.
- Other screeners segment each assessment and can provide targeted understanding of the deficits in this area.

Dyslexia Screener

- Dyslexia screeners are provided to students who scored a composite score of 'at risk' on their universal screener.
- It is important to note that not every student who could have a deficit with a phonological awareness task will be required to take this assessment.
- The dyslexia screeners are intended to provide information regarding characteristics of dyslexia.
- Characteristics of dyslexia also include phonological deficits.

Oral Assessments/ Progress Monitoring

- Oral assessments can use a variety of methods to listen to a student orally respond to a phonological task.
- Since phonology does not require a written component (graphemes) it is possible to ask students to identify, blend, segment, delete, and manipulate sounds using pictures or tokens.
- When progress monitoring with an oral assessment, ensure your assessment matches the skill that you have identified and been working on.

Think About It!

What assessments do you use to identify phonological deficits?



ENGAGEMENT

Spend time looking at universal screening data and dyslexia assessment data.

Use the information from these modules to understand where on the crossroads of reading skills students might be placed.

Use progress monitoring assessments to support identification of specific deficits.

For additional support, reach out to the Strong Readers Office.

What assessments do you use to progress monitor phonological growth?

Phonological Sequencing

- Students must engage in tasks that are **systematic & cumulative**.
- Taking each component of literacy and ensuring that the next task builds upon the last is critical to deliver structured literacy.
- Building on the previous task is also important to close deficit gaps.

Phonological Awareness Tasks

- Consider the difficulty of the words you choose for the phonemic awareness task.
- Multi-syllabic words are going to be more challenging for these tasks.
- When teaching these tasks, make use of explicit teaching strategies.

Think About Sequencing!

Does your curriculum put these tasks in this order?

How can you or do you supplement these tasks from your curriculum?

K-1 Rhyming

Thumbs UP Thumbs Down

1. The teacher starts by saying two words that either rhyme or do not rhyme. “bed, head”, or “cow, claw”.

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

2. The student indicates if the words are a rhyming pair by putting their thumbs up if they rhyme or thumbs down if they do not rhyme.
3. If the student is incorrect, the teacher will say “listen again, [repeats the pair], these are not a rhyme, let’s try another one”.
4. If the student is correct, the teacher will say “yes!, That is correct [repeat the pair], do rhyme!”
5. For more intensity, the teacher will continue with the same set of rhyming words and compare them with each other (e.g., bed, head, lead, kid, lid, hid).

K-1 Alliteration

Thumbs UP Thumbs Down

1. The teacher starts by saying two words that demonstrate alliteration or do not demonstrate alliteration. “please, guess”, or “new, nice”.
2. The student indicates if the words are an alliteration pair by putting their thumbs up if they are or thumbs down if they are not.
3. If the student is incorrect, the teacher will say “listen again, [repeats the pair], these are not an alliteration, let’s try another one”.
4. If the student is correct, the teacher will say “yes!, That is correct [repeat the pair], are an alliteration!”
5. For more intensity, the teacher will continue with the same set of alliteration words and compare them with each other (e.g., bus, bee, bird, moo, much, most).



RECOMMENDATION

Select an evidence-based instructional practice to implement for the next month.

Discuss methods for tracking and implementing these strategies.

Consider something for individual students, small groups, and whole group instruction.

K-1 Sentence Segmentation

Clapping Sentences

1. The teacher reads the sentence aloud to the student, slow enough to emphasize each word but not overly slow.
2. The student repeats the sentence clapping to match each word.
3. If correct, the teacher affirms the student.
4. If incorrect, the teacher repeats the full sentence and models clapping correctly; student will follow with the teacher.
5. The teacher selects sentences that are increasingly difficult for the session but stops increasing once the maximum difficulty is reached *

K-1 Syllable Segmenting

Clapping Syllables Segmenting

1. The teacher reads the word aloud to the student not emphasizing the syllables.
2. The student repeats the word clapping to match each syllable.
3. If correct the teacher affirms the student.
4. If incorrect the teacher repeats the full word and models clapping correctly.
5. The teacher selects words that are increasingly difficult for the session but stops increasing once the maximum difficulty is reached *

K-1 Onsets/Rimes (Segmenting)

Token Onset/Rime

1. The teacher presents the student with two different tokens.
2. The teacher says a word, separating the onset and rime, and slides each token forward when saying the onset and rime.
3. The teacher points to the onset/rime token and asks, “what is the onset/rime?”
4. If the student is correct, the teacher affirms.
5. If the student is incorrect, the teacher demonstrates again and points to the correct token and repeats the onset/rime.

K-1 Segmenting Words into Sounds

Arm Segmenting

1. Teacher demonstrates taking a word and segmenting the sounds down their arm by gesturing initial at the shoulder, medial at the elbow, and final at the wrist.
2. Then ask the student do to the same.
3. The teacher provides a word and asks the student to segment them down their arm.
4. If the student is correct, the teacher affirms them.
5. If the student is incorrect, the teacher models again and shows the correct answer.

K-1 Blending Sounds into Words

Arm Blending

1. Teacher demonstrates taking segments of a word and blending the sounds down their arm by gesturing the initial sound at the shoulder, medial at the elbow, and final at the wrist.
2. Then ask the student do to the same.
3. The teacher provides segmented sounds and asks the student to blend them down their arm.



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide opportunity to feel more comfortable before implementing with students.

4. If the student is correct, the teacher affirms them.
5. If the student is incorrect, the teacher models again and shows the correct answer.

K-1 Deleting Sounds

Token Deleting

1. Teacher uses three tokens to denote initial, medial, and final sounds. Teacher says a word and points to the tokens that match the sounds spoken.
2. Teacher points and says, “take away [repeat which sound to delete], what is left?”
3. Teacher removes the token that is deleted.
Gestures to the rest of the sounds remaining.
4. Student repeats the parts left.
5. If student is correct, affirm. If student is incorrect, repeat the correct response.

2-3 Rhyming

Identifying non-rhymes

1. Teacher says three words, two of which rhyme and one that does not (e.g., get, bet, hid).
2. Student names the word that does not rhyme.
 - **Extension:** Student creates a word that rhymes with the group or a word that rhymes with the non-rhyming word.
 - **Support:** Student uses three tokens to gesture to each rhyming word
3. If student is correct, teacher affirms student.
4. If student is incorrect, teacher corrects student.

2-3 Alliteration

Identifying Non-Alliteration

1. Teacher says three words, two of which are alliterations and one that is not (e.g. snack, snake, juice).
2. Student names the word that is not an alliteration.
 - **Extension:** Student creates a word that is an alliteration with the group or a word that is an alliteration with the non-alliteration word.
 - **Support:** Student uses three tokens to gesture to each word
3. If student is correct, teacher affirms student.
4. If student is incorrect, teacher corrects student.



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide opportunity to feel more comfortable before implementing with students.

2-3 Sentence Segmentation

Token Segmenting Sentences

1. The teacher reads the sentence aloud to the student, slow enough to emphasize each word but not overly slow.
2. The student repeats the sentence sliding tokens to represent each word.
3. If correct, the teacher affirms the student.
4. If incorrect, the teacher repeats the full sentence and models sliding tokens correctly.
5. The teacher selects sentences that are increasingly difficult for the session but stops increasing once the maximum difficulty is reached *

2-3 Syllable Blending

Clapping Syllables Blending

1. The teacher reads the word aloud to the student clapping the syllables.
2. The student repeats the word without clapping blended to not emphasize any one syllable.
3. If correct the teacher affirms the student.
4. If incorrect the teacher repeats the segmenting and the blended word.
5. The teacher selects words that are increasingly difficult for the session but stops increasing once the maximum difficulty is reached. *

2-3 Onsets/Rimes Blending

Token Onset/Rime Blending

1. The teacher presents the student with two different tokens.
2. The teacher says a word, separating the onset and rime, and slides each token forward when saying the onset and rime.
3. The teacher points to the collective tokens, sliding left to right. “what is the word?”
4. If the student is correct, the teacher affirms.
5. If the student is incorrect, the teacher demonstrates again and slides left to right, speaking the word.

2-3 Blending Sounds into Words

Arm Blending

1. Teacher demonstrates taking segments of a word and blending the sounds down their arm by gesturing the initial sound at the shoulder, medial at the elbow, and final at the wrist.



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide opportunity to feel more comfortable before implementing with students.

2. Then asks the student do to the same.
3. The teacher provides segmented sounds and asks the student to blend them down their arm.
4. If the student is correct, the teacher affirms them.
5. If the student is incorrect, the teacher models again and shows the correct answer.

2-3 Segmenting Words into Sounds

Arm Segmenting

1. Teacher demonstrates taking a word and segmenting the sounds down their arm by gesturing initial at the shoulder, medial at the elbow, and final at the wrist.
2. Then asks the student do to the same.
3. The teacher provides a word and asks the student to segment them down their arm.
4. If the student is correct, the teacher affirms them.
5. If the student is incorrect, the teacher models again and shows the correct answer.

2-3 Manipulating Sounds

Token Manipulating

1. Teacher uses three tokens to denote initial, medial, and final sounds. Teacher says a word and points to the tokens that are related to the sounds spoken.
2. Teacher points and says, “take away [repeat which sound to delete], what is left?” Teacher removes the token that is deleted. Gestures to the rest of the sounds remaining. Student repeats the parts left.
3. Teacher brings a new token and a replacement sound “this sound is [say the sound]”, teacher places it in the missing space, “what is this word now?”
4. If student is correct, teacher affirms the student.
5. If student is incorrect, teacher says the correct answer.



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide opportunity to feel more comfortable before implementing with students.

Progress Monitoring Tools

- For many interventions, the same procedure can be used with changes to the error correction procedure and word/sound/set selection.

- Error correction procedures during an intervention are meant to support the student in understanding the correct response. However, during progress monitoring the provider should remain neutral and simply record the student's response as correct or incorrect.
- When selecting the set of words/sounds to use for the intervention the provider can choose either more intensity or less intensity.
 - More intensity- select options only from the previously used intervention sets
 - Less intensity- select options with never-before-seen words/sounds

Progress Monitoring Alignment

Skill Deficit	Assessment Tool Skills	Progress monitoring tools are intended to assess the same skill deficit the intervention has addressed.
Phonological Awareness	Rhyming and Alliteration	
Phonological Awareness	Sentence Segmentation	
Phonological Awareness	Syllables	
Phonological Awareness	Onset/Rime	
Phonological Awareness	Phonological Awareness Tasks	

Case Study: Isaac, 3rd grader

- Isaac has taken the universal screener and the dyslexia screener. He has been identified as needing additional interventions.
- The teacher is selecting the deficit to intervene with and the correct intensity.
- What information might be helpful in determining the initial deficit?

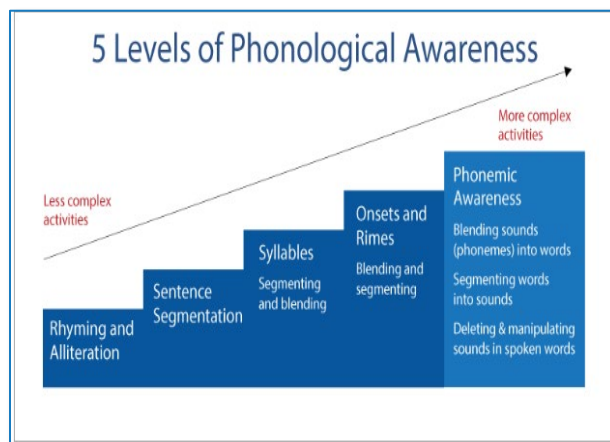
Case Study: Isaac's Screening Data

Skill	Percentile Rank	Risk Level
Composite	28th	At-Risk
Phonological awareness	35th	At-Risk
Rhyming	50th	Some Risk
Alliteration	42nd	Some Risk
Syllable Segmenting & Blending	30th	At Risk
Onset/Rime	20th	High Risk
Phonemic Awareness	20th	High Risk
RAN (Rapid Automatic Naming)	30th	At-Risk

Case Study: Isaac's Observational Data

Skill	Raw Score	Percent Correct
Rhyming Finding non-rhymes	10/10	100%
Alliteration Finding non-alliterations	6/10	60%
Syllable Segmenting 1,2, and 3 syllables	7/15	46%
Syllable Blending 1,2, and 3 syllables	11/15	73%
Onset/Rime Segmenting	2/10	20%
Onset/Rime Blending	3/10	30%

Case Study: Initial Intervention Selection



Isaac may need support with the initial sounds (from his challenge with alliteration).

He demonstrates more understanding of blending than segmenting for both syllables and onset/rimes.

Initial Goal:

Given a set of three words where two have the same initial sound, Isaac will isolate the first sound of each word to identify which

word does not match with 90% accuracy.

Identifying Non-Alliteration

- Teacher says three words, two of which are alliterations and one that is not (e.g. snack, snake, juice).
- Student names the word that is not an alliteration.
 - Extension:** Student creates a word that is an alliteration with the group or a word that is an alliteration with the non-alliteration word.

ENGAGEMENT

Discuss these case studies and areas for improvement.

- **Support:** Student uses three tokens to gesture to each word
3. If student is correct, teacher affirms student.
 4. If student is incorrect, teacher corrects student.

Case Study: Intervention Data

Goal: Given a set of three words where two have the same initial sound, Isaac will isolate the first sound of each word to identify which word does not match with 90% accuracy.		
Day 1	Day 2	Day 3
Cat, kite, bike	Nice, knife, mice	Quail, quick, race
Soup, seed, lead	Cookie, crab, fight	Snake, snack, juice
Hike, like, luck	Speak, ghost, spoon	Home, hope, nope
About, allow, nice	Joke, game, jug	Fresh, knee, free
What, where, bat	Dream, dig, why	Plant, plane, blame
Progress Monitoring		
2/5	4/5	4/5

Case Study: Isaac

- By isolating the first sound to identify alliteration, what other skills is he gaining from this intervention:
 - Alliteration
 - More practice with segmenting
 - Phonemic skills in isolating initial sounds

Think About Isaac!

What would you recommend for Isaac?

What other, if any considerations for intervention would be important?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Family Engagement: Supporting at Home

- Support your students at home by providing parents with opportunities to use these skills at home
- Utilize our aligned newsletters or create your own with evidence-based practices provided.

Remember

- Data driven decisions based on screener data and additional assessments to comprise a complete perspective of student deficits.
- Using explicit teaching in each intervention and instructional strategy.
- Ensuring sequential phonological tasks are mastered before moving to the next set of phonological tasks.

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST PHONOLOGY

Post-test is required for each individual participant to complete after the module.

March: Phonics

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

Agenda

- Introduction to Phonics
- Universal Screener Relationship to Phonics
- Sequencing Phonics Tasks
- Phonics Evidence-Based Practices
- Best Practices

Phonics: Definition

Phonics is the method of correlating sounds with letters or groups of letters in an alphabetic writing system.

The root “phon” is derived from the Greek meaning for “vocal sound”.

Orthography

Orthography is the conventional spelling system of a language.

Phonics and orthography relate to how we correspond sounds and letters into a spelling system that has repetitive patterns.

Decoding vs. Encoding

- **Decoding** is the act of sounding out words using phonics.
- **Encoding** is the act of hearing a word and writing or spelling it using phonics.
 - Letters representing the sounds of spoken language.
 - Organized, logical, predictable relationship between letters and spoken sounds.

Phonemes Represented by Graphemes

- 44 English phonemes represented by **more than 44 graphemes**

PRE-TEST PHONICS

Pre-test is required for each individual participant to complete prior to the start of the module.



ENGAGEMENT

Think of multiple methods to write sounds that have similar sounds.

Use the 44 phonemes to support the activity.

- **Vowels and digraphs** are often the most challenging for students
 - **Vowels**- /a/, /e/, /i/, /o/, /u/
 - **Consonant Digraphs**- ch, ph, th, th*, wh, gh, ng, sh
 - **Vowel Digraphs**- ai, ay, ea, ee, oa, ow
- Many phonemes are represented by **more than one grapheme**
- **Blends** still sound like the letters that make them
- **Orthography** is the practice of teaching the spelling patterns used in language
- **Students with deficits need explicit teaching to align phonemes to graphemes**

Blends vs. Digraphs

Blends

Use two or more **sounds** to create a blended sound

bl **black**
st **stop**
sp **spill**

Digraphs

Use two or more **letters** to create a new sound

ch **chair**
ng **sing**
wh **wheel**

Screeners Assessments: Phonics

- **Universal screeners have different names and types of assessments**; not all these specifically named assessments will be included in all screeners.
- Looking for assessments that include **components of these phonetic elements** will help to identify specific phonetic deficits.
- Educators can use other **progress monitoring assessments** to find out more specific phonetic deficits.

Phonic Deficits

- **Letter naming recall**-Recalling the names of letters both capital and lowercase
- **Letter sound recall**-Recalling the sounds represented by letters, including digraphs and long and short vowels



ENGAGEMENT

Use screening data and progress monitoring data to consider phonic deficits and their possible causes.

Be wary to assume a possible cause without supporting evidence.

- **Spelling with correct spelling patterns**-Selecting which spelling is needed for the sound based on patterns
- **Sounding out words**-Using letter sounds and spelling patterns to sound out words

Possible Causes of Phonic Deficits

- Lack of explicit instruction regarding phonics
- Focus on “cuing” reading words
 - Predictive text that uses repetitive words to “cue” familiarity
- Focus on predicting words based on initial letter or pictures
- Difficulty with orthographic processing
- Difficulty with phonological awareness tasks
 - **Students with difficulty may need additional intervention and explicit instruction.**

Scope & Sequence

- Systematic instruction relies on lessons that are built from simple to complex.
- Typically begins with regular spelling patterns and progressing purposefully to more challenging patterns.
- There is not one definitive scope and sequence that is proven as the **only** effective sequence.
 - District Curriculum (Evidence & Researched Based)
 - LETRS
 - Structured Literacy Approach

RECOMMENDATION

Reflect on the complexity of a scope and sequence.

*There is not one definitive scope and sequence that is proven as the **only** effective sequence.*

Phonetic Concepts

- Vowels & consonants
- Digraphs & blends
- Syllables
 - Open & Closed Syllables
- Spelling patterns
 - Silent “e” and more
 - Phonological Connection

Multi-Sensory Literacy

- Phonics instruction is aligning auditory processes with visual representation and fine motor ability.

- It is critical to provide multi-sensory experiences to effectively align these components of literacy into encoding and decoding.

Decodable Readers vs Predictable Text

Decodable Readers

Books that emphasize similar spelling patterns.

For example:

The **boat** had two **oars**. I wore a **coat** on the **boat**. We **soak** the **boat** in **soap**.

Predictable Text

Books that emphasize repetitive words.

For example:

I saw a cat. **I saw** a dog.

I saw a frog. We **saw a cat**.

High Frequency Words

- High frequency words are words that are often presented and do not follow typical spelling patterns.
- Students may require explicit support to be able to recall these words.

For example:

said	pronounced /s//e//d/	not /s//a//d/
the	pronounced /th//u/	not /th//e/

Simple to Complex

- While there is not a scope and sequence that specifically determines the exact letter sequence, sound sequence, word sequence, there is a general practice of providing examples from simple to complex.
- Simple to complex relates to the specific task as well as the specifics within that task.
 - Be sure to consider the complexity of the set of words selected as a part of the intervention intensity.

Skill Complexity

Students who cannot proficiently engage with phonological tasks will find phonic tasks to be much more challenging. Phonological tasks are highly auditory based while phonic tasks combine auditory and visual skills to be able to decode and encode accurately.



ENGAGEMENT

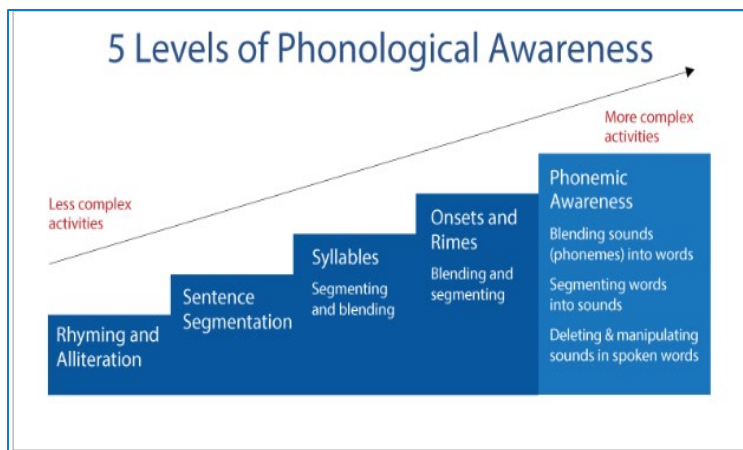
Encourage teachers to bring the small group readers they use.

Determine if they are decodable readers or predictable text.

RECOMMENDATION

However, students who are beyond 2nd grade and have been introduced to phonics do not always need to fully go back to phonological tasks unless they have an additional need for speech services.

Skill Sequencing: Phoneme Progression



The five levels of phonological awareness help to organize phonological tasks into a sequential order that progresses from less complex to more complex.

Within each of these levels are tasks that progress from complex to more complex. It is important to support students at their intensity level to allow for their most independent practice.

Phonics and Phonemic Tasks

Phonic-based tasks from least complex to more complex start with letter names. Often the letter name makes a similar sound that students can build on the letter name as they are learning the letter sound.

Next are letter sounds. Letter sounds range in difficulty when thinking about singular letters just vowels and consonants, vowels make two sounds each and consonants often have one sound in isolation. Blends combine two letters to make a merged sound. Consonant digraphs and vowel digraphs combine letters to make a new sound that the letters do not make on their own.

Phonological tasks can be supported with phonics. The scale of complexity matches the scale of complexity with phonological tasks.

Orthography tasks can be divided into two general categories of regular spelling patterns and irregular spelling patterns.

Initial Phoneme	Medial Phoneme	Final Phoneme
Single consonants	Single vowels	Single consonants
Blended consonants	CVC vowels	Blended consonants
Diagrams	Vowel teams	Diagrams
Irregular patterns	Irregular patterns	Irregular patterns

Orthography Tasks- Regular Spelling Rules

- **Short-Vowel Rule-** CVC words will usually have a short sound (cat, dog) if the letter after the vowel is *f, l, s* the letter is usually doubled (ball)
- **Two-vowels together-** When two vowels are together, the first vowel says its name and the second vowel is silent (meat, goat)

- **Vowel Consonant-e pattern-** When a short word, or the last syllable of a longer word, ends with vowel-consonant-e then the first vowel is usually long, and the e is silent (cake, hope)
- **Y as a long I-** When y is at the end of a short word that doesn't have another vowel (cry, my)
- **Y as a long E-** When y or ey ends a word in an unaccented syllable, the y has the long sound of e (money, many)
- **I before E-** Write *i* before *e* when the sound is a long *e* except after the letter *c*; when there is a *c* then it is *ei*. (relief, ceiling)
- **E before I-** Write *e* before *i* when the sound is a long *a* (weigh)
- **Oi or Oy-** Use *oi* in the middle of a word and *oy* at the end of a word (boil, boy)
- **Ou or Ow-** Use *ou* in the middle of a word and *ow* at the end of words other than those that end in *n* or *d* (mouse, found)
- **Double Consonants-** When *b*, *d*, *g*, *m*, *n*, or *p*, appear after a short vowel in a word with two syllables, double the consonant (rabbit, banner).
- **The Ch sound-** At the beginning of a word, use *ch*. At the end of a word use *tch*. When the *ch* sound is followed by *ure* or *ion*, use *t* (choose, watch, picture).



ENGAGEMENT

Explore age-appropriate inventive spelling where students use letters to spell words but often use incorrect spelling patterns.

Discuss what is developmentally expected and what might be out of the norm.

Word Set Intensity

- Remember, when selecting an intervention and determining the intensity of that intervention, the word set is a factor of the intensity.
- Consider the following:
 - Quantity of the set
 - Difficulty of the set
 - Regularity of the set
 - Irregularity of the set

Think About Curriculum!

How does your curriculum support progression of students through the complexity of skills?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Letter-Sound Bingo

1. Students are provided either a blank bingo card (less intensity) or a full bingo card (more intensity) with letters.
 - Students with blank cards will either select from a bank of letters to use or use any letter of their choice.
 - Digraphs and blends can be used if explicitly taught
2. Students will play bingo with a leader saying the letter sound and the students will find the letter match on their bingo card.
 - For more intensity, only select letters on the card. For less intensity, select letters that may or may not be on the card.

Letter-Sound Matching

1. Students are provided either a picture or an item.
2. Students are directed to say the name of the item and identify the initial, medial, or final sound.
3. They will write or select the letter that matches the selected sound.
4. For more intensity
 - Provide a bank of available sounds
 - Speak the word aloud
5. For less intensity
 - Provide digraphs and blends
 - Extend to writing the whole word

Vowel Mnemonics

1. Use song and motion to connect meaning and memory of the long and short vowel sounds.
2. Guide students to emphasize vowel sounds in words where the vowel sound is the initial sound. For example: umbrella (short u) and unicorn (long u)
3. Coordinate a related movement to remember which vowel sound is short and long.

Vowel Sort

1. After explicit instruction, guide students to sort letters into vowel and consonants.
2. Provide letter tiles or cards for students to put into vowel and consonant categories.
 - For more intensity, provide only some letters.
 - For less intensity, provide all letters.



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide opportunity to feel more comfortable before implementing with students.

3. As an extension, once students have correctly sorted the vowels and consonants provide CVC words they can make out of the available letters.

Elkonin Sound Boxes with Spelling Support

1. Once students have gained proficiency with using Elkonin Sound Boxes and have had explicit letter sound instruction, students can progress to using sound boxes with spelling.
2. Students will replace each token with the grapheme that matches the sound.
 - Blends can go in separate boxes until explicitly taught as a blend and then they can share a box.
 - Digraphs belong in the same box.
 - Silent “e” is added to the last consonant box as a small “e”.

Silent “e” Find

1. After explicit instruction on silent e, provide students words on cards (about 10 in total) that make use of long vowels controlled by the silent “e” and the paired short vowel version. For example: hope and hop
2. The educator says, “find hope”, the student looks at the set of words for hope.
3. If the student is incorrect, and they choose hop, the educator will say, “that word is hop, which word is hope?”
4. The educator continues until all words have been “found”.

Open/Closed

1. The educator provides the student with a set of word cards that have both closed and open syllables; for example, “be” (open) and “bed” (closed).
2. The educator explicitly teaches that open syllable vowels say their name and closed syllable vowels say their short sound.
3. The educator says a vowel sound long or short and the student looks for the card that has the vowel that matches. The student puts the word card in the pile with the other open or closed words.
 - For more intensity, use only one vowel, long and short
 - For less intensity, use more than one or all of the vowels, long and short



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide an opportunity to feel more comfortable before implementing with students.

Build A Word

1. The teacher presents the student with a set of onsets and rimes that can create words and non-words.
2. The student selects onsets and combines them with rimes from the set and determines if it is a real word or a non-word.
3. If a student incorrectly begins with the rime instead of the onset, add more intensity and demonstrate the category of onset and rime for the set.
4. If a student incorrectly cannot determine between real words and non-words start with onsets and rimes that create identifiable nouns.

Word Sorting

1. After explicit instruction regarding specific spelling patterns, the teacher will **provide a set of words that have similar spelling patterns but alternate phonemic sounds**; for example- soft c and hard c; cake or circle **or a set of words that have similar phonemic sounds but alternate spelling patterns**; for example- hood, should. Provide the student with the categories for sorting the word set.
2. They will sort the words into the categories by either moving word cards or writing the words into a provided chart.

Progress Monitoring Tools

- For many interventions, the same procedure can be used with changes to the error correction procedure and word/sound/set selection.
- Error correction procedures during an intervention are meant to support the student in understanding the correct response. However, during progress monitoring the provider should remain neutral and simply record the student's response as correct or incorrect.
- When selecting the set of words/sounds to use for the intervention the provider can choose either more intensity or less intensity.
 - More intensity- select options only from the previously used intervention sets
 - Less intensity- select options with never-before-seen words/sounds



ENGAGEMENT

Select an intervention your school provides or use the Oklahoma Academic Intervention Library.

Practice the intervention with various adjustments.

Practicing with other adults can provide opportunity to feel more comfortable before implementing with students.

Progress Monitoring Alignment

Skill Deficit	Assessment Tool Skills
Phonics	Letter Names
Phonics	Letter Sounds
Phonics	Nonsense Words
Phonics	Encoding *

- Progress monitoring tools are intended to assess the same skill deficit the intervention has addressed.

** Encoding should be used with purpose; spelling tests do not inherently assess phonic understanding as students often memorize word spellings.*

Spelling Tests & Phonics

- Typical spelling tests assess more than just phonics.**
 - Phonological awareness**
 - Hearing the sounds in the spoken word
 - Morphological awareness**
 - Ability to utilize affixes if needed
 - Orthographic awareness**
 - Specific spelling patterns for words
 - Semantic understanding**
 - Understanding of the words meaning for a sentence to be helpful

Phonic Driven Spelling Tests

- Provide students with a word list that uses specific phonic patterns.
- Assess the portions of the words that have selected the correct spelling to match the phoneme.
- Provide (if necessary) a sound bank of possible spelling options for sounds.
- Student 1 matched the correct spellings.
- Student 2 missed the 'oa' pattern for boat and oak and missed the 'bl' for bloat.
- Out of 10 phonemic combinations the students scores are below their test.

Sound Bank			
oa	o	bl	b
	t	k	
Student 1	Student 2		
1. Boat	1. Bot		
2. Oak	2. Ok		
3. Bloat	3. Boat		
4. Oat	4. Oat		
10/10	7/10		

Case Study: Liam, 1st grade

- Liam is a 1st grader who has been practicing encoding.
- Typically, Liam does well on spelling tests, but he struggles to spell when the assignment is to write a sentence without specific spelling words.
- He is not at-risk as identified on the universal screener.

- The teacher has provided the class a word wall with the words the class has learned and additional common words.
- Often his spelling is close but does not always follow predictable spelling patterns.
- **The teacher is concerned that the spelling practice is not aligning to the skill of encoding in other assignments.**

ENGAGEMENT

Discuss these case studies and areas for improvement.

Case Study: Class Practice

The teacher's concerns extend beyond just Liam, but since Liam is a student that is not identified as at-risk, they want to see if they should change something about the spelling instruction for the whole class.

Current spelling routine:

Monday	• The class is provided a list of 15 words that have a similar spelling patterns
Tuesday-Wednesday	• Students take home the list to practice • Students practice at school through fun center activities
Thursday	• Students are provided a pre-test to see which words they need to practice more
Friday	• Students take the spelling test

Case Study: Data Collection

To determine if this is a concern for more students, the teacher has determined a change to the routine to see if other students are not aligning the task of encoding to other assignments.

Changed spelling routine:

Monday	• The class is provided a list of 15 words that have a similar spelling patterns
Tuesday-Wednesday	• Students take home the list to practice • Students practice at school through fun center activities
Thursday	• Students are provided a pre-test to see which words they need to practice more
Friday	• Students take the spelling test
Following Monday	• Students are asked to write 2-3 sentences that include at least 5 of the spelling words from the previous week

Case Study: Spelling Test & Sentences

After beginning the new spelling routine, the teacher notices

- Spelling tests have an average of 80%
- Spelling words in sentences without prompting one week later, are 40% accurate.

Assignment	Average	Goal
Spelling test	80%	100%
Sentences	2	5

- The teacher identifies that with this quick assessment several students are not translating the encoding from the practice to the use of the words.

Case Study: Spelling Practice

- Since the bulk of the spelling practice is during the week (Tuesday through Wednesday), the teacher wants to identify changes to the practice activities.
- The current choice board is on the right and students should choose enough to earn a tic-tac-toe.

Playdoh Spelling (make spelling words out of playdoh)	ABC Order (write the words in ABC order)	Dry Erase Write (write the words on a dry erase board)
Spelling Sentences (Choose 5 words to make a sentence)	Free Space	Fancy Fingers (write the spelling words in any creative way)
Picture Spelling (write the word and draw a picture)	Cursive Write (write spelling words in cursive)	Rainbow Write (write the words in different colors)

Consider what the teacher might want to alter.

Case Study: Adjustments

- The teacher noticed that a lot of writing practice was not translating to knowing how to spell the words without the list and without memorizing.
- The teacher added several evidence-based practices to replace some of the repetitive writing practice.

Elkonin Sound Boxes with Spelling Support	ABC Order (write the words in ABC order)	Dry Erase Write (write the words on a dry erase board)
Spelling Sentences (Choose 5 words to make a sentence)	Free Space	Fancy Fingers (write the spelling words in any creative way)
Word Sorting	Cursive Write (write spelling words in cursive)	Vowel/Consonant Write (write the spelling words with vowels in a different color)

Case Study: Evidence-Based Practice

- The teacher explicitly taught students how to do these new centers and students were engaged in the lesson.
- In two weeks, the teacher did the same assessment again to see if students improved.

Think About Changes!

What should the teacher look for to determine if it is working or if there needs to be another change?

Family Engagement: Supporting at Home

- Support your students at home by providing parents with opportunities to use these skills at home

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

- Utilize our aligned newsletters or create your own with evidence-based practices provided.

Remember

- Explicit teaching is necessary for student deficits.
- Sequenced tasks should move from simple to more complex.
- Assessments are intended to support decisions for students.

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST PHONICS

Post-test is required for each individual participant to complete after the module.

April: Word Study

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

PRE-TEST WORD STUDY

Pre-test is required for each individual participant to complete prior to the start of the module.

Agenda

- Introduction to Morphology & Word Study
- Universal Screener Relationship
- Sequencing Morphology Tasks
- Evidence-based Practices Supporting Morphology & Word Study
- Best Practices
- Introduction to Morphology & Word Study

Word Study

- Word study is an approach to spelling instruction that moves away from a focus on memorization.
- It has an emphasis on patterns, orthography, and semantics which supports students in their understanding of small word parts and their meanings.

Orthography Tasks- Regular Spelling Rules

- **Short-Vowel Rule-** CVC words will usually have a short sound (cat, dog). If the letter after the vowel is *f, l, s* the letter is usually doubled (ball).
- **Two-vowels together-** When two vowels are together, the first vowel says its name and the second vowel is silent (meat, goat).
- **Vowel Consonant-e pattern-** When a short word, or the last syllable of a longer word, ends with vowel-consonant-e then the first vowel is usually long, and the e is silent (cake, hope).
- **Y as a long i-** When y is at the end of a short word that doesn't have another vowel it makes the long sound of I. (cry, my).
- **Y as a long e-** When y or ey ends a word in an unaccented syllable, the y has the long sound of e. (money, many).

ENGAGEMENT

Review any spelling rules from last module.

- **I before E-** Write *i* before *e* when the sound is a long *e* except after the letter *c*; when there is a *c* then it is *ei*. (relief, ceiling).
- **E before I-** Write *e* before *i* when the sound is a long *a* (weigh).
- **Oi or Oy-** Use *oi* in the middle of a word and *oy* at the end of a word (boil, boy).
- **Ou or Ow-** Use *ou* in the middle of a word and *ow* at the end of words other than those that end in *n* or *d* (mouse, found).
- **Double Consonants-** When *b*, *d*, *g*, *m*, *n*, or *p*, appear after a short vowel in a word with two syllables, double the consonant (rabbit, banner).
- **The Ch sound-** At the beginning of a word, use *ch*. At the end of a word use *tch*. When the *ch* sound is followed by *ure* or *ion*, use *t* (choose, watch, picture).

Morphology

- **Morphology-** the study of word parts and their meanings.
- **Morpheme-** smallest unit of meaning in a language; a word or part of a word that has meaning and that contains no smaller part that has meaning.

EL Students and Word Study

- Students with biliteracy need supports to be able to identify deeper sentence and word meaning.
- Students may know more academic words in English and more social words in their native language, depending on how many years they have had instruction in English.
- Educators should allow students to be able to pull from both word sets as they gain more English vocabulary.
- Some words do not translate exactly and knowing how to support students with morphology can support understanding.

Explicit, Systematic, and Cumulative

- Structured literacy must be explicit, systematic, and cumulative.
- Word study must be explicit and systematic when instructing students on what words mean and how word parts relate.
- Word study also must be cumulative as we want students to gain understanding of being able to manipulate many word parts in more complex words.



ENGAGEMENT

Discuss words or phrases that do not translate similarly.

How does the curriculum support morphology for all students?

How can academic language be additionally supported within the classroom?

Think About It!

How can word study support English Learners?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Universal Screener & Word Study

- Universal Screeners may not have a report directly linked to word study. Some of the report names may assess for the following:
 - Vocabulary
 - Plural and singular words
 - Spelling with prefixes and/or suffixes
 - Word selection
 - Fluency

Concepts that Derive from Word Study/Morphology

- Decoding/encoding support
- Orthography
- Semantics
- Vocabulary
- Fluency improvements
- Reading comprehension

Decoding & Encoding Orthography

- Word study supports students as they are reading words to recognize where words might break apart for meaning.
- As students learn to encode, they learn to apply orthographic patterns to ensure that the words they are intending to spell are accurately represented.

Semantics & Vocabulary

- Word study supports students as they are reading words and hearing words to understand the meaning of words in certain contexts.
- Students learning English may understand a word in one context but not enough understanding of that word in varied contexts.
- Vocabulary is always growing and as students learn more words, they need to be supported in their vocabulary growth.

Fluency & Reading Comprehension

Cueing students to recognize words based on images and pictures is not a method to increase their fluency.

- However, as students understand word parts and can begin to break apart words as morphemes, they can gain accuracy and speed in their fluency.
- Students being able to understand what the words they read mean directly impacts their understanding to be able to know what they read.

Beginning Word Study in K-1

- Word study is critical to begin as students are learning the meaning of words and their purpose.
- Students learning English especially benefit from explicit instruction with word meaning and word parts.
- As students learn to take apart words and build new words that represent meaning they can begin to understand what words might mean even without seeing them before.

Word Study in K-1

Compound Words	Plural & Singular	Suffixes
Segmenting compound words builds the skills to be able to identify meaning from each word.	Identifying plural and singular indicators and meanings build semantic understanding.	Commonly used suffixes build semantic understanding regarding tense.
Basketball Raincoat Sunflower	Cats/Cat Mice/Mouse Deer/Deer	Drank/drink/drinking Hiked/hike/hiking Ran/run/running

Continuing Word Study 2-3

- As students experience more access to words, they will need to continue their practice and understanding of new word parts and meanings.



ENGAGEMENT

Discuss words or phrases that do not translate similarly.

How does the curriculum support morphology for all students?

How can academic language be additionally supported within the classroom?

- Understanding base words and gaining skill in being able to make words out of base words and affixes begins the skill for root words and more complex affixes.

Word Study/ Morphology in 2-3

Free & Bound Morphemes	Base Words	Prefixes	Suffixes
Free morphemes can stand alone. <u>Bound morphemes</u> cannot stand alone and need to be attached to another morpheme.	Teaching students about word families and words that are related build the skills to identify meaning in similar words.	Prefixes can build the ability to alter meaning from a root word but not all prefixes always mean the same.	Suffixes alter the tense of the word or even the part of speech of the word.
Cat <u>s</u> Cat <u>s</u>	voy (way, journey) voy age voy ager con voy	in- means both not and in	read er jump ing

Future Skills Word Study Supports

- As students get older and move to higher grades the ability to be able to identify root words and affixes as a part of etymology will be critical to their ability to understanding specific word meaning for more complex words.
- Building these skills of taking apart words for meaning early builds the expectation to be able to do that for more complex words.

Think About Curriculum!

How does your curriculum engage students in word study?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Word Sort; Word Study Sets

In order of least complex to more complex, students should practice with different word sets. However, within each of these sets words also range from less complex to more complex:

1. Compound words

2. Base words (word family sets)
3. Suffixes
4. Prefixes
5. Root words



Selecting Word Sets

- When selecting word sets for students it is important that they have mastered the skills necessary for the new skill.
- For example, students must be able to segment and blend words and have proficiency in phonological and phonic tasks before they are able to move to this skill.
- Finding the 'right' or 'perfect' word set takes time and may not happen on the first try.
- 4 by 4 is a quick way to remember when it might be time to consider a change in an intervention; 4 intervention times with 4 progress monitoring times.

ENGAGEMENT

Browse different word sets from curriculum or other and determine if these word sets are simple or complex.

Look for patterns in the word sets to help you know.

Word Detective;

1. Select the word set that is most appropriate for the student.
2. Present the student with one word at a time (printed).
3. Guide students to separate the word into the morpheme parts; **raincoat= rain** and **coat**; **cats = cat** and **s**; **redo= re** and **do**
4. They will draw a line to separate the word or circle both parts of the word.
5. Extension: Encourage students to determine what each part of the word means; rain= water that falls from the sky, coat= something you wear
 - Then guide them to guess what the whole word must mean; raincoat= a coat you wear in the rain.

Word Builder:

1. Select the word set that is most appropriate for the student.
2. Provide the student with parts of the words from the set (morphemes) that when combined can be made into words; for example: provide rain, bow, basket, ball
 - Jump, s, ing, ed, draw, scoop
 - Art, ist, flex, ible, wonder, ful
3. Guide students to make words with the word parts.
4. Extension: ask students what the words they made mean
 - Ask students to say a sentence with the word they made.

Progress Monitoring Tools

- For many interventions, the same procedure can be used with changes to the error correction procedure and word/sound/set selection.
- Error correction procedures during an intervention are meant to support the student in understanding the correct response. However, during progress monitoring the provider should remain neutral and simply record the student's response as correct or incorrect.
- When selecting the set of words/sounds to use for the intervention the provider can choose either more intensity or less intensity.
 - More intensity- select options only from the previously used intervention sets
 - Less intensity- select options with never-before-seen words/sounds

Progress Monitoring Alignment

- Progress monitoring tools are intended to assess the same skill deficit the intervention has addressed.

Skill Deficit	Assessment Tool Skills
Word Study	Vocabulary
	Fluency
	Comprehension
	*Encoding

** Encoding should be used with purpose; spelling tests do not inherently assess phonic understanding as students often memorize word spellings.*

Case Study: Lucy, Kindergartener

- Lucy is a Kindergartener at Holiday Elementary.
- Her mother is a non-native English speaker and speaks mostly Dutch.
- Her father can speak some English but speaks Dutch at home.
- Lucy speaks Dutch at home but has attended preschool and has learned English at school.
- Sometimes Lucy forgets at school and speaks Dutch instead of English.
- She is not identified as at-risk at school but sometimes confuses words.
- The teacher is concerned that Lucy might be at risk as she gets older.

Case Study: Observational Data

- Lucy is applying Dutch and English plural markers, referred to as overcompensating.
- Sometimes, when answering in the group, she makes errors.
- The teacher has started to notice that she is merging Dutch and English together in her answers, called transferring.
- Transferring errors are initially good because students are making connections to grammar and structure.

Skill	Score	Frequent Incorrect Responses
Compound Words	80%	Ballbasket
Plural	80%	Catsen
Singular	80%	Cats
Suffixes	70%	Ranned Jumping

Recasting

- Do not focus on what is wrong.
- Instead give a recast of the student's response with appropriate pronunciation, grammar, or usage while adding additional information if appropriate.

Teacher: In our story, what did Kyle do when he won the race?

Lucy: He *ran* up and down!

Teacher: Yes, he *jumped* up and down!

Modified from Teaching English Learners: A Supplementary LETRS Module (Arguelles, Baker, & Moats, 2011, pgs. 13-18)

Reteaching

The teacher will use the opportunity to explicitly explain the correct answer and offer a time to learn the concept again.

Teacher: What pets were at the pet store?

Lucy: Cats and dogen!

Teacher: At the pet store, there were cats and dogs. Dogs is the word for more than one dog.

Case Study: Lucy

- Lucy is learning two languages at the same time.
- Students might combine both languages into the same word, sentence, or thought.
- Families should be encouraged to speak, read, and write in their home language to support high-quality language and literacy development.
- Recasting and reteaching are both strategies that can support all students including Lucy.
- **When should the teacher consider that Lucy is at-risk and might need additional intervention?**

Case Study: When Is Lucy At-Risk?

- Consider the school's MTSS practices.
 - What are the current Tier 1 practices that can support Lucy in Kindergarten?
 - What data might be helpful to support an at-risk determination?
- How can her family support help her in her English and Dutch language learning?

Case Study: Considerations

- Is Lucy responding as expected to the tier 1 general education curriculum?
- Does Lucy receive any additional supports because she is an EL student?
- How is Lucy scoring on in class assignments and screening measures?
- What communication does her family provide?
- Are the majority of Lucy's errors transfer errors?

Remember there is never one set answer to know if a student is at-risk. It is a combination of several factors, some of which may show up on a screener and others may not.

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Think About Lucy!

What should Lucy's teacher do to support her understanding at school?

What would indicate that Lucy needed more specific intervention?

ENGAGEMENT

Discuss these case studies and areas for improvement.

Family Engagement: Supporting at Home

- Support your students at home by providing parents with opportunities to use these skills at home
- Utilize our aligned newsletters or create your own with evidence-based practices provided.

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST WORD STUDY

Post-test is required for each individual participant to complete after the module.

May: Instructional Coaching

Pre-Test

The first part of the module requires **each team member to individually submit a pre-test**. The pre-test is 5 questions. The overall participant total is not utilized for data collection; however, the pre-test is required as a completion component.

PRE-TEST WORD STUDY

Pre-test is required for each individual participant to complete prior to the start of the module.

Agenda

- ☐ Purpose of Instructional Coaching
- ☐ Research Supporting Instructional Coaching
- ☐ Coaching Myths & Facts
- ☐ Seven Factors of Instructional Coaching
- ☐ The Impact Cycle
- ☐ PEERs Goals
- ☐ Implementing Instructional Coaching
- ☐ Best Practices

Purpose & Research

- Jim Knight is a pioneer in Instructional Coaching for Educators.
- Professionals benefit from working with others in ways that are responsive towards their needs and provide collaborative approaches to improvement of their craft.
- Instructional coaching is a form of collaboration between professional educators with the intent of improving outcomes selected by the mentored educator.
- Education is a complex profession that requires high-quality skills that are gained and mastered during use; therefore, it is reasonable to desire support for acquiring and mastering new skills.
- Instructional coaches are trained in their ability to guide educators towards their desired outcomes and provide collaborative support to assist them in their goals.

Research

- There is over 20+ years of research on the positive impact of instructional coaching and the important aspects of an instructional coaching program.
- Research shows the effectiveness in teachers with an instructional coach and those without is similar to the difference in novice teachers and those with 5-10 years' experience. (EdWeek, 2018)

Specific findings from research:

- Improved empowerment

- Improved instruction
- Cooperative learning support
- Building of trust amongst members
- Research found successful elements of coaching include: observation, feedback, goal-setting, and reflection

Coaching Models

- **Teacher-centered coaching**-The focus is to help the teacher improve their instructional practice through a coaching cycle.
- **Student-centered coaching**- Looks at student work as evidence with less emphasis on teacher reflection.
- **Differentiated coaching**- Allows coach to work with teacher on instructional practices, student performance, or both.

All coaching models support the goal of improving student learning.

- This module focuses on the instructional coaching framework from Jim Knight which models teacher-centered coaching by working through a coaching cycle.

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Think About It!

Do you have an instructional coach at your site?

What is the purpose of an instructional coach?

Myths and Facts

Area	Myth	Fact
Educators Receiving Coaching	• Coaching is for educators that are not skilled in their craft. • Coaching is for educators as a last resort. • Coaching is for only general education teachers.	• Coaching is for all types of educators to engage in meaningful collaboration in ways they would be otherwise limited when working alone.
The Instructional Coach	• The instructional coach is the “best educator” who can only	• A high-quality instructional coach works collaboratively with the educator to solve problems

	impart knowledge to the educator. • The instructional coach is a leader that embodies the best practices all the time.	together and is often not the “best educator” but is a skilled listener.
The Impact Cycle	• The instructional coach will tell the educator what to improve. • The instructional coach is a liaison to the administrator. • The instructional coach does not want or need to hear the educators’ input to be able to mentor.	• The Impact Cycle method is only impactful because of the collaboration between the coach and the educator; both parties are equal partners in their approach and the coach does not relay information unnecessarily to the administrator.
Roles & Responsibilities	• The instructional coach is there to fill in the roles of others when needed. • The instructional coach is a secondary administrator when needed for behavior or other emergency responses.	• The instructional coach’s time, roles, and responsibilities must be clearly defined to allow for coaching conversations and actions to occur. A well-defined coach will utilize the majority of their time coaching educators and preparing for coaching conversations.

Think About It!!

What other myths do you think exist regarding instructional coaching?

What is the most surprising fact about instructional coaching?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Seven Factors of Instructional Coaching

Equality – No one person is more valuable than any other.

Choice – The teacher makes most, if not all, the decisions about changes to their classroom.

Voice – Other's voices are honored. Ideas are shared in a way that encourages people to think together.

Dialogue – Partner conversation is rich in the thrill of learning, reflection, and creation in which both people really hear one another, and ideas flow fluidly.

Reflection – Partners will think deeply about what has happened in the past, what is happening in the present, and what will happen in the future. (Looking back, looking at, and looking ahead)

Praxis – Partners will engage in learning and thinking through how to apply some new knowledge to real-life classroom experiences.

Reciprocity – The coach and the teacher are open and learn together.

ENGAGEMENT

Discuss how these factors relate to yourself.

When you feel supported in this way, does it enhance your ability to learn? Why?

Communication

Questioning

Questions that are asked generate more ideas and deeper thoughts.

Questions often are about: how we act (What is one step you can take to get towards your goal?), how we feel (How did you feel when your students reached your goal?), and what we think (What surprised you this week?)

Listening

Focus – Both partners give their full attention to what the conversation partners are communicating at any given time.

A balance of telling and asking – A coach will balance asking important questions and suggesting ideas / teaching strategies.

Leading themselves

The coach has a driving purpose and motivation and will manage their time in a way that is productive to the established goals.

Leading others

The coach is responsive and ambitious in guiding and supporting the teacher.

Both partners see the strengths in others, are open to others' ideas, act in a way that show they are focused on the needs and interests of others.

Talent finders – help others become aware of their strengths

Liberator - creating a safe learning partnership that frees teachers to experiment, take risks, and use the impact cycle.

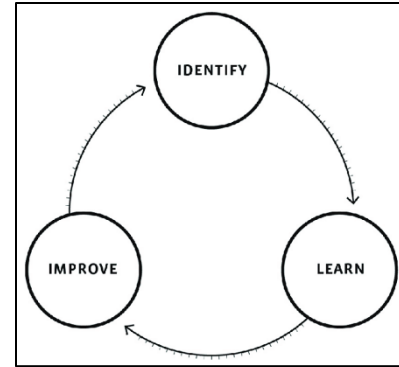
Challengers – challenge others by offering questions instead of answers.

Coaching Process

- The Impact Cycle is a process for helping teachers hit powerful goals.

Data

- **Engagement**
 - Behavioral
 - Cognitive
 - Emotional
- **Achievement**
 - Identify what students need to learn during a unit or lesson
 - Use different kinds of assessments



Instructional Playbook

- Short list of the high impact teaching strategies that coaches most frequently use with teachers
- Set of one-page documents summarizing the purpose, research, and essential information for each teaching strategy.
- Checklists for the strategies that coaches share with teachers.

System Support

- It is important that the culture promotes learning. Everyone in the system works together so that teachers can learn and grow, and students can excel.

Thinking About It!

Which of the seven factors is the most relevant to you?

Which of the seven factors do you see the most impactful?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

The Impact Cycle Steps

General Steps:

1. Setting a goal
2. Identifying a strategy to meet the goal
3. Implementing the strategy
4. Making adaptations until the goal is met

Identify:

- The educator and the coach should determine the focus of their collaboration.
- During the identify step the coach has three focuses with the educator:
 1. Establishing the current reality
 2. Defining a goal with the educator
 3. Selecting the teaching strategy to support the goal

ENGAGEMENT

Consider how this process is similar and different to a Professional Learning Community (PLC).

Learn

- The educator and coach begin their collaboration focused on the instructional strategy they selected.
- They can learn from each other while making use of:
 1. Modeling the instructional strategy
 2. Checklists for fidelity and integrity of the strategy

Improve

- The educator and coach continue their collaboration fine tuning the strategy.
- They determine improvements towards the goal through:
 1. Direction
 2. Progress towards the goal
 3. Improvements to implement
 4. Actions that change to support goals

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Think About the Impact Cycle!

How can the impact cycle support your teaching?

PEERS Goal

- **Powerful**
- **Easy**
- **Emotionally compelling**
- **Reachable**
- **Student-focused**

Powerful

- Powerful goals seek to make a lasting impact on the way students learn.
- They demand a passionate change that is important to lasting growth and instructional change.

Questions to ask/answer:

Will this make a difference in students' lives?

Easy

- Goals should be easy to measure and determine steps to change.
- Break down goals into easy to reach steps to support large systemic change.

Questions to ask/answer:

Will students feel that they can hit this goal?

Can they hit this goal?

Emotionally Compelling

- Goals should be emotionally compelling.
- The educator should have a passion to improve this aspect of student performance.

Questions to ask/answer:

Does this goal matter to you?

Do you have a reason for setting the goal?

Reachable

- The goal should be something that can be done in the timeframe provided.
- Students should be able to reach the goal based on the data collected.

Questions to ask/answer:

Does this goal have a finish line?

Is there a way to measure progress toward the goal?

Is there a way to get to the goal? (a teaching or learning strategy)



ENGAGEMENT

Take time to generate PEERS goals as practice.

Remember they should be student-focused and not use wording directed at teacher improvement.

Student-Focused

- The goal should be focused on a student outcome even if an instructional strategy change is the way to support the goal.
- Educators are seeking student change and thus the goal should be worded in a way to support student change.

Questions to ask/answer:

Is this providing clear feedback on whether changes are making a difference?

Think About PEERS!

Which of these components of the PEERS goals are most critical to your goal writing?

How can a PEERS goal shift the mindset of goal writing?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Making Use of an Employed Instructional Coach

- Determine as a school/district, the coaching method your instructional coach will use.
 - Jim Knight's Impact Cycle
- Develop protocols for selecting teachers on rotation and being able to meet with/support all teachers.
- Ensure data collection regarding student change and instructional coaching practices are being measured.

Not Having an Employed Instructional Coach

- Determine a coaching model that works to support student outcome change.
 - Jim Knight's can be supportive of independent change
- Develop easy to use tools to support independent change:
 - Checklists, templates, video cameras

ENGAGEMENT

Consider how your school can still use the tenants of the **IMPACT CYCLE** without a dedicated instructional coach.

- Allow more time to complete Impact Cycles/PEERS goals.
- Use mentor teachers/peer teachers to support change.
 - Observe other teachers in the building/district
- Utilize an instructional playbook to support educator decisions.
- Collect data regarding student outcomes, Impact Cycles, and PEERS goals.

Think About Coaching!

Having an instructional coach dedicated to the position can support schools.

How can a school make use of the practices in Jim Knight's Impact Cycle if they do not have an instructional coach?

RECOMMENDATION

Discuss these questions and document in the facilitator guide or a team note file.

Maintain a document to come back to these conversations throughout the professional learning.

Case Study: Ms. Franks

- Ms. Franks teaches 2nd grade at Smileville Elementary. She has taught here for 6 years in 1st grade but has moved up with the 1st grade class and is now teaching 2nd grade.
- **She has expressed concern with her students struggling with encoding new spelling patterns independently.**
- Her current practice includes an explicit lesson with the whole class to introduce new spelling patterns and then students are encouraged to practice the same patterns independently.
- Some students ask for extra help and Ms. Franks helps them.

Case Study: Identify

- **What is Ms. Frank's identification of reality?**

Case Study: Identify-Results

- **What is Ms. Frank's identification of reality?**
 - Ms. Franks does explicit instruction to introduce topics.
 - Students still need additional help once independent.
- **What data should the instructional coach collect to support the identification of reality?**
 - Number of students engaged in the explicit instruction
 - Number of students engaged in independent work
 - Number of students needing additional help

- Number of students with inaccurate answers

Case Study: Data Collection

Instructional Coaches Data	
Ms. Frank's 2nd Grade Phonics Lesson	
Length of Whole Group Lesson	15
Length of Independent Work	25
# of students engaged in the explicit instruction	18/23
# of students engaged in independent work	13/23
# of students needing additional help	20/23
# of students with less than a 75%	10/23

- Looking at Ms. Frank's data there are several takeaways to consider an adjustment:
- The length of the whole group lesson and independent work is long and may not be broken up into segments.
- Less students are engaged in the independent work than in the explicit instruction.
- Some students are getting less than 75% but almost all students are asking for additional help.

Case Study: Setting a Student Focused Goal

- Based on the data collected, the instructional coach and teacher are seeking a student focused goal to work on.
- Ms. Franks **has expressed concern with her students struggling with encoding new spelling patterns independently.**
- The goal should focus on both concerns:
 - Encoding newly taught spelling patterns
 - Accurately
 - Independently
- **Ms. Frank's students will work independently to accurately encode newly taught spelling patterns with an accuracy of 90%.**

Case Study: Selecting and Learning an Educational Tool

Independence

- Practicing a new chunked approach of Explicit instruction:

Accuracy

- Engaging students in think-aloud:
 - **I do-** Teacher models think-aloud during explicit directions.
 - **We do-** Teacher invites students to think-aloud with them.
 - **You do-** Students engage in think-aloud during their independent practice.



ENGAGEMENT

Practice looking up instructional practices and intervention strategies via the Oklahoma Academic Library or the What Works Clearinghouse.

Case Study: Continued Collaboration

- During the practice and implementation phase, the instructional coach and educator work alongside to address new barriers, concerns, or celebrate success.
- If the educator is working on the selected instructional methods without the instructional coach, they can record themselves, look at student samples, or watch videos of high-quality implementation.
- When the instructional coach is there, they can provide support in modeling the lesson, finding high-quality videos, assessing student work, etc.
- The collaboration between the educator and coach must be continuous to address barriers and focus on the student outcomes.

Case Study: Meeting the Goal!

- Since the goal is focused on student outcomes, reaching the goal can occur at predictable data collection points.
- The instructional coach can support the educator by collecting new data to support the student changes!
- This is a great time to celebrate the educator's work and the successful outcome!

Best Practice

- Instructional Coaching is meant for all teachers, not the newest or lowest performing teachers.
- School culture must be accepting the instructional coach position to improve student outcomes.
- Administrators must value the time the instructional coach has to dedicate toward coaching cycles and not utilize the coach for administrative purposes.
- Setting goals, having a shared purpose is critical in the success of the cycle.
- Collecting data regarding the coaching cycle is important to demonstrate student and educator change.

Post-Test

Following the modules, **each individual participant should complete the post-test assessment.** These 5 question quizzes support ongoing participation documentation as well as effectiveness in the delivery of the module content.

POST-TEST WORD STUDY

Post-test is required for each individual participant to complete after the module.