

What? Not Eligible? Workbook

Outcomes:

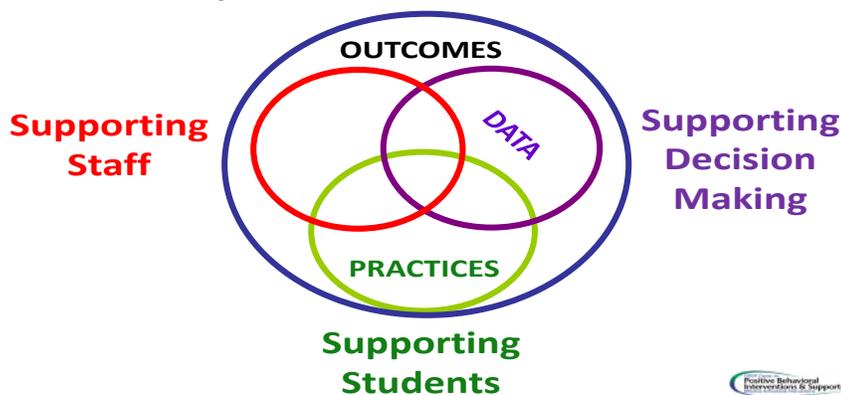
- **KNOW:** Ways in which a tiered system of supports provides intervention for both eligible and ineligible students
- **UNDERSTAND:** There are predictable problems that can be addressed in a variety of formats
- **DO:** Determine long-term goals and short-term contextual wins for addressing struggling students

“Your most unhappy customers are your greatest source of learning.” Bill Gates

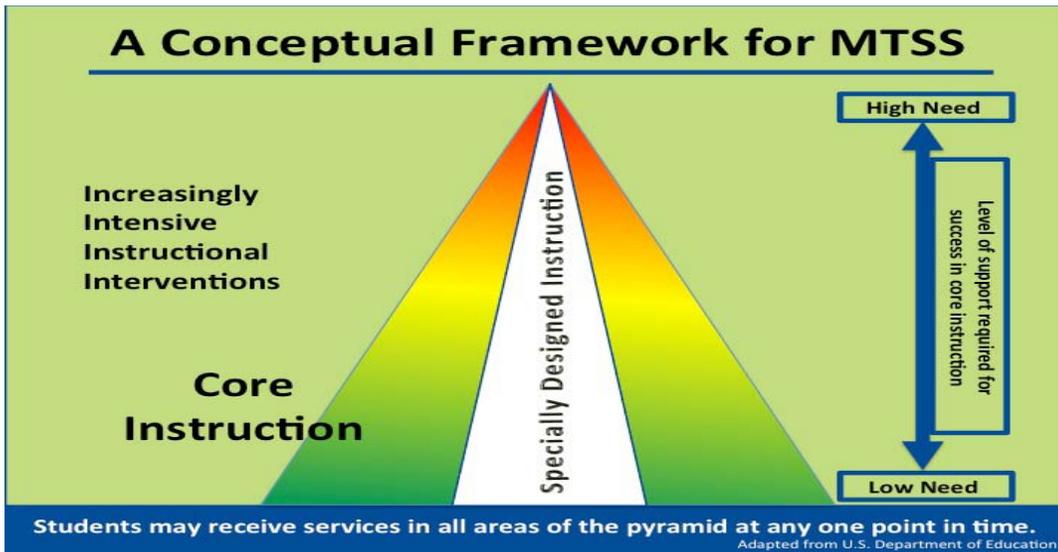
Responsive Instruction for both identified and non-identified students begins with an effective core.

In a tiered system, a continuum of supports based on need rather than label is installed.

Tiered System Supporting Improvements in Social Competence & Academic Achievement



These circles are the way we do our work.



1. Look at the second paragraph on the first page. What is the word in italics?
2. Go to the third page. In the row that begins with For Whom? What is the word that is in all capital letters?

Many schools establish time during the school day during which students can access supports regardless of label. Some resources are:

RTI Implementation: Developing Effective Schedules at the Elementary Level

<http://www.rti4success.org/video/rti-implementation-developing-effective-schedules-elementary-level>

RTI Scheduling Processes for Middle Schools

http://www.rti4success.org/sites/default/files/0681MS_RTI_Rescheduling_Brief_d2.pdf

National High School Center: Ask the Expert

http://www.betterhighschools.org/expert/danielson_q5.asp

Mike Rettig

www.schoolschedulingassociates.com

Remember this from Day One:

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
Professional Family Child	2,153	215,000	11 million	45 million
Working Class Family Child	1,251	125,000	6 million	26 million
Welfare Family Child	616	62,000	3 million	13 million

One example of a Tier 1 Intervention:

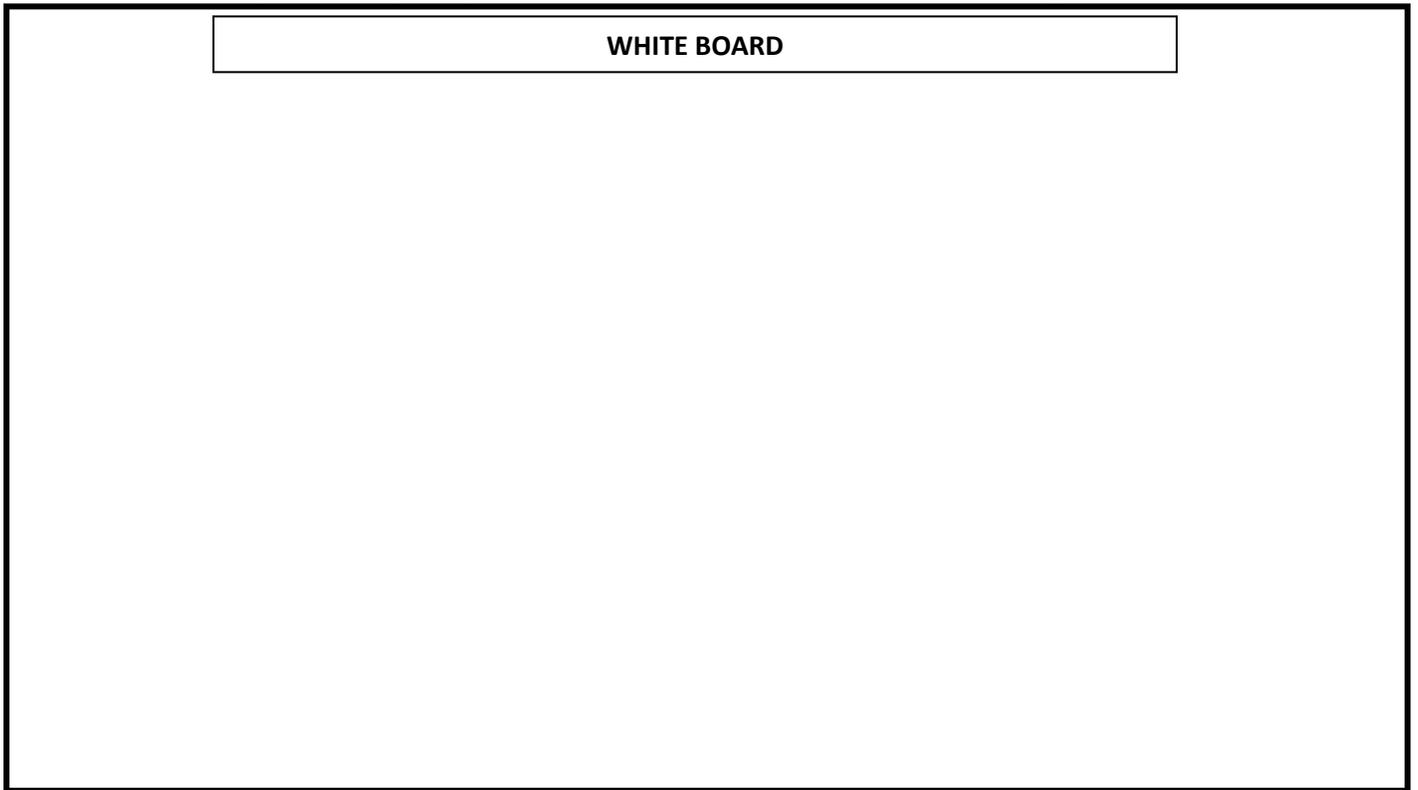
“At a signal from the teacher, Counting Dudes and Bragging Dudes pair off, introduce themselves as their words, and begin the activity. Their objective: Bragging Dudes must create 7-Up sentences with the vocabulary words on their lanyards. Counting Dudes must determine the accuracy of their partner’s choices.”

Word Nerds: Teaching All Students to Learn and Love Vocabulary, Overturf, Montgomery, and Smith, 2013

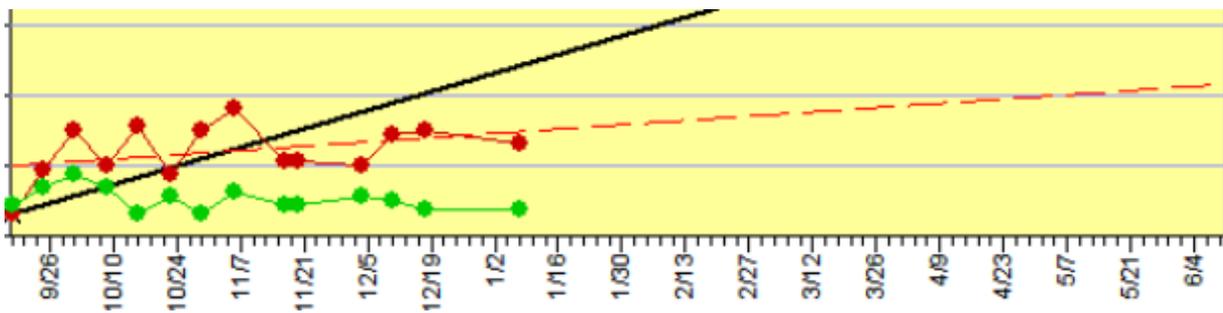
Activity:

1. How does an activity like this integrate academics and behavior?
2. How could you discuss code switching explicitly when you introduce the activity?
3. What other social skills are modeled here?
4. What classroom expectations would need to be in place?
5. How could this help with student engagement?
6. How could you use your WIDA data to pair students?
7. Oh, and one more thing... make sure you know which SOL objectives you covered!

What do we really mean by “explicit instruction?” Anita Archer is our guru!



Evidence Based Practices: planned for all three tiers, implemented, and monitored.



What do we do when the dots don't go up? Problem Solve.

Activity: List five or six reasons in your school/division why the dots may not be going up?

- 1.
- 2.
- 3.
- 4.
- 5/6.

What about the students who are treatment resistant? Refer to handout from the National Center on Intensive Intervention:

- What is in here that was also in the explicit instruction lesson?
- What are some of Hattie's concepts found here?
- What has the math department been asking us to do?
- What would help with authentic assessment?

Fidelity: Did We Do It the Right Way?

Look-for checklist on the road to the VTSS Benchmarks: These were some big ideas the original RtI consultants would look for when they went into a division and worked on tiered supports for all students.

- School schedule has allotted time for tiered interventions.
- Interventions are defined for reading, mathematics, and behavior.
- Tier 1 core materials are defined for reading, mathematics, and behavior.
- Interventions are not defined by a service provider.
- There is evidence of a "continuum of supports" available to all students which extends beyond re-teaching the material ("double dip" approach).
- There is evidence of professional development for teaching core instruction, expectations, and interventions.
- The practices utilized are evidence based.

The following sheet has some Small Steps. What are some ways that you can work together for both identified and non-identified students with unique needs? You may put your actions into the purple "participant planner" from Day One.

- Work with leadership to examine not just fidelity of Tier 1 but also of interventions. This is especially crucial at middle school.
- Evaluate your intervention practices; determine if they are more of the same from Tier 1
- Examine some school wide interventions based on your population and your data
- Establish routines across classes (behavior and academic)
- Teach strategies vertically and across content classes
- Collect data on common problems brought to your team and develop some solutions on which you can coach
- Sit with teachers and watch the webinar from the National Center on Intensive Intervention
- Coach around Anita Archer's Explicit Instruction for teaching, providing feedback, and providing appropriate practice
- Re-visit the school schedule
- Watch for information on Cohort 3 of the Virginia Tiered System of Go Back to Your

Activity	Who Will Collaborate With Our Team on This?	When Could We Realistically Do This?	What Help Do We Need?
1.			
2.			

*Remember: Even Just Exploring an Idea is a Good Place to Start

Presenter: Regina Pierce regina.h.pierce@gmail.com

Virginia Tiered System of Supports: Dr. Tom Manthey tom.manthey@doe.virginia.gov