WYOMING MTSS INTRODUCTORY MODULE SERIES

MODULE 4:

MTSS ESSENTIAL COMPONENT– HIGH-QUALITY TIER I

Participant Workbook

About This Workbook

This participant workbook is intended for use with the following additional resources:

- Module 4: MTSS Essential Component–High-Quality Tier I slide presentation

- Module 4: MTSS Essential Component–High-Quality Tier I Facilitator's Guide

Activities found in this workbook can be adapted to reflect state and local context, needs, and priorities.

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Handout 4.1: Activator Activity

Directions: Generate three to five practices you believe are the most important teaching practices all classroom teachers need to know and write them in the first column. Leave the second column empty. We will revisit this activity at the end of the module.

What I believe are the most important practices teachers need to know to implement core instruction.	What research indicates are the most important practices teachers need to know to implement core instruction.
1.	
2.	
3.	
4.	
5.	

Handout 4.2: Making Connections---Self-Evaluation of Tier I System

Directions: Read the descriptors in each column. With your team, determine which descriptor best describes your current Tier I system.

Measures	1	3	5
a. Research-Based Curriculum Materials	Few core curriculum materials are research based for the target population of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	All core curriculum materials are research based for the target population of learners (including subgroups).
b. Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.
c. Differentiated Instruction	Neither of the following condition is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.

d. Standards Based	The core curriculum (reading and mathematics) is not aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is partially aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is aligned with the Common Core or other state standards.
e. Exceeding Benchmark	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.

Handout 4.3: High-Leverage Practices

High-leverage practices are considered the basic fundamentals of teaching necessary to support all learners. These practices are used constantly across subject areas, grade levels, and contexts and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development.

The high leverage practice presented below are from TeachingWorks. To learn more, visit http://www.teachingworks.org/work-of-teaching/high-leverage-practices.

Leading a group discussion
In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Explaining and modeling content, practices, and strategies
Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.

Eliciting and interpreting individual students' thinking
Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

Diagnosing particular common patterns of student thinking and development in a subject-matter domain
Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able

to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.

Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress

Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

Building respectful relationships with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, "check in" conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

Talking about a student with parents or other caregivers
Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students' academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child's success in and out of school.

Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
Teachers must actively learn about their particular students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students. It also means keeping track of what is happening in students' personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school.

Setting long- and short-term learning goals for students
Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

Designing single lessons and sequences of lessons
Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

Checking student understanding during and at the conclusion of lessons
Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current

level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

Selecting and designing formal assessments of student learning
Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

Providing oral and written feedback to students
Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

Analyzing instruction for the purpose of improving it
Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

Handout 4.4: High-Leverage Practice Expert Note-Taking Guide

Directions:

1. Get into groups of 4-5 participants.
2. Divide the 19 practices in Handout 4.3 among the group members.
3. Provide individual team members 5-7 minutes to review their assigned practices and take highlight key points.
4. Individual team members briefly describe their assigned practices with the group (~1 minute per practice).
5. Discuss implementation considerations.

A link to the high-leverage practices can be found here, http://www.teachingworks.org/work-of-teaching/high-leverage-practices.

Key Points	Implementation Considerations

Handout 4.5: Prioritizing High-Leverage Practices

Directions: Using the High-Leverage Practices (HLP) handout, identify three to five HLPs that you or your school would like to improve implementation by all classroom teachers. Develop an action plan for disseminating and encouraging implementation.

High-Leverage Practice Priorities

    1.

    2.

    3.

    4.

    5.

Action Plan for Dissemination and Implementation

Module 4 Quiz

Multiple Choice: Select the best answer.

1. Which of the following is NOT a critical feature of Tier I instruction from the Wyoming MTSS Fidelity Implementation Rubric?

   a. Articulation of teaching and learning (in and across grade levels)

   b. Instruction aligned with state standards

   c. Consistent use of differentiated instruction

   d. Instruction aligned with anecdotal evidence

2. Which of the following should be used to evaluate whether the implemented core (Tier I) curriculum is meeting the needs of all students (including subgroups)?

   a. Teacher preference

   b. Student data

   c. Curriculum material manuals

   d. None of the above

3. Examination of screening/benchmark data across time points can be used to evaluate the effective of core (Tier I) instruction:

   a. Within grade level only

   b. Across grade levels only

   c. Within and across grade levels

True/False: Identify whether the statement is true or false.

4. _____The only way to differentiate instruction is through student groupings.

5. _____High-leverage practices (HLPs) refer to how teachers deliver instruction and they can be observed.

6. _____High-leverage practices (HLPs) are not supported by research or legal foundations.

Module 4 Glossary

Accommodations. Accommodations are changes to instruction or assessment administration that are designed to increase students' access to materials or enable them to demonstrate what they know by mitigating the impact of their disability. They also are designed to provide equity, not advantage, for children with disabilities.

Benchmark. A benchmark is a pre-determined level of performance on a screening or progress monitoring assessment that is considered representative of proficiency or mastery of a certain set of skills.

Core curriculum. The core curriculum includes the materials and instructional standards required of all students in the general education setting. Core curricula often are instituted at the elementary and secondary levels by local school boards, departments of education, or other administrative agencies charged with overseeing education

Differentiated instruction. Differentiated instruction refers to an educator's strategies for purposely adjusting curriculum, teaching environments, and instructional practices to align instruction with the goal of meeting the needs of individual students. Four elements of the curriculum may be differentiated: content, process, products, and learning environment.

Evidence-based intervention or practice. An evidence-based intervention is an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what would be expected without that intervention.

Fidelity of implementation. Fidelity of implementation refers to the accurate and consistent delivery of instruction or assessment in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity are adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

High-leverage practices. High leverage practices are cross cutting practices that are used by all teachers in delivering classroom instruction and evidence based interventions and practices. They are considered essential to effective teaching, limited in number, observable, and of sufficient grain size to preserve complexity of teaching.

Research-based curricula. Incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design.

Primary prevention. Level Primary prevention may also be referred to as the core curriculum or Tier I. The primary prevention level is the first level in a multi-level prevention system. It consists of high-quality core curriculum and research-based instructional practices that meet the needs of most students.