Making Connections---Self-Evaluation of Tier 1 System

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

Primary-Level Instruction/Core Curriculum (Tier I)			
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).
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.
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.

Standards-Based	The core curriculum (e.g., academics, behavior, social-emotional) is not aligned with the state standards.	The core curriculum (e.g., academics, behavior, social-emotional) is partially aligned with the state standards.	The core curriculum (e.g., academics, behavior, social-emotional) is aligned with the state standards.
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.
Below Benchmark	Neither of the following conditions is met: (1) the school provides appropriate supports (i.e., instructional technology, accommodations, modifications) for students below grade level to access core instruction; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides appropriate supports (i.e., instructional technology, accommodations, modifications) for students below grade level to access core instruction; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the school provides appropriate supports (i.e., instructional technology, accommodations, modifications) for students below grade level to access core instruction; and (2) teachers implement those opportunities consistently at all grade levels.
Schedule	The schedule does not provide sufficient time for core planning and programming instruction or it's left up to individual staff members to ensure that planned time is utilized for core instruction.	The schedule provides sufficient time for core instruction but it is not protected from controllable interruptions nor monitored to ensure that planned time is utilized for core instruction.	The schedule provides sufficient time for core planning and delivery, is protected from all controllable interruptions, and is monitored to ensure that planned time is utilized for core instruction.

Tools for Identifying Tier 1 High-Leverage and Evidence-Based Practices

Several online resources are available to assist educators in identifying Tier 1 high-leverage and evidence-based practices. This handout describes several of these resources.

What Works Clearinghouse (WWC)
- **Topics:** Literacy, Math, Science, Student Behavior, Youth with Disabilities, College and Career, Dropout, Early Childhood, Education Technology, English Language Learners
- **Resources**: Intervention Research Reports, Practice Guides, Videos of Effective Math Practices, Reviewed Research Studies
- **Funding Source:** Institute of Education Sciences, U.S. Department of Education
- **Website:** http://ies.ed.gov/ncee/wwc/

TeachingWorks
- **Topics:** High-leverage practices, High-leverage content,
- **Resources:** Videos, Educator Preparation Resources
- **Funding Source:** University of Michigan, TeachingWorks
- **Website:** http://www.teachingworks.org/work-of-teaching/high-leverage-practices

High-Leverage Practices in Special Education
- **Topics:** High-leverage practices, Birth to age 5, K-12 Practices
- **Resources:** Training Videos, Professional Development Guide, Books, Webinars
- **Funding Source:** CEEDAR, U.S. Department of Education, and Council for Exceptional Children
- **Website:** https://highleveragepractices.org/

Evidence of ESSA
- **Topics:** Reading, Math, Social-Emotional, Attendance, Science, Writing
- **Resources:** Program reviews
- **Funding Source:** Anne E. Casey Foundation and the Bill and Melinda Gates Foundation
- **Website:** https://www.evidenceforessa.org/

Best Evidence Encyclopedia
- **Topics:** Math, Reading, Science, School Reform, Early Childhood, Technology, English Language Learners
- **Resources:** Magazine, Articles, Program Reviews, Newsletter, Full Reports, Educator Summaries
- **Funding Source:** Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.
- **Website:** www.bestevidence.org

Assessing Implementation of Tier 1 High Leverage Practices (HLPs)

"These high-leverage practices are used across subject areas, grade levels, and contexts. They are 'high-leverage' not only because they matter to student learning but because they are basic for advancing skill in teaching (www.TeachingWorks.org)." To what extent are these practices used consistently across teachers and domains within your school? With your team, read each descriptor and place an X in the column that best describes the extent to which teachers in your school/district consistently and effectively use these practices in the delivery core instruction (0 = not observed/very few, 1 = some teachers, 2 = most teachers).

High Leverage Practice	Description	0	1	2
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	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			

student thinking and development in a subject-matter domain	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.			

Reflection of Tier 1 Selection and Implementation of HLPs

1. What are 2-3 areas of strength in our implementation of high leverage practices?

2. What are at least 2-3 areas we can focus on to improve implementation of high-leverage practices consistently across all teachers within Tier 1?

3. What are at least 2-3 potential next steps to improve the quality of instruction in the upcoming year?

HLP: Explicit Instruction

Clear Objective
- Important focus
- Specific learning outcome

I Do

Modeling
Clear Explanation

Planned Examples

Practice
Guided Practice

Independent Practice

We Do

You Do

Supporting Practices
- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

www.intensiveintervention.org

Features of Explicit Instruction: Master Checklist

Explicit Instruction

The methods used to **create objectives** should:

- [ ] Select a goal from IEP or standards
- [ ] Choose an objective that is the next step toward the goal
- [ ] Limit the objective to one singular next step toward the goal
- [ ] Describe a learning outcome in behavioral terms that assess mastery of objective

The methods used to **provide modeling** should:

- [ ] Give clear explanations
- [ ] Model multiple planned examples
- [ ] Use supporting practices

The methods used to **provide practice** should:

- [ ] Provide guided practice
- [ ] Provide independent practice

Supporting Practices

The methods used to **elicit a response** should:

- [ ] Maintain or check accuracy of processing
- [ ] Match the learning outcome
- [ ] Match the students' abilities
- [ ] Match the desired response format
- [ ] Maximize student involvement

The methods used to **provide feedback** should be:

- [ ] Immediate: delivered as soon as possible
- [ ] Specific: tied directly to students' actions

The methods used to **maintain a brisk pace** should:

- [ ] Move on when students are ready
- [ ] Use the supporting practices

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Considerations for Selecting EBPs and Core Programming in Tier 1: Is it FAIR?

Feasibility	Cost, specialized training, or complexity are feasible within current context.
Acceptability	Acceptable for impacted stakeholders, including teachers, leaders, and families.
Impact	Evidence that it produced positive results on desired outcomes, strength of the effects, and amount of evidence.
Relevance	Research demonstrates impacts in similar setting and with children with similar characteristics (age/grade, cultural, needs, socioeconomic).

HOW CAN THE WWC PRACTICE GUIDES HELP TEACHERS?

THE PRACTICE GUIDES...
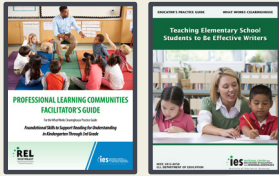
[Access the Practice Guides](#)

- Provide educators with the best research evidence available
- Combine expert panel knowledge with rigorous research findings
- Offer specific recommendations to address education challenges

EACH PRACTICE GUIDE INCLUDES...

- A summary of the existing research on a key topic
- A discussion of practices that are supported by research evidence
- Key examples to demonstrate the concepts discussed

- Definitions of key terms and concepts
- Specific recommendations for how to address educational issues
- A system of evidence levels for each recommendation

PRACTICE GUIDES CAN SUPPORT WORK AND ANSWER YOUR QUESTIONS...

- Across multiple academic subjects
- On topics beyond academic content, such as student dropout

- At every level from early childhood to postsecondary education
- About different special populations

EXAMPLES OF PRACTICE GUIDE RECOMMENDATIONS
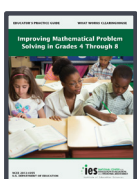
- "Prepare problems and use them in whole-class instruction."
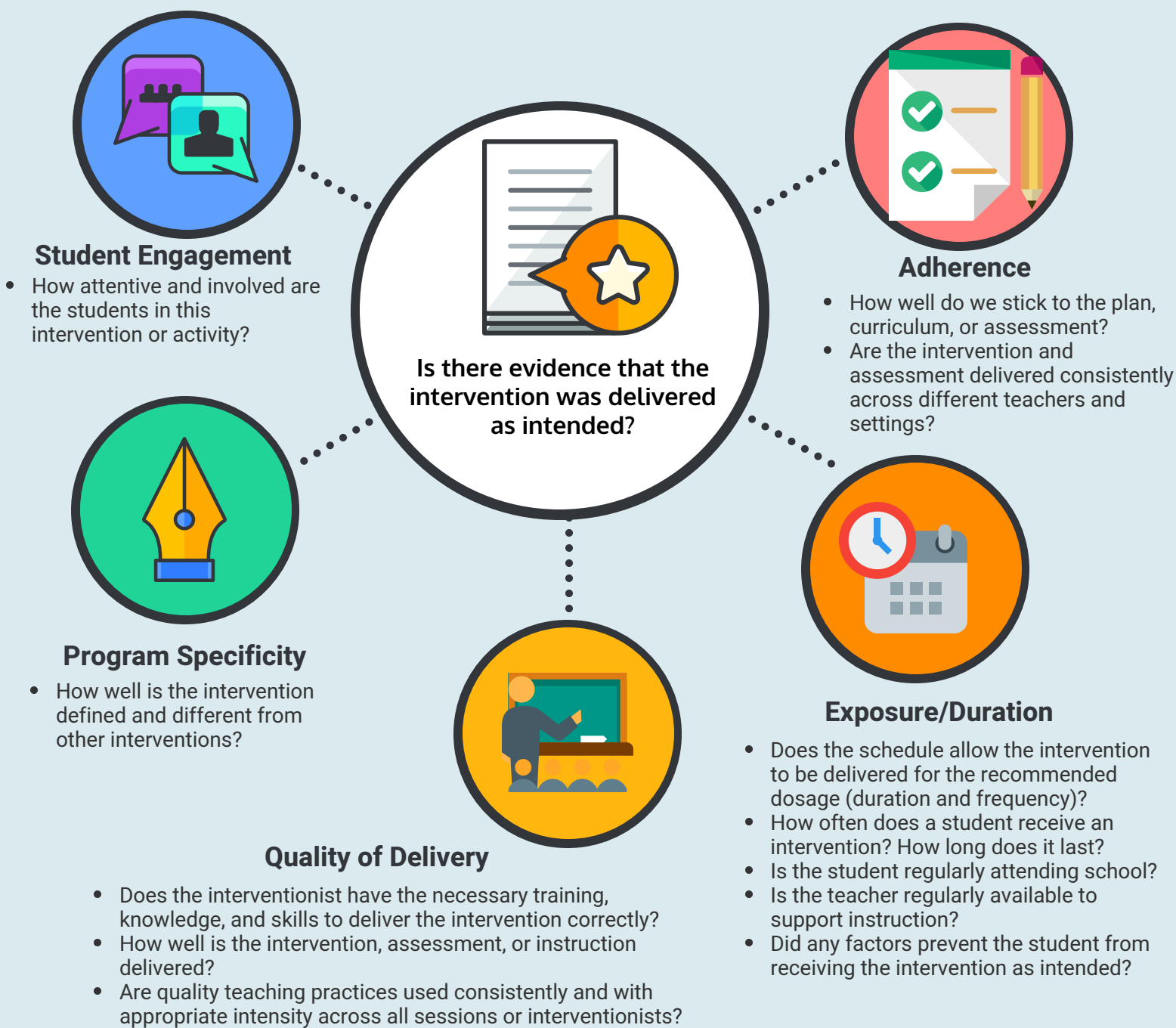- "Expose students to multiple problem-solving strategies."

  These recommendations are concise examples from the [*Mathematical Problem Solving Practice Guide*](#)

View WWC resources at https://whatworks.ed.gov.

ies WHAT WORKS CLEARINGHOUSE

Considerations for Effective Implementation
5 Elements of Fidelity

Is there evidence that the intervention was delivered as intended?

Student Engagement
- How attentive and involved are the students in this intervention or activity?

Adherence
- How well do we stick to the plan, curriculum, or assessment?
- Are the intervention and assessment delivered consistently across different teachers and settings?

Program Specificity
- How well is the intervention defined and different from other interventions?

Quality of Delivery
- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
- How well is the intervention, assessment, or instruction delivered?
- Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

Exposure/Duration
- Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
- How often does a student receive an intervention? How long does it last?
- Is the student regularly attending school?
- Is the teacher regularly available to support instruction?
- Did any factors prevent the student from receiving the intervention as intended?

Why fidelity? If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

Source: Dane and Schneider (1998); Gresham, Gansle, and Noell (1993); O'Donnell (2008).

References

Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control? *Clinical Psychology Review, 18*, 23–45.

Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis, 26*, 257–263.

O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. *Review of Educational Research, 78*, 33–84.

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