

Advancing School Leadership for Continuous Improvement

Strengthening the Infrastructure to Meet the Literacy Needs of the Whole Child

**Winter Instructional Leadership Conference
February 25-26, 2020**

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Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

Outcomes for Today

- Understand the essential component of **Infrastructure** in Georgia's Tiered System of Supports for Students
- Explore how Georgia's Tiered System of Supports for Students framework impacts literacy instruction
- Reflect on how the subcomponents of infrastructure are essential to an effective literacy program

Georgia's Tiered System of Supports for Students: A National Definition

- A tiered system of supports integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.
- Promotes systems alignment to increase efficiency and effectiveness of resources.

(Adopted from National Center on Response to Intervention, 2010)

Think-Pair-Share: Barrier Activity

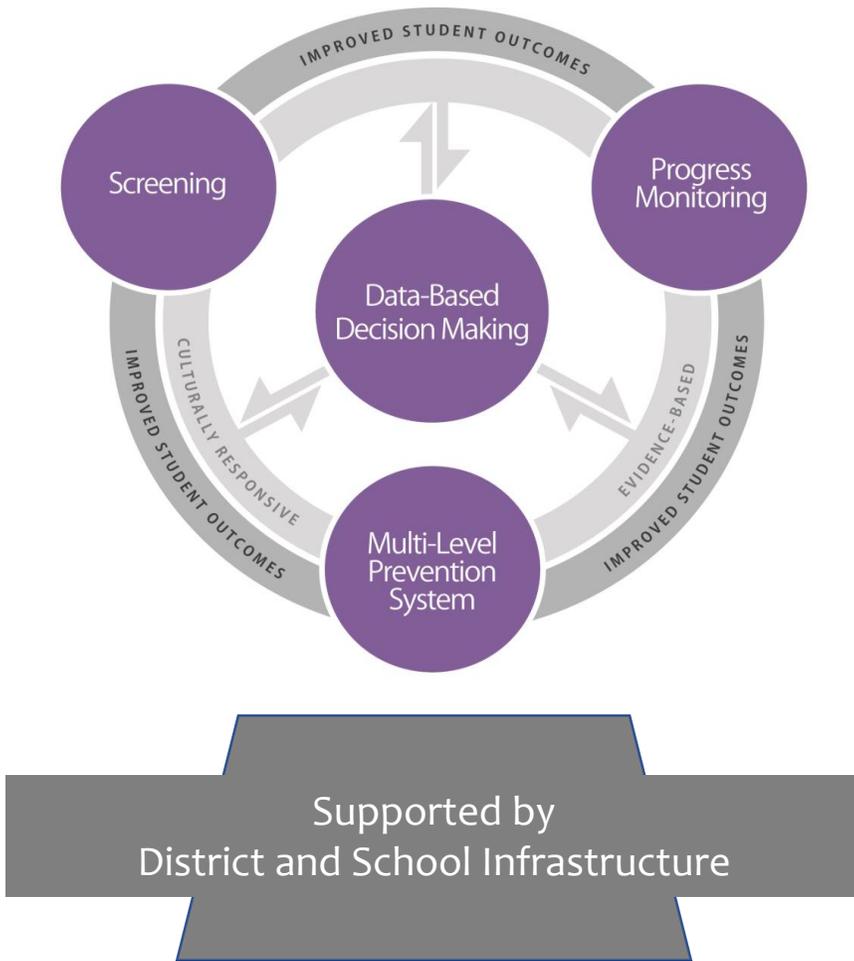
- With your groups, briefly discuss challenges that have impacted literacy outcomes in your school/district.
- We will chart a few of these responses. and refer to these responses during the session.

What is a Multi-Tiered System of Supports (MTSS)?

A Multi-Tiered System of Supports is a framework that:

- incorporates 5 essential components;
- is data driven;
- includes a team approach;
- supports ALL students in learning; and
- is considered best practice for teaching and learning.

Essential Components of the Nationally Aligned MTSS Framework



Georgia added the essential component of Infrastructure. Georgia will focus on Leadership, Effective Teaming, Professional Learning, and Family and Community Engagement .

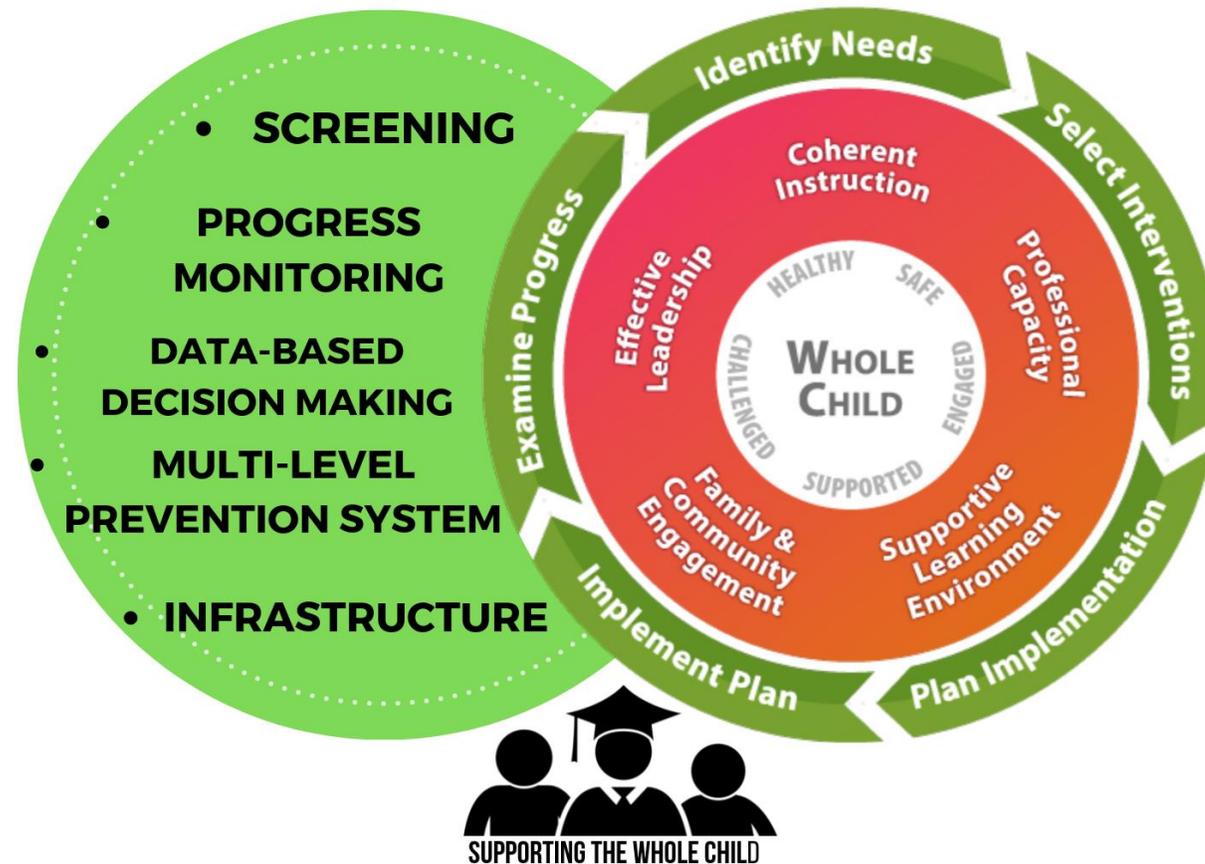
Georgia's Tiered System of Supports for Students

How do the following essential components impact the literacy program in your district/school?

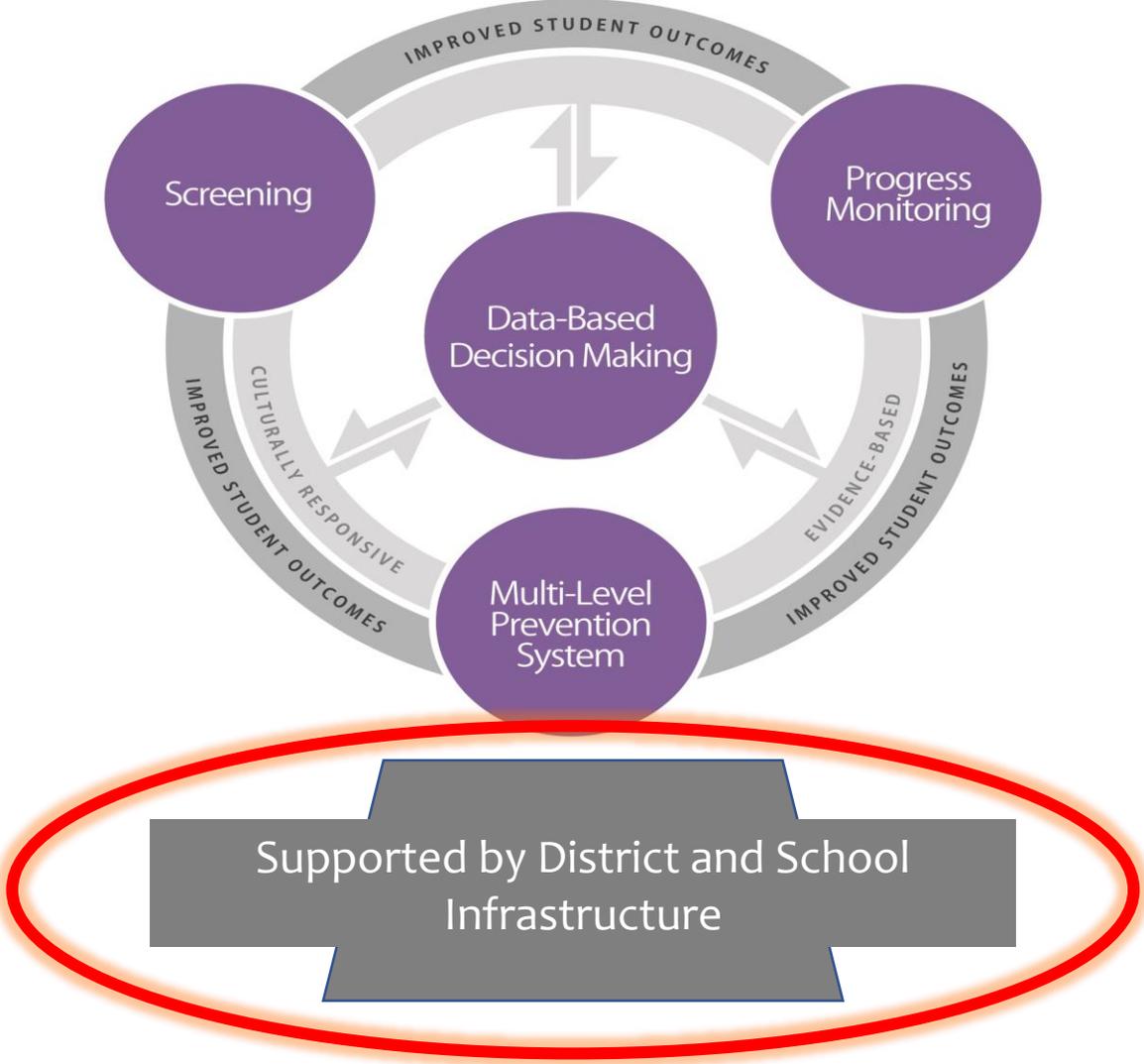
1. Screening
2. Progress Monitoring
3. Data-based Decision Making
4. Multi-Level Prevention System
5. Infrastructure

MTSS: Integrating the *What* and the *How*

Integrating the Essential Components of Georgia's Tiered System of Supports for Students with Georgia's Systems of Continuous Improvement



Essential Component: Infrastructure



Essential Component: Infrastructure

Knowledge, resources and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals

- Prevention Focus
- **Leadership**
- **Professional Learning**
- Schedules
- Resources
- **Family and Community Engagement**
- Communication with and Involvement of All Staff
- **Effective Teaming**
- Cultural and Linguistic Responsiveness

Turn and Talk

What knowledge and resources are needed to support literacy instruction?

Group 1: Knowledge (Leaders)

Group 2: Knowledge (Teachers)

Group 3: Resources (Leaders)

Group 4: Resources (Teachers)

Fidelity of Implementation Rubric: Infrastructure



Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric



Additional Items --- <i>Infrastructure and Support Mechanisms; Fidelity and Evaluation</i>			
Measures	1	3	5
4. Infrastructure and Support Mechanisms --- <i>Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.</i>			
A. Prevention Focus	Staff generally perceives Georgia's Tiered System of Supports for Students as a program that solely supports the prereferral process for special education.	Some staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.	All staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.
B. Leadership Personnel	District leader support for implementation of Georgia's Tiered System of Supports for Students is not very evident.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of Georgia's Tiered System of Supports for Students.	Decisions and actions by school and district leaders proactively support the essential components of Georgia's Tiered System of Supports for Students and help make the framework more effective. Support for implementation of Georgia's Tiered System of Supports for Students is a high priority.
C. School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice,	Some forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice,

District Fidelity of Implementation Rubric
Adapted from Center on Response to Intervention
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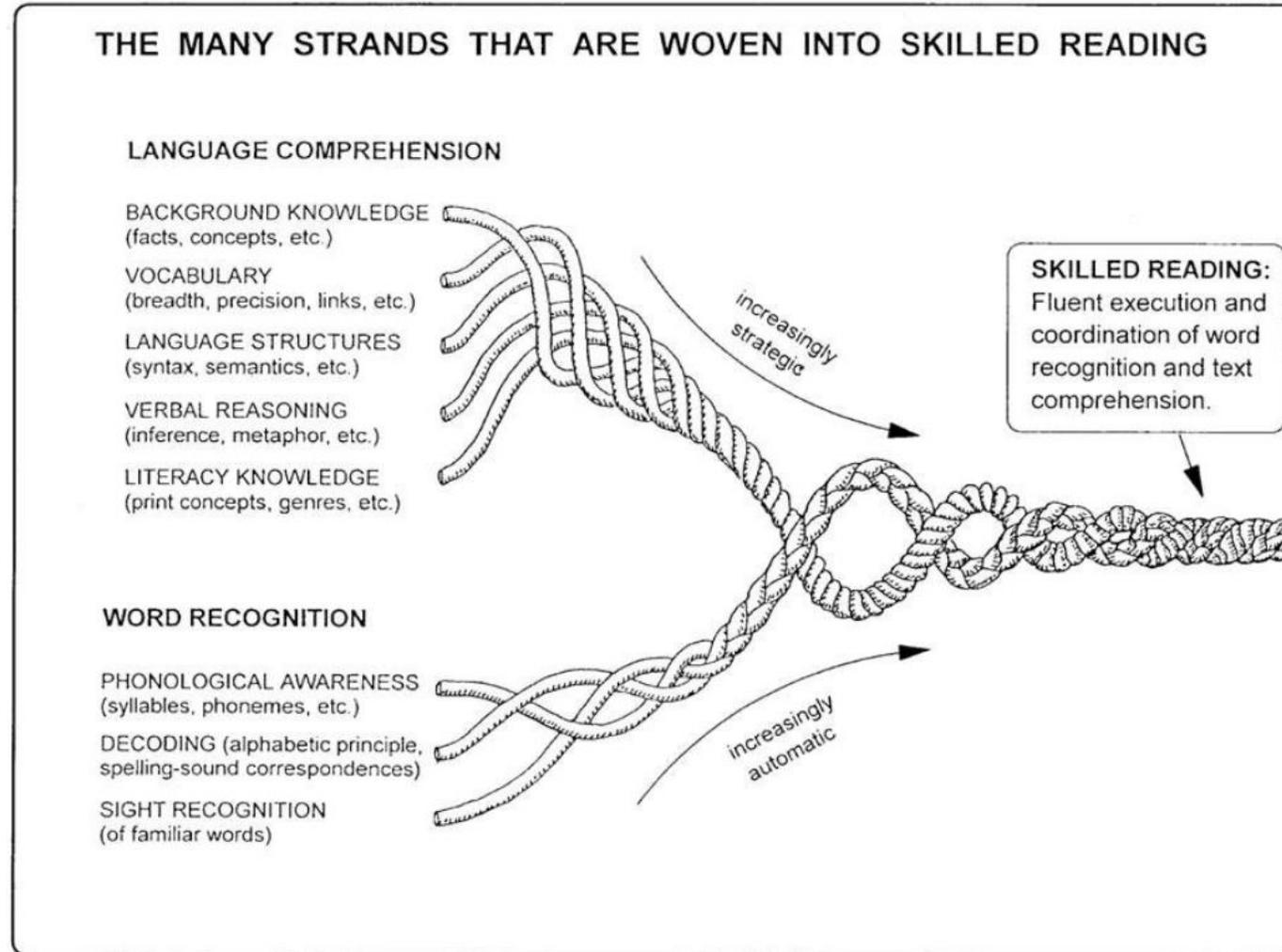
Turn and Talk

How does infrastructure impact effective use of knowledge and resources?

What is Reading Literacy?

- The Programme for International Student Assessment (PISA) 2018 definition of **reading literacy** is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.
- American Institute of Research (AIR) definition of **literacy** is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently.
- Georgia Literacy Task Force's **definition of literacy** is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:
 - to communicate effectively with others,
 - to think and respond critically in a variety of settings to a myriad of print and non-print text, and
 - to access, use, and produce multiple forms of media, information, and knowledge in all content areas. (Georgia Department of Education)

Scarborough's Reading Rope

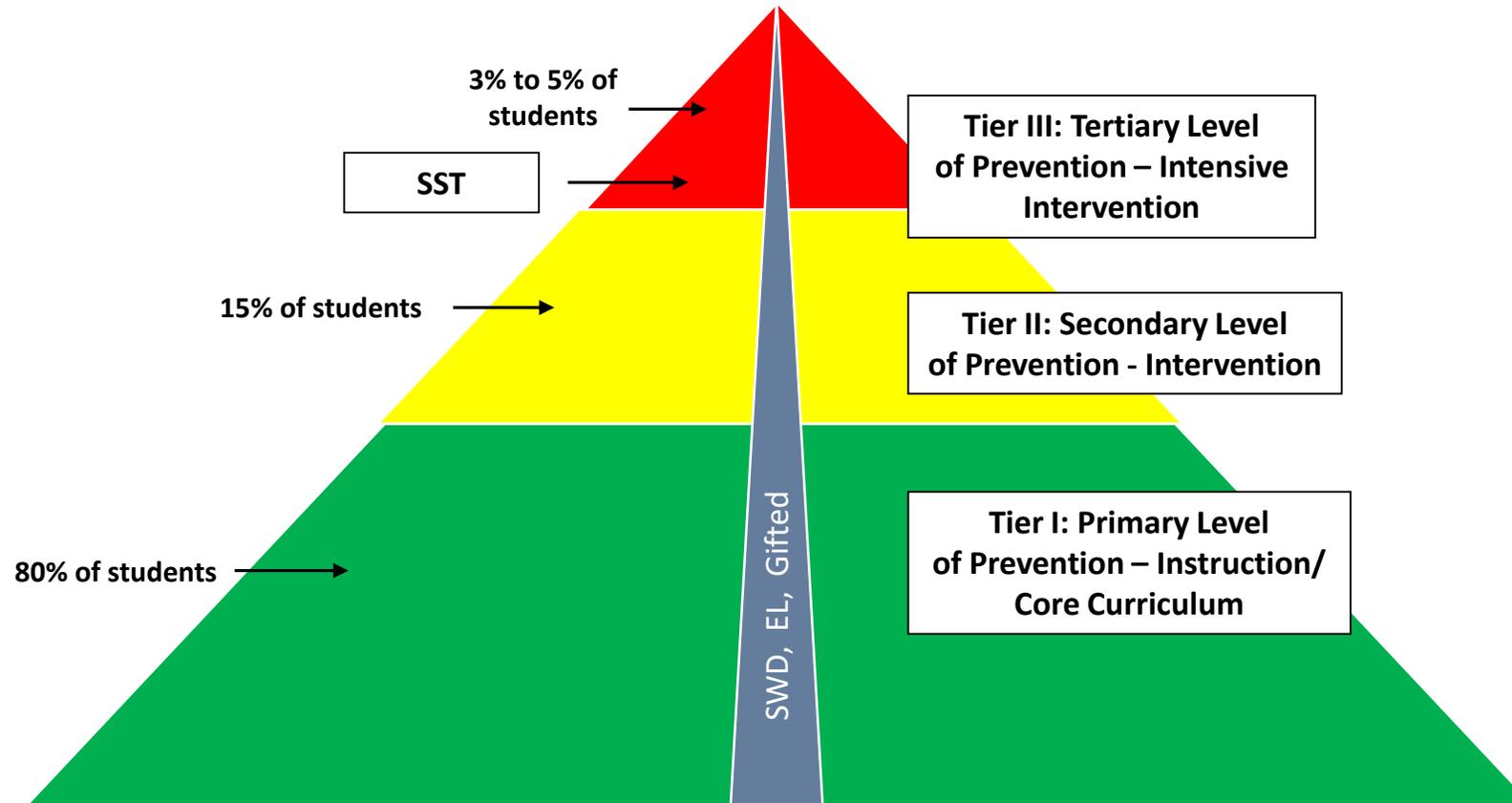


<https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/>

What do schools need to foster literacy development?

- Multi-Level Prevention System
- Literacy Curriculum Plan
- Assessment Plan and Calendar
- High-Leverage Practices
- Evidence-Based Practices
- Evidence-Based Interventions
- Implementation Fidelity Plan
- Professional Learning/Professional Learning Communities
- Family and Community Engagement
- Etc.

Georgia's Multi-Level Prevention System



*Question to Ponder -
What factors might
impact a school that
has an inverted
pyramid based upon
their literacy data?*

Students receive services at all levels, depending on need.

Literacy Curriculum Plan

- What are students expected to learn and do?
- **How will we get them there?**
 - What do we teach?
 - How do we teach it?
 - When do we teach it?
- **What resources are needed?**
- How can we ensure that this is happening?

Which of the subcomponents impact effective development and implementation of a literacy curriculum plan?

Planning Standards Aligned Instruction within a Multi-Tiered System of Supports

1. What **goals** are stated or implied (benchmarks or expectations for teaching and learning, often made explicit in the form of a scope and sequence of skills to be addressed)?
2. What **methods** are stated or implied (the specific instructional methods for the teacher)?
3. What **materials** are stated or implied (the media and tools that are used for teaching and learning)?
4. What **assessments** are stated or implied (the reasons for and methods of measuring student progress)?

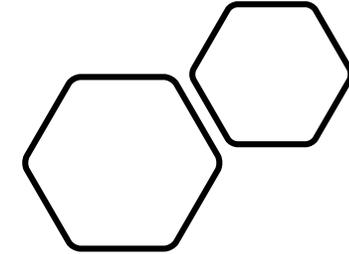
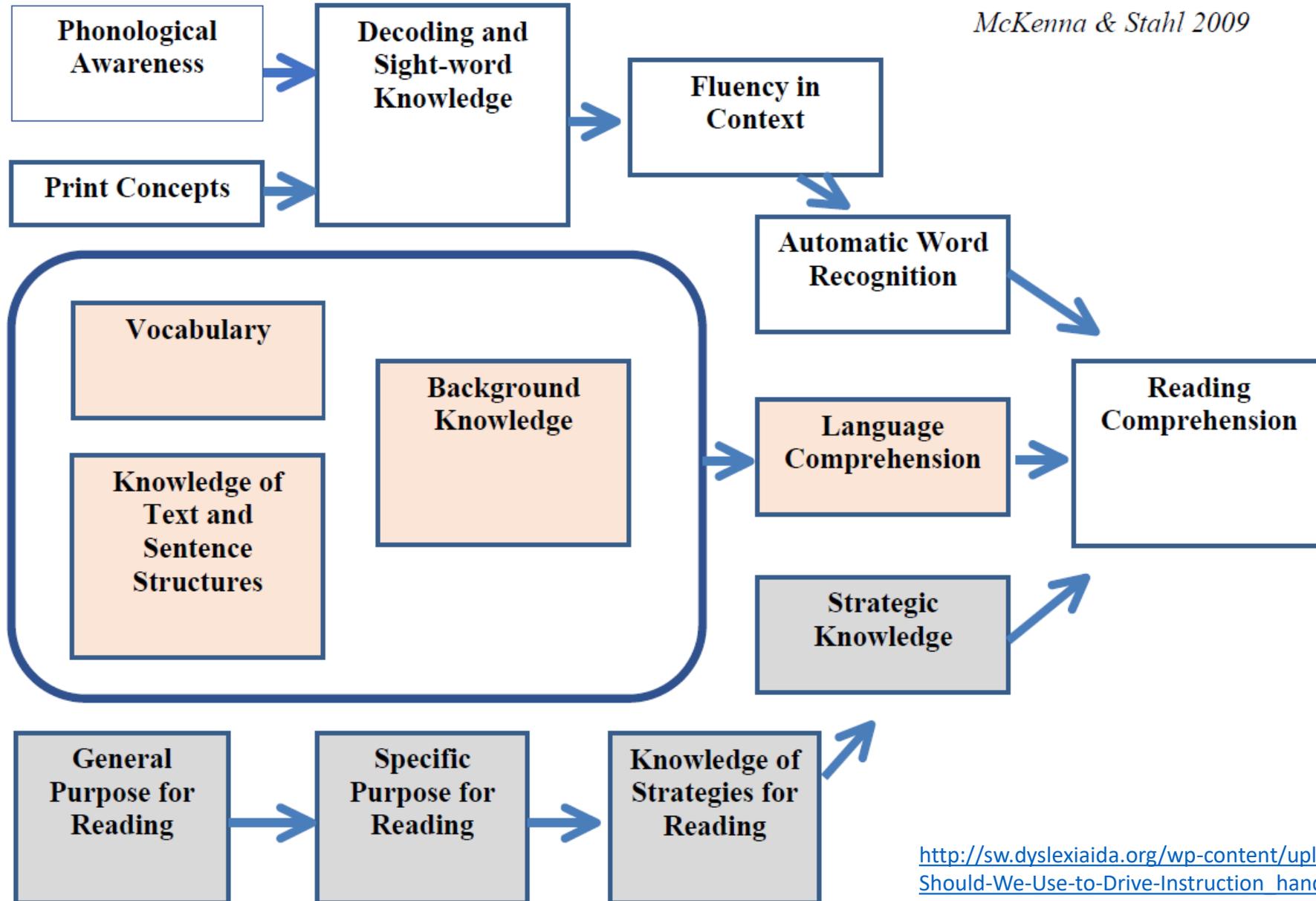
Assessment Plan

- How do you determine a student's level of risk?
- **What tools and resources do you use to monitor students' response to core literacy instruction (Tier I)?**
- **How do you ensure progress monitoring data is collected and used effectively (Tiers II and III)?**
- How do you ensure effectiveness of your assessment plan?
- What is the role of data-based decision making?

Which of the subcomponents impact the development and implementation of an assessment plan?

Cognitive Model of Reading Assessment:

McKenna & Stahl 2009



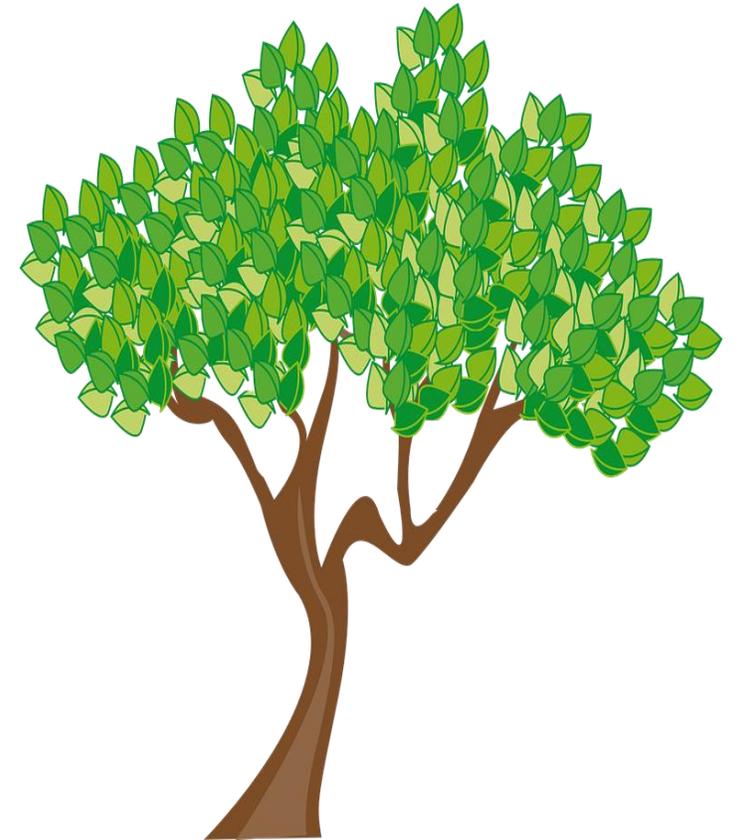
(School Name)
Assessment Framework

Component	August/September			January	May	
	Universal Screening Fall Benchmark	Progress Monitoring	Diagnostic Measures	Universal Screening Winter Benchmark	Outcomes and Screener Spring	
	Group and Individual	Individual	Individual	Group and Individual	Group	Individual

Specially Designed Instruction (SDI)

Specially Designed Instruction is....

Adapting as appropriate the content, methodology or delivery of instruction (i) to address the unique needs of a child that result from the child's disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the same educational standards within the Jurisdiction of the public agency that apply to all children. Individuals with Disabilities Education Act (IDEA), 34C.F.R §300.39.



Specially Designed Instruction...

Adapting the...

Content

Refers to knowledge and skills being taught to the student with a disability are different from what is being taught to general education students.

Methodology

Refers to utilizing different instructional strategies and approaches to teach content to a student with disability, which may not be utilized with general education students.

Delivery

Refers to the way instruction is delivered to a student with a disability is different from how delivered to general education students.

SDI within Georgia's Tiered System of Supports for Students

- All students, including students with disabilities, receive core instruction in literacy (Tier I) and supplemental (Tier II) and intensive interventions (Tier III) as needed; students with disabilities also receive SDI
- SDI occurs within all tiers of the MTSS framework
- SDI is required under IDEA and only available to eligible students with identified disabilities with an IEP
- SDI is what the teacher does

[Processing Deficits, Accommodations and Specialized Instruction Strategies](#)

Implementing Specially-Designed Instruction (SDI) in Literacy for Students with Disabilities at Tier I

- Within Tier I implement appropriate instructional accommodations/SDI to support students with disabilities in accessing grade-level literacy standards
- Within Tier I, implement high leverage practices frequently and with fidelity
 - [High-Leverage Practices in Special Education](#)
 - [Teachingworks.org](#)
- Within Tier I implement evidence-based practices

Multi-Level Prevention System

- **How do you evaluate the effectiveness of your primary level of prevention (Tier I)?**
- How do you evaluate the effectiveness of your secondary level of prevention (Tier II)?
- How do you evaluate the effectiveness of your tertiary level of prevention (Tier III)?

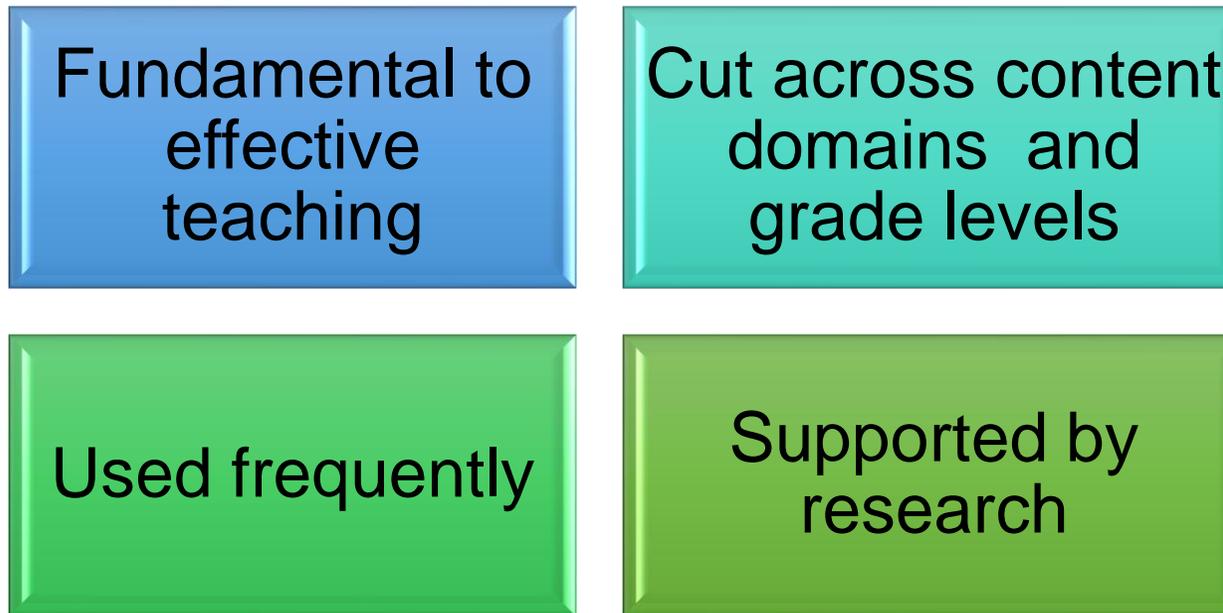
Which of the subcomponents impact effective implementation of a Multi-Level Prevention System?

Fidelity of Implementation Rubric: Infrastructure

Sections A-E



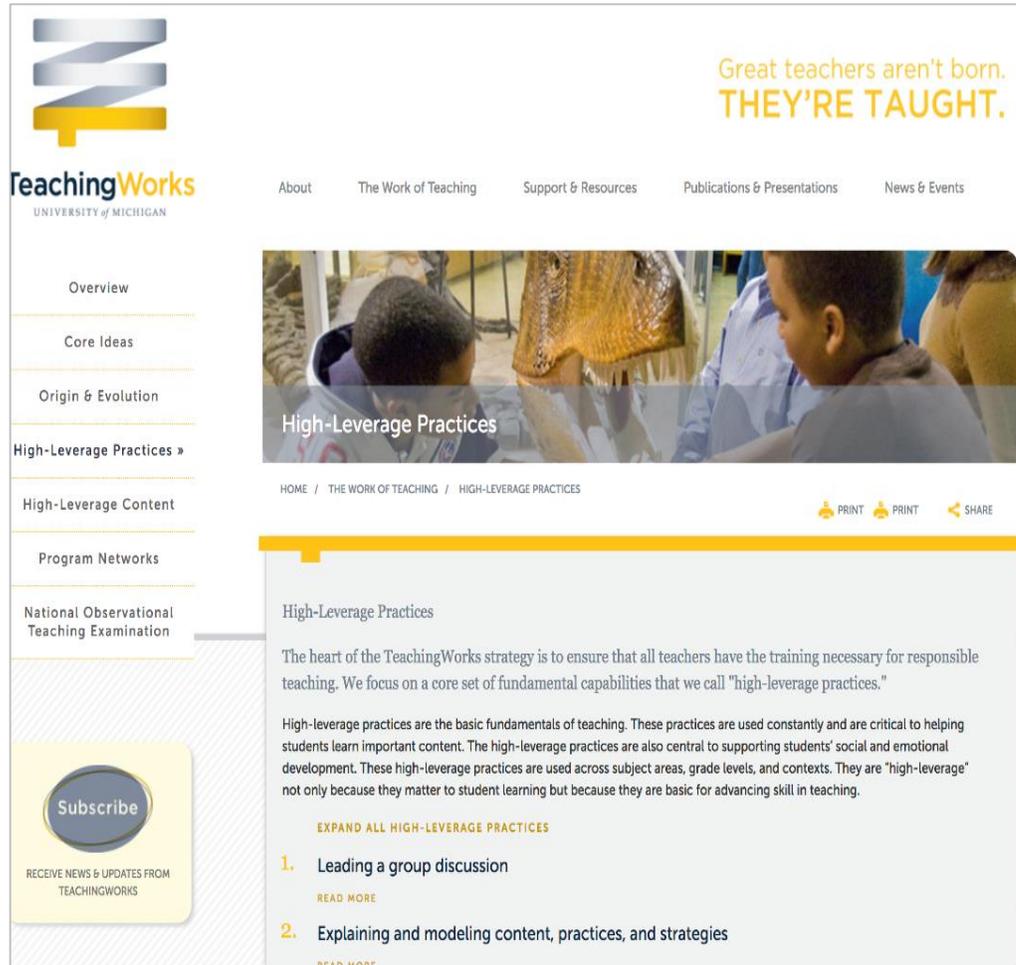
What are High-Leverage Practices (HLPs)?



<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

How do these practices impact an effective literacy program?

Examples of HLPs



The screenshot shows the TeachingWorks website. At the top left is the TeachingWorks logo with the University of Michigan name. A navigation menu includes 'About', 'The Work of Teaching', 'Support & Resources', 'Publications & Presentations', and 'News & Events'. A quote reads 'Great teachers aren't born. THEY'RE TAUGHT.' Below this is a large image of students and a teacher. The page title is 'High-Leverage Practices'. A sidebar on the left lists navigation options: Overview, Core Ideas, Origin & Evolution, High-Leverage Practices (selected), High-Leverage Content, Program Networks, and National Observational Teaching Examination. A 'Subscribe' button is also present. The main content area includes a breadcrumb trail 'HOME / THE WORK OF TEACHING / HIGH-LEVERAGE PRACTICES', social sharing icons, and a section titled 'High-Leverage Practices' with introductory text and a list of practices.

TeachingWorks
UNIVERSITY of MICHIGAN

Great teachers aren't born.
THEY'RE TAUGHT.

About The Work of Teaching Support & Resources Publications & Presentations News & Events

Overview
Core Ideas
Origin & Evolution
High-Leverage Practices »
High-Leverage Content
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PRINT PRINT SHARE

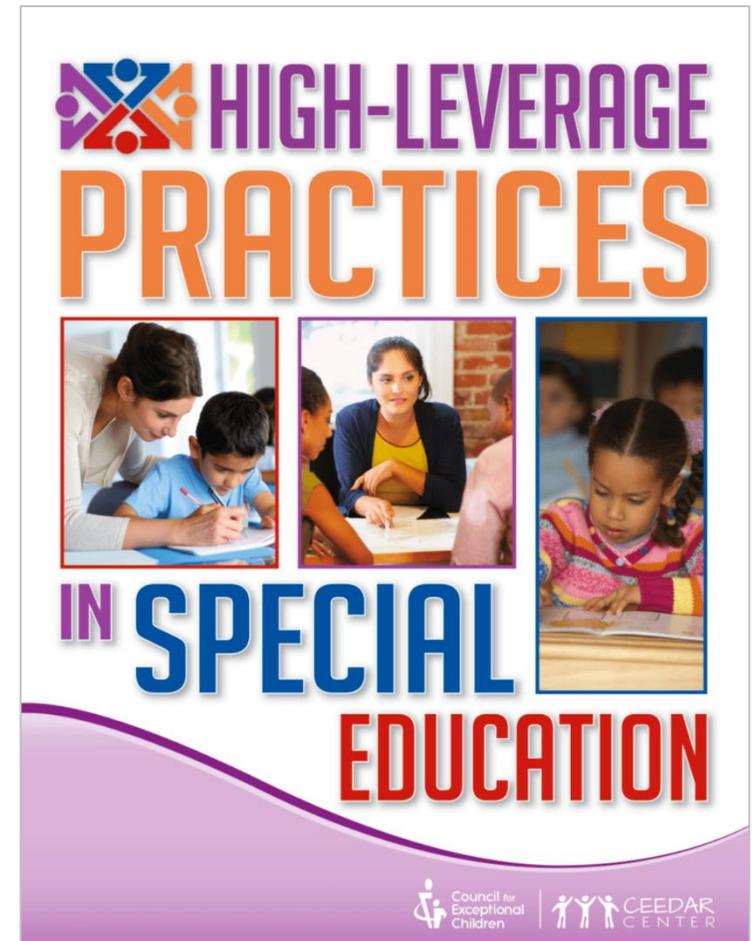
High-Leverage Practices

The heart of the TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call "high-leverage practices."

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. 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.

[EXPAND ALL HIGH-LEVERAGE PRACTICES](#)

1. Leading a group discussion
[READ MORE](#)
2. Explaining and modeling content, practices, and strategies
[READ MORE](#)



The graphic features the title 'HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION' in large, colorful letters. It includes three inset photos of teachers and students in a classroom setting. At the bottom, there are logos for the Council for Exceptional Children and CEDAR CENTER.

HIGH-LEVERAGE PRACTICES
IN SPECIAL EDUCATION

Council for Exceptional Children | CEDAR CENTER

High Leverage Practices Crosswalk

[High-Leverage Practices Crosswalk](#)



Offering a holistic education to **each and every child** in our state.

High-Leverage Practices

- **How pervasive are high-leverage practices throughout your literacy program?**
 - Tier I?
 - Tier II?
 - Tier III?
- **Do teachers plan instruction with these practices in mind?**
- Are they clearly documented in lesson plans?
- How do you monitor the effectiveness of these practices?

Which of the subcomponents impact the planning and usage of these High-Leverage Practices in your literacy program?

What are Evidence-Based Practices/Interventions?

Are Content Specific

Developmentally Appropriate

Learner Dependent

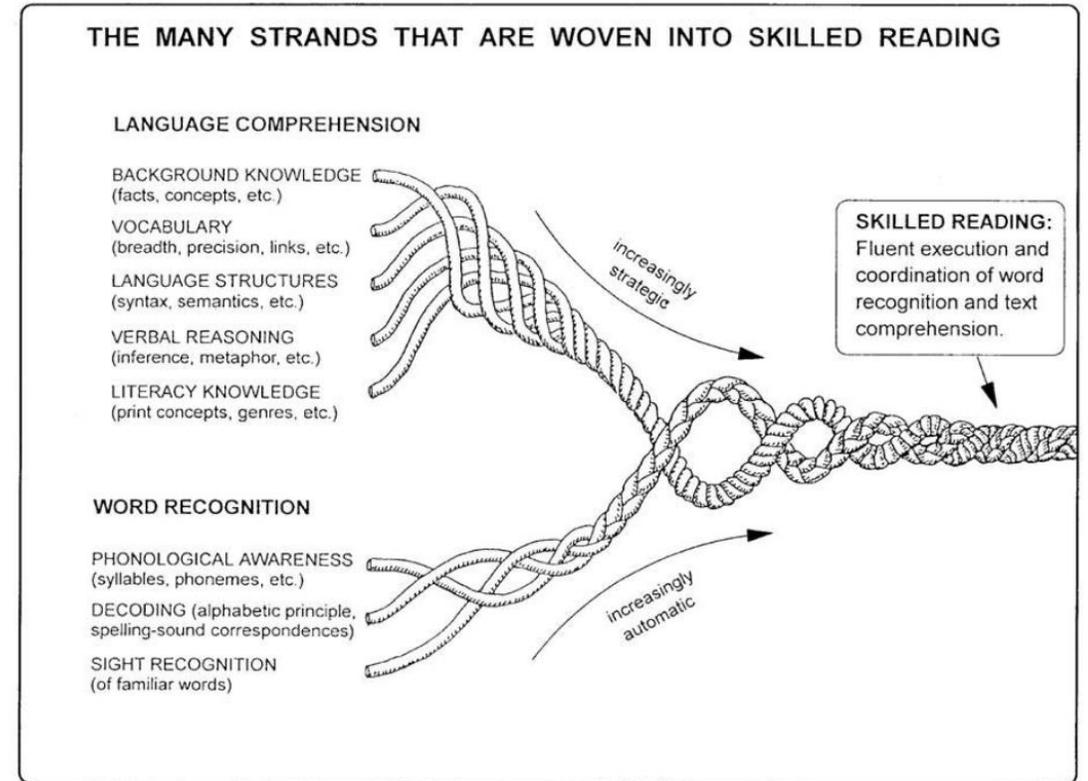
Supported by Research

Tessie Bailey, American Institutes for Research (tbailey@air.org)

How do these practices impact an effective literacy program?

Areas that Impact Skilled Reading

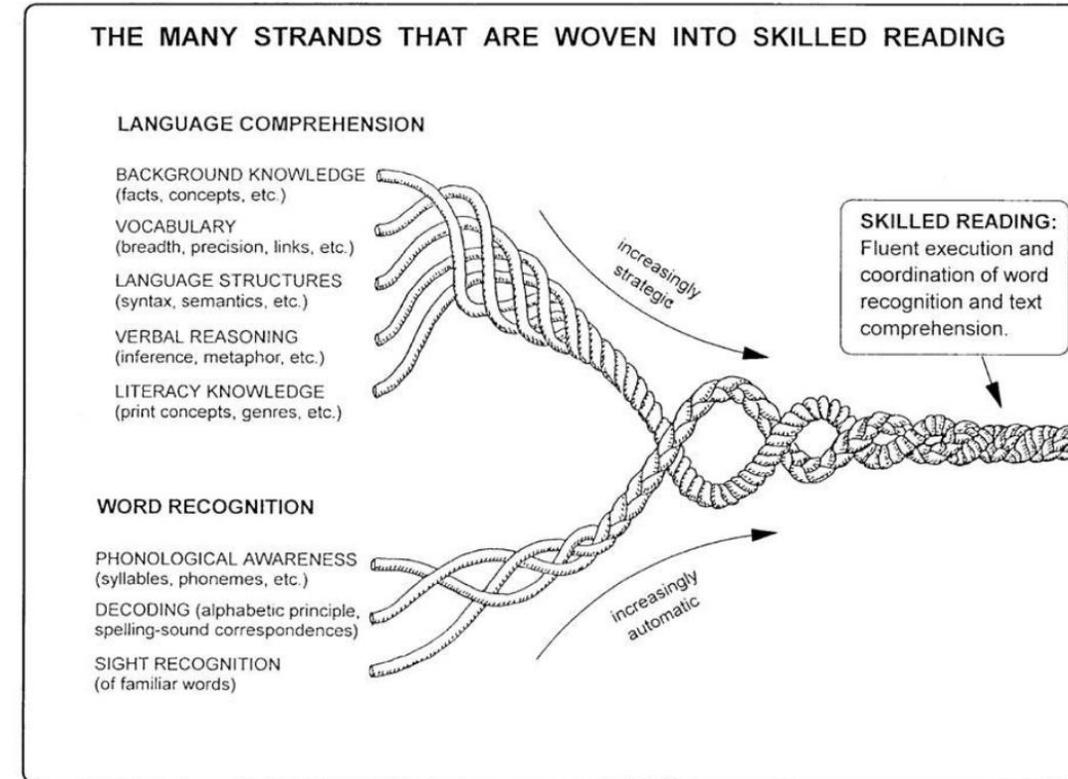
Word Recognition	Evidence	Research Based Strategies*
Phonological Awareness Develop awareness of the segments of the sounds and how they link to letters	Strong	Phoneme blending, phoneme segmenting, phoneme manipulation
Decoding/Sight-Recognition Teach students to decode words, analyze word parts, and write and recognize words.	Strong	Teach Blending, Common Sound Spelling Patterns, Strategy for Word Analysis, Practice with word lists and connected text.
Sight-Recognition Teach students to decode words, analyze word parts, and write and recognize words.	Strong	Assess high frequency word knowledge Explicitly teach regular and irregular high frequency words Provide ample practice reading, spelling and writing these words



**This is not an exhaustive list.*

Areas that Impact Skilled Reading

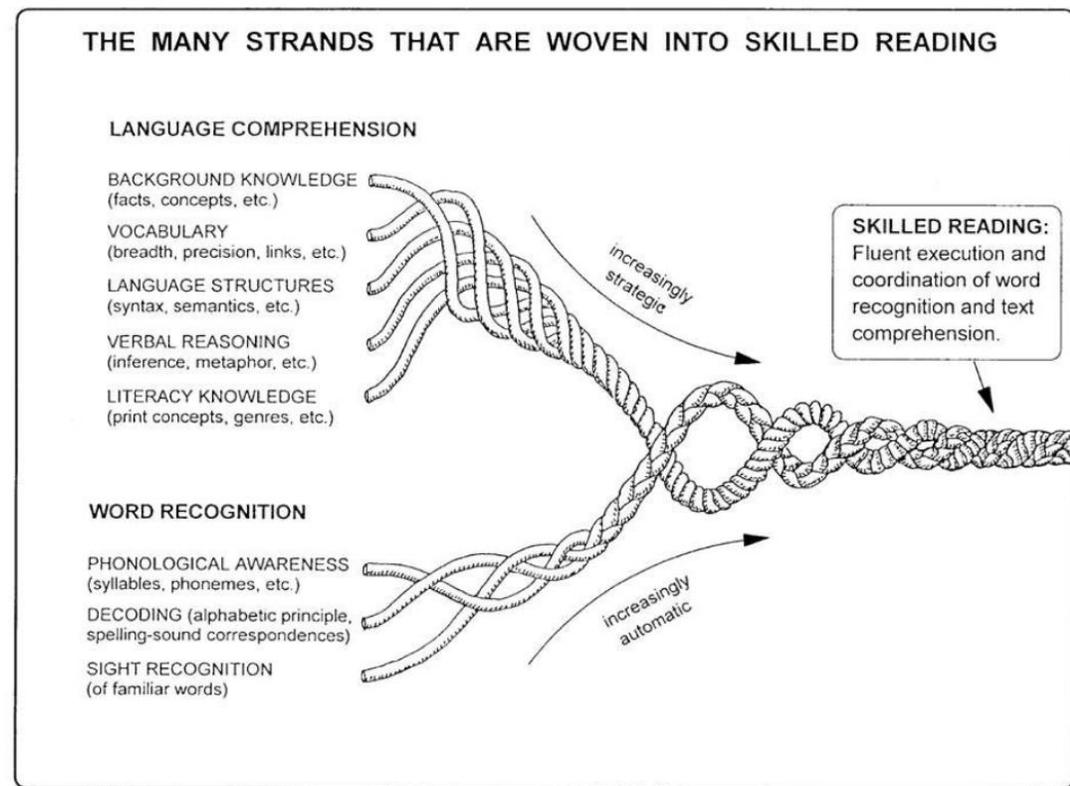
Language Comprehension	Evidence	Research Based Strategies*
Background Knowledge		Consider prior knowledge and build background knowledge to aid comprehension
Vocabulary	Strong Evidence	Provide student friendly definitions Explicitly teach vocabulary Provide repeated exposure to words in different contexts Give sufficient opportunities to practice Encourage wide reading Teach and model word learning strategies
Language Structures		Ensure sentence level comprehension Teach sentence composing: combine, imitate, unscramble, expand



*This is not an exhaustive list.

Areas that Impact Skilled Reading

Language Comprehension	Evidence	Research Based Strategies*
Verbal Reasoning	Moderate to Strong Evidence	Before, During, and After Read-Alouds engage students in meaningful conversations Teach and model strategy use Provide Think Alouds Ask open-ended questions
Literacy Knowledge	Strong Evidence	Use shared reading to model literacy knowledge and strategy use

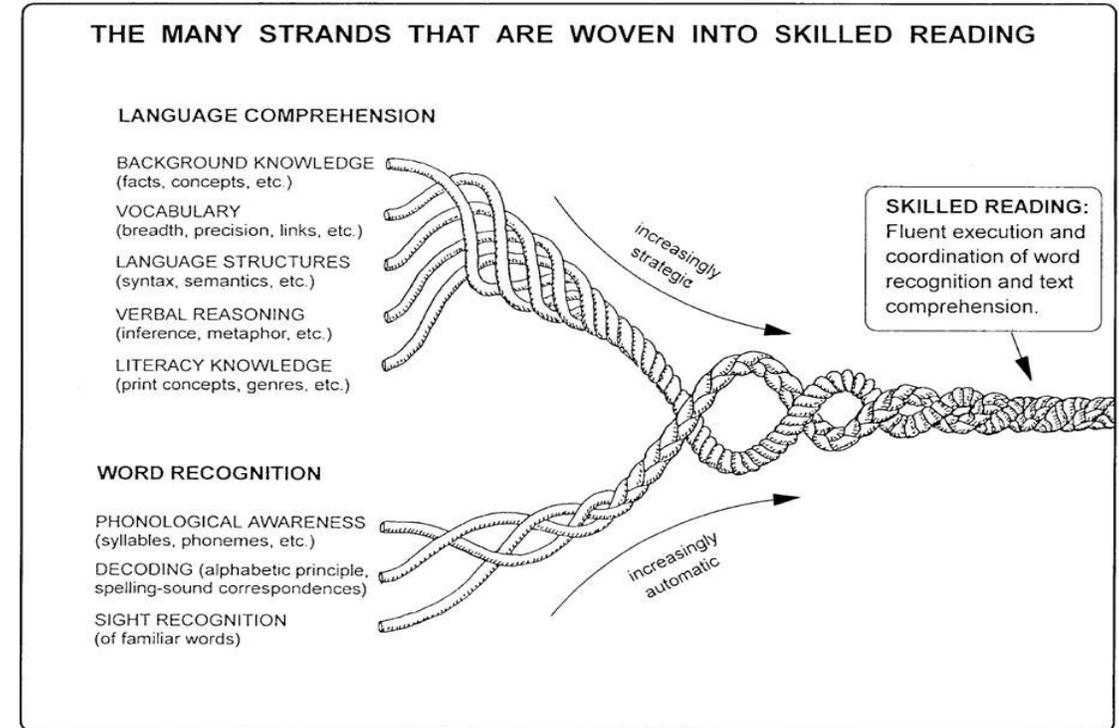


**This is not an exhaustive list.*

EFFECTIVE READING INSTRUCTION

Instructional design of high-quality programs should include:

- explicit and systematic strategies for instruction
- consistent instructional routines
- opportunities for practice with appropriate student support materials
- cumulative review
- alignment to the Georgia Standards of Excellence for English Language Arts
- integration of the components of reading rather than isolation each skill



Evidence-Based Practices

- **How pervasive are evidence-based practices throughout your literacy program?**
 - Tier I?
 - Tier II?
 - Tier III?
- **Do teachers plan instruction with these in mind?**
- **Are they clearly documented in lesson plans?**
- **How do you monitor the effectiveness of these practices?**

Which of the subcomponents impact the planning and usage of Evidence-Based Practices in your literacy program?

ESSENTIAL COMPONENTS OF AN EFFECTIVE SCREENER FOR READING DIFFICULTIES

1. Phonological and phonemic awareness
2. Sound symbol recognition
3. Alphabet knowledge
4. Decoding skills
5. Rapid naming
6. Encoding skills

A screener alone cannot identify dyslexia. The use of a screener can indicate that further individualized assessment is needed.

Evidence-Based Interventions

- What are the specific needs of our students?
- What evidence-based interventions do we have to address students' specific needs?
- How do we know if students are/are not responding to evidence-based interventions?
- What do we do if students are not responding to evidence-based interventions?
- How do we ensure interventions are implemented with fidelity?

Taxonomy of Intervention Intensity

- Strength
- Dosage
- Alignment
- Attention to Transfer
- Comprehensiveness
- Behavioral Support
- Individualization

National Center on **INTENSIVE INTERVENTION**
at American Institutes for Research ■

Taxonomy of Intervention Intensity: Academics



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with Int of above .25 indicate an intervention has value in sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to res instructional group, the number of minutes each
Alignment	How well the program (a) addresses the target st target student has already mastered (extraneous appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to contexts and (b) realize connections between ma
Comprehensiveness	The number of explicit instruction principles the i language; modeling efficient solution strategies ir practice so students use the strategies to generat review).
Behavioral support	The extent to which the program incorporates (a) principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention over time, in response to ongoing pr

*Fuchs, L.S., Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity.

This document was developed under U.S. Department of Education, Office of Special Education, Office of Special Education Programs (OSEP) project officer. The views expressed herein do not necessarily represent the position of the U.S. Department of Education.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org

National Center on **INTENSIVE INTERVENTION**
at American Institutes for Research ■

Taxonomy of Intervention Intensity: Behavior



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from Fuchs, L.S., Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

Fidelity of Implementation

“Discovering what works does not solve the problem of program effectiveness. Once models and best practices are identified, practitioners are faced with **the challenge of implementing programs properly. A poorly implemented program can lead to failure as easily as a poorly designed one.”**

Mihalic, Irwin, Fagan, Ballard, & Elliott, 2004

Professional Learning

- What sources of data are used to determine the professional learning needs of your literacy program?
- **Does your professional learning plan for literacy follow the professional learning cycle?**
- **Does your literacy professional learning plan address the critical areas of language and literacy (phonological awareness, alphabetic principle/phonics, fluency, vocabulary, and comprehension)**
 - **Assessment**
 - **Instructional strategies**
 - **Instructional routines and materials**

Which of the subcomponents impact effective Professional Learning in your district/school?

Family and Community Engagement

- How do you engage families to support literacy development at home and at school?
- **What school and community resources (year-round) are available for parents to address the literacy needs of their child(ren) at home?**
- **How do you empower parents to understand the desired outcomes for their child(ren)?**
- How do you inform parents of parental involvement/engagement opportunities?

**Which of the subcomponents impact effective
Family and Community Engagement?**



A Family Guide to Understanding Georgia's Tiered System of Supports for Students "Supporting the Whole Child"

Introduction:

Educators understand the importance of creating an environment of continuous learning in every classroom in Georgia. The state's focus is on prevention and using evidence-based practices to make decisions that support the unique needs of children. The process of identifying students who need support to improve learning and behavioral outcomes is called Georgia's Tiered System of Supports for Students (Georgia's MTSS). The framework has been nationally vetted and aligned with the Multi-Tiered System of Supports (MTSS) framework.

What is Georgia's Tiered System of Supports for Students?

A tiered system of supports is being implemented statewide and has five essential components, including: Screening, Progress Monitoring, Multi-Level Prevention System, and Data-Based Decision Making. Georgia added Infrastructure as a fifth component to help districts and schools develop a systemic and preventive educational framework. The critical elements of Infrastructure are Leadership, Effective Teaming, Professional Learning, and Family & Community Engagement.

Why Does Georgia's Tiered System of Supports for Students MATTER?

When all the essential components are implemented as intended, results include sustained academic improvement, more efficient use of resources and staff, decreased inappropriate special education services, and a reduction in student grade retention. Schools and districts have also seen a drop in expulsions, behavioral referrals, and suspension rates.

What is Required to Improve Outcomes for Students?

- In order to be successful, everyone must be involved in the process (parents, teachers, administrators, community members etc.).
- The framework improves response times and helps educators rapidly respond to student needs.
- The framework aligns teams and school systems, helping to streamline information and resources necessary to improve student learning.
- Educators and families must work together to prevent poor outcomes for all students and ensure students have the tools to be successful.
- ALL students are screened to identify those who may be at risk for poor academic or behavioral outcomes.
- Progress monitoring provides information that allows teachers to better target student needs and appropriately match instruction, resources, and supports.
- Teams are focused on prevention to make decisions that ensure all students are continuing to improve.



Key Terms

Acceleration – interventions that are implemented to increase the speed at which students acquire skills.

Assessment – broad term used to describe the collection of information about student performance in a specific area. Assessments or tests can be formal or informal.

At Risk – students who have poor learning and/or behavioral outcomes. Also, students in jeopardy of being retained or students who may not be on track to graduate on time.

Benchmark – measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Best Practices – evidence-based teaching strategies that generate positive student response.

Collaboration – a team process of working together to achieve a goal or complete a task. MTSS requires a team approach to positively impact student outcomes.

Components – a comprehensive set of services, resources, and cohesive strategies that are essential to implement the MTSS framework as intended and to meet the needs of all learners.

Culturally and Linguistically Responsive Teaching – integrating instructional resources and tools that

Data-Based Decision Making - an essential component of Georgia's Tiered System of Supports for Students; a process for setting/evaluating goals; the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

Differentiated Instruction - broad term referring to recognizing and responding to students' varying interests, readiness levels, and learning needs.

Effective Teaming – a critical element of Georgia's Tiered System of Supports for Students; a team of people who work together to set the direction/mission of the school and ensures school's staff can meet outlined goals and the organization functions according to its mission.

Evidence-Based Practices - an essential component of Georgia's Tiered System of Supports for Students; an educational practice or strategy that has factual evidence for results.

Evidence-Based Intervention - an intervention for which data from scientific, rigorous research studies have demonstrated or validated the results.

Family and Community Engagement – a critical element of Georgia's Tiered System of Supports for Students; the act of actively involving families and school staff in steps of the problem-solving process

Family and Community Engagement Resources

- Family and Community Engagement One-pager (District/Schools)
- Family Guide to Understanding MTSS
- Key MTSS Terms

Fidelity of Implementation Rubric: Infrastructure

Sections F-I
Revisit Sections A-E



Fidelity of Implementation Rubric: Infrastructure



Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric



Additional Items --- <i>Infrastructure and Support Mechanisms; Fidelity and Evaluation</i>			
Measures	1	3	5
4. Infrastructure and Support Mechanisms --- <i>Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.</i>			
A. Prevention Focus	Staff generally perceives Georgia's Tiered System of Supports for Students as a program that solely supports the prereferral process for special education.	Some staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.	All staff understand that Georgia's Tiered System of Supports for Students is a framework to prevent and/or support all students, including students with disabilities, from having poor academic and/or behavior outcomes.
B. Leadership Personnel	District leader support for implementation of Georgia's Tiered System of Supports for Students is not very evident.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of Georgia's Tiered System of Supports for Students.	Decisions and actions by school and district leaders proactively support the essential components of Georgia's Tiered System of Supports for Students and help make the framework more effective. Support for implementation of Georgia's Tiered System of Supports for Students is a high priority.
C. School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice,	Some forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice,

District Fidelity of Implementation Rubric
Adapted from Center on Response to Intervention
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Updated 12/2018



Next Steps

- Discuss with your group, at least 2 next steps using the content from today.
- Participants will be asked to share out some of their responses.

Action Plan/Next Steps

Action Plan/Next Steps	Who?	By When?	Goal and Timeline

Literacy Conversations

- Identification of all common beliefs about literacy. What do we believe about literacy learning? Why? Do our beliefs align with our practice? What evidence do we have to support our beliefs?
- Opportunities to observe, learn, discuss, and modify to meet the needs of the students collectively. Our students vs. my students.
- Celebration of the learning and the learner through collecting evidence (data).
- Common literacy language.
- Reflection on common literacy practices. What can we take off our plate? What can we refine, adjust, or modify?
- Focus on a student's strengths before weaknesses. Build on those strengths. Professional literacy conversations must be well grounded in a common language for the whole school for all instruction. Stakeholders need to know, identify, and communicate what a high performing school looks like and feels like. They must address the learning environment, student interactions and student engagement.

This document should be used for school level planning.

Georgia Literacy Plan Needs Assessment: Birth – 12th Grade

Building Block 1: Community Partnerships			
A. A partnership of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5 th grade. (Birth through 5 th Grade)			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Partnership is represented by most community stakeholders and meets monthly. Partnership uses a process of data analysis to identify and address issues.	Partnership meets regularly and is represented by some community stakeholders. A designated leader facilitates discussions on identified issues.	Partnership meets sporadically. Stakeholder representation is limited.	A partnership has not been convened.
B. The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy. (Birth through 5 th Grade)			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
A systematic process for implementing an effective approach to early literacy is being implemented and is regularly monitored for sustainability by all stakeholders.	A systematic process for implementing an effective approach to early literacy is being implemented.	A systematic process for implementing an effective approach to early literacy is in development.	Formal planning for an early literacy program has not begun.
C. Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth through 12 th Grade)			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Family and child/youth services participate monthly in meetings involving community partners and school leaders to ensure appropriate supplemental services are provided based on multiple data sets, including academic and health data, community assets, poverty rates, employment statistics, and students' access to social services.	Family and child/youth services participate regularly in meetings with some community partners and school leaders, but a complete partnership has yet to be established. Some data sets are shared and some services are being provided.	Family and child/youth services meet sporadically with community partners or school leaders, but not both. Few data sets are shared. Data sets are incomplete and services may not be fully correlated to data.	A partnership with family and child/youth services, community partners, and school leaders has not been established.

Additional Resources



LeadforLiteracy.org

<https://leadforliteracy.org/>



- Lead for Literacy Framework
 - Standards, Priorities, and Goals
 - Administration, Organization, and Communication
 - Assessments
 - Instruction and Intervention
 - Professional Development and Job-Embedded Collaborative Learning
- Resource Repository

Comprehensive Reading Solutions



Home About Birth-Pre K Grades K-5 Grades 6-12 Contact



The Georgia Department of Education has funded this site through the Striving Readers initiative. We are using it to provide free access to materials for professional learning. Choose your focus, and then read, listen, and watch.

Birth to Pre K

Grades K-5

Grades 6-12

About

<http://comprehensivereadingsolutions.com/>

Cox Campus



What is the Cox Campus?

The Cox Campus is a free online learning platform with the singular goal of eradicating illiteracy. Originally for educators, the Cox Campus is a virtual community for all of us committed to changing children's futures.

<https://www.coxcampus.org/>

Dyslexia Informational Handbook

Guidance for Local School Systems

Topics Covered

- What is dyslexia?
- Components of effective reading instruction
- Screening for reading difficulties through MTSS
- Identification of dyslexia
- Delivery of dyslexia instruction using Structured Literacy approach
- Special Education services and dyslexia
- Professional learning best practices and opportunities



Resources to Support Identification of HLPs and EBPs at Tier 1

- What Works Clearinghouse: What works Clearinghouse is a central source of scientific evidence for what works in education <https://ies.ed.gov/ncee/wwc/>
- IES Practice Guides: Institute of Education Sciences (IES) Practice Guides are subjected to rigorous external peer review and consist of recommendations, strategies, and indications of the strength of evidence supporting each recommendation <https://eric.ed.gov/>
- Best Evidence Encyclopedia: Best Evidence Encyclopedia offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners <http://www.bestevidence.org/?ad=6>
- IRIS Center: http://iris.peabody.vanderbilt.edu/ebp_summaries/
- Teaching Works: High Leverage Practices (Ball): <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- CEEDAR Center: <http://cedar.education.ufl.edu/>
- Evidence-based Intervention Network: <http://ebi.missouri.edu/>
- High-Leverage Practices in Special Education: <http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

Resources to Support Identification of HLPs and EBIs at Tier 2

- National Center on Intensive Intervention Tools Chart: <http://www.intensiveintervention.org/chart/instructiona1-intervention-tools>
- What Works Clearinghouse/IES Practice Guides: http://www.ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Product%20Types,3;#pubsearch
- Best Evidence Encyclopedia: Best Evidence Encyclopedia offers information to improve learning for students in grades K-12 and particularly targets students in mathematics, special needs/diverse learners, and English language learners <http://www.bestevidence.org/?ad=6>
- IRIS Center: http://iris.peabody.vanderbilt.edu/ebp_summaries/
- EBI Network: <http://ebi.missouri.edu/>
- RTI Center: www.rti4success.org
- Evidence for ESSA, a free website designed to provide education leaders with information on programs that meet the evidence standards included in the Every Student Succeeds Act (ESSA) <https://www.evidenceforessa.org/>

Resources to Support Identification of HLPs and EBIs at Tier 3

- National Center on Intensive Intervention:
<http://www.intensiveintervention.org/>
- Center on Instruction: The Center on Instruction offers information to improve learning in reading, mathematics, science, Special Education, and English Learning (EL) instruction
<http://www.centeroninstruction.org/intensive-interventions-for-students-struggling-in-reading-and-mathematics>

Outcomes for Today

- Understand the essential component of **Infrastructure** in Georgia's Tiered System of Supports for Students
- Explore how Georgia's Tiered System of Supports for Students framework impacts literacy instruction
- Reflect on how the subcomponents of infrastructure are essential to an effective literacy program

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Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events

Contact us

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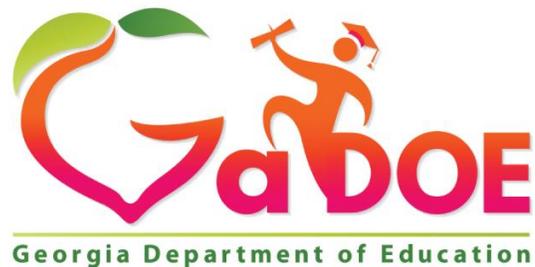


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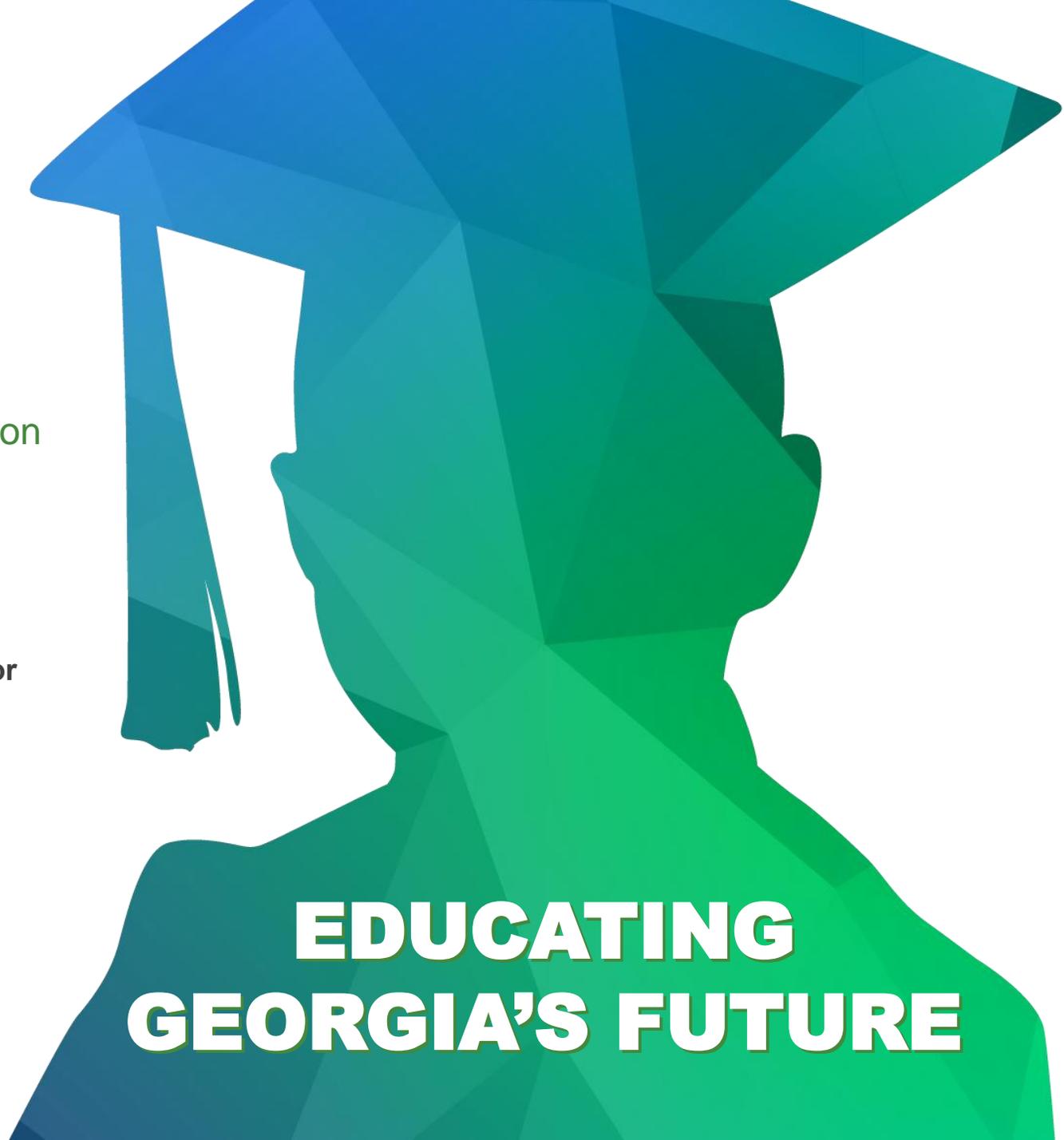
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Project Officer, Jennifer Coffey.**





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