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

Summer Literacy Conference

July 11, 2019

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.

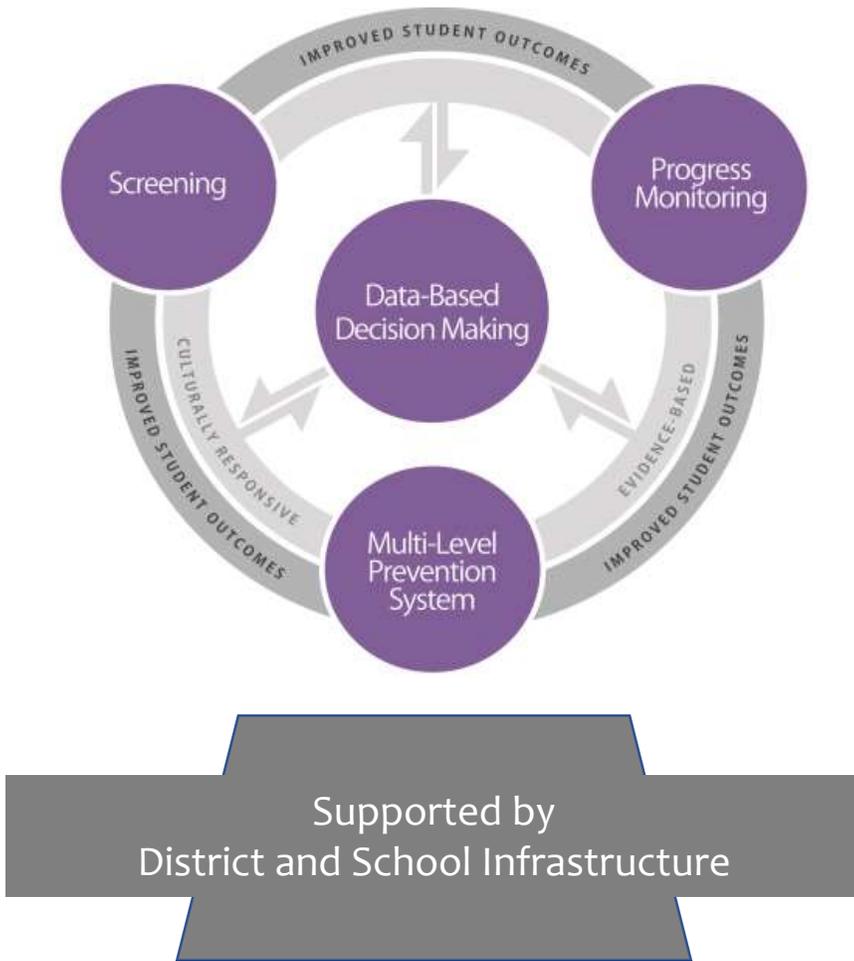- Promotes systems alignment to increase efficiency and effectiveness of resources.

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

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

Screening

Progress Monitoring

Data-Based Decision Making

Multi-Level Prevention System

IMPROVED STUDENT OUTCOMES

CULTURALLY RESPONSIVE

EVIDENCE-BASED

IMPROVED STUDENT OUTCOMES

IMPROVED STUDENT OUTCOMES

Supported by
District and School Infrastructure

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

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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

Integrating the Essential Components of Georgia's Tiered System of Supports for Students
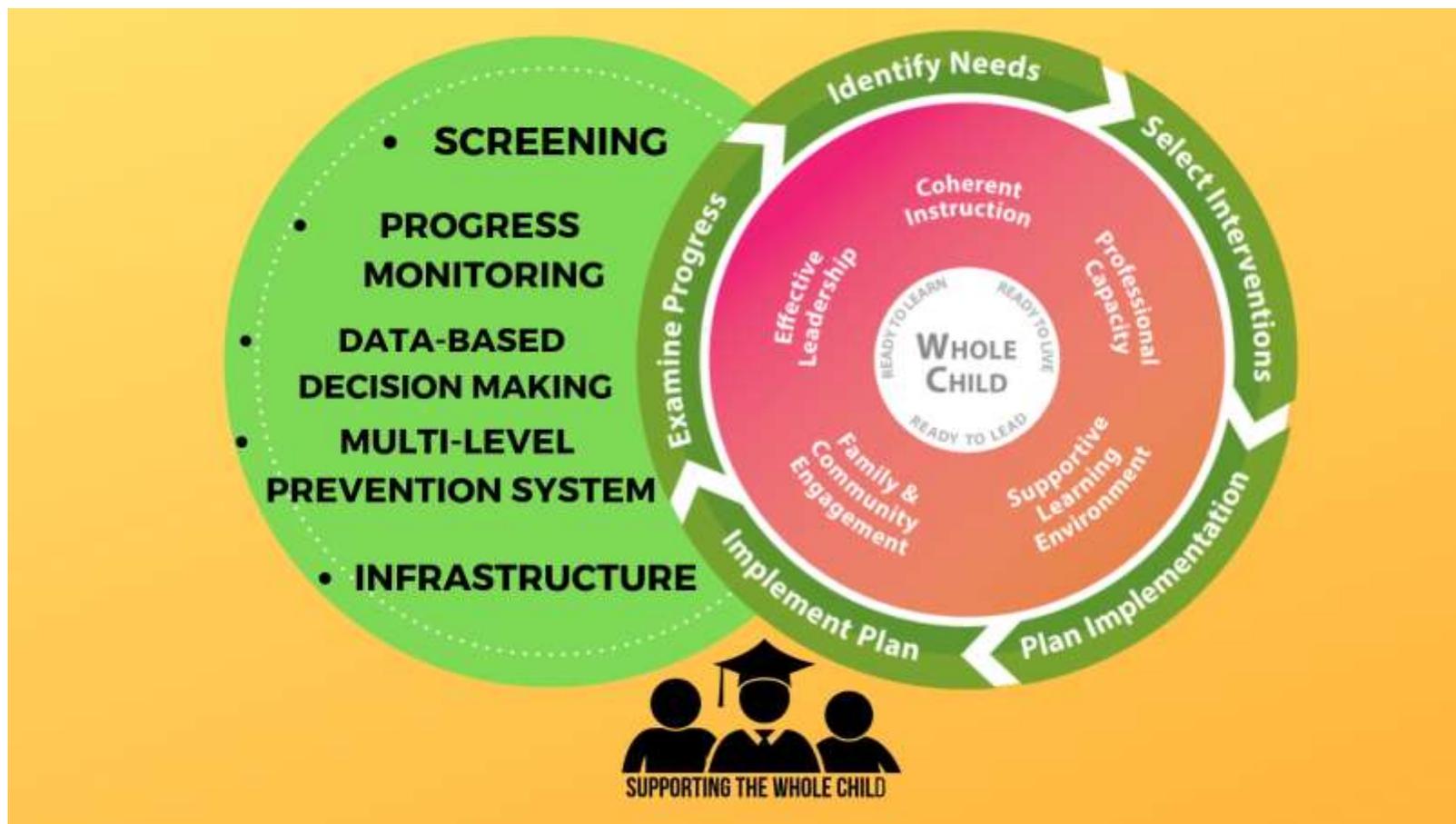
Essential Component: Infrastructure
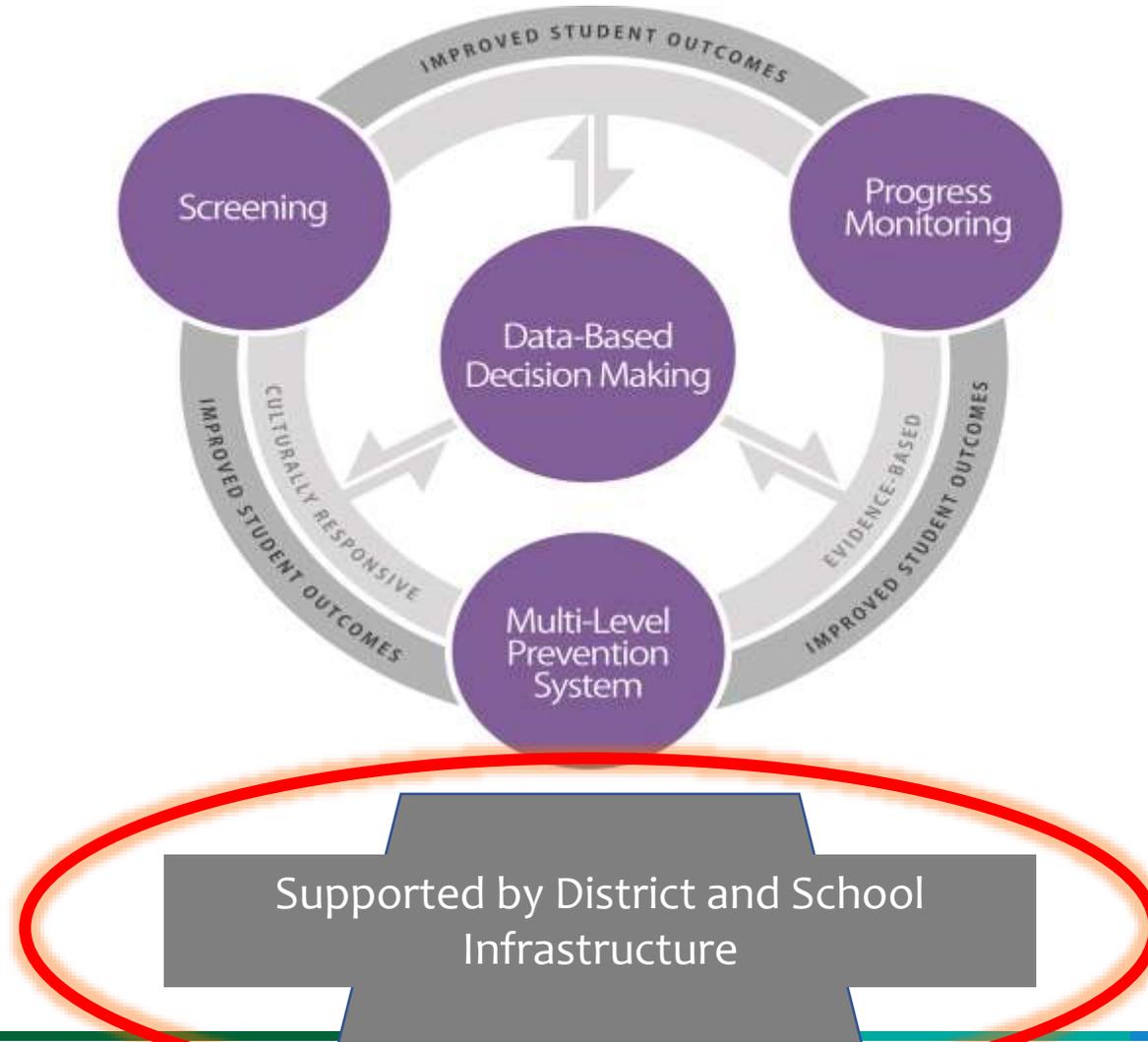
Barrier Activity

- List 3 challenges that have impacted literacy outcomes in your school.

- We will review these post-its at the end of the session.

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, resources, and organizational structures are needed to support literacy instruction?

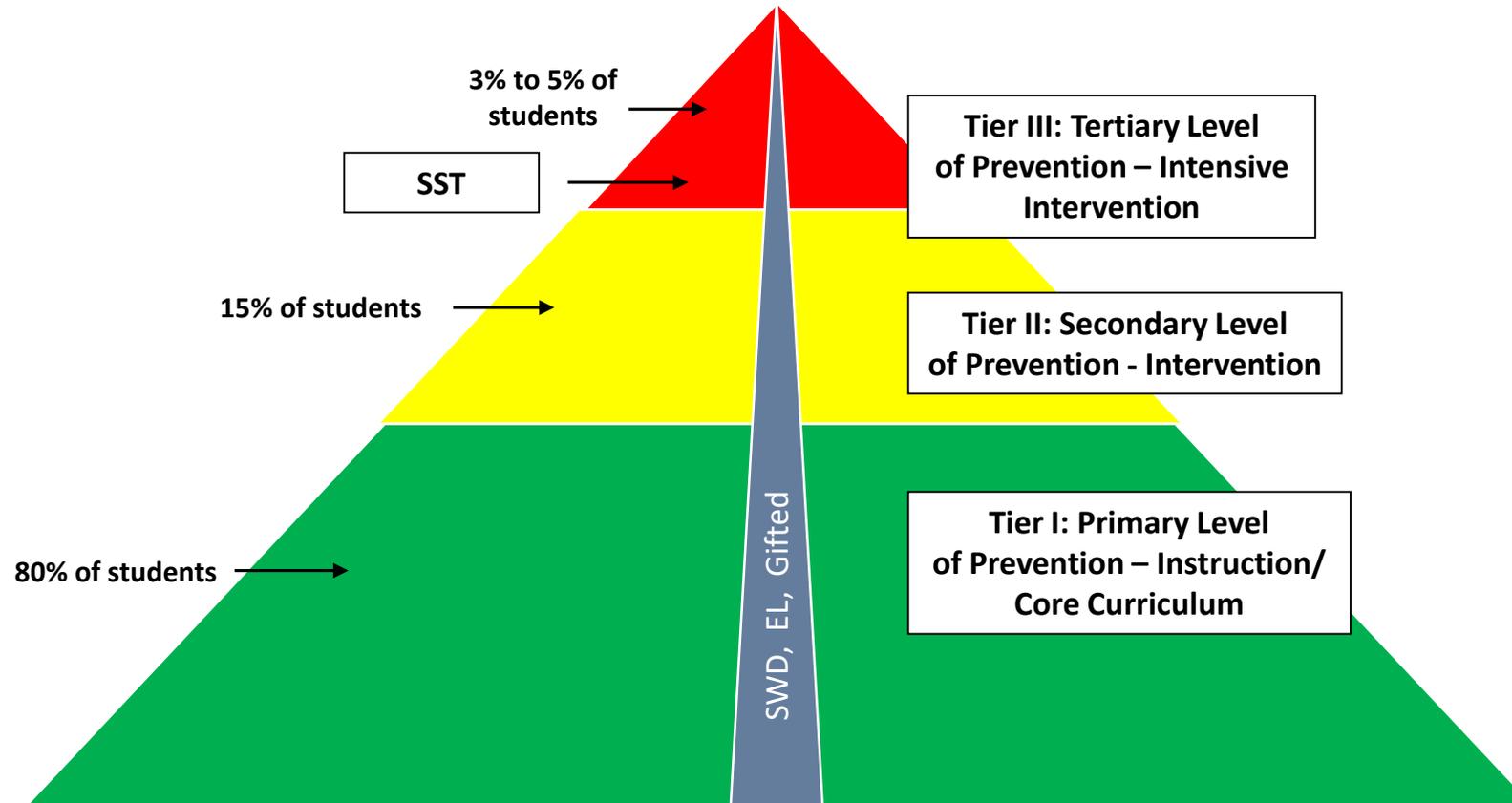# What do schools need to foster literacy development?

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

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?

Georgia's Multi-Level Prevention System

3% to 5% of students

SST

Tier III: Tertiary Level of Prevention – Intensive Intervention

15% of students

Tier II: Secondary Level of Prevention - Intervention

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

80% of students

Tier I: Primary Level of Prevention – Instruction/ Core Curriculum

SWD, EL, Gifted

Students receive services at all levels, depending on need.

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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?

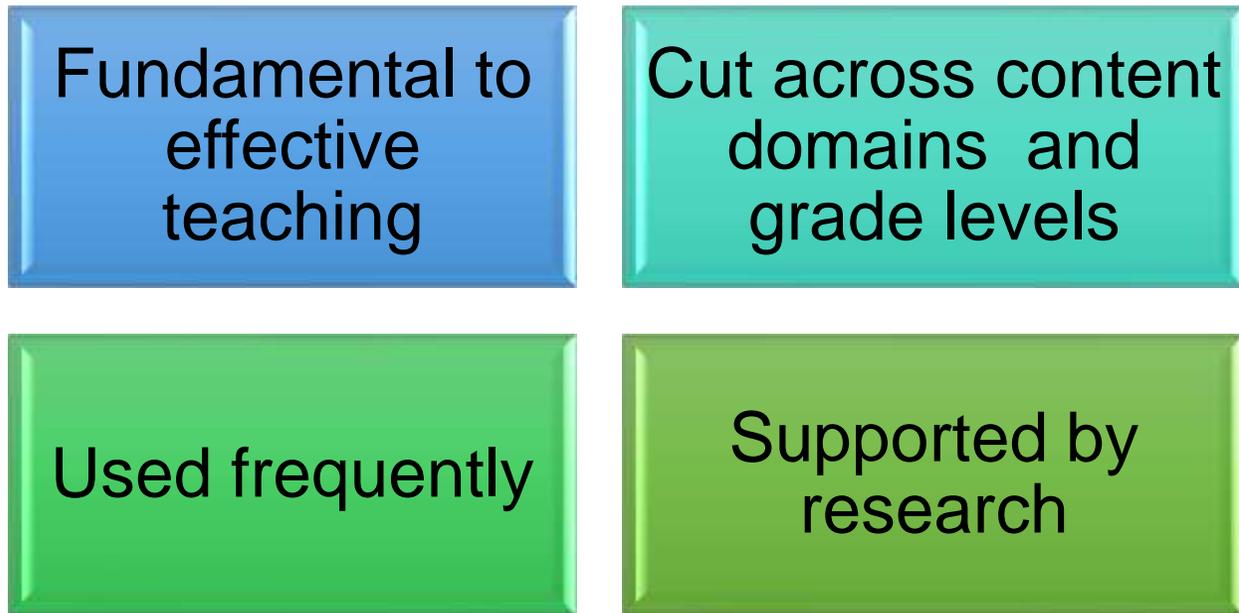- What is the role of data-based decision making?

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

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?

What are High-Leverage Practices (HLPs)?

Fundamental to effective teaching

Cut across content domains and grade levels

Used frequently

Supported by research

(http://www.teachingworks.org/work-of-teaching/high-leverage-practices)

How do these practices impact an effective literacy program?

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?

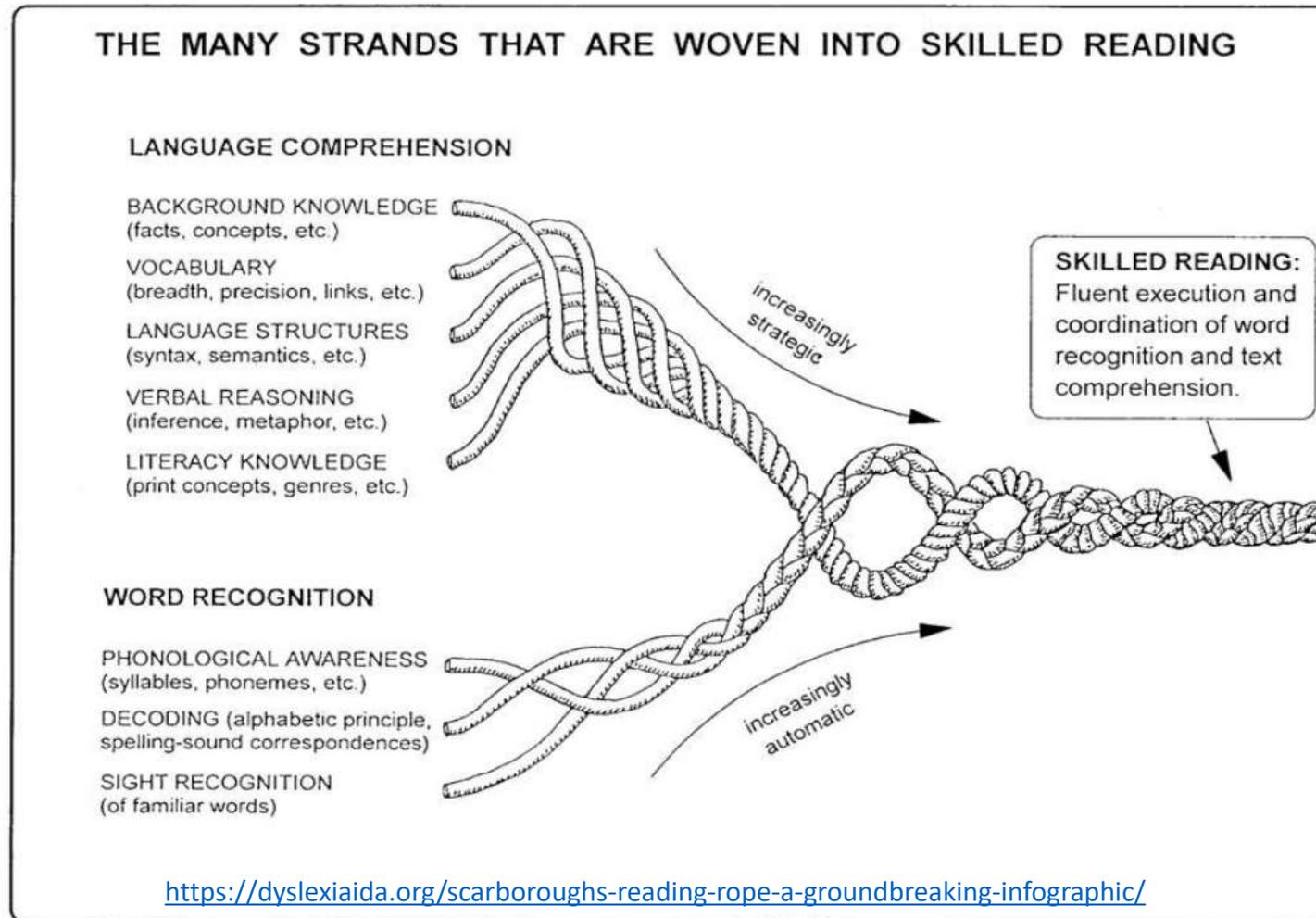|	
Are Content Specific	Developmentally Appropriate
Learner Dependent	Supported by Research

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

How do these practices impact an effective literacy program?

Areas that Impact Skilled Reading

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly automatic

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

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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?

Evidence-Based Interventions

- What are the <u>specific</u> needs of our students?

- What evidence-based interventions do we have to address students' <u>specific</u> 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

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 intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
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 data, to address the student's complex learning needs.

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

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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?

Reflection Activity: Aligning Barriers with Infrastructure Subcomponents

REVISIT THE LIST OF IDENTIFIED BARRIERS

ALIGN BARRIERS TO SUBCOMPONENTS

Fidelity of Implementation Rubric: Infrastructure

Additional Items--- *Infrastructure and Support Mechanisms; Fidelity and Evaluation*

Measures	1	3	5
4. *Infrastructure and Support Mechanisms---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.*			
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

spdg

Georgia Literacy Plan Needs Assessment: Birth – 12th Grade

This document should be used for school level planning.

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 5th grade. (Birth through 5th Grade)

☐ Exemplary	☐ Operational	☐ Emerging	☐ 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 5th Grade)

☐ Exemplary	☐ Operational	☐ Emerging	☐ 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 12th Grade)

☐ Exemplary	☐ Operational	☐ Emerging	☐ 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

2019 Summer Literacy Conference
July 11, 2019

LeadforLiteracy.org
https://leadforliteracy.org/

- Lead for Literacy Framework

- Resource Repository

- News & Events

- About

- Contact

Comprehensive Reading Solutions

http://comprehensivereadingsolutions.com/

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://ceedar.education.ufl.edu/
- Evidence-based Intervention Network: http://ebi.missouri.edu/
- High-Leverage Practices in Special Education: http://ceedar.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

Georgia's Tiered System of Supports for Students

Atlanta Office

Wina Low,
Program Manager Senior

Andrea Catalano,
Professional Learning Specialist

Karen Suddeth,
Program Manager/ Project Director

Rondalyn Pinckney,
Research & Evaluation Specialist

Carole Carr,
Communications & Visibility Specialist

GaDOE
Georgia Department of Education

Georgia's Tiered System of Supports for Students

Field Team

Laura Brown,
Coordinator for Coaching Services

Christy Jones,
Regional Coach

Jody Drum,
Regional Coach

Claire Smith,
Regional Coach

Deshonda Stringer,
Regional Coach

Launa Chamberlin,
Regional Coach

Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

<u>or</u>

www.gadoe.org/MTSS

<u>Resources Available</u>

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

Contact us

GAMTSS@DOE.K12.GA.US

Questions?

Andrea Catalano, Professional Learning Specialist
acatalano@doe.k12.ga.us

Rondalyn Pinckney, Research and Evaluation Specialist
rpinckney@doe.k12.ga.us

Deshonda Stringer, Regional Coach
Dstringer@doe.k12.ga.us

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Project Officer, Jennifer Coffey.

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