

# Drawing Up Our Plans for Secondary VTSS

Virginia Department of Education  
July 16th, 2013

Mark R. Shinn, Ph.D.  
Professor and Director, School Psychology Program  
National Louis University, Skokie, IL  
[markshinn@me.com](mailto:markshinn@me.com)  
<http://markshinn.org>

## Disclosure

Mark R. Shinn, Ph.D. Serves as a Paid Consultant for **Pearson Assessment** for their **AIMSweb** product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI

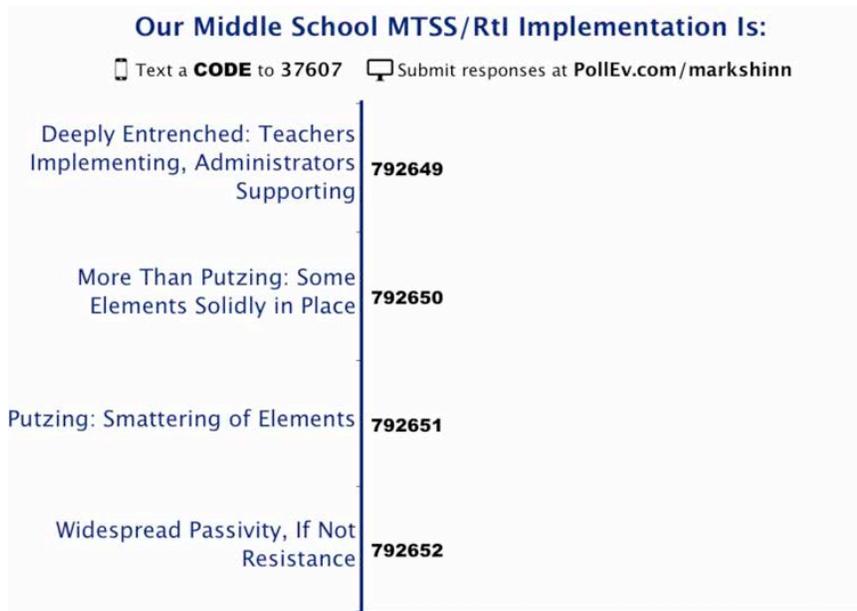
Mark R. Shinn, Ph.D. Serves as a Consultant for **Cambium/Voyager/Sopris** for their **Vmath** product, a remedial mathematics intervention but has no financial interests

Mark R. Shinn, Ph.D. Serves as a Consultant for McGraw-Hill Publishing for their **Jamestown Reading Navigator (JRN)** product and receives royalties

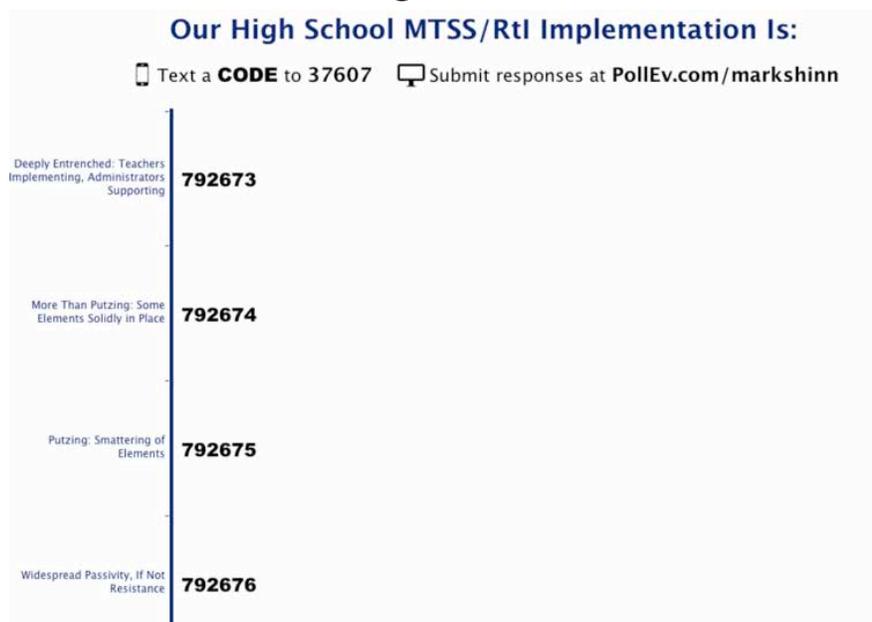
Mark R. Shinn, Ph.D. Serves as a Member of the National Advisory Board for the **CORE** (formerly the Consortium on Reaching Excellence) and receives a stipend for participation



# Current VTSS Implementation Status: Middle School



# Current VTSS Implementation Status: High School



## Big Ideas About Secondary Multi-Tiered Services

1. Secondary schools are not as prepared to implement (M)TSS due to years of staff development targeted almost exclusively to elementary schools. More background knowledge acquisition and leadership and planning is required.
2. (M)TSS Implementation is based on:
  - Increasing good pedagogy and behavior support in content area classes, and
  - Providing the intense basic skill interventions that some students still need.
3. We KNOW WHAT to Do. We KNOW HOW to Do It.

## A Problem...No One Intended

One of the greatest barriers to student growth and achievement in secondary schools (especially high schools) is the issue of fragmentation...

students have multiple teachers throughout each day, and these teachers rarely, if ever, coordinate what or how they teach students...

secondary students who struggle with learning do not get the necessary reinforcement of critical skills, strategies, and subject-area information.

Hence, the often disjointed, uncoordinated educational programs that secondary students experience rarely lead to the type of instructional synergy that is required for students to make dramatic achievement gains.

Schumaker, J. B., & Deshler, D.D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In Shinn, M. R. & H. M. Walker (Eds.), *Interventions for Achievement and Behavior in a 3-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.

# Critical Skills and Strategies for Secondary Success

“Close” Reading of Narrative and Informational Text

Expansion and Use of Academic English

Effective Study and Organizational Skills, Including Note Taking

Effective Writing with Use of Evidence

Mathematics Understanding, Especially with Respect to Conceptual Understanding, Procedural Skill, and Application

## Do ALL Students Have These Critical Skills and Strategies?

### Students Who Struggle With at Least 1 Critical Skill or Strategy

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

Few < 10%	<b>791935</b>
Some < 33%	<b>791936</b>
Many < 67%	<b>791937</b>
Most > 67%	<b>791938</b>
Nearly All > 90%	<b>791939</b>

## Are All Students Successful in ALL Their Classes?

Students Who Struggle With at Least 1 Content Course Per Term

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

Few < 10%	<b>617429</b>
Some < 33%	<b>783120</b>
Many < 67%	<b>783121</b>
Most > 67%	<b>792550</b>

## Personal Experience with Your Own Child

Personal Experiences: My Own Child Has Had Significant Challenges with at Least 1 Content Course

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

True	<b>615844</b>
False	<b>615849</b>

# Goals

1. I Want to *Lay Out a Vision* for a Middle Schools and High Schools with Respect to Providing Multi-Tier (3) Interventions for All Students for Academics and Behavior
  - \* Tier 1: Increasing Tools, Training, and Support for Content Area Teachers
  - \* Tier 2: Organize More Effective and Efficient Remedial Programs or Content Area Supports for At Risk Students
  - \* Tier 3: Clarify the Mission of Special Education and Provide Better Tools, Training, and Support
2. Provide You Some *Examples* as to *What to Do* and *How to Do It*
3. Provide You With *Some Resources* So You Can Learn More and Make Data-Based Decisions

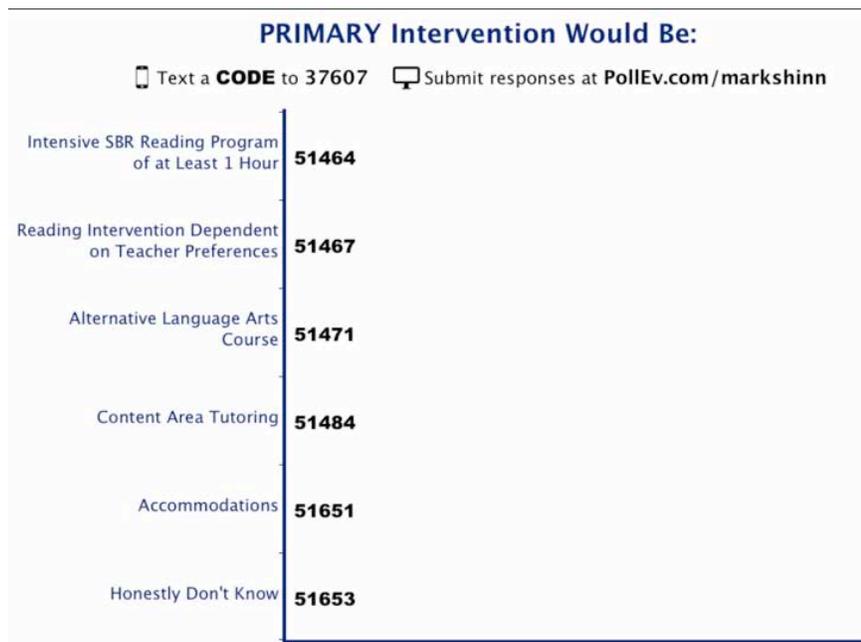
**Give You Some *Time to Assess Interest and Establish Priorities***

## Mark's Secondary Key Accomplishments and Priorities

1. Ensure Students Have Sufficient Basic Skills So They Can Read to Learn Rather than Learn to Read
  - Strengthen Your CORE (Tier 1) Language Arts Curriculum At Least Grades 6-9
  - Clarify the Problem by Developing Your Special Education Mission Statement (Intensive Basic Skill Interventions OR Content Class Support with SIM) and Align It With Your Eligibility Criteria
  - Ensure SE Interventions Have a Powerful Basic Skills Focus with High Quality IEP Goals and Frequent Progress Monitoring Using CBM
2. Commit to Effective, School-Wide Positive Behavior Intervention Support (PBIS/PBS) especially Tardies, and Effective Tier 2 and Tier 3 Behavior Support
3. Build Your Screening System to Identify Students with Basic Skill Discrepancies that Need Intervention and Support Frequent Progress Monitoring for Students Who Receive Basic Skill Intervention
4. Make a Commitment to Improve General Education Content Teaching Skills a Continuous Staff Development Target-Ensure Access to
  - Quality Syllabi in a Consistent Format to Websites and Across Teachers;
  - High Quality Grading System;
  - Ensure Teachers Have Access to Training and Coaching In Strategic Instruction Model (SIM)
  - Teaching from a Big Ideas Focus;
  - Employ Evidence-Based Strategies to Increase Engagement; ;
5. Build Tier 2, and 3 with Basic Skill Focus 6-10 with Interventions are Maximally Powerful (and Worth It) with Scientifically Based Progress Monitoring (e.g., CBM)
6. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support

1. Ensure Students Have Sufficient Basic Skills So They Can Read to Learn Rather than Learn to Read	Plan: 2013 Do: Fall 2014
Strengthen Your CORE (Tier 1) Language Arts Curriculum At Least Grades 6-9	Plan: 2013
Change Special Education Criteria (Intensive Basic Skill Interventions OR Content Class Support with SIM)	Do: ASAP
SE Interventions Have a Powerful Basic Skills Focus with High Quality IEP Goals and Frequent Progress Monitoring Using CBM	Do: ASAP
2. School-Wide Positive Behavior Intervention Support (PBIS/PBS) especially Tardies, and Effective Tier 2 and Tier 3 Behavior Support	Do: ASAP
3. Screening System to Identify Students with Basic Skill Discrepancies that Need Intervention and Frequent Progress Monitoring for Students Who Receive Basic Skill Intervention	Plan: 2013 Do: Fall 2014
4. Improve General Education Content Teaching Skills a Continuous Staff Development Target-Ensure Access to	Target Early Adopters 2013; Roll Out 2014
Quality Syllabi in a Consistent Format to Websites and Across Teachers;	4
High Quality Grading System;	3
Access to Training and Coaching In Strategic Instruction Model (SIM)	1
Teaching from a Big Ideas Focus;	5
Employ Evidence-Based Strategies to Increase Engagement; ;	2
5. Tier 2, and 3 with Basic Skill Focus 6-10 with Powerful Interventions and Scientifically Based Progress Monitoring (e.g., CBM)	Plan: 2013 Do: Fall 2014
6. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support	Do: ASAP

## Our Solution to This Problem?



# Preview: Mark's Perspective

1. An Intensive, Comprehensive Reading PROGRAM, with Attention to Multi-Syllabic Words and Word Knowledge, at least 75 minutes per day.
2. Additional Language Intervention, Especially Vocabulary
3. A Behavior Support Plan Emphasizing Effort and Motivation
4. Extensive "Guided Reading" with Corrective Feedback
5. Extensive Wide Reading of Suitable Difficulty Materials, Inside and Outside of School
6. Weekly Progress Monitoring Using CBM with Goal That Reduces the GAP

## If I Could Deliver This..

- [ With a Screening Process Conducted By a Trained Person
- [ Taking Less than 20 Minutes
- [ Less Than a 1 Hour Meeting (Mostly Scheduled)
- [ Within 1 Week of the Screening
- [ Delivered by Trained SE Personnel

# Middle School Scenario

Resource Rm.  
Passage 1

Randy

There wood be alot  
of party's no work games I  
don't no about tv ~~pre~~ bet free  
time all the time. we would  
have alot fun. pop candy enthril  
you want it wood be like  
never lands

81

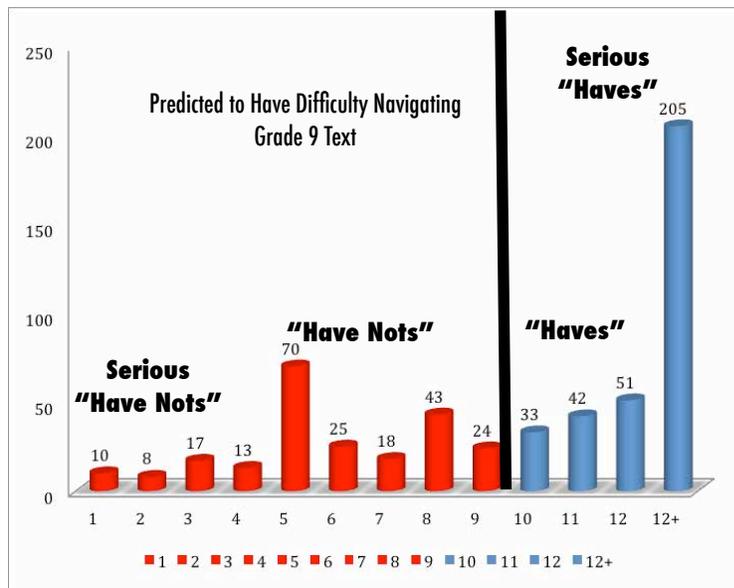
## Our Solution to This Problem?

### PRIMARY Writing Intervention Would Be:

☐ Text a **CODE** to 37607 ☐ Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

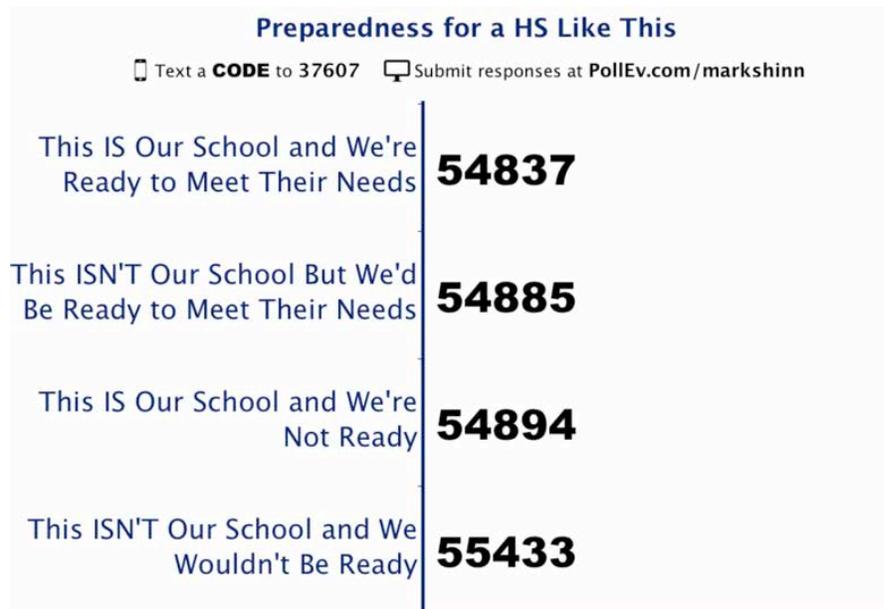
Intensive SBR Writing Program of at Least 1 Hour	<b>54429</b>
Writing Intervention Dependent on Teacher Preferences	<b>54500</b>
Alternative Language Arts Course	<b>54522</b>
Content Area Tutoring	<b>54523</b>
Accommodations	<b>54538</b>
Honestly Don't Know	<b>54543</b>

# WHAT WOULD YOU DO TO MEET THE NEEDS OF STUDENTS IN THIS HIGH SCHOOL?



Number of Grade 9 Students "Below Basic" Predicted by Lexiles

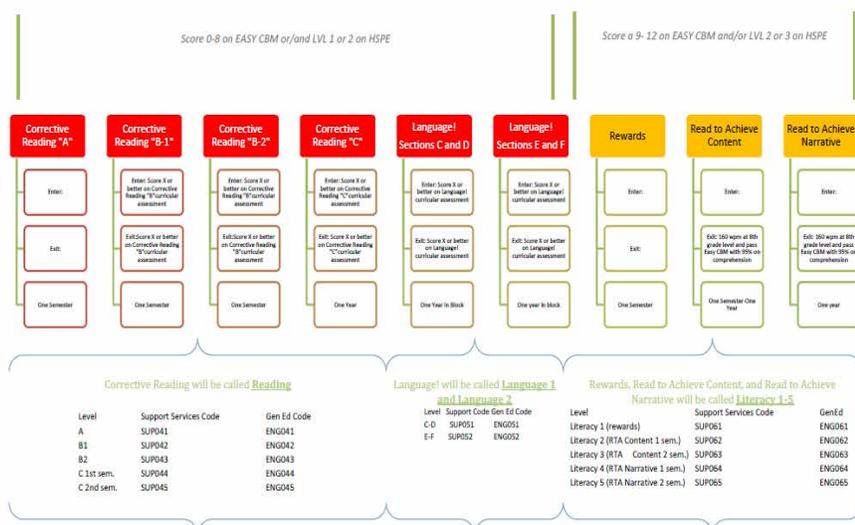
# Our Solution to This Problem?



# Preview: Mark's Perspective

1. A Standard, Minimum 80 Minutes Language Arts Block, Based on a Comprehensive Reading PROGRAM.
2. Scheduled Range of Reading/Language Arts Options, Aligned with Students' Needs

## LEADERS KNOW HOW TO DELIVER POWERFUL INTERVENTIONS! SCHEDULE THEM!!!!



Wayne Callender, Copyright 2011

## Describe the Status of Your High School Implementation

Text **133425** and your  
message to **37607**

Submit responses at  
[PollEv.com/markshinn](https://PollEv.com/markshinn)

No responses received yet. They will appear here...

# Big Ideas Are Communicated

# Know What You're Trying To Do

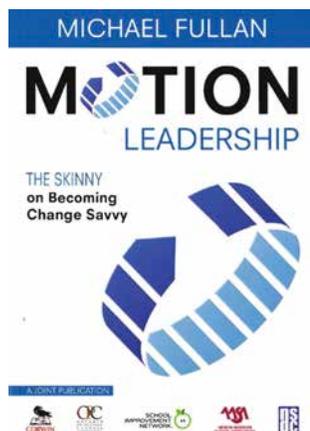
## (6) SPECIFIC LEARNING DISABILITIES-

(A) IN GENERAL- Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602, the local educational agency shall not be required to take into consideration whether the child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

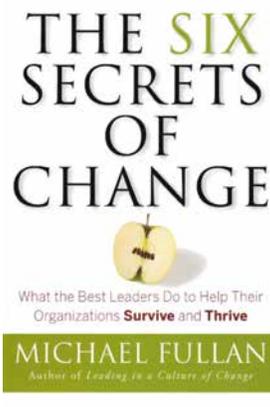
(B) ADDITIONAL AUTHORITY- In determining whether a child has a specific learning disability, a local educational agency may use a process which determines if a child responds to scientific, research-based intervention as a part of the evaluation procedures in paragraphs (2) and (3).

# We're Doing RTI "Because It is the LAW"

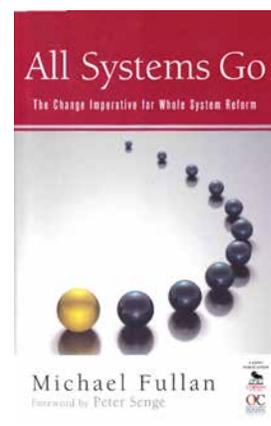
## What Would Change Experts Say?



Fullan, M. (2010). *Motion leadership: The SKINNY on becoming change savvy*. Thousand Oaks, CA: Corwin.



Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.



Fullan, M. (2010a). *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Jossey-Bass.



## Big Idea for Teachers



**MTSS is Intended To Make  
The Difficult Job of Teaching  
Easier...**



## Big Idea for Students and Families



**Students Get the **Services**  
**They Need...****

*As Soon As They Need  
Them!*



# Fullan Identifies a STRONG MORAL PURPOSE



Being Ready for College

or

Ready for Employment is a Civil  
Rights Issue

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Josey-Bass.

**Big Idea:**

**No Wimpy Interventions**

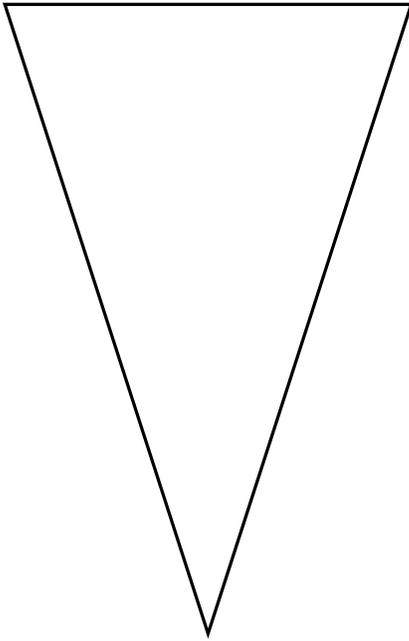
**If You Intervene, Intervene Early and  
Hard**

Reduce the GAP Early to Focus on Future Learning Rather  
than Constantly Catching Up

Better at Grade 6 Than Grade 9

Better at Grade 9 Than Grade 11 or Drop Out!

# What Leadership Can Do...



Builds **Commitment—Some Things You Just Don't "VOTE" On!**

Creates a Visible Plan and Timeframe

Gives **Permission** and Guide the **Abandonment Process**

**Allocates Resources, including Shifting Personnel**

**Coordinates Staff Development Aligned to the Visible Plan**

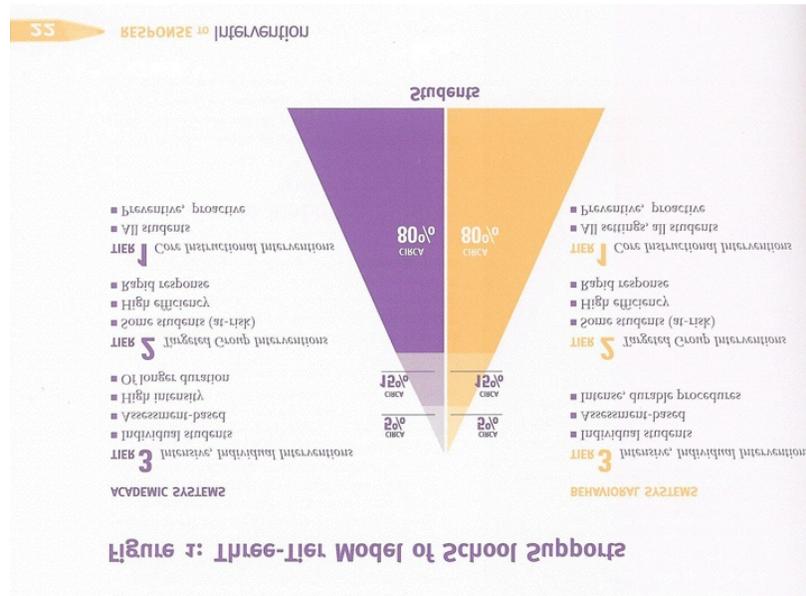
**Adjusts the Master Schedule**

**Ensures the Work Gets Done** (e.g., a Leadership Team Meets at Least Monthly)

## **From School Principals**

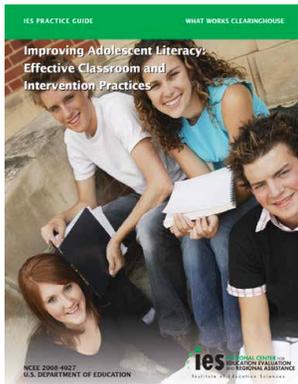
# **All of US Can Improve Our Pedagogy and Behavior Support**

# Time for a Change in Conception



Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

## Effective Classroom and Intervention Practices: A Practice Guide Recommendations



**Provide explicit vocabulary instruction.**

**Provide direct and explicit comprehension strategy instruction.**

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.



**10 Minutes to Reflect on Leadership Issues: Agree, Disagree, What's In Place, What Needs to Be Done?**

**From Special Education  
Directors:**

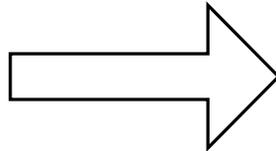
**Eligibility Practices Have  
Changed**

**Not Every Problem is a  
Special Education Problem!**

## Our Special Education System Enables the Status Quo

Content Area Courses

Student Doing  
Poorly in Social  
Studies



In Special  
Education

Student Receives  
Accommodations Like  
Extended Time, Modified  
Grades, or "Alternative" Social  
Studies with Lower Content and  
Reduced Expectations

## Not Every Problem is a SE Problem!

§300.309 *Determining the existence of a specific learning disability*

*The school must demonstrate that the student does not achieve adequately for the child's age or to meet state-approved standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the student.*

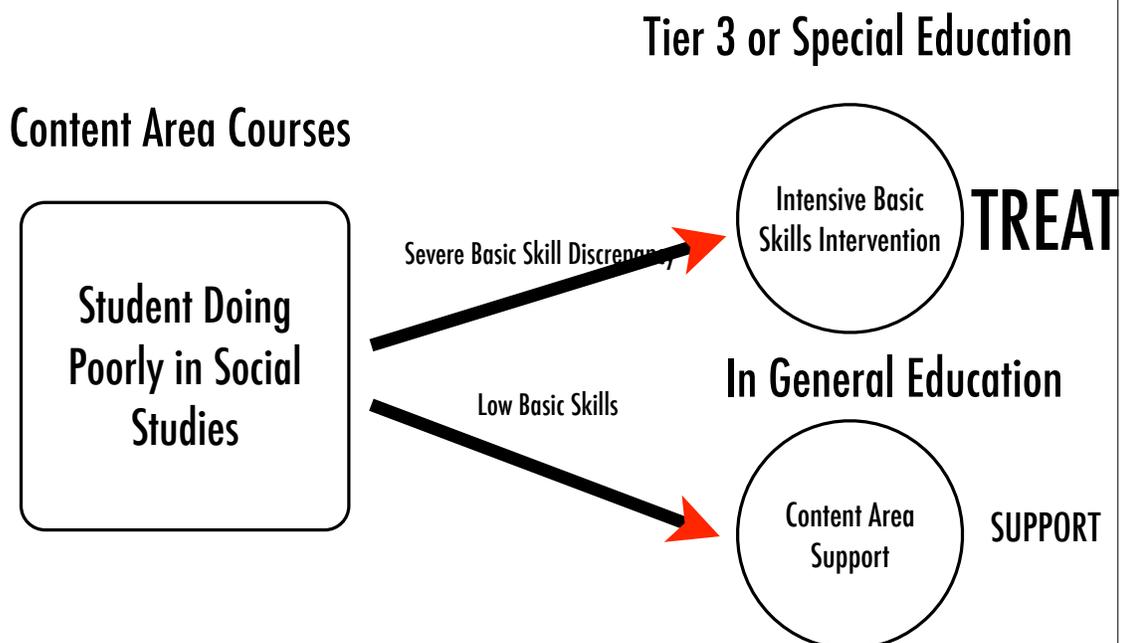
- *Oral expression;*
- *Listening comprehension;*
- *Written expression;*
- *Basic reading skill;*
- *Reading fluency skills;*
- *Reading comprehension;*
- *Mathematics calculation;*
- *Mathematics problem solving.*

## SLD Identification

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://www.pollEv.com/markshinn)

Still Use Ability-Achievement (Ab-Ach)	<b>76805</b>
Rtl	<b>76806</b>
Alternative Method (PSW)	<b>76820</b>
Ab-Ach AND RTI	<b>120636</b>
Ab-Ach and PSW	<b>120640</b>
AOTM (All Over the Map)	<b>120648</b>

# The "New" Model

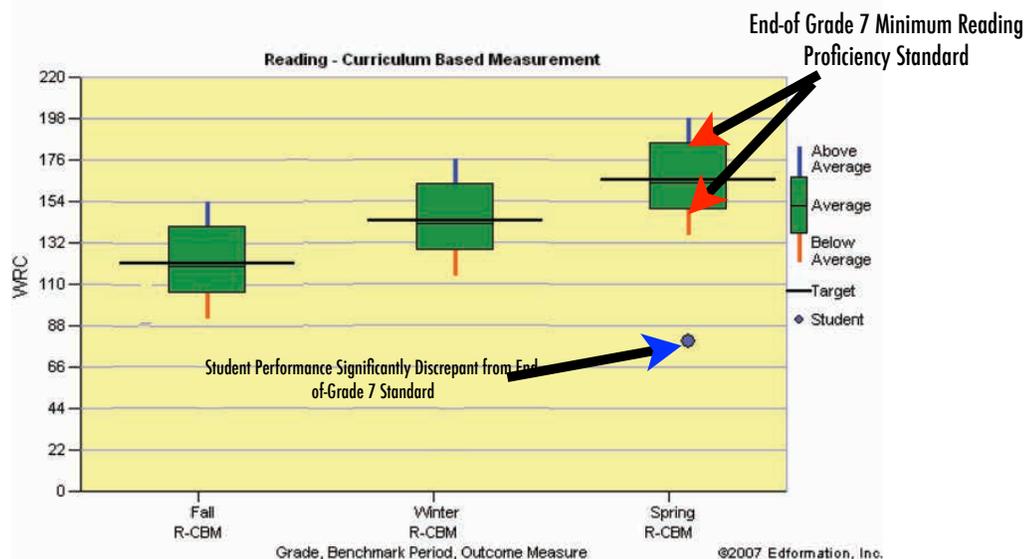


## Cutting to the Chase for Dr. Shinn's Recommendations for CBM in RtI as SLD Identification Grades 9-12

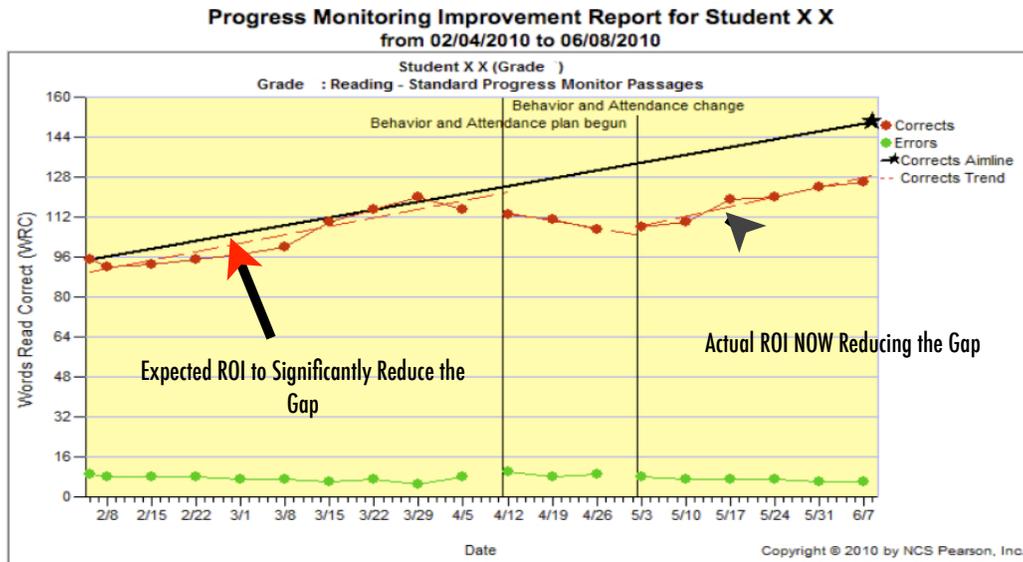
*Students May Be Eligible for Special Education under the Category of SLD Grades 9-12 IF:*

1. Severe Achievement Discrepancy Below the Median of <Local End-of-Year Grade 7 Students> as Measured By CBM Using Grade 7 Tests (a standards-based approach)
2. Progress On CBM is Below the Rate of Improvement (ROI) That Significantly Reduces the Severe Achievement Discrepancy When
  - (i) Tier 3 Intervention is of Appropriate Intensity
  - (ii) Delivered With Fidelity
3. The Proposed Special Education Intervention Has a Direct Instruction, Basic Skills Focus that is Described in Sufficient Detail to Suggest that is Different in Meaningful Ways from Tier 3 Intervention and Reflects Specially Designed Instruction to Meet the Student's Unique Needs
4. All Other Procedural Requirements (Determinant and Exclusionary Components) Have Been Addressed

### Educational Need: A Significant **NORMATIVE** Discrepancy Grade 7 Example

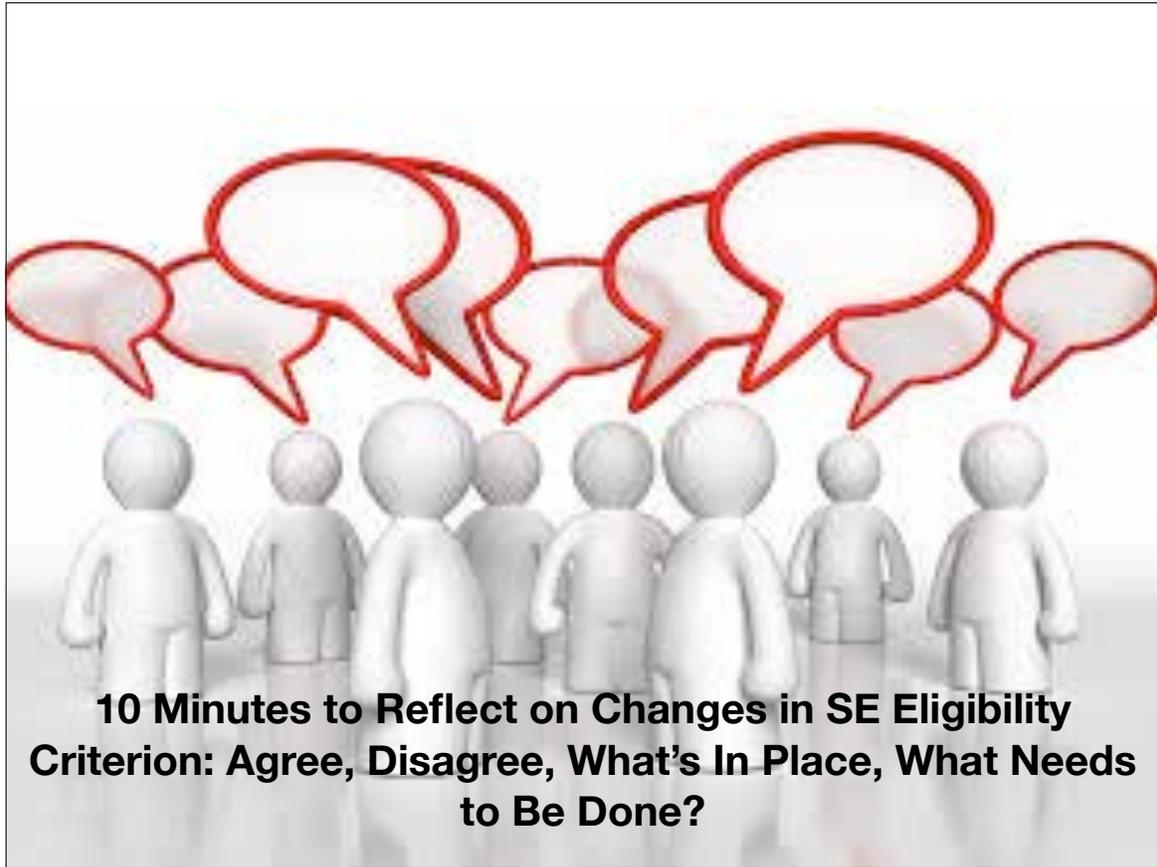


# Measuring The Progress Discrepancy



## Grade 9-12 Caveats

1. Universal Screening Data Using Extant Data from End-of Grade 8 Leads to Individual Screening Using CBM to Drive the Process; Grades 10-12 are Based Solely on Individual CBM Screening
2. Grade-Level Teams with Administrative Support Proactively Triage Students into Tiers of Appropriate Intensity
3. The Clear Intent of Multi-Tiered Systems of Support/Rtl is to Provide Appropriately Intensive Intervention in a Timely Manner, NOT Serve as a Hoop Jumping Process to Determine SE
4. Relatedly, the Process DOES NOT Include "Wait to Fail" at Tier 1 and Tier 2, to Get to Tier 3 and Fail Again
5. Only Rarely Do Tier 2 Students Move to Tier 3
6. Interventions at Tiers 2 and 3 Use Intensive and Proven BASIC SKILLS Programs, Not Teacher-Made, Not Help with Homework, Alternative Courses



**10 Minutes to Reflect on Changes in SE Eligibility  
Criterion: Agree, Disagree, What's In Place, What Needs  
to Be Done?**

**From Special Education  
Directors:**

**Programs *MUST* Make a  
Difference to Students!**

**IEP Goals Are Written  
Differently and Progress  
Monitoring is Standardized**

# Sample Observable and Measurable CBM IEP Goals

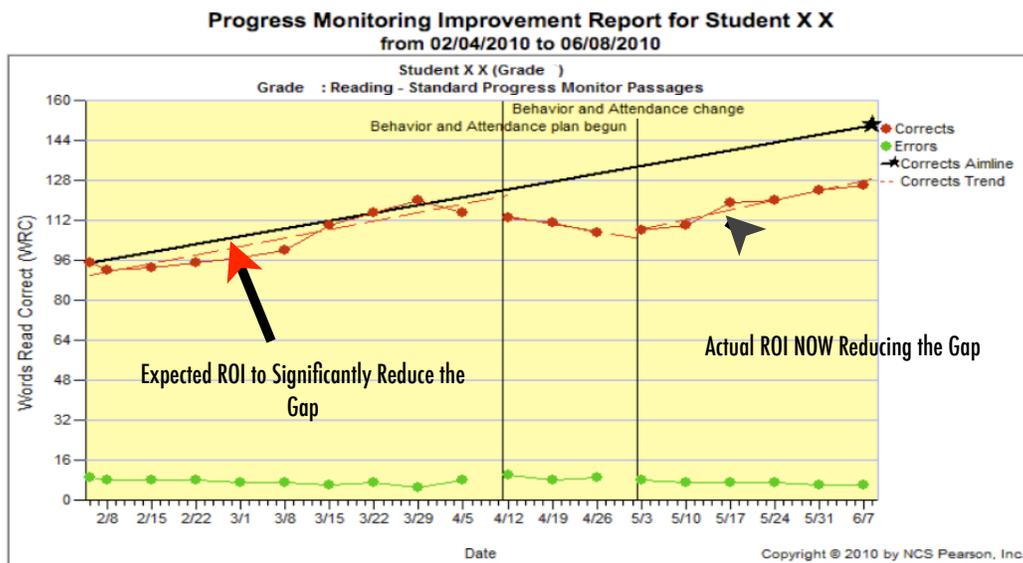
## In 1 Year (Expiration of the IEP), John will

Read 150 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 7 Standard Reading Passage

Earn a score of greater than 35 points on a randomly selected Grade 7 Mathematics Applications Probe

Write 60 Total Words (TWW) with 60 Correct Writing Sequences (CWS) given a randomly selected story starter.

## Measuring The Progress Discrepancy



## Special Education is Leading: IEP Goals and Progress Monitoring

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

Lots of IEP Goals w 80% Criterion and Let SE Teachers Decide How to PM	<b>87125</b>
Lots of IEP Goals w 80% Criterion, But STANDARDIZE SE PM Practices	<b>87226</b>
We Write Fewer IEP Goals Using CBM and Standardize SE PM Practices	<b>87650</b>
Honestly Don't Know	<b>88300</b>

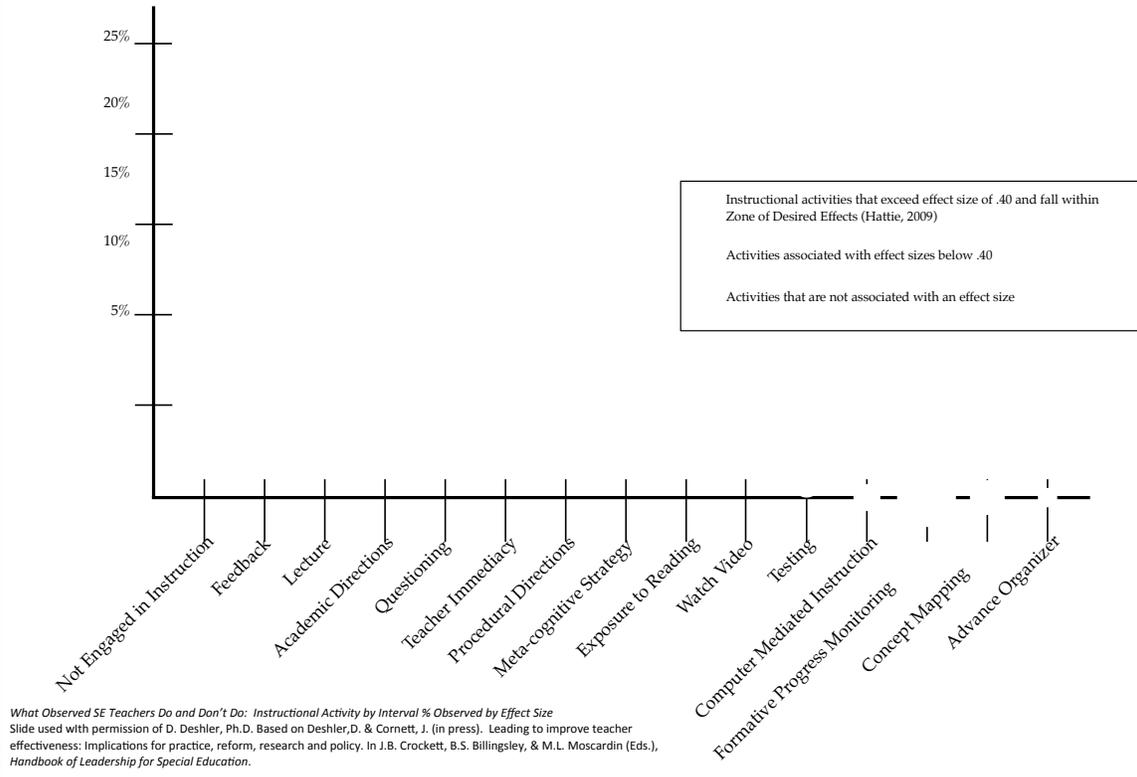
## Typical Secondary SE Intervention....

Extended Time  
Lower Expectations  
Alternative Assessment  
Modified Grades  
Alternative Courses

Pressure from parents, administrators, general educators, and students to  
*provide homework assistance and review or re-teach  
content-area subject matter..*

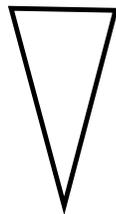
The "*tutoring trap*," which is a costly error implemented at the  
expense of teaching students strategies they can use in  
content classrooms  
(Deshler, Ellis, & Lenz, 1996).

# WHAT SECONDARY SPECIAL EDUCATION LOOKS LIKE



## Planned and Powerful School Reading and Adolescent Literacy Interventions for Special Education and Tier 3

Powerful Basic Skills Interventions That **REDUCE** the **GAP** for Those Who Need Them



SOME Examples

REACH (SRA; CR + Spelling Through Morphographs + Reasoning and Writing)

Corrective Reading (SRA)

Language! (Sopris West)

Read 180 (if Students Are Not Severely Discrepant in Word Reading)

Don't Rely Too Heavily on Computer-Based Programs Except to Increase Practice and Reading Volume

## SE Reading Intervention Significantly Reduces the Gap?

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://www.poll-ev.com/markshinn)



## **STEP 1 (a):**

# **STRENGTHEN THE CORE LANGUAGE ARTS CURRICULUM**

AS EARLY IN SECONDARY AS POSSIBLE!

Begin Now for Changes in Fall 2014!

### **Impact of Secondary LA Effective Reading/Writing Narrative and Expository Text**

☎ Text a **CODE** to 37607    🗣 Submit responses at [PollEv.com/markshinn](http://PollEv.com/markshinn)

Nearly ALL (>90%) **187667**

MOST (80%) **187735**

Some (<80%) **187760**

Fails (<60%) **187762**

# Typical Core Language Arts Curriculum

	Program and Focus	Amount of Time	Points of Vulnerability
General Education Tier 1	Novel Study	Single Period	Teacher to Teacher <i>Variability</i> , Often <i>Little Explicit Instruction</i> About How to Navigate and <i>Comprehend Narrative and Content Area Texts</i> ; Writing Instruction is <i>Idiosyncratic</i>
Tier 2	Non-Existent or Separate, But Less Difficult Version of the Core		Former Puts <i>Pressure on Special Education</i> to Assume Responsibility; Later <i>Fails to Deliver Skills</i> Students Need to <i>Reduce the Gap</i> and Be <i>Successful in ALL Content Classes</i>
Tier 3	Really Only Special Education as an Option and Too Often, Only Computer-Driven or Bandaid Programs	Single Period, Supplanted Instruction	<i>Doesn't Reduce the Gap</i> and <i>Doesn't Support Success</i> in ALL Content Classes

## CORE Language Arts Grade 6-9 Program Is

☐ Text a **CODE** to 37607 ☐ Submit responses at [PollEv.com/markshinn](https://www.pollEv.com/markshinn)

Daily Double Block  
or Period > 70... **185655**

Daily Single Block or  
Period < 70 Minutes **185676**

Every Other Day **185686**

I Don't Know **185688**

## CORE LA Curriculum Is:

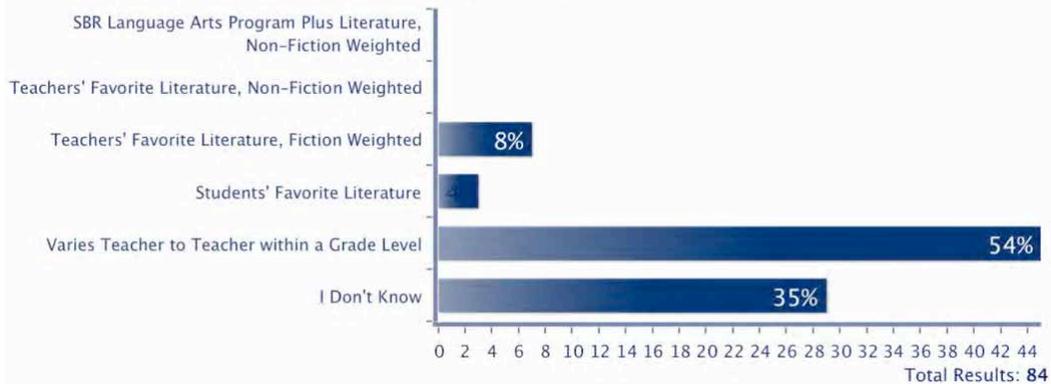
Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

SBR Language Arts Program Plus Literature, Non-Fiction Weighted	<b>186789</b>
Teachers' Favorite Literature, Non-Fiction Weighted	<b>186794</b>
Teachers' Favorite Literature, Fiction Weighted	<b>186799</b>
Teachers' Favorite Literature	<b>186825</b>
Varies Teacher to Teacher within a Grade Level	<b>186914</b>
I Don't Know	<b>186928</b>

# Compare

## Grade 6-9 CORE LA Curriculum Is PRIMARILY:

 **Start** this poll to accept responses



## Strengthen Your Core Language Arts Curriculum Across 3 Tiers..

Consider a Common, Scientifically Based Core Language Arts Program (At Least Through Grade 9) At Least 80-90 Minutes Per Day (Double Periods or Long Blocks)

Adjust Intensity and Explicitness of Language Arts Components Curriculum By Needs of Students

Ensure You Have Sufficient Time to Impact Tier 1 and Deliver Tiers 2 and 3 WITHIN the Period/Block

# A Virginia Solution

**Virginia Content Literacy Continuum™**

Additional Literacy Partnerships  
Meeting the Needs of All Students

**CLC**  
Content Literacy Continuum®

Home Overview Resources

**Project Schools**

Calpeper County High School	Calpeper
Calpeper Middle School	Calpeper
Liberty Middle School	Aetland
Metz Middle School	Manassas City
Osborn High School	Manassas City
Patrick Henry High School	Aetland
Tazewell High School	Tazewell
Tazewell Middle School	Tazewell

**Categories**

- Articles
- News

**Archives**

- October 2011
- December 2011
- October 2010
- December 2010
- December 2009
- December 2007

**Partners**

- Center for Research on Learning
- Virginia Department of Education

**Tools**

- Strategies
- Virginia CLC™ Web Accessibility

© 2011 University of Kansas Center for Research on Learning

**KU LEARNING**  
The Center for Research on Learning

<http://virginia.kucrl.org/overview/project-schools/>

# More on CLC



## ABOUT KU-CRL

Since 1978, the Center for Research on Learning at the University of Kansas has developed ways to help students, especially adolescents who are struggling in school, to become good learners. We work with school programs and out-of-school programs to create and deliver a more strategic approach to education.

### A FEW EXAMPLES OF THE MATERIALS AVAILABLE INCLUDE:

- Clarifying Routine
- Concept Mastery Routine
- Course Organizer Routine
- Error Monitoring Strategy
- FIRST-Letter Mnemonic Strategy
- Framing Routine
- Fundamentals / Proficiency in the Sentence Writing Strategy
- Lesson Organizer Routine
- Paragraph Writing Strategy
- Quality Assignment Routine
- Recall Enhancement Routine
- Self-Advocacy Strategy
- Self-Questioning Strategy
- Strategic Tutoring
- Strategic Tutoring Training Video & Guide
- Test-Taking Strategy
- Tutorative Session Organizer
- Unit Organizer Routine
- Visual Imagery Strategy
- Word Identification Strategy

**Field Tested**  
**Results Published in Peer Reviewed Journals**  
**Emphasizes INSTRUCTIONAL Practices Independent of Current Curriculum**  
**Robust Across Content Areas**  
**Teaches Students Life-Long Learning Strategies**

<http://www.kucrl.org/clc/adolescent-literacy-in-the-content-areas>

# Creating Time

Middle School	High School
Double Period, Language Arts (and Math) Every Day	Double Period, Language Arts (and Math) Every Day at Grade 9
"Scheduled" Tier 2 Classes in Addition to Core Requirements	"Scheduled" Tier 2 Classes for Credit in Addition to Core Requirements
Scheduled Universal "Intervention" Periods	COMMIT TO PROVIDE INTENSIVE TIER 3 REGARDLESS OF CONSEQUENCES WHEN NEEDED

# Proven Success Stories

Consortium on Reading Excellence, Inc.



## Implementing and Sustaining a Middle and High School Reading and Intervention Program

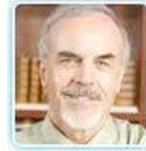
Linda Diamond

<http://www.corelearn.com/PDFS/Briefing%20Papers/CORE%20Briefing%20Paper%20Secondary%20Reading.pdf>

### Build 6-9 on a Foundation of a Strong Commercial Program, Plus CLC

	Program and Focus	Amount of Time
General Education Tier 1	<i>SBR Core Program (e.g., Prentice Hall Literature), + Core Novels + Outside Reading</i>	<i>Double Period or Block Every Day</i>
Tier 2	<i>Prentice Hall Literature, Plus More Explicit and Targeted Intervention + (Reader's Companion+ Rewards) + Structured Outside Wide Reading</i>	<i>Tier 2 Delivered Within the Double Period/Block</i>
Tier 3	<i>Prentice Hall Literature, + Explicit and Comprehensive Intervention (e.g., REACH) + Structured Outside Wide Reading</i>	<i>3 Periods</i>

# Thoughts From Kevin Feldman



"Prentice Hall - this one is my favorite - solid blend of fiction/non-fiction, academic vocabulary, writing, etc.

Holt - <http://hlla.hrw.com/hlla/> Many in CA have used this and report good things...

Houghton-Mifflin [http://www.eduplace.com/rdg/hme/6\\_8/](http://www.eduplace.com/rdg/hme/6_8/)

The key to me, is not so much which program (choose one that has substantial non-fiction - it is "language arts" NOT "literature arts" , solid writing/grammar, robust vocabulary, and clear accommodations for ELs and SpecEd students) -but how you support it... and how literacy is developed across the other academic disciplines within the school..."

You can reach Kevin @ [kfeldman@scoe.org](mailto:kfeldman@scoe.org); or view his blog and resources [www.scoe.org/reading](http://www.scoe.org/reading)

## Mark's Biased Approach

	Program and Focus	Amount of Time
General Education Tier 1	Strong, Teacher-Led, Comprehensive Language Arts Program with Explicit Instruction in Comprehending Narrative and Content Textbooks (i.e., Read to Achieve) + Novel Study Strongly Biased Toward Non-Fiction	Double Period or Block Every Day
Tier 2	Read to Achieve, Plus More Explicit and Targeted Intervention + (e.g., Rewards) + Structured Outside Wide Reading	Tier 2 Delivered Within the Double Period/Block
Tier 3	Read to Achieve + Explicit and Comprehensive Intervention (e.g., REACH or Corrective Reading) + Structured Outside Wide Reading	3 Periods

# Explicit and Guided Instruction in Narrative Text

SKILLS	Unit 9				Unit 10				Unit 11				Unit 12			
	Lessons				Lessons				Lessons				Lessons			
NARRATIVE TEXT	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>VOCABULARY AND COMPREHENSION STRATEGIES</b>																
<b>TEXT FEATURES</b>																
<b>STORY STRUCTURE</b>																
Characters	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Setting	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Plot	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Other Story Components (Author, Illustrator, Genre, Theme, Perspective, Mood, Author's Purpose)					✓				✓				✓			
<b>MENTAL IMAGERY</b>																
<b>SPECIFIC WORD INSTRUCTION</b>																
<b>PQCS STRATEGY</b>																
<b>Prediction</b>																
Preview	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Establish Purpose	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Activate Prior Knowledge	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Predict/Verify	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Question Generation	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Generate Literal Questions	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Generate Inferential Questions	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Clarification	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Revised and Adjust Reading Rate	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Decide Misplaced Words	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Use Word-Learning Strategies (Context Clues, Glossary Use, Dictionary/Online Dictionary Use)	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Summarization	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Recall What Happened	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Develop List	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
<b>RECIPROCAL TEACHING</b>																
<b>STRATEGY BOOKMARK</b>																
<b>HIGHER-ORDER THINKING</b>																
Bloom's Taxonomy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graphic Organizer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Metacognition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>FLUENCY STRATEGIES</b>																
<b>Oral Reading</b>																
Oral Reading	✓				✓				✓				✓			
<b>Silent Reading</b>																
Silent Reading																
<b>DIFFERENTIATED INSTRUCTION/RESPONSE TO INTERVENTION</b>																
<b>Strategies and Tips</b>																
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

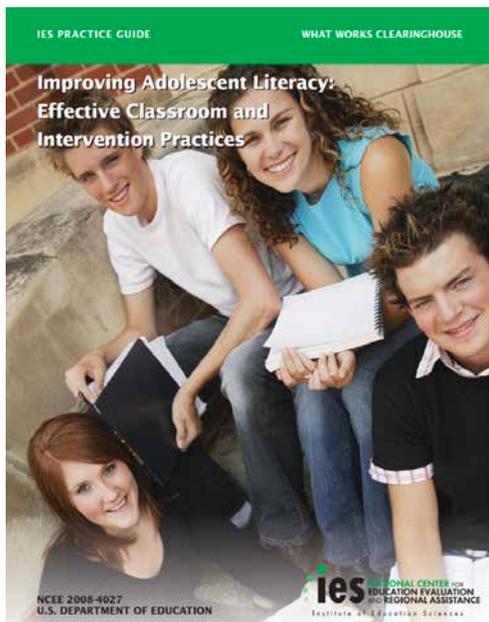
+ = Strong Teacher Support   
 ○ = Moderate Teacher Support   
 + = Student Independence   
  = Practiced   
 ✓ = Knowledge/Evaluative Check

**10 Minutes to Reflect on Your Language Arts Program,  
 At Least 6-9; Agree, Disagree, What's In Place, What  
 Needs to Be Done?**

# Strengthen and Support Content Literacy Across ALL Classrooms

- Explicit Vocabulary–The Right Words, the Right Way
- Explicit Comprehension Strategies

## We Need to Read About Adolescent Reading and Literacy Instruction



Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.

# Effective Classroom and Intervention Practices: A Practice Guide Recommendations

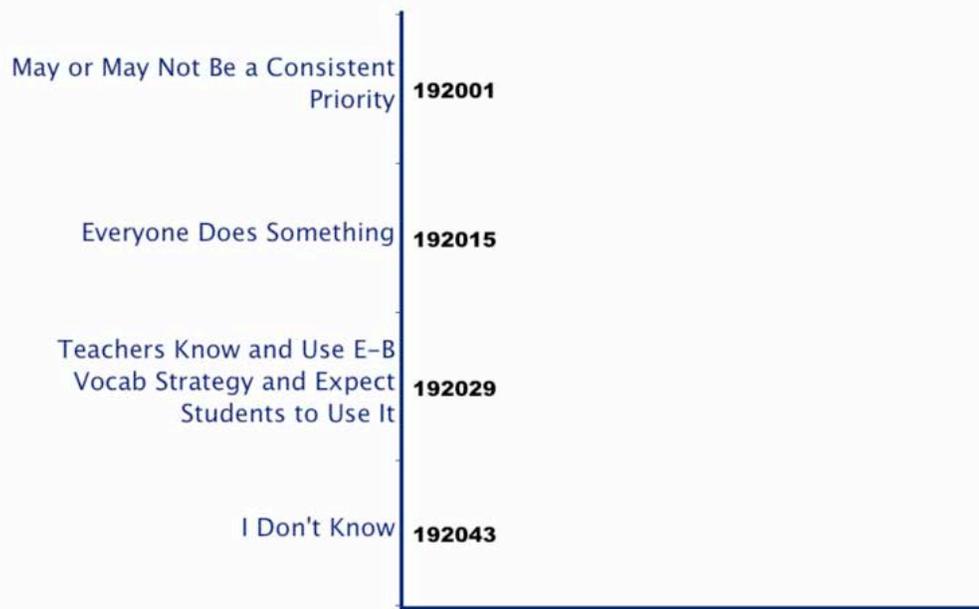
**Table 2. Recommendations and corresponding levels of evidence to support each**

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	<b>Strong</b>
2. Provide direct and explicit comprehension strategy instruction.	<b>Strong</b>
3. Provide opportunities for extended discussion of text meaning and interpretation.	<b>Moderate</b>
4. Increase student motivation and engagement in literacy learning.	<b>Moderate</b>
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	<b>Strong</b>

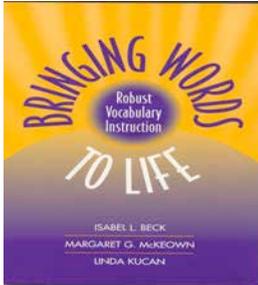
Provide Explicit Vocabulary  
Instruction: Strong

## Explicit Vocabulary Instruction

📱 Text a **CODE** to 37607
💻 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

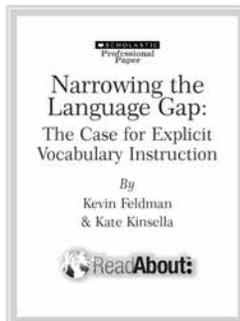


# Explicit Vocabulary Instruction



Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York, NY: Guilford Press.

The importance of teaching the **right** words and providing definitions in every day (Tier ) words.



Feldman, K., & Kinsella, K. (2005). Narrowing the language gap: The case for explicit vocabulary instruction. In Scholastic (Ed.), Read About: . New York, NY.

What **does** and **doesn't** work to teach vocabulary.

# Vocabulary Resources



Coxhead, A. (2000). A new academic word list. TESOL Quarterly, 34, 213-238. 570 word families (<http://www.uefap.com/vocab/select/awl.htm>) that are not in the most frequent 2,000 English words, BUT that occur reasonably frequently among academic texts (e.g., analyze, approach, area, assess, assume, authority, available, benefit)



The Word Generation program (<http://wg.serpmedia.org/>) focuses on academic vocabulary, i.e., words that students are likely to encounter in textbooks and on tests, but not in spoken language. Interpret, prohibit, vary, function, and hypothesis are examples.



The Longman Dictionary of Contemporary English <http://www.ldoceonline.com> is another free resource for providing definitions in every day words

# Proven Programs



**REWARDS Secondary**



**REWARDS Strategies Applied to Social Studies Passages**



**REWARDS Strategies Applied to Science Passages**

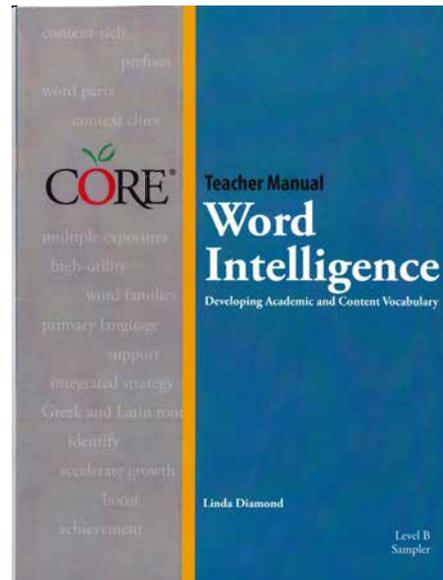
<http://www.soprislearning.com>

# Word Intelligence

**13 units designed to boost the vocabulary and word knowledge of struggling 7<sup>th</sup> and 8<sup>th</sup> grade readers** **Text**

**Explicit teaching of academic and content vocabulary tied to social studies**

**900 words, plus prefixes, suffixes, roots**



Diamond, L. (2011). *Word Intelligence: Developing academic and content vocabulary*. Berkeley, CA: Consortium on Reading Excellence.

# Effective Classroom and Intervention Practices: A Practice Guide Recommendations

**Table 2. Recommendations and corresponding levels of evidence to support each**

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

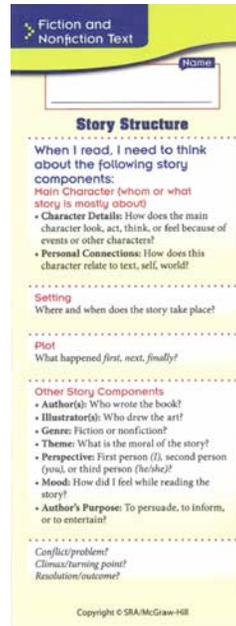
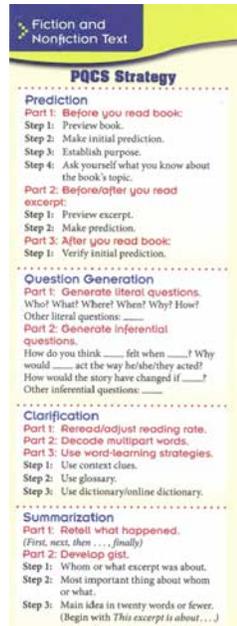
**Provide Direct and Explicit Comprehension Strategy Instruction: Strong**

## Explicit Comprehension Instruction

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)



# Actively, Continuously, and Reward Use of a Robust Comprehension Strategy



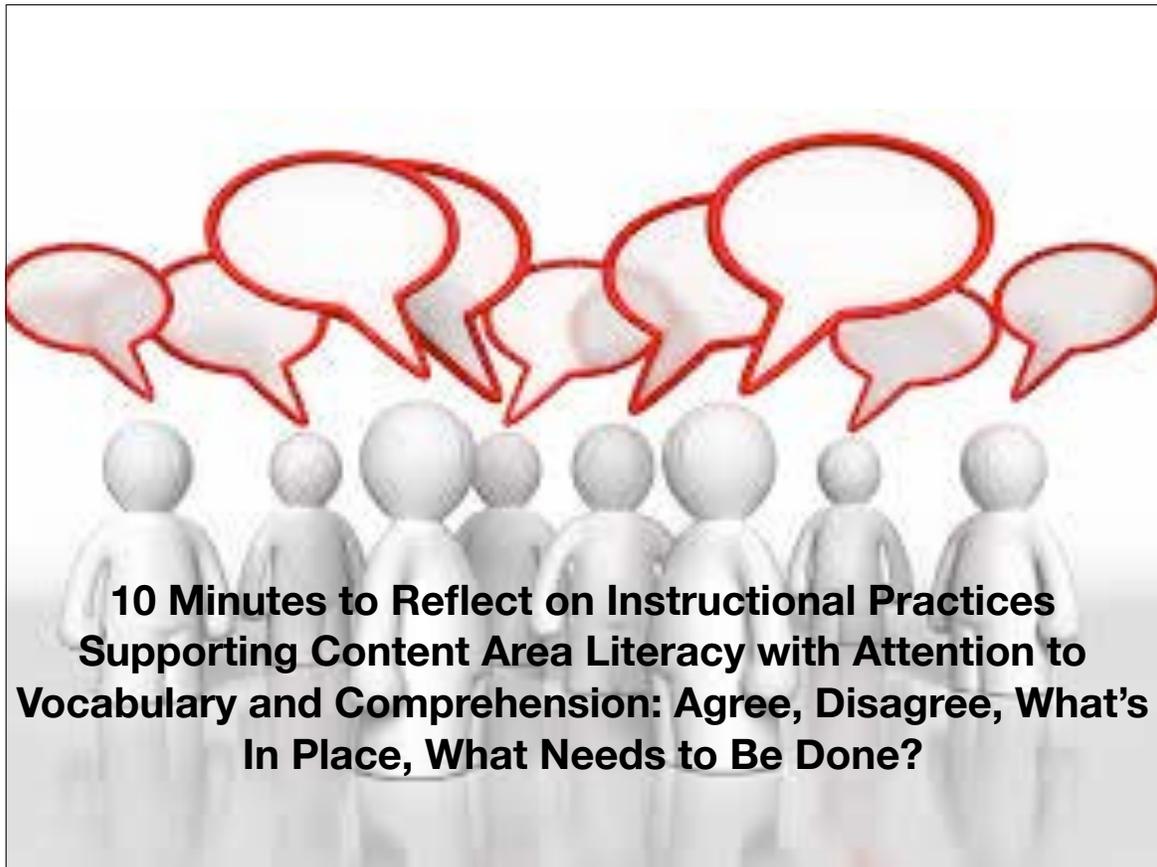
## Clear Models to Add Pedagogical Tools

<http://www.fisherandfrey.com>

<http://www.youtube.com/user/fisherandfrey>

<http://explicitinstruction.org>

<http://safeandcivilschools.com>



**10 Minutes to Reflect on Instructional Practices  
Supporting Content Area Literacy with Attention to  
Vocabulary and Comprehension: Agree, Disagree, What's  
In Place, What Needs to Be Done?**

## **Make A Commitment to Effective Positive Behavior Support**

Recognize that Tiered Services for Academics and Behavior are  
NOT Separate Initiatives

At the Level of the School

Identification of Expectations

Active and Ongoing Teaching of Behavior Expectations

Active and Ongoing Recognition of Attainment of Behavior

Objectives

Active Plans for Prevent Tardies

At the Level of the Classroom to Support Teachers to Use Positive  
Practices

Making Explicit, Teaching, and Acknowledging Class  
Expectations

Appropriate Use of Praise and Reprimands

## Status of Our Behavior Support

☎ Text a **CODE** to 37607    🗨 Submit responses at [PollEv.com/markshinn](https://www.poll-ev.com/markshinn)



## Scientifically Based Behavior Support Interventions Websites

National Technical Assistance Center on  
Positive Behavioral Interventions and Supports (PBIS):

[www.pbis.org](http://www.pbis.org)

Randy Sprick, Ph.D.

Safe and Civil Schools:

[www.safeandcivilschools.com](http://www.safeandcivilschools.com)

Rob March, Ph.D.

Effective Educational Practices

<http://www.successfulschools.org>

Illinois PBIS Network

<http://www.pbisillinois.org>

Michigan's Integrated Behavior and Learning  
Support Initiative (MiBLSi)

<http://miblsi.cenmi.org/>

# FLESHING OUT TIERED BEHAVIOR SUPPORT

TIER	SERVICES AND SYSTEMS
1	School-Wide System w Expectations and Supports Tardy Strategies (e.g., START on TIME) Classroom Strategies (e.g., CHAMPS) Access to Behavior Coaches
2	Connections Check -In-Check Out (CICO) Access to Behavior Coaches
3	Connections+ Individual Behavior Support Plans Access to Behavior Coaches

## Reduce Tardies School-Wide

**START on Time! Safe Transitions and Reduced Tardies**

View My Basket   Printable Order Form   Checkout

**Create Safe Hallway Transitions and Reduce Tardiness School-Wide in Middle and High Schools.**

A multi-media in-service program for middle school and high school that will:

- Reduce frequency of tardiness by up to 90%
- Increase instructional time lost to tardiness
- Increase hallway safety and improve school climate
- Increase interactions between staff and students

START on Time! helps middle and high school administrators and staff to improve student behavior in hallways. You establish solid methods for attaining and maintaining a more civil and academic environment throughout your school. Your entire staff works together to increase the level of coordinated hallway supervision.

The program includes:

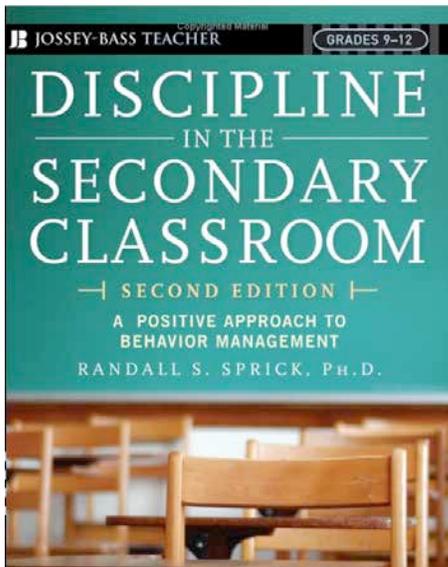
- two CD-ROMs
- sample lesson plans
- a reference manual
- survey forms
- reproducible overhead transparency masters

**CD #1. Planning Steps**—Establish and guide a task force through ten easy steps, adapting procedures to your school's needs.

**CD #2. Implementation Steps**—After adapting procedures, implementation can begin with less than an hour of total-staff training. Seven copies of CD #2 are included for easy dissemination to all staff.



## Commit to Improving Behavior Support in the Classroom



Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

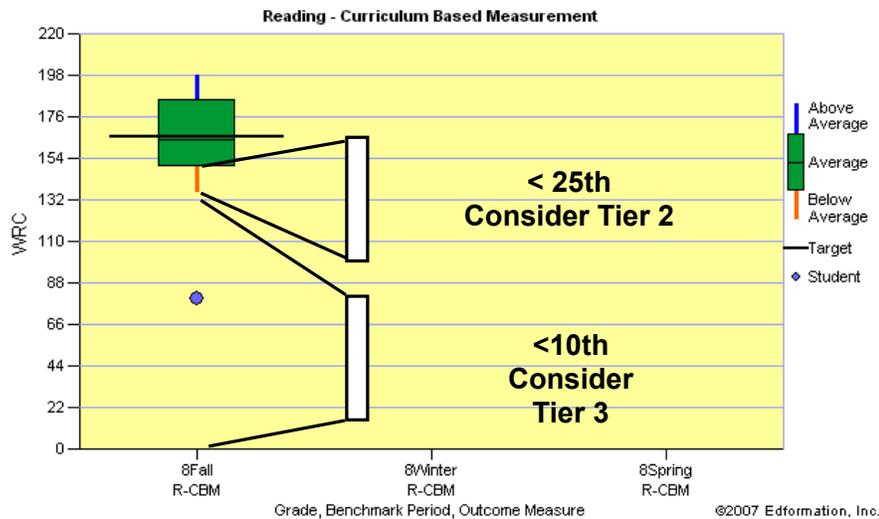


**10 Minutes to Reflect on Positive Behavior Support in Your School: Agree, Disagree, What's In Place, What Needs to Be Done?**

# Build Your Data System

## BASIC SKILLS SCREENING (UNIVERSAL OR INDIVIDUAL) FREQUENT PROGRESS MONITORING FOR SOME SCREENING FOR SOME

### *Educational Need: A Significant NORMATIVE Discrepancy Grade 8 Example*



## Middle Schools Should and High Schools (May) Screen with a Basic Skills Focus

### I Prefer to Use Curriculum-Based Measurement (CBM)

- Relatively Time and Cost Efficient
- Scientifically Based
- Leads Directly to Monitoring Progress Using the Same Methods

## DATA SYSTEM KEY DEFINITIONS

### **Benchmark Assessment/Benchmarking**

Relatively Repeated Testing of ALL Students Screen AND Simple Progress Monitoring (e.g., 3 times per Year)

### **Universal Screening**

Testing of ALL Students to Identify At Risk

### **Individual Screening**

Testing Individual Students When There is Suspicion of a Basic Skills Deficit

### **Multiple Gating Screening**

Use Existing Test Data on ALL Students to Identify Those Students with Potential of a Basic Skills Deficit

Follow Up Testing with R-CBM

## SCREENING CHOICES AND RECOMMENDATIONS

GRADE	METHOD	MEASURE(S)
GRADE 6	BENCHMARK ASSESSMENT	R-CBM
*Grades 6-9	Universal Screening	Maze or Multiple Gating
Grades 10-12	Individual Screening	R-CBM

\*ASSUMPTIONS BASED ON MIDDLE CLASS COMMUNITY

## DATA SYSTEM KEY DEFINITIONS

### **Benchmark Assessment/Benchmarking**

Relatively Repeated Testing of ALL Students Screen AND Simple Progress Monitoring (e.g., 3 times per Year)

### **Universal Screening**

Testing of ALL Students to Identify At Risk

### **Individual Screening**

Testing Individual Students When There is Suspicion of a Basic Skills Deficit

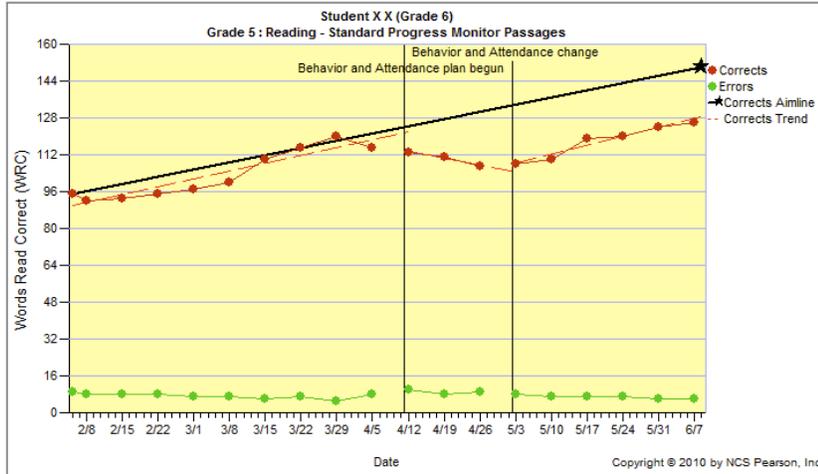
### **Multiple Gating Screening**

Use Existing Test Data on ALL Students to Identify Those Students with Potential of a Basic Skills Deficit

Follow Up Testing with R-CBM

## Frequent Progress Monitoring for Students with Basic Skills Deficits is STILL IMPORTANT

**Progress Monitoring Improvement Report for Student X X**  
from 02/04/2010 to 06/08/2010



## BASIC READING SKILLS PROGRESS MONITORING CHOICES AND RECOMMENDATIONS

GRADE	TIER 1	TIER 2	TIER 3	SE IEP GOALS
GRADE 6	BENCHMARK ASSESSMENT	Repeat Benchmark Monthly	Weekly R-CBM	1-2 x Per Week R-CBM
*Grades 7-10	Consider Need	1 x per Month, But More Frequently "Permissible"	Weekly R-CBM	1-2 x Per Week R-CBM
Grades 10-12	X	High Quality Grading System	Weekly R-CBM	1-2 x Per Week R-CBM

\*ASSUMPTIONS BASED ON MIDDLE CLASS COMMUNITY



**10 Minutes to Reflect on Basic Skills Progress  
Monitoring in Your School: Agree, Disagree, What's In  
Place, What Needs to Be Done?**

## **Commit to Improving the Quality of Tier 1 Content Instruction**

**“Simple” Low Cost Solutions**

**Better Syllabi**

**Better Grading**

**Teaching From a Big Ideas Focus**

**Strategies to Increase Engagement**

**Begin Increasing Capacity and Targeting Early  
Adopters in Year 1**

# Strategies to Ensure Active Engagement

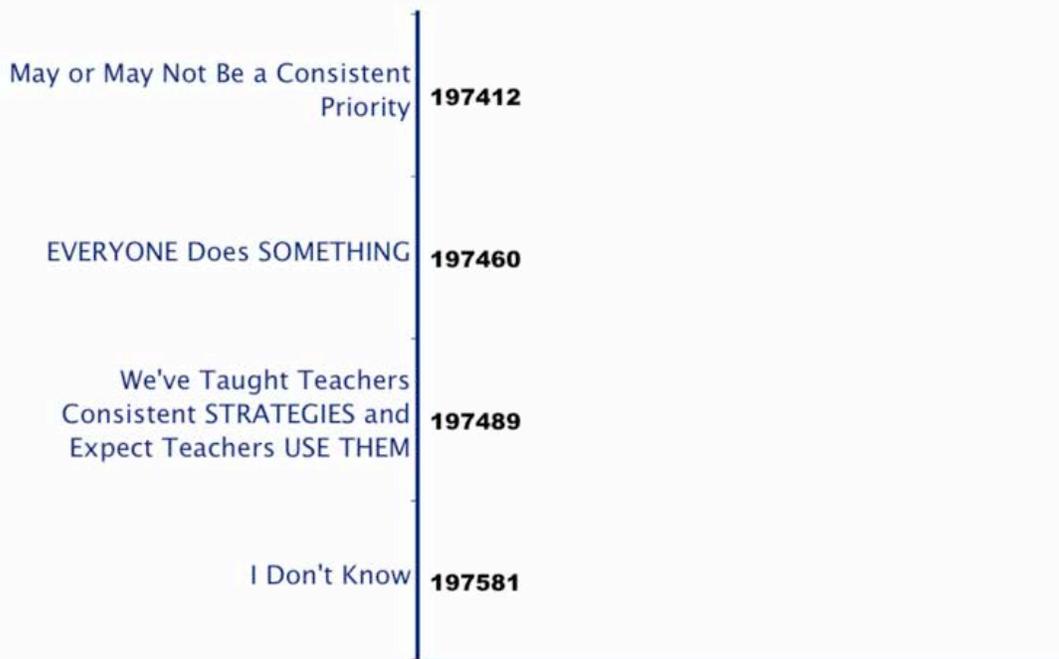
Engagement is a *common problem* in secondary classrooms.

*Active teaching* can make a big difference.



## Effective Engagement Strategies

📱 Text a **CODE** to 37607    🗨️ Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)

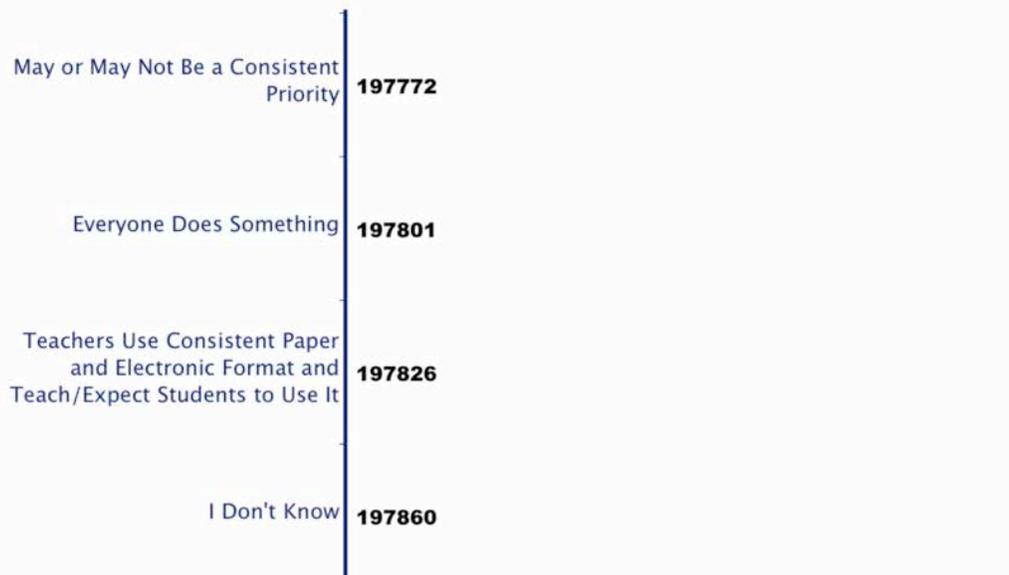


## Quality Paper and Electronic Syllabi in a Consistent Format Designed to Reflect Knowledge of Instruction to Meet the Needs of Diverse Learners and Reinforce Study Skills

- Contact Information
- Course Goals and Big Ideas
- Instructions and Directions as to How to Get Help
- Course Materials
- Behavior Expectations and Consequences
- Detailed Information About the Grading System
- Assignment Calendar with Due Dates
- Self-Monitoring Checklists
- Access to Models for Papers, Projects, Tests

### Our Teachers Provide Students and Teachers a Quality Syllabus

☎ Text a **CODE** to 37607    🗨 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)



## Consistent Formats Among Teachers and Formats

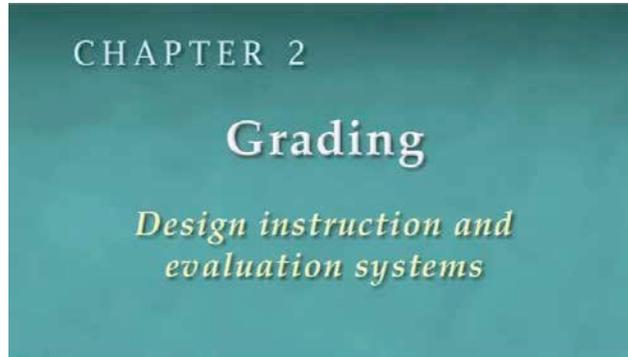
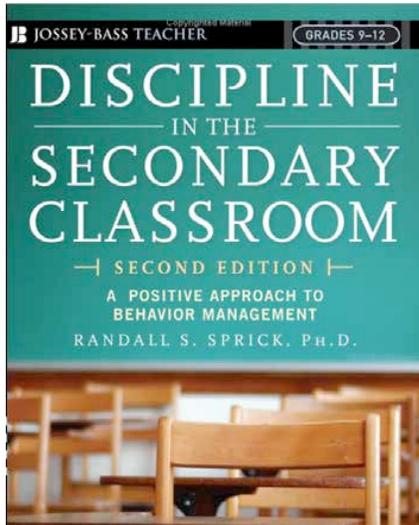
Electronic for <b>Teacher</b>	Paper, Web-Page Posted, and pdf for <b>Student</b>	Paper, pdf, and Web-Page Posted for <b>Parent</b>
<p style="text-align: center;"><b>Teaching Tool</b> (Scaffold)for Explicit Expectations and For Modeling Study and Organizational Skills (For Visually Modifying for Students)</p>	<p style="text-align: center;">Scaffold for <b>Organizational Skills</b> (Coming to Class Prepared, Understanding Expectations)</p>	<p style="text-align: center;">Scaffold for <b>Supporting</b> School and Teacher Checkable for Understanding Due Dates and Other Expectations</p>

## Why A Syllabus?

### A Syllabus is for the *Teacher*

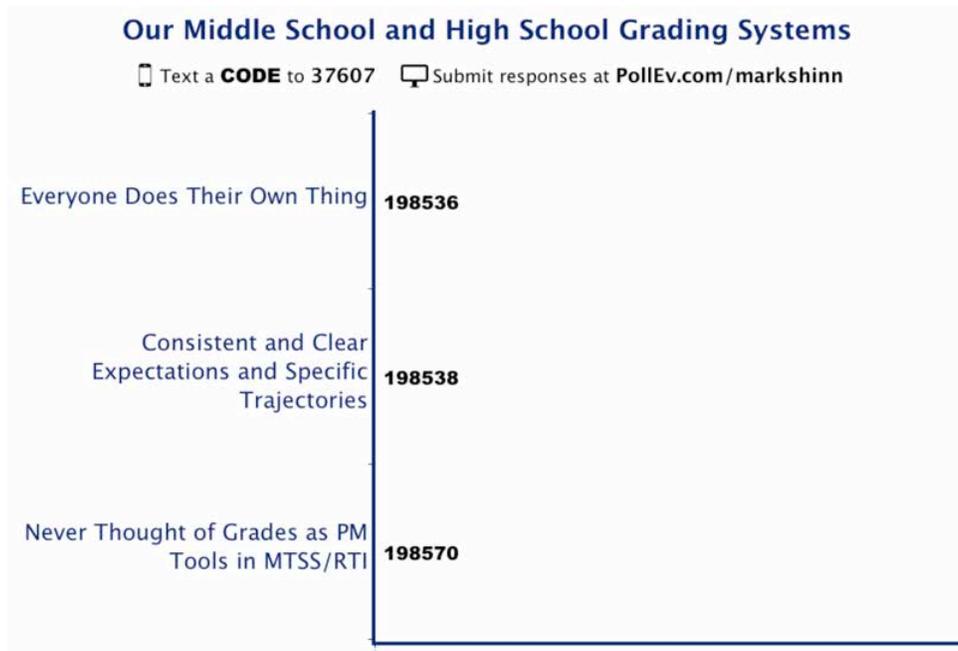
- *To Facilitate Course Planning*
- *To Explicitly Communicate Key Information*
- *To Teach, Model, and Support Organizational Skills*
- *To Pre-correct for Challenging Behavior Like "You Never Told Me!"*

# Building an Effective Grading System



Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

# Status of Grades as PM Tools

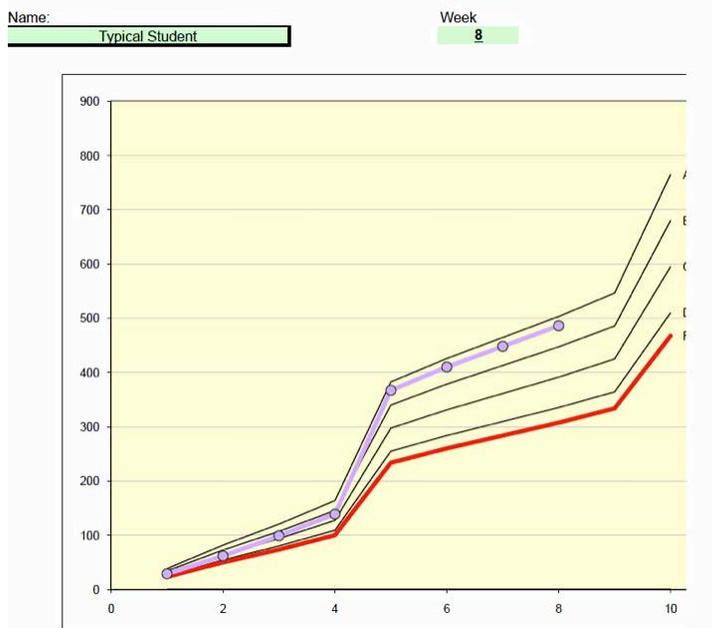


# An Illustration

F. **Grading Policy:** The quarterly grades will be determined by the following: final drafts of essays, earlier graded drafts and outlines of essays, projects, quizzes, in-class and homework assignments, and classroom participation.

The final course grade will be determined by combining the four quarterly grades and the final exam and then dividing by five.

## What It Looks Like When It's Done



**Student Making Progress**

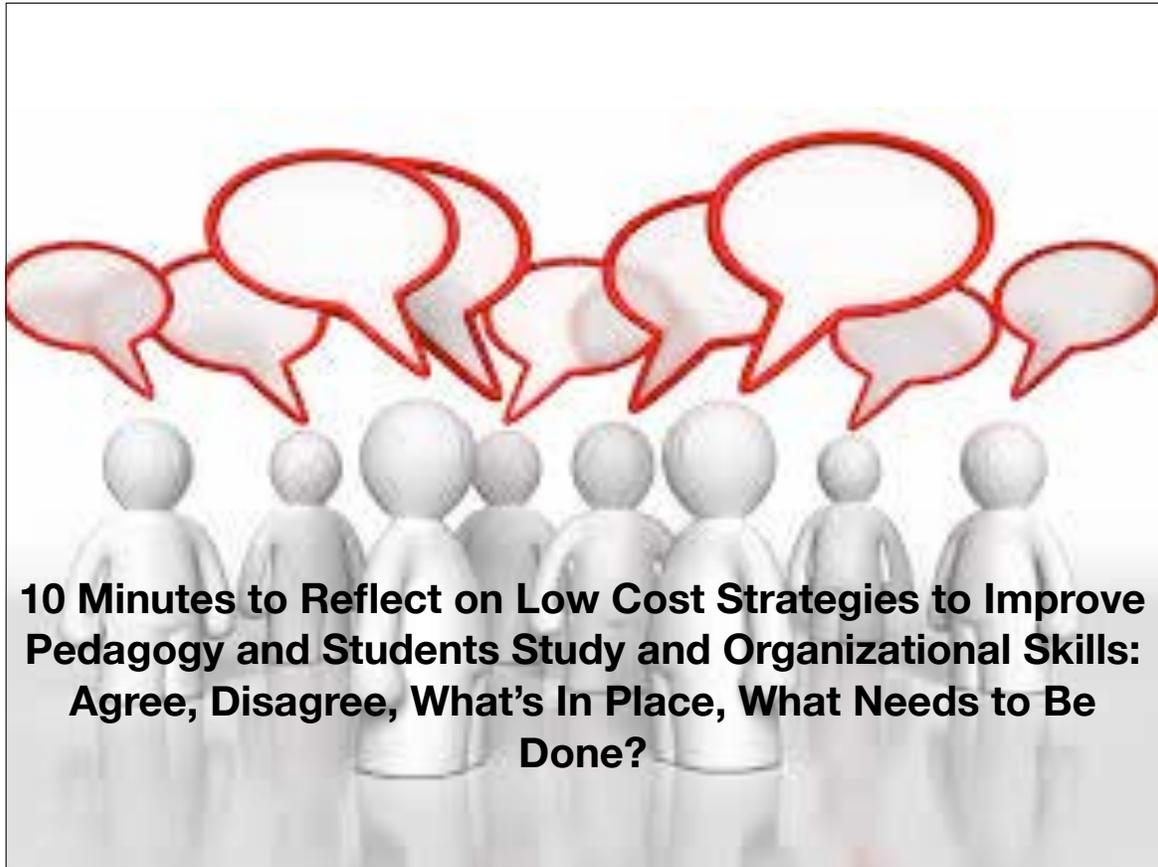
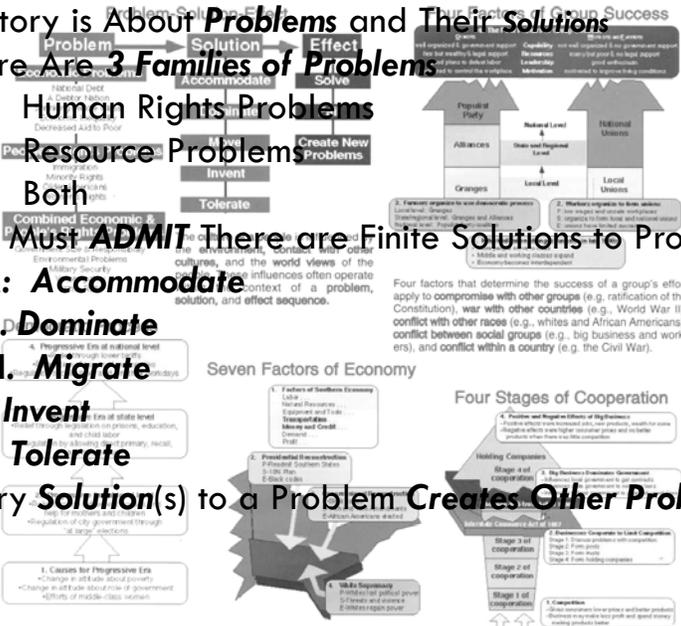
# Understanding U.S. History

Volume 1 - Through 1914

## Big Ideas About History

The graphic organizers below illustrate five big ideas in U.S. History: Problem-Solution-Effect, Four Factors that Determine Group Success, the Democratic Process, the Seven Factors of an Economy, and the Four Stages of Cooperation.

1. History is About **Problems** and Their **Solutions**
2. There Are **3 Families of Problems**
  1. Human Rights Problems
  2. Resource Problems
  3. Both
3. We Must **ADMIT** There are **Finite Solutions** to Problems
  - A. Accommodate**
  - D. Dominate**
  - M. Migrate**
  - I. Invent**
  - T. Tolerate**
4. Every **Solution(s)** to a Problem **Creates Other Problems**



**10 Minutes to Reflect on Low Cost Strategies to Improve Pedagogy and Students Study and Organizational Skills: Agree, Disagree, What's In Place, What Needs to Be Done?**

# Ensure Teachers Have Access to Training and Coaching In Strategic Instruction Model (SIM)

## We Know Teaching Routines and Learning Strategies That Impact Student Learning



The screenshot shows the homepage of the Center for Research on Learning (CRL) at the University of Kansas. At the top, there is a navigation bar with links for Home, News, Calendar, Directors, and Maps. Below this is a search bar and a main navigation menu with categories: ABOUT, PROJECTS, CONFERENCES, LIBRARY, and MATERIALS. The main content area features three featured articles: 'KU-CRL web redesign' (January 2007), 'Adolescent literacy' (discussing high numbers of adolescents failing to attain the level of proficient reader), and 'Whole school improvement' (discussing the Content Literacy Continuum). On the right side, there is a 'Coming Events' section listing regional updates and teaching conferences. At the bottom, there are logos for 'CRL LEARNING' and 'SIM OCLC' (Strategic Instruction Model and Content Literacy Continuum).



# Evidence-Based Strategies to Raise the Pedagogical Bar

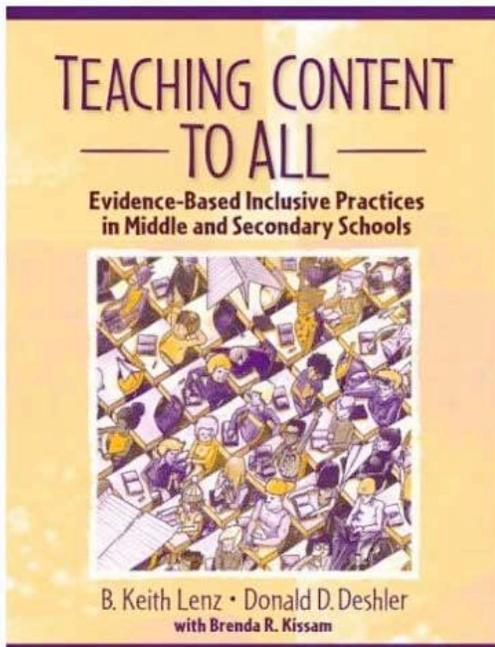
Organizing Routines	Exploring Text, Topics and Details Routines	Teaching Concepts Routines	Increasing Student Performance Routines
<b>Course Organizer</b> <b>Unit Organizer</b> <b>Lesson Organizer</b>	<b>Clarifying</b> <b>Framing</b> <b>Survey</b> <b>Vocabulary LINCing</b>	<b>Concept Anchoring</b> <b>Concept Mastery</b> <b>Concept Comparison</b>	<b>Recall Enhancement</b> <b>Question Exploration</b> <b>Quality Assignment</b> <b>ORDER</b>

Schumaker, J. B., & Deshler, D.D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for Achievement and Behavior in a 3-tier model including RTI* (pp. 609-632). Bethesda, MD: National Association of School Psychologists.

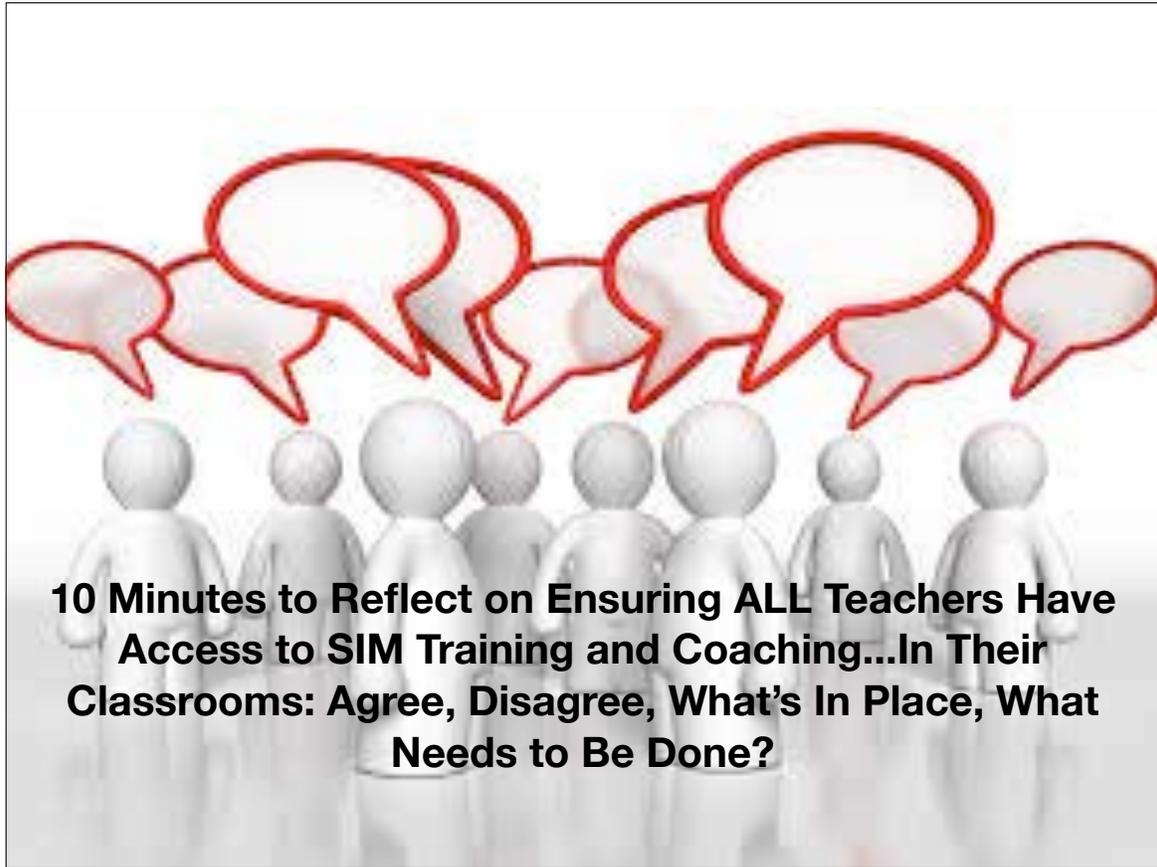
Schumaker, J. B., Deshler, D.D., & McKnight, P. (2002). Ensuring success in the secondary general education curriculum through the use of teaching routines. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 791-824). Bethesda, MD: NASP.

Tralli, R., Colombo, B., Deshler, D.D., & Schumaker, J.B. (1996). The Strategies Intervention Model: A model for supported inclusion at the secondary level. *Remedial and Special Education, 17*, 204-216.

## The Strategic Instruction Model (SIM): 30 Years of “What Works” to Support Content Area Instruction Success



Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2003). ***Teaching content to all: Evidence-based inclusive practices in middle and secondary schools.*** Boston, MA: Allyn & Bacon.



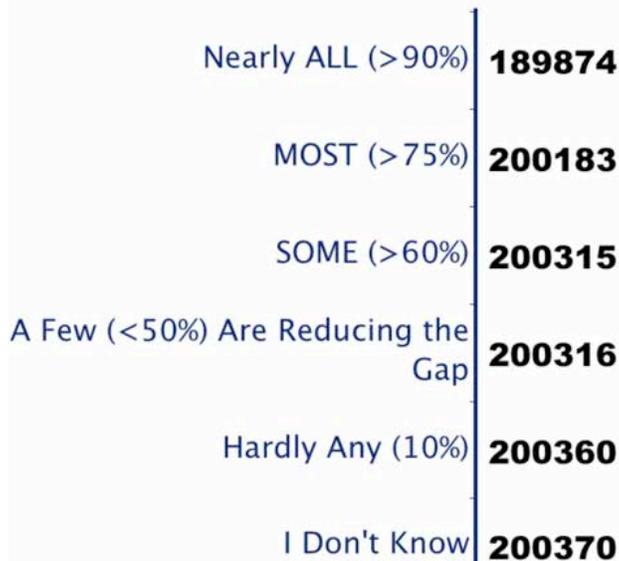
**10 Minutes to Reflect on Ensuring ALL Teachers Have Access to SIM Training and Coaching...In Their Classrooms: Agree, Disagree, What's In Place, What Needs to Be Done?**

**Build and Use Evidence-Based, Powerful Tier 2, Tier 3 Interventions**

# Our Interventions Make a Difference?

## Reading Intervention Impact: Reduce the Gap?

Text a **CODE** to 37607 Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)



## Tier 2 is "More"

- (More) **Time**
- (More) **Explicit Teacher-Led Instruction**
- (More) **Scaffolded Instruction**
- (More) **Opportunities to Respond** with **Corrective Feedback**
- (More) **Language Support**, Especially Vocabulary
- (More) Intensive **Motivational Strategies**
- (More) Frequent **Progress Monitoring**

# Tier 3 is "MOST"

- (Most) **Time**
- (Most) **Explicit Teacher-Led Instruction**
- (Most) **Scaffolded Instruction**
- (Most) **Opportunities to Respond** with **Corrective Feedback**
- (Most) **Language Support**, Especially Vocabulary
- (Most) Intensive **Motivational Strategies**
- (Most) Frequent **Progress Monitoring**



## Big Idea for Educators

Better Tools

What is In the Tool Box?

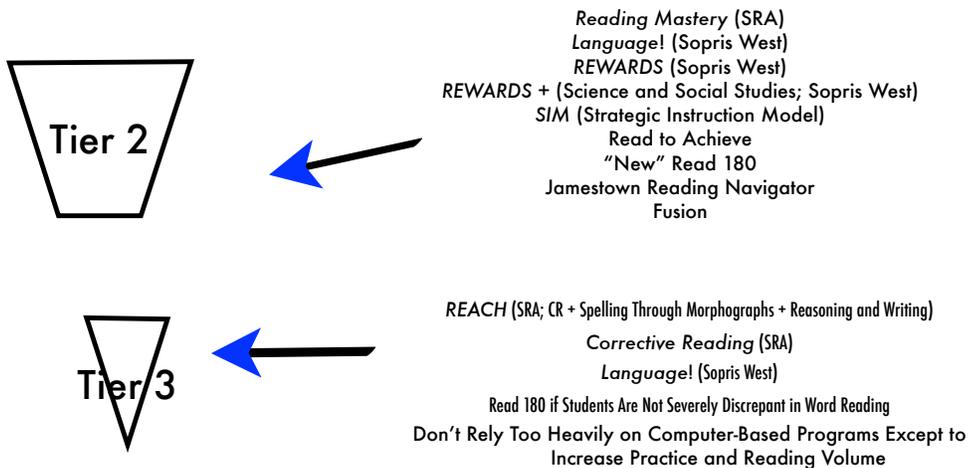
# Evidence-Based Intervention PROGRAMS

Intensive and Explicit Basic Skills Instructional Programs That Teach a FEW, But CRITICAL Skills and Strategies WELL

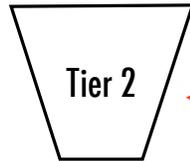
Opportunities for Guided Wide Reading, Especially Informational Text

Deliver at All Costs...

## Planned and Powerful School Reading and Adolescent Literacy Intervention Across 3 Tiers EXAMPLE in Middle Class Community



# Examples of Tier 2 or 3 Math Interventions



Connecting Math Concepts (CMC; SRA) as MS Tier 1 or Tier 2

Essentials for Algebra (SRA) as a Middle School Tier 1 and Tier 2 and HS Tier 2 or 3

VMath (Voyager) at Tier 2 or 3

Transitional Math (Sopris West) at Tier 2



Corrective Math (SRA) at Tiers 2 and Especially 3



**10 Minutes to Reflect on Building Quality Basic Skill Tier 2 and Tier 3 Interventions: Agree, Disagree, What's In Place, What Needs to Be Done?**

# Shift Roles of Related Services Personnel

Significantly Less Testing, Especially (Poorly Conducted) 3-Year Re-Evaluations

Little Testing for Accommodations for Post Secondary Concerns

More Emphasis on Mental Health Services, Especially Anxiety, Depression

# Changing Related Services

## Status of Our Related Services

Text a **CODE** to 37607   Submit responses at [PollEv.com/markshinn](https://PollEv.com/markshinn)





## **10 Minutes to Reflect on Shifting Roles of Related Services: Agree, Disagree, What's In Place, What Needs to Be Done?**

# **The Secondary Blueprint**

1. **Ensure Students Have Sufficient Basic Skills So They Can Read to Learn Rather than Learn to Read**
  - Strengthen Your CORE (Tier 1) Language Arts Curriculum At Least Grades 6-9
  - Clarify the Problem by Developing Your Special Education Mission Statement (Intensive Basic Skill Interventions OR Content Class Support with SIM) and Align It With Your Eligibility Criteria
2. **Commit to Effective, School-Wide Positive Behavior Intervention Support (PBIS/PBS) especially Tardies, and Effective Tier 2 and Tier 3 Behavior Support**
3. **Build Your Screening System to Identify Students with Basic Skill Discrepancies that Need Intervention and Support Frequent Progress Monitoring for Students Who Receive Basic Skill Intervention**
4. **Make a Commitment to Improve General Education Content Teaching Skills a Continuous Staff Development Target-Ensure Access to**
  - Quality Syllabi in a Consistent Format to Websites and Across Teachers;
  - High Quality Grading System;
  - Ensure Teachers Have Access to Training and Coaching In Strategic Instruction Model (SIM)
  - Teaching from a Big Ideas Focus;
  - Employ Evidence-Based Strategies to Increase Engagement; ;
5. **Ensure Tier2, 3, and SE Basic Skill Interventions are Maximally Powerful (and Worth It) with Scientifically Based Progress Monitoring (e.g., CBM)**
6. **Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support**