



Colorado Department of Education Dyslexia Pilot Project

MTSS-R Team Leadership

Presenters

Date



Section 1

MTSS-R Team Leadership

Overview





Pilot Project Background

- Include information about the background and goals of the pilot project



Session Objectives

- Establish an effective MTSS-R School Leadership Team
- Describe the important role of the MTSS-R School Leadership Team
- Plan and outline the school's reading plan for the different tiers of instruction
- Describe using implementation data collection in conjunction with student performance data to improve student outcomes
- Use assessment data to place students in tiers of instruction and to differentiate and refine instruction
- Describe how to use Professional Learning Communities to improve literacy instructional practices and decision making
- Describe how to set up classroom for ECRI instructional success

Universal screening, progress monitoring, and mastery data
to differentiate and adjust the level of support

Tier I (Core) Instruction

Classroom instruction for *all students* with explicit and systematic instruction of the prioritized Core reading program content.

Tier II (Supplemental) Instruction

Small group instruction for *at-risk readers* using content that is aligned with Tier I instruction.

Infrastructure: Supported by MTSS-R teams, Professional Learning Communities, and a strong professional development and coaching model



Section 2

MTSS-R Team Leadership

Establish an Effective MTSS-R
School Leadership Team





*Coming together is a beginning;
Keeping together is progress;
Working together is success.*

Henry Ford



Set up school-based teams

 Element IV
MTSS-R School Teams

<p>MTSS-R Leadership Team</p>  <p>Establishes, monitors, supports, and supervises the school's MTSS-R approach.</p>	<p>Classroom Reading Instruction and Intervention Team</p>  <p>Monitors, adjusts, and improves daily reading instruction.</p>	<p>Special Education Eligibility Team</p>  <p>Determines if students are responding adequately to intervention; conducts comprehensive evaluations to determine student eligibility for special education services.</p>
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Collaborative Teaming Involves

- Face to face interactions among team members on a frequent basis.
- A mutual “we are all in this together” feeling
- Focus on the development of interpersonal skills in trust-building, communication, leadership, problem-solving, decision-making, and conflict management
- Regular assessment of student outcomes and team functioning
- Methods for holding each other accountable for individual and team responsibilities

Source: Thousand & Villa, 2000





Establish a Multi-tiered System of Support in Reading (MTSS-R) Leadership Team



Form a Leadership Team

- School Principal (team leader)
- Reading Coach
- Reading Specialists
- One Classroom Teacher From Each Grade
- One Parent or Family Member
- Other members, as appropriate (special education teacher, school psychologist, etc.)



Schedule Meetings

- Meet monthly (every other month at minimum)
- **After fall, winter and spring screenings**
 - focus: universal screening data
 - **Months between screenings**
 - focus: instructional planning and implementation
 - **End of the year**
 - focus: data summit and planning for next year



Team Responsibilities

- Evaluate and support MTSS-R implementation
- Use data to oversee the systematic improvement of MTSS-R implementation and student reading outcomes
- Support teachers and staff implementing MTSS-R



Establish MTSS-R Team Roles and Procedures

1. Identify a ***meeting leader*** who will coordinate the meetings, communicate the agenda, and lead the meetings.
2. Identify a ***meeting recorder*** who will use the meeting minutes format to record the meeting minutes (the recorder will publicly display the minutes during the meeting to receive real-time feedback and ensure accurate minutes).
3. Identify a ***timekeeper*** who will keep track of the time for the meeting and ensure that each item of the agenda are covered within the allotted time period.





MTSS-R Team Meeting Agenda

Materials:

- Universal screening data reports for school, grades and classrooms
- MTSS-R Checklist evaluation
- School action plans
- Summary reports from grade-level teams (includes student data and action plans)
- Implementation data





MTSS-R Team Meeting Agenda

Agenda Items:

1. Debrief previous meeting notes and actions
2. Define session goals
3. *Evaluate* data
4. *Prioritize* to identify focus areas
5. *Plan* actions
6. *Implement* the plan

MTSS-R Team Meeting Agenda and Minutes

School:	
Participants:	
Date:	Time:

Materials to Gather for the Meeting:

- Universal Screening Data Reports for School, Grades and Classrooms
- MTSS-R Checklist Evaluation
- School Action Plan(s)
- Summary Reports from Grade-Level Instruction and Intervention Teams (Student Data and Action Plans)
- Implementation Data

Agenda Items:

1. Debrief Previous Meeting Notes and Actions
 - Review previous Action Plans. Were goals accomplished? Did the actions have an impact on student data? What adjustments need to be made?
 - Celebrate progress!
2. Define Session Goals
 - Identify the focus and specific goals of today's meeting.
3. Evaluate data
 - Early Fall: review the Universal Screening Data, identify tiers of support for each student and place in appropriate ECRI Instructional Plan
 - Review and evaluate current student performance data (e.g., grade-level summary reports)
 - Review and evaluate current implementation data
 - Highlight areas (Grades and Classrooms) in need of additional support
4. Prioritize Focus Areas
 - Identify the most important areas of focus for supporting instruction and intervention.
5. Action Plan
 - Adjust existing action plan, or create a plan to address needs-based supports and identify evidence-based practices for instruction and intervention.
6. Implement
 - Identify additional team actions necessary to put the plan for instruction and intervention into effect and adjust need-based support.
 - How will you communicate the plan to others?
 - What actions are needed to implement the plan?
 - What ongoing professional development is needed to support implementation?





MTSS-R Team Meeting Minutes

MTSS-R Team Meeting Agenda and Minutes

Meeting Minutes:

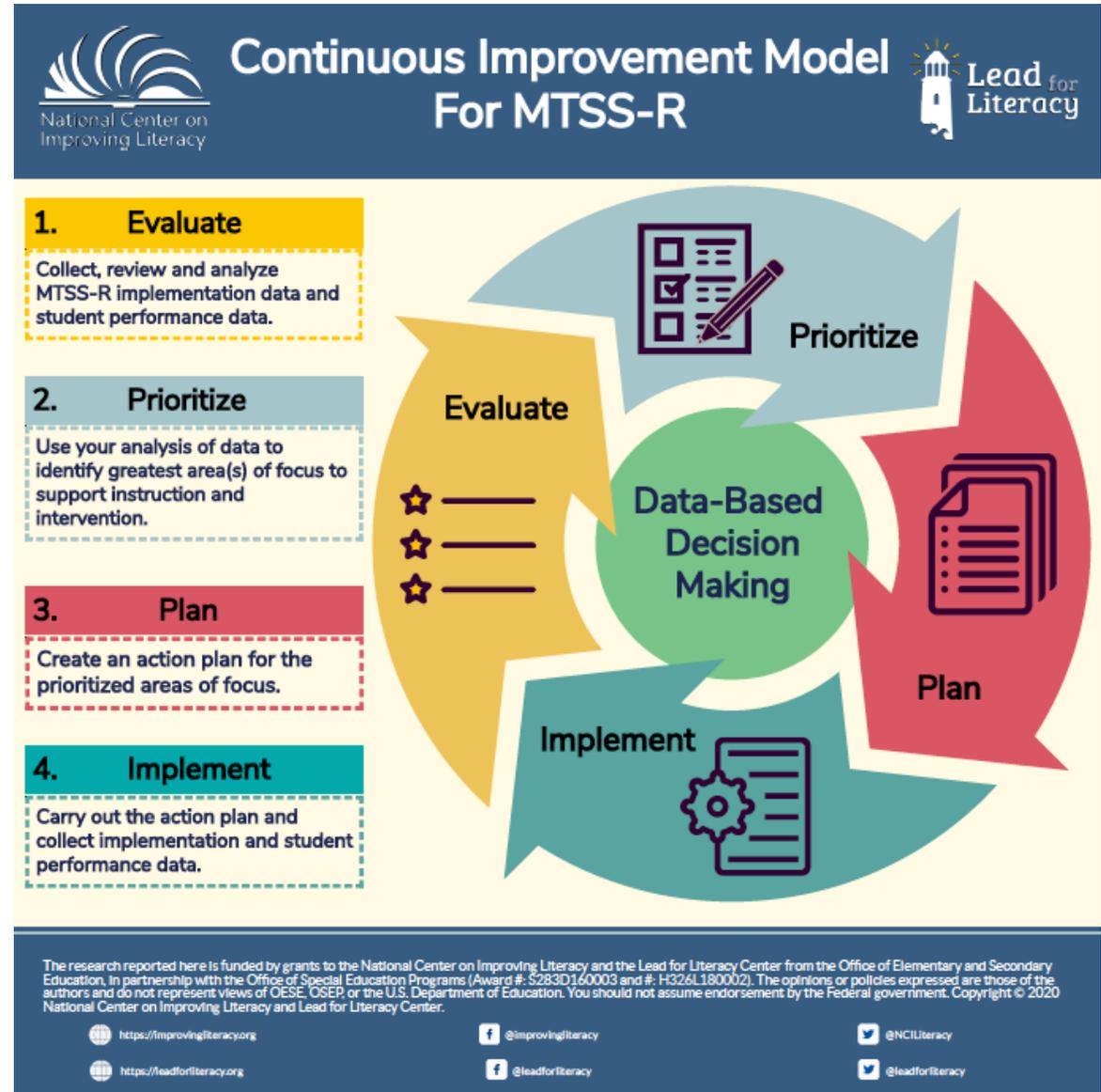
1. Debrief Previous Meeting Notes and Actions. Were goals accomplished? Did the actions have an impact on student data? What possible adjustments need to be made? Celebrate progress!		
2. Define Session Goals. List the focus and any specific goals of today's meeting:		
3. Evaluate Data.		
List grade-levels in need of additional support:	List classrooms in need of additional support:	
4. Prioritize Focus Area. Record the prioritized area(s) of focus for instruction and intervention planning adjustments.		
5. Action Plan. Use the Action Planning form to adjust existing action plan, or create a new plan to address the prioritized focus area(s).		
6. Implement. List additional team actions necessary to put the plan for instruction and intervention in place. How will you communicate the plan to others? What actions are needed to implement the plan? What ongoing professional development is needed to support implementation?		
Actions:	Who?	By When?





This Continuous Improvement Model is Used Across Different Levels of MTSS-R:

1. School
2. Grade
3. Classroom
4. Individual Students





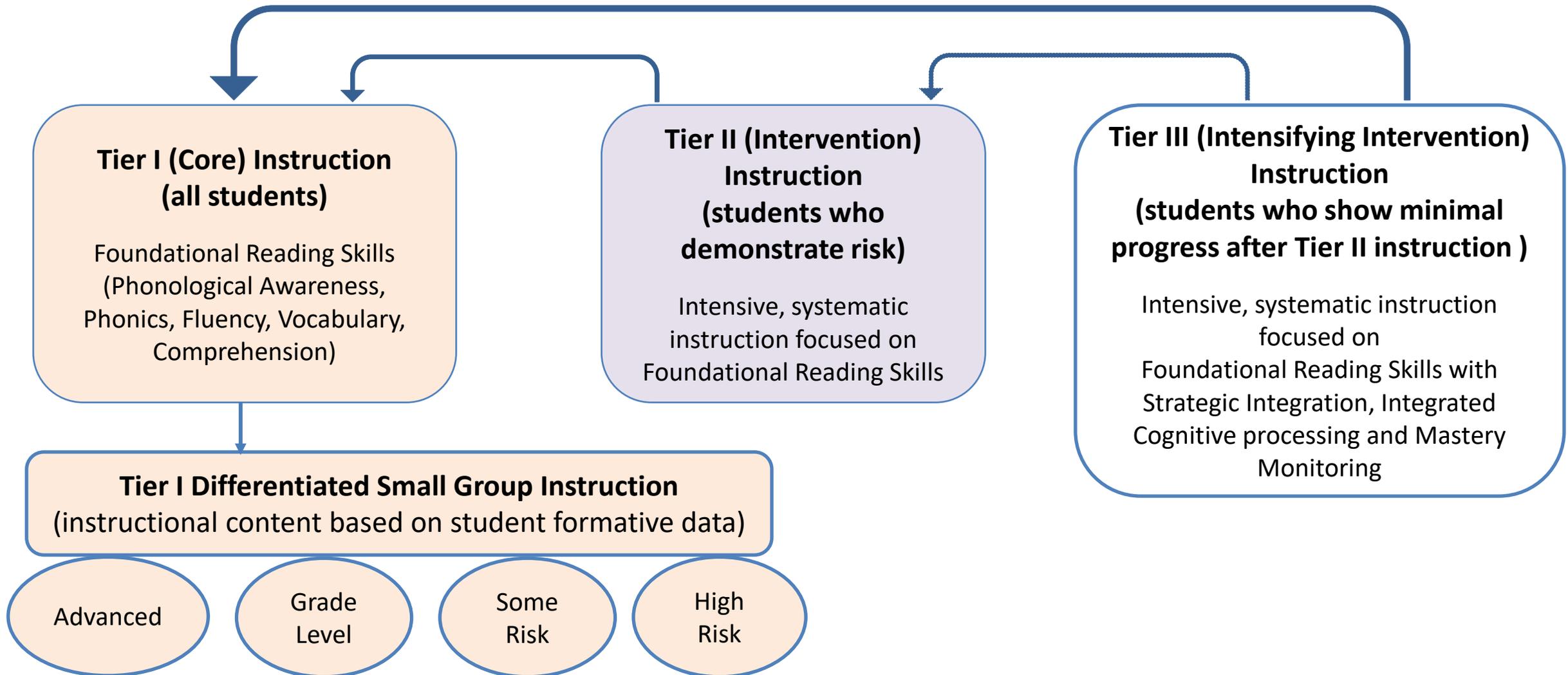
Section 3

MTSS-R Team Leadership

Reading Plan

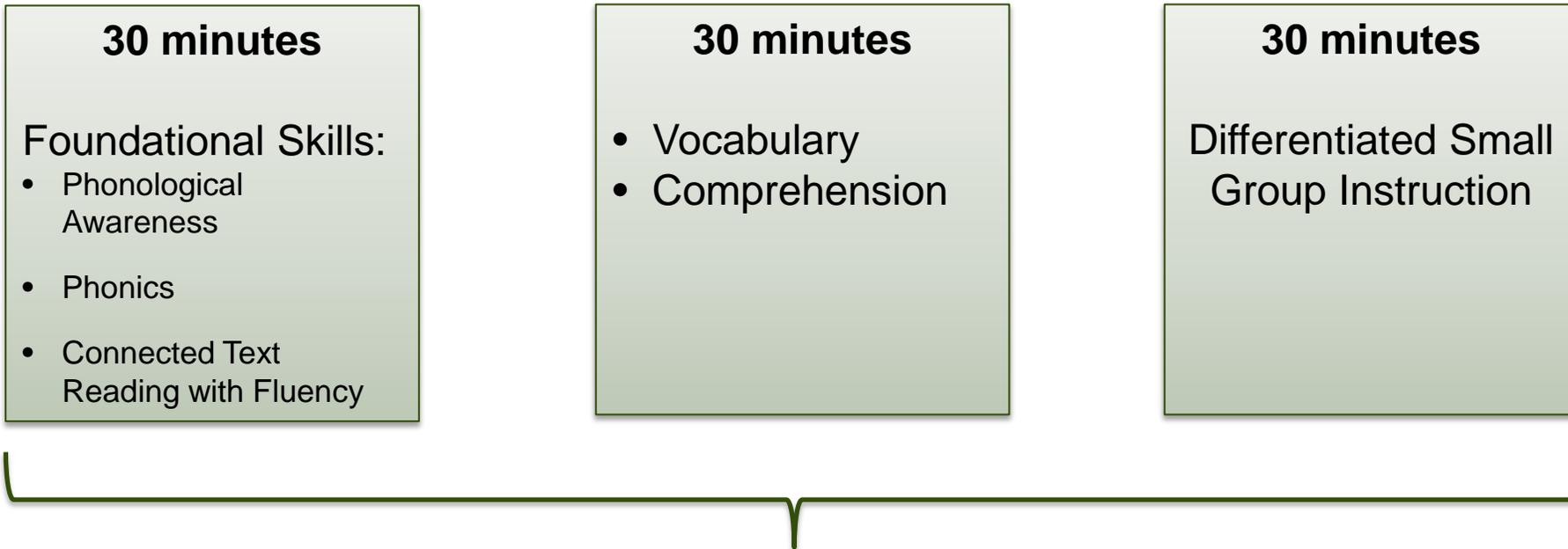


Instructional Emphasis Aligns with Student Needs





Tier I Core Instruction (all students) 90+ minute Reading Block



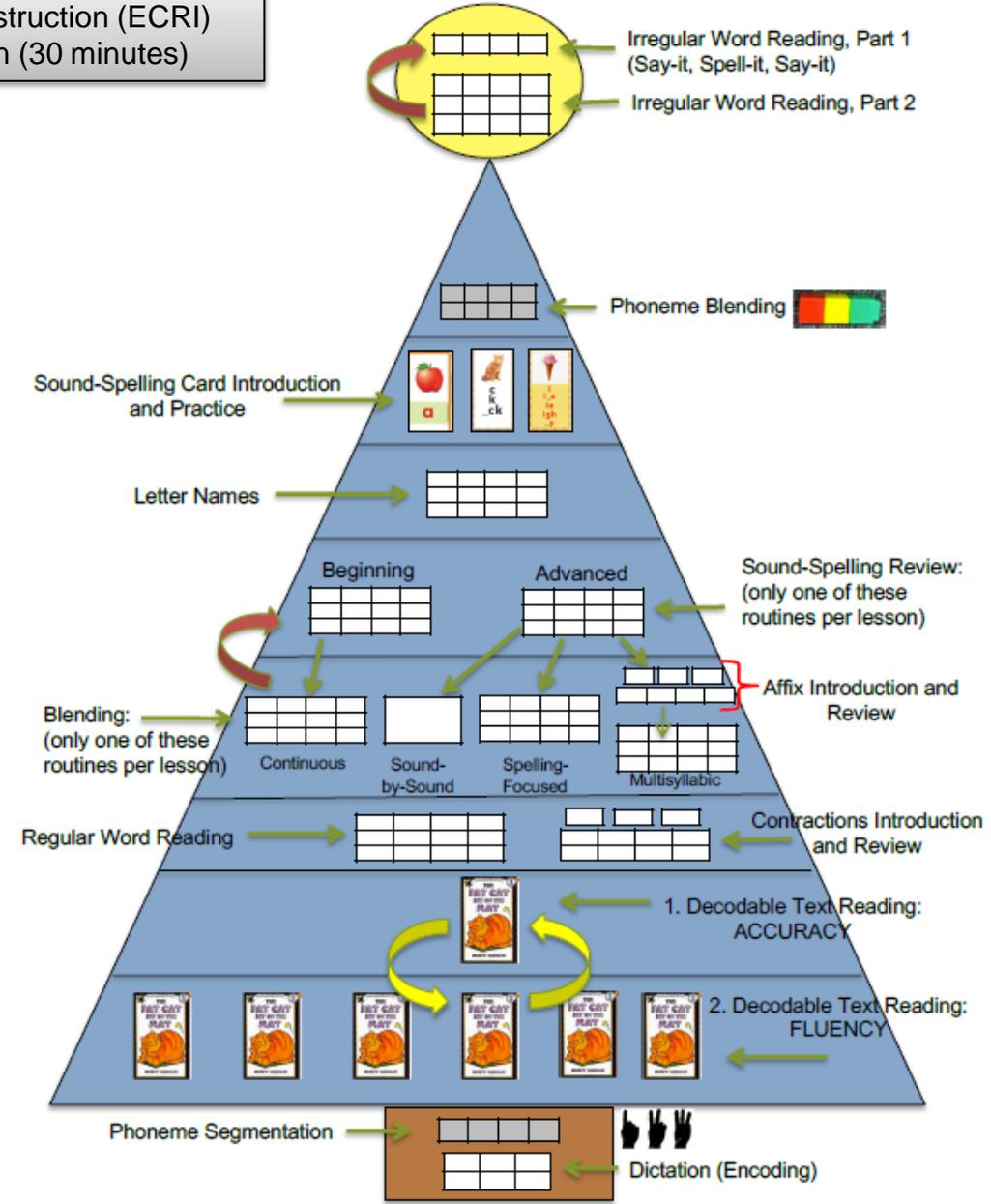
All content aligns with the scope and sequence of the school's adopted core reading program.
The ECRI routines enhance the core program content and materials.
Some ECRI lesson content replaces the core reading program lessons.



Enhanced Core Reading Instruction (ECRI)
 Foundational Skills Lesson (30 minutes)



Progression of Foundational Skill Lesson



Indicates error correction

Tier I Vocabulary and Comprehension Instruction (30 minutes)

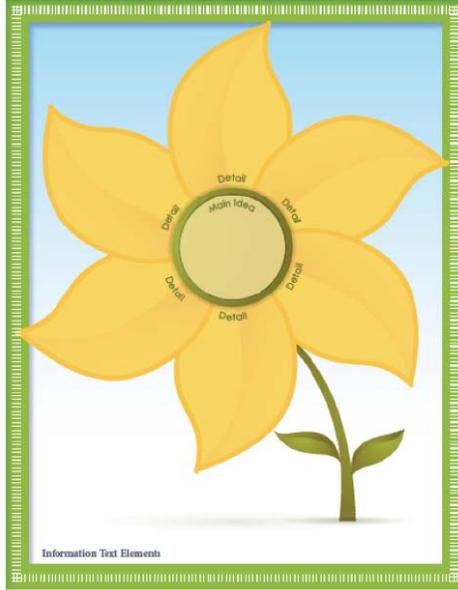
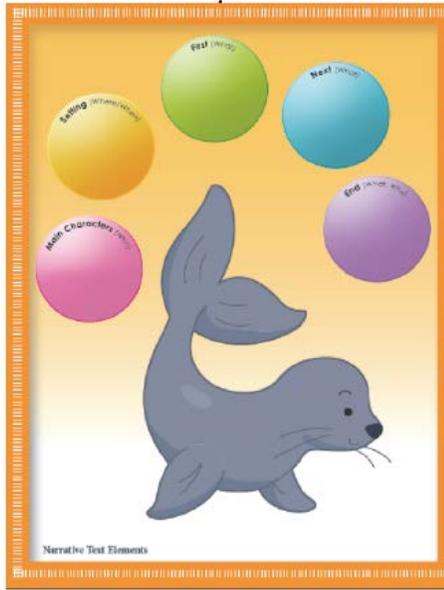
Active Student Engagement Strategies

Explicit Vocabulary

scrawled	written quickly but not carefully
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Step 1: Introduce the Word	The word is <u>scrawled</u> . What word? (Students respond chorally following the Unison Choral Response Routine discussed above.)
Step 2: Student Friendly Definition	<u>Scrawled</u> means written quickly but not carefully. What does <u>scrawled</u> mean? (Students respond chorally following the Unison Choral Response Routine discussed above.)
Step 3: The teacher illustrates the Word with Examples and Nonexamples	Picture: Grocery List Acting Out: Demonstrate scrawled writing on the board. Sentences: I found a <u>scrawled</u> note on the counter to remind me to let the dog outside before I left home. I saw a girl <u>scrawl</u> a note on her hand to remind herself what she needed to buy at the store. I found a <u>scrawled</u> note, but I couldn't read it since it wasn't written carefully. Many of the students <u>scrawled</u> their answers on a test, and the teacher couldn't read the answers. Sentences from Student Text: Ben <u>scrawled</u> his phone number on a piece of paper and handed it to Mike.
Step 4: Check Students' Understanding	Write examples and nonexamples of scrawled writing on the board. Use Unison Choral Response of "scrawled" or "not scrawled" to identify the type of writing. Use Partner Response Routine: When would it be okay to scrawl, or not be careful with how you write? Start your sentence with, "It would be okay to scrawl when I write _____." When would it not be okay to scrawl, or when do you need to be careful with your writing? Start your sentence with, "It would not be okay to scrawl when I write _____."

Narrative and Information Text



Before, During and After Reading Prompts

Narrative Text Discussion Prompts		Comprehension Discussion Prompts: Information Text	
Prompt	Cue	Prompt	Cue
Before Reading	<p>Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word. <u>Read</u>." "What does the title tell you about the story?"</p> <p>Teacher Directed Introduction: "The author's name is..." "The story was illustrated by..."</p> <p>What do the pictures tell you about the story? (Have the students do a quick 30 second picture walk.) Who do you think the story will be about? What do you think will happen in the story? What do you think the story is about?</p> <p>Teacher Directed Introduction: (Quickly provide any necessary background knowledge.) Who is the main character? Who is the story about? Who are the characters? Where does the story take place? When does _____ happen?</p>	<p>What does the title tell you about the text (or topic)? The title tells me that... The pictures tell me that... I think... I think I know that... I want to know... I want to know... A question I have is...</p>	
During Reading	<p>What happens -- first, next, at the end? What is the problem?</p> <p>When does the story take place? When does _____ happen? Why does _____ happen?</p> <p>How does _____ happen? How is the problem solved?</p> <p>What do you think will happen next? (Make predictions.)</p> <p>Teacher Directed Review: (Stop several times in the story and review the story elements as you refer to the cloze organizer.) "Let's review what we know about the story so far!"</p>	<p>What are the details? (Talk about the details. The details are the parts.) Tell one detail. A detail is... The details are...</p> <p>What is the main idea? (When you tell about all the parts in just a few words, you tell the main idea.) The main idea is... The main idea is...</p> <p>What am I learning? What do I know? I know that... I learned that... I know that...</p> <p>Does the text make sense? What doesn't make sense? What isn't clear? The text doesn't make sense (isn't clear) because... The word _____ means... The word _____ means... The word _____ means... Some of the details were... A detail was... The details were...</p>	
After Reading	<p>What was the problem in the story? How was the problem solved? Why did _____ happen?</p> <p>Students individually retell the story with their partners (using student copies of the cloze organizer). Students complete a written response.</p>	<p>What were the details? (Talk about the details. The details are the parts.) Some of the details were... A detail was... The details were...</p> <p>What was the main idea? (When you tell about all the parts in just a few words, you tell the main idea.) The main idea was... The main idea was...</p> <p>What new words did I learn? (Vocabulary) I learned the word _____ it means... I learned that... I know that... I know that...</p> <p>What did I learn? I learned that... I know that... I know that...</p> <p>What else do I want to know about...? What do I want to learn about...? What questions do I still have about...? (R.W.I. chart)</p>	



Tier 1 Reading Block (90 minutes)



Differentiated Small Group Instruction Recommendations

(30 minutes):

- Small(er) groups of varying size based on need.
- The teacher does not need to meet with each group every day.
- Differentiated Text Reading

Advanced	Grade Level	Some Risk	High Risk
<ul style="list-style-type: none"> • Anthology Text • Leveled Readers • Chapter Books <ul style="list-style-type: none"> • Literature Discussions • Written Responses 	<ul style="list-style-type: none"> • Decodable Text • Anthology Text • Leveled Readers <ul style="list-style-type: none"> • Reteaching of Skills (based on mastery data) • Literature Discussions • Written Responses 	<ul style="list-style-type: none"> • Decodable Text <ul style="list-style-type: none"> • Reteaching of skills (2-3 areas based on mastery data) 	<ul style="list-style-type: none"> • Decodable Text <ul style="list-style-type: none"> • Reteaching of skills (2-3 areas based on mastery data)





Tier 1 Reading Block (90 minutes)



Independent Work Activities while the teacher is working with small groups (not more than 30 minutes/student):

- Reading/Partner Reading of texts student can read at their independent level (≥ 10 minutes)
- Writing in Response to Reading (*retells*, etc.) (≥ 10 minutes)
- Word Work (≤ 10 minutes)

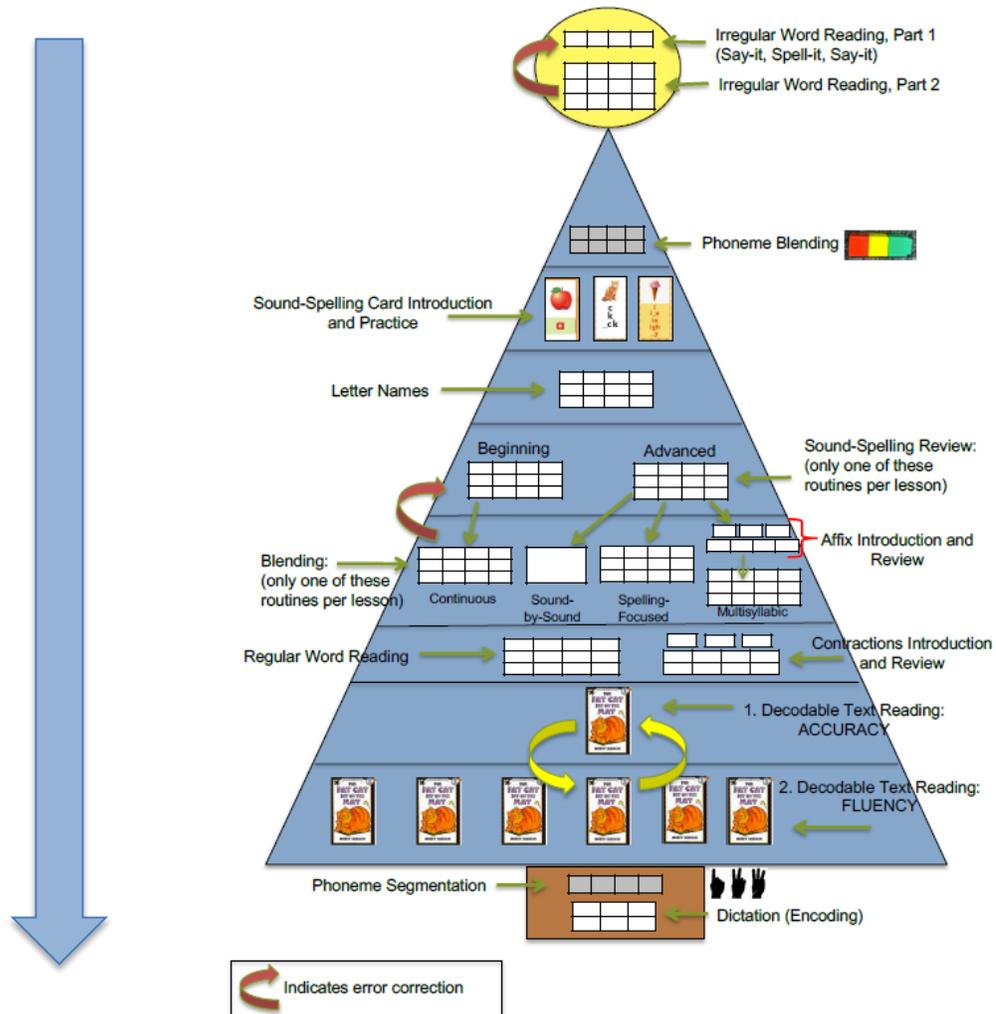
Could you put the 15 minutes of fluency re-reading time (with celebration and motivation) during independent work time if you have an extra adult?





Tier 2 Intervention (30 minutes)

Progression of Foundational Skill Lesson





Reading Block Survey

School Reading Plan

Document your school's current reading plan.

* Required

Email address *

Your email _____

School Name *

Your answer _____

Grade K, Tier I: Total # of minutes: *

Your answer _____

Grade K, Tier I: What curricula is used for reading instruction? *

Your answer _____

Grade K, Tier I: Who provides the instruction? *

- Classroom Teacher
- Specialist
- Paraprofessional

Grade K Reading Plan

Tier	Total Minutes	Curricula	Instructor(s)	Students
Tier I			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	
Tier II			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	
Tier III			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	

Grade 1 Reading Plan

Tier	Total Minutes	Curricula	Instructor(s)	Students
Tier I			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	
Tier II			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	
Tier III			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	

Grade 2 Reading Plan

Tier	Total Minutes	Curricula	Instructor(s)	Students
Tier I			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	
Tier II			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	
Tier III			<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> Paraprofessional	



Now What?

Reflection and Discussion:

How will you modify current practices at your school?

What changes in your schedules are necessary to support better implementation?

Document your reading plan.



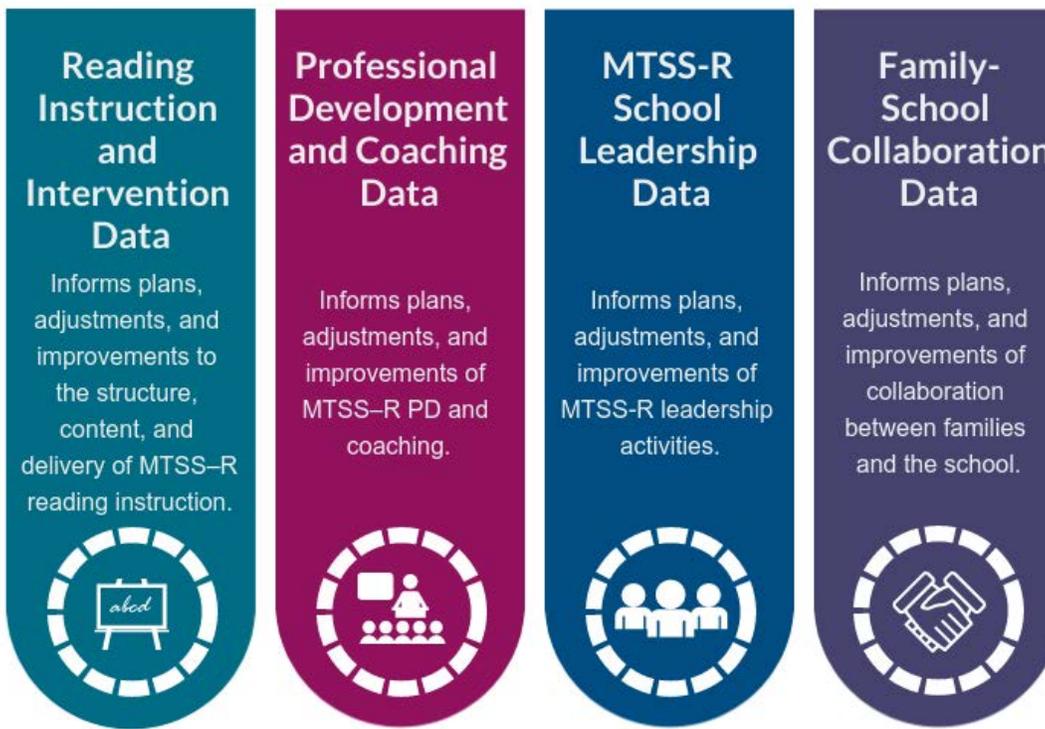
Section 4 MTSS-R Team Leadership

ECRI Implementation



Ensure that implementation data are collected and used in a data-driven way

Implementation Data is used to improve student outcomes and continuously improve MTSS-R implementation.





Fidelity of Implementation

Do you have information on the characteristics of the delivery of reading instruction in each setting that are related to important student outcomes?



Fidelity of Implementation: Instructional Areas

- Irregular Word Reading
- Phonemic Awareness
- Sound-Spelling Introduction and Practice
- Blending Sounds
- Regular Word Reading
- Reading in Connected Text
- Encoding Practice
- Vocabulary
- Comprehension



Quality of Implementation

Highly-focused and purposeful use of instructional language.

Strategies to improve student engagement.

Explain and State Objectives

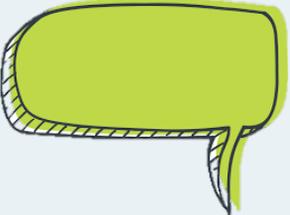
Model

Practice for Students with Increased Review

Check for Understanding

Correcting Student Errors

Four Parts of a Clear Signal

1. FOCUS	2. CUE	3. THINK TIME	4. SIGNAL
<p>Touch to the left or Pinch the left of the card</p>	<p>Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?</p>	<p>Often 2 seconds (follow routine cards for time per routine)</p>	<p>Tap Slide Swoop</p>
			
<ul style="list-style-type: none"> Do NOT move the focus (finger) until the signal (step 4). 	<ul style="list-style-type: none"> Say the cue quickly and clearly. No droning. Say the cue for each item in the practice chart. 	<ul style="list-style-type: none"> Keep the think time consistent between each item. The goal is for each student to be successful practicing with the group. 	<ul style="list-style-type: none"> Follow the routine as written. Signal clearly. Provide a narrow window of response. Immediately move to the next item.

Video Example: Sound Review



Are explicit and systematic instruction techniques apparent?



Evidence-Based Instructional Practices:

- Community of Positive Learning
- Organization of Instructional Materials
- Classroom Management Techniques
- Student Participation and Engagement
- Use of Motivational Strategies
- Instructional Scaffolding

Instruction and Intervention Intensity

- Group Responses
- Individual Responses
- Academic Feedback
- Student Errors





ECRI Implementation Data: Name: _____

School: _____

Grade: _____

Date: _____

1 = Delivered Correctly

0 = Not Delivered Correctly, or, Not Delivered

"_" = Not Required, or, Delivered at a Different Time

ECRI Foundational Reading Skills Routines Instructional Components:	Irregular Word Reading		PA Blending	S-S Cards	Letter Names	Sound Review	Affixes		Blending	Regular Words	Contractions		Text Accuracy and Fluency		PA Segmenting	Dictation	Average	
	P1	P2					IN	RE			IN	RE	AC	FL				
Teacher Explanations (short and succinct): Teacher explanations are used to state the objective of the routine. When first learning the routine, the actions of the explanation are demonstrated.																		
Teacher Models (show or demonstrate task): A model should be repeated before the task <i>until</i> students are successful with the routine.																		
Appropriate Signals: #1 Focus The focus is provided by touching to the left of an item, or pinching the left of a card.																		
Appropriate Signals: #2 Cue The cue is stated quickly and clearly before <i>every</i> practice item without droning.																		
Appropriate Signals: #3 Think Time The teacher follows the think time per routine and is consistent between each item.																		
Appropriate Signals: #4 Signal for Students to Respond The teacher follows the routine signal providing a narrow window of response opportunity.																		
Appropriate Signals: Pacing The lesson flows smoothly and without interruptions, using a lively and rhythmic pace.																		
Student Practice: All students are participating in the practice regardless of performance level.																		
Checks for Understanding (individual turns): At the end of each routine, the teacher randomly calls on 2-3 individuals to respond to a practice item after each instructional routine.																		
Error Corrections (my turn/your turn): Errors are immediately corrected with the whole group. The teacher models the correct response (e.g., My turn...that sound is /m/.). Then all students practice the correct response (e.g., Your turn...Sound? Students respond with /m/.).																		
Error Part-Firming (go back and represent): Immediately following an error correction, the teacher takes the item out of short-term memory (e.g., backtracks two sounds previously practiced), and then re-presents the missed item (e.g., Sound? Students respond with /m/.).																		
Average																		

NOTES:

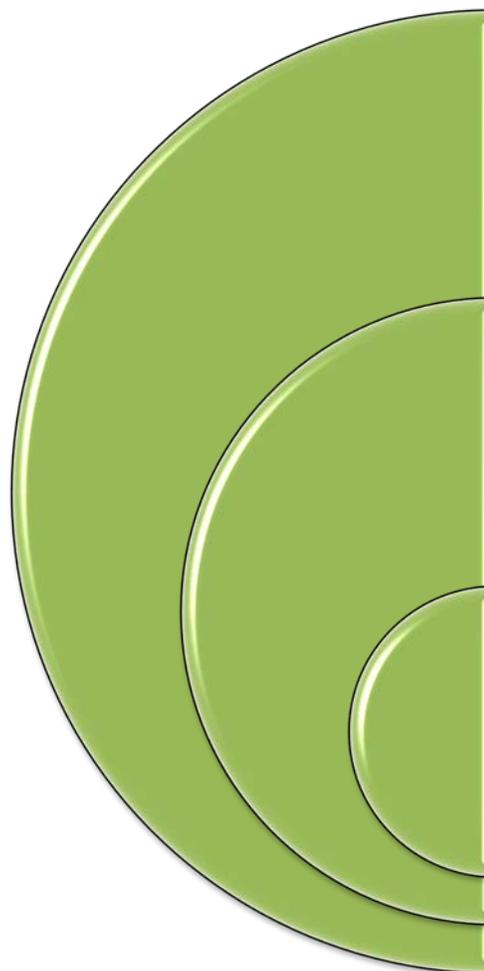


Routine Checklists Sheets

	Focus	Cue	Think Time	Signal	Error Correction
Irregular Word Reading Routine Part 1 <i>(say-it, spell-it, say-it)</i>	Touch to the LEFT of the word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell _____(word).</i> <i>Word?</i>	NONE	Slide finger under word. Tap finger under letters to spell word. Slide finger under word.	<i>My turn. Word? (word)</i> <i>Your turn. Word?</i> <i>Spell _____(word)."</i> Back up two words.
Irregular Word Reading Routine Part 2	Touch to the LEFT of the word.	<i>Word?</i>	2 seconds	Slide finger under word.	<i>My turn. Word? (word)</i> <i>Your turn. Word?</i> <i>Spell _____(word).</i> Back up two words.
Phoneme Blending Routine	Tap one cube as you say each sound from right to left (left to right from the student perspective).	<i>/r/ /a/ /t/</i>	None	Tap finger above cubes from right to left (left to right from the student perspective).	<i>My turn. /r /a/ /t/ rat</i> <i>Your turn. /t/ /a/ /r/</i> Back up two items.
Sound-Spelling Card Routine Introduction	Touch to the LEFT of the Card Picture for card and sound introduction. Touch to the LEFT of the spelling for spelling introduction.	<i>The card is Apple. Card?</i> <i>The sound is /a/. Sound?</i> <i>The Spelling is A. Spelling?</i>	Pause	Tap	<i>My turn. Your turn.</i>
Sound-Spelling Card Routine Practice	Touch to the LEFT of the Card Picture for card and sound practice. Touch to the LEFT of the spelling for spelling practice.	<i>Card?</i> <i>Sound?</i> <i>Spelling?</i>	Pause	Tap	<i>My turn. Your turn.</i>
Letter Name Routine	Touch to the LEFT of the letter.	<i>Name?</i>	2 seconds	Tap under letter	<i>My turn. Your turn.</i> Back up two items.
Sound-Spelling Review: Beginning Routine	Touch to the LEFT of the sound-spelling.	<i>Sound?</i>	2 seconds	For <i>stop sounds</i> , tap finger under sound-spellings. For <i>continuous sounds</i> , touch under sound-spellings for 2 seconds.	<i>My turn. Your turn.</i> Back up two items.



Uses of ECRI Implementation Data Collection



<h2>MTSS-R Leadership Team</h2>	<ul style="list-style-type: none">• Collect implementation data• Graph results and analyze the group data• Plan and adjust necessary MTSS-R system changes• Plan additional PD and coaching needed
<h2>Professional Learning Communities</h2>	<ul style="list-style-type: none">• Each staff member create videos of themselves• Watch videos together during PLCs and discuss• Plan team goals for improvement of instruction
<h2>Individual Staff Members</h2>	<ul style="list-style-type: none">• Create videos of themselves• Privately score using the implementation form• Plan individual goals for improvement of instruction



Practice!



ECRI Implementation Data:		Name:	School:	Grade:	Date:									
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Average														

NOTES:



Determine Additional PD and Coaching

**School-Based
Workshops**

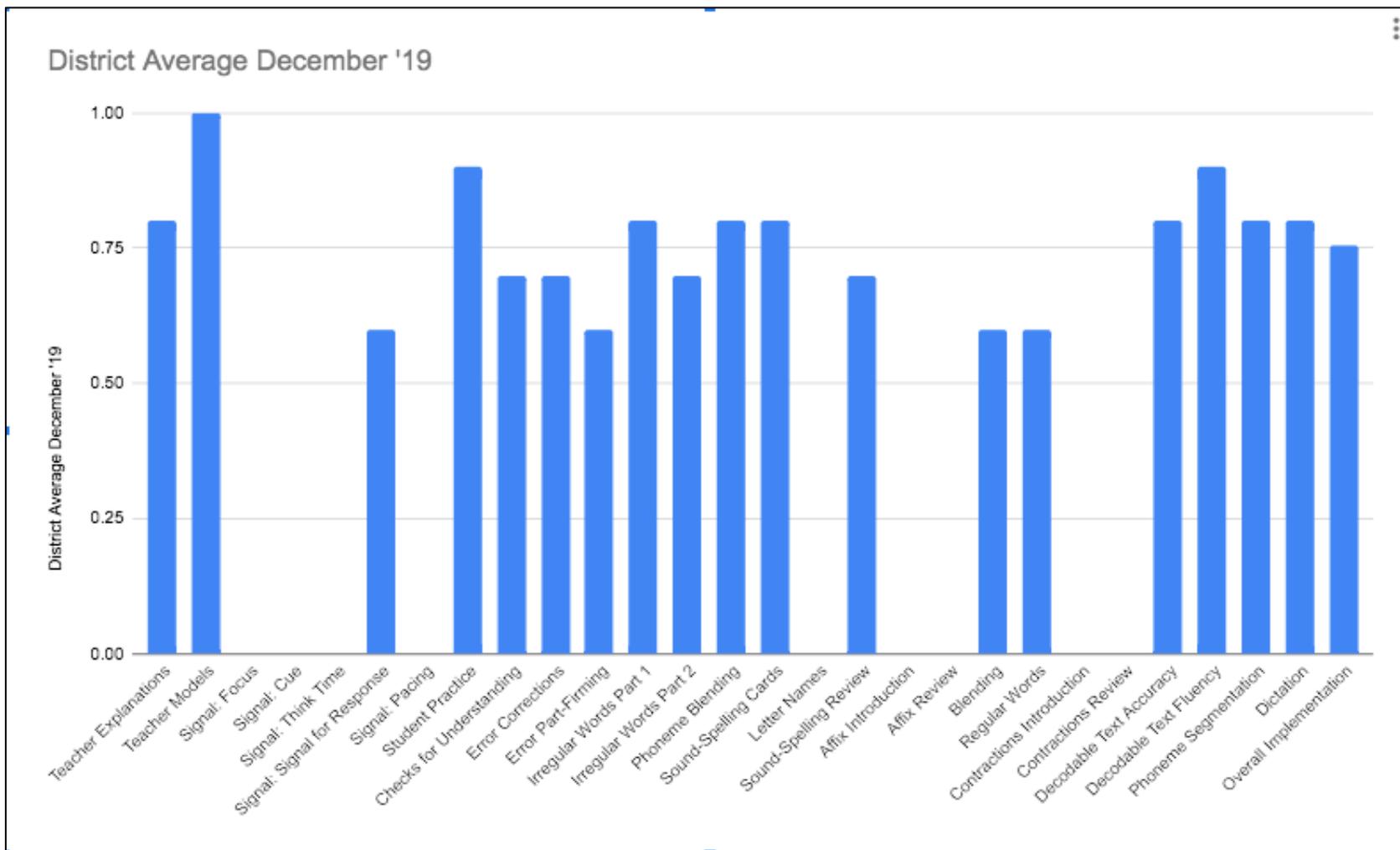
**Job-
Embedded
Technical
Assistance**

**Classroom-
Based
Instructional
Coaching**





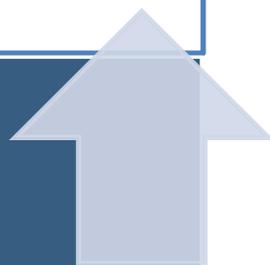
Example of Implementation Data Graph



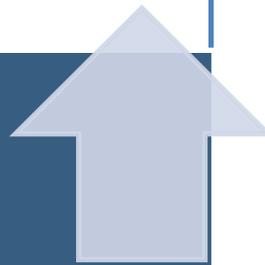


Determine Additional PD and Coaching

School-Based Workshops



Job-Embedded Technical Assistance



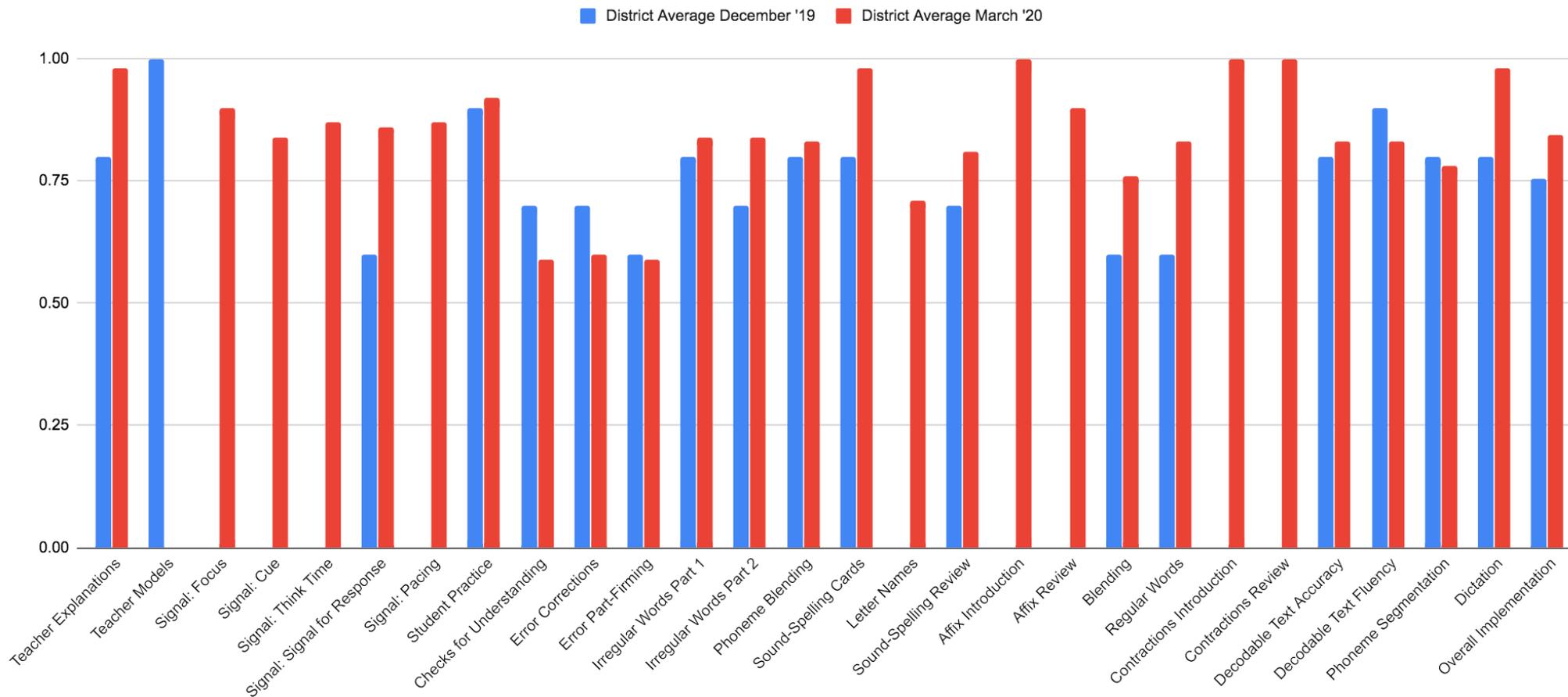
Classroom-Based Instructional Coaching





Example of Implementation Data Graph

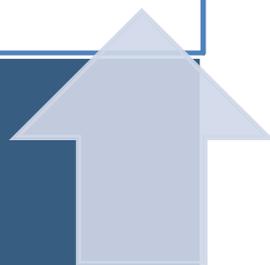
District Average December '19 and District Average March '20



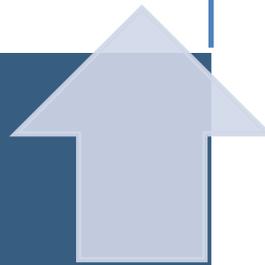


Determine Additional PD and Coaching

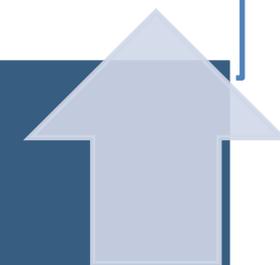
**School-Based
Workshops**



**Job-Embedded Technical
Assistance**



**Classroom-Based
Instructional Coaching**





Now What?

Reflection and Discussion:

How and who will collect implementation data?

How will implementation data be used to inform and adjust instruction?

How will your team identify areas of need for additional coaching or PD support?



Section 5

MTSS-R Leadership Training

Use Assessment Data to Differentiate and Refine Instruction





How Can We Use Assessment Data to Differentiate and Refine Instruction?

Data sources to be used for decision-making actions:

- Universal Screening
- Progress Monitoring
- ECRI Lesson Mastery Data
- Core Program Assessments

MTSS-R School-Based Teams

(data-based decision making occurs within both teams)

MTSS-R Leadership Team:

(meet monthly)

- Evaluate the school's MTSS-R systems
- Establish data use plan including data collection and coordination
- Use screening data to place students in Tiers of instruction
- Use systems data, grade-level student data summaries and implementation data to make MTSS-R systems action plans and adjustments
- Provides support for teachers and staff implementing MTSS-R

Classroom Reading Instruction and Intervention Teams (e.g., PLCs):

(grade-level team instructional staff -- meet monthly)

- Evaluate classroom, group and individual student data, prioritize, and create new actions for instructional adjustments
- Explore new practices (ongoing learning)
- Practice newly learned strategies
- Reflect and plan instruction and needed coaching support



Ensure that student reading data are collected and used in a data-driven way

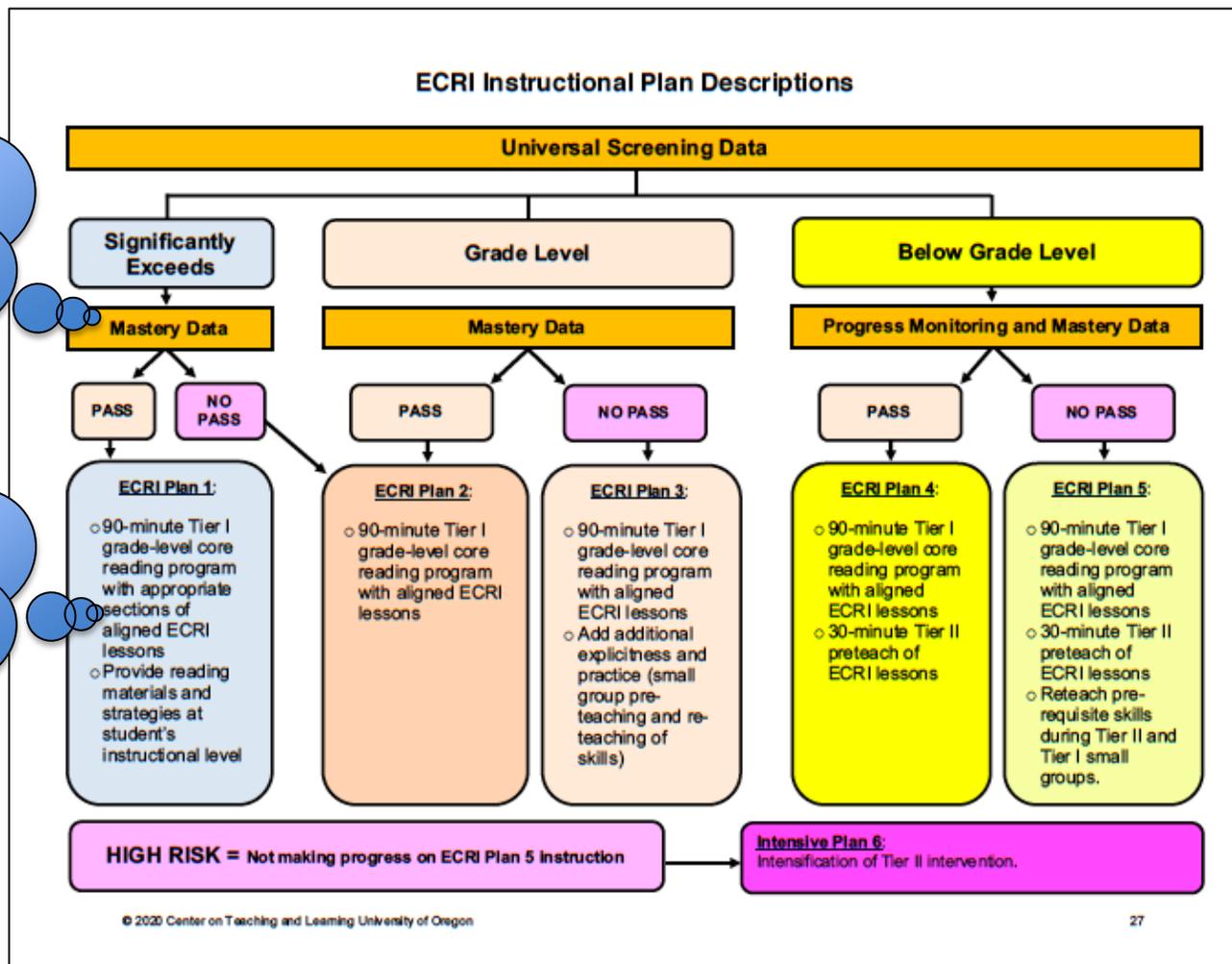
Student Data is used for instructional decision making and continuously improving MTSS-R implementation.

Universal Screening Data	Progress Monitoring Data	Diagnostic Data	Lesson Mastery Data
Screens students for reading difficulties; determines if students are meeting key reading benchmarks and goals.	Monitors student progress toward reading goals.	Determines student strengths and weaknesses in specific skill areas to plan instruction.	Determines if students are learning daily lesson content.

Using Assessment Data to Inform and Refine Instruction

What student data will you be collecting?

How will this data help guide instructional planning?



Using Assessment Data to Inform and Refine Instruction

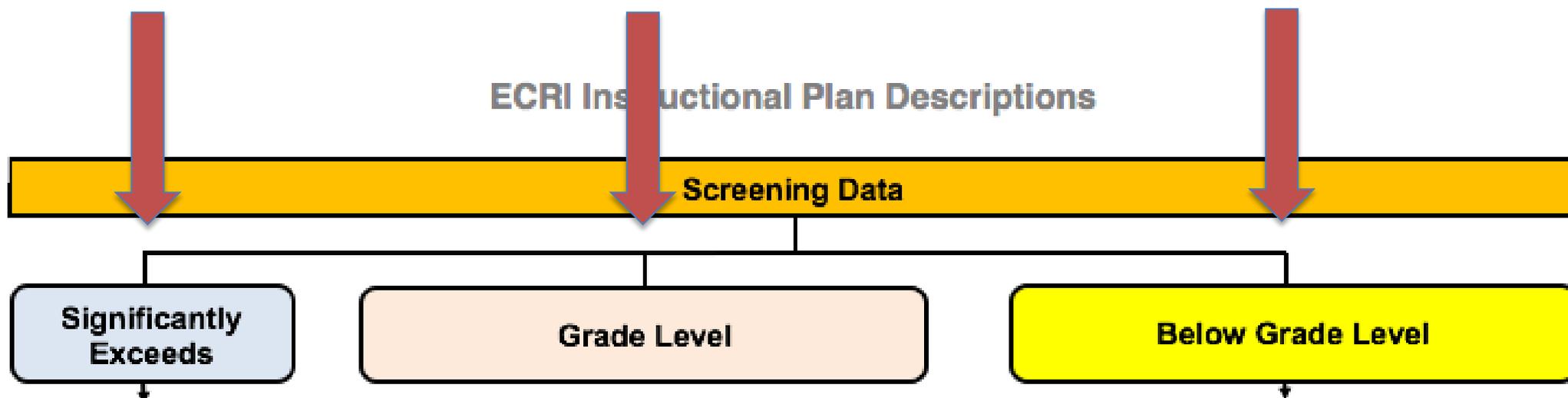


ECRI Instructional Plan Descriptions

ECRI Instructional Plan	List Students:	Progress Monitoring and Mastery Data to Collect	Instructional Focus Notes for Group Differentiation
ECRI Plan 4 At-Risk Students Acceptable Progress Monitoring Growth Passing Mastery Assessments		<u>Progress Monitoring:</u> 2X/Month <u>Mastery Data:</u> 1. Daily Mastery Checks from Tier II instruction 2. Accuracy and Fluency Log from Tier II instruction	Tier I 90-minute Reading Block Tier II 30-minute ECRI Lesson <u>ECRI Instruction Plan Notes:</u> <ul style="list-style-type: none"> Instructional needs are met by the Tier I grade-level Core reading program with aligned ECRI lessons and Tier II pre-teaching of the aligned ECRI lessons Explicit small group skill practice opportunities are necessary Provide extensive fluency instruction with decodable text selections within Tier I and Tier II instruction

Additional Procedure Notes:

Today's Focus: Placing Students in Instructional Groups



MTSS-R Team Activity

Materials:

- Universal Screening Reports
- ECRI Instructional Plan Tables

ECRI Instructional Pla



ECRI Instructional Plan	List Students:	Progress Monitoring Summative Data Collect
ECRI Plan 1 Students Exceeding Grade Level Standards Passing Summative Assessments		<u>Progress Monitoring:</u> N/A <u>Summative Data:</u> 1. Core program asses

Using the screening reports, place students into the appropriate plan of instruction:

- Plan 1: Students exceeding benchmark goals
- Plan 2: Students meeting benchmark goals
- Plan 4: Students below benchmark goals

MTSS-R School-Based Teams

(data-based decision making occurs within both teams)

MTSS-R Leadership Team:

(meet monthly)

- Evaluate the school's MTSS-R systems
- Establish data use plan including data collection and coordination
- Use screening data to place students in Tiers of instruction
- Use systems data, grade-level student data summaries and implementation data to make MTSS-R systems action plans and adjustments
- Provides support for teachers and staff implementing MTSS-R

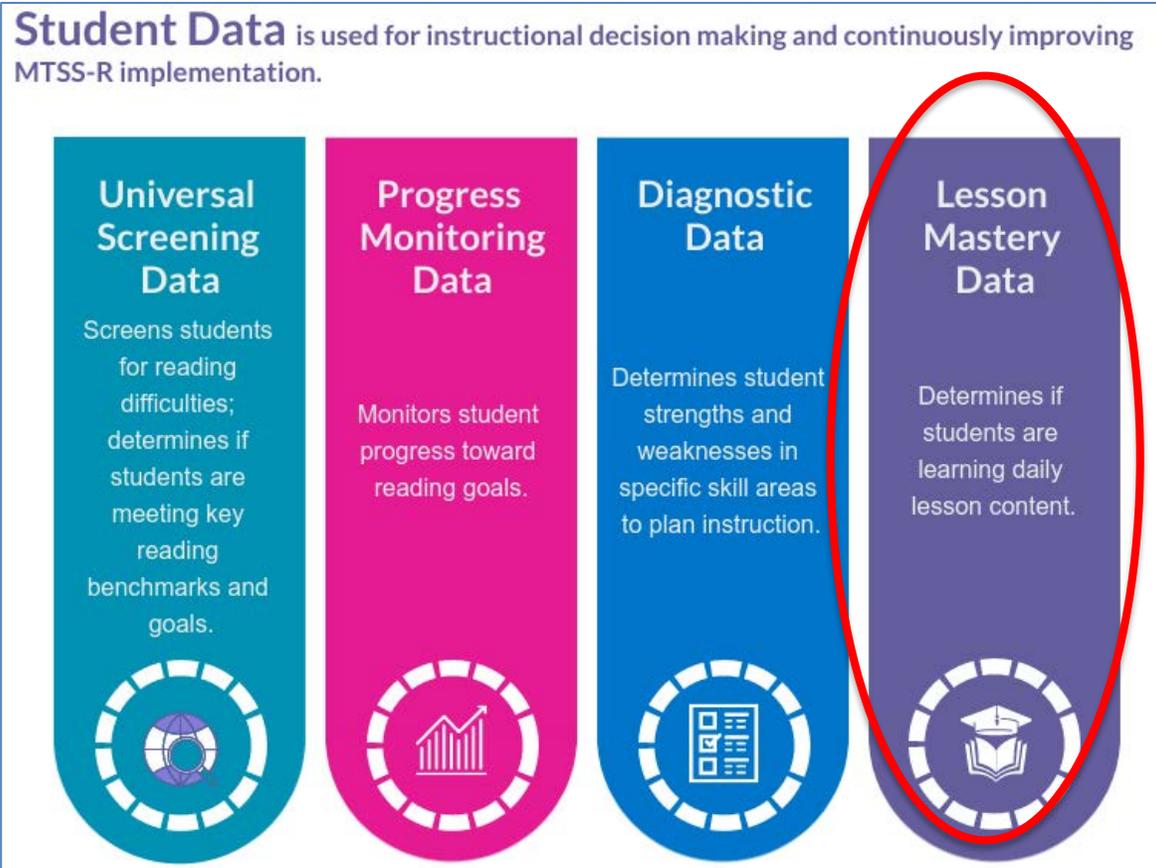
Classroom Reading Instruction and Intervention Teams (e.g., PLCs):

(grade-level team instructional staff -- meet monthly)

- Evaluate classroom, group and individual student data, prioritize, and create new actions for instructional adjustments
- Explore new practices (ongoing learning)
- Practice newly learned strategies
- Reflect and plan instruction and needed coaching support



Ensure that student reading data are collected and used in a data-driven way





Daily ECRI Mastery Checks with Accuracy and Fluency Logs

Daily Mastery Data Table, Part 1: Errors

Monitor students during *Check for Understanding* for each part of the lesson.

➔

Record errors made by putting the individual student's initials next to the item they missed in the cell for the current day's lesson.

➔

At the end of each day's lesson, record errors made on the *Needs More Practice Chart*, and provide additional practice for students.

➔

*At the end of 5 lessons, use the **Weekly Mastery Data Summary Table** to summarize this data and determine Instructional Adjustments.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5*
Part 1: Regular Words						
Part 2: Phonological Awareness	Blending					
	Segmenting					
	Other PA Task					
Part 3: Sounds						
Part 4: Blending/Regular Word Reading	Reading (or decoding) of Words: <small>(NOTE: write student initials and the error made)</small>					
	Writing (or encoding of words): <small>(NOTE: write student initials and the error made)</small>					

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.





Needs More Practice Chart



Daily Remedy: Needs More Practice Chart

Record student errors after each daily lesson (using the mastery checklist data).

➔

At the end of each daily lesson, provide additional practice for each item recorded on this chart.

➔

At the beginning of the next day's lesson, provide additional practice for each item again.

➔

Remove items from the chart once students have responded correctly to that item 4 times in a row.

Irregular Words (provide practice using say-it, spell-it, say-it for all words before providing word reading practice):

Phonological Awareness:

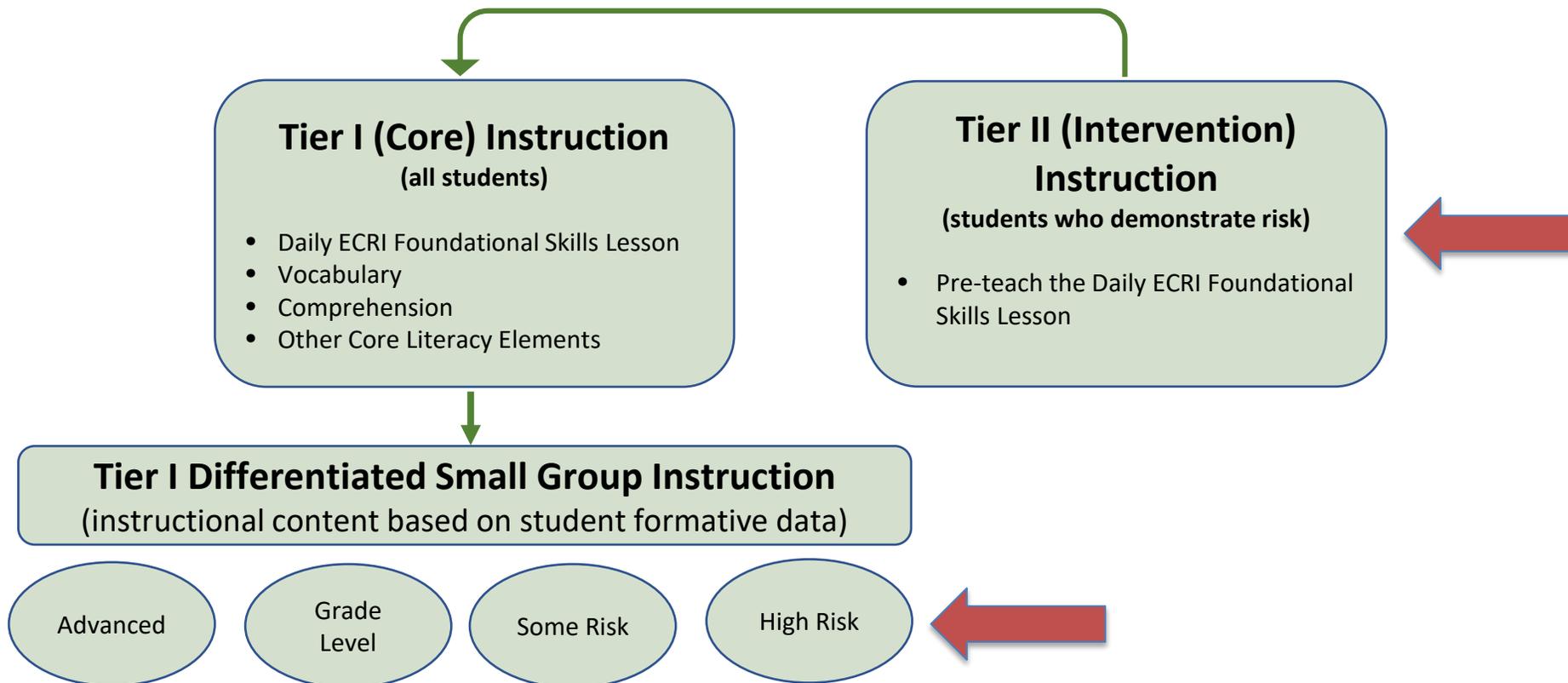
Sound-Spelling Review:

Blending and Regular Word Reading (provide blending practice for all words before providing word reading practice):

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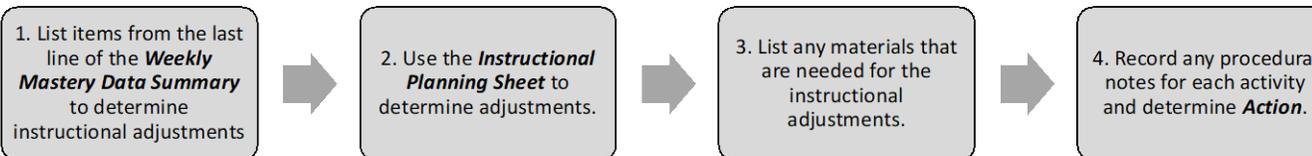
Adjusting Intensification *Within* Tiers of Support



Using Mastery Data for Instructional Adjustment Planning



Instructional Adjustment Plan:



	Part 1	Part 2	Part 3	Part 4	Part 5
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency
List items from the last line of the Weekly Mastery Data Summary					
Materials Needed					
Procedure Notes					

Adjustment Action: # of 5 parts that require additional instruction: _____
 All parts mastered, no adjustments are needed = Continue to the next lesson.
 Some parts not mastered = Add adjustments for those parts only while also continuing to the next lesson(s).



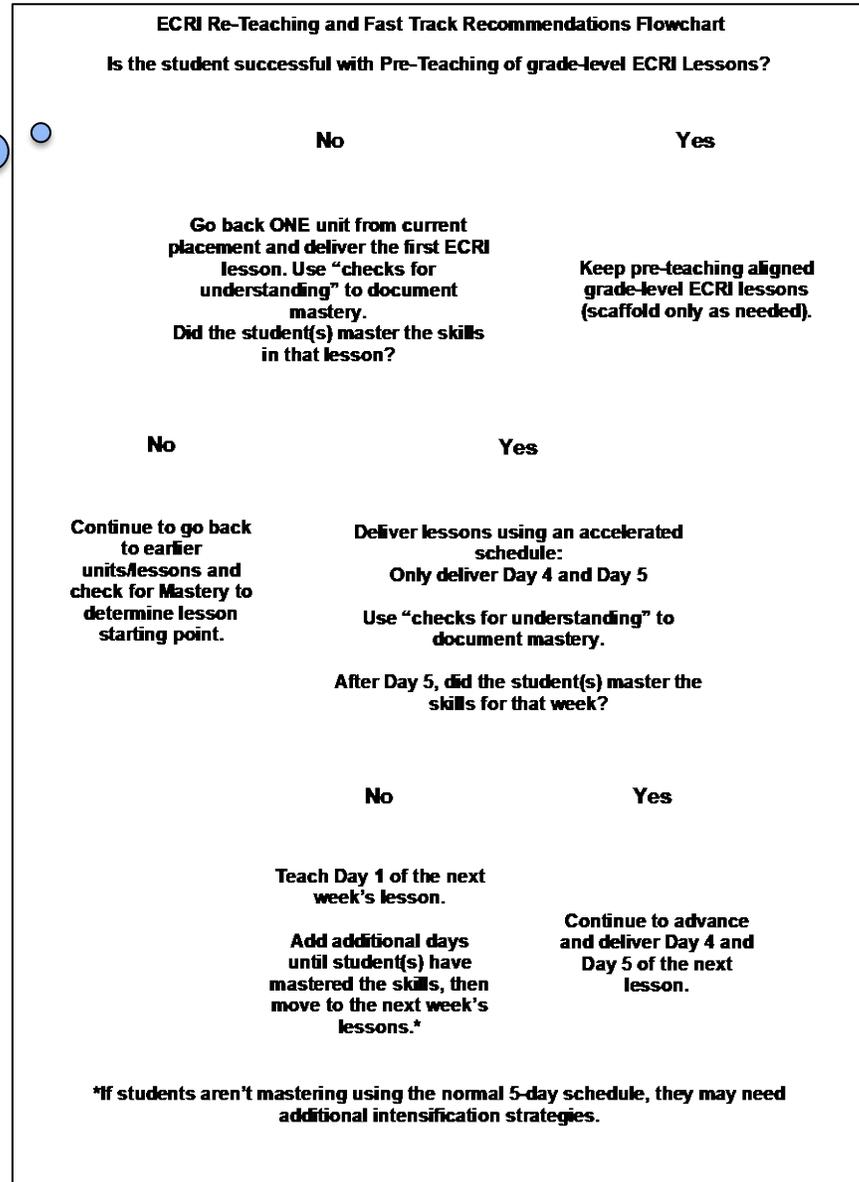
Using Instructional Adjustment Planning Ideas

Instructional Adjustment Planning Ideas (base decisions on Implementation Data and Student Data):

ECRI Lesson Mastery	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Student(s) are not Mastering ECRI Lessons	<input type="checkbox"/> Add "Needs More Practice" Chart at the beginning and/or end of each ECRI lesson <input type="checkbox"/> Provide re-teaching of skills during Tier II instruction in addition to the Pre-Teaching ECRI lesson <input type="checkbox"/> Provide aligned re-teaching of specific skills during Tier I differentiated small group instruction (in addition to Tier II instruction) <input type="checkbox"/> Temporarily replace Pre-Teaching with Re-Teaching and catch-up Fast Tracking
Student Engagement and Behavior Management	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Student Engagement <input type="checkbox"/> Group Behavior Management	<input type="checkbox"/> Increase think time between the focus/cue and signal for students to respond <input type="checkbox"/> Specific Positive Phrases <input type="checkbox"/> Celebrate to Motivate <input type="checkbox"/> Management Games (e.g., dots on sticky notes, etc.) <input type="checkbox"/> Improve Pacing <input type="checkbox"/> Student Grouping or Partner Changes
Phonemic Awareness	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Phoneme Blending <input type="checkbox"/> Phoneme Segmenting <input type="checkbox"/> Other PA Activities	<input type="checkbox"/> Scaffold <input type="checkbox"/> Provide Re-Teaching in Addition to Pre-Teaching <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)
Alphabetic Understanding	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Sound-Spellings <input type="checkbox"/> Blending <input type="checkbox"/> Regular Word Reading <input type="checkbox"/> Irregular Word Reading <input type="checkbox"/> Encoding (Dictation)	<input type="checkbox"/> Scaffold <input type="checkbox"/> Provide Re-Teaching in Addition to Pre-Teaching <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)
Accuracy and Fluency Reading Connected Text	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Accuracy <input type="checkbox"/> Fluency	<input type="checkbox"/> Scaffold <input type="checkbox"/> Increase minutes spent re-reading text for fluency practice <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)
Vocabulary and Comprehension	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Vocabulary <input type="checkbox"/> Narrative Text Structure <input type="checkbox"/> Information Text Structure	<input type="checkbox"/> Scaffold <input type="checkbox"/> Increase engagement and the number of practice opportunities <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)

What happens if students receiving Tier II instruction aren't successful with aligned ECRI lesson?

When Necessary, Adjust ECRI to Re-Teaching and Fast-Tracking Model





Daily Intervention Log

Intervention Log: Fill out this log each day for each supplemental or intervention group.
Instructor: _____

Monday, Date: _____

Was the Intervention Offered? Yes No

Actual Intervention Duration (# of minutes): _____

Was the Intervention Implemented as Planned? Yes Partially No

Student Name	Was the Student Present?		Was the Student Successful in the Lesson?			Was the Student Engaged?			Did the Student have a Positive Self-Attribution?		
	Yes	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N
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Tuesday, Date: _____

Was the Intervention Offered? Yes No

Actual Intervention Duration (# of minutes): _____

Was the Intervention Implemented as Planned? Yes Partially No

Student Name	Was the Student Present?		Was the Student Successful in the Lesson?			Was the Student Engaged?			Did the Student have a Positive Self-Attribution?		
	Yes	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N
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Wednesday, Date: _____

Was the Intervention Offered? Yes No

Actual Intervention Duration (# of minutes): _____

Was the Intervention Implemented as Planned? Yes Partially No

Student Name	Was the Student Present?		Was the Student Successful in the Lesson?			Was the Student Engaged?			Did the Student have a Positive Self-Attribution?		
	Yes	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> P	<input type="checkbox"/> N
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Section 6

MTSS-R Leadership Training

Professional Learning Communities



Professional Learning Communities (with an ECRI Implementation Focus)

- Review implementation data
- Review student performance progress monitoring data
- Practice ECRI routines (based on implementation data, AND, explore and practice new routines coming up in lessons that have not been delivered previously)
- Set goals (what adjustments, scaffolds, or new learning should take place?)



Implementing a Meeting Process

1. Establish roles and procedures
 - Meeting leader (communicates agenda and leads meeting)
 - Meeting recorder (identify minutes format and display publicly during meeting)
 - Timekeeper
2. Define a specific purpose (agenda)
3. Determine data sources needed
4. Review data and identify challenges, issues and successes
5. Identify and develop specific actions, adjustments and timeframe
6. Communicate next meeting time



Professional Learning Communities (PLCs) or Grade-Level Meeting Agenda

Materials:

- Instructional Plans and Descriptions
- Student Performance Data:
 - Screening data
 - Progress monitoring data
 - Core unit assessment data
 - Mastery Data sheets (includes Accuracy and Fluency logs)
- Implementation data
- Previously implemented plans with instructional adjustment goals



Agenda:

1. Debrief previous meeting notes and actions
2. Define session goals
3. Evaluate data
4. Prioritize focus areas
5. Action plan
6. Explore and practice necessary instructional strategies
7. Reflect and implement

Grade-Level Professional Learning Community Meeting Agenda and Minutes

School and Grade:	
Participants:	
Date:	Time:

Materials to Gather for the Meeting:

- ECRI Instructional Plans Flowchart and Descriptions
- Grade-Level Student Performance Data:
 - a. Screening Data
 - b. Progress Monitoring Data
 - c. Core Unit Assessment Data
 - d. ECRI Mastery Checks
 - e. Accuracy and Fluency Logs
 - f. Retell Checklists
- Implementation Data
- Previously Implemented Plans: Instructional Adjustment Goals
- Videos of lesson delivery

Agenda Items:

1. Debrief Previous Meeting Notes and Actions
 - Review previous Action Plans. Were goals accomplished? Did the actions have an impact on student data? What adjustments need to be made?
 - Celebrate progress!
2. Define Session Goals
 - Identify the focus and specific goals of today's meeting.
3. Evaluate data
 - Review the student performance data to place students in appropriate ECRI Instructional Plan (Early Fall), or to adjust students' ECRI Instructional Plan (each month).
 - Highlight ECRI Instructional Plan **groups** not making acceptable growth.
 - Highlight individual **students** not making acceptable growth.
 - Review Implementation Data and highlight instructional areas to explore, practice and adjust.
4. Prioritize Focus Areas
 - Identify the most important areas of focus for instruction and intervention.
5. Action Plan
 - Create a plan to address needs-based supports and identify evidence-based practices for instruction and intervention.
6. Explore and Practice Necessary Instructional Strategies
 - Collaborate and practice specific features of ECRI instruction and/or instructional adjustments identified.
7. Reflect and Implement
 - Identify necessary supports from leadership or coaching
 - Put the plan for instruction and intervention into effect and continue to evaluate and adjust.



Meeting Minutes

Grade-Level Professional Learning Community Meeting Agenda and Minutes		
Meeting Minutes:		
1. Debrief Previous Meeting Notes and Actions. Record all items that were not completed or accomplished:		
2. Define Session Goals. List the focus and any specific goals of today's meeting:		
3. Evaluate Data.		
List ECRI Instructional Plan groups not making acceptable growth:	List individual students not making acceptable growth:	List instructional areas to explore, practice and adjust:
4. Prioritize Focus Area. Record the prioritized area(s) of focus for instruction and intervention planning adjustments.		
5. Action Plan. Create a plan to address the prioritized focus area(s).		
Actions:	Who, or what students/group?	By When?
6. Explore and Practice Necessary Instructional Strategies. List specific features of instruction that were practiced.		
7. Reflect and Implement List necessary supports from leadership, additional PD requested, and additional coaching supports.		



Section 7

MTSS-R Leadership Training

ECRI Implementation Roll-Out





ECRI Implementation Checklist

- Tier I Instruction and Tier II Intervention schedules are planned and documented within a schoolwide master schedule.
- ECRI lesson presentation materials are collected and ready to use (see pg. 41)
- ECRI routine pages are prepared and placed next to the lesson presentation board (see pg. 41)
- Sound-Spelling Cards are posted on the classroom wall (see pgs. 42-45)
- Irregular Word Wall is prepared and ready to post words (see pgs. 42-45)
- Contractions and Affix areas are prepared and ready to post cards (grades 1-3, see pgs. 44-45)
- The classroom space and students seats are arranged to allow all students to see the presentation board during lesson delivery (see pgs. 46-49)
- Classroom rules and routines are posted and ready to teach to students on the first days of school (see pgs. 50-52)
- Plans are in place to maintain positive interactions during the ECRI lessons (see pgs. 53-56)
- Start of year ECRI routine implementation roll-out is planned and in place (see pgs. 57-59)





Start of Year ECRI Routine Implementation Roll-Out



1. DAY 1 of implementation is the first day of the school year.
2. Have your ECRI Routines (in sheet protectors) ready and use them to follow the routine(s) as written.
3. Use just the TOP line of each routine chart for the first 10 days of lessons (you can use more lines if you are feeling fluent and the students are staying engaged).
4. Use ALL components of the routine (Explain, Model, Signal for Student Practice, Error Correction, 2-3 Individual Turns).
5. Maintain high expectations for student behaviors.
6. CELEBRATE student successes!



Start of Year ECRI Routine Implementation Roll-Out



WEEK 1:

Day	Classroom Management Routines	ECRI Routine(s)	
		Grade 1	Grade 2
Day 1	<ul style="list-style-type: none"> • Learning Position during instruction • Transition to and from ECRI Lesson • Attention Signal 	<ul style="list-style-type: none"> • Irregular Word Reading (Part 1 and 2) 	<ul style="list-style-type: none"> • Irregular Word Reading (Part 1 and 2)
Day 2	<ul style="list-style-type: none"> • Review and practice 	<ul style="list-style-type: none"> • Irregular Word Reading • Phoneme Blending 	<ul style="list-style-type: none"> • Irregular Word Reading • Sound-Spelling Cards
Day 3	<ul style="list-style-type: none"> • Review and practice 	<ul style="list-style-type: none"> • Irregular Word Reading • Phoneme Blending • Sound-Spelling Cards 	<ul style="list-style-type: none"> • Irregular Word Reading • Sound-Spelling Cards
Day 4	<ul style="list-style-type: none"> • Review and practice 	<ul style="list-style-type: none"> • Irregular Word Reading • Phoneme Blending • Sound-Spelling Cards • Sound-Spelling Review: Advanced 	<ul style="list-style-type: none"> • Irregular Word Reading • Phoneme Blending • Sound-Spelling Cards • Sound-Spelling Review: Advanced
Day 5	<ul style="list-style-type: none"> • Review and practice 	<ul style="list-style-type: none"> • Irregular Word Reading • Phoneme Blending • Sound-Spelling Cards • Sound-Spelling Review: Advanced • Blending Routine 2: Sound-by-Sound 	<ul style="list-style-type: none"> • Irregular Word Reading • Phoneme Blending • Sound-Spelling Cards • Sound-Spelling Review: Advanced • Blending Routine 3: Spelling-Focused



Start of Year ECRI Routine Implementation Roll-Out



WEEK 2:

Day 6	<ul style="list-style-type: none"> Review and practice 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 2: Sound-by-Sound Regular Word Reading 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 3: Spelling-Focused Regular Word Reading
Day 7	<ul style="list-style-type: none"> Review and practice Using books for decodable text reading 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 2: Sound-by-Sound Regular Word Reading Decodable Text Routine 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 3: Spelling-Focused Regular Word Reading Decodable Text Routine
Day 8	<ul style="list-style-type: none"> Review and practice 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 2: Sound-by-Sound Regular Word Reading Decodable Text Routine Phoneme Segmentation 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 3: Spelling-Focused Blending Routine 4: Spelling-Focused Multisyllabic Regular Word Reading Decodable Text Routine
Day 9	<ul style="list-style-type: none"> Review and practice Using materials for dictation 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 2: Sound-by-Sound Regular Word Reading Decodable Text Routine Phoneme Segmentation Dictation 	<ul style="list-style-type: none"> Irregular Word Reading Phoneme Blending Sound-Spelling Cards Sound-Spelling Review: Advanced Blending Routine 3: Spelling-Focused Blending Routine 4: Spelling-Focused Multisyllabic Regular Word Reading Decodable Text Routine Dictation
Day 10	<ul style="list-style-type: none"> Review and practice 	<ul style="list-style-type: none"> Deliver Entire Lesson 	<ul style="list-style-type: none"> Deliver Entire Lesson



Start of Year ECRI Routine Implementation Roll-Out



Week 3: Add one more line from each chart (2 lines per chart)

Week 4: Deliver entire lesson (all lines)



Now What?

Reflection and Discussion:

How will you support teachers in collecting mastery data to inform and refine instruction?

How will you support professional learning communities to be more than looking at data?

How will you coordinate resources to support ongoing instructional adjustments that will be made at monthly PLCs?