

Integrated Leadership Course 2015-16

Class Two - Elementary

Tennessee Department of Education | Winter 2016



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Agenda

Saturday, January 2, 2016 9:23 AM

Integrated Leadership Course Agenda

| | Key Framing Questions For Course Series | Content Focus | |
|-------------------|--|--|--|
| 8:00 AM-8:15 | Are we "ready"? | <ul style="list-style-type: none"> • Outline for the Day • Prepared to Ready • Leader Actions | |
| 8:15 AM-9:30 | How do we support different teacher needs to ensure readiness? | <ul style="list-style-type: none"> • Teacher Partnerships • Bridge to Practice Scenarios • Differentiated Teacher | |
| 9:30 AM-11:45AM | How do we know if students are learning? | <ul style="list-style-type: none"> • Instruction and Assessment Alignment • Readiness Data • Using the Data to Plan | |
| 10:00 AM-10:15 AM | BREAK | | |
| 11:45AM-1:00 PM | LUNCH | | |
| 1:00PM-2:00 | What should core instruction look like? | <ul style="list-style-type: none"> • Differentiation • Scaffolding | |
| 2:00 PM-3:00 | How do we support different student needs to ensure readiness? | <ul style="list-style-type: none"> • RTI² Implementation process • RTI² Impact on Student • RTI² Lessons Learned | |
| 3:00PM-3:15 | BREAK | • | |
| 3:15 PM-3:45 | How does the journey to ready continue? | | |
| 3:45PM-4:00 | Closing | <ul style="list-style-type: none"> • Bridge to Practice • Survey for TASL information | |

Opening Session

Saturday, January 2, 2016 9:28 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

You may also mind the PDF manual for Class One by clicking [here](#).

Welcome!

Today, we are excited to welcome you to course two of our re-designed Integrated Leadership Course series.



Norms

- Keep student learning and success at the center.
- Be present and engaged. *(If a school emergency occurs, step away from class to address issue).*
- Share, discuss and reflect with openness, respect, and transparency.
- Stay solutions oriented.
- Be flexible and patient with our digital learning spaces.

Digital Material Options

| OneNote Pilot Option | iBook | Interactive PDF Option |
|--|---|--|
| <ul style="list-style-type: none"> • Digital Access to All Course Content | <ul style="list-style-type: none"> • Full features on a Mac computer, iPad, or iPhone | <ul style="list-style-type: none"> • Limited Access to All Course Content |
| <ul style="list-style-type: none"> • Received through Email | <ul style="list-style-type: none"> • Received through Email | <ul style="list-style-type: none"> • Received through Email |
| <ul style="list-style-type: none"> • Requires OneNote Application or Office365 (free) | <ul style="list-style-type: none"> • Access to all content through app | <ul style="list-style-type: none"> • Requires PDF Reader Application (free) |
| <ul style="list-style-type: none"> • Fluid Format Allows Adding Personalized Notes | <ul style="list-style-type: none"> • Fixed Format • Highlighting and tagging features | <ul style="list-style-type: none"> • Fixed Format |
| <ul style="list-style-type: none"> • Sharable With Teachers | <ul style="list-style-type: none"> • Sharable with Teachers | <ul style="list-style-type: none"> • Sharable with Teachers |
| <ul style="list-style-type: none"> • Embedded Documents and Links | <ul style="list-style-type: none"> • Embedded Links | <ul style="list-style-type: none"> • Embedded Links |

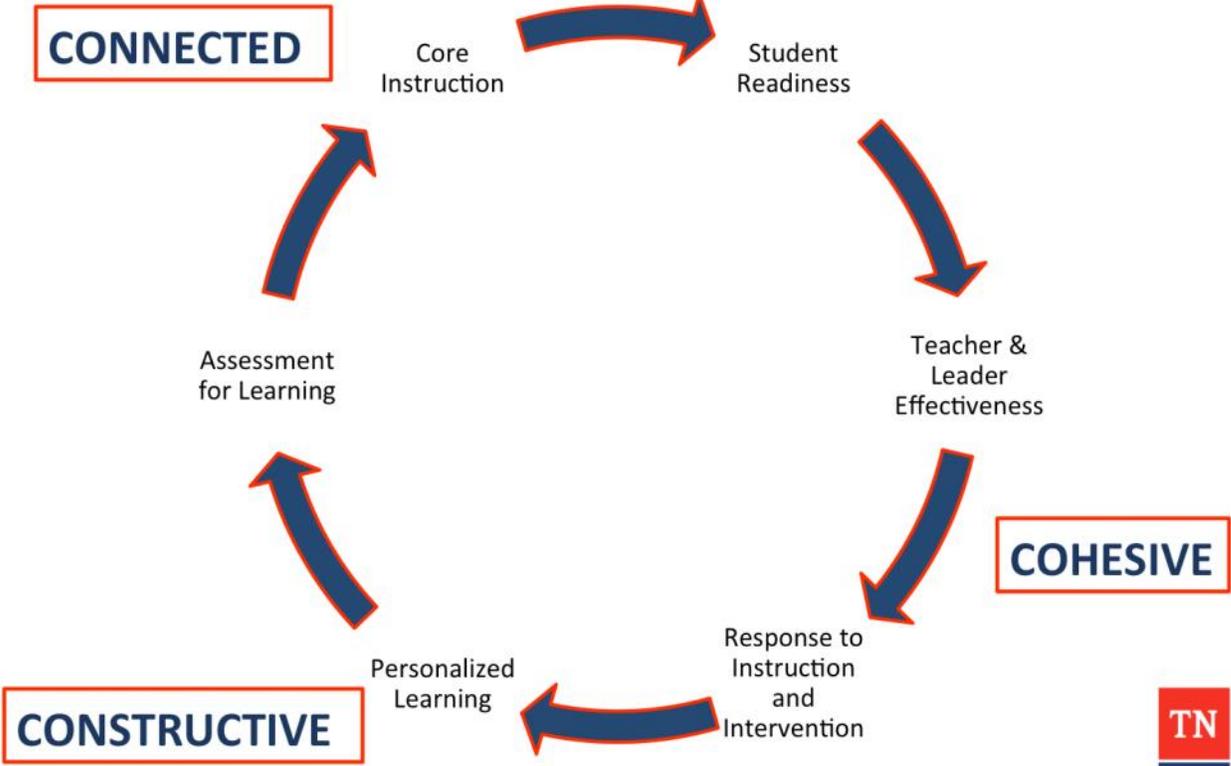
Note: You received Digital Quick Start Guide in your final logistics email.



What this course is:

- Peer led; leaders sharing and learning from leaders
- A focus on improving instruction, building capacity and culture, and personalizing student learning
- A shared discussion on best practices to ensure student readiness
- Development of effective shared leadership practices and teacher support strategies
- **Not** a set of TDOE prescribed action steps
- **Not** a series of TDOE informational sessions on state reports, assessment preparation, or other initiatives
- **Not** an isolated “training”

What is an integrated leadership course?



Key Questions for Today

Saturday, January 2, 2016 9:51 AM

Key Questions for Today

1. Are we “ready”?
2. How do we support different teacher needs to ensure readiness?
3. How do we know if students are learning?
4. What should core instruction look like?
5. How do we support different student needs to ensure readiness?
6. How does the journey to ready continue?

The logo consists of the letters "TN" in white, centered within a red square. A thin blue horizontal line is positioned directly below the red square.

Integrated Leadership
Course Class 2

Key Question #1
Section

Are we ready?

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

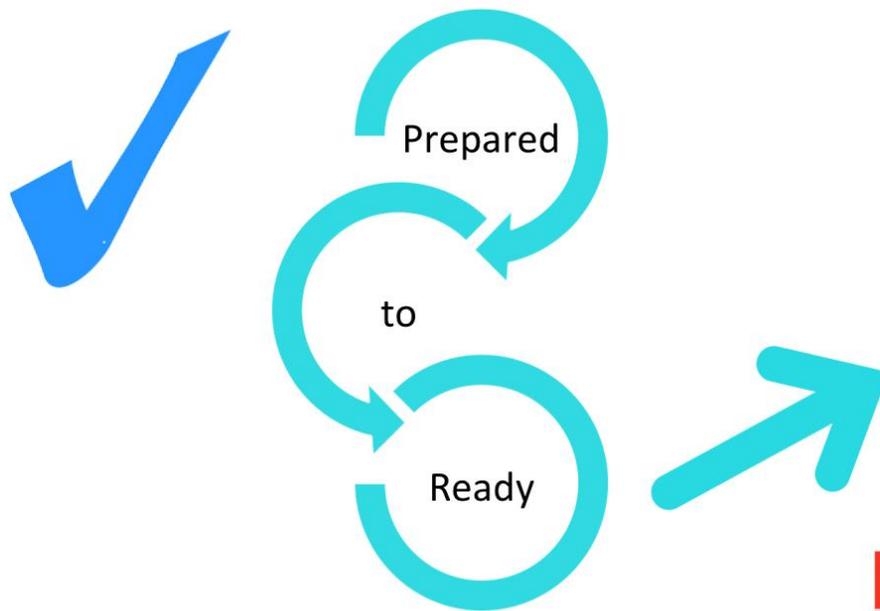


**Key Question One:
Are we “ready”?**

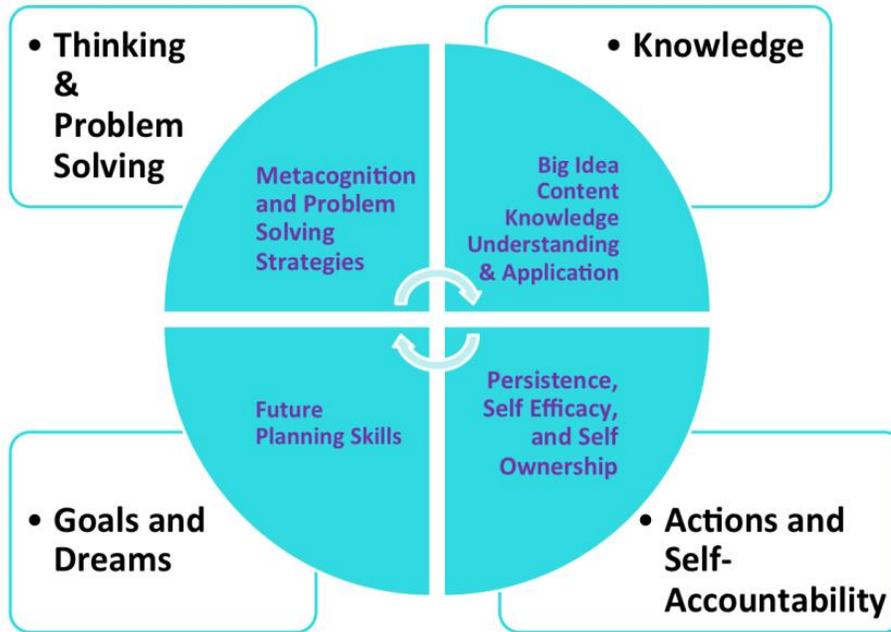
- How does the journey to ready continue?



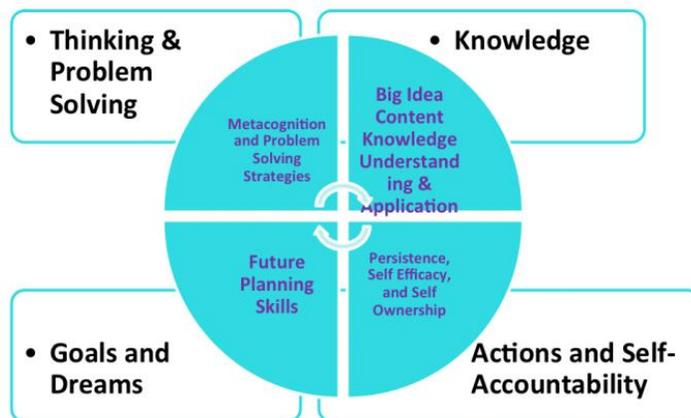
What is a ready student?



What teacher actions develop these skills in our students?



What leaders actions support teachers to ensure student readiness?



Reflection

Saturday, January 9, 2016 12:24 PM

Reflection

1. How has learning about "readiness" changed practice in your school?



How has learning about "readiness" changed practice in your school?

Integrated Leadership
Course Class 2

Key Question #2
Section

Teacher Support Through Partnerships

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type. There are also additional resources under the "Resources" tab of this section.



**Key Question Two:
How do we support different
teacher needs to ensure
readiness?**

Leaders can support teachers through Teacher Partnerships.



TN

Teacher Partnerships

What is it?

Personalized professional learning



- Teachers who struggle with *specific* strategies are paired with a colleague in the same school who has demonstrated success, based on indicator-level classroom observation data.

- Partners identify goals, develop a plan, and work together to strengthen practice.

- Whereas coaching and mentoring are sometimes costly, **teacher partnership** can be used in **any building** at no cost.

** In a pilot study, schools that implemented this program (then called the EPP) saw TCAP scores increase school-wide by 5 points in literacy and 7 points in math. Lower-performing teachers saw score gains of 12 points.*

TN

Expand the Possibilities

Pair Based
on Focus,
Coherence,
or Rigor

Instructional
Partnership
Initiative (IPI)

Pair Based on
Evaluation
Indicators

Pair Across
Contents
and Grade
Levels

Pair
Teacher
Teams



Notes:

Click [here](#) to view the Tennessee TEAM IPI site.

Teacher Partnership Videos

Saturday, January 2, 2016 12:33 PM

The videos utilized in this segment are linked in the "Resources" area of this section.

Video 1 Turn and Talk:

1. How does the principal begin the conversation? Why?
2. How does the principal approach the threat of teacher partnerships feeling punitive for growing teachers?

Video 2 Turn and Talk:

3. How does the principal focus the teachers on problem solving and standards and objectives?
4. How does each teacher respond in regards to working on the identified indicator?

Video 3 Turn and Talk:

5. How will the principal follow up with the partnership?
6. How could a leader follow up with teacher partnerships more thoroughly?

Bridge to Practice - Class One

Saturday, January 2, 2016 12:35 PM

Tennessee Department of Education Fall 2015 Integrated Leadership Course

Bridge to Practice: Teacher Partnership Plans

For this Bridge to Practice activity, school leaders are encouraged to return to their district and engage with their school's Leadership Team in completing this teacher partnership plan. This plan will ensure that school leaders focus on actionable feedback and provide teachers with models to support the implementation of feedback.

Integrated Leadership Course participants will bring their own Teacher Partnership plans to class two, and this experience will serve as the opening piece during collaborative sharing and networking time. This will ensure that everyone is able to learn from one another and take the best ideas back to their schools and districts.

Implementing the "Teacher Partnership" Plan

The planning document begins on the next page. Use this template to record your steps with the teacher(s) you support during your Bridge to Practice experience.

Step One: Observe or walk through 3-5 teachers' classrooms.

Step Two: Select a teacher observation/walk through experience and determine a category to give feedback in: focus, rigor or coherence.

Step Three: After selecting a category, align it to the general educator rubric. Which indicator does the area of feedback best fit for the observation/walkthrough experience?

Step Four: Write feedback for the teacher that uses the category and a descriptor. Using the models from class one, script actionable feedback with clear steps.

Step Five: Identify another teacher in your school who excels at the area of feedback for the teacher above. This teacher can provide a strong model for the teacher you observed. Ask your model teacher to participate in the teacher partnership and outline what you would like her/him to model and share as part of the teacher partnership

Step Six: After discussing your feedback, recommend that the observed teacher visit the model teacher and observe her/his practices. (We recommend that you structure this partnership and use some of the recommended steps from the Course One PPT).

Remember this debrief is valuable for both teachers and helps the model teacher become more reflective of his/her practice and the observed teacher will have the opportunity to learn from a peer. Recommend that the observed teacher take away key ideas, adapt these ideas to her/his classroom, and try the strategy that you gave as feedback. Have a reflection conversation with both teachers to determine the impact of this practice. We recommend that you replicate this teacher partnership two to three times to determine if it supports actionable growth with your teachers. When attending Course Two, bring your attached chart, your notes, and your reflection on how this practice supported or did not support teacher growth in your building.

| | Classroom Look Fors | Rubric Connection | Feedback | Potential Partnership |
|------------------|---|--------------------------|-----------------|------------------------------|
| Focus | Alignment to standard/ Depth of standard | | | |
| Rigor | Application of conceptual understanding | | | |
| Coherence | Connections to past and future content/ cross content resources chunking of content | | | |

Leader Reflection: How did the teacher partnerships support your feedback? Was the use of a peer model helpful in your development of teacher practices?

Debrief of Bridge to Practice

Form a small group of 3-5 people. Each person in your group will have a turn to talk.

If you implemented Teacher Partnerships, talk about what you did, how the teachers responded, what your next steps are, and bright spots with Teacher Partnerships.

If you did not have an opportunity to implement Teacher Partnerships, use the following slides to respond to a scenario. Read the short scenario assigned to your group and share your response.

Take 10 minutes for your group to share.



Scenario One:

Mrs. Jones is a third year teacher in a second grade classroom in your school. She shows potential to be a very strong teacher, but she thinks she is already highly effective. She talks about how others should come visit her classroom and frequently offers inaccurate advice to other novice teachers.

She has difficulty reflecting on her own strengths and weaknesses in the classroom. Further, she has a hard time understanding her areas of refinement. Mrs. Jones struggles with her transitions, her pacing, and assessing student mastery of the lesson. These struggles have been documented in observations and noted.

You had previously discussed these specific areas of refinement her during her End of Year Conference. During this conference, you recommend that that she should visit another second grade teacher on her team, Mr. Lewis. In your recommendation, you ask her to observe how Mr. Lewis paces his classroom and uses transitions effectively. You also ask her to observe how

Mr. Lewis measures student mastery.

Mr. Lewis is in his third year as well. Mr. Lewis has strong transitions, pacing, and assessing student mastery. Observing his practices and reflecting on his strategies would help Mrs. Jones grow as a teacher

Following the classroom visit, you attempt to hold a coaching conversation with Mrs. Jones. The conversation does not go as you had hoped. Mrs. Jones said that she teaches just the same way as Mr. Lewis. She is not reflective, did not take notes, and did not notice any specific practices from Mr. Lewis.

You decide that using a stronger Teacher Partnership will help Mrs. Jones become more self-aware and thus improving the quality of teaching and learning in her classroom.

- Who should your pair with Mrs. Jones?
- Should you expand the partnership with Mr. Lewis?
- How will you help her realize her areas of refinement?
- How will you “sell” the concept to Mrs. Jones without making it feel punitive?

Discuss three specific leader moves you will make this time to make sure the Teacher Partnership is effective, providing clear explanation why you are taking those steps.

Thoughts:

Scenario Two:

You have followed the Bridge to Practice Partnership up to Step 5 with a struggling teacher, Ms. Smith. During this process, you have identified that Ms. Smith needs support in rigor. She is not able to use questioning effectively and all other areas of support have not helped this teacher improve her

During your coaching work with Ms. Smith, you have identified a model teacher, Ms. Greek. Ms. Greek was identified as a potential partner because she has very strong use of questioning, especially accessing and advancing questions.

She refuses to give away the answer to students and consistently makes students think until they work towards deeper understanding. Ms. Greek creates opportunities for students to demonstrate their understanding through various media including written expression, demonstrations, and project-based learning.

You are about to meet with Mrs. Greek to ask her to commit to a partnership with Ms. Smith. While Ms. Greek is strong, she doesn't like to lead professional development. She is modest and does not want her peers to see her as a “know-it-all.” She doesn't always realize why she is a strong teacher. She cannot single out her questioning strategies as a strength and does not analyze her practices.

- How can you encourage Ms. Greek to work with Ms. Smith?
- What strategies will you encourage in this partnership?

- How will a teacher partnership strengthen both teachers in this scenario?
- How will you analyze the effectiveness of this partnership for Ms. Greek?

Discuss three specific leader moves you make in your meeting with the strong teacher, providing clear explanation why you are taking those steps.

Thoughts:

Scenario Three:

You have been asked to take over a neighboring elementary school. You have several years of success in your current principalship. After six months in your new elementary, you reflect that the teacher culture in your school is hindering the overarching success of the school.

Teachers are somewhat fearful of informal walkthroughs and teacher observations. Teachers see the process as punitive rather than a method to grow and improve instruction. You have heard several teachers commenting that the administrators don't trust them, and walkthroughs are used "to catch" teachers. Teachers have also complained that observations are not valid because they only show one quick snapshot of their classroom.

The staff also has strengths in the culture because they are good about sharing resources with each other. You frequently see grade level teams meeting in the hallway. These informal meetings frequently focus on instructional strategies and are focused on sharing suggestions of support. However, staff members do not feel comfortable with visitors in the classroom.

Past experiences with administrators have left the staff with broken trust. You want to change that mindset and think that the Teacher Partnership concept is the right move to alleviate this mistrust.

- How will you start the conversation with teachers?
- Will you approach all teachers or certain teachers first?
- How do you build trust with teachers?
- Which teachers will you ask to initiate teacher partnerships?
- What are the opportunities that exist to strengthen the instructional capacity of the school?

Discuss three specific leader moves you would make to leverage Teacher Partnerships and shift the culture to one that buys into collaboration and transparency, providing clear explanation why you are taking those steps.

Thoughts:

Scenario Four:

You are about to meet with a fourth grade teacher, Mr. Wright, which you have identified as struggling in the area of focus. He has a tendency to teach his favorite topics in depth whether they still exist in the current state standards or not. A review of his lesson plans shows that he is still teaching dropped SPIs, and he is not teaching critical focal areas in the new standards.

Mr. Wright's most recent TVAAS data shows that his value added data has dropped over the course of the last two years. During walkthroughs, you have noticed that the activities he uses to engage students do not support the lesson objective. His activities continue to focus on the SPIs and not on the focal areas of the current standards.

While his focus is not on the appropriate standards, Mr. Wright's students work hard on the interesting and engaging tasks he provides them. While his students enjoy these activities, the activities are not allowing students to master the lesson objectives or the current standards.

As you reflect on the strengths and areas for growth for Mr. Wright, you determine actionable steps for his instruction. You also identify a potential teacher for a teacher partnership.

- What steps did you take to select this teacher?
- What strengths should this teacher have?
- What would you say to Mr. Wright to encourage him to work with this teacher?
- How do you help Mr. Wright value the opportunity to grow?

Discuss three specific leader moves you would make to leverage Teacher Partnerships as a way to support Mr. Wright, providing clear explanation why you are taking those steps.

Thoughts:

Administrator Rubric and 3-2-1 Reflection

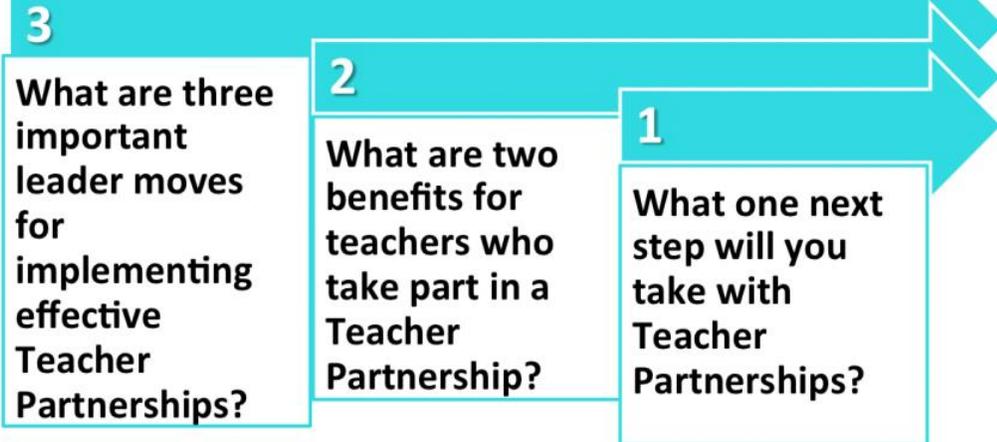
Saturday, January 2, 2016 12:45 PM

Double-click on the Administration Rubric below or click [here](#) to access it.

Connect to the Admin Rubric

| Indicator | Descriptor | Practice (Evidence) |
|--|---|----------------------|
| Capacity Building | Implementing ongoing strategies and feedback for peers | Teacher Partnerships |
| Leveraging Educator Strengths | Creates a coherent system to extend impact of educators at all performance levels | Teacher Partnerships |
| Ownership | Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success | Teacher Partnerships |
| Teacher Leaders 3 minutes work time | Provide teacher-leaders with various leadership opportunities | Teacher Partnerships |

3-2-1 reflection



The resources section has a valuable tool – IPI resources!



| 3 | 2 | 1 |
|---|---|---|
| Leader Moves for Implementing Effective Teacher Partnerships | Benefits for Teachers Who Take Part in Teacher Partnership | Step You Will Take With Teacher Partnerships |
| | | |

Resources

Saturday, January 9, 2016 1:53 PM

[Tennessee TEAM Instructional Partnership Initiative
IPI Teacher Guide Book](#)

[Teacher Partnership Videos](#)

Optional IPI Resources

We hope these optional resources may be helpful to you as you develop teacher partnerships, but please note that these resources are not endorsed by the department, and utilizing these optional resources is not mandatory for participation in IPI.

Observations

- [Harvard's Observation Outline](#) – a guide on what to look for and note while observing

Lesson Planning

- [TNTP's Lesson Planning Template](#)
- [Tennessee Benchmark Lesson Plan Template](#) – one Tennessee district's lesson planning template, which aligns with TEAM

Co-Teaching

- [Everything You Need to Know About Co-Teaching](#) – strategies, videos, suggestions and more resources on co-teaching

Videos of Effective Practice

- [NIET Best Practices Portal](#) – video lessons aligned directly to the rubric; helpful for teachers and observers

General Instructional Skills

- [Tips on Improving the "Questioning" Indicator](#)
- [TNTP's Teacher Talent Toolbox](#) – TNTP's open-source library of resources for building a teaching team
- [Coach G's Teaching Tips](#) – instructional coach David Ginsburg posts informative "teaching tips" on his Education Week blog
- [Education Week PD Webinars](#) – professional learning webinars on various topics ranging from curriculum to classroom management
- [Dr. Marzano's Tips on Instructional Coaching](#) – a short outline of Dr. Marzano's main tips for coaching and improving classroom instruction

Instructional Partnership Initiative Using Teacher Evaluation to Drive Instructional Improvement

Overview

The Instructional Partnership Initiative (IPI) is a research based, no-cost strategy that uses teacher evaluation data to drive instructional improvement in clearly identified areas of practice. Utilizing detailed, indicator-level evaluation data, TDOE identifies and recommends potential partnerships between teachers in a given school. These pairings provide flexible, data-driven, targeted professional learning opportunities for teachers at all levels of practice. In Tennessee pilot studies, principals found the support to be beneficial, teachers appreciated the collaboration, educators perceived the evaluation system more positively, and students' TCAP scores improved significantly schoolwide--6 points in reading and 7 points in math.

Instructional Partnerships

Over the past two years, TDOE has been developing this approach for creating instructional change. The resulting Instructional Partnership Initiative is designed to leverage the formal evaluation feedback teachers receive into lasting instructional improvements through collaborative teacher partnerships. Based on complementary, indicator level evaluation data, TDOE identifies teachers who might benefit from working together in a yearlong partnership. The partners are then encouraged to work together throughout the year to build instructional skills and are provided with suggestions for accomplishing this successfully. The partnerships are voluntary, require very little time to establish, and have demonstrated great success. They allows principals to use existing expertise within their schools, promote shared leadership, and build capacity for all educators. The focus becomes using performance evaluation data to improve teacher practice, rather than spotlighting evaluation as a means for accountability.

Setting up Instructional Partnerships is straightforward:

- (1) TDOE uses fine-grained evaluation data to generate potential matches, then sends these matches and other implementation support to school principals. Each principal gets a list of possible partners along with pertinent information about each pair.
- (2) School principals review the recommended list of matches and make changes if necessary. This latitude allows principals to create the most successful combinations possible.
- (3) Principals invite teachers (separately) to participate, introduce each willing pair, explain the pairing, and encourage the pair in their work together. Principals begin with initial meetings in the fall. Setting up the IPI partnerships is a minimal time commitment and does not require on-going management.
- (4) Once paired, teachers work together throughout the year. While there is great latitude in what teachers do with their partnerships, each teacher receives an IPI guidebook with suggestions to help them structure the partnership over the course of the year. The guidebook supports a core part of the program-- autonomy to determine how the partnership will operate.

There are no specific requirements for participating teachers, as they are explicitly encouraged to structure their work to best meet their goals. Recommendations for partner activities are

provided, including peer class observation and lesson planning. Teachers may choose to work together during planning times, during (possible) release time, and potentially after school.

Pilot Study Results

In the TDOE pilot of this initiative, interested schools were randomly chosen to implement Instructional Partnerships. Schools using these partnerships increased average student TCAP test scores school-wide by 7 points in mathematics and 6 points in reading/language arts. Students of participating teachers saw TCAP improvement of up to 12 points more than the students of similar teachers in control schools. In addition, teachers in the schools that implemented the IPI reported evaluation was more about feedback than accountability vs. their counterparts in control schools. The random assignment of schools to receive the initiative ensured that we could make strong causal claims about the effects of the partnerships.

In addition to fostering higher test scores, adopting the IPI approach promoted shared leadership, built capacity in schools, and gave principals a concrete way to provide feedback to teachers. Principals indicated that the partnerships took minimal time to set up, teachers benefitted, and partnerships offered more support than the principals alone could provide. Teachers felt the opportunity to reflect on their practice and collaborate with a colleague were clear benefits of the initiative. Each principal who implemented the IPI in the pilot study chose to continue it for an additional year.

For additional questions about the IPI, please contact us at team.questions@tn.gov.

Integrated Leadership
Course Class 2

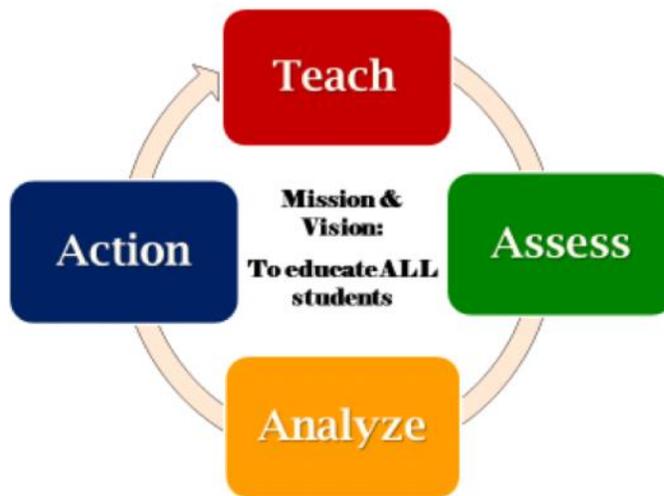
Key Question #3
Section

Assessing Learning

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

The Cycle of Assessment



Observing the Cycle of Assessment

Teach: Does the instruction and the tasks align to the identified learning target(s)?

Assess: How is student learning being measured or determined for the identified learning target(s)?

Analyze: How is the information from assessments being analyzed?

Action: What actions or changes are taking place based on the findings of that analysis?

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Key Questions for Leaders

Teach: Does the instruction and the tasks align to the identified learning target(s)?

- **Focus:** aligning the lesson to depth of standard
- **Rigor:** developing conceptual understanding with fluency and skill and ensuring mastery through application
- **Coherence:** connecting today's lesson with the lesson before and the future lesson as well as across all content



Assessing Classroom Activities

Task predicts performance. What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing.

~Richard F. Elmore (2008)



TN Math Standard 3.OA.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$



TN Math Standard 3.OA.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$

Emphasis: To make the connection between the symbolic representation of division and the equal sets of objects that are being represented.

Expectation of Mastery:

At Grade Level: Students can express quotients of whole numbers as parts of a group. They can do this by writing division statements.

Beyond This Standard: Students can interpret quotients with larger numbers and compute quotients of whole numbers. Students may begin to interpret quotients that involve halves or other common fractions in the answer.



TN Math Standard 3.OA.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$

Ivan scooped 16 scoops of ice cream evenly into 8 cones. How many scoops of ice cream are on each cone?

1. What will the teacher know about students' thinking?
2. What will the teacher know about the students' mastery of the learning target?
3. Where will the teacher be able to identify misconceptions?



TN

TN Math Standard 3.OA.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$

Beth exercises each day. She walks a total of 45 minutes during her exercise period. Every 5 minutes of walking, she stops and does jumping jacks.

Which equation can be solved to find the number of times Beth stops during her walk to do jumping jacks?

- $45 \times 5 = ?$
- $45 \div 5 = ?$
- $45 + 5 = ?$
- $45 - 5 = ?$

1. What will the teacher know about students' thinking?
2. What will the teacher know about the students' mastery of the learning target?
3. Where will the teacher be able to identify misconceptions?

TN

Planning Rubric for Educators

Level 5 --Instructional plans include:

- measurable and explicit goals aligned to state content standards;
- activities, materials, and assessments that: are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, provide appropriate time for student work, student reflection, and lesson unit and closure;

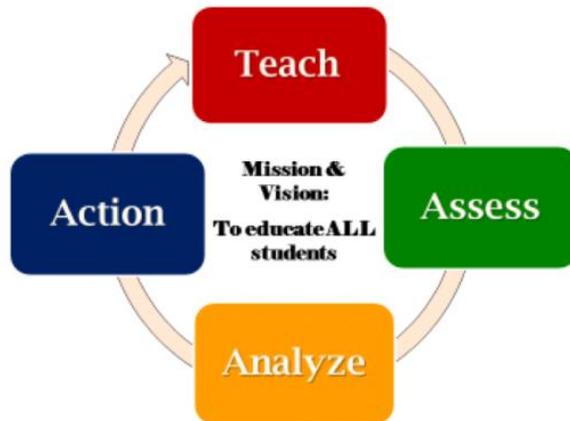
- evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
- evidence that the plan provides regular opportunities to accommodate individual student needs



General Educator Rubric: Planning

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|---|---|---|---|
| Instructional Plans  | Instructional plans include: <ul style="list-style-type: none"> • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson unit and closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and • evidence that the plan provides regular opportunities to accommodate individual student needs. | Instructional plans include: <ul style="list-style-type: none"> • goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • evidence that the plan provides some opportunities to accommodate individual student needs. | Instructional plans include: <ul style="list-style-type: none"> • few goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are rarely aligned to state standards. ○ are rarely logically sequenced. ○ rarely build on prior student knowledge. ○ inconsistently provide time for student work, and lesson and unit closure; • little evidence that the plan provides some opportunities to accommodate individual student needs. |
| Student Work  | Assignments require students to: <ul style="list-style-type: none"> • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. | Assignments require students to: <ul style="list-style-type: none"> • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences. | Assignments require students to: <ul style="list-style-type: none"> • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences. |
| Assessment  | Assessment Plans: <ul style="list-style-type: none"> • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction. | Assessment Plans: <ul style="list-style-type: none"> • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks; and • include performance checks throughout the school year. | Assessment Plans: <ul style="list-style-type: none"> • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and • include performance checks, although the purpose of these checks is not clear. |

The Cycle of Assessment



| Characteristics of Formative Assessment | Characteristics of Summative Assessment |
|---|---|
| | |

Formative Assessment (*for* learning)

“Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.”

Difference - PURPOSE

Summative Assessment (*of* learning)

“Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.”

TN

What do we want assessments to tell us?

School and District Level

- **Where are we going?**
What are the grade-level expectations for mastery?
- **Where are we now?**
In what areas were students successful and in what areas could they improve?
- **How do we close the gap?**
What supports are needed to improve assessment practices?

TN

What do we want assessments to tell us?

Classroom Level

- ***Where are we going?***
How do I ensure alignment of my assessment and the standards?
- ***Where are we now?***
How well are my students mastering content standards and where are they falling short?
- ***How do I close the gap?***
How can I use student assessment to better design my instruction?

TN

What do we want assessments to tell us?

Student Level

- ***Where are we going?***
What are the expectations for mastery?
- ***Where are we now?***
How well did I understand the content?
- ***How do we close the gap?***
In which areas did I show mastery and which areas do I need to improve?

TN

| | Reflection on Assessments | |
|--|----------------------------------|--|
| Where are we now at our school? | Where are we going? | As a leader, how can I close the gap? |
| | | |

Using the Data

Saturday, January 9, 2016 4:26 P

Application

As we hold students responsible for high academic standards, we must develop assessment methods that accurately measure, interpret, and communicate what students know and the depth to which they know it. To see how this works, let's compare two classrooms.
(Scenario 1 & 2)

TN

Scenario 1

Scenario 1: Mr. Jamison's Sixth-Grade Math Class

Mr. Jamison teaches sixth-grade mathematics at Littlepoint Middle School. In teaching a unit on measurement, he used direct instruction, followed by an assignment out of the math book. Each day, as students entered the classroom, he asked them to take out their math assignments and exchange papers, and then they orally graded the papers. Mr. Jamison would then ask students to let him know which problem was the most difficult, and they would work it out on the board and discuss it. At the end of the measurement unit, Mr. Jamison gave a final assessment to determine how well his students understood the important concepts from the unit.

Questions to consider:

- Where are we going?
- Where are we now?
- How do we close the gap?

TN

Scenario 2

Scenario 2: Ms. Gonzales' Eighth-Grade Math Class

Ms. Gonzales, who teaches eighth-grade math at Rockview Middle School, took a very different approach. She divided her unit on measurement into four natural segments: 1) geometric properties and attributes, 2) the transformation of shapes, 3) spatial relationships using coordinate geometry, and 4) units and techniques of measurement. In addition to receiving daily direct instruction, students used math journals to record their understanding at the end of each day. After reading the journal entries and looking at student work, Ms. Gonzales worked with small groups of students who had similar skill levels. At the end of each of the measurement segments, she gave the students a small project to complete to demonstrate their understanding of the segment's goals. When all four of the measurement segments were fully explored and Ms. Gonzales felt most students were confident, she asked each of them to create a project board to display all of their segment mini projects, as well as their final journal entry, which detailed their understanding of each of the four segments. The project board served as a final compilation of the many activities they had created throughout the learning experience.

TN

Thinking about the observations you have completed this year, do you have evidence that **teachers and students** can answer the following questions daily?

- Where are we going?
- Where are we now?
- How can I close the gap?

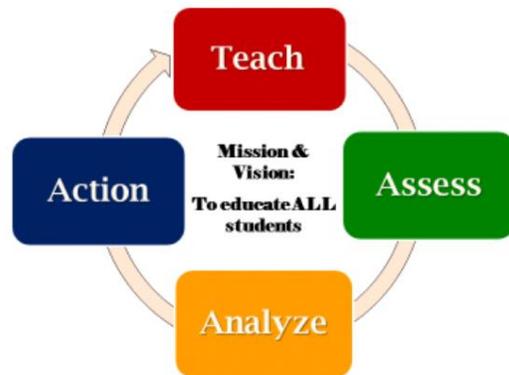
As a leader, how do we support teachers in expanding their understanding of assessment *for* learning?

Analyze

Saturday, January 9, 2016 4:27 PM

NOTE: The videos used here will be available under the "Resources" tab at the end of this section.

The Cycle of Assessment



Types of Analysis

| Specific Analysis | Global Analysis |
|--|---|
| What does the student work show that the students know? | How well did my class do as a whole? |
| What does the student work show that the students do not know? | What are the strengths and weaknesses in the standards? |
| What are the students thinking? | Who are strong and weak students? |
| What gaps exist in the students' thinking? | What do our TVAAS reports say about our students? |
| What are the implications of this work for instruction? | Who should be in tier 2 or tier 3 intervention? |



Video Clip 1:

As you watch this clip, think about your role as the coach.

- How would you help her as the coach?

- What specific evidence do you have to build upon for improvement?

Analyze—What's the Point?

Good assessments provide good data, but this is useless unless you know how to read it and **DIG** through the data to **IMPROVE** instruction.

Analysis: Examine the results of assessments to identify the causes of both strengths and shortcomings.



Notes:

Task Predicts Performance

Task predicts performance. What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing.

Richard F. Elmore (2008)

65



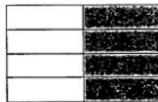
Implications for Improvement in Instruction

- If the “task predicts performance” then more specific data will come from more rigorous assessment tasks.
- The more we focus on [student work](#) the stronger our analysis and action will become.



Student Work Sample

Figure 2



- c. Write a fraction that tells what portion of Figure 2 is shaded. The fraction should tell about the eight pieces and the part that is shaded.

4/8 figure shaded
8
how many shapes

Write another fraction with a different denominator and numerator that tells the portion of Figure 2 that is shaded.

1/2 how many shaded
2 how many shapes



Student Work Sample

Fractions Task

- d. Explain why the shaded portion of Figure 2 can be written as both the first and second fraction that you wrote in part c.

BECAUSE FIGURE 2 IS EQUIVALENT TO FIGURE 1

- e. Write four fractions that are equivalent to $\frac{1}{2}$.

$\frac{4}{8}$ $\frac{2}{4}$ _____



What are your instructional suggestions for this student?

Analysis:

Total Content Points: 1 (3.NF.A.1)

Total Practice Points: 1 (MP3)

The student writes two accurate fractions in Part A for Figure 1, including $\frac{2}{4}$, and two accurate fractions in Part C for Figure 2, including $\frac{4}{8}$ (3.NF.A.1). The student does not write four fractions equivalent to $\frac{1}{2}$ in Part E (no credit for 3.NF.A.3b). In Part D, by drawing a diagram showing two rectangles, one with four-eighths shaded and the other with one-half shaded, and inserting an equal sign and stating that “figure 2 is equivalent to figure 1,” the student provides the reasoning for why two different fractions can be written to name the same shaded part of a figure (MP3). However, because the student refers to “figure” instead of “fraction,” and because there is uncertainty in the explanation given in Part D whether “Figure 1” and “Figure 2” refer to the student’s unlabeled figures or to the Figures 1 and 2 in the task, the student does not use precise language (no credit for MP6).

Total Awarded Points: 2 out of 4

TN

Implications for Instruction - Action

Create an Action Plan

Effective action plans:

- Are based on a CORRECT analysis
- Include NEW instructional strategies (not just teaching content over)
- Have specific TIMES for implementation
- Include the students:
 - Are results SHARED and do students understand their progress?
 - Are students INVOLVED in next steps?

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TN

Wrap-Up and Reflection

Saturday, January 9, 2016 4:43 PM

Wrap-Up and Key Takeaways

Core Ideas

Standards are meaningless until you define how you will assess them!

Assessments are not the END of the teaching and learning process—they are the STARTING POINT!

Get a view from the pool! Don't just read the newspaper!

Data-driven student engagement occurs when students know the end goal, how they are doing, and what actions they can take to improve.

Final Thoughts

Teaching is different than Learning.

Match the data you collect to your desires for proficiency (rigor).

Use data to know when to make changes in your classroom.

Data: More than just numbers!

Quantitative vs. Qualitative

Ready Teachers Analyze Assessment Tasks!

Ready Teachers:

- Connect the content in ways students can **internalize**
- Address students' needs and uses data to support **individual** learning needs
- Facilitates the lesson allowing students to **problem solve, reflect, and self assess** by using effective **student feedback**
- Create a culture where risks are encouraged and **students learn from success and failure**
- **Collaborate** with adults, takes risks as a learner, and builds leadership skills



- What assessments are aligned and working well in your building/district? Why are they working well? Teacher leadership? Your guidance? Instructional Coaching? Other?
- What assessment analysis practices are working well in your building/district? Why are they working well? Teacher leadership? Your guidance? Instructional Coaching? Other?
- How do you celebrate these practices and expand them?
- How do you support these practices to ensure student success?

Resources

Saturday, January 9, 2016 4:33 PM

Videos:

["Man on Fire" Videos](#)

[Assessment Task Force Report](#)

Integrated Leadership
Course Class 2

Key Question #4
Section

CORE instruction

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type. You will also find additional resources under the "Resources" area of this section.



**Key Question Four:
What should CORE instruction
look like?**

Our Priorities

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

TN

What is differentiation?

Differentiation is NOT a set of strategies . . .
It's an approach to teaching and learning.

- Strategies are tools to accomplish the goals of differentiation.
- Differentiated core instruction meets all learners where they are and scaffolds them to mastery of the learning target.

Carol Tomlinson (2008)

TN

Scaffolding

Saturday, January 2, 2016 1:11 PM

What is scaffolding?

“As a new building is being erected, scaffolding helps provide external support. Once construction is complete, the scaffolding is taken down and the building can stand on its own. In a similar way, a teacher might initially provide extensive support to a student, but then gradually remove that support until the student is able to apply the concept independently.”

~Kenstick, J. 2013

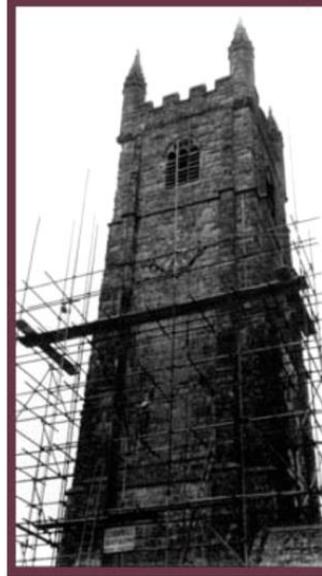


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A Definition of Scaffolding

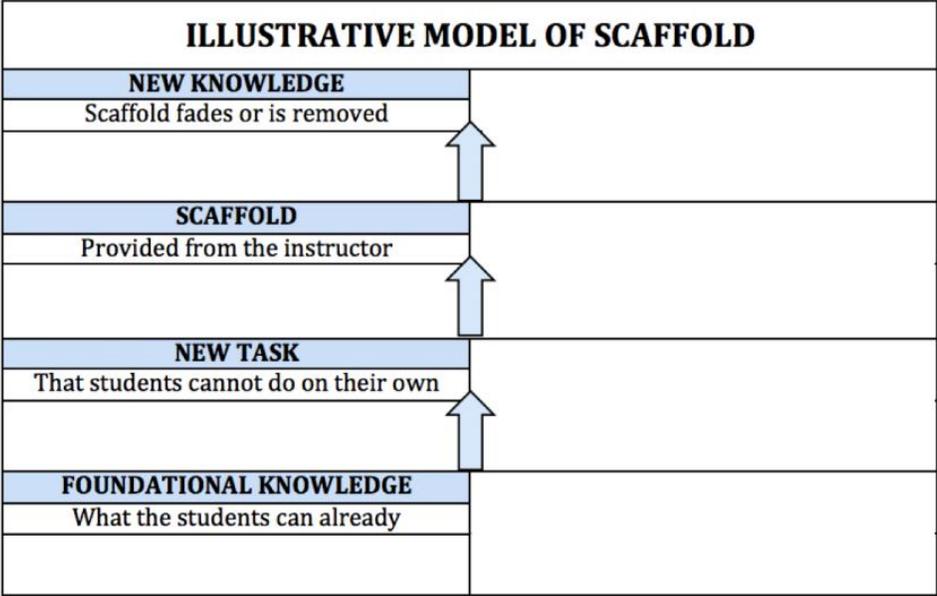
The term *scaffold*, as applied to learning situations, comes from Wood, Bruner, and Ross (1976), who defined it as a process “that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.”

Guided Instruction-Fisher and Frey, 2010



Table Talk Activity

Discuss with your table partners this example of scaffolding (teaching someone to ride a bicycle) and relate this example to the use of scaffolds in the classroom.



Adapted from Northern Illinois University, Faculty Development and Instructional Design Center



Why Use Scaffolding?

Monday, January 11, 2016 8:50 PM

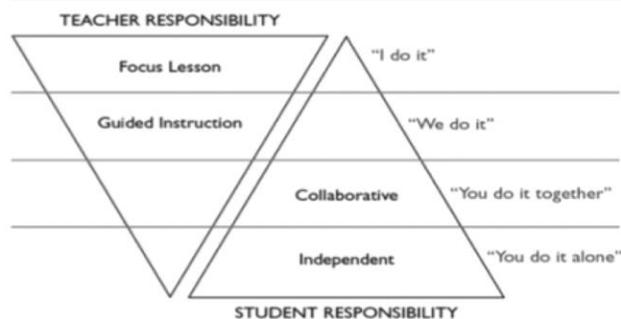
Think about it . . .

How can scaffolding instruction increase the rigor of the classroom and allow more students to achieve at higher levels?

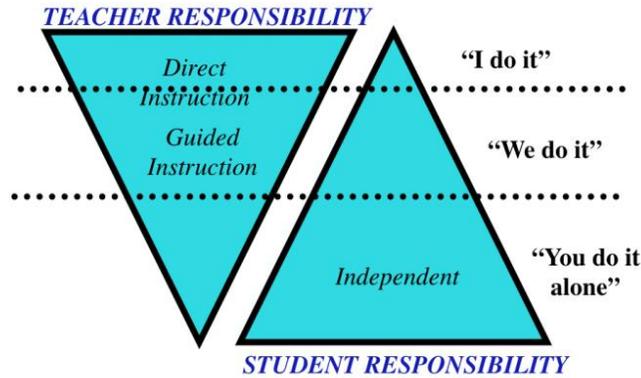


Why Use Scaffolding?

- Effective scaffolding can increase the students' independence in performing a task or learning a new concept through the **gradual release of responsibility** (Echevarria, Vogt & Short, 2010; Fisher & Frey, 2008).



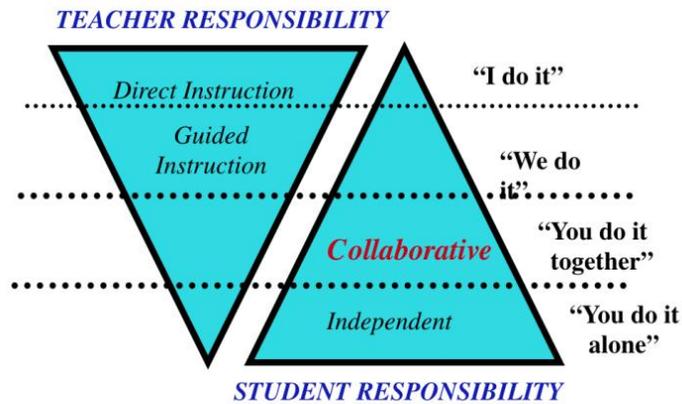
The “Good Enough” Classroom



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.



A Model for Success for All Students



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Importance of Effective Independent work

As the goal of all of our instruction, independent learning provides students practice with applying information in new ways.

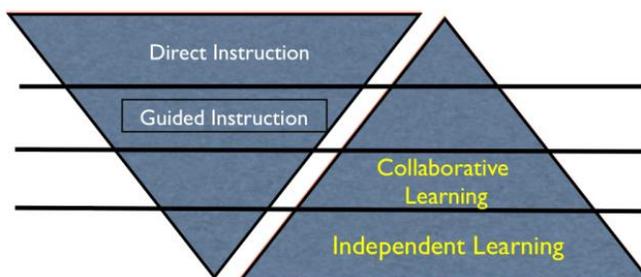
In doing so, students synthesize information, transform ideas, and solidify their understanding.

Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

(Doug Fisher,



Collaborative Learning & Independent Learn



Collaborative Learning:

teacher allows peers to clarify and is supporting group confusion, student process collaboratively and reinforce their own understanding through their peer discussions

Independent Learning: student relies on own resources and is prepared to take full responsibility of the outcome while the teacher determines level of independent feedback and uses feedback to reinforce independence

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.



Scaffolding Challenges

| Challenges | Possible Actions |
|---|---|
| Planning for and implementing scaffolds is time consuming and demanding. | Professional Learning Communities and learning groups work together to develop scaffolds for instructional lessons. |
| Selecting appropriate scaffolds that match the diverse learning and communication styles of students. | Data team meetings will identify those areas of need. Work with school level/district level coaches/supervisors/leaders to determine scaffolds. |
| Knowing when to remove the scaffold so the student does not rely on the support. | Professional learning and learning communities can help teachers learn about removing scaffolds. Observations by leaders and peers can provide assistance in the classroom. |
| Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds. | Data team meetings will provide teachers with the information needed to make instructional decisions |

TN

How does this differentiation connect to TEAM-Level 5

| | |
|---|---|
| <p>Teacher Knowledge of Students</p>  | <ul style="list-style-type: none">• Teacher practices display understanding of each student's anticipated learning difficulties.• Teacher practices regularly incorporate student interests and cultural heritage.• Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. |
|---|---|



Reflection Questions

- What would be some challenges that your students would encounter through deep learning and discovery?
- How do teachers engage students in meaningful and dynamic discussions in small and large classes?
- How does scaffolding afford the opportunity for peer-teaching and learning?
- How could scaffolds can be recycled for other learning situations?



Resources

Saturday, January 9, 2016 4:53 PM

Videos:

["Man on Fire" Videos](#)

[Scaffolding Video](#)

["Who is the Better Batter?" Task](#)

Integrated Leadership
Course Class 2

Key Question #5
Section

RTI Implementation

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.



Key Question Five

Establishing a culture of RTI²

At both the national and local level, there has been an increased focus on elementary grades reading achievement.

1. Research has demonstrated a strong link between early reading proficiency and later success including secondary academic performance, high school graduation and labor market outcomes¹.
2. To support students who struggle with the skills that build reading proficiency, Tennessee developed a framework for addressing individual student skill-building needs. This framework is called Response to Instruction and Intervention (RTI²).

1. For example, see the Annie E. Casey Foundation's 2013 report: "Early Warning Confirmed: A Research Update on Third-Grade Reading." Retrieved from: <http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf>.



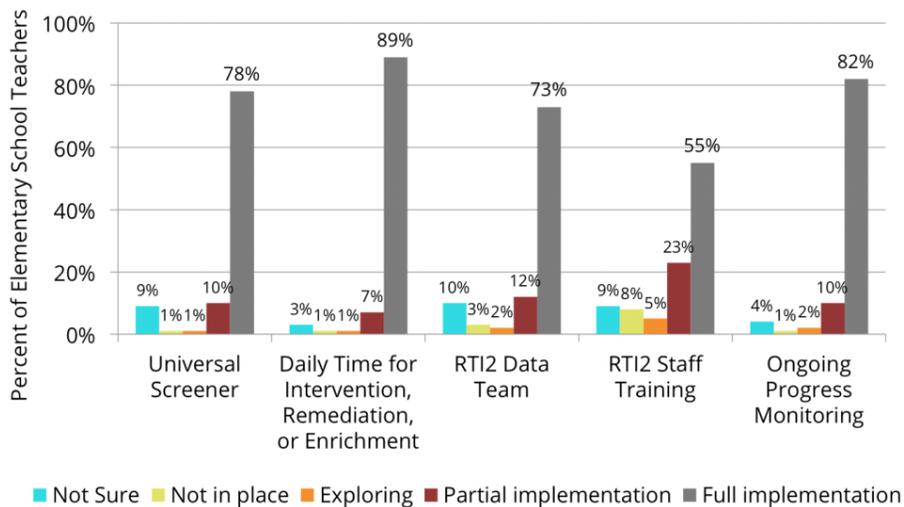
In May of 2015, elementary schools were asked to share their status with RTI² implementation.

Elementary educators were asked to mark the following questions with *full implementation, partial implementation, exploring, not in place, or not sure.*

1. Is your school using a universal screener to identify students' skill deficits?
2. Is your school providing daily time for interventions, remediation, and enrichment?
3. Is your school convening an RTI² team where members can make decisions about students?
4. Is your school delivering training to help staff understand the components of the RTI² framework?
5. Is your school establishing a process for ongoing progress monitoring?



Most elementary school educators reported full or partial implementation of RTI².



Defining High Implementation

- Looking more closely at Tennessee's schools, our data and research team identified 153 schools that were high implementers.

High Implementers were defined as:

- 3 out of 5 indicators showed "full implementation" with 85% of responders

AND

- the other indicators were marked as "partial implementation" or "full implementation"

High Implementation occurred in 153 out of roughly 600 schools.

TN

On the surface, implementation of key RTI practices looks similar across all schools.

- **Universal screening** is conducted three times per year.
- Schools **progress monitor** students receiving Tier II or III interventions at least every two weeks.
- Schools meet regularly to review data and engage in **data-based decision-making**.
- Schools allocate a **variety of staff members** to support data use and RTI².
- Staff involved in the implementation of RTI² receive some **training**, often from different sources.

TN

Defining High RTI² Implementation

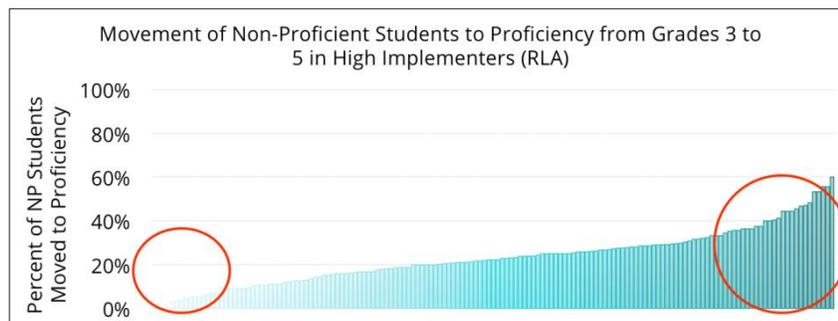
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Characteristics of High Implementation Schools

- These schools appeared to have high level of RTI² structures.
- The high implementation schools ranged in size, demographics, and region.
- When looking at achievement results, there were wide differences in how high RTI² implementation schools performed on student reading achievement outcomes.



Some high implementers have been more successful than others at moving non-proficient students to proficiency on reading TCAP.



Small Movers

Big Movers

How does RTI² implementation look differently in these two groups of schools?

Big Movers and Small Movers in RTI

Monday, January 11, 2016 10:57 PM

To better understand how elementary schools are implementing RTI², we conducted phone interviews with staff at six small movers and six big movers.

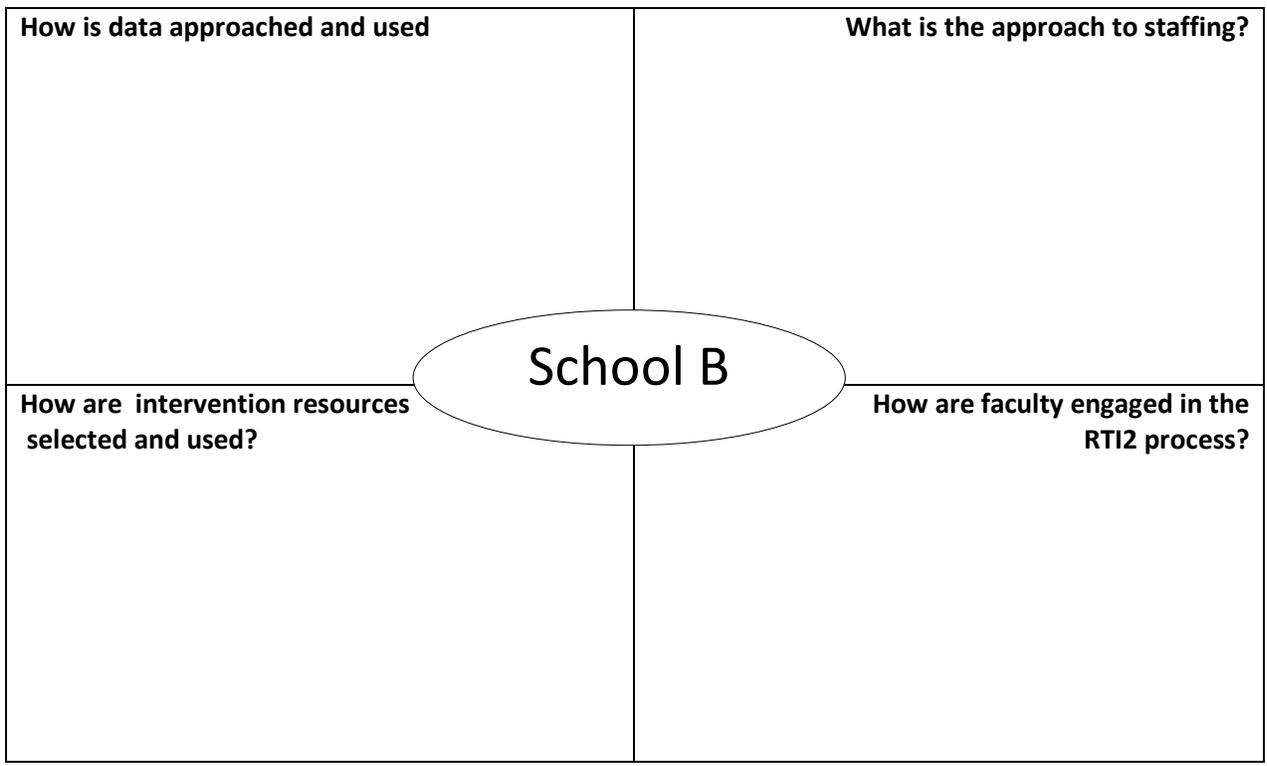
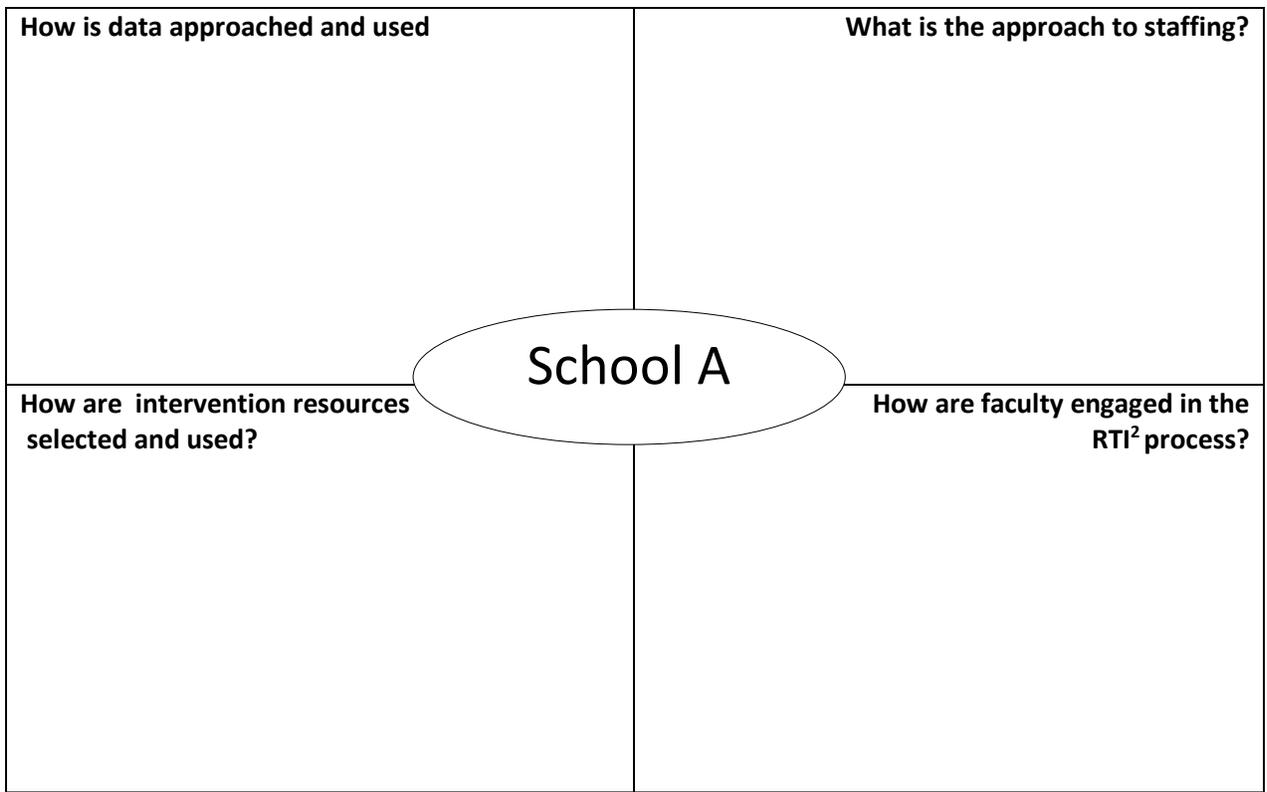
- Questions included:
 - Does your school have goals for moving non-proficient students to proficiency?
 - How does your school use RTI² to support student learning?
 - *Probing questions about implementation history, staffing, universal screeners, progress monitoring, impact on core instruction, and challenges*
 - Could you describe what RTI² implementation looks like in your school?
 - What other strategies does your school use to support student learning?

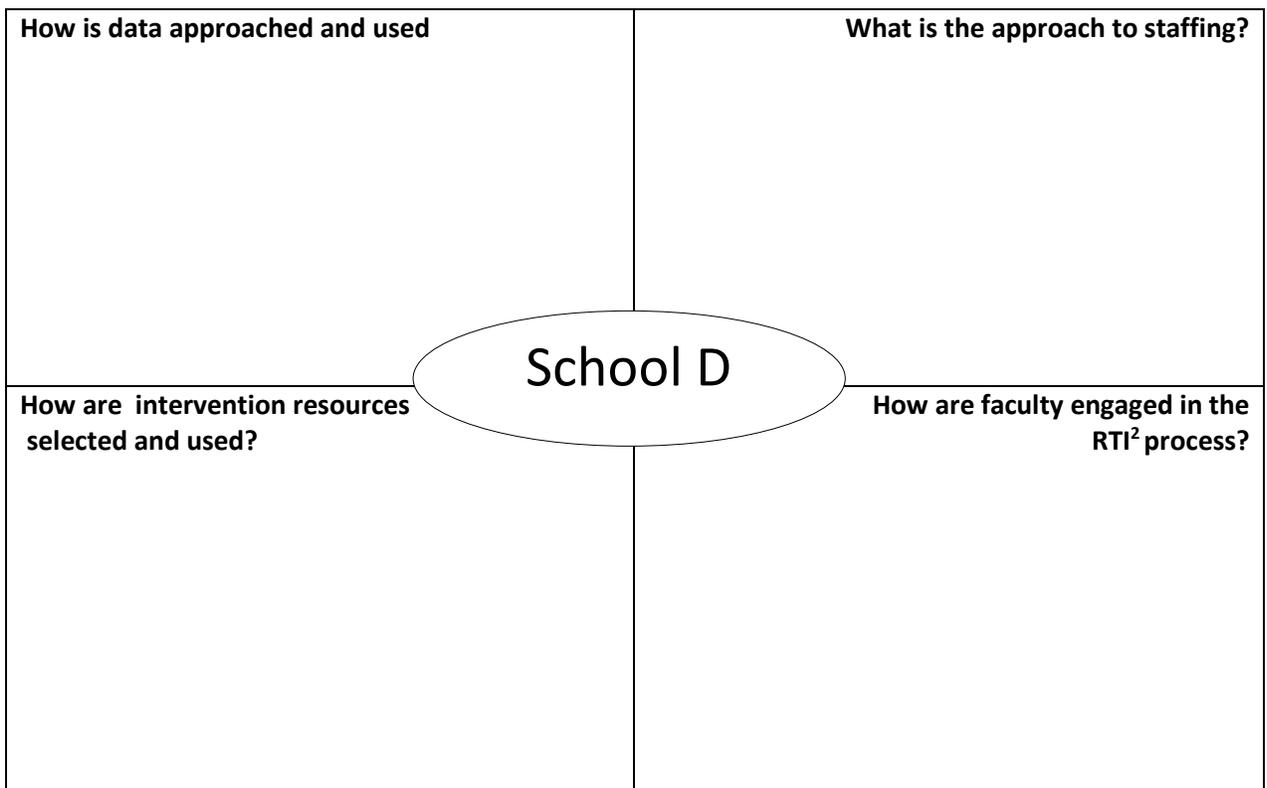
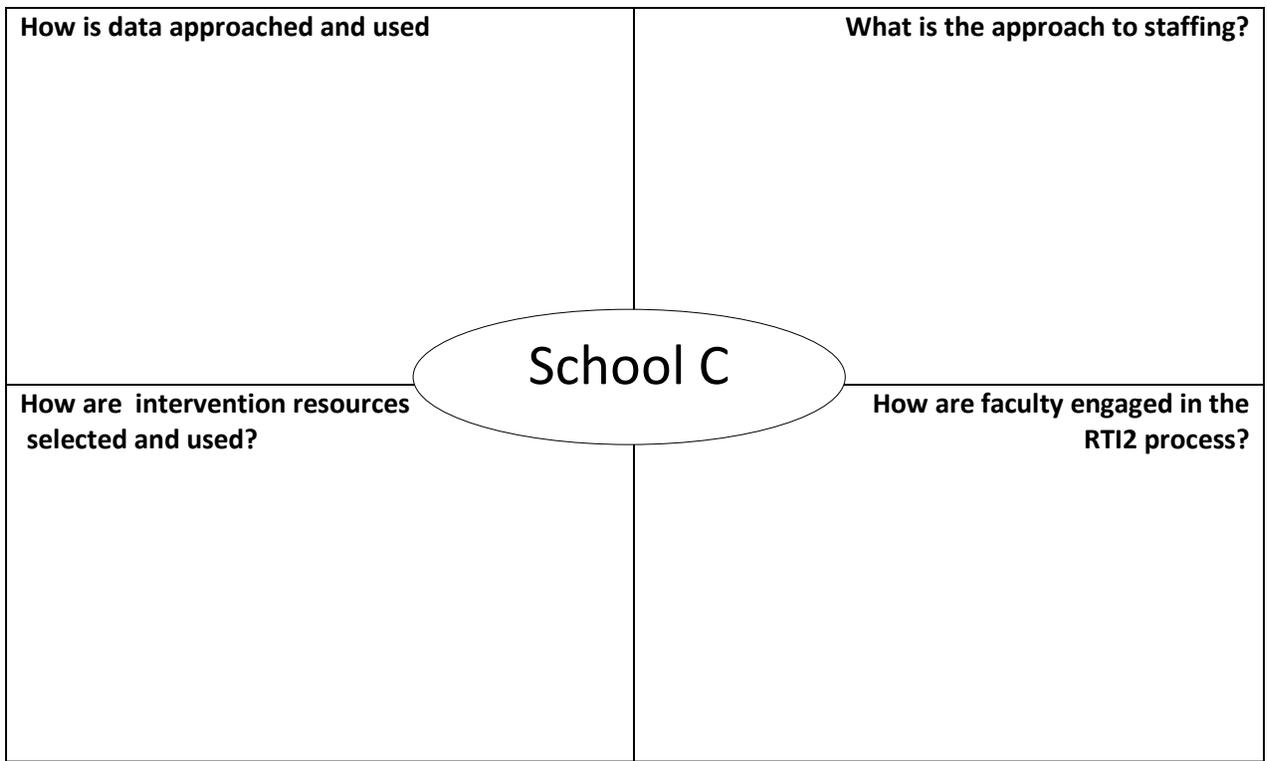


Digging Deeper

- You have four schools' shortened descriptions.
- Read each phone interview description.
- In your digital materials, you have a digital note catcher to capture your observations from the four schools.
- After you complete your observations, share your observations with your table and prepare to share out.







Below are the stories of four Tennessee elementary schools that vary by size, location, and demographics.

In the last few years, each of these schools has reorganized in an effort to meet state RTI² mandates and guidelines. They are now, by any measure, full and willing participants in the RTI² program. On the surface, the implementation of key RTI² practices looks similar across all schools.

However, when looking deeper, each of these schools has a unique approach to RTI² implementation that has produced different outcomes: School A and B are big movers. Schools C and D are small movers. So, what does this mean? Identifying individual school's strengths and weaknesses and uncovering how schools are being strategic about RTI² implementation has important implications for the student and teacher experience.

School A

School A's history with RTI began six years prior to the statewide adoption of the RTI² framework, when it was asked by district staff to pilot an RTI program. During the early stages of implementation, School A lacked any "sophisticated" means for identifying struggling students and only had one staff member (a full-time RTI² coach) who was responsible for delivering all interventions. This RTI coach, who has remained in the position since that time, indicated that "it required very little of teachers as far as their own progress monitoring."

Over time, with the transition to RTI², School A shifted how it assesses its students and provides support to learners.

One of the first changes involved the "major sacrifice" of reallocating funds designated for classroom teachers and hiring two full-time interventionists (in addition to the existing RTI² coach). To support continuous growth of specialized knowledge, staff participate in regular professional learning opportunities at both the district and school level. For example, the RTI² coach participates in a weekly Skype session and a monthly, district-wide PLC with other RTI² coaches.

Further, the administration started emphasizing a shared, "collective responsibility" for RTI² implementation among the classroom teachers and RTI² staff. RTI² is now a "group effort" with "many hands on deck," anchored by regular communication among staff and grade-level data meetings every four and a half weeks in which the administration, RTI² coach and interventionists, special educators, specialists and teachers have conversations about students and engage in data-based decision-making. During these meetings, staff use data from a variety of sources (e.g., the AIMSweb universal screener, past TCAP results, cognitive ability tests, behavior tracking data, other diagnostic assessments, teachers' progress monitoring, and parent updates) to craft detailed intervention plans that focus on the "whole child" and can be tweaked as necessary to reflect the teachers' and RTI² staff's understanding of the students with whom they work.

Students receive Tier II and Tier III interventions in small groups from the two full-time interventionists, while other students participate in enrichment or grade-level practice activities in larger groups run by classroom teachers or highly-trained educational assistants. Some classroom teachers are "hand selected" to provide Tier II interventions based on their instructional strengths.

Intervention periods are staggered by grade-level to allow for efficient distribution of resources (including the RTI² interventionists, who are available to work with each grade). In the past year, staff delivering the interventions have moved away from using set programs for their groups and have focused on "pulling pieces from different [sources]" to provide students with a more individualized, engaging experience. The RTI² coach summarized School A's current, more fluid approach to RTI² implementation: "there is no hard and fast [way to

do this]. It's about using knowledge and data" to do what's best for the "whole child." He/she also cautioned, "RTI² is in conjunction to, not instead of that tier I. Tier I, it's still so important . . . No intervention will ever remediate good Tier I instruction."

School B

School B has had some sort of RTI² structure in place for the past nine years and, according to the principal, started RTI² a "year early" so that the staff could "figure out how [they wanted] things to be." This "struggle" was important. The principal explained that he/she could have said "this is how we are going to do this," but instead had teachers "find out on their own" what was working or not working so that they could "own it." The principal added, "I've forced my teachers reflect on what they do . . . I want them to embrace [it]." Additional implementation support has come from School B's literacy/math leader and its former Title I teacher, who now serve as RTI² interventionists. They attend a number of state- and CORE-facilitated professional learning opportunities. They also frequently communicated what they have learned to other staff members in an effort to encourage successful school-wide implementation of RTI².

School B's staff conducts STAR assessments at the beginning, middle, and end of each year. These data points, along with classroom performance, teacher observations, and "drill down" activities to identify specific student needs, are used by the principal, two interventionists, and the rest of the RTI² team to create intervention groups. Staff members use EasyCBM to monitor students' progress on a weekly basis (alternating between reading and math); the staff makes changes to groups "based on what skills [students] have mastered" and what the data suggest is most appropriate for the child. This represents a change in School B's culture that has influenced their staff's approach to student learning. The principal commented, "We really use [data] to guide a lot of what we do. That has been a change...in the last ten years. The teachers now are very comfortable being able to look at those reports and look at those instructional plans that STAR creates."

The two interventionists oversee all RTI² interventions and work with students assigned to Tier III groups. Five teacher aides (who receive "a lot" of training from the interventionists) are responsible for delivering Tier II interventions. In addition, two retired teachers hired by the school are each responsible for providing reading and math remediation to "bubble kids" who require additional assistance.

Students meet during a grade-level "Skill Time" for 30 to 60 minutes each day, switching classes to join the group to which they have been assigned. All students who receive Tier II or Tier III interventions meet in one room, the "RTI²class," and work with teachers or aides in groups of three to five. In order to support the "RTI² class" at each grade level and use available space more strategically, aides travel around the school with mobile carts filled with different materials and resources. The principal expressed the belief that School B's style of RTI² implementation is beneficial to students: "If we have a foundation [of reading skills] that's like Swiss cheese, [RTI²] plugs up those holes."

School C

School C began implementing RTI² at the beginning of the 2014-2015 school year when it became a requirement of the state. The current principal also began her position during the 2014-2015 school year. Over the past two years, select staff members (e.g., the principal, assistant principal, and instructional coaches) have participated in RTI² professional learning opportunities offered by the district. The instructional coaches subsequently brought this information back to the school and provided "in house" professional development to other staff members. However, the principal reported that the staff didn't attend any training delivered by the state or their regional CORE office.

The process of organizing RTI² intervention groups begins with staff using the STAR assessment to screen students and get a "base" that helps them "decide who needs to be in the conversation." The principal explained, "We don't put kids in reading and math intervention at the same time. We always default to reading if there's a problem with both. Then, from there, we have a lot of discussions with the teacher about other things and other data from the classroom." After determining which interventions students require, School C monitors progress regularly, using STAR every two weeks for students receiving Tier II interventions and AIMSweb weekly for students receiving Tier III interventions.

Information and data gathered through this process are often reviewed and discussed during RTI² grade-level data review meetings, which occur every four to five weeks. Staff delivering interventions have "homework" before these meetings and must bring additional evidence to support any suggested changes to the instructional plans of the students with whom they work.

The principal stated that they often feel "uncomfortable taking away support" once they've added it to the student's support system, but the principal added that they've been thinking more about changes within interventions and moving students to different groups when they have adequate data points available.

Access to different types of data has also pushed School C to start thinking about modifications to Tier I instruction. The principal stated, "we'll go back to Tier I instruction and say, 'okay, what can we fix . . . for this student.' I don't know if there is a specific thing I can say we've changed. But, I think it's put a bigger spotlight on [data] and opened us up to being more individualized."

Students receive Tier II interventions from classified instructional assistants and Tier III interventions from certified classroom teachers. All students at a certain grade level who are receiving Tier II, Tier III, or special education interventions are "pulled out" during a designated intervention period to work in small groups at a table in the hallway or a small table in the back of the classroom. Special education interventions take place in special education classrooms.

The principal acknowledged that they "are a little limited on space, as a lot of people are," but that they do their best to maintain a quiet environment. Overall, the principal expressed optimism: "I believe, in the long run, RTI² will contribute to moving non-proficient students to proficient. I don't know that it has yet. It definitely will."

School D

School D also began implementing RTI² at the beginning of the 2014-2015 school year. To support initial efforts, school staff have attended two trainings during district learning days and received professional development during school-based PLC meetings from the school psychologist, guidance counselor, and a first grade teacher who sits on the administrative team.

School D uses a standards based benchmark to place students into tiered intervention groups and EasyCBM to monitor students on a weekly (Tier III) or bi-weekly (Tier II) basis. These data points are discussed during weekly PLCs and administrative team meetings, where staff members "review the progress of each student from Tier II and III."

Staff do not use EasyCBM to monitor the progress of students who are not receiving an intervention.

Students receive daily RTI² interventions in math and reading from classroom teachers during separate 30-minute blocks for each subject area. Students are split into small groups while the teacher circulates around the room to provide Tier II and Tier III interventions and enrichment, one group at a time.

To facilitate focused, differentiated work in a classroom of 25-30 students, teachers often have students work individually on a variety of computer programs such as iStation, i-Ready, or EasyCBM tutorials.

Teachers agreed that RTI² implementation is supporting the students; however, they expressed some concern about the speed of progress. One teacher stated, "I'm seeing growth, but, am I seeing enough for what is expected in 3rd grade?"

What were your observations?

How is data approached and used?

What is the leader's approach to staffing?

How are intervention resources selected and used?

How are faculty engaged in the RTI² process?

TN

Debriefing the RTI Stories

Monday, January 11, 2016 11:00 PM

Debrief: PRINCIPALS

Big movers with high implementation:

- Maximize staffing decisions; ensure the “right” teachers are teaching the appropriate interventions, remediation **and** enrichment
- Create staffing structures that best support student needs, and in some cases, actively evaluate staff strengths and weaknesses to match students with adults who are well-equipped to help them succeed.
- Create scheduling structures to use all available time to create staggered, grade-level intervention periods that allow for the sharing of staff and materials
- Find open space to provide an isolated, small group environment in which students can focus their attention on skill-based learning activities

TN

Debrief: SCHOOL CULTURE

Big movers with high implementation:

- Use data from multiple, appropriate sources to guide the RTI² decision-making process
- With multiple data sources, the data team paints a holistic picture of the child’s needs
- Attach tailored interventions to students’ full data picture
- A culture of continuous improvement is established (student progress discussions go beyond the data team meetings, with constant communication between staff members to facilitate an atmosphere of collaborative, subjective judgement)

TN

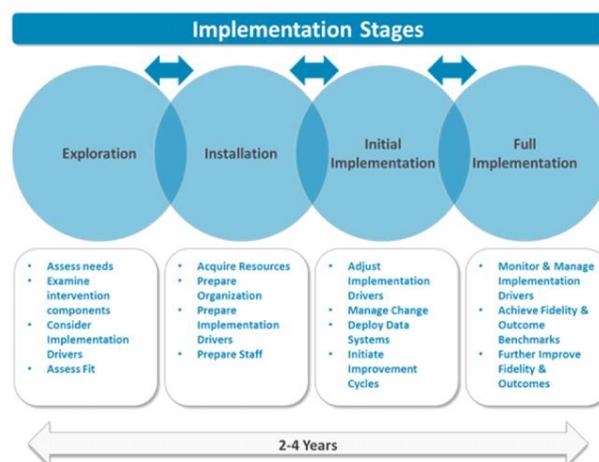
Debrief: STAFF

Big movers with high implementation:

- Take an “all in” approach to RTI² implementation
- Encourage “collective ownership” and continuous engagement of the RTI² framework
- Learn from the early stages of implementation in order to create a school-based approach that is both standardized and customizable



Phases of Implementation



Schools in Phases of Implementation

- Where would you place School A?
- Where would you place School B?
- Where would you place School C?
- Where would you place School D?



- Where would you place School A?
- Where would you place School B?
- Where would you place School C?
- Where would you place School D?

Discussion

- Where is your school?
- Where would you like your school to be?
- What key actions need to occur to get your school there?

- Where is your school?
- Where would you like your school to be?
- What key actions need to occur to get your school there?

Additional Resources

Saturday, January 9, 2016 11:35 AM

[RTI Scenarios](#)

[RTI Debrief Graphic](#)

[Tennessee Department of Education RTI Resources](#)

Integrated Leadership
Course Class 2

Key Question #6
Section

Literacy Data Landscape

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.



**Key Question Six:
How does this work apply to
Early Literacy?**



THE CURRENT READING LANDSCAPE IN TENNESSEE: TCAP AND NAEP RESULTS



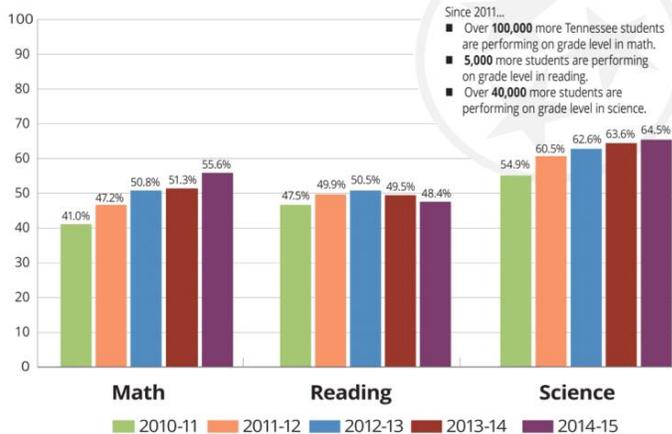
Why focus on literacy?

- Over the past several years, we have seen **steady gains in math** performance on TCAP; however, **English language arts** performance has remained **stagnant or declined**.
- **Less than half** of all students in grades 3-8 are **proficient or above in reading** on the TCAP assessment.
- Historically underserved subgroups are struggling even more; only **one-third** of economically disadvantaged students and **11 percent** of students with disabilities are **proficient or above in reading** on the TCAP assessment.
- Most students' reading proficiency **stays the same** between grades 3-8. Less than **3 percent** of students classified as *Below Basic* in grade 3 reading achieve proficiency by the end of grade 5.



GRADES 3-8 TCAP PERFORMANCE

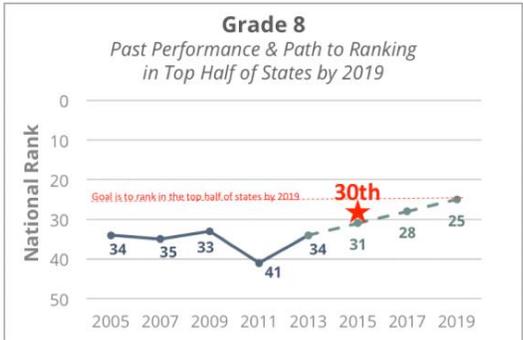
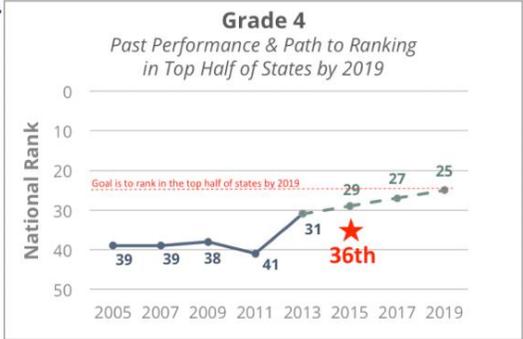
Percentage of Students Proficient and Advanced by Subject



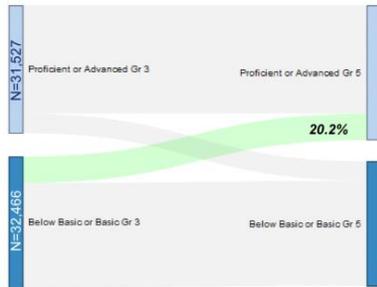
NAEP READING

We improved our ranking among states in grade 8 reading but went backward in grade 4 reading.

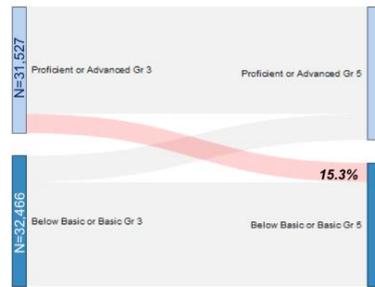
Tennessee still ranks in the **bottom half of all states** on the Nation's Report Card or NAEP in grades 4 and 8 reading.



Changes in ELA proficiency from grade 3 to 5



Approximately 20 percent of non-proficient third grade ELA students were proficient by the end of fifth grade.



Approximately 15 percent of proficient third grade ELA students backslid to non-proficient by the end of fifth grade.



Classroom Instruction SWOT

Sunday, January 10, 2016 10:44 AM

WHAT DO WE KNOW ABOUT CLASSROOM INSTRUCTION?

Strengths-what is working based on the data (evidence) from their school

Weaknesses-identifying those areas of concern within literacy instruction,

Opportunities-what is available for teachers, students, parents, etc. (professional development, courses, literacy nights, etc.)

Threats-what challenges does their school/teachers face with literacy instruction.



Literacy Diagnostic Findings

Sunday, January 10, 2016 11:00 AM

Qualitative Literacy Diagnostic

- The Tennessee Department of Education contracted The New Teacher Project (TNTP) to conduct a statewide literacy diagnostic in **October** of 2015 to understand the **instructional practices** and **student learning** that influence current reading achievement.
- The department selected schools with careful attention to the diversity of schools, districts, and regions across the state. The classroom sample represents **each region** of the state, a range in **district-size**, and a range of **growth levels**.
- The team who conducted the diagnostic are all former teachers and literacy experts who lead a range of projects with states and districts around the country related to implementation of postsecondary readiness standards, including curriculum, assessment, and educator development.

112

Classrooms observed

851

Student work samples analyzed



The logo for The New Teacher Project (TNTP), consisting of the letters 'TN' in white on a red square background.

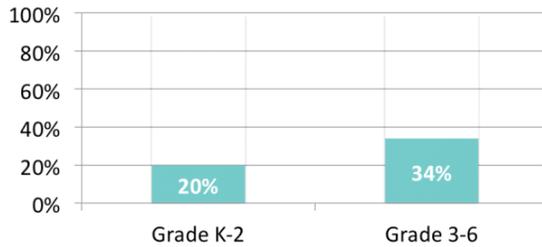
FINDING ONE:

Students in early grades are not making the jump from foundational skills to understanding.

FINDING ONE: Students in early grades are not making the jump from foundational skills to understanding.

Early grades lessons include very little practice actually listening to or reading text, which is necessary for success with comprehension in the future.

Average Percent of Time Spent Listening to or Reading Text Per Lesson

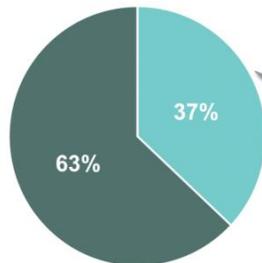


FINDING ONE: Students in early grades are not making the jump from foundational skills to understanding.

Most lessons do not translate student skills into comprehension.

K – 2 Reading Lessons

- % of lessons focused on reading comprehension
- % of lessons focused on other skills



Only 37% of lessons included instruction on reading comprehension.





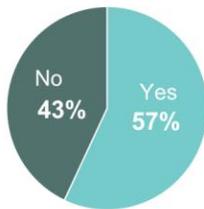
FINDING TWO:
Students are not receiving regular practice with appropriately complex texts or aligned instructional tasks.

FINDING TWO: Students are not receiving regular practice with appropriately complex texts or aligned instructional tasks.

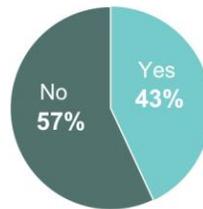
Many lessons do not require students to engage with complex texts or to use evidence from text to demonstrate understanding and support their ideas.

Lessons in Reading Comprehension

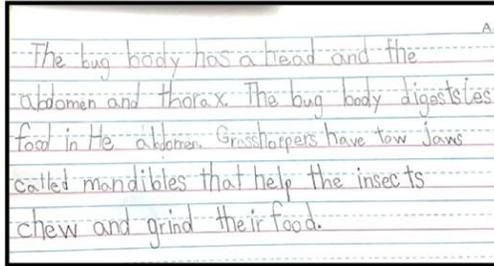
Student texts at appropriate level of complexity



Lesson requires students to use evidence from text



FINDING TWO: Students are not receiving regular practice with appropriately complex texts or aligned instructional tasks.



Strong Alignment

Student A
1st Grade

1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



Weak Alignment

Student B
1st Grade

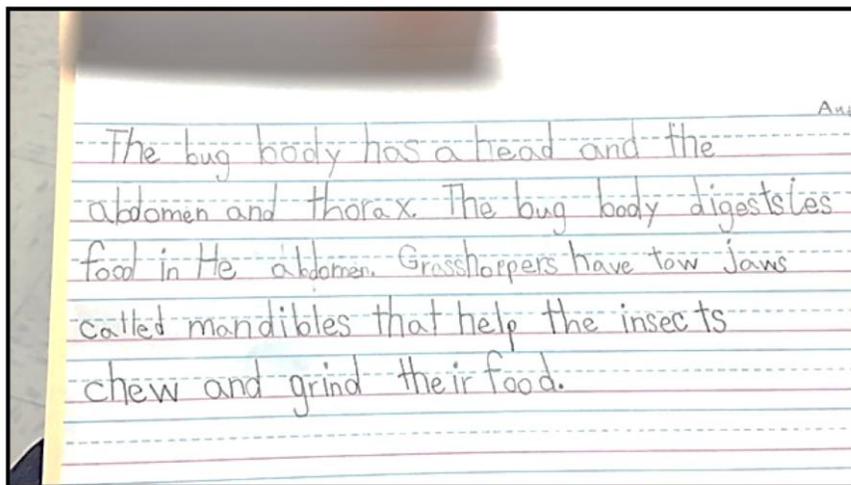
1.RL.3: Describe characters, settings, and major events in a story, using key details.



Strong Alignment

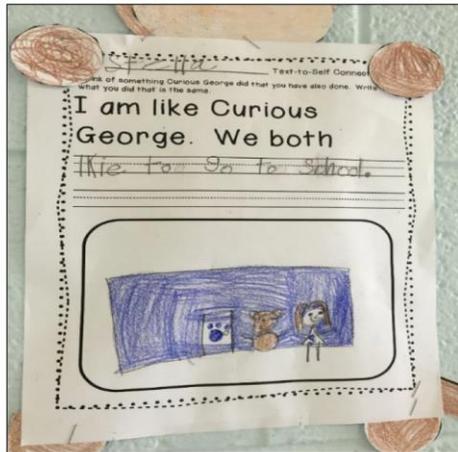
Student A
1st Grade

1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



Weak Alignment Student B
1st Grade

- **1.RL.3:** Describe characters, settings, and major events in a story, using key details.

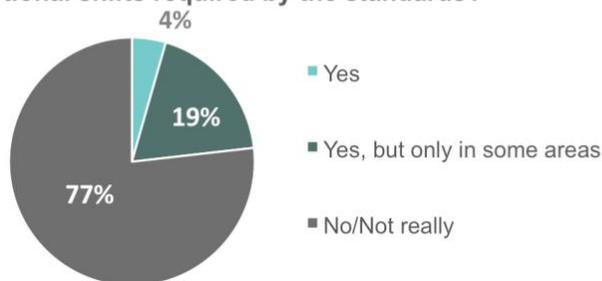


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Successful implementation of Tennessee's ELA standards requires teachers to make shifts in instructional practice.

Most teachers in Tennessee are not yet making those shifts. Only **4 percent** of lessons fully demonstrated the instructional shifts required by the standards.

Overall, did this lesson indicate that the teacher is making the instructional shifts required by the standards?



TN

Review and Reflection

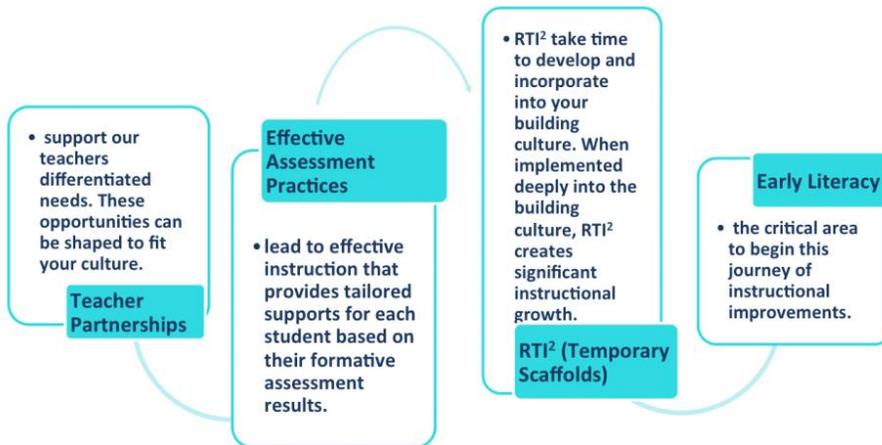
Sunday, January 10, 2016 11:16 AM

What leader actions are necessary to support teachers to get students ready?



TN

In review:



TN

3-2-1 reflection

3

What three things did you learn that will impact your practices as a leader?

2

What two ideas do you need to discuss with teacher leaders in your building?

1

What one idea do you need to share with another leader?

TN

Bridge to Practice

The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

Similar to the two pieces of work we looked at, you will be asked to gallery walk the literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three.

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.



The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

Do a gallery walk of the content literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three. Select pieces of work from more than one content area.

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.

TASL Credit and Survey Link

Friday, January 22, 2016 4:38 PM

Survey

- To receive TASL credit, you must complete the survey.
- Your survey link is:
<https://www.questionpro.com/t/ALbGhZTYKH>

Your facilitator names were:

- It is also in your **digital packet**.
- Your survey information and your name are separated by our surveying software and ensure that your survey responses are anonymous.



TASL Credit:

Click [here](#) to take the class survey to ensure you receive TASL Credit.