Grade Level Team Meetings

Powerful Tools for Improving Student Achievement

Idaho Reading First Coaches’ Webinar
January 17, 2008

Modified from the National Reading First Conference Presentation and Materials by Linda Carnine & Jan Silverstein (July 2007)
“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”

Willa Foster
That SUCCESSFUL READERS would be fostered in each of your classrooms through your WISE CHOICES!

We hope the information that we share with you will assist you with the wise choices you must make each day within your schools.
Wise Choices Imply Wise Changes, BUT…

The kinds of changes made in RF schools are often perceived as BIG CHANGE. These choices change…

- What teachers teach
- How teachers teach
- What is tested, who does the testing, and why it is done
- How schedules and classroom time are determined
- What is expected of K-3 students (and teachers)
- How teachers work collaboratively across building systems (e.g. General Ed., Title I, and Special Ed.)
- How teachers make decisions about their classrooms
- What type of intensity is used for instruction
BIG CHANGE like that in RF can tend to make people focus on what it is that they may lose with the change.

Many people have trouble with change itself.

Favorite practices and habits are sometimes hard to give up.

Adjusting to change takes TIME.

Teachers and staff need to see that others around them are OK with the change.
Concerns-Based Model

**Continuum: Stages of Concern**

Unaware → Actively engaged

A model for understanding how people (e.g. teachers) respond to change initiatives

**Continuum: Levels of Use**

Non-Use → Expert Use
Think about the two continua. Think about your grade level team(s).

Where is each team along that continuum? What are your concerns? What is your skill level?
Think about a teacher that has truly mastered classroom *routines* and *management procedures*.

What does this teacher do that makes his or her classroom work so well?
Powerful TEACHERS have HIGH RESPECT for the importance of …

the task at hand

and

the people involved.

Powerful TEAMS do too.
Big Ideas for Team Meetings

1. **PROCESS OF THE MEETING**: Powerful procedures make team meetings work and center on students’ needs.

2. **CONTENT OF THE MEETING**: Data-driven decision making and action-planning assures that all students meet goals for achievement.
Big Idea 1

**PROCESS**

Powerful Procedures

1. **PROCESS:** Powerful procedures make team meetings work and center on students’ needs.

2. **CONTENT:** Data-driven decision making and action-planning assures that all students meet goals for achievement.
The Procedures*

Key Questions to Ask Yourself
1. Focus/Communicating Goals
2. Meeting Structures/Roles
3. Group Process
4. Shared Leadership/Planning
5. Follow-Up
6. Research Base/Professional Development
7. Motivation/Empowerment

*A Self-Assessment is attached on page 3 of your packet. Take a look.
### Activity 1
(pages 2 & 3 in your packet)

<table>
<thead>
<tr>
<th>Questions for Consideration</th>
<th>Strategies that Work</th>
<th>Things in Place</th>
<th>Things to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUSING/COMMUNICATING GOALS</strong></td>
<td>Mission/Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is our focus?</td>
<td>Achievement Goals</td>
<td></td>
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<tr>
<td>Over time? At each meeting?</td>
<td>Annual Calendar</td>
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<tr>
<td>How do we keep our goals visible?</td>
<td></td>
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<tr>
<td><strong>MEETING STRUCTURE/ROLES</strong></td>
<td>Meeting agendas</td>
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</tr>
<tr>
<td>What <strong>predictable</strong> procedures organize our work?</td>
<td>Role clarifications</td>
<td></td>
<td></td>
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<tr>
<td>Who does what?</td>
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<tr>
<td><strong>GROUP PROCESS</strong></td>
<td>Norms of behavior</td>
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</tr>
<tr>
<td>How do we work together?</td>
<td>Action planning/problem solving</td>
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<tr>
<td>How do we solve problems?</td>
<td>Schedule + time savers</td>
<td></td>
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<tr>
<td>How do we manage time?</td>
<td></td>
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<tr>
<td><strong>SHARED LEADERSHIP/PLANNING</strong></td>
<td>K-3 Action Plan</td>
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<tr>
<td>What are our student achievement goals?</td>
<td>Student data notebooks</td>
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<tr>
<td>Are they the stretch we need?</td>
<td>GLTM and BLT meeting notes</td>
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<tr>
<td>How are we doing?</td>
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<tr>
<td>Are our actions helping us get where we want</td>
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<td>to go? What needs to change?</td>
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<tr>
<td><strong>FOLLOW-UP</strong></td>
<td>Meeting notes</td>
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<tr>
<td>Who needs to know what to help us meet</td>
<td>Curriculum placement</td>
<td></td>
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<tr>
<td>achievement goals?</td>
<td>Content coverage</td>
<td></td>
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<tr>
<td>How can we make that happen?</td>
<td>Tutoring logs</td>
<td></td>
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<tr>
<td><strong>RESEARCH BASE/PROFESSIONAL DEVELOPMENT</strong></td>
<td>Articles, protocols for discussion,</td>
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<tr>
<td>What does research say about what we need to</td>
<td>online sources</td>
<td></td>
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<tr>
<td>do?</td>
<td>Access to PD resources, e.g., expert</td>
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<tr>
<td>What do we need to know to do our jobs</td>
<td>trainers; SBRR programs &amp; intervention</td>
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<tr>
<td>better? What new skills will help us get</td>
<td>materials; best practices for assessment,</td>
<td></td>
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<td>our kids to benchmark?</td>
<td>data analysis, &amp; scheduling</td>
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<td><strong>MOTIVATION/EMPOWERMENT</strong></td>
<td>Data boards &amp; displays</td>
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<tr>
<td>How do we stretch and celebrate? At each</td>
<td>Public celebrations of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meeting?</td>
<td>accomplishment</td>
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<tr>
<td>Over time?</td>
<td>Food and drink</td>
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</tr>
</tbody>
</table>
1. Focus/Communicating Goals

Questions to Consider:

- What is our focus?
  - Over time?
  - At each meeting?
- How do we keep our goals visible?
Revisit the RF vision for your school.

How can you align this vision with the actions you’ll take within your classrooms?

What can you as a team envision that will drive your work for the school year?
Possible Vision Statements

- Shining our light on every child!
- We can make each student in OUR care a successful reader!
- Making OUR classrooms the best places for reading success
- Let’s face the facts and do what needs to be done right now!
ACHIEVEMENT GOALS
Put Your Vision into Action by...

- Setting high expectations for the achievement of your students
- Translating those expectations into specific goals
- Knowing what it takes to reach those goals
- Sharing responsibility for ALL students at your grade level reaching those goals
Specific achievement goals provide a detailed map to guide instruction, assessment and learning.

- K-3 Reading Goals:
- Tell you what to teach and when.
- Provide a framework for determining whether students are learning enough.
- Provide a framework for determining whether instruction is meeting the needs of all students.
Possible Achievement Goals

For one Grade 2 classroom…

- Make sure all 12 students at benchmark at beginning of the year stay at that level.
- Get all 6 strategic students to benchmark by May testing.
- Reduce # of intensive students from 6 to 3 by January benchmark.
Remember

Great teams
do a few things extremely well!
### 2. Meeting Structure/ Roles

**Questions to Consider:**
- What predictable procedures organize our work?
- Who does what?
- How is it ensured that the meeting will stick to the focus?
Organizing the Work Around...

- DATA
- INSTRUCTION
- MATERIALS
- PROFESSIONAL DEVELOPMENT
- PROBLEM SOLVING
- CELEBRATION
**Who does what?**

**Participant Roles***

- Facilitator
- Time Keeper
- Recorder
- Engaged Participant

*Roles can be rotated as the group decides.*
An Agenda is Essential

- Provides a targeted focus for the meeting
- Communicates important information
- Ensures that all information is covered
- Gives participants an opportunity to come to the meeting prepared
Making Grade Level Teams Work

Meeting Agendas

- Examples in Your Packet
- Kihei Elementary – Hawaii
- Pasadena USD, CA
- Sample Timed Agenda

Look for

- Clear focus on data, action, and follow-up
- Clearly established roles
- Emphasis on accountability

Activity 2
Packet
Page 7-11
Questions to Consider:

- How do we work together?
- How do we solve problems?
- How do we manage time?
NORMS: What Are They?

- They are the standards for how you agree to operate while you are in this group.
- They need to be jointly developed and owned by each team member.
- They need to be available and used early on by members when standards are not being met.

You have a sample of norms for group meetings in the “Take-Away” Packet on page 12.
Time Management

TIME

How do we manage the little time we have?
Some Ideas for USING TIME

- Common Planning Time
- Periodic Extended Meeting Times
- Timed Agendas
- Use of Written Communication
- 90% focus on student achievement goals

- 2-minute Whine
- Regular GLTM schedule that fits your needs/circumstances
- Applying the “bell to bell” rule to your GLTMs
Questions to Consider:

- What are our student achievement goals?
- Are they the stretch we need?
- How are we doing?
- Are our actions getting us where we want to go?
- What needs to change?
Goals for Student Achievement

Be sure the goals are:

- Targeted
- Cohesive (i.e. all aspects of the plan focus on the same target)
- Timely
Appropriate “Stretch”

It is not enough to simply move students forward…

Do the goals bridge the gap between where students are and where they need to be?
## Action Planning

<table>
<thead>
<tr>
<th>Area for Action Plan</th>
<th>Action to Be Taken</th>
<th>Person Responsible</th>
<th>Report on Progress of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Summer 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mid-Year</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Action to Be Taken Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Are Action Plans being created, implemented, monitored, and revised continuously according to the needs evidenced by the data?

![Diagram showing the cycle of created, revised, implemented, and monitored actions.](image-url)
5. Follow-Up

Questions to Consider:

- What steps need to be taken?
- Who needs to know the various aspects of the decisions made to help us meet our student achievement goals?
- How do we make these things happen?
Steps to Be Taken

What are your actions…

- In the classroom?
- For the next meeting?
- For other staff members?
Steps to Be Taken

- Is everyone clear on what needs to be done?
- Have all the known factors been accounted for?
- Is there a clear timeline for when the steps are expected to be completed?
Keeping Key People in the Loop

Diagram:

- Building Leadership Team
- Grade Level Team
- District Leadership
- K-3 Teachers
Questions To Consider:

- What does research say about what we need to do?
- What do we need to know to do our jobs better?
- What new skills will help us get our kids to benchmark?
Bringing Research to the Table

- Professional conversation center around “best practices” that are proven to work.
- A high-quality meeting will bring research into the discussion.
  - Professional publications
  - Research articles
  - Etc.
Knowing When We Need Help

- If a team is at its “wit’s end,” plans aren’t working, and no one knows of resources that will address the problem…

- *It’s time to ask for help!*
  - Consultants
  - Technical Assistant Providers
  - Publisher Training
  - Etc.
7. Motivation / Empowerment

Questions to Consider:

- How do we stretch and celebrate?
  - At each meeting?
  - Over time?
Be sure to celebrate your school’s Reading Success!!
Mandaree Data Wall
Negative Examples of Process

- Long, rambling meetings with no agenda (3 hours vs. 45 minutes)
- Lack of data and its analysis
- Focus on excuses for failure (complaints about family, attendance, lack of service coordination, etc.)
- Little or no follow-up from previous plans
- Lack of implications for professional development
Positive Examples of Process

- Concise agenda
- Uses only the time needed to get the job done
- Data analysis is a foundation for discussion
- Plans are made for students not showing progress
- Follow up on previous plans
- Monitoring of Implementation of Plans
- Meetings are directly connected to professional development
A well designed process for conducting Grade Level Team Meetings will provide the necessary context for success.
Making Grade Level Teams Work

Process – Conclusion B

“If you put a good teacher up against a weak system, the system will win every time.”

(Schmoker 2006)

We need to develop and maintain the system in order to bring out the best in our schools’ teachers…and in our students.
Activity 3
(Page 14 of your packet)

Please answer a couple of questions as you review the self-assessment of your Grade Level Team Meeting procedures (page 3 of the handout).

- What things do you have in place?
- What do you need to do - now or sometime during the coming year - to add power to your procedures?
Big Idea 2

Big Ideas:

1. **PROCESS:** Powerful procedures make team meetings work and center on students’ needs.

2. **CONTENT:** Data-driven decision making and action-planning assures that all students meet goals for achievement.

**CONTENT**

Data-driven decisions and action-planning

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**Oral Reading Fluency (Grade-Level Passage: Second Grade)**

- Correct Words Per Minute
- Benchmark Scores: 8, 39, 43
Data

It’s easy …

- To collect data
- To pass out data
- To have access to data

*Teachers can do these things with no trouble at all.*
Data and Planning

It’s not always easy…

- To understand the implications of the data.
- For teachers to know what to do with the data.

Some teachers struggle knowing what choice to make once data is collected.
WRRFTAC K-3 Performance & Level of Challenge

% of K-3 Students Performing At Benchmark at the End of Year

% of K Students Entering At High Risk

Increasing Challenge

Decreasing Performance

Average Schools

% of K-3 Students Entering At High Risk

0-19 20-29 30-39 40-49 50-59 60-86

0 10 20 30 40 50 60 70 80 90 100

0% of K Students Entering At High Risk

50% of K Students Entering At High Risk
The Educator Learning Gap

- Approximately 20% of K-3 students enter at high risk.
- Top 15% schools perform significantly better (e.g., 77% vs. 46%).
- Average schools show a much lower performance across all risk levels.

Key statistics:
- Top 15% schools: 77% (0-19 risk), 59% (20-29 risk), 55% (30-39 risk), 52% (40-49 risk), 49% (50-59 risk), 49% (60-69 risk), 46% (70-86 risk).
- Average schools: 76% (0-19 risk), 55% (20-29 risk), 75% (30-39 risk), 67% (40-49 risk), 69% (50-59 risk), 65% (60-69 risk), 46% (70-86 risk).
Data Analysis Has Different Subtleties at Different Times

**Big Picture Data**
- Benchmarks / Screening
- Outcome Measures

Useful for “Big Picture” planning.

**Small Details Data**
- Progress Monitoring
- Diagnostic

Useful for refining and “honing in” targeted plans.
## Team Meeting Focus

<table>
<thead>
<tr>
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<th>Throughout fall</th>
<th>Middle of Year</th>
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<tr>
<td><strong>Data To Collect / Use</strong></td>
<td><strong>Big Look at Data</strong></td>
<td><strong>1st Benchmark</strong></td>
<td>Progress Monitor High/ Some Risk Students</td>
<td>2nd Benchmark</td>
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<tr>
<td><strong>Action To Take</strong></td>
<td><strong>Create Action Plan(s)</strong></td>
<td><strong>Refine Grouping</strong></td>
<td>Create Individual &amp; group instructional plan(s)</td>
<td>Refine Action Plan &amp; Grouping</td>
<td>Refine Individual and group instructional plan(s)</td>
</tr>
</tbody>
</table>
Planning: Continuous Problem Solving Cycle

Assess and Interpret Data

Evaluate (Analyze New Data & Reassess)

Prioritize and Plan

Implement the Plan

Kathryn B. Howe © 2004
Big Picture Data

Leads to Big Picture Goals
Planning Starts With Taking a Big Look At All K-3 Performance Data

1) Previous End-of-Year (EOY) **Outcome Data** (overall reading ability)

2) Previous **Adequate Growth Data** (growth of students on benchmark and progress monitoring assessments)

3) Previous **Program-Specific Mastery Data** (from reading curriculum)

*By looking at performance of the immediate past, you can anticipate potential pitfalls and plan for them.*
### Summary of School Level Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Adequate Growth Data</th>
<th>Outcome Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% and/or # Students Moved</td>
<td>% and/or # Stayed</td>
</tr>
<tr>
<td></td>
<td><strong>From High Risk to Grade Level or Some Risk</strong></td>
<td><strong>From High Risk to Grade Level</strong></td>
</tr>
<tr>
<td>K</td>
<td>% #</td>
<td>% #</td>
</tr>
<tr>
<td>1</td>
<td>% #</td>
<td>% #</td>
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<tr>
<td>2</td>
<td>% #</td>
<td>% #</td>
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<tr>
<td>3</td>
<td>% #</td>
<td>% #</td>
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</tbody>
</table>
**Sample Data From a School**

### Summary of School Level Data

#### Adequate Growth Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>From High Risk to Grade Level</th>
<th>From High Risk to Grade Level</th>
<th>From Some Risk to Grade Level</th>
<th>At or Above Grade Level</th>
<th>Students Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% and/or # Students Moved</td>
<td>% and/or # Students Moved</td>
<td>% and/or # Students Moved</td>
<td>% and/or # Students</td>
<td>% and/or # Students</td>
</tr>
<tr>
<td>K</td>
<td>From High Risk to Grade Level</td>
<td>% 29% # 50/171</td>
<td>From Some Risk to Grade Level</td>
<td>% 75% # 164/219</td>
<td>% 95% # 129/136</td>
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<td></td>
<td>From Some Risk to Grade Level</td>
<td>% 27% # 45/122</td>
<td>At or Above Grade Level</td>
<td>% 75% # 241/325</td>
<td>% 66% # 351/535</td>
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<tr>
<td>1</td>
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**75% Adequate Growth = 164 of the 219 Kindergarteners who began the year at “Some Risk” moved to Grade Level by the EOY.**

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# of the “some risk” from the BOY who moved to “Grade Level” by the End-of-Year (EOY).

# of students in the grade level who were at “some risk” at the Beginning-of-Year (BOY).
Setting Goals Based on Big Picture

Leads to …

- School Wide (year-long) Action Plans
- Grade Level Team (year-long) Action Plans for Target Groups

Characterized by …

- Broad focus
- Static (unchanging) in nature
- Aimed at the end of the year
## Team Meeting Focus

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<td>Refine Individual and group instructional plan(s)</td>
<td>Big Look at Data Action Plan for next year</td>
</tr>
</tbody>
</table>
Types of Big-Picture Goals

- Outcome Goals
- Adequate Progress Goals
  - For each grade level
  - For each sub-group
- Content Coverage/Mastery Goals
Small Details Data

Progress Monitoring & Diagnostic Data …

Show that your work is working (i.e. you are on your way to the Big Picture Goal).

OR…

Lead to small and timely “tweaks” in the instructional treatment.
Setting Goals Based on Small Details Data

Leads to …

- School Wide (rapid-process) Action Plans
- Grade Level Team (rapid-process) Action Plans for Target Groups

Characterized by …

- Narrow focus
- Ongoing revisions as data changes
- Aimed at the immediate changes needed
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Types of Small Detail Goals

- Progress Monitoring Goals
- Mastery Goals of Prerequisite Skill Subsets (in diagnosed areas)
- Other goals that are specific and expected to be met rapidly
Action Planning

**Focus** your plans

- In the areas that matter the most
- On key elements of instruction

**Revise** the plans when they are not sufficient.

- Monitor the data.
- If data is on track, keep doing what you’re doing.
- If data is not measuring up, make a change.
Oral Reading Fluency as Indicator

- ORF is a toothpick
- ORF is not designed to provide an exhaustive assessment

ORF provides an efficient indicator of essential literacy skills acquisition like a toothpick provides an efficient way to tell if the cake is baked.

- If the toothpick has dough on it, what should we do?
Bake the Whole Cake, Don’t Just Cook One Place!

Using a torch to cook only the place we checked with the toothpick would not produce a very satisfying cake!
Planning Where it Matters – A

Vocabulary / Comprehension

Comprehension of Text

Mental Schema

Mechanical Skills

Vocabulary Skills & Knowledge

Comprehension Skills & Prior Knowledge

Phonemic Awareness

Phonics

Fluency
Planning Where it Matters – $B$

Earlier intervention for High Risk students

The Matthew Effect

The gap to fill is ever-widening. The sooner it is closed, the better.
Find the root of a problem…

- Freddy struggles with comprehension. Is it:
  a) Simply because he lacks comprehension skills?
  b) He lacks the fluency necessary to use comprehension skills?
  c) He lacks the phonics skills necessary to be fluent?
    ... OR ...
  d) He lacks the phonemic awareness skills necessary to learn phonics which are necessary to be fluent which are necessary to use comprehension skills?
Key Elements in Action Plans

- Materials and Instructional Practices
- Time/ Coverage/ Mastery and Grouping Practices
- Assessment Practices
- Data Utilization Practices
- School Wide Organization and Support
- Professional Development
- Principal and District Leadership
- Reading First Coach
Key Elements in Refining Instructional Plans

A. Instructional Delivery

B. Time

C. Grouping

D. Instructional Materials
1) Improve delivery skills of person teaching

2) Improve skills in knowing how to efficiently accelerate students who are High Risk or Some Risk through instructional programs

3) Change person teaching
Ways to Increase Instructional Intensity

- Provide repeated opportunities for practice and review
- Provide additional, specific, and immediate feedback and correction
- Increase engagement and time on-task for all students
- Provide repetition and practice review
Ways to Increase Instructional Intensity

- Break tasks down into smaller steps
- Make learning visibly represented
- Provide additional prompts and cues
- Provide additional time for students to receive explicit instruction
A - Instructional Delivery

1) Improve delivery skills of person teaching

2) Improve skills in knowing how to efficiently accelerate students who are High Risk or Some Risk through instructional programs

3) Change person teaching
Key Documents for GLTM Discussion of Early Intervention with High Risk Students

1) Develop pacing guides
   - (that show how the gap will be closed in a timely manner)

2) Collect curriculum placement and content coverage data

3) Current Progress Monitoring Data

4) Documentation that Tracks Individuals
   - An individual tutoring log, for example.
A - Instructional Delivery

1) Improve delivery skills of person teaching
2) Improve skills in knowing how to efficiently accelerate students who are High Risk or Some Risk through instructional programs
3) Change person teaching
Increase instructional time

**Within OR Outside**

the school day and school year.
Examples: 2nd and 3rd Grade Students
GLTM Participants Review Individual Progress of Targeted Students. When data indicates, then…

- Change group membership
- Make group smaller
- Make groups more homogenous
Outcome Measures from Previous School Year

Screening Data from Current School Year

Significantly Exceeding

Grade Level

Some Risk

High Risk

In-Program Assessments

Group #1
Extension of CRP

Pass

Group #2
Thorough CRP Instruction

No Pass

Group #3
Thorough CRP Instruction plus re-teach skills not mastered in program

Group #4
Thorough CRP Instruction plus fluency instruction

Group #5
Thorough CRP Instruction, instruction of missing phonics skills, and fluency practice at 90%+ accuracy level

Phonics Screener

Pass

Group #6
Substantial Intervention with CRP

No Pass

Intervention Core Assessments

Flexible Grouping Framework

Group #7
Substantial Intervention with Intervention Core
Percentile Rankings

(e.g. For any given measure, a student at the 50th percentile has performed better than 50% of all the students who are in the norm sample population)
Steps to take when considering materials used for students:

- Add scaffolding to program
- Change placement in program
- Add additional programs
  - supplemental or intervention
- Change program
Know When to **REVISE** a Plan

We’re not about beating a dead horse...

*When it’s all said and done, all the planning is just that, a plan...*

*If the plan does not work, change the plan. Don’t just keep doing the plan, because it’s the plan!*
The grade level team meeting may be the single most important component of Reading First. It provides a forum for:

- Analyzing assessment results
- Creating meaningful Action Plans
- Dealing with grouping/scheduling issues
- Communicating program philosophy, requirements, and activities
- Professional development

When GLTMs serve these multiple purposes, they establish professional peer groups and become the cohesive element that makes Reading First a true program, rather than a series of loosely connected activities.”--Central Consolidated SD RF GLTM Rationale
Always:

- All teachers in the grade level are present and participating actively.
- Meetings occur weekly or at least every other week.
- Problems and solutions are the focus of discussion.
- Coach and principal participate regularly (usually weekly, barring emergencies).
GLTM Rubric

Hope to See:

- All teachers collaborating toward common goals with a sense of collective responsibility rather than competition between teachers
- A "safe" affective environment in which teachers can share openly without fear of humiliation
- Decision making always based on a "priority" approach (i.e. addressing needs that are most important first rather than succumbing to the "tyranny of the urgent")
High Quality:

- Meeting and decision making is always centered on data from multiple types of assessments (diagnostic, screening, outcome, and progress monitoring).
- Decisions are specific and focused (i.e. measurable).
- Collaboration is constructive (i.e. positive environment, no negativity on behalf of participants).
- Focus of agenda and grade level needs are determined mostly by teachers and secondarily by leadership.
- Decisions that are made get implemented quickly with collaborative follow-up (e.g. the principal and coach provide the necessary feedback and support to ensure the solution is implemented and working well).
GLTM Rubric

Concerns:
- meetings that are completely led by leadership
- meetings in which the teachers are "tuned out" and not participating
- meetings in which the teachers lack "buy-in"
- lack of data utilization in any form
- lack of understanding of how to use the data to inform instruction
- meetings not happening and/or not happening with sufficient frequency to make a difference in grade level decisions
- decisions not being made and/or not resulting in instructional change (i.e. meeting has become more of a social event)
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