Team Roles

Facilitator  Recorder  Timekeeper  Spokesperson

Group Expectations
To make this day the best possible, we need your assistance and participation

- Be Responsible
  - Attend to the "Come back together" signal
  - Active participation...Please ask questions
- Be Respectful
  - Please allow others to listen
    - Please turn off cell phones and pagers
    - Please limit sidebar conversations
  - Share "air time"
  - Please refrain from email and Internet browsing
- Be Safe
  - Take care of your own needs

Agreements

Notice moments of discomfort and stay curious
Listen fully, with your ears, eyes and heart
Speak your truth without blame or judgment
Be open to the experience and each other

Can we commit to...

Source: National Equity Project & Pacific Educational Group

School Team Objectives

1. Understand the need for a strong systemic reading foundation built upon organizational trust and common foundational beliefs
2. Articulate current practices around universal reading components from the Wisconsin State Standards
3. Understand the impact of instructional time, grouping, and classroom environment on the effectiveness of the Universal level of support
4. Recognize the benefit that common language and systemic evidence-based practices have within your Equitable MLSS Framework
5. Action plan for school improvement around the Universal level of support for Reading instruction

Source: National Equity Project & Pacific Educational Group
Day 3 Agenda

1) Revisit strategic use of data
   • Developing a system process for analyzing data
2) Investigate and outline universal classroom environment
   • Positive culture of learning
   • Instructional time and groupings
   • Universal classroom procedures/routines
   • Organizing physical space
2) Revisit foundational beliefs
3) Analyze data and outlines
4) Action plan

The Truth

“In order to help all students achieve, all teachers within a school have to know and put into practice many of the same fundamental aspects of effective reading instruction.”

~ Barbara M. Taylor

Systemic and Systematic ~ District

Systemic Thinking: The inter-relatedness and interdependency of processes and people within a system

Common Agreed Upon:
• Vision
• Student Outcomes and Expectations
• Wisconsin State Standards
• Instructional Framework
• Practices and Strategies
• Language

Systematic Practices: Processes, methods and acting according to a plan. Processes are repeatable and predictable within the system.

Find Your Reflection Partner

1. Share how you discussed this work with your staff in your building.
2. Share your current thinking on how you plan on moving forward.

Our Outcome for this Section
Describe a digging deeper process that analyzes data at the system, group and student levels

Strategic Use of Data Revisited
Ask at all grade levels...

Are all students able to read and understand grade-level text?

A systemic and systematic data analysis process will help you answer this question and make decisions based on data.
School-wide Process for Responding to Student Needs

**Overarching Purpose of Screening Students**

To find out:

- Who is “on track”
- Who is “above benchmark”
- Who is “below benchmark”

**Screening Assessments**

- Comprehension Screening Assessment
- Students Below Benchmark
- Students At Benchmark
- Continue Universal High Quality Instruction

**Partner Talk**

What’s Wrong With This Picture? 3rd Grade/100 students

- Comprehension Screening Assessment
- Students Below Benchmark
- Students At Benchmark
- Continue Universal High Quality Instruction

**Research-Based Practice**

For grades K-4

Use existing data and administer standardized screeners multiple times per year

**Promising Practice**

Above 4th grade

Use existing data to screen students multiple times per year

Fuchs, D. Smart RtI: A Next Generation Approach to Multi-Level Prevention

**Screening Assessments Not Always Enough**

Screening assessments often do not go deep enough in answering the questions:

- Why is the student below the expected level?
- How far beyond the expected level is the student?
- We need to “DIG DEEPER!”

**Going From Broad to Precise**

Universal Reading Screening for ALL Students

- Are students “on track?”
- Below or Above Benchmark: Dig Deeper

- At Benchmark: Continue High Quality Universal Instruction

**Concept of Print**

- Rhyme

**Phonological Awareness**

- Alliteration

**Phonics**

- Words in Sentences

**Fluency**

- Syllable Awareness

**Vocabulary**

- Onset/Rime

**Text Complexity**

- Phonemic Awareness
An Example of a Systemic and Systematic Data Analysis Process Using a Comprehension Screening Assessment

What does this translate to...

- Students who struggle with comprehension skills may be a result of gaps in any of the **foundation skills** and/or gaps in comprehension strategies.

- So we need to have a **Systemic and Systematic Process** to analyze why students are not proficient and make an instructional match within a multi-level system of support.

### Oral Fluency Data Sort Activity

<table>
<thead>
<tr>
<th>3rd Grade Class - Fall</th>
<th>Fall Benchmark: Accuracy ≥ 95%</th>
<th>ORF ≥ 77 WCPM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td><strong>Accuracy</strong></td>
<td><strong>Words per Minute Correct</strong></td>
</tr>
<tr>
<td>Marcus</td>
<td>80%</td>
<td>60 wcpm</td>
</tr>
<tr>
<td>Todd</td>
<td>86%</td>
<td>92 wcpm</td>
</tr>
<tr>
<td>Sherry</td>
<td>98%</td>
<td>67 wcpm</td>
</tr>
<tr>
<td>Mark</td>
<td>98%</td>
<td>153 wcpm</td>
</tr>
<tr>
<td>Heidi</td>
<td>99%</td>
<td>57 wcpm</td>
</tr>
</tbody>
</table>

### Digging Deeper—Organizing Your Data

- **Group 1:** Accurate and Fluent
  - Instructional Sort Activity

- **Group 2:** Accurate but Slow Rate
  - Instructional Sort Activity

- **Group 3:** Inaccurate and Slow Rate
  - *Phonological Awareness*
  - *Phonics*
  - *Word Recognition*
  - *Multi-syllabication/Structural Analysis*

- **Group 4:** Inaccurate but High Rate
  - Multiple possible reasons:
    - Begin with self-monitoring: may need to address accuracy, phonics, word recognition

### Organizing Your Data to Match Student Needs

**Comprehension is always the focus... but foundation skills may be the comprehension barrier**

### Exploring Root Causes at the **System** Level:

**Review Aggregated Data**

- Are 80-90% of our students reaching and exceeding benchmarks through our universal supports alone in our school?

- At each grade level?

- In each classroom?

Create and test possible hypotheses, focusing on practices and factors over which the school has control.
1. Thirty percent of our students are not meeting our fall screening benchmarks. We need to examine our Universal Reading Level.

2. We have an inordinate amount of students not meeting the screening benchmark due to inaccurate and slow rate. This must be a weak area at the Universal level.

Consider System Level Instruction, Curriculum and Environment Before the Learner

Analyzing Your System: At grade level and across grade levels

Instructional Sort Activity

Exploring Root Causes at the Group Level: Review Disaggregated Data

Exploring Root Causes at the Student Level: Dig Deeper into Student Data
Lori struggles with decoding 3 different schools in last 2 years

Moderately Below
Struggles with staying engaged on “task at hand”

Significantly Below
Hard worker
Lacks multi
below 10%ile

Mother/teachers noted: Lori has become withdrawn and very quiet over last year

68/77
Discussion
Has a true love for animals

Information based on anecdotal notes

Know if there is an area that needs universal whole
2
Intervention/Additional Challenges

Fall

Lori

Significantly Below
Mathematics

Fall

did not meet intervention exit

Determine if a large percentage of students have a
similar need/s.

• Know if there is an area that needs universal whole
• Determine if a large percentage of students have a similar need/s.
• Guide differentiation within the universal level for
whole group, small group, and individual students.
• Determine when the instructional need is more
intense.

• Provide matched intervention grouping.
Team Discussion

- Do you have a systemic and systematic digging deeper process in place that analyzes the health of your universal level, underserved groups and individual students?
- Discuss possible next steps.

5 Minutes

Day 3 Agenda

1) Revisit strategic use of data
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2) Revisit foundational beliefs
3) Analyze data and outlines
4) Action plan

Our Outcome for this Section
Revisit and process outlines from Days 1 & 2 and set the purpose for Day 3 outline

Outlining Your Classroom Environment...

- Positive culture of learning
- Instructional time and groupings
- Universal classroom procedures/routines
- Organizing physical space

Purpose of Outline
To articulate how you operationalize an effective universal reading environment.

Parts of the Outline
Universal Expectations Classroom Environment

- Universal Classroom Environment
- Instructional Groupings/Systemic Procedures
- Classroom Management/Expectations/Rules/Routines
- Physical Environment/Common Expectations
- Instructional Minutes/Frequency
- Embedded Culturally Responsive Practices

Common Language Handout 1.11
Classroom Environment Outline Template
Our Outcome for this Section
Recognize equitable classroom practices that create an engaging literacy rich classroom

Academic Learning Time

The research strongly supports that academic learning time – the amount of time that students are actively, successfully, and productively engaged in learning – is a strong determinant of achievement.

The Single Most Important Factor Affecting Student Achievement:
THE TEACHER

Culturally Responsive Practices

Designing a system that supports success for all students...

Four Conditions Necessary for Culturally Responsive Teaching

Establish Engagement
Create clarity
Make connections
Build Community

Build Relationships
Validate & Affirm

Identity Development
Build & Bridge

Enhance Learning
Identify clear learning goals
Apply Universal Design for Learning

Dr. Sharkey Hollis, p.36
How Can We Infuse Culturally Responsive Practices Into Literacy Instruction?

Instructional Practices
• Student responses
• Read-alouds – dialogic classrooms
• Instructional focus: grammar
• Text selection

Hollie, 2012

Culturally Responsive Practices Creates Community Building

Students know....

- They are welcomed and valued.
- They can learn and they will be supported.
- They will work together to enhance each other's growth.
- The classroom is a safe place for successes and failures.
- Hard work will result in observable growth.
- Routines and processes are designed to give all students access to whatever they need for success.

(Knight, 2013; Tomlinson, 2014)

Montgomery County Public Schools
Rockville, Maryland - Equity Focus Example

90%
Kindergartners met or exceeded reading targets

62%
of 8th Grade students completed Algebra 1 with a "C" or higher or were enrolled in a higher level math course

50%
of 2001-04 graduates earned a bachelor's degree within 6 years (National average = 27.5%)

71%
of class of 2013 took the SAT, with an average combined score of 1648, surpassing both national and state averages

A Resource for Equitable Classroom Practices
2010

1. Welcomes students by name as they enter the classroom
   • "Teachers who were successful in helping black students achieve at high levels were able to build positive, respectful relations with and demonstrate caring for their students. That begins with the correct naming of names at the classroom door."
   • "Making the effort to accurately pronounce students' names is a gesture of respect, both of the student and of his or her culture. In many cultures, the giving of names is fraught with symbolic significance, and to mispronounce that name is to diminish it and its bearer."
   • "Teachers with culturally relevant practices are careful to demonstrate a connectedness with each of their students. Instead of idiosyncratic and individualistic connections with certain students, these teachers work to assure each student of his or her individual importance." (G. Ladson-Billings)

Examples
- Asks students for correct pronunciation of their names
- Correctly pronounces students' names

Non-examples
- Does not greet students at the door
- Mispronounces students' name
- Alterns students' names without student consent
- Acknowledges only high performing students and/or behaviorally compliant students by name

Montgomery County Public Schools
Rockville, Maryland

MCPS is committed to educating each and every student so that academic success is not predictable by race, ethnicity, or socioeconomic status. We will continue to strive until the achievement gap has been eliminated for all groups.

What are you committed to doing?

What is Identity Development?
How is it Related to Culturally Responsive Practices?
Possible selves: The lives students might live once they leave school

All Students Have Access to:
Print-Rich Culturally Responsive Text
Focus on Possible Self and Relevance
Wide Range of Readability Levels to Support All

Alfred Tatum: Enabling Texts
“Out of all of the texts in the world, why do I want to put this text in front of my students?”

Texts as Windows and Mirrors
Texts serve as windows by allowing students to experience other ways of being and thinking; they serve as mirrors when students can see themselves in what is being read or discussed


http://librariesliteracyandaamaleyouth.weebly.com/module-7-enabling-texts.html
**Culturally Responsive Text Selection**

<table>
<thead>
<tr>
<th>Avoid</th>
<th>Okay</th>
<th>Seek Out</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tatum</strong></td>
<td>Disabling</td>
<td>Neutral</td>
</tr>
<tr>
<td>Negative, inaccurate, stereotypes</td>
<td>Focus on universal themes</td>
<td>Define Self Empower as a road map for being, doing, thinking and acting</td>
</tr>
<tr>
<td><strong>Hollie</strong></td>
<td>Neutral</td>
<td>Generic</td>
</tr>
<tr>
<td>Dipped, substitute characters</td>
<td>Superficial (food, clothing)</td>
<td>Authentic Emphasis on cultural pride</td>
</tr>
</tbody>
</table>

**Types of Multicultural Literature**

**Avoid**

| Disabling: | Negative, inaccurate, stereotypes |

**Culturally Neutral Text:** Features “people of color” but have little or nothing to with culture and many times simply have “dipped” a traditional character in the name of diversity or multi-culturalism.

**Culturally Generic**

Features diverse characters, but contain few specific details to culturally define them authentically. Usually based around universal and mainstream defined themes.

**Types of Multicultural Literature**

**Okay**

| Neutral: | Focus on universal themes |

**Culturally Specific Text/Enabling:**

- Illuminates the authentic experience of growing up as a member of a particular cultural group as opposed to racial (and not just ethnic).
- Features authentic and positive portrayals of people from diverse ethnic, racial, and religious backgrounds, as well as characters who identify as LGBTQ or are from underrepresented groups.
- Illustrations and language depict culture in an authentic manner.

**Culturally Relevant Texts...**

- Uses student’s culture and prior experiences to make learning relevant and engaging
- Reflects the day-to-day experiences and activities of students and draws on the cultural capital of students
- Shows the student’s culture and history positively and accurately
- Celebrates the culture and traditions of the characters
- Comes in various genres (biographies, folktales, poetry, nonfiction, historical fiction) to tell the story of the people
- Students can identify with the struggles and lives of the characters

Adapted V. Harris (1993)

**Engaging Literacy Rich Classrooms**

Team Discussion

Do you have a process in place that looks at your curriculum from a culturally responsive lens?

What culturally responsive resources are you interested in exploring at a deeper level?

5 Minutes
Day 3 Agenda

1) Revisit strategic use of data
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   • Organizing physical space
3) Revisit foundational beliefs
4) Analyze data and outlines
5) Action plan

Our Outcome for this Section
Recognize the impact of systemic and systematic instructional procedures and routines

Universal Reading “Time”
What Does it Look Like in Your School?
Does it Promote Student Achievement?

Instructional Routines
Produce effective and efficient teaching
Keep students engaged in learning!

Do Strategies and Routines Travel?
School-Wide? All levels of Support? All Content Areas?

What are Instructional Routines?
Systematic Procedures

• Used consistently
• Based on common language
• Embedded into instruction
Investigate...

Instructional Components

• Instructional time
• Schedule
• Instructional grouping

When Thinking About Time and Grouping...

Consider Your Instructional Framework

Teacher Responsibility

Focus Lesson

Guided Instruction

“Do it”

“We do it”

Collaborative

“You do it together”

Independent

“You do it alone”

Student Responsibility

A Structure for Instruction That Works (c) Fisher and Frey 2006

Instructional Time/Grouping

Team Discussion

Is your instructional time systemic and systematic?

Do all students have access to:

Explicit instruction?

Teacher/Student conferring/guided practice with feedback?

Collaborative learning opportunities?

Independent practice?

Our Outcome for this Section

Identify the need to implement behavior classroom management expectations, rules, routines and procedures

120-minute reading block

Handout 3.05

www.justreadflorida.com/90-minute-chart.asp

90-minute reading block

Handout 3.05

www.justreadflorida.com/90-minute-chart.asp
Why Focus on Classroom Management?

- Increases instructional time by preventing problem behavior
- Frees teachers from correcting misbehavior
- Improves classroom climate
- Creates shared ownership of the classroom
- Develops self-discipline

Consider...

Academic Set Skills

Behavior Set Skills

What are the prerequisite academic skills that are necessary for all of my students to experience success with the new skill or strategy that I am teaching?

Academic Task

Academic Set Skills

Behavior Set Skills

Behavior Task

Behavior Set Skills

It is Important to Consider...

What are the prerequisite academic skills that are necessary for all of my students to experience success with the new skill or strategy that I am teaching?

What are the behavior skills that I need to teach for all students to successfully complete an academic task or activity.

Be Mindful of the Stages in the Skill Development Model of Learning

Newly Taught Skill or Strategy

Learn it With Accuracy

Practice for Fluency/Automaticity

Keep Practicing for Maintenance Now Can Make Generalizations

Adapt/Apply to New Situations

Why the Gradual Release of Responsibility Framework?

Supports a Skill Development Model of Learning

Why Focus on Classroom Management?

Why Focus on Classroom Management?

Why Focus on Classroom Management?

Why Focus on Classroom Management?

Why Focus on Classroom Management?
Agreed Upon Evidence Based Practices and Procedures ~ What Does Each Component of Your Instructional Frame Look Like?

**Expected**
- Broad statement
- Apply to all people and settings
- General statement of

**Rules**
- Limited in number
- Positively stated
- Criteria for successful performance

Established routines are essential

Routine sequence of steps followed for expectations/rules on a regular basis.

Gradual Release of Responsibility Framework for Instruction

Teacher Responsibility

Focus Lesson

Guided Instruction

Collaborative

"I do it"

"We do it"

"You do it together"

Student Responsibility

Independent

"You do it alone"

It is important to consider...

Academic Task

Academic Set Skills

Behavior Set Skills

What are the behavior skills that I need to teach for all students to successfully complete an academic task or activity.

Academic Task

Gradual Release of Responsibility

Framework for Instruction

Teacher Responsibility

Focus Lesson

Guided Instruction

Collaborative

"I do it"

"We do it"

"You do it together"

Student Responsibility

Independent

"You do it alone"

Integrated Classroom Matrix

**Classroom**

- Be Respectful
  - Behave appropriately
  - Use appropriate volume and language
  - Follow directions
  - Complete your work
  - Take care of community resources
  - Be a friend

- Be Responsible
  - Collaborative
  - Independent
  - Student

- Be Safe
  - Be present
  - Be prepared
  - Be respectful

**Hallway**

- Be Respectful
  - Keep noise down
  - Be quiet
  - Follow rules

- Be Responsible
  - Follow rules
  - Use materials correctly

- Be Safe
  - Be prepared

**Cafeteria**

- Be Respectful
  - Use proper etiquette
  - Be respectful

- Be Responsible
  - Follow rules
  - Use materials correctly

- Be Safe
  - Be prepared

**All School Settings**

- Be Respectful
  - Behave appropriately
  - Use appropriate volume and language
  - Follow directions
  - Complete your work
  - Take care of community resources
  - Be a friend

- Be Responsible
  - Collaborative
  - Independent
  - Student

- Be Safe
  - Be present
  - Be prepared
  - Be respectful

**Classroom Reminders**

- Expectations
  - Rule
  - Expectations

- Behavior
  - Expectations
  - Rule

- Classroom Routines
  - Expectations
  - Rule

- Classroom Expectations
  - Expectations
  - Rule
Classroom Management
Team Discussion

What are your school’s strengths with systemic and systematic school-wide and classroom expectations?
Where are there opportunities for growth?

Day 3 Agenda

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Our Outcome for this Section
Recognize how the organization of the physical space is a key component to an effective learning environment

An Effective Classroom Atmosphere
is Positive, Proactive, and Preventative

Organization of Classroom
Visibility, Accessibility, Task (VAT)

What the CRP Research Say:

The walls teach:

The environment is participatory:
Sense of belonging, identity, ownership and choice all impact individual literacy. (Rogoff 1990)

Physical space is aligned with instructional goals:
Room arrangement does not have to be static

“All learners thrive in environments that are intentionally stimulating.”

Visibility
Can the students see you and the instructional materials?

Can you see your students?
Connecting Visibility to VABB

Visibility
Students see instruction materials

Validate, Affirm, Bridge
Do they see themselves in the instructional materials

What displays are on the walls?

Identity Development
Promoting a healthy self-concept and exploring diverse identities

Menominee Tribal School

Accessibility
Can the teacher access the students?

Validate and Affirm
Can teachers affirm and validate privately?

Can you access teaching materials?

Can you access your students?

Re-imaging the Environment
Cultural Imaging and Cultural Library

Task
Are your students arranged in a way that supports the learning task?
Flexibility in Room Arrangement

The key is to design the arrangement of the room to allow for minimal transition time between different types of learning and instruction. If you want to accomplish:

- Higher levels of independent work: seat students in rows
- Decrease disruptive behaviors: seat students in rows
- Group/collaborative learning: seat students in groups
- Validate cultures that value collective work: seat students in groups
- Problem Solving: seat students in groups
- Group discussion: put students in a circle

While designing the room arrangement, minimize blind spots, minimize traffic bottlenecks, and maximize access of teacher to students.

Connecting the Task to VABB:

**Task**

How do you want your students to complete the learning task?

**Validate, Affirm, Build and Bridge**

Physical space is aligned with instructional goals

- Independent work
- Group
- Discussion
- Centers

Room supports culturally responsive movement

Universal Expectations for the Classroom Environment

Handout K-5 3.08 Grade 10 Ex.- 3.09

ESAIL

Environmental Scale for Assessing Implementation Levels

Text Investigation

2. ESAIL Document-URL
3. Your school's current framework (classroom and school)
Team Discussion

1. Have we addressed instructional time? Instructional grouping? Is it systemic?
2. Have we identified and decided on common language, expectations, and structures within the universal classroom environment that promote student engagement for all students? How will these become systemic?

5 Minutes

Day 3 Agenda

✓ 1) Revisit strategic use of data
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   ✓ Organizing physical space

2) Revisit foundational beliefs

3) Analyze data and outlines

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Our Outcome for this Section

Revisit your foundational beliefs

• What do we want all students to learn?

• What are your school’s SHARED foundational beliefs and practices to support this vision?

✓ USE your work on Foundational Beliefs from Session 1

Revisit Foundational Beliefs

After Lunch

• Analyze outlines from 3 sessions
• Action plan

Day 3 Agenda

✓ 1) Revisit strategic assessments
   • Developing a systems process for analyzing data

2) Investigate and outline universal classroom environment
   ✓ Positive culture of learning
   ✓ Instructional time and groupings
   ✓ Universal classroom procedures/routines
   ✓ Organizing physical space

2) Revisit foundational beliefs

3) Analyze data and outlines

4) Action plan
Our Outcome for this Section
Analyze your outlines and create an implementation plan

Our current reality
Analysis and Implementation Plan

A Real Sense of Urgency

Action Planning Tips

Build on existing initiatives:
• What other initiatives do you have going on?
• Where do they fit within your culturally responsive multi-level system of support?

Focus
More than six priorities in a school is inversely related to achievement!

Reeves, D. (2010). The Leadership and Learning Center

Action Planning Tips
Go slow to go fast.
Start small to get early successes.

Using Your Work as a Guide...

Use as:
Starting point...checklist...reference...self-check

HANDOUTS 1.04, 1.11, and 3.10
Identify Strengths

Look for...
- Component Outlines: STRENGTHS
  - Full Implementation
  - (Within this high leverage component what strengths exist?)

Identify Components to Work on Now!

Look for...
Component Outline:
- WORK ON NOW
  - Purpose Building, Infrastructure, Initial Implementation (What work is “in progress” within this high leverage component? What work can we move quickly to full implementation? What implementation level are we at to plan next steps?)

Identify Components to Work on Next!

Look for...
Component Outline:
- WORK ON NEXT
  - Not in Place
  - (What work within this high leverage component is a priority for future work?)

Questions or clarification about the second part of this process?

Day 3 Agenda

3) Revisit foundational beliefs
2) Analyze data and outlines
1) Revisit strategic use of data
- Developing a systems process for analyzing data
2) Investigate and outline universal classroom environment
  - Positive culture of learning
  - Instructional time and groupings
  - Universal classroom procedures/routines
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Because of the Work We Did in This Training We Will...

SET GOALS
School Team Objectives

1. Understand the need for a strong systemic reading foundation built upon organizational trust and common foundational beliefs.

2. Articulate current practices around universal reading components from the Wisconsin State Standards.

3. Understand the impact of instructional time, grouping, and classroom environment on the effectiveness of the Universal level of support.

4. Recognize the benefit that common language and systemic evidence-based practices have within your Equitable MLSS Framework.

5. Action plan for school improvement around the Universal level of support for Reading instruction.

Evaluation Completion

What makes this evaluation unique & special?

1) Used as both formative and summative data

2) Two types of questions for you to consider:

- Questions related to this training’s content and...

- Questions related to your school’s current knowledge and beliefs around implementing a culturally responsive multi-level system of support

Thank You!

We want to hear from you!

Please complete the evaluation form by visiting: reading1718.questionpro.com

“Adopting an RtI model is about adopting best professional practice, insisting that we do what is best and necessary for all students in our schools, and, finally, rising to the challenge of doing that which is socially just.”

— David P. Prasse, Ph.D., Loyola University, Chicago

Make every child feel at home in their classrooms...

Wisconsin Department of Public Instruction
Literacy Team - Resources

Please update your bookmarks:

- [http://dpi.wi.gov/ela](http://dpi.wi.gov/ela)
- [http://dpi.wi.gov/reading](http://dpi.wi.gov/reading)
- [http://dpi.wi.gov/standards/literacy-all-subjects](http://dpi.wi.gov/standards/literacy-all-subjects)
Wisconsin RtI Center Professional Development

www.wisconsinrticenter.org ➔ Upcoming Events

- Reviewing Universal K-12 Mathematics Instruction
- Leadership and Coaching for RtI Implementation
- Building Culturally Responsive Systems
- Wisconsin RtI Framework: A School-Wide Approach to Implementation
- Reviewing Your School’s Selected and Intensive Levels of Support
- Integrated Networking Sessions
- Improving Your Screening and Progress Monitoring Process

Contact your Regional Technical Assistance Coordinator!

http://www.wisconsinrticenter.org/regional-coordinators.html