

Implementing the Common Core State Standards (CCSS) within a Multi-Tiered System of Supports: An Integrated Approach to Teaching and Learning

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Session Goals

- Understand the rationale for an integrated MTSS approach to teaching/learning for ALL students in the context of the CCSS
- Identify the steps to implement an integrated model using a lesson study format
- Reflect on the capacity, readiness and consensus to implement this approach

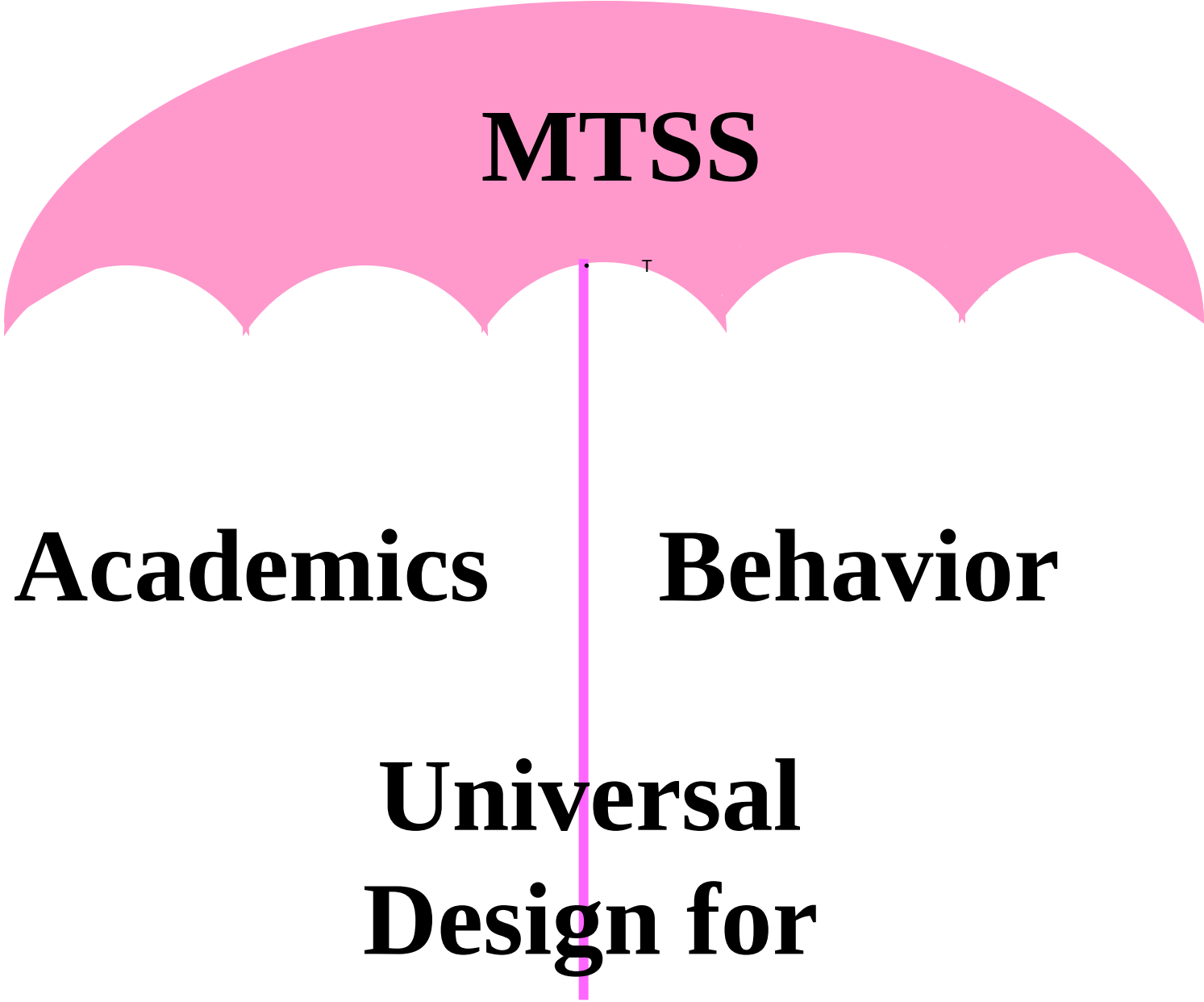
What Are the Common Core
State Standards?

Table Top #1

- Identify 1 Advantage of the CCSS
- Identify 1 Challenge to the Implementation of CCSS
- Will the CCSS benefit or further challenge struggling learners and students with disabilities? Why?

MTSS

- A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model** of schooling that uses **data-based problem-solving** to **integrate academic and behavioral instruction and intervention**.
- The integrated instruction and intervention is delivered to students **in varying intensities (multiple tiers) based on student need**.
- **“Need-driven”** decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency .



MTSS

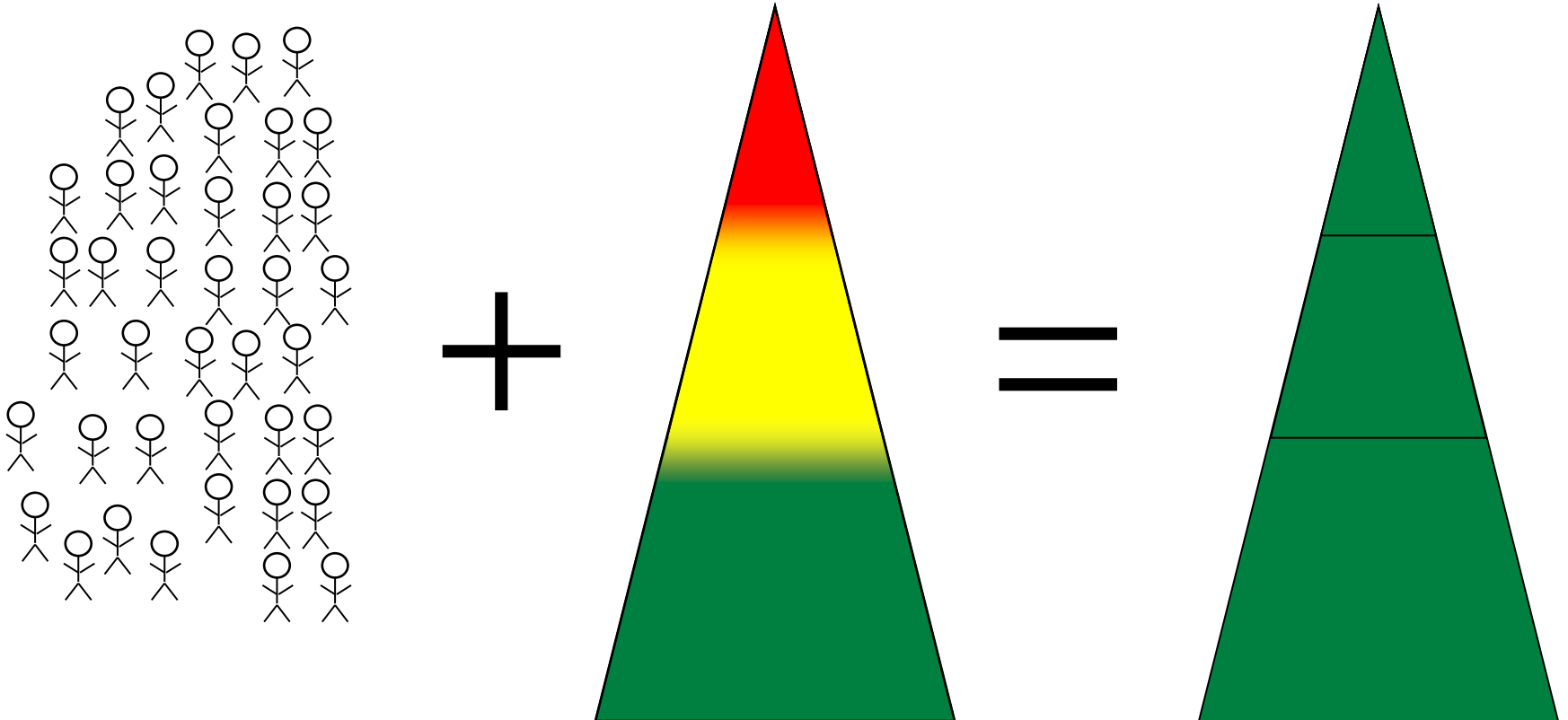
Academics

Behavior

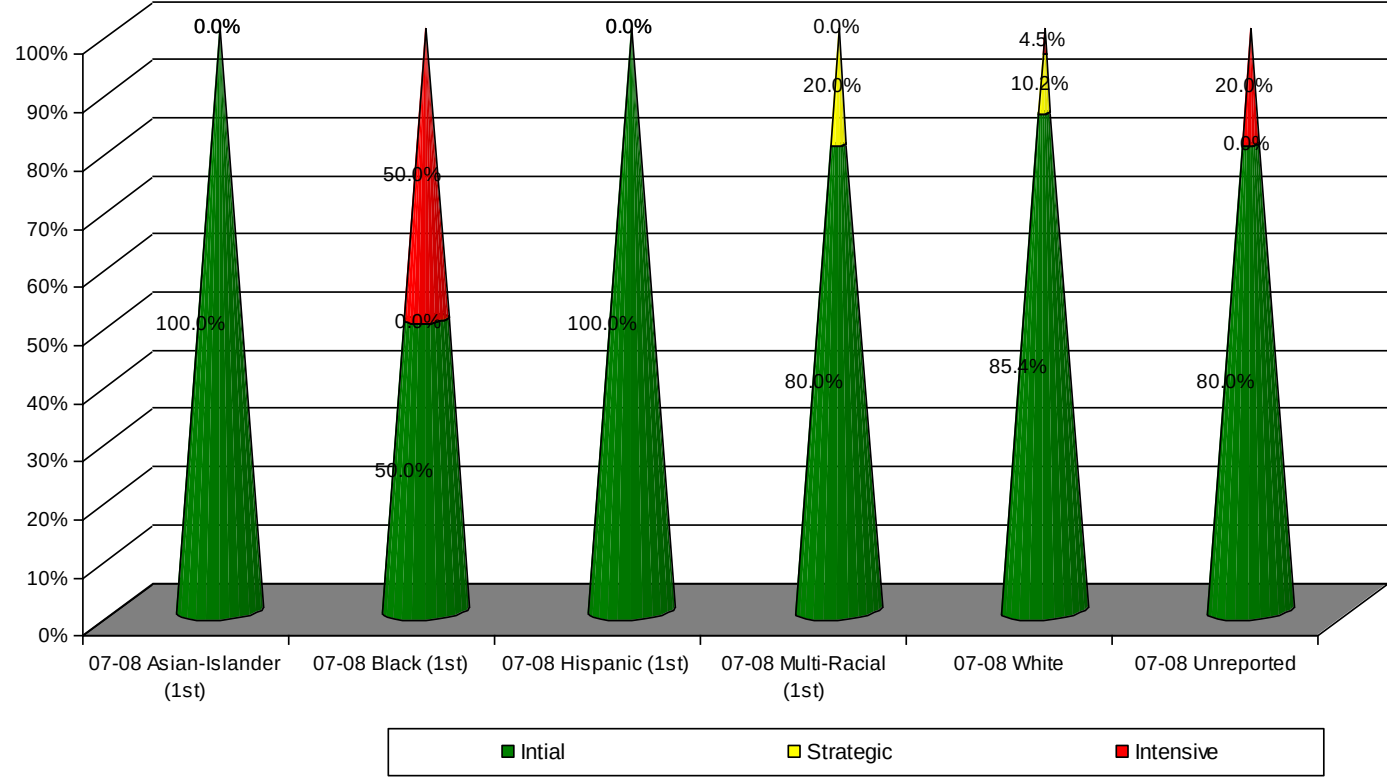
**Universal
Design for
Learning**

Three Tiered Model of Student Supports

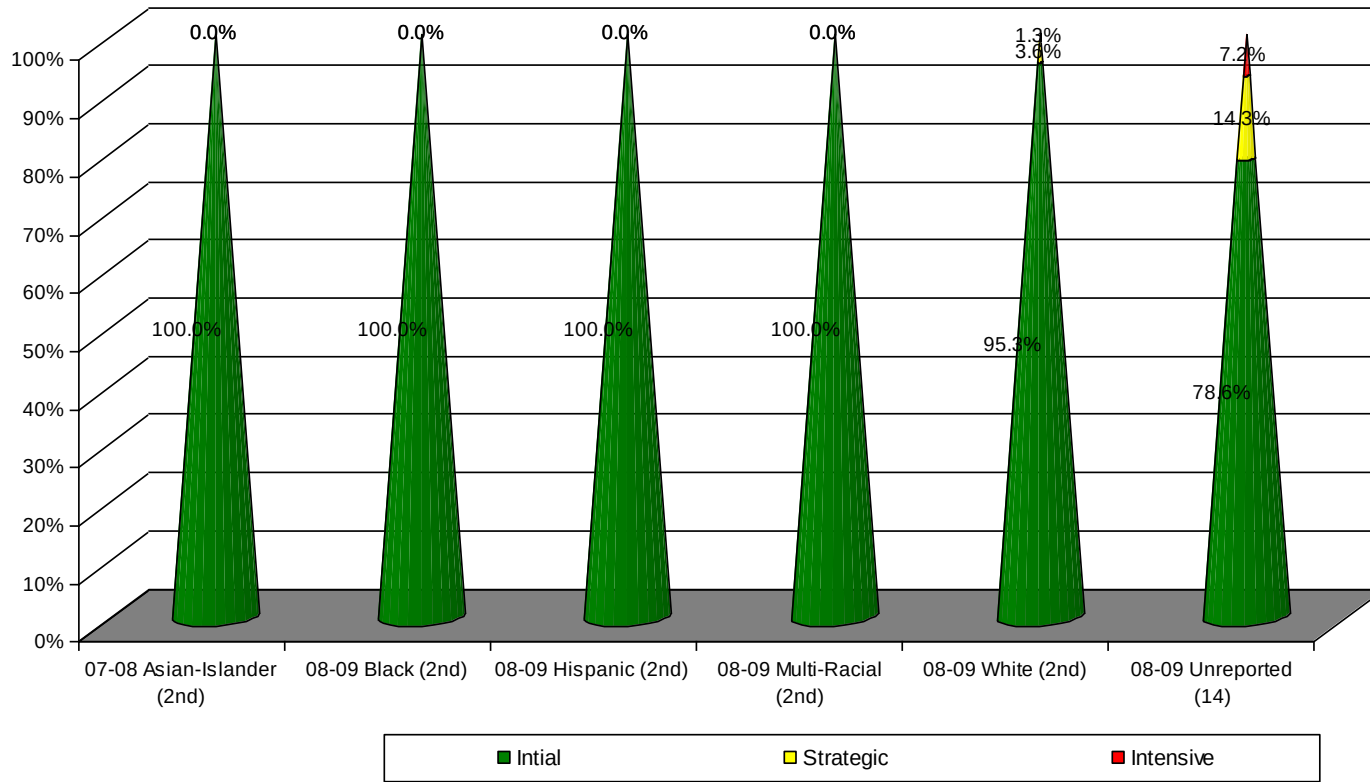
How would you summarize this graph?



Van R. Butler Elementary School
07-08 First Grade
Instructional Level by Ethnicity



Van R. Butler Elementary School
08-09 Second Grade
Instructional Level by Ethnicity



MTSS & the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.

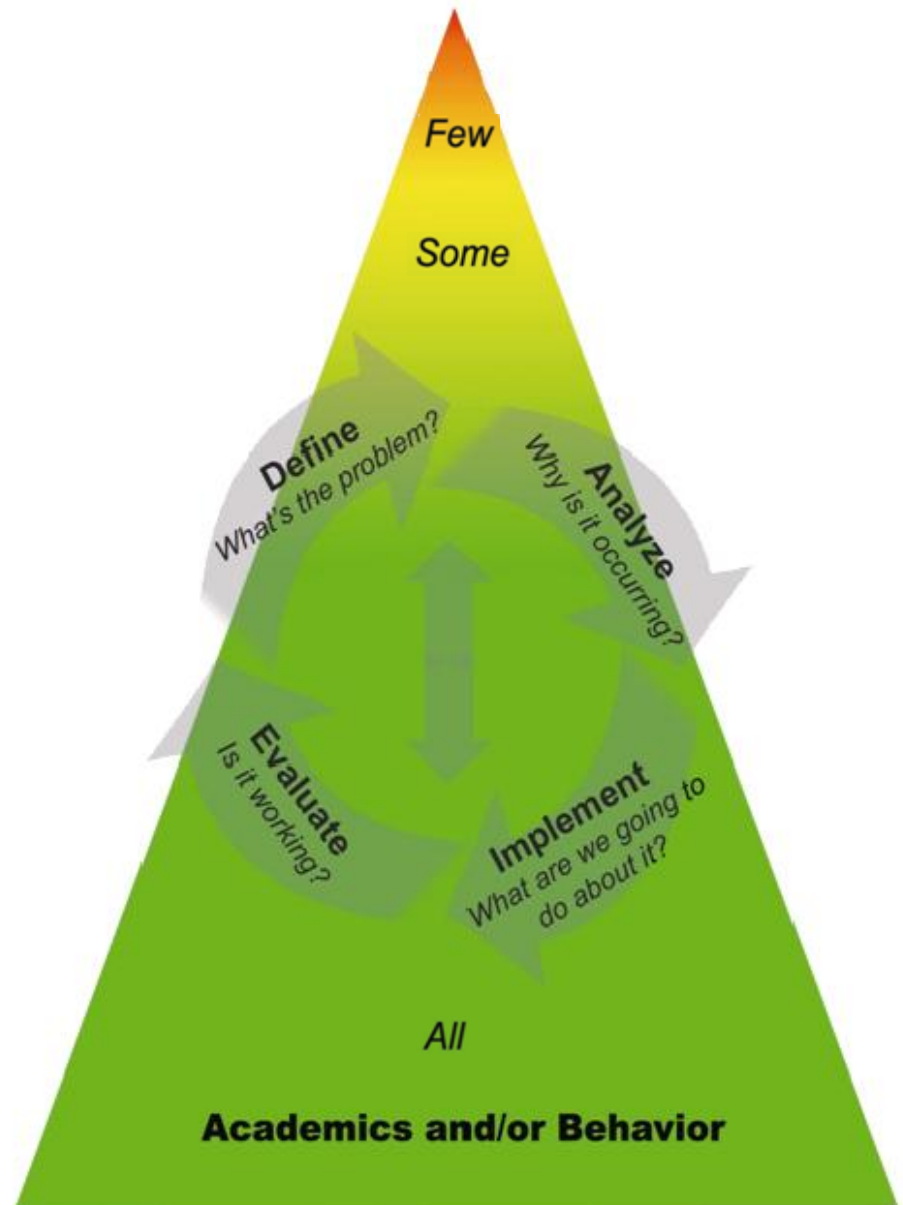
The most intense (increased time, narrowed focus reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

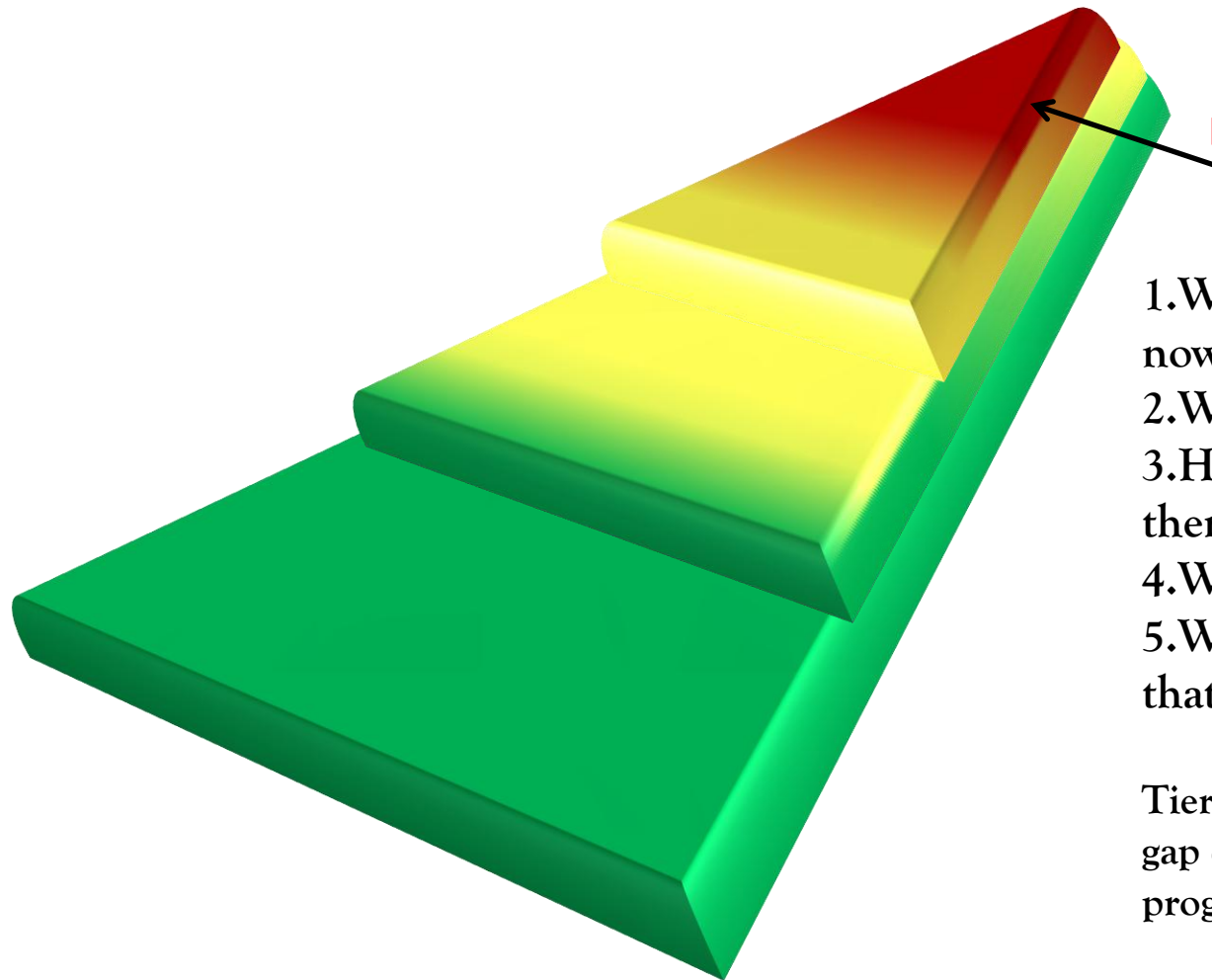
General academic and behavior instruction and support provided to all students in all settings.



MTSS will Facilitate Implementation of CCSS IF..

- Tiers 2 and 3 integrate Tier 1 standards, materials and content
- Tier 1 utilizes the supports provided by Tiers 2/3
- Lesson Planning includes ALL providers of services to students
- Problem-Solving, Reasoning, and Critical Thinking are emphasized

Multi-Tiered System



Tier III
For Approx 5% of Students

Core

+

Supplemental

+

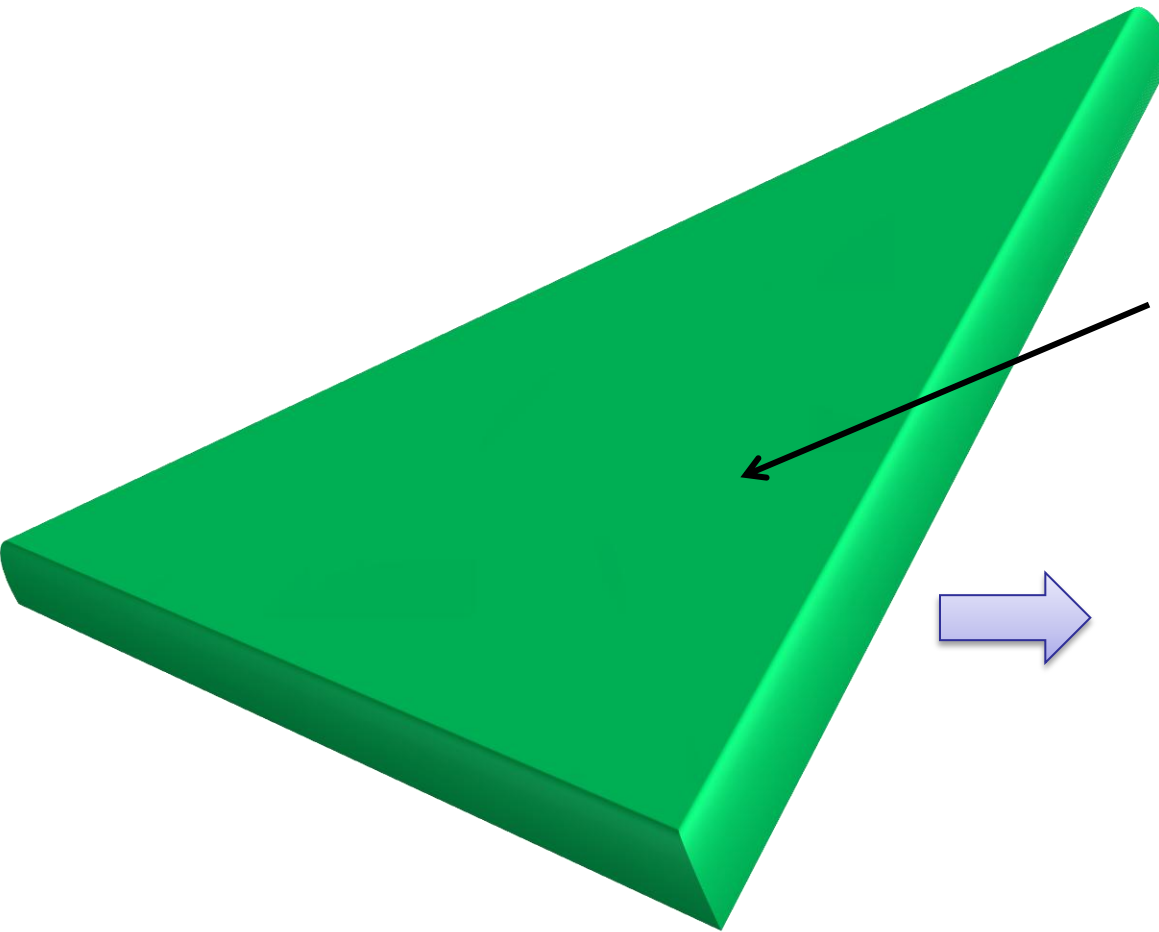
Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

- 1.What exactly do we expect all students to learn ?
- 2.How will we know if and when they've learned it?
- 3.How you we respond when some students don't learn?
- 4.How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

Some Thoughts About Tier 1

- Lesson Plans in Tier 1 set the focus for Tier 2 and Tier 3
- Content-Process-Product
 - Influence WHAT we teach HOW we teach it and WHAT the students product looks like
- Differentiation of instruction and student performance in Tier 1 is influenced by instruction in Tiers 2 and #

TIER II: Supplemental, Targeted

Tier II

For approx. 20% of students

Core

+

Supplemental

...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?

2. Where do we want them to be?

3. How long do we have to get them there?

4. How much do they have to grow per year/monthly to get there?

5. What resources will move them at that rate?

Critical Questions/Issues

Tier 2

- Purpose and expectation of Tier 2 services should be explicit and understood by providers:
 - Increase performance of students relative to Tier 1 standards
 - Link curriculum content and strategies with Tier 1
 - Assess against Tier 1 expectations
 - 70% of students receiving Tier 2 should attain proficiency.

Process

- Time
- What
- Who
- Where

3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction (*the What*) – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson (*the How*) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the 3 Fs and 1 S (*the Why*)
- Provide **professional development** in the use of data and in the 3 Fs and 1 S

TIER III:

Intensive, Individualized

Tier III
For Approx 5% of Students

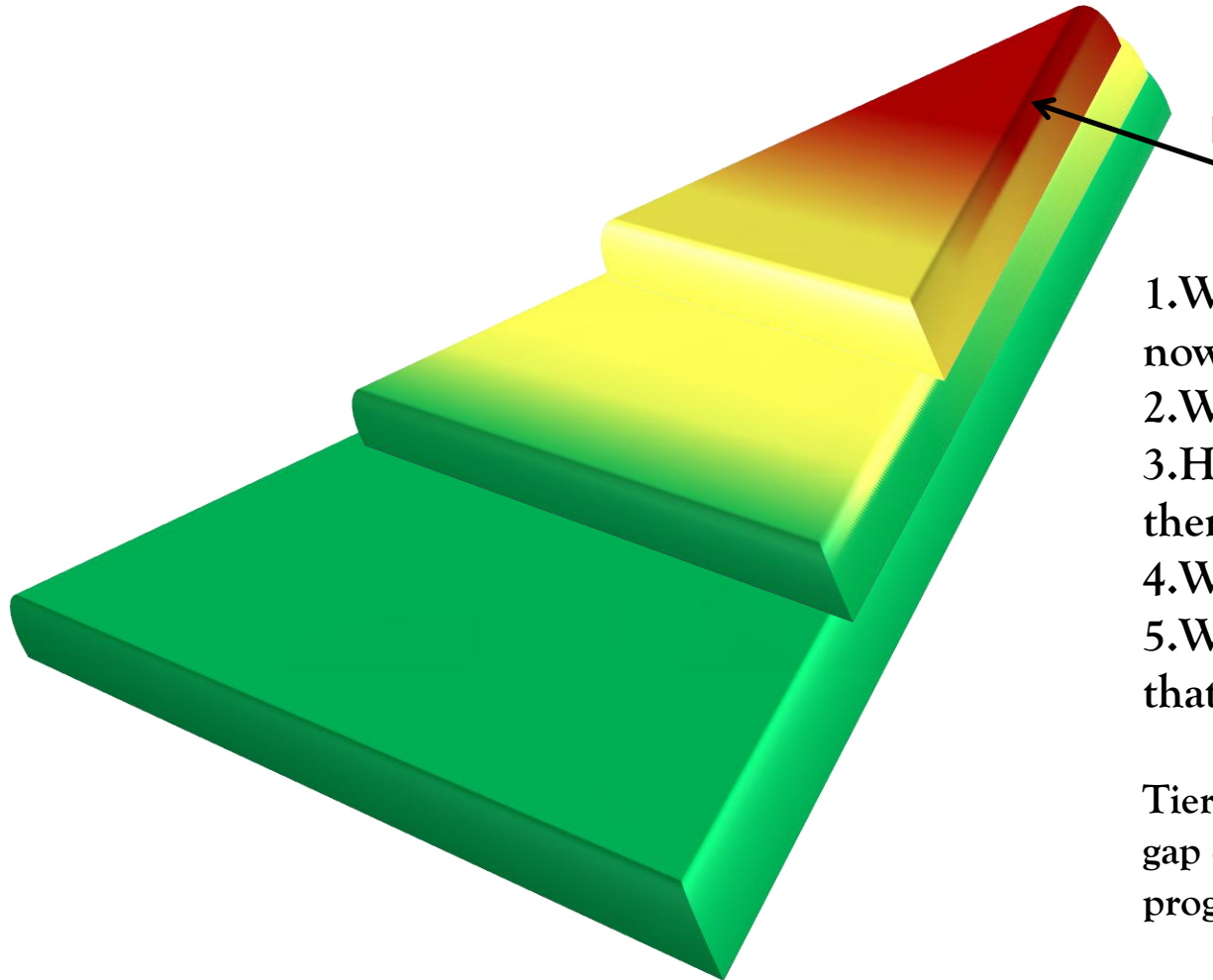
Core

+

Supplemental

+

Intensive Individual Instruction
...to achieve benchmarks



1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Characteristics of Intensive Interventions:

Tier 3

More powerful instruction involves:

More instructional time

Smaller instructional groups

More precisely targeted at right level

Clearer and more detailed explanations

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

} resources

} skill

Real Focus of Tier 3

- Key strategies are:
 - *Guided Practice*
 - *Focus is to reduce error rates and negative practice effects*
 - *Corrective Feedback*
 - *Prompt/Pre-Teach to increase probability of correct response*
 - *Multiple practice events when an incorrect response is given—3:1 Ratio Minimum*

Characteristics of Specially Designed Instruction

- Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress
- Designed specifically for an individual student following individual problem-solving
- Could be implemented in Tiers 1, 2 and/or 3
- Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols

A Conceptual Framework for MTSS

Increasingly
Intensive
Instructional
Interventions

Core
Instruction

Specially Designed Instruction

High Need

Level of support required for
success in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education

	<i>Specially Designed Instruction</i>	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		 - Applicable Across All Tiers -		
Defining Characteristics	Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that: • Address the unique needs of a child that result from the child's disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process	Instruction and support designed and differentiated for all students in all settings to ensure mastery of the Common Core State Standards and core instructional goals/expectations.	More focused, targeted instruction/intervention and supplemental support aligned with Common Core State Standards and core instructional goals/expectations.	The most <i>intense</i>* intervention based upon individual student need and aligned with core curriculum, instruction and supplemental supports. * <i>Daily or near daily sessions; increased time per session for delivery, practice and feedback; narrowed focus; reduced group size; most explicit and systematic; most frequent progress monitoring.</i>
Common Focus	Provide instruction and intervention supports, designed and implemented through a team approach to data-based planning and problem solving, matched to student learning needs.			
Relationship to Core Instruction	Integrated and in alignment with Common Core State Standards and core instructional goals and expectations across the full continuum of learners.			

	<i>Specially Designed Instruction</i>	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		 - APPLICABLE ACROSS ALL TIERS -		
Goal	Enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR §300.320(a)(2)(i)). Free appropriate public education for students with disabilities in the least restrictive environment (34 CFR §300.17).	Successful mastery of Common Core State Standards and prevention of skill gaps to ensure career and college readiness.	Close skill gaps to enable successful mastery of Common Core State Standards and grade-level instructional goals and expectations for learners who are struggling in the general education curriculum and setting, while ensuring the prevention of new content area gaps and supporting student engagement.	
For Whom?	Eligible students with disabilities (IDEA). When applied at tier 3, these students typically demonstrate a need for sustained intensive interventions in order to maintain adequate rates of progress over time.	ALL students.	Any student who needs supplemental supports to master Common Core State Standards.	Any student who needs intensive supports (i.e., identified problem is both intense and severe) to master the Common Core State Standards.
By Whom?	Exceptional student education (ESE) teachers and related service providers with specialization in the area of need, in collaboration with general education teachers to align and integrate with Common Core State Standards.	General education teacher, in collaboration with school-based team members.	General education teacher in collaboration with support of school-based team members who have content knowledge and intervention expertise.	General Educators, special educators, school-based team members and professional support staff with deep content knowledge and expertise implementing evidence-based interventions.
Where Are Interventions Delivered?	Specially designed instruction is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive setting (34 CFR §300.17).	Evidence-based instruction and support provided in the general education setting.		

	<i>Specially Designed Instruction</i>	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		 - Applicable Across All Tiers -		
How Are Interventions and Services Documented?	An IEP, which may include an intervention plan that specifies details of the interventions and is aligned with the goals and services of the IEP.	Differentiated instruction is documented through the lesson – planning process.	Progress Monitoring Plan (PMP), 504 Plan, Limited English Proficient (LEP) Plan, or other intervention plans when applicable.	
What Legal Protections Apply?	Procedural safeguards protect the rights of students with disabilities and their families.	No procedural safeguards unless 504 eligible.		
How Are Learning Needs Accommodated?	Accommodations specified by the IEP are provided so that students with disabilities can access information and demonstrate what they know and are able to do.	No accommodations unless 504 eligible or on an LEP Plan.		
How Are Students Engaged and Supported in Learning?	Universal Design for Learning, instructional scaffolds to bridge gaps and reduce or eliminate barriers to engagement, differentiation, and learning supports that reduce or eliminate barriers to learning.			
What Is the Purpose of Assessment?	The purpose of assessment depends upon the specific assessment questions to address student needs.			
What Assessment Practices Are Relevant?	Formative, Screening, Ongoing Progress Monitoring and Diagnostic Assessment including those required for instructional and eligibility decision making per IDEA. The frequency and depth of assessment practice increases as student need intensifies.	Formative, screening, ongoing progress monitoring and diagnostic assessment.		

Table Top #2

- Does your school/district have clearly defined characteristics that differentiate instruction in Tiers 1, 2,3 and Specially Designed instruction?
- How would having these defined characteristics help to integrate instruction across the tiers?

Instructional Effectiveness

	# Students	# Proficient	% Proficient
TIERS			
1	480	450	93%
2	110	65	59%
3	50	22	44%

Intervention Effectiveness

Race/Ethnicity	Number of Students	Number Referred for Intervention	Number Referred for Evaluation	Intervention Effectiveness	Risk of Intervention
White	430	60	15	75%	13.95%
Black	250	48	32	33%	19.20%
Hispanic	210	10	5	50%	4.76%
Multiracial				#DIV/0!	
Asian/Pacific Islander				#DIV/0!	
American Indian/ Alaskan Native				#DIV/0!	
TOTAL	890	118	52	56%	13.26%
District/School:					

What Elements MUST Be Present to Have and *Integrated* MTSS Model?

- Academic Skills and Academic Behaviors are identified for all students (**Skill Integration**)
- The data are presented in a way that reflects the *relationship* between academic skills and behaviors (**Data Integration**)
- The instruction provided in Tiers 2 and 3 integrates Tier 1 instruction (materials, performance expectations.) (**Tier Integration**)
- The instruction provided in Tier 1 integrates the effective instructional strategies and performance expectations from Tiers 2 and 3 (**Tier Integration**)

Some Fundamental Principles

- ***Academic Engaged Time (AET)***
 - AET predicts student performance better than any other variable, including:
 - IQ
 - Language
 - SES
 - Disability
 - Culture/Race
 - Amount of time students are engaged in quality instruction
 - Includes evidence-based instructional strategies
 - Matched to student context, culture and relevance
 - With student engagement in the process

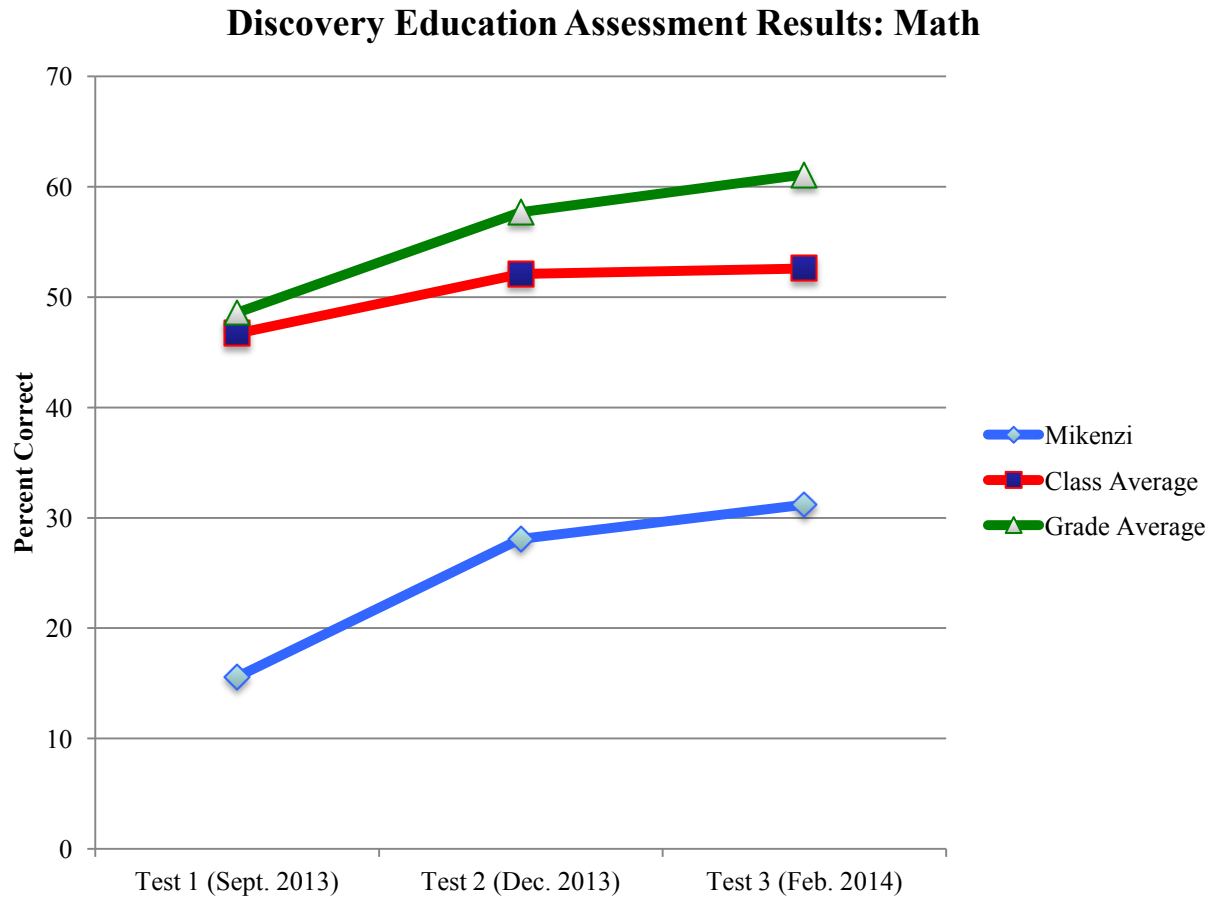
AET

- ***Academic Engaged Time (AET)***
 - 330 minutes of instruction/day
 - 1650 minutes/week
 - 56,700 minutes/year
 - 15,700 minutes for Reading
- **Minutes are finite in number**
- **Loss of minutes=Loss of achievement**
- **Minutes are the *currency* we use for instruction**

Some Fundamental Principles

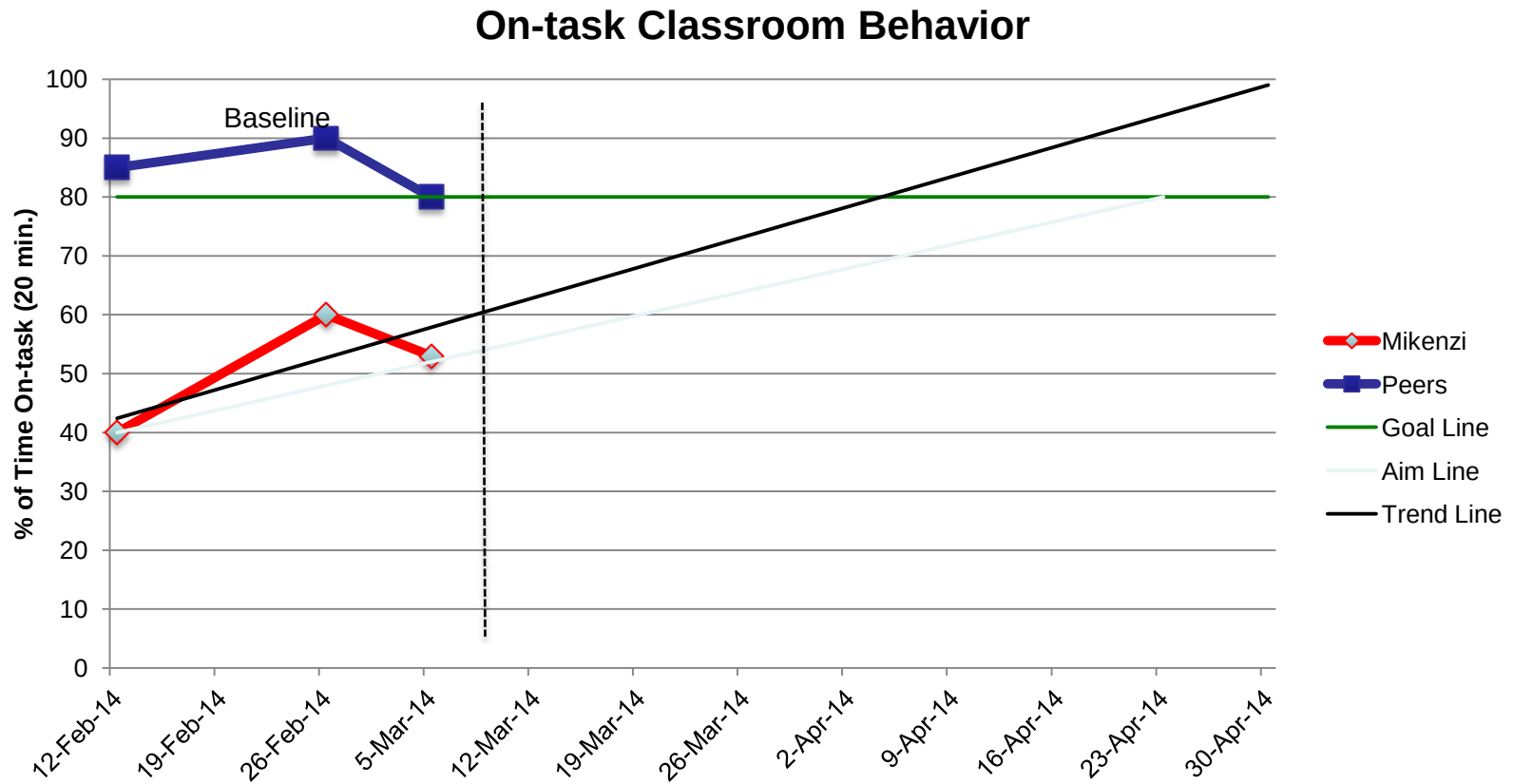
- ***Rate of Growth***
 - Where is the student now?
 - Where is the student supposed to be?
 - How much time do we have to get there?
 - Is that time realistic?
- Rate of growth is the best measure of student response to instruction and intervention
- Rate of growth is used within an early warning system to determine if students will attain benchmarks ***before time runs out and while we have time left to modify instruction***
- Rate of Growth is the best measure of effectiveness of instruction AND the most fair measure.

Which Line Represents the Greatest *Growth*?



Which Line Grew the Most?

How Do You Interpret Drop?



Is this effective Instruction?

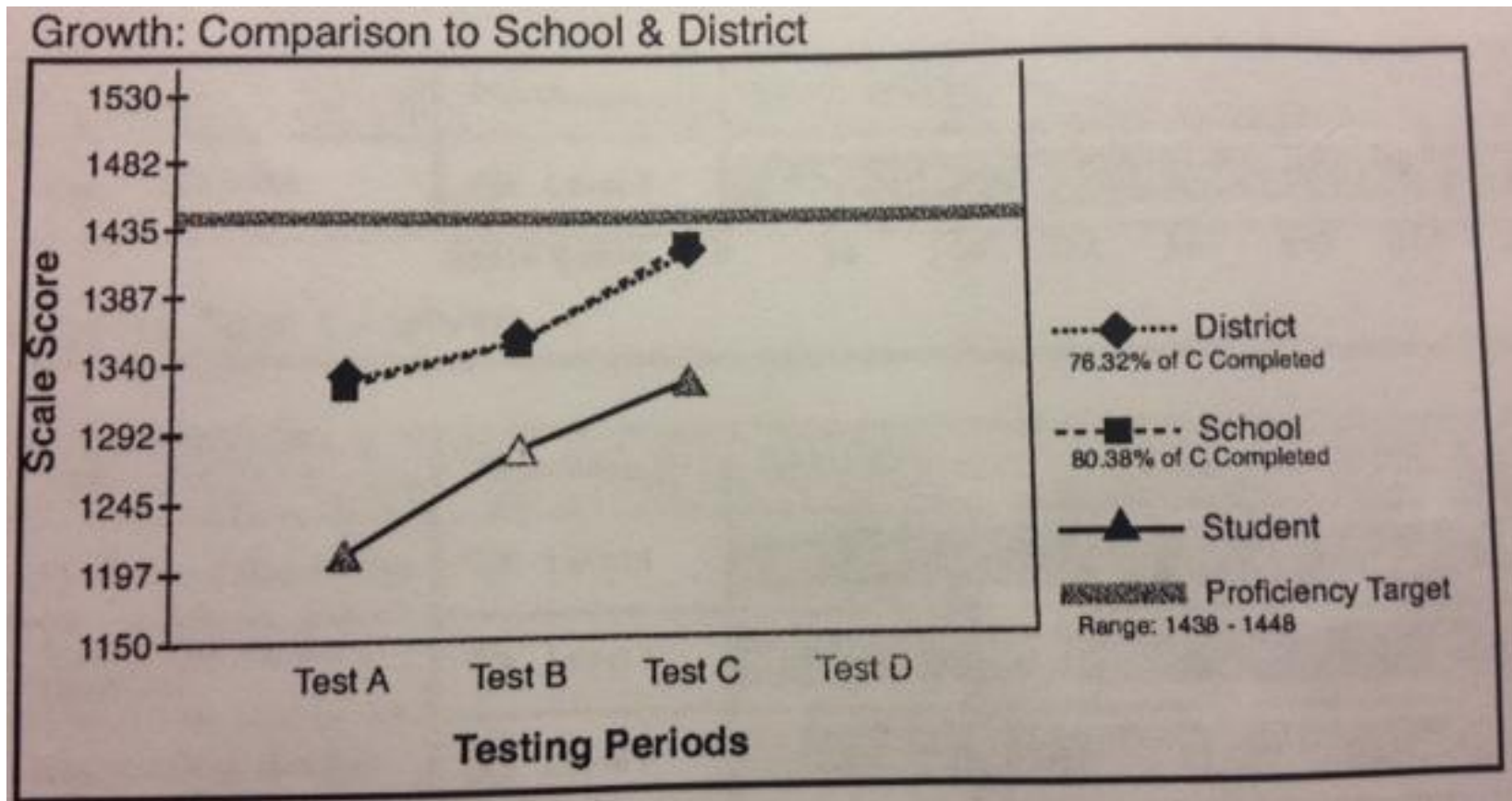


Table Top #3

- How does your school/district use student growth to evaluate the effectiveness of instruction?
- In general, how does your school/district evaluate the effectiveness of instruction?

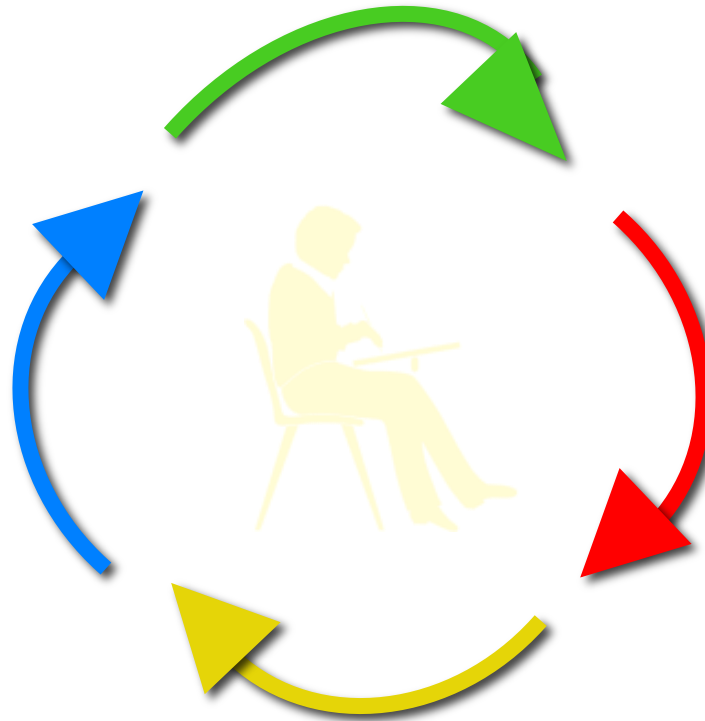
Data-Based Problem-Solving Process

Problem Solving Process

Identify the Goal

What Do We Want Students to Know,
Understand and Be Able to Do? (KUD) CCSS

Did It Work?
Response to
Intervention (Rtl)



Problem Analysis
WHY are they not doing
it?
Identify Variables that
Contribute to the Lack of
Desired Outcomes

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Steps in the Problem-Solving Process

1. Problem Identification-SET THE GOAL-KUD

- Identify replacement behavior
- Data- current level of performance
- Data- benchmark level(s)
- Data- peer performance
- Data- GAP analysis

2. Problem Analysis- Why Are They Unable to Demonstrate the Goal?

- Develop hypotheses (brainstorming)
- Develop predictions/assessment

3. Intervention Development-What Are We Going To Do About It?

- Develop interventions in those areas for which data are available and hypotheses verified
- Proximal/Distal
- Implementation support

4. Response to Intervention (RtI)-Did it Work?

- Frequently collected data
- Type of Response- good, questionable, poor

Problem Identification

Step 1: Critical Data

1. Problem Identification-SET THE GOAL-KUD

- Identify replacement behavior
 - CCSS
 - Academic Behaviors
- Data- current level of performance
- Data- benchmark level(s)
 - Learning Goal/Progression Level
- Data- peer performance
 - Like Demographics
- Data- GAP analysis

Student Achievement

Student Performance

- ***Academic Skills***
 - Goal setting tied to state/district standards
 - Common Core State Standards
 - Developmental Standards
- ***Academic Behaviors-Student Engagement***
 - Behaviors associated with successful completion of the academic skills
 - On-task, listening, following-directions, ignoring distractions, self-monitoring, goal setting, content of private speech
- ***Inter-/Intra-Personal Behaviors***
 - Behaviors that support social skills
 - Social/emotional development

Problem Identification

- Academic Skills
 - Know: Themes from details
 - Do: Determine and Summarize
- Academic Behaviors
 - During Instruction?
 - During Performance?
- Intra/Interpersonal Behaviors
 - Facilitators
 - Barriers

Case Example

4th Grade Anchor Standard

- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Identify
 - 1. Academic SKILLS Necessary to meet standard
 - 2. Academic BEHAVIORS Necessary to engage instruction and perform standard
 - 3. Social/Emotional BEHAVIORS

4th Grade Anchor Standard

Know (nouns) and Do (verbs)

- **Determine** a **theme** of a story, drama, or poem from **details** in the text; **summarize** the text.
- Identify
 - 1. Academic SKILLS Necessary to meet standard
 - 2. Academic BEHAVIORS Necessary to engage instruction and perform standard
 - 3. Social/Emotional BEHAVIORS

Why Integrate Academics and Behavior into the Same Planning and Implementation Process?

Highly Effective Practices: Research

- The evidence of a transactional relationship (confined, collateral, combined) with reading and behavioral interventions. (*Bruhn & Watt, 2013; Cook et al., 2013*)
- High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior (*Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006*)
- Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (*Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006*)
- “Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. (*Algozzine, et al., 2011*)
- Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing (*McIntosh, 2008; McIntosh, Sadler, & Brown, 2010*)

School-wide Behavior & Reading Support

The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model
 - (Stewart, Benner, Martella, & Marchand-Martella, 2007)

Table Discussion

- What are the instructional advantages to conceptualizing student behavior into these three categories?
- What are the disadvantages and/or problems with doing this?

Unpacking Standards

The unpacking process allows teachers and administrators to determine what matters most (i.e. pacing, assessment, critical focus areas)

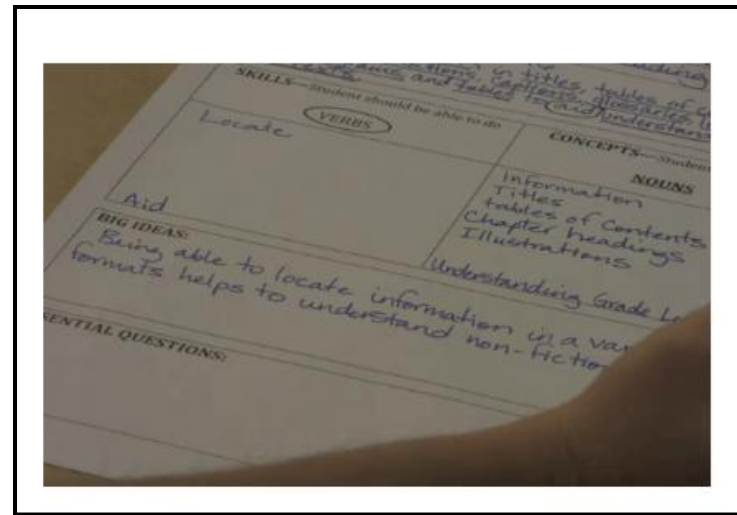
• **Clarity**

• **Alignment**

• **Continuity**

• **Integration**

• **Baseline**



http://youtu.be/sTd7TN1_vsM
http://www.youtube.com/watch?v=sTd7TN1_vsM

Standards-based Instruction Model

Standard or Benchmark Aligned to Course Description

- Guides the development of the lesson beginning with the desired outcome

Learning Goals

- Describes what students should know and be able to do
- Includes essential questions and
- Rubrics to define levels of knowledge acquisition

Engaging Lesson

- Includes appropriate and meaningful activities that engage students in the learning process, address common misconceptions, and incorporate higher-order thinking skills

Formative, Interim, and/or Summative Assessments

- Provides multiple sources of student data to guide decisions about adjusting instruction and/or providing interventions

Why Is CCSS Good for Teachers?

- Ensures focus on:
 - Further alignment of standards with assessments
 - Refines curriculum and teaching methods to focus on standards based instruction, focus on student needs and high effect strategies.
 - Ensures that students develop a deeper understanding of the standards and their relationship to each other.
 - Providing equitable expectations for all instructional staff and for student learning

Educator Supports Needed

- Ongoing and substantive site-based professional development
- Access to instructional materials and resources
- Teacher evaluation system aligned to research and model teaching standards
- Develop principal instructional leadership capacity
- Provide support for the development of rigorous summative and formative assessments to inform instruction

How Can Educators Begin to Align Their Instruction to the Common Core Standards?

- Educators should:
 - Focus on content depth, “chunking” the content standards, and clustering of learning goals under these big idea.
 - Integrate the concepts and skills from reading, writing, speaking and listening, language, and mathematics into instructional units.
 - Avoid teaching skills in isolation.
 - Use research based instructional strategies and formative assessments K-12.
 - Promote performance-based assessment.
 - Plan and implement appropriate professional development for both teachers and administrators, building both content and pedagogical knowledge for students as well as educators.

What Must School Administrators Do to Support Transition to CCSS?

- Maintain CCSS as a primary focus.
- Provide support teachers as they transition to CCSS.
- Develop team and collaborative processes to support ongoing planning and collegial dialogue.
- Align “look for” tools
- Support teachers as they collaboratively develop learning goals and learning objectives
- Support process to collaboratively develop progression/learning scales and rigorous assessments
- Support process for intervention and acceleration to ensure students make acceptable gains on the learning progression scale and ultimately achieve the goals
- Align assessments to learning goals and progression scales

Student Supports Needed

- Align intervention and instructional supports (MTSS)
- Alignment of funding for intervention and support
- Data driven instructional support/intervention
- Clear communication regarding new standards, expectations, learning goals and assessments
- Develop a college/career going culture (not “if” but “when”)
- Ensure that the adults make Tier integration seamless for ALL students

“Look For”.. What Should You See?

- Instruction that looks and feels different
- Evidence of teacher collaboration and alignment
- Evidence of the use of data to inform instruction and intervention/acceleration for students as they make improvement on the learning progression scales.
- Differentiation to support student progression and maintenance
- Absence of mini-benchmarking and/or assessments.
- Integration of Common Core State Standards for English language arts and mathematics across ALL content areas

Progress Monitoring

- A comprehensive assessment program is a vital component of any instructional process as it provides:
 - **Students** with ongoing feedback regarding their performance,
 - **Teachers** with data for gauging each students' depth of understanding of specific concepts and skills,
 - **Parents** with information about their children's performance in the context of academic goals, and
 - **Administrators** with an accurate means to track/monitor student achievement.

What Should Progress Monitoring Look Like in CCSS?

- Focuses on:
 - The whole rather than individual parts. “Chunking” rather than isolated benchmarks.
 - Student mastery of the target on learning progression scale for ALL.
 - Aligning resources, remediation and/or acceleration for students. (What interventions and or supports are in place for students?)
 - A continuum of learning that provides opportunities to refine and enhance student understanding. (How do we get all students to the highest levels possible?)



ANCHOR STANDARDS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Evidence
Standard**

2. Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Main Idea
Standard**

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Interaction Standard

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Interpretation Standard
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Structure Standard

Craft and Structure

6. Assess how point of view or purpose shapes the content and style of a text.

Point of View/Purpose Standard

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. **Multimedia Standard**
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **Argument Standard**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Multi-text standard**

Range of Reading and Level of Text Complexity

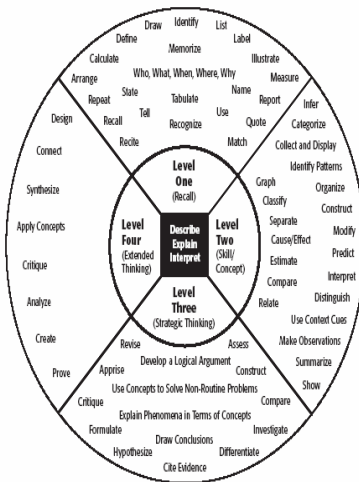
10. Read and comprehend complex literary and informational texts independently and proficiently.

Complexity Standard

COGNITIVE DEMAND AND RIGOR

Webb's Depth of Knowledge and Bloom's Taxonomy

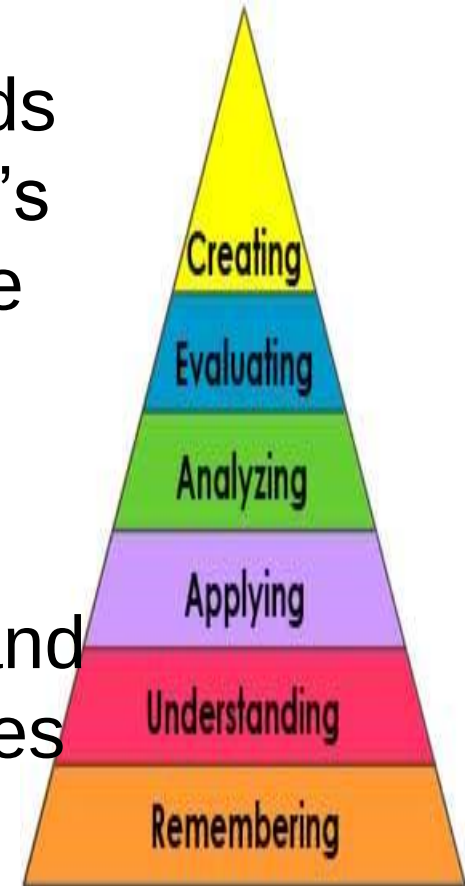
Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

The CCSS standards incorporate Webb's Depth of Knowledge and Bloom's Taxonomy.

The cognitive demand of the standards rises across the grades.



The “Demands” of the Standards

The cognitive demand of the standards incorporates Bloom’s Taxonomy and Webb’s Depth of Knowledge.

How is this accomplished?

The standards “ramp up” the demands made on student thinking.

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
READING STANDARDS FOR LITERATURE, Key Ideas and Details			
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

How is the demand of this standard rising across the grades?

3 rd Grade	4 th Grade	5 th Grade	6 th Grade
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

How is the demand of this standard rising across the grades?

7 th Grade	8 th Grade
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

How is the demand of this standard rising across the grades?

9th -10th Grade	11th -12th Grade
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**How is the demand of this
standard
rising across the grades?**

TEXT COMPLEXITY

One hot summer's day a famished fox was strolling through an orchard until he came to clusters of grapes just ripening on a trellised vine. "Just the thing to quench my thirst," quoth he. Drawing back a few paces, he took a run and a jump, and just missed the bunch. His mouth was watering and he could feel gnawing hunger pains. Again and again he tried after the tempting morsel, but at last had to give up.

Complex

Once a fox walked through the woods. He came upon a grape orchard. There he found beautiful grapes hanging from a high branch. "Boy those sure would be tasty," he thought to himself. He backed up and took a running start and jumped. He did not get high enough.

Simple

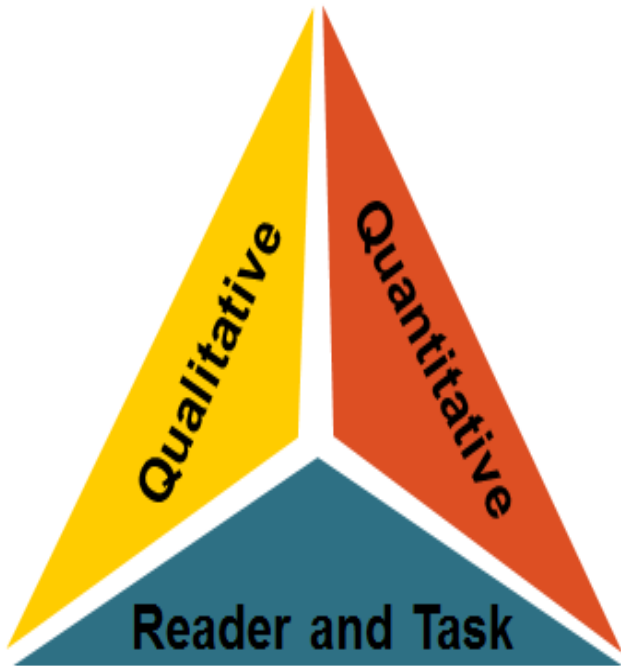
What is right with “simplified” text?

- Provides for scaffolding for ELL students, students with disabilities.
- They can become a foundation for understanding complex text as long as students have the opportunity to read complex texts as well.
- Gradated Text Collection – a collection of texts on a topic that advance in degrees of complexity. Some students may read simpler texts first, then move on to complex text (a form of instructional support).

What's wrong with the simplified text approach?

- Simplified usually means limited, restricted, and thin in meaning.
- Academic vocabulary can only be learned from complex texts—by noticing how it works in texts, engaging with, thinking about, and discussing their more complex meanings with others.
- Mature language skills needed for success in school and life can only be gained by working with demanding materials.
- No evidence that struggling readers—especially at middle and high school--catch up by gradually increasing the complexity of simpler texts.

The Common Core Standards' three equally important components of text complexity.



Quantitative measures – readability and other scores of text complexity often best measured by computer software.

Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

Reader and Task considerations – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Determining Text Complexity

A Four-step Process:

1. Determine the quantitative measures of the text.
2. Analyze the qualitative measures of the text.
3. Reflect upon the reader and task considerations.
4. Recommend placement in the appropriate text complexity band.

Appendix C: Common Scale for Band Level Text Difficulty Ranges

Form C-1

Text Title: _____

Author: _____

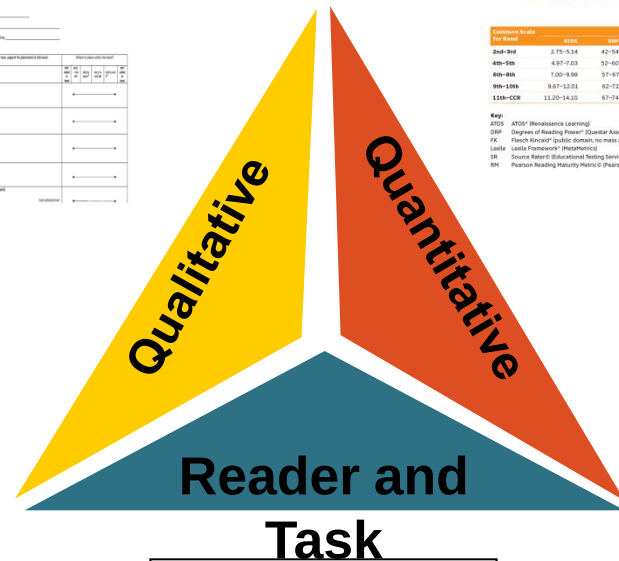
Grade Band: _____

Measure	Lexile	Quantile	Grade
Lexile Measure			
Quantile Measure			
Grade Band			

APPENDIX C
Common Scale for Band Level Text Difficulty Ranges

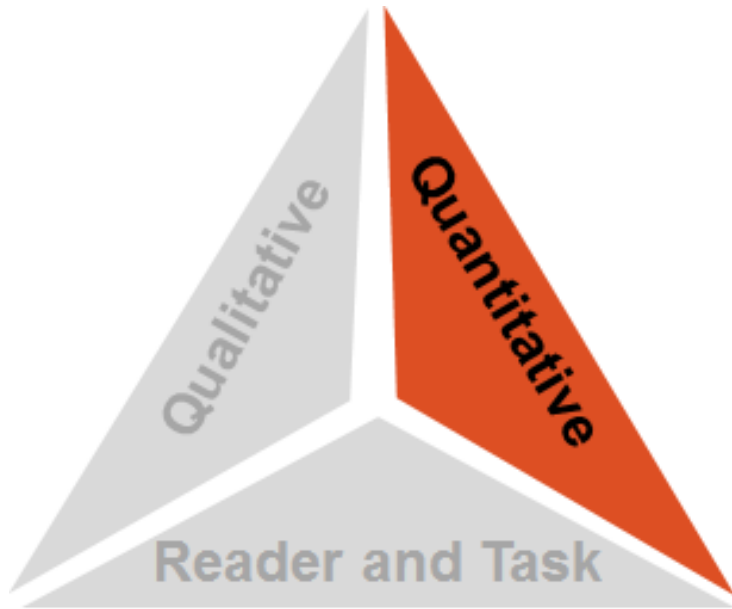
Common Scale	Lexile	Quantile	Grade
2nd-3rd	275-534	42-54	3.00-3.34
4th-5th	457-723	52-65	4.00-4.34
6th-8th	720-930	67-82	6.00-6.34
9th-10th	937-1205	82-97	8.00-8.34
11th-CCR	1120-1430	97-114	10.00-10.34

Key:
 2nd-3rd: 2nd/3rd (Reading Level)
 4th-5th: 4th/5th (Reading Level)
 6th-8th: 6th/7th/8th (Reading Level)
 9th-10th: 9th/10th (Reading Level)
 11th-CCR: 11th/12th (Reading Level)



Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

Step 1: Quantitative Measures

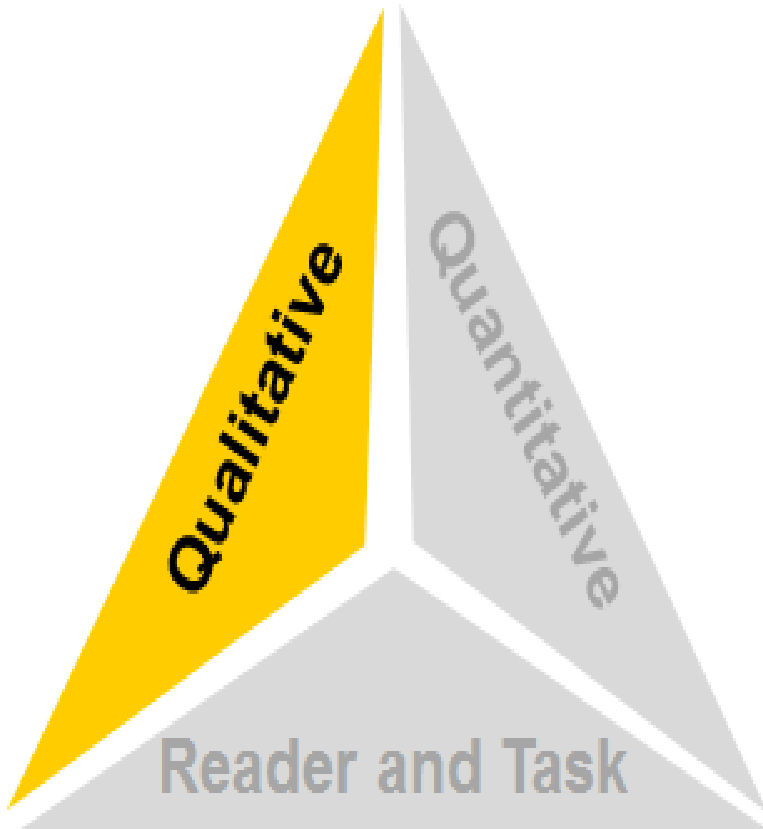


Quantitative Measures

Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

Step 2: Qualitative Measures



Measures such as:

- Structure
- Language Demands and Conventions
- Knowledge Demands
- Levels of Meaning/Purpose

Step 3: Reader and Task



Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text

Table Top

- Do you use these measures to select text for students at different levels of proficiency?
- How do you do that?

Vocabulary and Syntax

The educational implications of the *measures of text difficulty* include:

- Single biggest predictor of student achievement is vocabulary and syntax.
- Need to be addressed throughout schooling (kindergarten through 12th grade). Schools and districts should plan a coherent, intensive and systematic program for vocabulary and syntax.
- Syntax is one of the most powerful predictors of difficulty.
- Some features of text are **more important** than others—syntax and vocabulary are an example of two essential text features to pay particular attention to during instruction.

Step3: Reader and Task

Ten Guiding Principles

1. Make close reading and rereading of texts central to lessons.
2. Provide scaffolding that does not preempt or replace text.
3. Ask text dependent questions from a range of question types.
4. Emphasize students supporting answers based upon evidence from the text.
5. Provide extensive research and writing opportunities (claims and evidence).

Step 3: Reader and Task

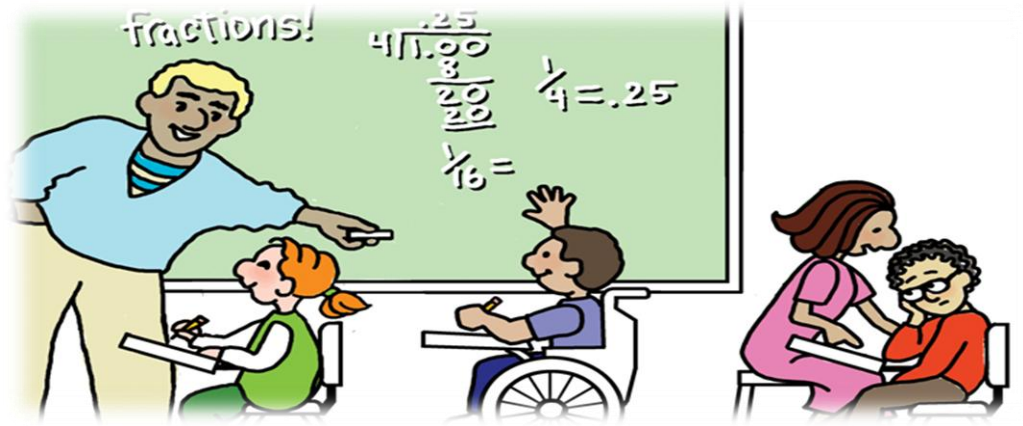
Ten Guiding Principles

6. Offer regular opportunities for students to share ideas, evidence and research.
7. Offer systematic instruction in vocabulary.
8. Ensure wide reading from complex text that varies in length.
9. Provide explicit instruction in applied grammar and conventions.
10. Cultivate students' independence.

Shorter, Challenging Texts

- The study of short texts is useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text.
- Place a high priority on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text.
- Close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

Diverse Students



- Developmental level
- Academic ability
- Language differences
- Socioeconomic differences
- Cultural differences
- Gender
- Motivation/attitude
- Activity level
- Strengths
- Learning preferences

Teachers differentiate by:

Content

Process

Product

According to Student's..



- Learner Profiles



- Interests



- Readiness

Continuous Assessment and Adjustment

- Early
- Often
- Ongoing...



Flexible Grouping and Respectful Work

- Concrete, representational and abstract experiences
- Interesting and engaging tasks
- Variety of grouping strategies



Table Top

- How do Tier 2, Tier 3 and Specially Designed Instruction providers adjust and integrate their instruction?

In the math class...



Differentiate by Content:

Content



WHAT we want students to learn and **HOW** we give them access to it.

Process



HOW a student makes sense of the learning.

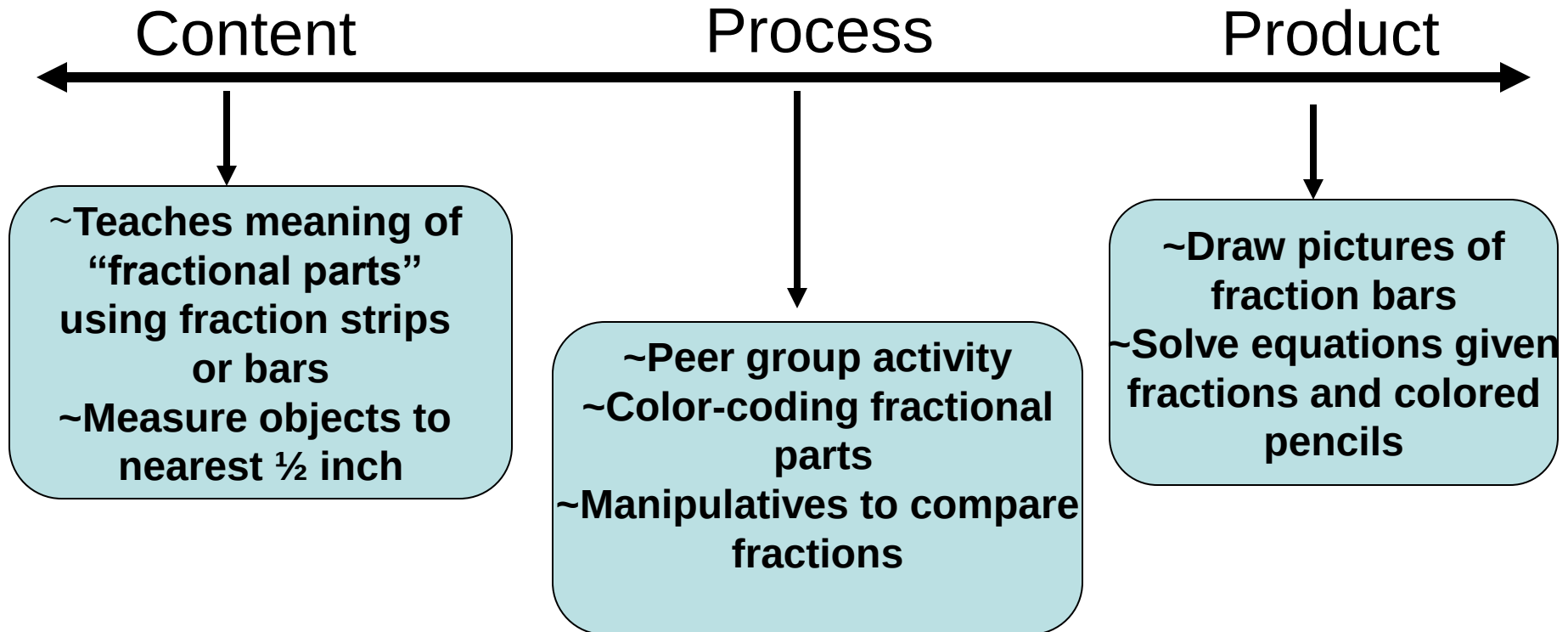
Product



WHAT a student makes or does that **SHOWS** he/she has the knowledge, understanding, and skills that were taught.

Examples in the Math Class:

Benchmark Skill: *Measure objects using fractional parts of linear units such as $1/2$, $1/4$ and $1/10$.*



Differentiate by Student:

Readiness



Tasks should reflect or match the student's skill levels.

Interest



Tasks “ignite” curiosity or passion no matter the readiness level.

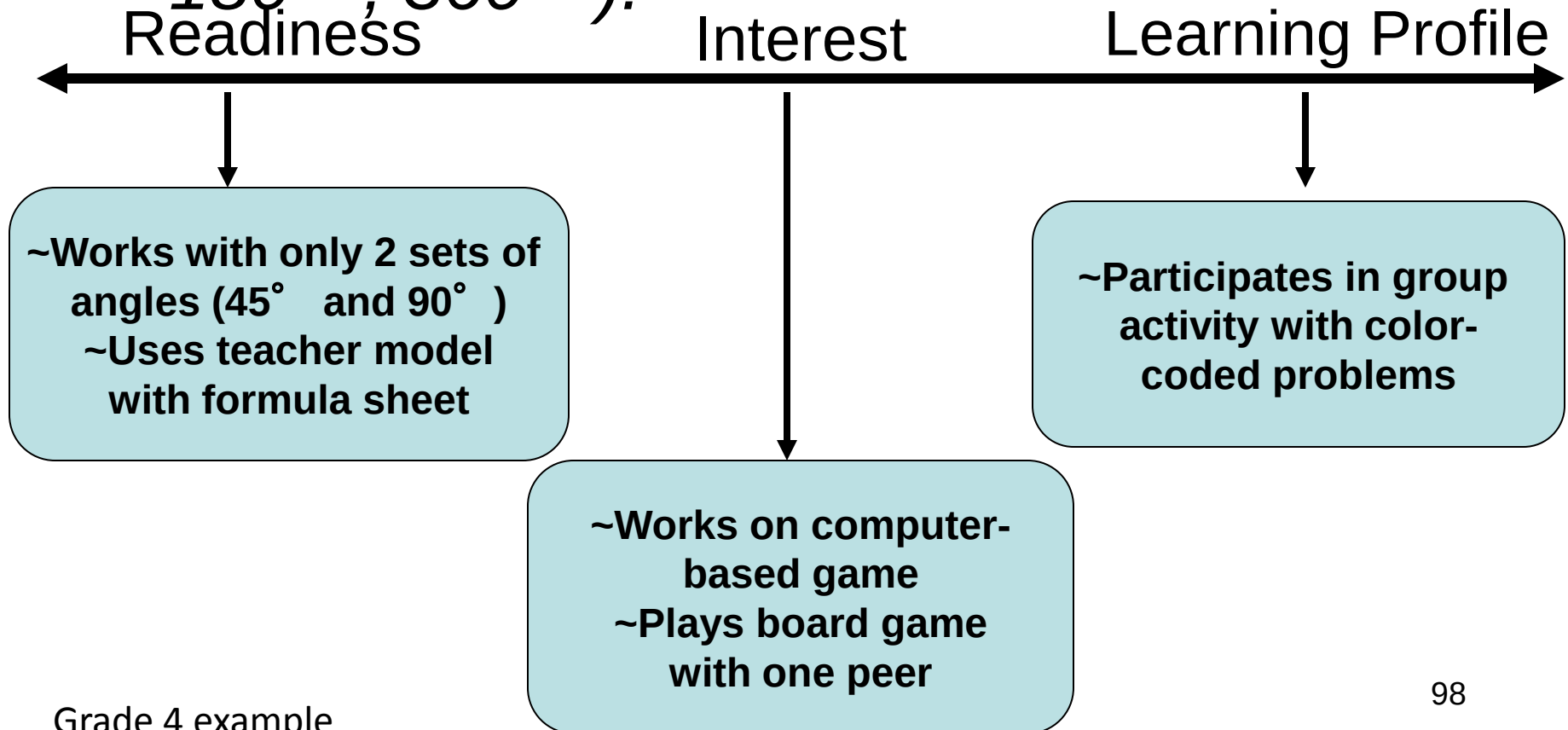
Learning Profile/ Preference



Tasks encourage students to work in a student-preferred manner.

Examples in the Math Class:

Benchmark Skill: *Classify angles of two-dimensional shapes (45° , 90° , 180° , 360°).*



K U D

- **K**now - What information do you want the kids to know from your lesson (what are the key words or components?)
- **U**nderstand - Information the students should know that will help them in completing assigned tasks. May include prior knowledge.
- **D**o - The actual activity or projects the students will accomplish to show their level of knowledge.

K U D

Students will **KNOW:**

- ~fraction
- ~whole
- ~equivalent
- ~denominator
- ~numerator
- ~parts
- ~sum
- ~one-half
- ~one-fourth
- ~one-third

Students will
UNDERSTAND:

- ~parts to a whole
- ~whole is a sum of its parts
- ~fractional parts can be equivalent to other fractional parts
- ~a whole is always equal to 1

Students will **DO:**

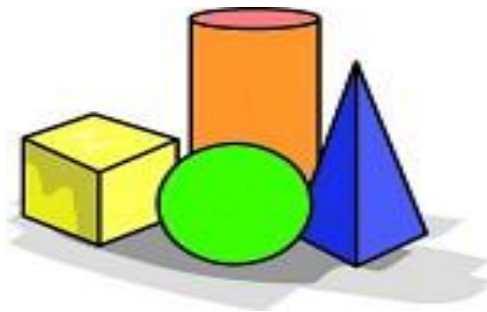
- ~create “whole” pieces using parts
- ~make fraction bars or strips to show $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$
- ~create pizza puzzle using one-eighths
- ~compare “whole” components with equivalent fractions

Differentiating Instruction

C ~ R ~ A

“... allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to the students needs.”

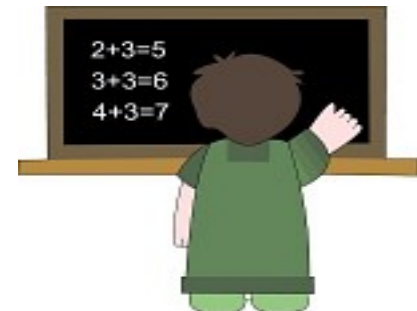
(Hall, Strangman, & Meyer, 2003)



Concrete



Representational



Abstract

D.I. Misunderstandings vs. Reality

Misunderstanding

Differentiation is a set of instructional Strategies.

It's adequate for a district or school leader to tell or show teachers how to differentiate effectively.

Differentiation is something a teacher does or doesn't do.

Differentiation is just about instruction.

Differentiation is a **philosophy** – a way of thinking about teaching & learning – it is a set principles

Learning to differentiate requires rethinking of one's classroom practice through assessment & adjustment.

Most teachers in a classroom for one day DO pay attention to student variations, but very few proactively plan to address all student differences.

Differentiation is inseparable from a positive learning environment, curriculum, and flexible management.

FDLRS Online PDA Modules

Title	Based on:	In-service Points
<i>An Introduction to Differentiating Instruction: Responding to All Learners</i>	Florida initiatives on DI	15
<i>Differentiating Reading Instruction for Students: Making It Explicit</i>	Florida Reading Endorsement Competency 4 and 5	60
<i>Differentiating Science Instruction</i>	Florida initiatives on DI Florida Standards and Access Points for Science	30
<i>Differentiating Mathematics Instruction</i>	Florida initiatives on DI Florida Standards and Access Points for Math	30
<i>Formative Assessment Process for Differentiating Instruction</i>	Florida initiatives on DI	15

**For more information about
differentiating instruction contact:**



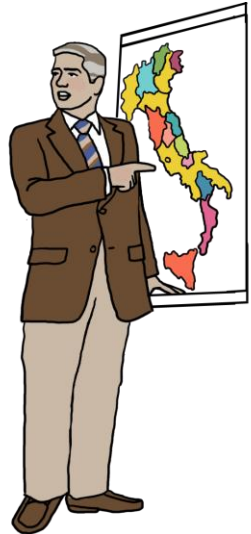
The Florida Inclusion Network (FIN)

www.FloridaInclusionNetwork.com

and

**The Florida Diagnostic & Learning
Resources System (FDLRS)**

www.FDLRS.org



Lesson Study

Lesson Study

- Method to integrate academic and behavior instruction/intervention into a single system
- Integrate learning goals, instructional strategies, student engagement factors and performance criteria
- Identify problem behaviors that would interfere with learning and address those behaviors

Good Teaching is a
Product of Good Planning

Athletic Games are Won and
Lost on the Practice Field

Characteristics of Effective Planning-Tier 1

- All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services
 - *Question: at YOUR grade level lesson planning meetings, do ALL providers of instruction attend or just the general education teachers?*

Table Discussion

- What are the advantages to including all service providers in lesson planning?
- What barriers must be addressed in order to do this?
- What are the advantages of continuing lesson planning in a segregated fashion?

Characteristics of Effective Planning-Tier 1

- The Learning Goal/Standard/Progression levels is/are identified explicitly
 - What students should know and how they will demonstrate it
- Instructional strategies (evidence-based) for the goal/level and student skill levels are identified
- The explicit student performance behaviors necessary to engage the instruction are identified—GAPS for individual students identified
- Student performance behaviors that are barriers to engaging instruction are identified

Capacity to Implement

- The Learning Goal/Standard/Progression levels is/are identified explicitly
 - What students should know and how they will demonstrate it

• **YES** **NO** **MAYBE**

- Instructional strategies (evidence-based) for the goal/level and student skill levels are identified

• **YES** **NO** **MAYBE**

Capacity to Implement

- The explicit student performance behaviors necessary to engage the instruction are identified—GAPS for individual students identified

• **YES** **NO** **MAYBE**

- Student performance behaviors that are barriers to engaging instruction are identified

• **YES** **NO** **MAYBE**

Critical Questions

- Identify the students who will be successful with only Tier 1 instruction.
- Identify the students who are receiving Tier 2—will they be successful, what do THEY need.
- Identify the students who are receiving Tier 3—will they be successful, what do THEY need?

Student Survey

- Identify the students who have the engagement behaviors AND who do not have barriers to engagement.
- Identify those students who do not have the engagement behaviors but do not demonstrate barriers
- Identify those students who possess engagement behaviors but also have barriers
- Identify those students who lack engagement behaviors and demonstrate barriers

Planning

- Identify the engagement behaviors that must be taught as part of the lesson for ALL students.
- Identify the engagement behaviors that must be taught or facilitated for some students
- Identify the behavior supports necessary to improve engagement for identified students

Lesson Study

Tiers 2/3

Characteristics of Effective Planning-Tier 2/3

- Tier 2/3 providers meet separately to lesson plan their instruction within the context of the Tier 1 lesson study meeting
- Instructional strategies, engagement behaviors, behavior supports, instructional materials that support student success in Tier 1 are identified.

Characteristics of Effective Planning-Tier 2/3

- Likely student problem behaviors are identified and problem-solved
- If the student is receiving instruction at multiple tiers (2/3), the providers can parcel out their instructional goals and strategies
- Aligning instruction across tiers to the common lesson goal(s) provides the student(s) with additional exposure and integrated practice

Table Discussion

- What are the instructional advantages to conceptualizing student behavior into these three categories?
- What are the barriers to doing this?

Characteristics of Effective Planning-Tier 2/3

- Alignment with the scope and sequence/pacing chart for Tier 1 is always a priority when identifying the focus of instruction on a weekly basis
- This alignment permits a strategic focus for issues such as vocabulary, background knowledge, pre-teaching/review/re-teaching, etc. that results in “just in time” readiness for students to integrate what they have learned into Tier 1

Characteristics of Effective Planning-Tier 2/3

- Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1
- The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1

Calibration-Tier 2/3

- Tier 2/3 providers observe their students in the Tier 1 environment to ensure alignment of instruction across Tiers and to observe variability in student behavior across Tiers.
- Adjusting instruction (academic and behavior) in Tiers 2/3 will increase successful transfer to Tier 1
- Tier 2/3 providers increasingly take an active role in the Tier 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Tier 1 Lesson Study meetings

Systemic Strategies

- Identify most frequent engagement strategies
- Identify methods (e.g., direct instruction, social skills training) to teach these behaviors as part of on-going Tier 1 instruction
- Intensify instruction of these behaviors in Tiers 2 and 3
- Focus behavior instruction in the context of classroom academic expectations

Final Reflections

- Overall reaction to this approach
- Advantages
- Barriers
- Supports needed?