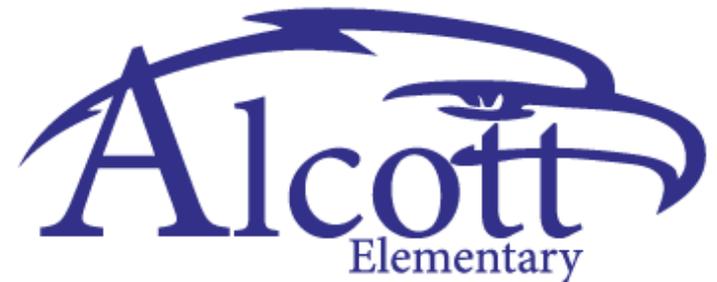


# Alcott Elementary

MTSS Summit 2019

Mrs. Becky Katzberg, Instructional Coach  
Mrs. Charla Brant, Principal  
Mrs. Lynette Block, UNL MTSS



# Outcomes

- Criteria for Evidence-Based Practice (LB 1081)
- Evidence-Based Practices/Explicit Instruction
- Share universal screening data/trend data
- Professional Development support
- On-site coaching and follow-up support
  - Core Instruction
  - Intervention Support
- Next Steps for implementation and sustainability.

# Essential Reading Content

- Five components of reading:
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

# Critical Content

When something is critical – we spend more time to develop ways for students to respond and practice those things that will be used in future learning and taught to mastery.

# Instructional Focus of Critical Content

- Prioritize and teach:

- Skills
- Strategies
- Vocabulary
- Concepts
- Rules
- Facts

. . . that can be generalized to many other learning situations, empower students in the future and match the students' instructional needs

# Systematic Instruction

- Systematic instruction focuses on critical content (skills, strategies, and concepts) developed in a logical sequence
  - Prerequisite skills are broken into smaller instructional pieces before more complex skills/strategies are taught
  - Introduction of the most common skill, rule, or strategy before exceptions
  - High utility skills are introduced before less useful ones
  - Easy skills are taught before more difficult skills or strategies
  - Skills and strategies that are easily confused are separated by a longer span of time

Carnine, Silbert, Kame'enui, Tarver (2004)

# Explicit Instruction Delivery

- Explicit is clear, direct teaching of skills and strategies including:
  - Instructional objectives (what do you want students to know and be able to do as a result of instruction)
  - Purpose for learning
  - Clear and concise directions and/or explanations
  - Clear model or demonstration, guided practice, and independent practice included in the instruction
  - Procedure for corrective feedback for correct responses or errors
  - Brisk pacing for instruction and practice
  - Teach to mastery

# Characteristics of Evidence-based Interventions

- Offered as soon as it is clear the student is lagging behind
- Significantly increase the intensity of instruction and practice beyond core instruction
- Provide explicit (direct) and systematic instruction and practice along with cumulative review to ensure mastery
- Provide skillful instruction including good error correction procedures and opportunities for immediate positive feedback
- Provide instruction in specific skill(s) using scientifically-based or research-based programs
- Guided by, and responsive to, data on student progress
- Motivating, engaging, and supportive—a positive atmosphere is essential.

# Expectations of Staff

- Leadership sets clear expectations for all staff.
- All students screened with a universal screener.
- All teachers use Journeys (2014), our core reading program.
- Teachers use explicit routines and procedures in whole/ small group reading along with providing differentiated instruction in small groups.
  - (Teachers trained with ACI)
- On-site coaching and support available for all teachers.

# Most Effective Way to Teach Essential Reading Skills

- Systematic Instruction
  - Teaching that identifies selected, useful skills
  - Organized skills into a linguistically, logical sequence of instruction from easier skills to more difficult skills
  - Differentiates instruction to systematically meet the range of needs within a classroom

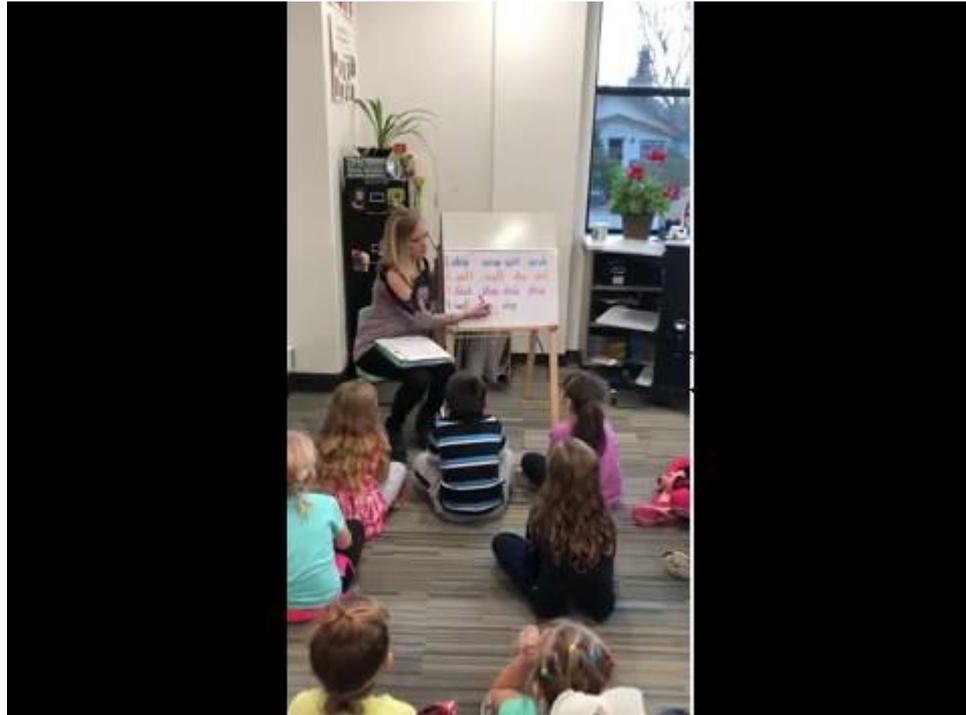
# Most Effective Way to Teach Essential Reading Skills

- Explicit Instruction
  - Clear instructional outcomes
  - Clear purpose for learning
  - Clear and understandable directions and explanations
  - Adequate modeling/demonstration, guided practices, and independent practice
  - Clear, consistent corrective feedback on successes and errors

# Kindergarten EI

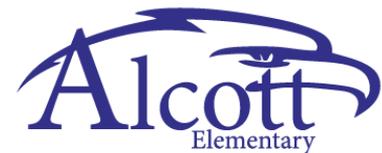


# 1st Grade EI



# Professional Development Support

- We were a Project READERS school in 2011-12.
- Interventions were evidence-based and aligned with IDEA guidelines.
- Teachers were trained to use DIBLES data to adjust instruction according to students' needs.
- Students were progress monitored at their off grade level skill weekly and grade level skill monthly.
- As skill levels changed, so did the progress monitoring.



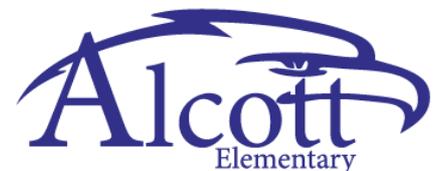
# Professional Development Support

- Marzano Instructional Framework was implemented.
- Teachers voluntarily attended Anita Archer trainings.
- K-1 Teachers attended Explicit Instruction training in May 22-23, 2018
- Explicit Instruction overview Aug/Sep 2018
- EI Targeted Observation Trainings for specific instructional techniques.
  - Unison Responses
  - Error Correction
  - Individual Responses
  - Partner Responses



# On-site Coaching/Follow Up

- Observations done frequently.
- Followed up with feedback.
- Side by Side Coaching as needed.
- Open dialogue about questions/concerns.
- Meet with grade levels or individuals as needed for further training.

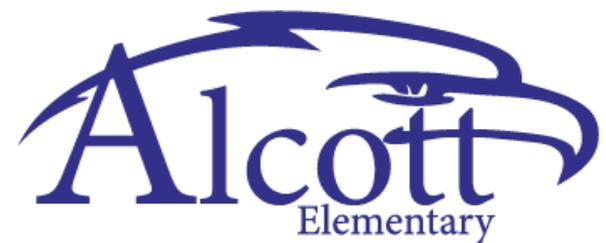


# Next Steps

- K-1 Teachers will continue to use EI procedures and routines in reading and extend those procedures into other content areas.
- On-site coaching and support is available.
- Observations with feedback done by Instructional Coach.
- Begin Implementation with Grades 2-3 in 2019-20.

# Q&A

What questions do you have?



# Thank You!

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