

## OUR AGENDA

### *Implementing Tier 1 Instruction*

1. Tier 1 basics
2. Instructional data-  
decisions and assessments
3. MTSS
4. Staff and student strengths and self-efficacy
5. Evidence-based academic, social, emotional, and behavioral interventions



### *Establishing Prior Knowledge*

	Pre	Post
A. I understand the basics of Tier 1 instruction.		
B. I understand how to use data/assessments to make meaningful instructional decisions (e.g., time, support, screening, benchmarks, progress monitoring, learner profiles...)		
C. I understand how to implement multi tiered systems of support.		
D. I understand how to capitalize on staff and learners' strengths to increase performance and self-efficacy.		
E. I have an understanding of how to collaboratively unite academic, social, emotional, and behavioral interventions to honor <u>each student</u> and <u>each standard</u> .		

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COLLABORATIVE PLC Questions

1. What do we expect students to learn?
2. How do we know that they are learning it?



3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

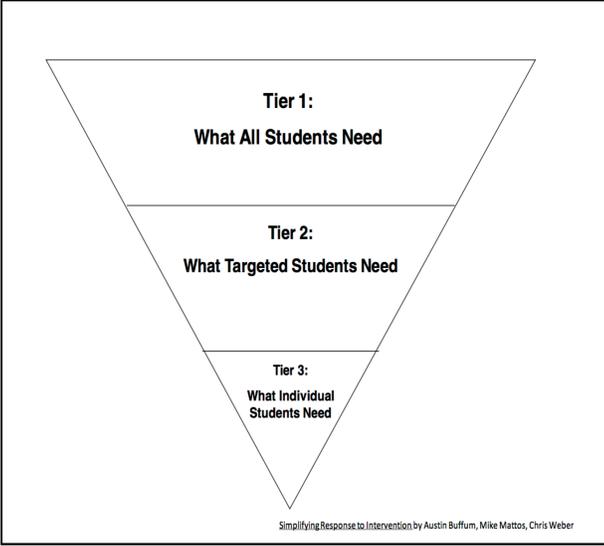
Focus on:	
<p><b>1</b></p> <p>TN standards  connections to individual students  school/class/student norms  instructional goals/learning objectives  curriculum units  class organization  quarterly and long range plans  academic vocabulary  comprehension skills  inferential skills across the curriculum  verbal and written communications  learning applications  technology  socialization and behavioral expectations  SMART goals  self-efficacy  collaboration  learner levels/profiles  ongoing advancements  proactive designs  interactive responses  reflective practices</p>	<p><b>3</b></p> <p>RTI-MTSS  Webb's Depth of Knowledge  Bloom's Taxonomy  personalization  centers/forums  staff/peer tutoring  repetition  VAKT-MI interventions  problem solving  peer-peer tutoring  timely and specific feedback  reteaching/revisitaion</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Differentiation includes.....</p> <ul style="list-style-type: none"> <li>• Whole class, small group, 1:1 instruction</li> <li>• <b>Learning Contracts</b></li> <li>• <b>Cubing</b></li> <li>• <b>Compacting</b></li> <li>• <b>Tic-Tac-Toe: Choice Boards</b></li> <li>• Tiered Instruction-based upon readiness, interest, learning profiles</li> <li>• <b>Anchor Activities</b></li> <li>• <b>Rubrics</b></li> <li>• <b>Technology</b></li> <li>• Learner Profile</li> </ul> </div>
<p><b>2</b></p> <p>teacher observation  informal inventories  formative-summative-common assessments  weekly/unit quizzes and tests  rubrics/metacognitive checklists  fluency evidenced  written records/digital portfolios/notebooks  student communications and reflections teacher-  student conferences  class participation/work samples  pre-inter-post assessments  student/class graphs</p> <p>data analysis; e.g., <a href="https://app.easycbm.com/">https://app.easycbm.com/</a>,  <a href="https://www.aimsweb.com/resources">https://www.aimsweb.com/resources</a>  <a href="http://www.rubrics4teachers.com/">http://www.rubrics4teachers.com/</a></p>	<p><b>4</b></p> <p>enrichment, empowerment, recognition, validation, and personalization  ongoing centers/forums  universal design for learning (UDL)  cooperative learning  problem based learning (PBL)  technology; webquests-zunal.com  independent assignments-free choice  meaningful and appropriately leveled work  <u>challenging</u> and differentiated assignments  community/world connections- applications  game-based learning  "Show What You Know"</p>

## Figure A.1: Collaborative Planner

Responsibilities	Dates	Initial Comments	Review-Stage Comments
1. Identification of learner characteristics and needs with inventories, screenings, observations, family input, and so on			
2. Analysis of required assessments			
3. Delineation of the instructional steps, supports, and resources required in Tiers 1, 2, and 3			
4. Implementation of the plan			
5. Progress monitoring			
6. Student communications			
7. Family communications and conferencing			
8. Next steps and reflections			

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Visit [go.SolutionTree.com/RTI](http://go.SolutionTree.com/RTI) to download this free reproducible.

## Parameters for Professional Development

<p>Increase knowledge of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student level of performance</li> <li><input type="checkbox"/> Screening required</li> <li><input type="checkbox"/> How to monitor progress</li> <li><input type="checkbox"/> Evidence-based instructional practices</li> <li><input type="checkbox"/> Evidence-based assessment practices</li> <li><input type="checkbox"/> Differentiated instructional approaches</li> <li><input type="checkbox"/> Student-teacher interactions</li> <li><input type="checkbox"/> Whole-class interventions</li> <li><input type="checkbox"/> Small-group interventions</li> <li><input type="checkbox"/> Individual interventions</li> <li><input type="checkbox"/> Team supports</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p>Individual reflections:</p>
<p>Collaborative reflections or comments:</p> <div style="text-align: center; margin-top: 20px;">  <p style="font-size: small; margin-top: 5px;">Simplifying Response to Intervention by Austin Buffum, Mike Mattos, Chris Weber</p> </div>	

## RTI is the gateway to developing effective lifelong learners-

1. High expectations: Administrators, staff, students, and families understand that the goal is for students to achieve grade-level goals and objectives within tiered instruction.
2. Reflective learning: Students and staff are able to self-evaluate progress and determine what they must do to meet learning goals, looking at where they were, where they are, how they will proceed, what they achieved, and what lies ahead.
3. Systematic, evidence-based practices: Educators select systematic and explicit evidence-based practices to match student skill sets and instructional levels. For example, the What Works Clearinghouse, from the Institute of Education Sciences (<https://ies.ed.gov/ncee/WWC>), offers practice guides and intervention reports on topics that include but are not limited to teaching secondary students to write effectively, foundational skills to support reading in kindergarten through third grade, and teaching strategies for improving algebra knowledge in middle and high school students.
4. Progress monitoring: Progress monitoring is ongoing and shared with students, family, and all staff to guide future decisions. For example, general and special educators, related staff providers, and administrators collaborate to monitor learner progress during team meetings with collaborative discussion and decision-making.
5. Collaborative work: Staff members work together to devise collaborative solutions by coaching one another and capitalizing on one another's strengths. For example, they collaborate about ways to deliver and differentiate instruction, how to design lessons around common learning objectives, anticipatory sets, and common assessments to use.
6. Challenges as opportunities: Staff expects and welcomes challenges as opportunities to strengthen individual, small group, and whole-class instruction. Challenges involved with RTI can include scheduling issues, lack of resources, varying levels of student prior knowledge and interest, lower and higher degrees of staff and learner responsibility, and students who have more or less home support. Teachers who face challenges acknowledge the challenges, but have responsive and collaborative plans.
7. Needs-based instruction and intervention: Individual student needs drive instructional decisions and interventions. For example, students who cannot read fluently, have lower reading comprehension levels, have difficulties with mathematics calculations, or exhibit certain behavior require individualized academic and behavioral plans. Responsive interventions may include multisensory reading instruction, think alouds, and a discrete task analysis of academic, social, emotional, and behavioral levels and plans for next steps.
8. Fluidity and flexibility: The system of intervention is fluid and flexible. Students are able to move within the tiers as they master academic and behavioral skills and learn new ones. Teachers monitor the course of the instruction/intervention to match student needs/levels.
9. Focus on critical thinking: Tier 1 actions include ongoing plans to develop critical thinkers and problem solvers. Learners must reason effectively; use systems thinking, judgments, and decisions; and solve problems.
10. Lifelong learning: Educators, staff, and administrators view RTI as the gateway to developing effective lifelong learners. Source: Karten, T. (2017). *Navigating the Core Curriculum*: Solution Tree.

# OUR REALITIES

Describe an upcoming unit/lesson.

Discipline(s): _____ Grade(s): _____
CONCEPTS
BIG IDEAS
SKILLS
STRATEGIES & SUPPORTS

## Questions to Consider:

- ✓ What is the best intervention for students who lack prior knowledge?
- ✓ How are students best able to obtain information?
- ✓ How will the students participate in the lessons?
- ✓ How can we differentiate Tier 1 instruction and raise the learning?
- ✓ What enrichment can be provided?
- ✓ How will mastery be determined?

## Common Assessment Team Protocol

This protocol is designed to help a teacher team quickly and efficiently discuss a common assessment. If each teacher reviews his or her own assessment data prior to the team meeting, then the team should be able to collectively complete this activity within a typical team meeting of forty-five to sixty minutes.

1. Which specific students did not demonstrate mastery on which specific standards?  
(Respond by the student, by the standard)
2. Which instructional practices proved to be most effective?
3. What patterns can we identify from the student mistakes?
4. How can we improve this assessment?
5. What interventions are needed to provide failed students with additional time and support?
6. How will we extend learning for students who have mastered the standard(s)?

*Source: Reprinted from Buffum et al., 2012, p. 116.*

In Tier 1 instruction, we ....

- ✓ Define learner outcomes
- ✓ Share learning goals with students
- ✓ Provide effective Tier 1 instruction that teaches skills, strategies, and concepts.
- ✓ Assess student learning- (aka-effectiveness of instruction)
- ✓ Identify students who need additional time, support, and/or enrichment
- ✓ Instruct learners within Tier 1 for mastery of identified standards with proactive UDL deliveries

Tier One Analysis

- What instructional routines are used? Are the routines consistent from classroom to classroom, general education to special education?
- Is there evidence of scaffolding and explicit instruction, especially when students are learning something new?
- Is there evidence of distributed practice of critical skills?
- Is cumulative review built in on a systematic basis?
- How much time is allocated? How is that time used (for example, whole group instruction, small group instruction, or independent practice)?
- Does the pace of the instruction match student needs?
- Do students have multiple opportunities for response and feedback? Are students actively engaged (that is, are they saying, writing, and doing)?

Source: <http://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1>

	<i>Specially Designed Instruction</i>	Universal Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		← - Applicable Across All Tiers - →		
<b>Defining Characteristics</b>	<p>Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that:</p> <ul style="list-style-type: none"> <li>• Address the unique needs of a child that result from the child's disability</li> <li>• 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))</li> <li>• Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process</li> </ul>	<p>Instruction and support designed and differentiated for all students in all settings to ensure mastery of the standards and universal instructional goals/expectations.</p>	<p>More focused, targeted instruction/intervention and supplemental support aligned with the standards and universal instructional goals/expectations.</p>	<p>The most <i>intense</i>* intervention based upon individual student need and aligned with universal curriculum, instruction and supplemental supports.</p> <p>* <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></p>
<b>Common Focus</b>	Provide instruction and intervention supports, designed and implemented through a team approach to data-based planning and problem solving, matched to student learning needs.			
<b>Relationship to Universal Instruction</b>	Integrated and in alignment with the standards and universal instructional goals and expectations across the full continuum of learners.			

Source: [http://sss.usf.edu/resources/format/pdf/specially\\_designed\\_instruction.pdf](http://sss.usf.edu/resources/format/pdf/specially_designed_instruction.pdf)

Resources to Investigate- rubrics, assessments, and connections-

- <http://www.rtinetwork.org/>
- <https://intensiveintervention.org/>
- <http://www.udlcenter.org/>
- <https://dibels.uoregon.edu/resources/>
- <https://app.easycbm.com/>
- <https://www.edweek.org/ew/section/multimedia/types-of-assessments-a-head-to-head-comparison.html>
- <https://ncsec.k12.sd.us/Skill-Based%20Assessment.htm>
- <https://www.aimsweb.com/resources>
- <http://www.rubrics4teachers.com/>
- <http://www.literacyworks.org/mi/assessment/findyourstrengths.html>
- <http://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1>
- <http://www.fcrr.org/Curriculum/curriculumInstructionFaq1.shtm#8>
- <http://bcsframework.weebly.com/literacy-through-the-instructional-framework-training-lift.html>
- <http://ecdc.syr.edu/wp-content/uploads/2015/02/RR-bulletin.pdf>
- <https://www.understood.org/en/school-learning/special-services/rti/understanding-response-to-intervention>
- <https://www.flocabulary.com/wordlists/>
- <http://www.uniqueteachingresources.com/support-files/fryfirst100set.pdf>
- [https://intensiveintervention.org/sites/default/files/Phonics-Inventory\\_508.pdf](https://intensiveintervention.org/sites/default/files/Phonics-Inventory_508.pdf)

Positive Behavioral Interventions and Supports (PBIS) <https://www.pbis.org/>  
 Collaborative for Academic, Social, and Emotional Learning (CASEL) <https://casel.org/>  
<http://do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/index.html>  
<http://www.uniqueteachingresources.com/support-files/fryfirst100set.pdf>  
<https://www.edweek.org/ew/section/multimedia/types-of-assessments-a-head-to-head-comparison.html> <https://ncsec.k12.sd.us/Skill-Based%20Assessment.htm>

**Show What You Know**

Choose one of the options below to show what you know about what we just learned.

sing a song about the subject	answer a WebQuest about the concepts	create a poem
choreograph a dance that portrays the main idea and emotions involved	design a PowerPoint presentation on the concepts learned with graphics and custom animations added	draw a comic strip or storyboard that outlines the main concepts, people, and/or events
design a test on the subject	cooperatively write a skit, build props, design costumes, and act out the concepts in a script dialogue	classify and pantomime words or concepts into categories
create a board game or iMovie about the subject	create or take a survey about one of the ideas, issues, or concepts and then graph the results	sculpt a clay model about an important person, event, or object

**Centers/Stations/Forums**

**Multiple Intelligences-  
Technology Connections**

- Research Station-WebQuest- Zunal.com
- Performance Station-GoAnimate, Flocabulary, Digital Storytelling
- Word Station-VisuWords, Discovery Education, Wordle, Tagxedo, MindMaps
- Picture This Station-Glogster, Popplet, Pics4Learning, Scribblitt, Inspiration, Comic Creator, Online Visual Dictionary, Pinterest
- Teacher Station-Quizlet, ShowMe, Kahoot

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## Student Documentation (duplicate as needed)

ABCD* Quarterly Checklist of Functional Objectives (denote codes for each marking period) Student: _____	1	2	3	4
1. Establishes eye contact with teachers and peers				
2. Uses proper conversational tones				
3. Follows classroom and school rules				
4. Respects authority				
5. Exhibits social reciprocity				
6. Appropriately communicates needs				
7. Demonstrates consistent attention in classroom lessons				
8. Completes all classroom assignments				
9. Finishes all homework and long-range assignments				
10. Able to independently take class notes				
11. Writes legibly				
12. Has an organized work area				
13. Respects the property of others				
14. Works well with groups				
15. Adjusts to changes in routines				
16. Asks for clarification when needed				
17. Takes pride in achievements				
18. Displays enthusiasm about learning				
* Use these codes (+ or - can be added)				
<b>A</b> = Always				
<b>B</b> = Becoming better				
<b>C</b> = Can with reminders				
<b>D</b> = Doesn't display behavior				

Source: Karten, T. (2007d). *More inclusion strategies that work! Aligning student strengths with standards*. Thousand Oaks, CA: Corwin Press.

### Learner Profile

Student Name DOB Grade	Strengths VAKT (visual, auditory, kinesthetic/tactile)	Interests: School/ Outside	Objectives: Academic Social Emotional Behavioral Physical Communicative	Action Plan	Timeline to review results

Source: Karten, T. (2015) *Inclusion coaching for collaborative schools*. Corwin, 2015.

## Universal Design for Learning Guidelines-UDL Principles

I. Provide Multiple Means of Representation:	OUR notes
1. Provide options for perception	
1.1 Offer ways of customizing the display of information	
1.2 Offer alternatives for auditory information	
1.3 Offer alternatives for visual information	
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	
2.2 Clarify syntax and structure	
2.3 Support decoding of text, mathematical notation, and symbols	
2.4 Promote understanding across language	
2.5 Illustrate through multiple media	
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	
3.2 Highlight patterns, critical features, big ideas, and relationships	
3.3 Guide information processing, visualization, and manipulation	
3.4 Maximize transfer and generalization	
II. Provide Multiple Means for Action and Expression:	
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	
4.2 Optimize access to tools and assistive technologies	
5. Provide options for expression and communication	
5.1 Use multiple media for communication	
5.2 Use multiple tools for construction and composition	
5.3 Build fluencies with graduated levels of support for practice and performance	
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	
6.2 Support planning and strategy development	
6.3 Facilitate managing information and resources	
6.4 Enhance capacity for monitoring progress	
III. Provide Multiple Means for Engagement:	
7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	
7.2 Optimize relevance, value, and authenticity	
7.3 Minimize threats and distractions	
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	
8.2 Vary demands and resources to optimize challenge	
8.3 Foster collaboration and community	
8.4 Increase mastery-oriented feedback	
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivation	
9.2 Facilitate personal coping skills and strategies	
9.3 Develop self-assessment and reflection	

Source: [www.CAST.org](http://www.CAST.org)



## Valuable & Applicable Things to Do in Classrooms on a Daily Basis

### Observe, Analyze, Respond

You are invited to relate these 18 principles to your students and subjects



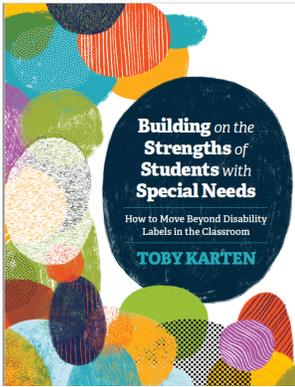
1.	Establish prior knowledge.
2.	Plan lessons with structured objectives, allowing inter or post planning that delineates goals and desired student outcomes.
3.	Proceed from the simple to the complex by using discrete task analysis.
4.	Use a step-by-step approach, teaching in small bites with opportunities set up for practice, repetition, and enrichment.
5.	Reinforce abstract concepts with concrete examples, such as looking at a map while walking around a neighborhood or reading actual street signs, or figuring out the discount in a store.
6.	Think about assignments from learner perspectives.
7.	Incorporate sensory elements—visual, auditory, and kinesthetic-tactile ones—across the disciplines.
8.	Honor learner strengths to help students compensate for weaker skills.
9.	Concentrate on individual learners.
10.	Provide opportunities for success to build self-esteem.
11.	Give positives before negatives.
12.	Use modeling with both teachers and peers.
13.	Vary types of instruction and assessment with multiple intelligences, learning centers and stations, cooperative learning, project-based learning, and universal designs.
14.	Relate learning to children's lives using interest inventories.
15.	Remember the basics, such as teaching students proper hygiene, respecting others, effectively listening, reading directions on a worksheet, and the three <i>Rs</i> : <i>Reading, 'Riting, and 'Rithmetic.</i>
16.	Establish a pleasant classroom environment that encourages students to learn from mistakes, ask questions, and become actively involved in their learning.
17.	Increase students' self-awareness of levels and progress.
18.	Effectively communicate and collaborate with families, students, and colleagues while smiling-it's contagious! ☺

Adapted from *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, Third Edition

## A-Z's of TIER 1

A-Z lists are used to introduce or review vocabulary/concepts across various curricula.

A	assessments
B	
C	collaboration
D	
E	<p>evidence-based practices</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> <p><b>Do Betters</b></p> <hr/> <p>Investigate evidence-based resources that offer educational research with scholarly reviews of experimental and qualitative evidence of cross-curricular and learner-specific applications.</p> <ul style="list-style-type: none"> <li>• Institute of Education Sciences, What Works Clearinghouse, <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a></li> <li>• National Center on Universal Design for Learning, <a href="http://www.udlcenter.org/research/researchevidence">www.udlcenter.org/research/researchevidence</a></li> <li>• The Iris Center Peabody College at Vanderbilt University, <a href="http://iris.peabody.vanderbilt.edu/ebp_summaries/">http://iris.peabody.vanderbilt.edu/ebp_summaries/</a></li> <li>• Power Up What Works, <a href="http://powerupwhatworks.org">http://powerupwhatworks.org</a></li> <li>• Kretlow, A. G., &amp; Blatz, S. L. (2011). The ABCs of evidence-based practice for teachers. <i>Teaching Exceptional Children</i>, 43(5), 8-19.</li> </ul> </div> <p style="text-align: right; font-size: small;">Source: Karten, T. (2016). <i>Inclusion Do's Don'ts and Do Betters</i>, Alexandria, VA: ASCD</p>
F	
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P	proactive, planning
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## Inclusion Resources by T. Karten

- ASCD Inclusion Do's, Don'ts, & Do Betters
- *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the*

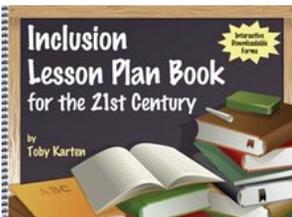
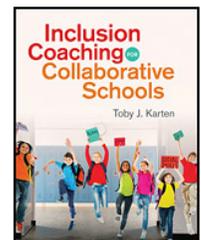
### *Classroom*

- Study guide accessed at-

<http://www.ascd.org/publications/books/117023/chapters/An-ASCD-Study-Guide-for-Building-on-the-Strengths-of-Students-with-Special-Needs@-How-to-Move-Beyond-Disability-Labels-in-the-Classroom.aspx>

### Corwin Press

- *Inclusion strategies that work! Research-based methods for the classroom.*
- *Inclusion coaching for collaborative schools.*
- *Workbooks: Inclusion activities that work! Grades K-2, 3-5, 6-8.*
- *Embracing disABILITIES in the classroom*
- *Inclusion strategies that work for adolescent learners*



### National Professional Resources

*Inclusion lesson plan book for the 21<sup>st</sup> Century*

Online Link <http://www.nprinc.com/inclusion-lesson-plan-book-teacher-training-forms/>

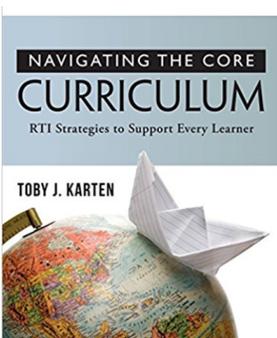
### Solution Tree

*Navigating the Core Curriculum: RTI Strategies to Support Every Learner*

*Developing Effective Learners: RTI Strategies for Student Success*

*Inclusion Strategies and Interventions*

Online Link-<http://www.solutiontree.com/free-resources/specialneeds/isi>



Let's continue the collaboration: [toby@inclusionworkshops.com](mailto:toby@inclusionworkshops.com)

<http://www.inclusionworkshops.com>

**Figure 15.1** Revisiting Inclusion Rules

Please reflect on how you and your colleagues will continually apply these rules in your classrooms.

 <i>Structure</i>	 <i>Awareness</i>	 <i>Compassion</i>	 <i>Collaboration</i>	 <i>Reflection</i>

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