

SRBI Symposium

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Effective Teaching Strategies to Maximize Instructional Time

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Session Objectives

1. Examine the structures a large district uses to monitor student data and instruction
2. Review research-based teaching strategies that have been locally evidenced to maximize instructional time
3. Select several strategies that can be effectively replicated in your classroom

New Haven Public Schools-District Info.

22,031 Students

31 Elementary and Middle Schools

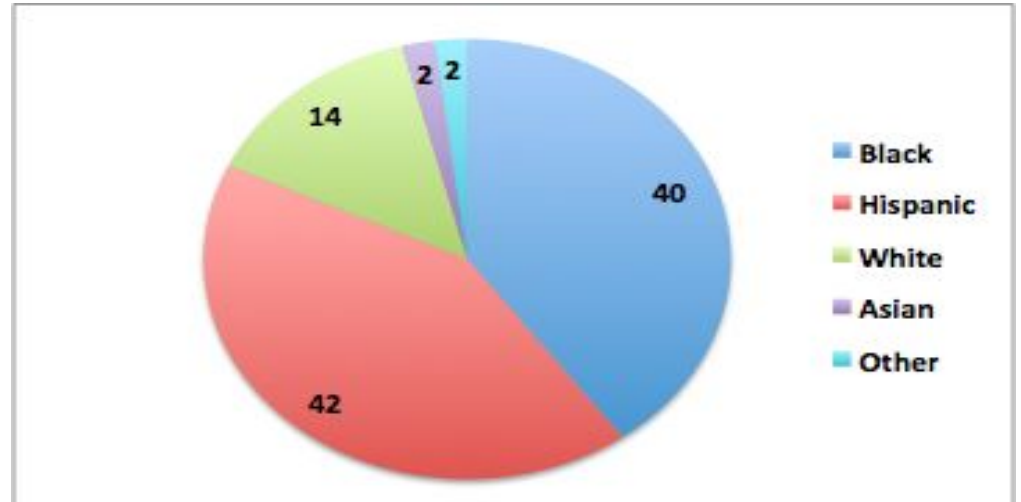
9 High Schools

5 Transitional Schools

52% Free/Reduced Lunch

13% Special Education Students

14% Limited English Proficiency



Evolution of District SRBI Process

3 Year Action Plan				2012-15
<u>Year 1:</u> Initial Implementation	<u>Cohort 1:</u> 6 Pilot Schools identified for K-8 launch of district-wide process	LIM Committee	May-12	
<u>Year 2:</u> Implementation	<u>Cohort 2:</u> 8 Additional Schools identified for K-8 planning year and to start implementation process	SRBI Committee	May-13	
<u>Year 3:</u> Implementation	<u>Cohort 3:</u> 15 remaining Schools identified for K-3 planning year	SRBI Committee	Jun-14	Focus change to K-3

Multi-Tiered Approach to Effective Instruction

Tier I: Core Instruction, Differentiation, Universal Screenings

Tier II: Intervention provided for students needing additional support (at least 3-4 times a week for 30 minutes)

Tier III: Targeted Intervention specific to individual student needs (5 times a week for at least 40-45 minutes)

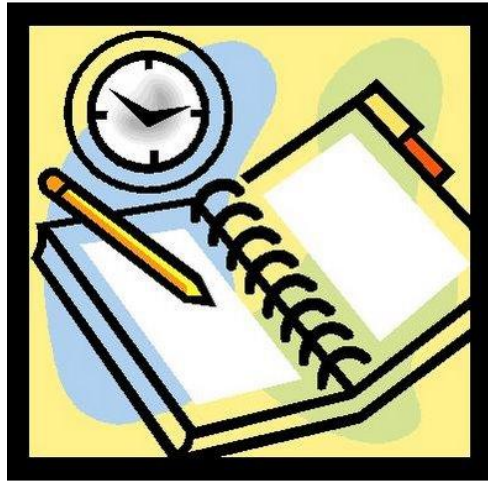
Sample Tier 2 Schedule

- ★ **Designated Intervention Block**--schools build in a 30 minute intervention block to provide the appropriate interventions for students needing supplemental support

Grade Level	Type of Intervention	Implementation	# Students Who Qualify
1 (2 classrooms)	MoRRi, Lexia Core 5, LLI, other tier 2	30 minutes 4x/week rotating schedule	21
4 (2 classrooms)	LLI	30 minutes 5x/week 9:30-10:00	18

- ★ Students in grades 6-8 are scheduled for an intervention class daily

SRBI Structures and Schedules



Grade Level/Data Team Meetings

- ★ Meet on a weekly basis to monitor student progress and instruction

Building Data Leadership Teams

- ★ Meet every 2-4 weeks to examine student data based on district assessments

Sample Schedules and Protocol

NOVEMBER

Week of	FOCUS	FORM	Recorder	Facilitator
2 nd	LITERACY DATA	Data /Team Meeting form	Literacy Coach	Literacy Coach
9 th	GRADE LEVEL	Team Meeting form	Grade level Teacher	Grade level Teacher
16 th	MATH / LITERACY PD	Team Meeting form	Math / Literacy Coach	Math / Literacy Coach
30 th	SRBI	SRBI FORM	SRBI TBD	Literacy Coach

DECEMBER

Week of	FOCUS	FORM	Recorder	Facilitator
7 th	MATH DATA	Data /Team Meeting form	Math Coach	Math Coach
14 th	GRADE LEVEL	Team Meeting form	Grade level Teachers	Grade level Teacher
21 st	LITERACY DATA	Data / Team Meeting form	Literacy Coach	Literacy Coach

JANUARY

Week of	FOCUS	FORM	Recorder	Facilitator
4 th	GRADE LEVEL	Team Meeting form	Grade level Teachers	Grade level Teacher
11 th	MATH / LITERACY PD	Team Meeting form	Math / Literacy Coach	Math / Literacy Coach
19 th	SRBI	SRBI FORM	SRBI TBD	Literacy Coach
25 th	MATH DATA	Data / Team Meeting Form	Math Coach	Math Coach

New Haven Public Schools

SRBI Walkthrough Protocol

Rating Scale: 0-no evidence; 1-some evidence; 2-approaching fidelity; 3-fidelity

School:

Date:

Staff Attending:

Protocols	0	1	2	3	Comments
<ul style="list-style-type: none"> A multidisciplinary SRBI school team is in place 					
<ul style="list-style-type: none"> The SRBI school team has established roles for the members on the team 					
<ul style="list-style-type: none"> Teachers assigned to the SRBI meeting were prepared with relevant data on the student/s they are referring including showing evidence of effective tier 1 strategies implemented 					
<ul style="list-style-type: none"> Progress monitoring data was presented to show evidence of growth or non-growth 					
<ul style="list-style-type: none"> Appropriate interventions were discussed to match the student's (students') need/s 					
<ul style="list-style-type: none"> Individual goals were set for the students referred 					
<ul style="list-style-type: none"> Reconvene dates/times for the referring students were established before the close of the meeting 					
<ul style="list-style-type: none"> The SRBI school team meets regularly on a consistent basis to monitor students of concern 					

Prepared for New Haven Public Schools May 27, 2015

Choosing Strategies and Interventions with Strong Evidence

- Randomized, controlled trials
- Sample size (300+ students, 50-60+ schools/classes; more if doing subgroup samples)
- Well designed and implemented; methodology clearly described
- Valid outcome measures
- Results include effect size and test for statistical significance
- Proven effectiveness in 2+ typical settings, including one similar to your school

(U.S. Department of Education Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. (2003). **Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide**. Washington, DC. Retrieved October 26, 2012, from www.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf)

Effective Teaching Strategies Proven to Work in NHPS

- Using Various Graphic Organizers
- Explicit Teacher Modeling through Mini-lessons
- Chunking and/or Breaking Down Tasks
- Conferring Individually to Provide Immediate Feedback and Recognition
- Explicit Small Group Instruction to Target Similar Needs
- Engaging in Hands-On Activities
- Cooperative Learning
- Peer-Assisted Learning
- Setting and Articulating Goals while Providing Student Choice
- Communicating With and Keeping Parents Involved in the Learning Process

Peer Assisted Learning

What we believe: New Haven employs the Gradual Release of Responsibility in literacy. Peer assisted learning is used as a method of guided practice.

Goal: Peer exploration, support, and collaboration with students taking **ownership** and teachers being “guide on the side.”

Where it “lives”: Embedded and expected throughout literacy: Read-To-Someone, Invitational Groups, Literature Circles, Power Strategy Groups.

Peer assisted learning “in Action”: NHPS Professional Development Videos-Go to Sharepoint Tab and choose video

Parents As Partners

What we believe: Parents *want* to help their children learn. It is essential to communicate with parents and engage them in their child's learning.

Goal: To provide parents with strategies and activities to use at home. To educate parents about the importance of the literacy initiatives happening within a school.

Where it “lives”: Breakfast and a Book, NHPS Parent University

Breakfast and a Book “in Action”: View on Next Slide

Providing Parents with Support at Home

[Sample One](#)

[Sample Two](#)

[Sample Three](#)



**A Closer Look: Setting and
Articulating Goals while
Providing Student Choice and
Effective Feedback**



A Look into Ms. P's Fifth Grade Class

- ★ Students examined their current score and their target year-end score
- ★ Teacher met individually with students to set personal Lexile goals and create an individual action plan
- ★ Through teacher guidance, students chose specific comprehension strategies to meet their target goal
- ★ Each week teacher met with students to reinforce and/or adjust strategies on an individual basis

Strategy in Action: Classroom Application

Goal Setting Tracking/ Note-Taking Form

Name: _____

Current Intervention: LLI R180 Small-Group FOCUS: _____

MY GROWTH GOAL	
BOY SRI	
MOY SRI	
EOY SRI	

Quarter #1:
GOAL: _____

STRATEGIES:

CONFERRING/ INVITATIONAL GROUP NOTES:

Date: _____	Date: _____
Date: _____	Date: _____

Name: _____

MY GROWTH GOAL	
SRI	
Winter SRI	
Spring SRI	

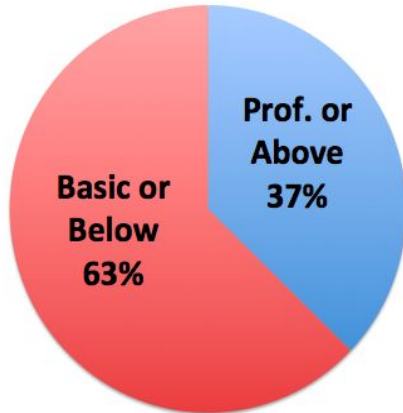
Here are some strategies I can use EVERYDAY to help me reach my goal:

- Read (in school *and* at home) for at least 30 minutes.
- Read books from many different genres.
- Participate in all my classes by listening, asking questions, answering questions, and completing all my work.
- Back-up and reread if I don't understand something.
- Use "say something" at the end of every page or every few pages.
- Use the text features (nonfiction)
- Choose books that are the "right fit" for me. I need to choose books that I am interested in and can understand. If a book is too easy or hard for me, it will not help me reach my goal.
- Remember that reading is thinking. As I read I need to...
 - ✓ ask questions
 - ✓ make, confirm/ reject predictions
 - ✓ get to know the characters (fiction)
 - ✓ figure out the important information (nonfiction)
 - ✓ take notes
 - ✓ talk to a friend, teacher, or someone in my family about what I've read

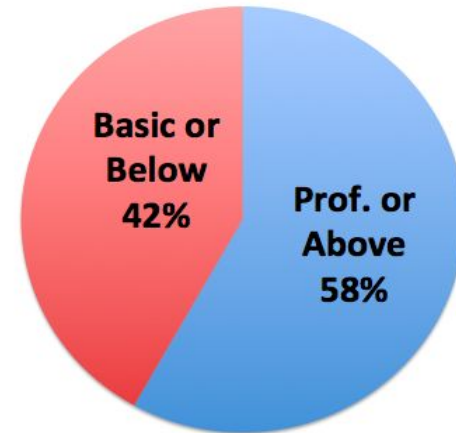
Results and Outcomes

Data Point #1: 84% of students in Mrs. P's class met their year-end target Lexile growth goal on the Scholastic Reading Inventory (SRI).

Mrs. P's Class
Fall of 2014



Mrs. P's Class
Spring 2015



Results and Outcomes (cont'd.)

Smarter Balanced Results By Claim	District (at or above proficiency)	Mrs. P's 5th grade class (at or above proficiency)
Reading	51%	66%
Writing	60%	77%
Speaking and Listening	67%	89%
Research and Inquiry	70%	82%

Reading Behaviors and Strategies

Student Profile Activity:

- ★ Identify the focus area for improvement
- ★ Choose a strategy
- ★ How will you monitor it?

<p>Early Reading Behaviors</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Print Contains a Message • Directionality • One to One Match • Concept of Letter/Word • Environmental Print • Pretelling • Self Monitoring Reading • Cross Check Cueing (ASV) • Integrate MSW while Reading • High Frequency Words <p>Early Reading Behaviors Strategies:</p> <ul style="list-style-type: none"> • Cross Checking • Cutting up Sentences • Dictation Sentences • Environmental Print • Guided Reading • Interactive Writing • Manipulating Letter Tiles • OTHER 	<p>Phonemic Awareness</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Blending Syllables • Ending Sounds • Hear Sounds in Words (Phonemes) • Initial Sounds • Manipulating Sounds in Words • Medial Sounds • Onsets and Rimes • Rhyming <p>Phonemic Awareness Strategies:</p> <ul style="list-style-type: none"> • Clapping Syllables • Elkonian Boxes • Letter Sorts • Make/Break Words • Making/Elaborating Lists • Match: Sort by Rhyme • Phoneme Segmentation, Blending, and Deletion • Picture Sorts • Word Lists • OTHER 	<p>Phonics</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Cross check with initial sounds • Decoding • Known to unknown words • Letter sound/letter ID • Reading multisyllabic words • Using ending letters/sounds • Using initial letters/sounds • Using medial letters/sounds • Visual scanning • Vowel patterns/sounds <p>Phonics Strategies:</p> <ul style="list-style-type: none"> • Alphabet linking chart • Elkonian boxes • High frequency words • Guided writing • Letter sorts • Magnetic letters • Making and breaking • Phonograms • Spot and dot • Syllable types • Using analytic patterns • Words sorts • OTHER
<p>Comprehension</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Improving Self Correcting • Retelling • Retelling with Sequence • Summarization • Author's Purpose • Inferring • Synthesizing • Improving Self Monitoring • Determining Importance <p>Comprehension Strategies:</p> <ul style="list-style-type: none"> • 5 Finger Retell • Determine Importance • GIST • Graphic and Semantic Organizers • Note Taking • Probable Passages • Review and Summarize • Self-Monitoring for Comprehension • VIP (Very Important Part) • Visual Representations • OTHER 	<p>Fluency</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Reading Punctuation • Reading Dialogue • Reading Rate • Phrasing • Prosody • High Frequency Words • Intonation <p>Fluency Strategies:</p> <ul style="list-style-type: none"> • Echo Reading • Fingerslide • Partner Reading • Phrase Text Lessons • Readers Theatre • Rereading for Book Talks • Scoop Reading • Small Group Modeling • Timed Repeated Readings • OTHER 	<p>Vocabulary</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Word Meanings • Root Words • Prefixes/Suffixes • Common Concept Words • Vocabulary Context Strategies • High Frequency Words <p>Vocabulary Strategies:</p> <ul style="list-style-type: none"> • Connecting Words • Making Lists • Post-Its • Semantic Word Maps • Using Known Parts • Visualizing • Vocabulary Self-Collection • Word Clues • OTHER

Question and Answer

?

?

?

?

Bringing It All Together

1 thing that
“**squared**” with
your thinking and
you’ll try in your
own classroom

Something
still going
“**around**” in
your head

3 key
“**points**”
you want to
remember

Resources

- ★ Marzano, R.J., et al. (2001.) *Classroom instruction that works*. Alexandria, VA: ASCD.
- ★ <http://www.palmbeachschools.org/qa/documents/Handout5-MarzanoHighYieldStrategies.pdf>
- ★ NHPS SRBI Handbook, revised 2014, SRBI Curriculum Facilitators
- ★ CT's SRBI Framework http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf
- ★ Peer-Assisted Learning, edited by Keith Topping and Stewart Ehly, copyright 2008 by Lawrence Erlbaum Associates, Inc.

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