SRBI Symposium
November 24, 2015

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
<table>
<thead>
<tr>
<th>Year 1: Initial Implementation</th>
<th>Cohort 1: 6 Pilot Schools identified for K-8 launch of district-wide process</th>
<th>LIM Committee</th>
<th>May-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2: Implementation</td>
<td>Cohort 2: 8 Additional Schools identified for K-8 planning year and to start implementation process</td>
<td>SRBI Committee</td>
<td>May-13</td>
</tr>
<tr>
<td>Year 3: Implementation</td>
<td>Cohort 3: 15 remaining Schools identified for K-3 planning year</td>
<td>SRBI Committee</td>
<td>Jun-14</td>
</tr>
</tbody>
</table>

**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.

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

**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

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

### December

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

### January

<table>
<thead>
<tr>
<th>Week of</th>
<th>FOCUS</th>
<th>FORM</th>
<th>Recorder</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>GRADE LEVEL</td>
<td>Team Meeting form</td>
<td>Grade level Teachers</td>
<td>Grade level Teacher</td>
</tr>
<tr>
<td>11th</td>
<td>MATH / LITERACY PD</td>
<td>Team Meeting form</td>
<td>Math / Literacy Coach</td>
<td>Math / Literacy Coach</td>
</tr>
<tr>
<td>19th</td>
<td>SRBI</td>
<td>SRBI FORM</td>
<td>SRBI TBD</td>
<td>Literacy Coach</td>
</tr>
<tr>
<td>26th</td>
<td>MATH DATA</td>
<td>Data / Team Meeting Form</td>
<td>Math Coach</td>
<td>Math Coach</td>
</tr>
</tbody>
</table>

### SRBI Walkthrough Protocol

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

**School:** [School Name]

**Date:** [Date]

**Staff Attending:**

<table>
<thead>
<tr>
<th>Protocols</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A multidisciplinary SRBI school team is in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The SRBI school team has established roles for the members on the team</td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Progress monitoring data was presented to show evidence of growth or non-growth</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Appropriate interventions were discussed to match the student’s (students’) need/s</td>
<td></td>
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</tr>
<tr>
<td>Individual goals were set for the students referred</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reconvene dates/times for the referring students were established before the close of the meeting</td>
<td></td>
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</tr>
<tr>
<td>The SRBI school team meets regularly on a consistent basis to monitor students of concern</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

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

□ SRI
□ MOY SRI
□ EQT SRI

Quarter #1:
GOAL: _____________________________________________________________

STRATEGIES:

□ □ □ □

CONFERRING/ INVITATIONAL GROUP NOTES:

Date: ______________________  Date: ______________________

Date: ______________________  Date: ______________________

MY GROWTH 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 my work.

□ Back-up and re-read 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
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).
## Results and Outcomes (cont’d.)

<table>
<thead>
<tr>
<th>Smarter Balanced Results By Claim</th>
<th>District (at or above proficiency)</th>
<th>Mrs. P’s 5th grade class (at or above proficiency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>51%</td>
<td>66%</td>
</tr>
<tr>
<td>Writing</td>
<td>60%</td>
<td>77%</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>67%</td>
<td>89%</td>
</tr>
<tr>
<td>Research and Inquiry</td>
<td>70%</td>
<td>82%</td>
</tr>
</tbody>
</table>
Reading Behaviors and Strategies

Student Profile Activity:

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


★ NHPS SRBI Handbook, revised 2014, SRBI Curriculum Facilitators


Contact Information

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