The Main Ingredients for an Early Childhood MTSS Model

A Story of Implementation
Presented By
Stephanie Lemmer, Ed.S
and
Rachel Roberts
WARNING:
The Content within this presentation includes terms such as:

Explicit and systematic Instruction
Research Based Instructional Strategies
Intentional Teaching
Multiple Curriculum Resources
Curriculum Based Measurement
Fidelity of Implementation
Several Educational Acronyms: FBA, PELI, IGDIs, FST, PLC

May not be suitable for all audiences
Learner Outcomes: You will be able to...

1. Describe aspects of the coaching model and how to implement a coaching model that ensures that teachers are employing instructional practices effectively.

2. Explain the instructional priorities that would enhance teachers’ knowledge and overall instructional effectiveness.

3. Articulate the main goals and purposes of Professional Learning Communities.

4. Describe the Family Service Team process in providing tiered supports for students and families concerning behaviors and academics.

5. Explain how data based decision making can occur at the program and classroom level.
Context of Kalamazoo RESA Head Start

• History of the grant
  • Kalamazoo County Health and Human Services 1974-2013
  • Recompetition 2011-2013
  • Kalamazoo Regional Educational Service Agency 2013-present

• Demographic information
  • Kalamazoo County Population 256,725
  • 9 school districts
  • Poverty in Kalamazoo County

• Timing of state funding pre-k
  • Back to back 65 million dollar expansions
Brief History of Kalamazoo RESA Head Start

• Head Start serves children living below 100% of poverty or meet other significant risk factors, (foster care, IEP, homeless).
• Head Start focusses on working with the whole family and the whole child.
• We serve 644 children. 360, 3-year olds and 284, 4-year olds.
• We have 44 classrooms in 14 physical locations throughout Kalamazoo County.
• 87% of the children were served for two years (2014-2015).
So What is MTSS?

• The Michigan Department of Education defines Multi-tiered Systems of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners.

• Four common features in the MTSS Framework in Early Childhood
  • Multi-tiered systems of teaching and caregiving practices
  • A high-quality curriculum
  • On-going assessment and continuous progress monitoring
  • Collaborative problem solving among team members
Tier 1:
Core or universal outcomes and teaching/caregiving strategies

Tier 2:
Targeted outcomes and teaching/caregiving strategies

Tier 3:
Highly individualized outcomes and teaching/caregiving strategies

Decreased individualization, intensity, and frequency of instruction

Increased individualization, intensity, and frequency of instruction

- Gather data from variety of sources across time
- Summarize and analyze data for patterns/trends
  - Make data driven decisions
  - Implement high quality instruction
  - Evaluate child’s response to instructional efforts
Why MTSS?

• Prevention is better than the “wait to fail” approach.
• Early intervention is more effective than later remediation.
• Systematic Progress Monitoring helps to prevent students from “falling through the cracks.”
• Tiers of instruction and intervention are available to meet the needs of ALL students.
• It fosters a collaborative work approach and data based decision making.
## Overview: The Evolution of MTSS at Kalamazoo RESA Head Start

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<tr>
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<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>1. ASQ</td>
<td>1. Progress Monitoring PELI (4 year old classrooms)</td>
<td>1. Progress Monitoring 3 year olds</td>
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<td></td>
<td>2. PELI (Benchmark only)</td>
<td>2. TS Gold</td>
<td>2. My IGDi’s Math Benchmark and Progress Monitoring (4 year olds)</td>
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<tr>
<td></td>
<td>3. Teaching Strategies</td>
<td>3. SWIS</td>
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<td><strong>Curriculum/Instruction</strong></td>
<td>1. Creative Curriculum</td>
<td>1. Creative Curriculum Studies</td>
<td>1. SRA Building Blocks for Math (4 year old classrooms)</td>
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<td></td>
<td>2. Dialogic Reading</td>
<td>2. Second Step</td>
<td>2. World of Words</td>
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<td></td>
<td>4. PBIS</td>
<td>4. PBIS Revisited</td>
<td>4. Check and Connect (CICO)</td>
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<td></td>
<td>5. SRA Building Blocks for Math pilot</td>
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<td>6. Standards based report card</td>
<td></td>
</tr>
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<td><strong>Problem Solving Model</strong></td>
<td>1. Whole staff meetings</td>
<td>1. PLC’s</td>
<td>1. Defined Operational and Instructional Leadership Teams.</td>
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<tr>
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<td>2. Interdisciplinary Meetings for individual Students</td>
<td>2. Introduction to the FST Process</td>
<td>2. Early Childhood Department Meetings</td>
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<td>weekly district leadership team meetings</td>
<td>3. Weekly building leadership team meetings.</td>
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<td>4. Quarterly District Leadership Team meetings</td>
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Cascading System of Support

Who is supported?

Students

Building Staff

Grade Level Team

Building Leadership Team

District/Regional Team

Multiple schools w/in district

Grade Level Teams, Core Teams, Departments, and all staff

All staff

How is support provided?

Provides guidance and manages implementation

Provides guidance, visibility, funding, political support

Provides effective practices to support students

Improved reading and behavior outcomes
What our Journey looks like
Instructional Coaching in a MTSS Model

• Roles and Responsibilities of Coaches
• Components of the Coaching Cycle
• The Coaching Focus
• Tools and Resources
• Professional Development and Schedule
Instructional Coaching in a MTSS Model: Roles and Responsibilities

- Instructional Coach
  - To align instruction with curriculum to meet the needs of all students.
  - To increase the effectiveness of classroom instruction.
  - To ensure implementation of the adopted curriculum.
  - To ensure that student data is used to drive decisions at the classroom and program level.
  - Ensure Active Supervision strategies are utilized and implemented with reliability.

<table>
<thead>
<tr>
<th>Role</th>
<th>Purpose</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Instructional Coach</td>
<td>1. To align instruction with curriculum to meet the needs of all students. 2. To increase the effectiveness of classroom instruction. 3. To ensure implementation of the adopted curriculum. 4. To ensure that student data is used to drive decisions at the classroom and program level. 5. Ensure Active Supervision strategies are utilized and implemented with reliability.</td>
<td>1. Conduct pre-conference with teachers to collaboratively plan for classroom observations and outcomes. 2. Post-conference with teachers to debrief and plan for future coaching. 3. Spend time in classrooms to observe, teach, model, and build skills. 4. Conduct various types of coaching -- observation, demonstration, co-observation, side-by-side, and shadow. 5. Develop a positive and supportive relationship with teaching staff, site supervisors, and behavior coach. 6. Meet with Site Supervisors, Behavior Coach, and Administrators to discuss specific students, instructional issues, and classroom resources and management issues. 7. Use student data to plan with teachers -- differentiated instructional strategies, elements of effective instruction, etc. 8. Identify resources to enhance classroom instruction and student outcomes.</td>
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# Instructional Coaching in a MTSS Model: Roles and Responsibilities

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<thead>
<tr>
<th>Role</th>
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<th>Responsibilities</th>
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| Site Supervisor | 1. To increase the effectiveness of classroom management  
2. To increase instructional time and lessen negative behaviors  
3. Ensure Active Supervision strategies are utilized and implemented with reliability | 1. Conduct pre-conference with teachers to collaboratively plan for classroom observations, and outcomes  
2. Post-conference with teachers to detail and plan for future coaching  
3. Spend time in classrooms to observe, teach, model, and build skills  
4. Conduct various types of coaching—observation, demonstration, co-observation, side-by-side, and shadow  
5. Meet with Administrators and Behavior Coach to discuss specific students, teachers, and/or management issues  
6. Use student data to plan for effective classroom management techniques |

- **Site Supervisors**
  - To increase the effectiveness of classroom management
  - To increase instructional time and lessen negative behaviors
  - Ensure Active Supervision strategies are utilized and implemented with reliability
### Instructional Coaching in a MTSS Model: Roles and Responsibilities

**Behavior Coach**

- To increase the effectiveness of classroom management
- Ensure PBIS (Positive Behavior Intervention Supports) is implemented with fidelity
- To implement behavior interventions, behavior plans, and conduct FBA’s
- Ensure Active Supervision strategies are utilized and implemented with reliability

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<td>2. Ensure PBIS (Positive Behavior Intervention Supports) is implemented with fidelity</td>
<td>2. Post-conference with teachers to debrief and plan for future coaching</td>
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<td>3. To implement behavior interventions, behavior plans, and FBA’s</td>
<td>3. Spend time in classrooms to observe, teach, model, and build skills.</td>
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<td>4. Ensure Active Supervision strategies are utilized and implemented with reliability</td>
<td>4. Conduct various types of coaching - observation, demonstration, co-observation, side-by-side, and shadow.</td>
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<td></td>
<td>5. Develop a positive and supportive relationship with teaching staff, parents, and site supervisors</td>
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<td></td>
<td></td>
<td>6. Meet with Site Supervisors and Administrators to discuss specific students and management issues</td>
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<td>7. Collect and use data to establish best fit behavior intervention for individual students</td>
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<td>8. Conduct FBA’s, as needed</td>
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<td>9. Enters Behavior-Student Reports into SWIS (School-Wide Information System)</td>
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<td>10. Attends and/or facilitates PRT (Family Service Team) meetings for specific students</td>
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### Instructional Coaching in a MTSS Model: Roles and Responsibilities

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| Principal and Assistant Principal | 1. Assist identifying key goals to guide coaches' work  
2. To communicate and support program initiatives  
3. To support coaches and teachers in the coaching model  
4. Ensure Active Supervision strategies are utilized and implemented with reliability | 1. Communicate to staff the purpose and roles of coaching and how the coaching model will support and increase program and student outcomes  
2. Continually review data to determine program and classroom focuses  
3. Spend time in classrooms to observe and model coaching practices  
4. Develop a positive and supportive relationship with teaching staff, site supervisors, and coaches  
5. Attend and/or facilitate PSC meetings  
6. Offer professional development and best practices around the coaching model  
7. Provide adequate resources for site supervisors and coaches to perform job responsibilities effectively. |

- **Principal and Assistant Principal**
  - Assist identifying key goals to guide coaches’ work
  - To communicate and support program initiatives
  - To support coaches and teachers in the coaching model
  - Ensure Active Supervision strategies are utilized and implemented with reliability
Instructional Coaching in a MTSS Model: Components of the Coaching Model

<table>
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<tr>
<th>Pre-Conference</th>
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<tr>
<td>• Initial conversation</td>
</tr>
<tr>
<td>• Establish instructional/coaching focus</td>
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<table>
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<tr>
<th>Coaching</th>
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<tbody>
<tr>
<td>• Data Collection</td>
</tr>
<tr>
<td>• Carrying out of the coaching model in the classroom</td>
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</table>

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<tr>
<th>Post-Conference</th>
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<tbody>
<tr>
<td>• Reflection and Review of Data</td>
</tr>
<tr>
<td>• Recommendations and Follow-up date established</td>
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</tbody>
</table>

• Create a weekly schedule using Microsoft Outlook Calendar with teacher’s names and focus for visit and complete Coaching Log
Instructional Coaching in a MTSS Model: Components of the Coaching Model

- **Pre-conference:**
  - Building relationship
  - Establishing focus/goal for coaching
  - Determine coaching method
  - Set date for coaching and post-conference

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### Identifying Information

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Site/Age Level:</th>
</tr>
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<tbody>
<tr>
<td>Coach:</td>
<td>Date of Pre-Conference:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date/Time of Session:</th>
<th>Date/Time of Post Conference:</th>
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</table>

Focus/Area of Strengthening:

Coaching Method that will be used:

<table>
<thead>
<tr>
<th>Identifying Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coach’s Prompt:</td>
</tr>
<tr>
<td>2. Coach’s Prompt:</td>
</tr>
<tr>
<td>3. What are your areas of strength?</td>
</tr>
<tr>
<td>4. What areas would you like to improve?</td>
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<tr>
<td>3. What challenges do you typically experience in this area?</td>
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<tr>
<td>5. What instructional materials, routines, or resources do you use, if any, for this area of focus?</td>
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</tbody>
</table>
## Instructional Coaching in a MTSS Model: Components of the Coaching Model

### Collecting Data (Coaching Method):

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Demonstration</strong></td>
<td>Coach models a lesson segment while the teacher takes notes on specific areas of focus.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td>Coach examines a teaching segment in order to collect data on areas of focus.</td>
</tr>
<tr>
<td><strong>Side-by-Side</strong></td>
<td>Teacher leads instruction while the coach provides immediate input discreetly throughout the instruction.</td>
</tr>
<tr>
<td><strong>Co-observation</strong></td>
<td>Coach and teacher observe another teacher who demonstrates mastery in the teachers’ area of focus.</td>
</tr>
<tr>
<td><strong>Shadow</strong></td>
<td>The coach teaches a small segment of the lesson while the teacher watches. The teacher then steps in to teach the exact portion of the lesson demonstrated by the coach.</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td>Coach works with teacher to understand how to read data and understand their data to create lesson plans, differentiate lessons, and make instructional decisions based on the student need.</td>
</tr>
</tbody>
</table>
Instructional Coaching in a MTSS Model: Components of the Coaching Model

• **Post-conference:**
  • Provide effective feedback
  • Ask the right questions
  • Discuss next steps
  • Set next coaching date

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**Identifying Information**

Teacher: ___________________________  Site/Age Level: ___________________________
Coach: ___________________________  Date of Post-Conference: ___________________________
Date of Coaching Session: ______________ Date/Time of next observation: ______________
Focus/Area of Strengthening: ___________________________

**Reflecting Questions**

As you reflect on the focus area/lesson, to what extent were your students engaged?

Were your students successful? How do you know?

Did you alter your goals or instruction plan at all? If so, how and why?
### Instructional Coaching in a MTSS Model: Components of the Coaching Model

- **Coaching Log:**

<table>
<thead>
<tr>
<th>Teacher &amp; Site</th>
<th>Date &amp; Time of Pre-Conference</th>
<th>Focus for Coaching</th>
<th>Date &amp; Time of Coaching and Method of Coaching</th>
<th>Date &amp; Time of Post-Conference</th>
<th>Next Steps</th>
<th>Next Coaching Date</th>
<th>Notes/Follow Up</th>
</tr>
</thead>
</table>
| Nicole Nice            | 9-22-14                       | Transitioning from circle time to breakfast | 9-23-14                                      | 9-23-14                       | *Model expectations for getting in line to wash hands – what it looks like, sounds like, and feels like  
  *Practice expectations  
  *Have an activity, or transition question, at rug for students who are waiting. | 9-28-14          | Will send an email to get a time for us to meet to plan for demonstration on 9-28-14 |
| Macomb Center          |                               |                                    |                                               |                               |                                                                            |                  |                                                                                  |
Instructional Coaching in a MTSS Model: 
Coaching Focus

• Classroom Management

• Curriculum Content

• Delivery of Instruction

• Assessment for Learning
Instructional Coaching in a MTSS Model: Coaching Focus

- Classroom Management
  - Active Supervision
  - Physical Environment
  - Routines
  - Adult-Child Relationships and interactions
  - Tone/Affect
  - PBIS
  - Organization
  - Expectations
  - Transitions
  - Pacing
Instructional Coaching in a MTSS Model: Coaching Focus

• Curriculum Content
  ▪ Pedagogy
  ▪ Lesson Plans
  ▪ Knowledge of the Curriculum
  ▪ Preparation
  ▪ Differentiation
  ▪ Ability to adjust in the moment
  ▪ The use of materials and modalities
  ▪ DAP
Instructional Coaching in a MTSS Model:

*Coaching Focus*

- **Delivery of Instruction**
  - Whole Group
  - Small Group
  - Consistent expectations
  - High Expectations
  - Various modalities
  - Preparation
  - Data Driven
  - Gestures, Cues, Signals, Visuals
  - DAP
  - Adult-Child Interactions
Instructional Coaching in a MTSS Model: Coaching Focus

• Assessment for Learning
  ▪ Understanding Assessment
  ▪ Common Assessments
  ▪ Data-Driven (analyze, plan, implement)
  ▪ Reflection
  ▪ Individualization
  ▪ DAP
  ▪ Small Group
  ▪ One on One
  ▪ Observations (Anecdotal Notes)
  ▪ Progress Monitoring
How data is utilized in our coaching model

• Performance Evaluation

• CLASS Observation Scores

• PELI (Preschool Early Literacy Indicator) Scores

• PQA (Preschool Program Quality Assessment) Scores
How data is utilized in our coaching model

Kalamazoo RESA Head Start Instructional Coaching in a MTSS Model

Tier III
Supplemental interventions with HIGH risk (Intensive)

Tier II
Supplemental Interventions for Teachers with SOME risk (Strategic)

Tier I
Foundation

Instructional Coaching for ALL teachers (Benchmark)
# How data is utilized in our coaching model

<table>
<thead>
<tr>
<th>Type of Support:</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Who:</strong></td>
<td>Teachers identified needing core support (Highly Effective PE Rating, Proficient CLASS Scores, Benchmark PELI Scores)</td>
<td>Teachers identified needing supplemental support, with some risk (Effective PE Rating, Strategic CLASS Observation Scores, Strategic PELI scores)</td>
<td>Teachers identified needing intensive support, with high risk (Minimally Effective PE Rating, Intensive CLASS Observation Scores, Intensive PELI Scores, New beginning teachers, New experienced teachers)</td>
</tr>
<tr>
<td><strong>Expectation:</strong></td>
<td>1. All teachers receive at least one observation per coaching cycle (4 weeks) 2. Coach supports teacher at least 1 time per week by conducting a walk through. 3. Depending on teachers’ consistency and progress, caseload may increase or decrease each coaching cycle.</td>
<td>1. Dependent upon identified needs - no more than 8 Tier 2 and Tier 3 (4 weeks) 2. Coach supports teacher at least 2 times per week through coaching session or walk through. 3. Depending on teachers’ growth and progress, caseload may increase or decrease each coaching cycle.</td>
<td>1. Dependent upon identified needs - no more than 8 Tier 2 and Tier 3 (4 weeks) 2. Coach supports teacher at least 2 times per week through coaching session or walk through. 3. Depending on teachers’ growth and progress, caseload may increase or decrease each coaching cycle.</td>
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| Coaching Cycle Schedule: | September 21 – October 16  
January 4 – January 29  
April 11 – May 6 | October 19 – November 13  
February 1 – March 4  
May 9 – June 3 | November 16 – December 18  
March 7 – March 31 |
How our Professional Development plays a role in our Coaching Model?

<table>
<thead>
<tr>
<th>Overall CLASS Score</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall CLASS Score</td>
<td>ES</td>
<td>CO</td>
<td>IS</td>
</tr>
<tr>
<td>6.2</td>
<td>6.4</td>
<td>4.7</td>
<td>6.3</td>
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<tr>
<td>6.3</td>
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<td>4.2</td>
<td>5.1</td>
<td>3.1</td>
<td>5.02</td>
</tr>
<tr>
<td>5.4</td>
<td>4.8</td>
<td>3.7</td>
<td>5.44</td>
</tr>
<tr>
<td>5.7</td>
<td>5.0</td>
<td>3.2</td>
<td>5.84</td>
</tr>
<tr>
<td>5.8</td>
<td>5.8</td>
<td>4.4</td>
<td>6.00</td>
</tr>
</tbody>
</table>
How our Professional Development plays a role in our Coaching Model?

- The Garden
The Fence

Analyze Data

Learn

Reflect

Plan

Bellinger & Hojnacki Classroom Management Garden®
The Essentials

Nurturing Development

Cultivating Connections

Building Positive Relationships

Bellinger & Hojnacki Classroom Management Garden
The Crops

- Expectations
- Active Engagement
- Visual Strategies
- Designing the Environment
- Self-regulation
- Developmental Practices
Dialogic Reading     PELI (Preschool Early Literacy Indicator)
Teaching Strategies Gold     Read-alouds
Differentiation
Repetition     Creative Curriculum     Second Step
Intentional Teaching     PBIS

Social Skills Group
Explicit Instruction     CICO     Scaffolding
Increased opportunities for practice
More Frequent Progress Monitoring
Small Group
Behavior Plan     One on One Instruction
Altered Learning Environment
Modifications/Accommodations
Frequent Progress Monitoring
What are the Instructional Priorities In early literacy?

**Big Idea**
- Phonemic Awareness
- Alphabet Knowledge
- Comprehension
- Oral Language

**Research Based Instructional Strategies**
- Explicit instruction
- Dialogic Reading
- World of Words
- Gradual Release of Responsibility (I do, we do, you do)
Histograms Show:

- Number of children in each category of learning and instructional need
- Number of children who are meeting expectations for that time of year (Green Bars)
- Number of students who are at risk of not meeting end of year goals for early literacy (Yellow Bars)
- Number of students who are at **significant** risk of not meeting end of year goals for early literacy (Red Bars)
- The change in expectation over the course of the year

It’s Good to be GREEN!
Combined Score for Several Assessments: Three Year Olds

Fall 2014

Spring 2015
Comparison of last two years at Spring Assessment Period-3 yr. Olds

Spring 2014

Spring 2015
Combined Score for Several Assessments: Four Year Olds

**Fall 2014**

**Spring 2015**
Comparison of last two years at Spring Assessment Period-4yr. Olds

Four year olds Spring 2014

Four year olds Spring 2015
Letter Naming: Spring Benchmark is 24 letters Fall Benchmark is 7 letters

Four year olds Fall 2014

Four year olds Spring 2015
Vocabulary Assessment

Four year olds Fall 2014

Four year olds Spring 2015
Phonological Awareness is an Important Skill for learning to read

Four year olds Fall 2014

Four year olds Spring 2015
How is Social Emotional Development addressed in our MTSS model?

• PBIS
• Second Step
• Behavior Specialist
• FST meetings
• Icon Cards
<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Choice Time</th>
<th>Meal Time</th>
<th>Group Time</th>
<th>Bus Time</th>
</tr>
</thead>
</table>
| Rules/Expectations | A  
* Always Be KIND  
- Share materials  
- Take turns  
- Use kind words  
- Use small voices | **Say please and thank you**  
- Keep hands and feet to yourself  
- Pass the food  
- Use kind words | **Keep hands, feet, and body to yourself**  
- Listen when someone is talking  
- Use kind words | **Use kind words**  
- Use small voices  
- Keep hands, feet, and body to yourself |
| B  
* Be SAFE  
- Use gentle touches  
- Use walking feet  
- Stay in our classroom  
- Use materials safely  
- Follow directions | **Wash your hands before meals**  
- Eat your own food  
- Use your own spoon, fork, and cup  
- Take small bites  
- Stay seated while eating  
- Keep 4 chair legs on the floor  
- Follow directions | **Keep hands, feet, and body to yourself**  
- Follow directions | **Follow directions**  
- Keep yourself buckled  
- Walking feet on and off the bus  
- Keep one hand on the rail  
- Sit with body and feet facing forward  
- Be silent at the railroad crossings  
- Keep backpack closed  
- Only adults open windows and doors |
| C  
* Care for our ENVIRONMENT  
- Clean up when finished  
- Be gentle with materials  
- Put materials back where they belong | **Clean up when finished**  
- Push in your chair when finished  
- Put trash in the trashcan | **Be gentle with materials** | **Keep the bus clean**  
- Take all your belongings with you |
<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Outside Time</th>
<th>Clean Up Time</th>
<th>Field Trip Time</th>
<th>Nap Time</th>
</tr>
</thead>
</table>
| A | Always Be KIND | Use gentle hands, feet, and body  
Take turns with materials  
Use kind words | Everyone helps  
Use kind words  
Use small voices | Use kind words  
Use small voices  
Listen when someone is talking | Use whisper voice  
Rest quietly  
Let other children rest |
| B | Be SAFE | Use gentle hands, feet, and body  
Stay in our outdoor play space  
Follow directions  
Use materials safely | Follow directions  
Put materials away safely  
Use walking feet | Stay with your group  
Follow the special rules of the field trip  
Follow directions | Leave shoes on  
Keep hands, feet, and body on cot  
Keep blankets and pillows on your cot |
| C | Care for our ENVIRONMENT | Clean up when finished  
Follow directions | Put materials back where they belong | Take all your belongings with you  
Follow directions with the materials | Be gentle with cot and nap materials  
Put materials back where they belong |
Dialogic Reading
PELI (Preschool Early Literacy Indicator)
Teaching Strategies Gold
Read-alouds
Differentiation
Repetition
Creative Curriculum
Second Step
Intentional Teaching
PBIS

Social Skills Group
Explicit Instruction
CICO
Scaffolding
Increased opportunities for practice
More Frequent Progress Monitoring
Small Group

Behavior Plan
One on One Instruction
Altered Learning Environment
Modifications/Accommodations
Frequent Progress Monitoring
What are the instructional priorities in early numeracy

- One to One Correspondence
- Oral Counting
- Number naming
- Quantity comparison

- SRA Building Blocks for Math in 4 year old classrooms
- CBM: MyIGDIs
How do we deliver instruction?

• Whole Group
• Small Group
• One on One
• In Play
A culture of data based decision making
The Big Picture

GATHER
- Get Ready
- Collect Data
- Build Profile

DO
- Implement Plan
- Monitor Plan
- Evaluate Plan

STUDY
- Analyze Data
- Set Goals
- Set Measureable Objectives
- Research Best Practices

PLAN
- Develop Improvement Plan

STUDENT ACHIEVEMENT
Cascading System of Support

Who is supported?

Multiple schools w/in district

Grade Level Teams, Core Teams, Departments, and all staff

All staff

Building Staff

Students

How is support provided?

Provides guidance, visibility, funding, political support

Provides guidance and manages implementation

Provides guidance and manages implementation

Provides effective practices to support students

Improved reading and behavior outcomes
District Leadership Team

• Superintendent, Deputy Superintendent, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Special Education, Director of Early Childhood, Director of Human Resources, Director of Business Office, Head Start Principal

• Quarterly meetings

• Systematic Agenda

• Focusses on program wide data
  • Highlights data
  • Share Successes
  • Highlight one or two challenges seeking support in
  • Foreshadow what will be coming
Building Leadership Team(s)

Head Start Operational Leadership Team:

**Who:** Principal, Assistant Principal, Operations Coordinator, Accountant, Family and Community Partnership Coordinator, Nurse

**Frequency:** weekly 1.5 hours

**What:** Gather, Study, Plan, Do
Transportation, family engagement, budget, food service, health requirements, facilities, grant compliance, governance

Head Start Instructional Leadership Team:

**Who:** Principal, Assistant Principal, Site Supervisors, Instructional Coach, Behavior Specialist

**Frequency:** weekly 2 hours

**What:** Gather, Study, Plan, Do
Instruction and Classroom Management
Whole Staff Data Review

• 3 times per year (Fall, Winter, Spring)

• Data-based Problem Solving
  • Gather: Assessments (PELI, MyIGDIs)
  • Study: Analyze the assessment data
  • Plan: Action plan by identifying research based strategies and best practices to implement
  • Do: Implement the action plan
Study: Problem Analysis

Why is the problem occurring?

Tier 3 (Well Below Benchmark/Likely to Need Intensive Support - Red):

 Tier 2 (Below Benchmark/Likely to Need Strategic Support - Yellow):

 Tier 1 (At or Above Benchmark/Likely to Need Core Support - Green):

Tier 3 ___%

Tier 2 ___%

Tier 1 ___%
Plan: Implement
What are we going to do about it?

<table>
<thead>
<tr>
<th>Data Summary</th>
<th>What research based strategies will be used to increase student outcomes?</th>
<th>What materials/resources do I need to implement the strategies?</th>
<th>When will it occur and how often?</th>
<th>How will I monitor progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark (Tier 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below Benchmark (Tier 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well Below Benchmark (Tier 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Do: Evaluate

Is it working?

<table>
<thead>
<tr>
<th>Component of Literacy</th>
<th>Students Needing Additional Support</th>
<th>Activities</th>
<th>Materials Needed to Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Knowledge</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocab/Oral Language</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Red</td>
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<td></td>
</tr>
</tbody>
</table>
Building Staff Meetings

• Professional Learning Communities (PLC)
  • What is it that we want students to learn?
  • How will we know when they have achieved it?
  • What will we do for students who master it?
  • What will do for students that do not?

• Family Strengths Team (FST)
  • Interdisciplinary
  • Initiated by Classroom Team (Teacher, Coach, and Family Advocate)
# Family Service Team (FST) Referral Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DOB/Age:</th>
<th>Today's Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Site:</td>
<td>Primary Language:</td>
</tr>
<tr>
<td>Family Advocate:</td>
<td>Parent(s)/Guardian(s) Names:</td>
<td>Dates of Parent Contact:</td>
</tr>
</tbody>
</table>

### Developmental/Academic Concerns

<table>
<thead>
<tr>
<th>Concern</th>
<th>Skills</th>
<th>Date of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech/Articulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary/Oral Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Emotional Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory Functioning</td>
<td></td>
<td></td>
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<tr>
<td>Cognitive</td>
<td></td>
<td></td>
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<tr>
<td>Phonological Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alphabetical Knowledge</td>
<td></td>
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<tr>
<td>Comprehension</td>
<td></td>
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<tr>
<td>Counting</td>
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<tr>
<td>Quantifying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Shapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reason for Referral – specific area(s) of concern (please attach ASQ/PFL/Gold Assessment):

<table>
<thead>
<tr>
<th>Tier I Interventions Provided for Academics</th>
<th>Dates Implemented</th>
<th>Tier II Interventions Provided for Academics</th>
<th>Dates Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social-Emotional Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Language</td>
</tr>
<tr>
<td>Disruption/Tantrums</td>
</tr>
<tr>
<td>Play Skills</td>
</tr>
</tbody>
</table>

Reason for Referral – specific area(s) of concern (please attach Behavior Logs):

<table>
<thead>
<tr>
<th>Tier I Interventions Provided for Social-Emotional Concerns</th>
<th>Dates Implemented</th>
<th>Tier II Interventions Provided for Social-Emotional Concerns</th>
<th>Dates Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student's Strengths:**
Conclusion: Successes in MTSS Model

- Literacy
- Social Emotional
- Mathematics
- Coaching
- Family Advocate Model
- Organizational Structure
Conclusion: Challenges to implementation

• Differing perspectives on the definition of curriculum
• Staff Attrition
• Following all the rules
• Time
• Organizational Structure
Conclusion: Why Leadership Matters

Cascading System of Support

Who is supported?

- Multiple schools within district
- Grade Level Teams, Core Teams, Departments, and all staff
- All staff
- All students
- Students

How is support provided?

- Provides guidance, visibility, funding, political support
- Provides guidance and manages implementation
- Provides guidance and manages implementation
- Provides effective practices to support students
- Improved reading and behavior outcomes

District/Regional Team

Building Leadership Team

Grade Level Team

Building Staff

Students
Bibliography for Innovations Conference


Jackson, Jill (2013). Instructional Coaching (Powerpoint Slides).


U.S. Census Bureau Statistics 2013
Provide your feedback

http://www.surveygizmo.com/s3/2393342/Friday-AM-3B