



New York State Education Department
Office of Special Education
Educational Partnership





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*Module 3:
Establishing the
Grade-Level Team*

Teaming To Promote Literacy

Establishing Effective Literacy Practices Using the
Reading-Tiered Fidelity Inventory (R-TFI) 2.0



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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Our Staff



Staff Information



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Training Objectives

- Understand the role and functions of Grade Level Teams within Multi-tiered Systems of Support (MTSS) in addressing Tier 1 instruction
- Understand how the R-TFI facilitates alignment of Grade Level Teams with best practice in the field
- Begin action planning for implementation

Materials

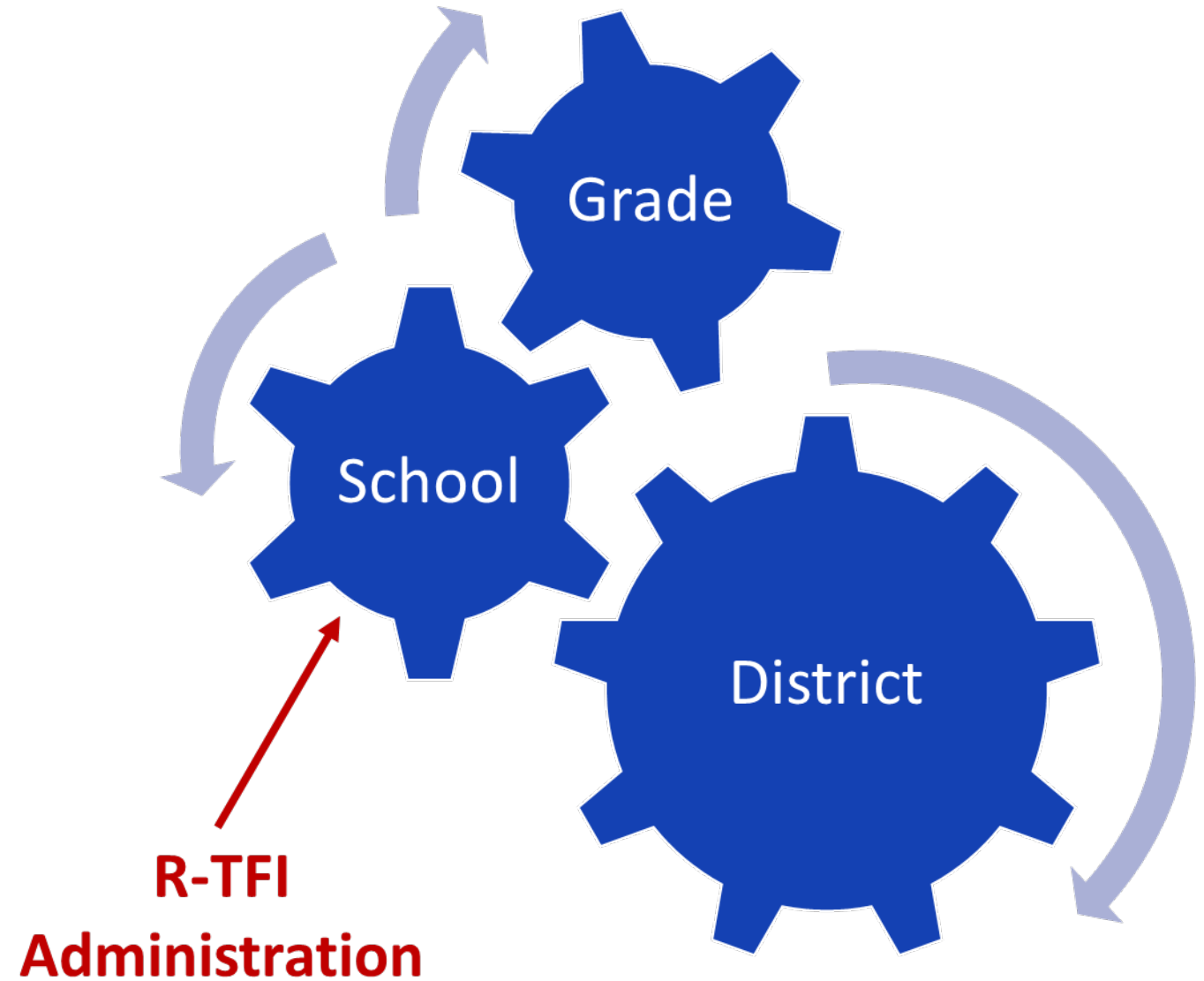
- MTSS Tier 1 Implementation Workbook
- R-TFI 2.0
- MiMTSS Grade Level Instructional Plan Handout
- TO BE CREATED: Template Powerpoint to create your MTSS Tier 1 presentation for individual Grade Level Teams in your school (use this and other training slide decks)

Grade Level Teams

What & Why

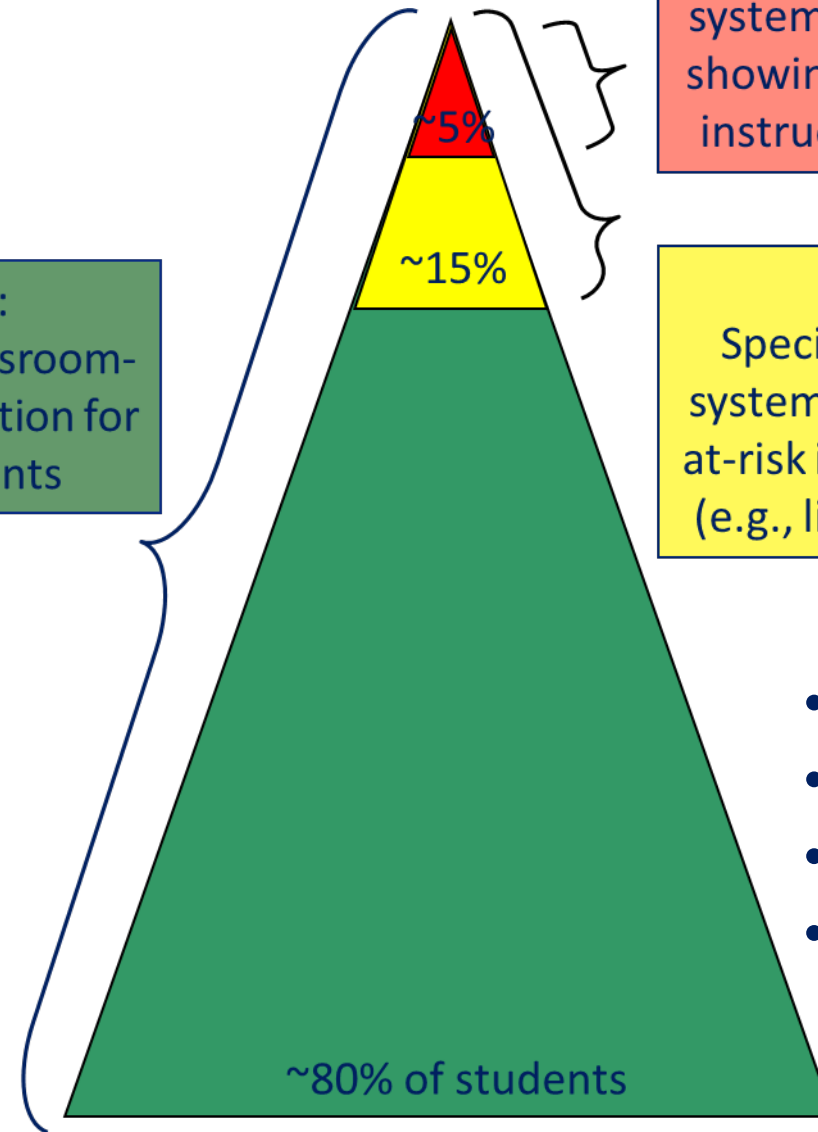
Teams Within the System

Using the R-TFI



The Multi-Tiered Framework

Tier 1:
School-/classroom-wide instruction for all students



Tier 2:
Specialized group systems for students at-risk in a given area (e.g., literacy; math)

Tier 3:
Individualized systems for students showing a significant instructional deficit

- **Students**
- **Staff**
- **Parents**
- **Families**

What is a Grade Level Team?

- A Grade Level Team:
 - includes grade-level teachers, support staff, and the principal (as available).
 - collects and reviews assessment and fidelity data to better understand the effectiveness of instruction, curriculum, and behavioral supports.
 - coordinates and collaborates to address the needs of all students using a problem-solving process.



What do Grade Level Teams do?

- Grade Level Teams should meet monthly to:
 - Review tri-annual screening data to make decisions for the **grade, class, and individual** students.
 - Review instructional materials, lessons, and objectives.
 - Provide collaborative feedback on teaching practices.
 - Seek help from the School Level Team (SLT) when needed.
- The meeting is **DATA DRIVEN**

Why use Grade Level Teams?

- Coordination and consistency *between* classrooms is a crucial role of the Grade Level Team.
- Ensure the selection and fidelity of valid practices and consistent use of materials.
- Look across classrooms to strategize small-group instruction that is inclusive of all students.



Supporting Grade Level Teams

- Grade Level Teams need support from the SLT in:
 - Collecting and reviewing screening data
 - Integrating evidence-based interventions and instructional modification for students at-risk
 - Progress monitoring and graphing
 - TIPS facilitation
 - Appraising treatment integrity

Effective Team Meetings

TIPS Foundations

- Honor working agreements
- Roles and responsibilities are:
 - defined
 - assigned
 - backup personnel are in place
- Participants have authority to implement solutions
- Team members present and on time
- Agenda/Minutes are reviewed, visible during meeting (projector/computer), and distributed afterward
- Status of previous solutions is reviewed
- Data is available and reviewed
- Problems are defined with precision
- Solutions are documented, and include
 - Goal defined, including a student outcome measure
 - Action plan
 - Fidelity measure for the solution
 - Schedule to gather fidelity and outcome data

Member Roles - Before

Member	Before the Meeting...
Coach/Facilitator	<ul style="list-style-type: none">✓ Provides agenda items to Minute Taker
Minute Taker/Recorder	<ul style="list-style-type: none">✓ Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's report, as appropriate✓ Prints copies of the Meeting Minutes form for each team member, or is prepared to project agenda
Data Analyst	<ul style="list-style-type: none">✓ Describes potential new problems with precision (What, Who, Where, When, Why)✓ Provides data (e.g., curriculum-based measurement screening data)✓ Provides update on previously-defined problems (i.e., precise problem statement, goal & timeline, direction of change in rate since last report, relationship to change goal)✓ Distributes Reports to team members✓ Asks Facilitator to add potential new problems to agenda for meeting

Member Roles - During

Member	During the Meeting...
Coach/Facilitator	<ul style="list-style-type: none">• Starts meeting on time• Determines date, time, and location of next meeting• Manages the “flow” of meeting by adhering to the agenda• Prompts team members• Is active participant in meeting• Ask questions (75% of what a facilitator says should be in question form)• Implement group norms/agreements• Keep people on track (back on track)
Minute Taker/Recorder	<ul style="list-style-type: none">• Asks for clarification of tasks/decisions to be recorded on Meeting Minutes form, as necessary• Is active participant in meeting
Data Analyst	<ul style="list-style-type: none">• Leads discussion of potential new problems• Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports)• Is active participant in meeting

Member Roles - After

Member	After the Meeting...
Coach/Facilitator	<ul style="list-style-type: none"><li data-bbox="573 568 1605 618">• Ensures revision of the implementation plan
Minute Taker/Recorder	<ul style="list-style-type: none"><li data-bbox="573 776 2313 891">• Disseminates copy of completed Meeting Minutes form to all team members within 24 hours
Data Analyst	<ul style="list-style-type: none"><li data-bbox="573 1076 1806 1126">• Enters any appropriate data. Follows up on questions.

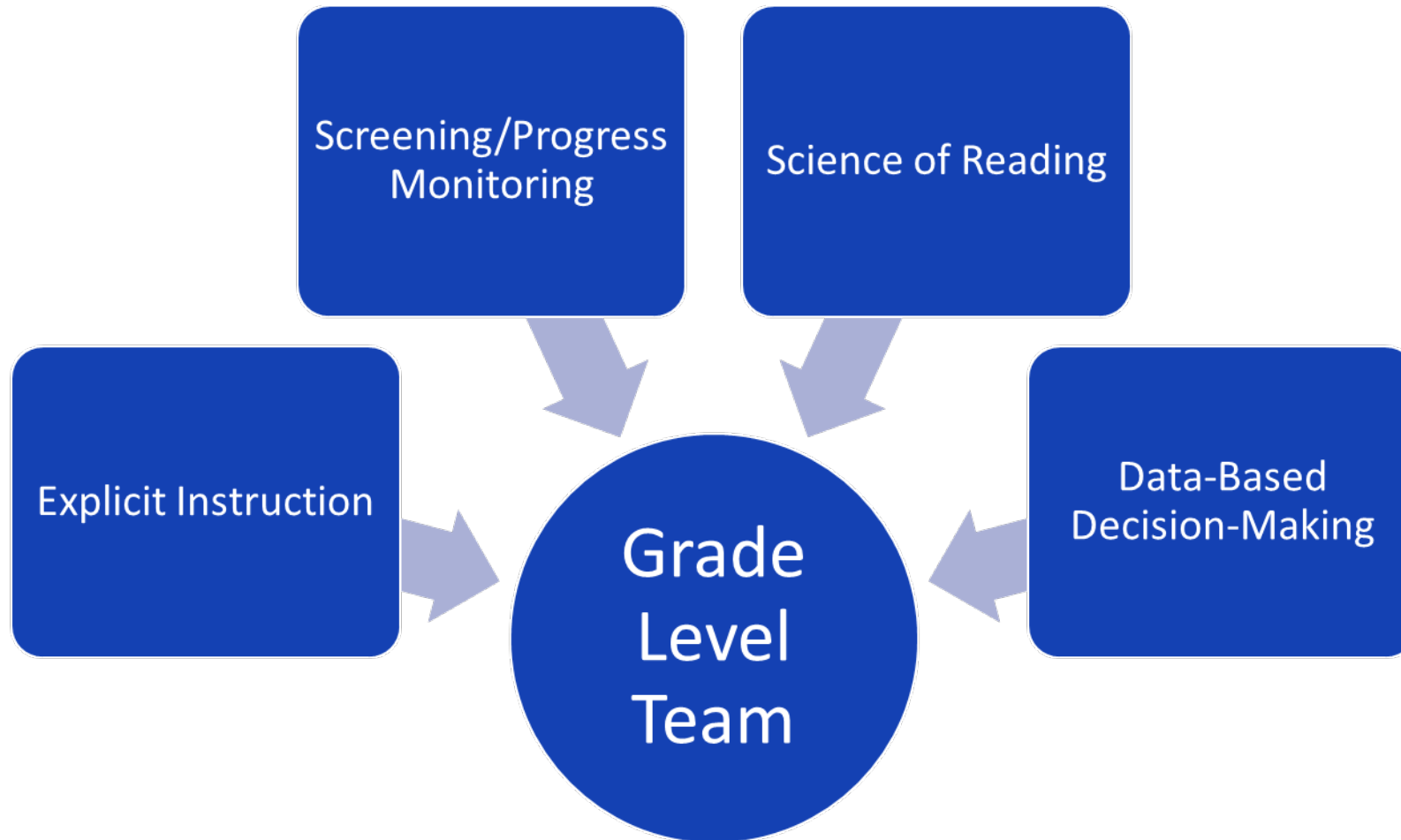
Example SLT Agenda Items

Member	Example Agenda Items from Grade Level Team Meeting
Data Agenda Item	<ul style="list-style-type: none">• Review proportion of students in each class who passed winter Curriculum-Based Measurement screener• Review improvement of individual at-risk students from fall to winter
Instructional Materials	<ul style="list-style-type: none">• Based on the data, do we need to reorganize our small-group reading groups?• Should we add additional explicit fluency instruction for the lowest group?
Collaborative Feedback	<ul style="list-style-type: none">• Ms. Smith will observe Ms. Jane regarding her upcoming phonemic awareness lesson.• Will track opportunities to respond and provide feedback.

R-TFI and Grade Level Teams

- The following R-TFI items (summarized) are applicable to Grade Level Teams and can be addressed on grade-level implementation plans:
- **Items 1.9 - 1.15:** Quality of Instruction
- **Item 1.18-1.20:** Implementation Plan and Meeting Effectiveness

R-TFI and Grade Level Teams Diagram



Establishing the Grade Level Team - Review

Reviewing the Quality of Instruction (R-TFI 1.9 – 1.15)

Quality of Instruction

Item	Question
1.9	Teachers provide daily instruction in foundational word-reading skills aligned to address the needs of all learners
1.10	Teachers provide daily instruction in comprehension skills in all subjects to address the needs of all learners
1.11	Teachers select and support students in reading high-quality texts
1.12	Teachers provide daily instruction in foundational writing skills
1.13	Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read
1.14	Teachers provide intentional and differentiated Tier 1 instruction
1.15	Teachers provide effective social, emotional, and behavioral supports in the classroom.



Quality of Instruction II

- Items 1.9 – 1.14 use evidence from lesson plans, classroom observations, and other logs to determine whether instruction:
 - Is aligned with the *Science of Reading*
 - Is explicit in how the content is delivered
 - Differentiated such that every student works at an instructional level
 - Provides comprehensive instruction in reading AND writing

Quality of Instruction III

The R-TFI encourages the SLT to work with teachers in thinking strategically about instruction.

- Who gets what and where?

To do this well, we need to think *across* teacher and specialist-classrooms, not just within them.

- Collaborative coverage of reading foundation areas
- Distributed responsibility for activities and small-group centers

Quality of Instruction IV

Item 1.11 - Texts available in classroom:

Decodable

Content
Specific

Culturally
Diverse

Vocabulary
Rich

Instructional
Level

Diverse text
structures

Quality of Instruction V

- Items 1.15 asks whether the class environment is conducive to learning.
- This question overlaps with the **Tiered Fidelity Inventory (TFI)**, the fidelity tool most often used in Positive Behavior Interventions and Support (PBIS).
 - If you do have PBIS in place, look to data from the TFI to answer this question.

Sample TFI Questions

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
<p>1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Staff handbook • Student handbook 	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>
<p>1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs 	<p>0 = Expected behaviors are not taught</p> <p>1 = Expected behaviors are taught informally or inconsistently</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations</p>
<p>1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>	<ul style="list-style-type: none"> • Staff handbook • Student handbook • School policy • Discipline flowchart 	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>

Establishing the Grade Level Team

The Implementation Plan and Meeting Effectiveness (R-TFI 1.18 -
1.20)

Implementation Plan and Meeting Effectiveness

Item	Question
1.18	Grade-level teams meet to organize class-wide reading instruction
1.19	Grade-levels have Implementation Plans for the reading components of an MTSS framework

Implementation Plan and Meeting Effectiveness Cont.



- Review Appendix D (Part 2) now.
- This form is used to create an implementation plan at the grade level using the Instruction-Curriculum-Environment (ICE) framework.
 - Facilitate review of current materials and practices.
 - Use data (e.g., screening data) to determine what is working.
 - Determine where the holes are in instruction, curriculum, and environment.
 - Facilitate plan implementation.

Implementation Plan

Grade-Level Implementation Plan (Part 2: ICE/TIPS)					
ICE Area	Description & Action Steps		Goals	Who?	When?
Curriculum	What we have:				
	What we need:				
Instruction	What we do:				
	What else we need do:				
Environment	What we do:				
	What else we need do:				
Other Considerations (e.g., Community Engagement, Assessment):					

Meeting Effectiveness

Item	Question
1.20	Grade-level teams use a process for data-based decision-making to monitor the health of tier 1.

Establishing the Grade Level Team - Example

Example Application

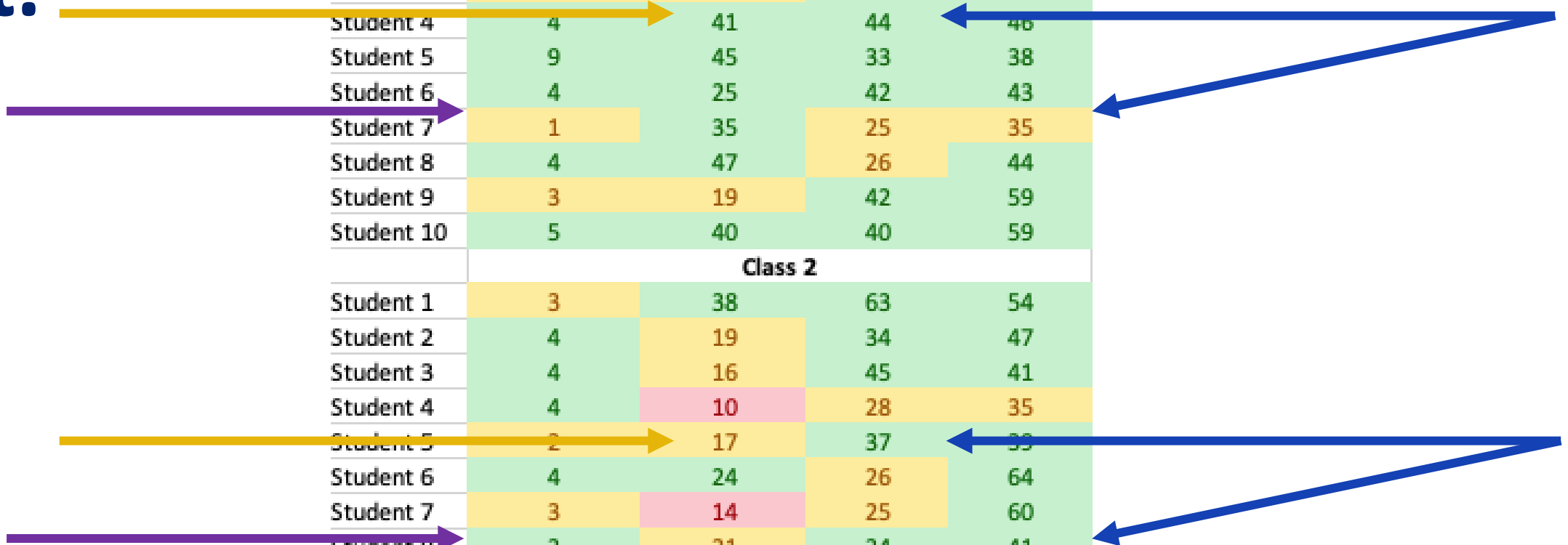
Example Application

- The Kindergarten Grade Level Team (2 classrooms) meets following class-wide winter screening of basic skills using *Acadience*.
- The following scores were observed

	Word Reading Fluency	Nonsense Word Fluency	Phoneme Seg	Letter Naming Fluency
Class 1				
Student 1	4	42	32	44
Student 2	4	27	48	64
Student 3	1	21	65	38
Student 4	4	41	44	46
Student 5	9	45	33	38
Student 6	4	25	42	43
Student 7	1	35	25	35
Student 8	4	47	26	44
Student 9	3	19	42	59
Student 10	5	40	40	59
Class 2				
Student 1	3	38	63	54
Student 2	4	19	34	47
Student 3	4	16	45	41
Student 4	4	10	28	35
Student 5	2	17	37	39
Student 6	4	24	26	64
Student 7	3	14	25	60
Student 8	3	21	34	41
Student 9	2	31	39	49
Student 10	2	14	34	32

Example Application Cont.

	Word Reading Fluency	Nonsense Word Fluency	Phoneme Seg	Letter Naming Fluency
Class 1				
Student 1	4	42	32	44
Student 2	4	27	48	64
Student 3	1	21	65	38
Student 4	4	41	44	46
Student 5	9	45	33	38
Student 6	4	25	42	43
Student 7	1	35	25	35
Student 8	4	47	26	44
Student 9	3	19	42	59
Student 10	5	40	40	59
Class 2				
Student 1	3	38	63	54
Student 2	4	19	34	47
Student 3	4	16	45	41
Student 4	4	10	28	35
Student 5	2	17	37	33
Student 6	4	24	26	64
Student 7	3	14	25	60
Student 8	3	21	34	41
Student 9	2	31	39	49
Student 10	2	14	34	32



Example Application - Decision Rules

	Word Reading Fluency	Nonsense Word Fluency	Phoneme Seg	Letter Naming Fluency
Class 1				
Student 1	4	42	32	44
Student 2	4	27	48	64
Student 3	1	21	65	38
Student 4	4	41	44	46
Student 5	9	45	33	38
Student 6	4	25	42	43
Student 7	1	35	25	35
Student 8	4	47	26	44
Student 9	3	19	42	59
Student 10	5	40	40	59
Class 2				
Student 1	3	38	63	54
Student 2	4	19	34	47
Student 3	4	16	45	41
Student 4	4	10	28	35
Student 5	2	17	37	39
Student 6	4	24	26	64
Student 7	3	14	25	60
Student 8	3	21	34	41
Student 9	2	31	39	49
Student 10	2	14	34	32

90%
responding to
Tier 1

80%
responding
to Tier 1

30%
responding
To Tier 1

Example Application

Grade-Level Implementation Plan
Part 2: Instruction-Curriculum-Environment (ICE) Elements

ICE Area	Description & Action Steps		Goals	Who?	When?
Curriculum	What we have:	We have the embedded VC/CVC phonics lessons from the core curriculum, which we can review. We also have Elkonin box lists and materials in class to support phonemic awareness.	Identity and implement supplemental materials	Teacher 2	By January
	What we need:	We need a supplemental class-wide intervention for VC/CVC blending (curriculum). We need progress monitoring materials for students at Tier 2 (learner).	Median NWF score of 31 CLS	Both Teachers	Spring Screening
Instruction	What we do:	We provide 60 minutes of reading instruction each day, 30 minutes of each is for phonics using a mix of curriculum activities and marker board activities	Implement phonemic awareness activity for small group	Teacher (center lead)	1 By January
	What else we need to do:	We need an additional oral phonemic awareness activity to use with the small group (instruction).	Median PS score of 45	Both Teachers	Spring Screening
Environment	What we do:	We use Tier 1 PBIS to promote readiness behaviors	Maintain current ODR rate		
	What else we need to do:	We do not need additional support at this time.			

Other Considerations (e.g., Community Engagement, Assessment): Many of our students attend a nearby aftercare. We will contact them and offer to train them in literacy enrichment activities.

Planning for Grade Level Teams



Activity 5 – Beginning to plan for Grade Level Teams

- Who/When will you approach faculty to introduce the idea of Grade Level Teams?
- After the Grade Level Teams come online, when will you observe the team meetings?

Next Steps

- Approach initial grade cohorts
 - Who on the school-level team is responsible?
- Ensure screening schedule is formalized
- Schedule administrator/team visits to Grade Level Teams
- Develop introductory training on MTSS and teaming for participating teachers.

Questions and Answers



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Regional Level Team (RLT) February 2021

Meeting Evaluation Survey

https://cornell.ca1.qualtrics.com/jfe/form/SV_1YBRP2E82qmsVL0

Meeting Evaluation Survey

Add survey link here.