



Partnering with Iowa's Local Schools



# Common Processes to Inform Intensive Literacy Instruction: An Iowa SPDG Case Study

*Signetwork MTSS CoP April, 2020*

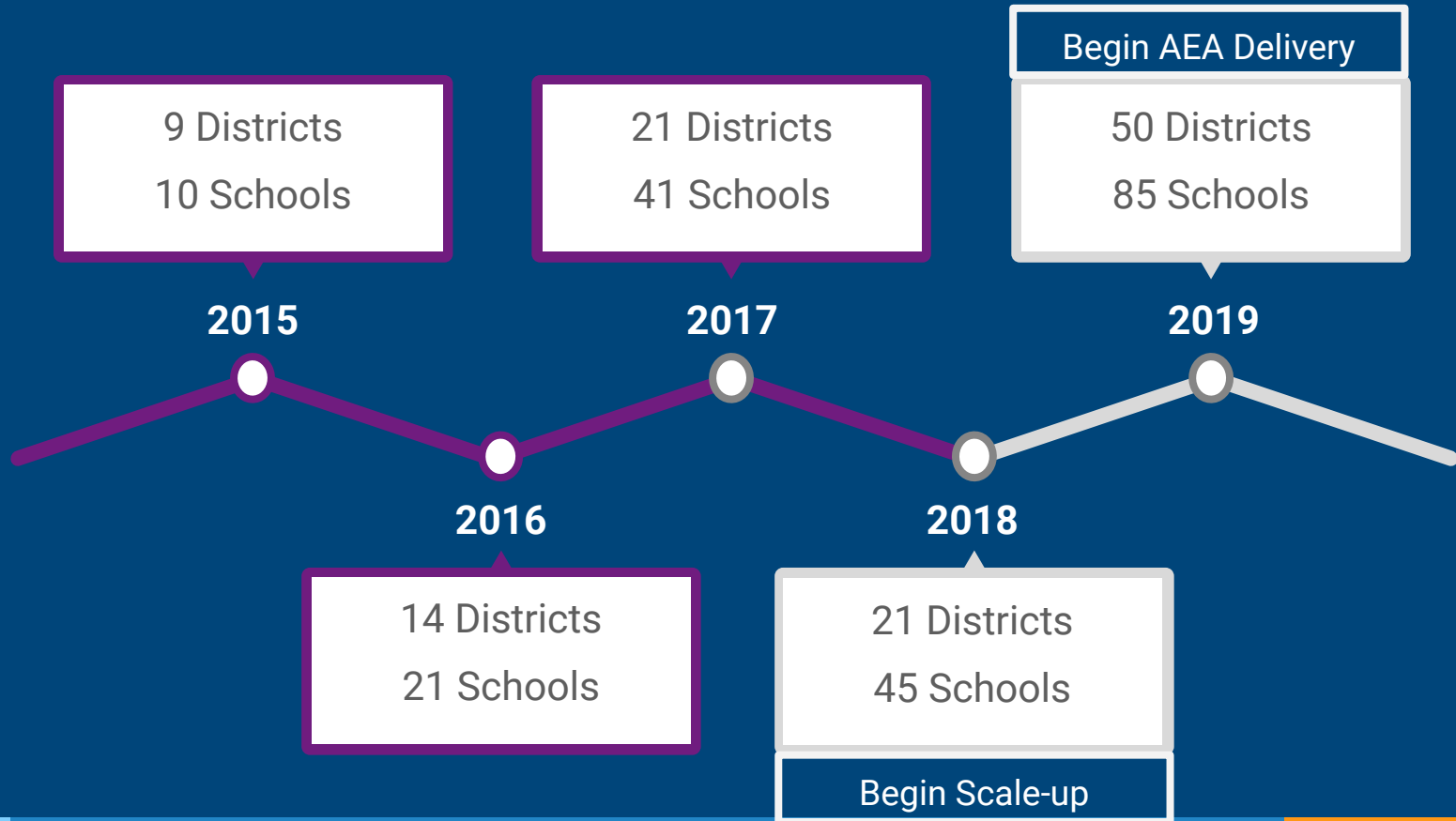
Kathy Bertsch, Ph.D., MTSS Administrative Consultant  
Iowa Department of Education

SPECIALLY DESIGNED INSTRUCTION

**IOWASDI**

DIAGNOSE • DESIGN • DELIVER • ENGAGE

# About SDI K-6 Literacy in Iowa



# Objectives

*Understand the types of data and processes schools and teachers use to:*



DIAGNOSE

Diagnose literacy needs



DESIGN

Design instruction aligned needs



DELIVER

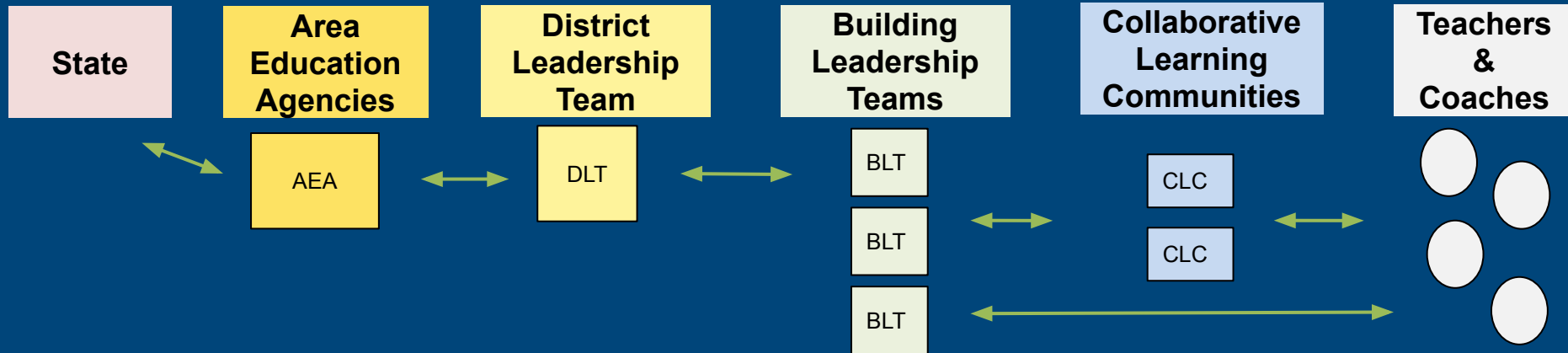
Deliver instruction aimed to reduce the gap

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# Engage Teams in Using a Common Implementation Process



<b>DIAGNOSE FOR INSTRUCTIONAL DESIGN</b>  <i>Use RIOT &amp; SCIL in order to:</i>	<b>DESIGN FOR INSTRUCTIONAL DELIVERY</b>  <i>With a team who has relevant and specialized knowledge, develop a plan which:</i>	<b>DELIVER FOR LEARNER ENGAGEMENT</b>  <i>Use evidence-based, high-leverage practices in order to:</i>
1. Define areas of concern and verify potential reasons for the concern	4. Incorporates evidence-based practices aligned to learner needs	7. Deliver the instruction as designed and monitor instructional fidelity
2. Identify strengths, interests and preferences that sustain learner engagement	5. Aligns to the Iowa Core and is age appropriate	8. Monitor learner progress
3. Determine critical supports needed for learner success	6. Maximizes opportunities for access and engagement	9. Adjust instruction as necessary based on learner progress and instructional fidelity
<b>SUPPORT ENGAGEMENT FOR LEARNING THROUGH FAMILY SCHOOL PARTNERSHIPS</b>		



# Review & Reflection: Intro

**If you have a common framework to drive your SPDG, what methods have you used to ensure it is used across the cascade? (state <--> to classroom)**

Record Responses at <https://tinyurl.com/IowaSPDG>



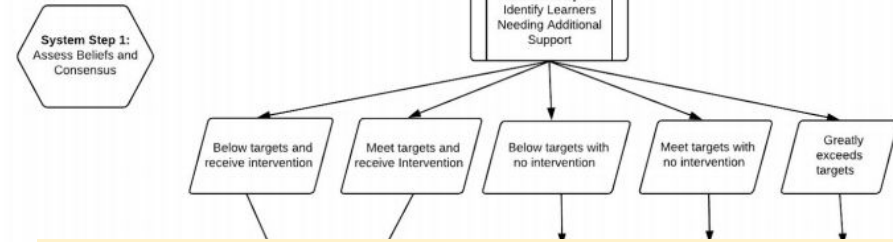
# Diagnose for Instructional Design



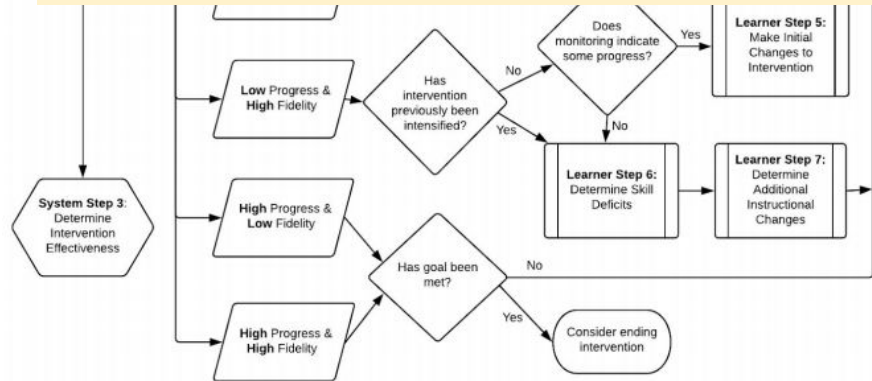
## DIAGNOSE FOR INSTRUCTIONAL DESIGN

*Use RIOT & SCIL in order to:*

1. Define areas of concern and verify potential reasons for the concern
2. Identify strengths, interests and preferences that sustain learner engagement
3. Determine critical supports needed for learner success



The Gist - Educators learn a common process to determine if students are making sufficient progress to reduce the gap and determine needs and adapt instruction as needed.







# Diagnose for Instructional Design



## Implementation Outcomes

### Building Leadership Teams:

- Prepare to do a system assessment and action planning during Winter Retreat.

Document/review your instructional resources. Do you have resources that match student needs?

Support diagnostic decisions by setting aside time for teacher/teams to collaborate/review case studies.

### PLCs:

Review & discuss “Assigning Interventions” in the Ix System Guide sections. Bring questions to Lit 2.

### Teachers & Coaches:

Identify a student not making sufficient progress. Gather info and make diagnostic decisions.

Bring your case to Lit 2.



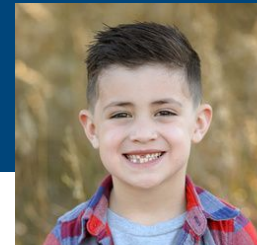
# Chris - Diagnose learner needs



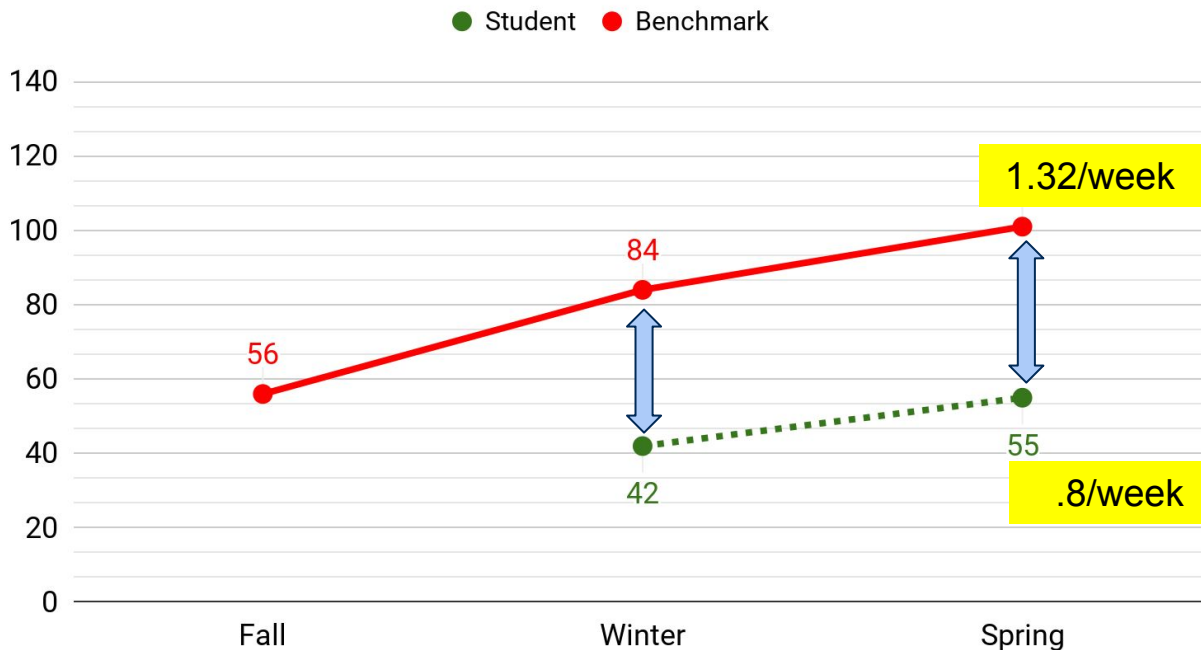
Chris is a 2<sup>nd</sup> grader; it is January; he has an IEP for reading . Chris is able to read a 2<sup>nd</sup> grade screener passage with 42 WCPM and 87% accuracy. Chris can accurately decode CVC words both in context and in isolation, but he struggles with certain blends and digraphs when they are added to a word. He is not consistent from day to day with the sight words that are expected to be mastered in 2<sup>nd</sup> grade, and he made .8 words gain per week during the last 2 months. When asked comprehension questions about what he has read, he often cannot provide the correct answer. He is in a small group intervention with a focus on using leveled readers, reading comprehension, and word study with word patterns that arise within the text. The instructional interventions are being well implemented. What are the next steps? Why?



# Is progress sufficient to close the gap?



Fastbridge 2nd Grade CBMr Expectations





# Is instruction implemented with fidelity?



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What are the next steps? Why?



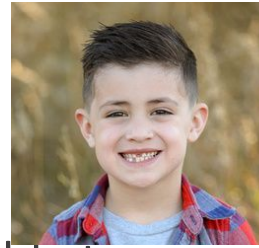
# Is instruction targeted and sufficiently intensive?



<b>Description of Concern</b> Step 6- Action A.	<b>Assumed Cause to the Skill Gaps</b> Step 6- Action B.	<b>How Will You Verify the Cause of the Concern?</b> Step 6- Action B.	<b>Was the Assumed Cause Verified? Summarize Findings.</b> Step 6- Action C.
<p>Is not accurate with decoding skills and as a result is not reading with fluency on 2<sup>nd</sup> grade level materials . He is reading with 42wcpm and with 87% acc.</p>	<p>Does not know expected sight words with automaticity and accuracy.</p> <p>Lacks mastery of key decoding patterns/skills.</p> <p>Current instruction not intensive enough in these areas.</p>	<p>Observe current instruction.</p> <p>Gather oral reading samples and do an error analysis and look for patterns.</p> <p>Gather more Decoding data from a diagnostic assessment and analyze the results.</p> <p>Use diagnostic flowcharts.</p>	



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## Next Steps

- Provide more intensified and targeted instruction in accuracy and automaticity of Phonics and Word Reading aligned to diagnostic assessment.







# Review & Reflection: Diagnose

SPDG is about meeting teacher needs to meet student needs.

How does your SPDG use data to inform either professional learning or teacher practices?

Record Responses at <https://tinyurl.com/IowaSPDG>



# Design for Instructional Delivery

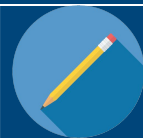


## DESIGN FOR INSTRUCTIONAL DELIVERY

*With a team who has relevant and specialized knowledge, develop a plan which:*

4. Incorporates evidence-based practices aligned to learner needs
5. Aligns to the Iowa Core and is age appropriate
6. Maximizes opportunities for access and engagement

The Gist - Educators learn a common process to design instruction across the school's day.



# Design for Instructional Delivery



## Implementation Outcomes:

### Building Leadership Teams:

Support design by setting aside time for teacher/teams to collaborate/review case studies.

### PLCs:

Choose a case study and use the 4-step process to identify possible supports for learning.

### PLCs:

Consider what common feedback/fidelity tools your school might use? How might you facilitate their use through PLCs?

### Teachers & Coaches:

Refine Diagnostic & Design for Your Case Study. Make a Match to Instructional Resources/Materials

### Teachers & Coaches:

Decide what fidelity of implementation tools you will use. Plan time for feedback with peers/coaches.



# Collaboratively design instruction to meet learner needs.

▷ Identify:

**Step One.** What tasks are difficult for the learner?

**Step Two.** Why is this specific task difficult for the learner?

**Step Three.** What supports does the learner need to perform these tasks as independently as possible?

**Step Four.** How will we know if the supports or accommodations are effective?

[\(Determining Supports for Learning and Performance for All Students \(IDOE\).\)](#)



## Step 1: What tasks are difficult for Chris?



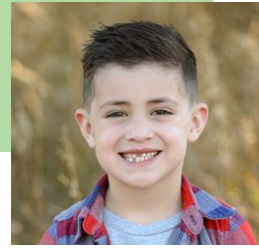
Consider the learner's schedule and the activities/tasks that are difficult.

### Ex. 2nd Grade Literacy Block

Description	Activities	Difficult?
Making words	Advanced PA; multi-syllabic words/morpheme study; sound wall games; word/phrase fluency activities	X
Partner reading	Predictions, repeated reading, retell, read with expression.	
Comp	Read aloud, graphic/text organizers, independent practice.	
Vocab	Read aloud focused on vocab, teacher directed explicit vocabulary instruction, partner/practice activity.	
Centers	Teacher directed small groups, student/partner centers (word study, fluency, vocab, comp, writing)	X
Writing	Teacher directed, modeling, guided writing, independent writing, mini-lessons.	X



## Step 2: Why is the task difficult for Chris?



### Ex. Instruction Matrix for Collaborative Design

Description	Activities	Why is the task difficult?
Making words	Advanced PA; multi-syllabic words/morpheme study; sound wall games; word/phrase fluency activities	Cannot access the words to participate in activities. Too complex of patterns.
Centers	Teacher directed small groups, student/partner centers (word study, fluency, vocab, comp, writing)	Same as above; Takes very long to engage in the comp activities and doesn't finish.
Writing	Teacher directed, modeling, guided writing, independent writing, mini-lessons.	Great ideas, but difficulty getting them on paper.



## Step 3: What supports does Chris need?



Activities	Why is it difficult?	Modification/ Accommodation	Promote Skill Instruction	Increase Engagement
Making Words: multi-syllabic words/morpheme study; sound wall games; word/phrase fluency activities	Cannot access the words to participate in activities. Too complex of patterns.	Preteach the words OR →	Use patterns based on individualized learning/ teaching goals. ( <a href="#">Example Word Building Lesson</a> )	
Centers: word study and comprehension activities	Same as above; Takes very long to engage in the comp activities and doesn't finish.	peer partner for comp.	Alternate words for activities;	
Independent Writing	Great ideas, but difficulty getting them on paper.	AT for writing		





## Step 4: How will we know this is working for Chris?



Activities	Support	How will we know?
Making Words: multi-syllabic words/morpheme study; sound wall games; word/phrase fluency activities	Use patterns based on individualized learning/teaching goals.	<ul style="list-style-type: none"><li>● Meeting ambitious goals for ORF and accuracy.</li></ul>
Centers: word study and comprehension activities	Alternate words for activities; peer partner for comp.	<ul style="list-style-type: none"><li>● Finishes activities in similar time with similar accuracy.</li></ul>
Independent Writing	AT for writing	<ul style="list-style-type: none"><li>● Writing produced through AT support.</li></ul>



# Review & Reflection: Design

What ways has your SPDG capitalized on collaboration?

Record Responses at <https://tinyurl.com/IowaSPDG>



# Deliver for Learner Engagement



## DELIVER FOR LEARNER ENGAGEMENT

*Use evidence-based,  
high-leverage practices in  
order to:*

7. Deliver the instruction as designed and monitor instructional fidelity
8. Monitor learner progress
9. Adjust instruction as necessary based on learner progress and instructional fidelity

The Gist - Educators learn a common process to use formative data regularly for instructional decision-making.



# *Deliver for Learner Engagement*



## Implementation Outcomes:

### **SDI Leadership Teams:**

Support intensification by setting aside time for teacher/teams to collaborate/review case studies.

### **PLCs:**

What learning might you do together around “formative assessment” and/or “learning progressions” to support this effective practice?

### **PLCs:**

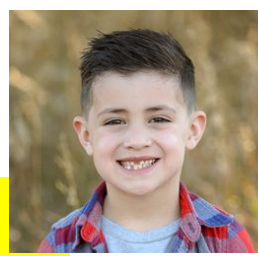
Review & discuss the 4 methods of intensifying and plan needed continued learning.

### **Teachers & Coaches:**

Choose 1 student or group of students that you teach, given the student/s literacy instruction, what types of “planned-for-interaction” types of formative assessment might you include? How would you teach your students to self assess? How might you need to adjust instruction given data collected during instruction?



# How would you plan for formative assessment?



**Instructional Objective:** Automatically produce the **phoneme** for new and review word patterns/syllables within the lesson.

<p>1. Determine criterion/s for performance and methods of assessing these during instruction (based on learning progressions)</p>	<p>90% of phonemes will be automatic as measured by student responses during each lesson section.</p>
<p>2. Teach the student to self-assess</p>	<p>Student is taught to put a coin on a 10's sheet (with 9 cells shaded) for each grapheme correct on lesson checkout.</p>
<p>3. Carefully analyze student responses to adjust/guide instruction <u>and</u> provide descriptive feedback to students.</p>	<p>Teacher provides immediate modeling of the accurate phoneme upon error and those that are not automatic receive additional practice within the lesson.</p>



# Review & Reflection: Deliver

How does your SPDG ensure that your professional learning influences teacher practice and student outcome?

Record Responses at <https://tinyurl.com/IowaSPDG>

# Resources

- [Iowa Specially Designed Instruction Framework](#)
- [Iowa MTSS Intervention System Guide](#)
- [Determining Supports for Learning and Performance for All Students \(IDOE\)](#).

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