

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**

## **OSEP FY 2024 Grant Performance Report**

**CFDA # 84.323A**

**PR/Award # H323A210011**

**Budget Period # 4**

**Report Type: Annual Performance**

PR/Award # H323A210011

## Table of Contents

Sl#	Title	Page#
1.	Grant Performance Report (ED 524B) Cover Sheet - Revised 2015 -----	3
2.	2025_Signed_Cover_Sheet_and_APR_NJTSS_Executive_Summary.pdf -----	5
3.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 1 -----	9
4.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 2 -----	10
5.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 3 -----	11
6.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 4 -----	12
7.	Grant Performance Report (ED 524B) Project Status Chart - Section B & C -----	13
8.	2025_APR_NJTSS_Section_C.pdf -----	14
9.	050225_APR_Section_B_SPDG_H323A210011.pdf -----	228

**U.S. Department of Education  
Grant Performance Report  
Cover Sheet (ED 524B)**

**Check only one box per  
Program Office instructions.**

☒ **Annual  
Performance  
Report**

☐ **Final  
Performance  
Report**

**General Information**

1. PR/Award #: H323A210011

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 34

(See instructions. Up to 12 Characters.)

3. Project Title: New Jersey Tiered System of Supports (NJTSS) for Early Reading Expanding Capacity for Equitable, Data-Driven Instruction State Personnel Development Grants

(Enter the same title as on the approved application.)

4. Grantee Name: EDUCATION, NEW JERSEY DEPARTMENT OF

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 100 RIVERVIEW PLAZA

City: TRENTON

State: NJ Zip: 08625 Zip+4:

6. Project Director:

(See instructions.)

First Name: Tami

Last Name: Strege

Title: Director, Office of Standards

Phone #: 6093763762

Fax #:

Email Address: tami.strege@doe.nj.gov

**Reporting Period Information (See instructions.)**

7. Reporting Period: From: 03/01/2024 To: 02/28/2025

(mm/dd/yyyy)

**Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	<b>Federal Grant Funds</b>	<b>Non-Federal Funds (Match/Cost Share)</b>
a. Previous Budget Period	990,209	0
b. Current Budget Period	1,446,153	0
c. Entire Project Period (For Final Performance Reports only)		

**Indirect Cost Information (To be completed by your Business Office. See instructions.)**

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?  
If yes, please indicate which of the following applies to your grant? ☒ Yes ☐ No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ☒ Yes ☐ No  
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2021 To: 06/30/2025 (mm/dd/yyyy)  
The approving Federal agency is : ☒ ED ☐ Other (Please specify):  
The Indirect Cost Rate is : 3.9 %  
Type of Rate ☐ Provisional (Please specify):  
(For Final Performance Reports Only): ☐ Final ☐ Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) ☐ Yes ☐ No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :  
☐ Is included in your approved Indirect Cost Rate Agreement ☐ Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:  
☐ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)  
☐ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☐ No ☒ N/A**Data Privacy and Security Measures Certification (See instructions.)**

Please note that the following question pertains to programs with Institute of Education Sciences (IES) only.

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? ☐ Yes ☐ No ☒ N/A

**Performance Measures Status and Certification (See instructions.)**

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☒ Yes ☐ No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Dave Corso

Title: Assistant Commissioner/Chief Financial Officer (CFO)

Signature:

Date:

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : NJDOE Signed Cover Sheet & Executive Summary

File : [2025 Signed Cover Sheet and APR NJTSS Executive Summary.pdf](#)



**U.S. Department of Education  
Grant Performance Report  
Cover Sheet (ED 524B)**

**Check only one box per  
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(Enter the same title as on the approved application.)

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City: TRENTON

State: NJ Zip: 08625 Zip+4:

6. Project Director:

(See instructions.)

First Name: Tami

Last Name: Strege

Title: Director, Office of Standards

Phone #: 6093763762

Fax #:

Email Address: tami.strege@doe.nj.gov

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(mm/dd/yyyy)

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- a. Are you claiming indirect costs under this grant?  
If yes, please indicate which of the following applies to your grant?      ☒ Yes ☐ No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:      ☒ Yes ☐ No  
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2021 To: 06/30/2025 (mm/dd/yyyy)  
The approving Federal agency is : ☒ ED ☐ Other (Please specify):  
The Indirect Cost Rate is : 3.9 %  
Type of Rate ☐ Provisional (Please specify):  
(For Final Performance Reports Only): ☐ Final ☐ Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f)      ☐ Yes ☐ No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :  
☐ Is included in your approved Indirect Cost Rate Agreement ☐ Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:  
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a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☒ Yes ☐ No

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13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: David F. Corso

Title: Assistant Commissioner/Chief Financial Officer (CFO)

Signature: *David F. Corso*

Date: 04/28/2025

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : NODOE Executive Summary

File : [2025 APR NJTSS Executive Summary.pdf](#)

## Executive Summary

During this reporting period, this SPDG-funded project focused on (a) developing/refining and conducting online learning courses and synchronous webinars; (b) offering consultative support to district teams; (c) providing presentations for professional groups and conferences/summits; (d) facilitating interdivisional initiatives at the NJDOE to advance student early reading outcomes; and (e) developing and providing state-level guidance for educators that aligns with two new literacy laws in New Jersey. Collectively, this work continued to bolster capacity at multiple systems levels to implement the New Jersey Tiered System of Supports (NJTSS) for early reading.

In addition to revising existing, universally-available online learning modules and capacity-building resources, three synchronous webinars were developed and provided to any interested school district personnel throughout New Jersey. These trainings focused on the use of action plans, protocols, and tools to drive district-level capacity building related to universal screening; analyzing screening data and core instruction to identify the effectiveness of tier 1 interventions; and making adjustments to core instruction based on data-identified needs.

Twenty-one school districts received intensive support during this reporting period via synchronous webinar-based training and consultative check-ins. Six multi-district synchronous trainings were developed/refined and provided across two district cohorts. The training and consultative check-ins focused on:

- a) the use of action plans, protocols, and tools to drive district-level capacity building related to universal screening;
- b) analyzing screening data and core instruction to identify the effectiveness of tier 1;
- c) making adjustments to core instruction based on data-identified needs;
- d) identifying and grouping students for intervention; and
- e) implementing intervention and monitoring student progress.

Over 60 consultative sessions provided individually with district teams continued to offer opportunities for districts to reflect on implementation (enablers and barriers), review progress, and receive targeted support via modeling, guided practice, and feedback based on their progress in implementing NJTSS components.

Presentations during this reporting period for the NJ MTSS Summit, the NJ Reading League, and the NJPSA Literacy Summit focused on building capacity to implement NJTSS, including selecting universal screening assessments and using screening, diagnostic, and progress-monitoring data to guide tiered intervention supports. In addition, community-of-practice trainings were developed and provided in collaboration with the NJDOE's State Implementation and Scaling-up of Evidence-based Practices (SISEP) initiative to support school districts in implementing research-based phonological awareness instruction aligned with students' early reading needs.

The SPDG project continued to support state-level advancement of research-based literacy policies and practices. Members of the team (Glover and Lynam) were actively involved in a state working group charged with developing state-level guidance for educators in response to two new literacy laws in New Jersey. Multiple team members participated in drafting this guidance, which incorporates NJTSS-ER as a means of advancing a continuum of supports to address students' early reading needs. Then Project Director Pereira also continued to work with senior NJDOE leadership

to operationalize the role of NJTSS-ER in advancing the NJ Governor's literacy initiative and to align interdivisional efforts as the NJDOE works toward achieving its State Systemic Improvement Plan goals focusing on early reading outcomes for students with disabilities.

In the fall of 2024, leadership at the NJDOE for this SPDG project moved from the Office of Student Support Services in the Division of Educational Services (Lu Pereira) to the Office of Standards in the Division of Teaching and Learning Services (directed by Tami Strege).

In addition, interdivisional planning meetings between the outgoing project director and incoming project director, the newly established NJDOE Office of Learning Equity and Academic Recovery, and leadership at the NJDOE assisted in building capacity for NJTSS in early reading.

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: H323A210011

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**1 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

SPDG Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a  By the end of the third year of implementation of the revised NJTSS-ER framework, 70% of professional development components will have a score of 3 or 4, as measured against the rubric of professional development components.	PROGRAM		12 / 16	75		16 / 16	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. As indicated in the Evidence-Based Professional Development Rubric, State-level trainers/coaches continued to work with the SPDG and Professional Development Directors to build capacity for systems change at multiple levels within the state. Professional development continued to focus on building sustainable leadership driven by action plans, protocols, and tools utilized at the local level to guide data-driven NJTSS-ER implementation.

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

**PR/Award #: H323A210011**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2 . Project Objective** [ ] Check if this is a status update for the previous budget period.

Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2a  Seventy-five percent of districts having completed at least their second year of intense-PD participation will have an implementation score of at least 50% (48/96) on the NJTSS-ER District Implementation Map.	PROJECT		6 / 8	75		7 / 8	88
2b  For districts at the end of their third year of intense-PD participation, average early reading intervention implementation fidelity for 80% of early reading interventionists will be at least 70%.	PROGRAM		999 / 999	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2.a. The NJTSS-ER District Implementation Map is used to measure implementation of critical processes and practices aligned with the NJTSS-ER Framework. For this reporting period, implementation data were analyzed for eight districts having completed their second year of implementation. Ongoing consultation is provided to increase the implementation of practices and processes as needed. 2.b. No districts have begun their third year of intense-PD participation. Therefore, we include a ratio of 999/999 to indicate a lack of available data.

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

**PR/Award #: H323A210011**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3 . Project Objective**                      ☐ Check if this is a status update for the previous budget period.

Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3a  By the end of Year 4, 60% of funds will be used to provide ongoing technical assistance.	PROGRAM		867691 / 1446153	60		1238661 / 1446153	86

Explanation of Progress (Include Qualitative Data and Data Collection Information)

NJTSS-ER's program design utilizes technology-assisted coaching to improve instruction and student outcomes. At the time of reporting, 86% of funding has been spent on providing ongoing technical assistance. State level coaches continue to work diligently on implementing the coaching model described in the initial proposal, which has an increased focus on empowering participating school districts to lead their implementation of the NJTSS for Early Reading framework. State-level coaches continue to meet weekly with Co-Director Glover from Rutgers University, and time is allocated in each of these meetings to focus on improving technical assistance to school districts without creating in overreliance on project personnel. As described in Section B of the Annual Performance Report, some of the expenditures have not yet been drawn down from the award due to the draw down schedule. However, the funds are largely used to pay for expenses tied to the agreement with Rutgers, which has historically been spent in the 7 years NJDOE has partnered with Rutgers to implement the NJTSS-ER program.

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

**PR/Award #: H323A210011**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**4 . Project Objective**                      ☐ Check if this is a status update for the previous budget period.

Program Measure 4: Child Outcomes: Projects improve outcomes for children with disabilities

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4a  Among intense-PD districts in at least the end of their second year, 65% of all students will meet end-of-year benchmarks on skill-based reading screeners (Kindergarten Nonsense Word Fluency [Phonics Assessment]; Grades 1-3 Oral Reading Fluency) and/or will have an increase of at least 15% in performance on skill-based reading screeners.	PROGRAM		1676 / 2578	65		2322 / 2578	90
4b  Among intense-PD districts in at least the end of their second year, 50% of students with disabilities will meet end-of-year benchmarks on skill-based reading screeners (Kindergarten Nonsense Word Fluency [Phonics Assessment]; Grades 1-3 Oral Reading Fluency) and/or will have an increase of at least 10% in performance on skill-based reading screeners.	PROJECT		164 / 328	50		285 / 328	87

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4a. The target was set based on a low percentage of students at baseline attaining benchmark expectations. At the end of the 2023-2024 school year, there were 2578 students with valid DIBELS benchmark attainment scores. Among these students, 2328 either met or exceeded the end-of-year benchmarks or had a 10% increase in performance, which represents 90% of the sample. 4b. Target was set based on a low percentage of students with disabilities at baseline attaining benchmark expectations. At the end of the 2023-2024 school year, there were 328 students with disabilities with valid DIBELS benchmark attainment scores. Among these students, 288 met or exceeded the end-of-year benchmarks or had a 5% increase in performance, which represents 88% of the sample.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: **H323A210011**

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

Title : Budget Information

File : [050225\\_APR\\_Section\\_B\\_SPDG\\_H323A210011.pdf](#)

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

Title : NJTSS-Early Reading 2024-2025

File : [2025\\_APR\\_NJTSS\\_Section\\_C.pdf](#)

## Section C – Additional Information

### Current Partners

Rutgers University and New Jersey’s Statewide Parent Advocacy Network (SPAN) are current partners on this SPDG.

### Supplementary Documents and Materials

Supplementary documents and materials for this APR, include the following:

- **Program Measure #1**
  - A. Evidence-Based Professional Development Worksheet
  - B. Select Example from Eight NJTSS Component Overviews (Example for Tier 1 Instruction)
  - C. Screenshot of Example Online Learning Module
  - D. Sample of Action Plan and Protocols used to Guide Capacity Building for NJTSS-ER Essential Components
  - E. Sample Consultative Check-In Protocol
  - F. Select Examples of District Support Tools Used to Guide Implementation
    - Screenshot of Sample Screening Data Worksheet
    - Revised Tier 1 Core Analysis Tool
    - Tier 1 Fidelity of Implementation Checklist
    - Universal Screening Implementation Fidelity Checklist
    - Diagnostics Fidelity Checklist
    - Class Diagnostic Results for Grouping Tool
    - Revised Diagnostics, Tier 2/Tier 3 Intervention, and Progress Monitoring Guidelines Template
    - Student Intervention Planning & Progress Monitoring Workbook
    - Tier 2 & 3 Intervention Analysis Tool
  - G. Moderators of the Effectiveness of Adult Learning Method Practices (Dunst & Trivette (2012)
  - H. Data-Driven Coaching Model (Glover, 2017)
  - I. Observation Checklist for High-Quality Professional Development in Education
  - J. Sample Synchronous Webinar Presentation
- **Program Measure #2**
  - A. School/District NJTSS-ER Implementation Map
  - B. Sample Intervention Fidelity Checklist
- **Program Measure #3**
  - A. NJTSS State & Implementation Team
- **Excerpt from Rutgers MOU**

**Program Measure #1-A**  
**Evidence-Based Professional Development Worksheet**

Initiative Name and Year: NJTSS-Early Reading 2024-2025

**Worksheet**

**SPDG Evidence-based Professional Development Components**

***Worksheet Instructions***

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
(1) Selection	<p><b>Clear expectations are provided for PD participants and for schools, districts, or other entities.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities).</li> <li>• Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).</li> <li>• Description of how schools, districts, or other entities were informed of their responsibilities.</li> </ul> <p>Provide a brief description of the form(s) used for these agreements.</p>	<p><b>Expectations for PD participants:</b></p> <p>A total of 21 districts participating in this reporting period were onboarded for participation in professional development with intensive coaching/consultation. Through the application and onboarding process, which specified training requirements, districts agreed to:</p> <ul style="list-style-type: none"> <li>• Select up to two elementary schools serving K-3 students to target for consultative services beginning in the 2022-23 school year;</li> <li>• Use, or adopt, DIBELS 8 (available free online) by Winter of the 2022-23 school year as a universal screening assessment in the selected schools;</li> <li>• Use the ReadyCoach online platform, which is provided for free to participating districts, to guide the use of screening and diagnostic data, student grouping, progress monitoring, and the assignment of interventions from a customizable online intervention library;</li> <li>• Use the provided NJTSS-ER Framework resources (i.e., action plans, online learning courses, meeting protocols, materials, and tools);</li> <li>• Participate in synchronous and asynchronous webinar opportunities and attend NJTSS-ER check-ins with state-level consultants;</li> <li>• Adhere to NJTSS-ER data collection requirements including the sharing of DIBELS 8 data, assessments of knowledge and perception (including pre-post training assessments and general knowledge measures), coaching assessments, and data on NJTSS-</li> </ul>	4

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description ( <i>please provide after each bullet</i> )	Self-Assessment Score
		<p>ER implementation (e.g., artifacts and completed protocols);</p> <ul style="list-style-type: none"> <li>• Allocate sufficient resources (e.g., funds, personnel, and time) to participate in required project activities, take online courses, and attend stakeholder specific webinars and check-ins with state-level consultants; and</li> <li>• Plan for sustaining NJTSS-ER implementation in target schools and scaling NJTSS-ER implementation across additional district schools.</li> </ul> <p><b>What have schools, districts, or other entities agreed to provide?</b> District leadership team members signed off on all of the expectations provided above in alignment with a 3-year integration pacing schedule.</p> <p><b>How were schools, districts, or other entities informed of their responsibilities?</b> District responsibilities were explicitly stated in the application and subsequent synchronous and asynchronous webinars, as well as during individual district onboarding presentations and consultative check-in sessions.</p> <p><b>Brief description of the agreement forms:</b> The MOA described above outlines responsibilities for districts and schools. Permanent products will regularly be collected to ensure that personnel honor their commitments.</p>	

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

<b>Professional development (PD) domains</b>	<b>PD components</b> (with required elements the description should contain)	<b>Project Description (please provide after each bullet)</b>	<b>Self-Assessment Score</b>
A(2) Selection	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Expectations for trainers' qualifications and experience and how these qualifications are ascertained.               <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for trainers (the people who trained PD participants).</li> </ul> </li> <li>• Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained.               <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).</li> </ul> </li> </ul>	<p><b>Expectations for trainers' qualifications and experience and how these qualifications are ascertained:</b></p> <p>All State-level trainers/coaches were interviewed to confirm ability to meet the following minimum qualifications:</p> <ul style="list-style-type: none"> <li>• Graduation from an accredited college or university with a Master's degree in Education or related field</li> <li>• Significant experience in literacy programs and instruction</li> <li>• Delivery of professional development</li> <li>• Strong knowledge or background in reading strategies for various learners</li> </ul> <p><b>Description of role and responsibilities for trainers:</b></p> <p><b>Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained:</b></p> <p><b>Description of role and responsibilities for coaches or mentors:</b></p> <p>State-level trainers/coaches have been identified to serve as consultants for school/district leadership teams and local district/school coaches. The NJTSS-ER Trainers/Coaches consult with district/school teams and school-based coaches through synchronous and asynchronous training opportunities. NJTSS-ER Trainers/Coaches train district/school teams on the use and integration of NJTSS-ER Action Plans, Protocols, on-line learning courses and tools and resources; establish goals for pacing the integration of NJTSS-ER across a three-year training sequence; and provide individualized district coaching sessions through periodic consultative check-ins. The focus of these consultative check-ins is to provide support for local leaders and coaches responsible for building</p>	3

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
		capacity and facilitating data-based decision making and multi-tiered instruction/ intervention. Needed supports are identified through a review of district completed NJTSS-ER artifacts (i.e., Action Plans, Protocols, on-line learning courses, tools, resources, benchmark screening data, and Implementation Maps), NJTSS-ER Trainers/Coaches dedicate their time to (a) assessing districts' progress, (b) developing applicable synchronous webinars to address barriers to implementation, and (c ) providing ongoing technical assistance and targeted supports to guide local capacity building.	
B(1) Training	<b>Accountability for the delivery and quality of training.</b>  Required elements: <ul style="list-style-type: none"> <li>• Identification of the lead person(s) accountable for training– include name and position/title.</li> <li>• Description of the lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development.</li> </ul>	<b>Lead person(s) accountable for training (include name and position/title):</b> The Co-PI and Professional Development Director, Dr. Todd Glover (.50 FTE), is the lead person accountable for training. He works with Project Manager Cynthia Mackowicz to lead training and coaching.  <b>Lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development:</b> Dr. Glover (.50 FTE), working with Ms. Mackowicz, devotes a substantial amount of time to the following tasks: (1) designing a training plan, (2) training the State-level trainers/coaches, (3) ensuring all trainers meet skill-level expectations, (4) planning and monitoring training events, and (5) assessing the efficacy of the trainers and the overall training plan. Dr. Glover ensures that training for State- Level trainers/coaches is based on adult learning strategies	3

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

<b>Professional development (PD) domains</b>	<b>PD components</b> <i>(with required elements the description should contain)</i>	<b>Project Description (please provide after each bullet)</b>	<b>Self-Assessment Score</b>
		described by Dunst & Trivette (2012). He and Ms. Mackowicz meet with the training team once a week to provide foundational training and opportunities for State-level trainers/coaches to practice, apply, and receive feedback on coaching protocols and tools based on the professional development schedule.	
B(2) Training	<b>Effective research-based adult learning strategies are used.</b>  Required elements: <ul style="list-style-type: none"> <li>• Identification of adult learning strategies used, including the source of those strategies (e.g., citation).</li> <li>• Description of how these adult learning strategies were used.</li> <li>• Description of data gathered to assess how well adult learning strategies were used.</li> </ul>	<b>Adult learning strategies used, including the source of those strategies (e.g., citation):</b> <b>How were these adult learning strategies used?</b> Dr. Glover ensures that training for State-level trainers/coaches is based on adult learning strategies described by Dunst & Trivette (2012). These strategies were integrated into webinars and consultative check-ins with district team members. During webinars and consultative check-ins, trainers/coaches clearly introduced objectives, provided direct instruction and modeling of practices/procedures, and facilitated opportunities for guided practice during breakouts during which they provided feedback. District personnel's use of skills was demonstrated via artifacts submitted to trainers/coaches who then used rubrics to provide feedback to district team members.  <b>Data gathered to assess how well adult learning strategies were used:</b> All trainings were assessed using the rubric developed by Dunst and Trivette along with open-ended questions about the trainings' appropriateness and utility for advancing evidence-based practices. These data were reviewed following trainings and were summarized quarterly to inform adjustments to training practices.	4



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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
B(3) Training	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of skills that participants were expected to acquire as a result of the training.</li> <li>• Description of activities conducted to build skills.</li> <li>• Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).</li> </ul>	<p><b>Skills that participants were expected to acquire as a result of the training:</b></p> <p>The project incorporates technology-facilitated training, coaching, and TA designed to maximize the effective use of research-based implementation drivers (Fixsen et al., 2015) to advance effective support practices for students with or at risk for reading disabilities and to build school/district capacity and sustainability beyond participation in the project.</p> <p>Participants were expected to:</p> <ul style="list-style-type: none"> <li>• Build knowledge in key aspects of NJTSS-ER components (i.e., Team-Based Early Prevention Model, Assessment &amp; Data-Based Decision Making, Research-Based Priority Early Reading Skills, Universal Screening, Tier 1 Instruction, Diagnostics, Tier 2/3 Intervention and Progress Monitoring).</li> <li>• Acquire an understanding of how to integrate system components through the following stages: <ul style="list-style-type: none"> <li>○ Stage 1: PREPARE: Preview implementation steps and build knowledge</li> <li>○ Stage 2: ESTABLISH: Appraise existing practices, determine/select needed resources and tools; establish district guidelines</li> <li>○ Stage 3: INSTALL: Plan and schedule for implementation; prepare for implementation monitoring</li> <li>○ Stage 4: IMPLEMENT: Implement and make data-based decisions as planned</li> <li>○ Stage 5: EVALUATE &amp; REFINE: Evaluate effectiveness of implementation; make refinements as needed.</li> </ul> </li> </ul>	4

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description ( <i>please provide after each bullet</i> )	Self-Assessment Score
		<ul style="list-style-type: none"> <li>Understand what is required to build capacity to use data to guide multi-tiered instruction/intervention.</li> </ul> <p><b>Activities conducted to build skills:</b></p> <ul style="list-style-type: none"> <li>Online modules guided school leadership team members and implementation personnel in building capacity to integrate core NJTSS-ER components.</li> <li>During this reporting period, synchronous group webinars took place four times for each district cohort (8 total times) and 3 additional times for additional districts not enrolled in intensive coaching/consultation. These webinars were recorded and made available on a website for future reference by districts.</li> <li>Webinars were used to acknowledge participant successes, problem solve barriers, and prepare districts for successful integration of next steps implementing a multi-tiered system of supports.</li> <li>Action plans and protocols guided districts through key steps and activities for successful NJTSS-ER integration.</li> <li>Individual district consultative check-in sessions were strategically planned to reinforce skill application following webinar training.</li> </ul> <p><b>How was participants' use of new skills measured?</b></p> <ul style="list-style-type: none"> <li>Knowledge measures were administered before and after participation in online modules and webinars. Districts were also required to share protocol meeting notes and completed tools/protocols demonstrating their application of skills.</li> </ul>	

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
B(4) Training	<p><b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of training provided to trainers.</li> <li>• Description of coaching provided to trainers.</li> <li>• Description of procedures for observing trainers.</li> <li>• Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered.</li> <li>• Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).</li> <li>• Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training</li> </ul>	<p><b>Training provided to trainers:</b></p> <p><b>Coaching provided to trainers:</b></p> <p><b>Procedures for observing trainers.</b></p> <p>During this reporting period, Cynthia Mackowicz, Project Manager, continued to provide training for State-level trainers/coaches in the use of project protocols and tools. During consultative check-ins with district teams, State-level trainers/consultants used tools to collect information for Ms. Mackowicz and Dr. Glover to review. Ms. Mackowicz and Dr. Glover continued to conduct group-based supervision/consultation sessions to review school cases with the trainers, model support practices, and provide feedback and recommendations to adjustments to training.</p> <p><b>Training fidelity instrument used:</b></p> <p>All trainings (webinars and consultative check-ins) were assessed for adherence to evidence-based practices using the rubric developed by Dunst and Trivette along with open-ended questions about the trainings' appropriateness and utility for advancing MTSS in early reading. Consultative check-in checklists were used to record adherence to the consultative process.</p> <p><b>Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development):</b></p> <p>For all webinar training and coaching check-ins, evaluation survey data were collected from all participants to assess the extent to which they found trainers prepared and competent and training and coaching support and materials useful for</p>	3

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<b>Professional development (PD) domains</b>	<b>PD components</b> (with required elements the description should contain)	<b>Project Description (please provide after each bullet)</b>	<b>Self-Assessment Score</b>
	and coaching needed for trainers; to inform revisions to training content/materials).	<p>informing the implementation of MTSS for early reading. Open-ended questions were included to obtain additional recommendations for adjustments to training/coaching. To assess training uptake, knowledge measures were administered before and after participation in online modules and webinars. Districts were also required to share protocol meeting notes and completed tools/protocols demonstrating their application of skills.</p> <p><b>How were observation, training fidelity data, and training evaluation data used?</b></p> <p>The fidelity, training evaluation, and participant uptake and application data were reviewed 11 times during this reporting period following webinars and consultative check-ins to gauge the need for modifications to training and additional trainer support. Revisions to training were discussed and additional support was provided during the group-based supervision/consultation sessions led by Dr. Glover and Ms. Mackowicz. This resulted in adjustments and modifications to training that were responsive to trainees' needs.</p>	
B(5) Training	<p><b>Administrators are trained and coached on the SPDG-supported practices and have knowledge of how to support its implementation, including how to develop and support implementation teams and how to support coaches.</b></p> <p>Required elements:</p>	<p><b>Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:</b></p> <ul style="list-style-type: none"> <li>Leadership team roles were clearly outlined for NJTSS-ER integration, including the following: <ul style="list-style-type: none"> <li><b>Systems Change Leader</b> should be an executive leader capable of making decisions at each stage of NJTSS-ER integration without needing to consult a higher-level of authority. This person</li> </ul> </li> </ul>	3

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
	<ul style="list-style-type: none"> <li>• Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported.</li> <li>• Description of how administrators are trained and coached to support implementers and coaches.</li> <li>• Description of supports for creating implementation teams at the building and district or local program levels.</li> </ul>	<p>must have sufficient time available for overseeing action planning and allocating staff time and financial resources to both build capacity for and to execute NJTSS-ER (Examples: Assistant Superintendent, Director of Curriculum, English Language Arts Supervisor)</p> <ul style="list-style-type: none"> <li>○ <b>NJTSS-ER Facilitator</b> should be a professional with sufficient expertise and capacity to (a) facilitate and monitor the execution of action planning meetings and activities, and (b) identify and address capacity building needs, such as the need for professional development training. This person must have the appropriate level of authority and sufficient time to manage the action planning progress alongside the <i>Systems Change Leader</i>. (Examples: English Language Arts Supervisor, Instructional Coach, Reading Specialist)</li> <li>○ <b>Content Experts</b> should be educators or practitioners with expertise in the science of early reading and the practices needed to implement NJTSS-ER, such as early reading assessment, data-based decision making, and instruction and intervention for students with and without disabilities. These individuals must understand the local needs with respect to early reading supports. (Examples: Director of Curriculum, English Language Arts Supervisor, Instructional Coach, Reading Specialist, Classroom Teacher, Interventionist)</li> </ul>	

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		<ul style="list-style-type: none"> <li>Responsibilities for each role were outlined for each essential NJTSS-ER component.</li> <li>Training for building team-based leadership was guided by meeting facilitation guides for each NJTSS-ER component with follow up supports provided at synchronous group webinars and consultative check-ins. Needed supports were determined through NJTSS-ER trainer/coach reviews of district completed action plans, protocols, and essential artifacts. Through this process, leadership teams were also taught how to incorporate and support coaching in MTSS for early reading.</li> </ul> <p><b>How are administrators trained and coached to support implementers and coaches?</b> Administrators identified essential personnel to support implementation of NJTSS-ER framework components. Synchronous webinars were provided for both the administrators and essential personnel during which guidance was provided in the use of protocols and tools to facilitate integration of NJTSS-ER, including coaching of personnel involved in implementing NJTSS components.</p> <p><b>Supports for creating implementation teams at the building and district or local program levels:</b> Online modules and web-based trainings focused on identifying and selecting appropriate leadership personnel. These trainings included case studies demonstrating selecting appropriate personnel based on experience and capacity and were used to train administrators in creating implementation teams.</p>	

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
B(6) Training	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of training outcome measure(s).</li> <li>• Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training.</li> <li>• Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).</li> </ul>	<p><b>Training outcome measure(s):</b>  <b>Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training:</b></p> <p>Training outcome measures include:</p> <ul style="list-style-type: none"> <li>• Pre-post knowledge/skill assessments for online modules and webinar trainings.</li> <li>• Artifacts in the form of action plans, protocols, and tools for each NJTSS-ER component (as noted above).</li> <li>• Implementation Maps completed 3 times annually to assess district progress in staged component integration.</li> <li>• Check-in protocols completed three times during this reporting period for each district by NJTSS-ER State-level trainers/coaches to record districts' implementation progress.</li> </ul> <p><b>How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching:</b></p> <p>Training outcome data were reviewed 11 times during this reporting period following webinars and consultative check-ins to gauge the need for modifications to training and additional consultative check-in support. This resulted in adjustments and modifications to training and consultative support that were responsive to trainees' needs. Information from knowledge/skills measures and artifacts was used to guide district/school personnel's placement into future trainings as well as their use of appropriately staged protocols to guide implementation.</p>	4

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<b>Professional development (PD) domains</b>	<b>PD components</b> (with required elements the description should contain)	<b>Project Description (please provide after each bullet)</b>	<b>Self-Assessment Score</b>
C(1) Coaching	<b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.</b>  Required elements: <ul style="list-style-type: none"> <li>• Identification of the lead person(s) accountable for coaching services. Please include name and position/title.</li> <li>• Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.</li> </ul>	<b>Lead person(s) accountable for coaching services. Please include name and position/title:</b> <b>Lead person(s) role and responsibilities for promoting high quality and timely coaching services:</b> As outlined in the Rutgers MOU, Co-PI Glover has allocated .5 FTE to his leadership role. His responsibilities include developing and executing a coaching implementation plan, training coaches, overseeing coaching fidelity measurement, using fidelity and outcome data to guide additional training, and evaluating coaches' progress quarterly. Project Manager Mackowicz's (1.0 FTE) responsibilities include managing the development of the coaching implementation plan, tools, and resources as well as assisting with evaluating coaches' progress annually.	3
C(2) Coaching	<b>Coaches use effective coaching practices to increase innovation fidelity.</b>  Required elements: <ul style="list-style-type: none"> <li>• Description of coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured.  <i>Note: This description may take the form of a coaching service delivery plan.</i></li> <li>• Description of how coaching process is captured and connected to impact on fidelity of the innovation.</li> </ul>	<b>Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:</b> The Data-Driven Instructional Coaching Model (e.g., Glover, 2017) is being used to guide the coaching process, given empirical support from multiple large-scale randomized trials for its efficacy in improving teacher practices and student outcomes, especially in the area of early reading (see attached published empirical studies). This approach utilizes behavioral consultation to guide the use of data to inform coaching and the development and execution of goal-driven plans of action, with regular adjustments made based on progress toward goals and plan implementation fidelity. Key actions for this coaching model include modeling skills, providing opportunities for those who are coached to practice skill application, and providing regular feedback	3



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	<p><i>Note: These data may be collected in a coaching log.</i></p>	<p>based on a review of their use of tools and observations of their implementation.</p> <p>During this reporting period, state-Level coaching/consultative supports were provided during and following seven synchronous webinars to guide district leadership personnel in the use of action plans and protocols for integrating NJTSS-ER. Consultative check-in protocols outlined a process for using district artifacts and District Implementation Maps to guide coaching. Coaching during synchronous webinar breakouts and consultative check-ins incorporated modeling of practices/ procedures and facilitated opportunities for guided practice during which coaches provided feedback. Action plans and protocols used to support integration of NJTSS-ER components provided clear guidance for district-embedded coaching.</p> <p><b>How is your coaching process captured and connected to impact on fidelity of the innovation?</b></p> <ul style="list-style-type: none"> <li>• Coaching implementation has been logged using consultative check-in protocols.</li> <li>• Implementation artifacts collected and systematically coded along with NJTSS Implementation Maps for each district have provided a running account of each site's progress and fidelity of implementation.</li> <li>• During the next reporting period, fidelity of intervention implementation data will have been captured and summarized for school-based interventionists using the online platform, ReadyCoach.</li> </ul>	

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<b>Professional development (PD) domains</b>	<b>PD components</b> <i>(with required elements the description should contain)</i>	<b>Project Description (please provide after each bullet)</b>	<b>Self-Assessment Score</b>
		<p>Regression analyses were conducted to examine the influence of coached practices on outcomes. The results were as follows:</p> <ul style="list-style-type: none"> <li>• The number of unique early reading interventions used predicted EOY DIBELS LNF, PSF, NWF-CLS, WRF, and ORF-WC performance, with a greater number of interventions associated with higher scores.</li> <li>• Use of explicit skills instruction predicted EOY DIBELS LNF and PSF performance (greater use of explicit instruction was associated with better performance).</li> <li>• Providing opportunities for independent practice predicted EOY DIBELS WRF, with greater opportunities for independent practice associated with higher scores.</li> <li>• The number of unique early reading interventions used predicted EOY DIBELS LNF, PSF, NWF-CLS, WRF, and ORF-WC performance, with a greater number of interventions associated with higher scores.</li> <li>• Use of explicit skills instruction predicted EOY DIBELS LNF and PSF performance (greater use of explicit instruction was associated with better performance).</li> <li>• Providing opportunities for independent practice predicted EOY DIBELS WRF, with greater opportunities for independent practice associated with higher scores.</li> </ul>	

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C(3) Coaching	<p><b>Coaching outcome data are collected and analyzed to assess participant knowledge and skills.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of how coaching is monitored for fidelity to content and quality.</li> <li>• Description of how coaching fidelity data are used to identify potential training and coaching for coaches</li> <li>• Description of procedures to assess the knowledge and skills gained by those who are coached.</li> <li>• Description of how coaching outcome data are analyzed by the SPDG team.</li> <li>• Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.</li> </ul>	<p><b>How is coaching monitored for fidelity to content and quality?</b></p> <p>As noted above, fidelity to content and quality have been measured using the following:</p> <ul style="list-style-type: none"> <li>• Completed coaching/consultative check-in protocols have been examined to assess adherence to the model of coaching.</li> <li>• Project Manager Mackowicz is continuing to evaluate coaches' application of coaching protocols and tools using case examples to inform formative feedback to coaches to improve implementation.</li> <li>• The district implementation maps and artifacts collected from districts/schools were used to evaluate the impact of coaching on district/school implementation. In the upcoming reporting period data from the online platform will be coded and used to evaluate local intervention implementation.</li> </ul> <p><b>How is coaching fidelity data used to identify potential training and coaching for coaches?</b></p> <p>Project Manager Mackowicz conducted group-based supervision/consultation sessions to review data from coaching/consultative check-in protocols, district implementation maps and artifacts collected from districts/schools with the coaches, model support practices, and provide feedback and recommendations to adjustments coaching.</p>	3
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		<p><b>Procedures to assess the knowledge and skills gained by those who are coached:</b> Pre-post knowledge assessments were administered and analyzed for online modules, training webinars, and coaching.</p> <p><b>How are coaching outcome data analyzed by the SPDG team?</b> <b>How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?</b> As indicated above, Project Manager Mackowicz continued to conduct group-based supervision/consultation sessions to: (a) review data summarized from coaching/consultative check-in protocols, district implementation maps and artifacts collected from districts/schools with the coaches, (b) model support practices, (c) provide feedback and recommendations to adjustments training/coaching, including supplemental opportunities to bolster school/district personnel's implementation practices .</p>	
D(1) Data Systems that Support Decision Making	<p><b>Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>Identification of the lead person(s) accountable for measuring and</li> </ul>	<p><b>Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:</b> Project Manager Mackowicz, using the implementation data described above along with input from the State level Trainers/Coaches, assesses and reports on the extent to which schools are adhering to the 3-Year integration pacing schedule, structured component-specific action plans, use of protocols, and completion of essential artifacts and measures.</p>	3

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	<p>reporting fidelity to the innovation and related student outcomes – include name and position/title.</p> <ul style="list-style-type: none"> <li>Description of the data expertise, role and responsibilities of the identified lead person(s).</li> </ul>	<p><b>Data expertise, role and responsibilities of the identified lead person(s):</b></p> <p>Evaluator Ryan Kettler and data analytic consultant Andrew Perry are responsible for data analysis and reporting. Mr. Perry has extensive expertise in data management and analysis and is responsible for day-to-day management of data cleaning, formatting, and analyses for formative and summative evaluation purposes.</p>	
D(2) Data Systems that Support Decision Making	<p><b>Coherent data systems are in place at all education levels (SEA, regional, LEA, school).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</li> <li>Description of how targets/benchmarks are set for the various types of data.</li> <li>Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants.</li> <li>Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.</li> </ul>	<p><b>Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</b></p> <p>As indicated above, the following data are collected:</p> <ul style="list-style-type: none"> <li>Coaching implementation has been logged using consultative check-in protocols.</li> <li>Implementation artifacts collected and systematically coded along with NJTSS Implementation Maps for each district have provided a running account of each site's progress and fidelity of implementation.</li> <li>Student outcomes have been collected using DIBELS 8 benchmark assessments.</li> <li>During the next reporting period, fidelity of intervention implementation data will have been captured and summarized for school-based interventionists using the online platform, ReadyCoach.</li> <li>Regression analyses were conducted to examine the influence of coached practices on outcomes. The results were as follows:             <ul style="list-style-type: none"> <li>The number of unique early reading interventions used predicted EOY DIBELS LNF, PSF, NWF-CLS, WRF, and ORF-WC performance, with a greater number of interventions associated with higher scores.</li> <li>Use of explicit skills instruction predicted EOY</li> </ul> </li> </ul>	3

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		<p>DIBELS LNF and PSF performance (greater use of explicit instruction was associated with better performance).</p> <ul style="list-style-type: none"> <li>○ Providing opportunities for independent practice predicted EOY DIBELS WRF, with greater opportunities for independent practice associated with higher scores.</li> <li>○ The number of unique early reading interventions used predicted EOY DIBELS LNF, PSF, NWF-CLS, WRF, and ORF-WC performance, with a greater number of interventions associated with higher scores.</li> <li>○ Use of explicit skills instruction predicted EOY DIBELS LNF and PSF performance (greater use of explicit instruction was associated with better performance).</li> <li>○ Providing opportunities for independent practice predicted EOY DIBELS WRF, with greater opportunities for independent practice associated with higher scores.</li> </ul> <p><b>How are targets/benchmarks set for the various types of data?</b></p> <p>The targets identified in Section A of this APR are used for formative and summative reporting. In addition, the criterion for high quality intervention fidelity is an average of 80% or greater across intervention sessions.</p> <p><b>How is data collection guidance provided to professional development sites and participants?</b></p> <p>Data collection guidance has been provided regularly through NJTSS-ER Trainer/Coach led webinar workshops, district/school consultative check-ins, and online training</p>	
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**Worksheet: SPDG Evidence-based Professional Development Components**

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description ( <i>please provide after each bullet</i> )	Self-Assessment Score
		<p>resources for collecting and analyzing student data and using data to inform instructional decisions. NJTSS-ER Trainer/Coach led district specific consultative check-ins have supported district/school-level data analysis and instructional decision making.</p> <p><b>How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?</b></p> <p>Through the online modules, webinar training sessions and coaching, teams are trained in the use of protocols and tools that guide the use of coaching, fidelity, and student outcome data to improve MTSS practices. The following are example tools:</p> <ul style="list-style-type: none"> <li>○ Universal Screening Data Analysis Workbook</li> <li>○ Diagnostics, Tier 2 &amp; 3 and Progress Monitoring Guidelines</li> <li>○ Core Analysis Tool</li> <li>○ Tier 1 Instructional Guidelines</li> <li>○ Tier 2 &amp; 3 Intervention Analysis Tool</li> <li>○ Diagnostic Grouping &amp; Group Intervention Planning Workbook</li> <li>○ Student Intervention Planning &amp; Progress Monitoring Workbook</li> <li>○ Daily Intervention Record Sheet</li> <li>○ Fidelity Checklists (for each component)</li> <li>○ Fidelity Logs (for each component)</li> <li>○ Evaluate &amp; Refine Checklists (for each component)</li> <li>○ Universal Screening Equity Protocol (BOY)</li> </ul>	

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
D(3) Data Systems that Support Decision Making	<p><b>Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol).</li> <li>• Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies).</li> <li>• Description of how fidelity and child outcome data inform modifications to project plans and processes.</li> </ul>	<p><b>How are data compiled and communicated in usable format(s) with various audiences/stakeholders?</b></p> <p>Student data were compiled by importing data into the ReadyCoach online platform and utilizing the NJTSS-ER Screening Data Analysis Charts and district-created screening data reports. The data were then aligned to NJTSS-ER Implementation Map findings to communicate with stakeholders.</p> <p>Local teams have been trained in the integration and use of <i>ReadyCoach</i>, an online coaching, data, and intervention facilitation system, which facilitates schools' use of screening data and diagnostic assessments to group students for intervention. The NJTSS-ER Screening Data Analysis Chart and district-created screening data reports currently allow schools to visually display student benchmark data at the district, school, and classroom levels. The online data system automates data summary statistics, intervention planning, and progress graphing.</p> <p><b>How do feedback loops function to inform improvement across multiple levels?</b></p> <p>Feedback loops inform improvements at multiple levels:</p> <ul style="list-style-type: none"> <li>• The School/District NJTSS- ER Implementation Maps (which are completed using data from completed action plans, protocols, and accompanying tools) are used to identify barriers in fidelity of the innovation and provide guidance for problem-solving and overcoming barriers.</li> </ul>	3



**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description ( <i>please provide after each bullet</i> )	Self-Assessment Score
		<ul style="list-style-type: none"> <li>• Universal Screening Data Analysis Workbooks are used to direct district/schools to resources, as needed, and guide data interpretation and data-based instructional decision making.</li> <li>• Universal Screening Equity Protocols are used at each benchmark period to help districts/schools analyze data and identify disparities in student achievement/reading proficiency among subgroups.</li> <li>• Evaluation &amp; Refine Checklists are used to help schools/districts make decisions about refinements needed relative to additional training needs and to guide adjustments to core and intervention practices and processes.</li> </ul> <p><b>How do fidelity and child outcome data inform modifications to project plans and processes?</b> Data collected during online learning courses and universal screening action plans, implementation maps, NJTSS-ER component-specific protocols, and evaluate and refine checklists are used in analyzing the need for modifications. If the proportion of students meeting benchmark expectations on any key indicator falls below a threshold specified by a district (e.g., 70% or 80% of students meeting benchmark), these data are used to determine the need for refinements to plans and processes to bolster implementation of NJTSS-ER components.</p>	

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
E(1) Systemic Leadership Supports	<p><b>Accountability for the technical and adaptive leadership of the project at the state level.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title.</li> <li>• Description of how the lead(s): <ul style="list-style-type: none"> <li>• Engages in regular communication with the leads for training, coaching and data systems,</li> <li>• Promotes the effective use of evidence based professional development components,</li> <li>• Problem solves challenges to innovation implementation,</li> <li>• Recognizes effort and successes, and</li> <li>• Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.</li> </ul> </li> </ul>	<p><b>Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:</b> The lead persons are Co-PI Todd Glover, who is responsible for both technical and adaptive leadership oversight, with the support of Project Manager and Lead State-Level Coach Cynthia Mackowicz, who is responsible for technical leadership on a daily level guiding the team in the overall development and implementation of NJTSS-ER action plans and protocols, identifying problems, meeting with team members to generate solutions, securing resources, assigning tasks, and managing and monitoring the process. Ms. Mackowicz is also supportive in the adaptive leadership role to meet with team members to reach consensus on barriers/enablers and brainstorm solutions. She shares barriers/enablers and solutions with Co-PI Glover through individual conferencing and/or group coaches' meetings.</p> <p><b>How does this person ensure there is regular communication with the leads for training, coaching and data systems?</b> <b>How does this person promote the effective use of evidence based professional development components?</b> <b>How does this person problem solve challenges to innovation implementation?</b> <b>How does this person recognize effort and successes?</b> Weekly 2-hour Coaches' meetings are scheduled and led by Project Manager Mackowicz and Co-PI Glover. Ms. Mackowicz builds agendas to review and discuss ongoing development</p>	3

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description ( <i>please provide after each bullet</i> )	Self-Assessment Score
		<p>of Innovation tools and resources, problems/solutions relative to development, updates on district progress and use of resources, and development of trainings and presentations. Project Manager Mackowicz facilitates collaborative meetings with colleagues to assign tasks, monitor the process, and brainstorm solutions to problems which are then discussed at the weekly Coaches' Meeting. Manager led collaborative meetings with team members occur daily. The weekly meetings are used to celebrate successes, with team members highlighting case examples of accomplishments.</p> <p>District/school successes are celebrated via the website, share-outs during webinar trainings, and via local conferences for school administrators and teachers.</p> <p><b>How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components?</b></p> <p>As described in Section C of this APR, Co-PI Glover works with NJDOE leadership (Directors Pereira &amp; Strege), to integrate research-based SPDG-funded plans, activities, and resources into inter-departmental initiatives. During this reporting period, Glover and Pereira participated in organization leadership planning with a SISEP team working with NJDOE. Glover and the state-level coaches/consultants are working with NJDOE's director of the Office of Learning Equity and Academic Recovery to establish district guidance documents (two created during this reporting period), online learning modules, and synchronous training and coaching aligned with practices required by new literacy laws in NJ.</p>	

**Worksheet: SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

<b>Professional development (PD) domains</b>	<b>PD components</b> (with required elements the description should contain)	<b>Project Description (please provide after each bullet)</b>	<b>Self-Assessment Score</b>
E(2) Systemic Leadership Supports	<p><b>Leadership systems are in place to build state-level capacity and promote project sustainability.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation.</li> <li>• Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making).</li> <li>• Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities</li> </ul>	<p><b>How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation? What are the processes for revising policies and procedures to support a new way of work?</b></p> <p>During webinar and consultative check-in debriefing sessions and weekly coaches' meetings, the team works to identify barriers in policies and procedures and develop plans for refinement. Data collected during online learning courses and universal screening action plans, implementation maps, NJTSS-ER component-specific protocols, and evaluate and refine checklists are used in analyzing the need for modifications. If the proportion of students meeting benchmark expectations on any key indicator falls below a threshold specified by a district (e.g., 70% or 80% of students meeting benchmark), these data are used to determine the need for refinements to project plans and processes to bolster implementation of NJTSS-ER components. Any changes to protocols are driven almost entirely by the data.</p> <p><b>What collaborative efforts have occurred with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities?</b></p> <p>During this reporting period, Co-PI Glover and Directors Pereira and Strege worked with NJDOE leadership to integrate research-based SPDG-funded plans, activities, and resources into inter-departmental initiatives. Both Glover and Pereira continued to participate in organization leadership planning with a SISEP team working with NJDOE. Co-PI Glover and state-level consultant Deborah Lynam are active members of a state working group designated by the NJDOE to recommend guidance to build districts' capacity to implement practices outlined in two new state literacy laws. As previously indicated, Glover and the state-level coaches/consultants are working</p>	3

**Worksheet: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		with NJDOE’s director of the Office of Learning Equity and Academic Recovery to establish district guidance documents (two created during this reporting period), online learning modules, and synchronous training and coaching aligned with practices required by the new state literacy laws.	
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**NJTSS-ER FRAMEWORK  
OVERVIEW****EFFECTIVE INSTRUCTION****Tier 1 Instruction****Table of Contents**

NJTSS-ER Framework Overview .....	2
NJTSS-ER Roadmap .....	3
Team-Based Leadership .....	4
Rationale for Integrating Tier 1 Instruction into an NJTSS-ER Approach .....	5
Evidence-Based Instruction .....	5
Skills-Focused Small Group Differentiation .....	8
Curriculum Mapping .....	10
Monitoring Tier 1 Implementation Fidelity... ..	10
Data-Based Instructional Decision Making for Tier 1 .....	11
Evaluating & Refining the Plan for Tier 1 Instruction.....	12
Family and Care Giver Engagement.....	13
Next Steps .....	14

## NJTSS-ER Framework Overview

The goal of this framework is to help districts develop foundational knowledge for key aspects of NJTSS-ER, and to support the implementation of the essential components of NJTSS-ER to improve student achievement.

### Foundational Knowledge

Foundational knowledge of key aspects of the NJTSS-ER approach is necessary before implementing Essential Components. See *NJTSS-ER Action Plans* to support building knowledge of the following:

**Team-Based Early  
Prevention Model**

**Assessment & Data-  
Based Decision Making**

**Research-Based Priority  
Early Reading Skills**

### Essential Components of an NJTSS-ER Approach

**Assessment of Student Needs**

**Implementation & Monitoring  
Fidelity of Instruction**

Universal  
Screening

Diagnostics

Student Progress  
Monitoring

Tier 1  
Instruction

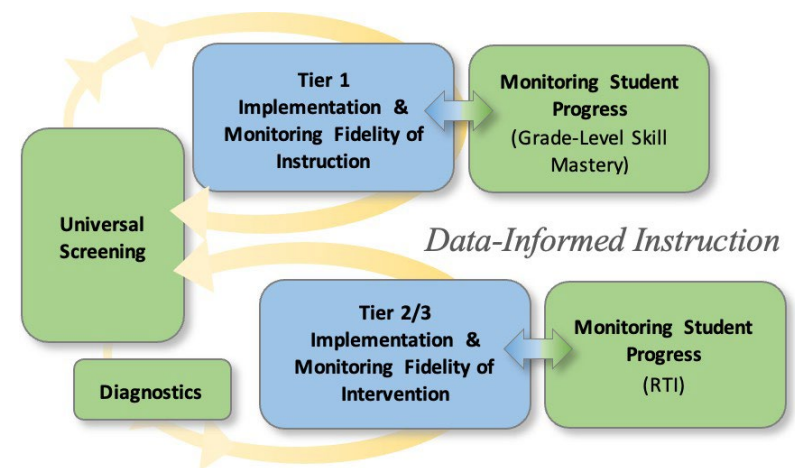
Tier 2/3  
Intervention

Step-by-step action plans for five stages of integration as they relate to each Essential Component of the NJTSS-ER approach are provided to ensure successful integration of each component into an effective NJTSS-ER plan. The *NJTSS-ER Action Plans* guide districts to:

- **Stage 1: PREPARE:** Preview implementation steps; build knowledge;
- **Stage 2: ESTABLISH:** Appraise existing practices; determine/select needed resources and tools; establish district guidelines;
- **Stage 3: INSTALL:** Plan and schedule for implementation; prepare for implementation monitoring;
- **Stage 4: IMPLEMENT:** Implement and make data-based decisions as planned; and
- **Stage 5: EVALUATE & REFINE:** Evaluate effectiveness of implementation; make refinements as needed.


### NJTSS-ER Data-Informed Instruction

The full integration of the components of an NJTSS-ER approach results in continuous data-based instructional decision-making as presented in the flow chart below.



## NJTSS-ER Roadmap

Prerequisites: To successfully prepare for the integration of the *Tier 1 Instruction* component, it is important to have completed Phase 1 for building *Foundational Knowledge* and Phase 2 for *Universal Screening*. See *NJTSS-ER Tier 1 Instruction Action Plan - Stage 1: PREPARE* to begin the integration of the *Tier 1 Instruction* component.

	Foundational Knowledge	Universal Screening	Tier 1	Diagnostics	Tier 2/3	Progress Monitoring
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Team Based Early Prevention Model</li> <li>Assessment &amp; Data-Based Decision Making</li> <li>Research-Based Priority Early Reading Skills</li> </ul>		<b>YOU ARE HERE</b> 			
<b>Phase 2</b>		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
<b>Phase 3</b>			Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT	Stage 1: PREPARE Stage 2: ESTABLISH	
<b>Phase 4</b>				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	

Phases are intended to guide the prioritization of integrating the key aspects of NJTSS-ER. Once integrated, stages repeat as part of data-guided implementation.



## Team-Based Leadership

As noted in the *NJTSS-ER Tier 1 Instruction Action Plan*, it is important to identify essential personnel (i.e., a systems change leader, an NJTSS-ER facilitator, and content experts) who will be involved in this work. These personnel should be knowledgeable about evidence-based early reading assessments and instruction and commit to allocating resources (e.g., personnel, time, materials) to successfully integrate tier 1 instruction into an NJTSS-ER approach. The table below provides guidance for selecting these essential personnel.

Team-Based Leadership Roles and Responsibilities: Tier 1 Instruction		
Systems Change Leader	NJTSS-ER Facilitator	Content Experts
<p><b>Must have authority to oversee the process for:</b></p> <ul style="list-style-type: none"> <li>Analyzing and selecting effective early-reading instruction materials;</li> <li>Operationalizing each stage for integrating tier 1 instruction (i.e., <i>Prepare, Establish, Install, Implement, Evaluate &amp; Refine</i>);</li> <li>Training essential personnel relative to tier 1 processes and procedures; and</li> <li>Formalizing fidelity check protocols.</li> </ul>	<p><b>Must have authority to:</b></p> <ul style="list-style-type: none"> <li>Collaborate with the <i>Systems Change Leader</i> to identify <i>Content Experts</i> for implementing key actions;</li> <li>Facilitate NJTSS-ER meetings using <i>NJTSS-ER Meeting Protocols</i>;</li> <li>Monitor completion of the <i>NJTSS-ER Action Plan</i> and coordinate regularly with the <i>Systems Change Leader</i> to manage key actions and deliverables;</li> <li>Identify training needs for <i>Content Experts</i>.</li> <li>Facilitate the fidelity check protocols; and</li> <li>Assign personnel to fidelity checks.</li> </ul>	<p><b>Must have expertise in:</b></p> <ul style="list-style-type: none"> <li>The function and purpose of early reading ELA assessments;</li> <li>Characteristics of evidence-based early-reading instruction;</li> <li>Interpreting student performance on skill-based and benchmark assessment relative to curriculum and instruction goals;</li> <li>Protocols for delivering instruction and assessing English Language Learners and students with a learning disability;</li> <li>Data-based system needs;</li> <li>Implementation supports and barriers for tier 1 instruction; and</li> <li>Implementing fidelity check protocols.</li> </ul>

## Tier 1 Instruction

### Rationale for Integrating Tier 1 Instruction into an NJTSS-ER Approach

There is strong scientific consensus about the importance of appropriately sequenced instruction targeting the acquisition of skills and strategies corresponding to the *big five components of reading*: phonological/phonemic awareness, phonics, fluency, vocabulary development, and comprehension (Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS, 2000; Shanahan, 2005). Accordingly, Tier 1 for NJTSS-ER focuses on implementing appropriate class-wide and small-group differentiated instruction aligned to the big five. Care is taken to maintain uninterrupted instructional time at tier 1 for all K-3 students. When implemented with fidelity, tier 1 instruction should address learning needs for the majority of students' (e.g., approximately 80% or greater), enabling them to meet or exceed benchmark performance expectations for foundational early reading skills.

### Evidence-Based Instruction

Given research highlighting the need for appropriately sequenced instruction that is explicit and systematic, it is important that instruction at tier 1 adhere to standardized district guidelines for introducing and teaching cumulative skills at each grade level. A sample scope and sequence for providing the first 15 weeks of tier 1 phonics instruction to Grade 2 students utilizing *Reading Street*, a published curriculum, is illustrated in the figure below.

*Sample Scope and Sequence for Tier 1 Phonics Instruction Utilizing Reading Street (Grade 2, Weeks 1-15):*

UNIT 1	UNIT 2 (focus on syllables to end of year)	UNIT 3
Week	Week	Week
1 Short Vowels	1 Vowels <i>r</i> -Controlled -ar, -or, -ore, -oar	1 Vowel Patterns <i>e, ee, ea, y</i>
2 Long Vowels CVCe	2 Contractions	2 Vowel Patterns <i>o, oa, ow</i>
3 Consonant Blends	3 Vowels: <i>r</i> -Controlled -er, -ir, -ur	3 Compound Words
4 Inflected Endings	4 Plurals	4 Vowel Patterns <i>i, ie, igh, y</i>
5 Consonant Digraphs	5 Vowel Digraphs <i>ai, ay</i>	5 Comparative Endings -er, -est

It is also important that tier 1 instruction utilize methods found in research to promote student learning. As highlighted in syntheses of research-based reading instructional practices, this involves using regular

## Tier 1 Instruction

routines and procedures to promote students' acquisition of specific skills and strategies (Foorman et al., 2016; Shanahan et al., 2010; Wanzek et al., 2019; Wanzek & Vaughn, 2007). It includes integrating the following features into instructional lessons (Fisher & Frey, 2007):

- Clearly defined and communicated learning objectives: It is important that instructors clearly define the specific skills or strategies that will be learned and how the students will demonstrate their understanding by the end of a lesson.
- Direct instruction: Direct instruction involves introducing new skills or strategies by providing a verbal explanation, demonstrating (modeling), and explaining the reasoning behind specific required steps/processes.
- Guided student practice with feedback: It is important that instructional sessions include time for students to practice implementing modeled skills/strategies and to receive feedback and instructional scaffolds where needed.
- Independent student practice: Students should be afforded opportunities to practice and apply the skills or strategies independently without teacher guidance.
- Checks for understanding and mastery: It is important that predefined mastery criteria be utilized to determine whether students have mastered skills or strategies and to inform their need for additional instructional support.

Examples of research-based elements from a sample tier 1 instructional lesson are provided in the table below.

Sample Lesson on Digraphs Demonstrating Elements of Effective Instruction	
Element	Examples from Lesson
<u>Statement of Learning Objective:</u> The learning objective states exactly what the students will be learning and how they will demonstrate their learning by the end of the lesson.	Given words with the <i>ch</i> grapheme, students will be able to pronounce the /ch/ phoneme and apply this to decode and encode short vowel one-syllable words.

## Tier 1 Instruction

<p><u>Review/Warm-Up:</u></p> <p>The concept or skill from a previous lesson(s) is reviewed with the students.</p>	<p>Show letter cards <i>c</i> and <i>h</i>, reminding students that they have been taught these two separate sounds, and then have students pronounce each sound individual sound. Show the <i>ch</i> card, explaining how, when these two letters are combined, they make a new sound.</p>
<p><u>Direct Instruction (I Do):</u></p> <p>The teacher introduces a new skill through verbal explanation, demonstration (modeling), and think-alouds, where the teacher walks through each step for discrete skills. Students actively listen while the teacher is providing direct instruction on the new skill.</p>	<p>Explain: “Today we will be learning about the digraph <i>ch</i>. When the letters <i>c</i> and <i>h</i> are combined, they make one sound.”</p> <ul style="list-style-type: none"> <li>• Teacher displays <i>ch</i> and models tracing both letters, <i>ch</i>, while saying /ch/. Students trace the letters <i>ch</i> on their desk and say /ch/.</li> <li>• Teacher and students repeat the process two more times, tracing letters <i>ch</i>, and saying /ch/. Students then write <i>ch</i> three times saying the /ch/ sound each time.</li> <li>• Teacher models segmenting a one-syllable short vowel word that begins with <i>ch</i>, first by tapping on her fingers, then by placing a chip for each segmented sound in a sound box. Teacher touches each chip and says its corresponding sound, then writes the spelling for each sound beneath each chip, saying each sound as she writes the corresponding letters. Teacher sweeps below the letters from left to right, blends the sounds and reads the word. During a think-aloud, the teacher questions why there is only one chip for the two letters <i>ch</i>. She answers her question, “Because <i>ch</i> is a digraph, and a digraph is two letters that together make only one sound.”</li> </ul>
<p><u>Guided Practice (We Do):</u></p> <p>The students apply the skill that was modeled during the “I Do” phase with teacher support. The teacher acts like a guide and provides corrective feedback and instructional scaffolds when needed.</p>	<p>Each student is supplied a sheet of paper with sound boxes printed on it. The teacher says a one-syllable short vowel word beginning with /ch/ and uses it in a sentence to support meaning. Students repeat the word and segment each sound, first on their fingers, then by placing a chip into a sound box for each sound. Students touch each chip and say its corresponding sound, then sweep from left to right and blend the sounds and say the word. Students write the spelling for each sound beneath each chip, saying each sound as they write the corresponding letters. Students sweep below letters from left to right, blend the sounds and read the word. Teacher repeats the activity with two more words.</p> <p><u>Corrective Feedback:</u> If a student has difficulty blending and reading words:</p> <ul style="list-style-type: none"> <li>• Have the student underline the <i>ch</i> digraph, trace the letters and say /ch/, then look at the rest of word, say each letter sound, sweep below the letters from left to right to blend the sounds and read the word.</li> </ul>

## Tier 1 Instruction











	<ul style="list-style-type: none"> <li>Teacher asks concept related questions (e.g., “How many sounds does <i>ch</i> make? (one). “What sound does <i>ch</i> make? (/ch/).</li> </ul>
<u>Independent Practice (You Do):</u> Students apply what was learned in direct instruction and guided practice by practicing the skill independently, without teacher guidance. The teacher assesses student learning to check for understanding.	Students are provided cards with one-syllable short vowel words that start with the letter <i>c</i> , the letter <i>h</i> , or the digraph <i>ch</i> , and a three-column chart with the letters <i>c</i> , <i>h</i> , and <i>ch</i> as column heads. Students work in pairs, read each word then sort the words, placing the words in the correct column. When complete, students work together to read the words in each column.
<u>Closure:</u> The teacher wraps up the lesson and explains how the skill taught connects to both prior and future learning.	“Today we learned that the letters <i>ch</i> , is a digraph. A digraph is two letters that together make one sound. The digraph <i>ch</i> says /ch/. Tomorrow we will practice reading words with <i>ch</i> in word lists and in connected text.”
<u>Assessment:</u> Students demonstrate their understanding of concept by completing a formative and/or summative assessment task. The data are then used to determine mastery of skills.	During: <ul style="list-style-type: none"> <li>Segmenting phonemes</li> </ul> After: <ul style="list-style-type: none"> <li>Students must correctly spell 3 out of 5 dictated one-syllable short vowel words beginning with <i>ch</i>.</li> </ul>

### Skills-Focused Small Group Differentiation

In addition to providing whole-group lessons, research suggests that incorporating small-group differentiation into daily instruction can be useful for enabling students to practice and apply newly acquired skills and to receive support based on their learning needs. Typically, students with common skill needs identified through curricula-embedded lesson and unit assessments are grouped together to receive differentiated support from a teacher. Groups engage in activities designed to reinforce skills learned during daily lessons. Homeroom teachers and teacher aides typically work together to coordinate how best to ensure that students receive adequate support to engage in group activities and appropriate

## Tier 1 Instruction

guidance and feedback to master skills. A small-group differentiation plan, as illustrated in the chart below, is used to organize activities for individual groups based on students' needs.

Tier 1 Small Group Weekly Planner				
Monday	Tuesday	Wednesday	Thursday	Friday
Rotation 1	Rotation 1	Rotation 1	Rotation 1	Rotation 1
<b>Group Members:</b>  <b>Approaching Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness:</b> Identify Rhyme</li> <li>• <b>Phonics:</b> Short /a/ sound</li> <li>• <b>High Frequency Words:</b> Review</li> </ul> <b>Resources/ Plan:</b> Short /a/ cards, paper, pencils, dry-erase boards, dry-erase markers	<b>Group Members:</b>  <b>Approaching Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness:</b> Phoneme Isolation</li> <li>• <b>Phonics:</b> Blend words with short /a/</li> <li>• <b>Comprehension:</b> Key details (decodable reader)</li> </ul> <b>Resources/Plan:</b> Short /a/ cards, CVC word lists with the short a, <i>Pam Can!</i> (Decodable reader), paper, pencils	<b>Group Members:</b>  <b>Approaching Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness:</b> Phoneme blending</li> <li>• <b>Phonics:</b> Build words with short /a/</li> <li>• <b>High Frequency Words:</b> Review</li> </ul> <b>Resources/Plan:</b> Dry-erase boards, dry-erase markers, paper, pencils	<b>Group Members:</b>  <b>Approaching Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness:</b> Phoneme segmentation</li> <li>• <b>Phonics:</b> Blend words with short /a/</li> <li>• <b>Comprehension:</b> Key details (decodable reader)</li> </ul> <b>Resources/Plan:</b> Dry-erase boards, dry-erase markers, <i>Pam Can!</i> (Decodable reader), paper, pencils	<b>Group Members:</b>  <b>Approaching Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>High Frequency Words:</b> Cumulative review</li> <li>• <b>Phonics:</b> Build fluency with phonics</li> <li>• <b>Comprehension:</b> Key details (decodable reader)</li> </ul> <b>Resources/Plan:</b> <i>Jack Can</i> (Decodable reader), dry-erase boards, dry-erase markers, paper, pencils
Rotation 2	Rotation 2	Rotation 2	Rotation 2	Rotation 2
<b>Group Members:</b>  <b>On Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Build words with short /a/ sound</li> <li>• <b>High Frequency Words:</b> Review</li> <li>• <b>Comprehension:</b> Key Details (decodable reader)</li> </ul> <b>Resources/Plan:</b> Short /a/ cards, paper, pencils, dry-erase boards, dry-erase markers, <i>Pam Can!</i> (Decodable reader)	<b>Group Members:</b>  <b>On Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Build words with short /a/ sound</li> <li>• <b>Comprehension:</b> Key Details (decodable reader)</li> </ul> <b>Resources/Plan:</b> Short /a/ cards, paper, pencils, dry-erase boards, dry-erase markers, <i>Pam Can!</i> (Decodable reader)	<b>Group Members:</b>  <b>Above Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Comprehension:</b> Key Details</li> <li>• <b>Vocabulary:</b> Review</li> </ul> <b>Resources/Plan:</b> Leveled reader, paper, pencils,	<b>Group Members:</b>  <b>Above Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>Comprehension:</b> Key Details</li> <li>• <b>Vocabulary:</b> Review</li> </ul> <b>Resources/Plan:</b> Leveled reader, paper, pencils	<b>Group Members:</b>  <b>On Level</b>  <b>Skill Focus:</b> <ul style="list-style-type: none"> <li>• <b>High Frequency Words:</b> Cumulative review</li> <li>• <b>Phonics:</b> Build fluency with phonics</li> <li>• <b>Comprehension:</b> Key Details (decodable reader)</li> </ul> <b>Resources/Plan:</b> <i>Jack Can</i> (Decodable reader), dry-erase boards, dry-erase markers, paper, pencils

## Tier 1 Instruction

### Curriculum Mapping

It is important to analyze district curricula and instruction to determine their alignment with research-based practices. This includes mapping intended instructional foci and approaches used to support students in tier 1, including materials and activities used for whole group and skills-focused differentiated small-group instruction.

Curriculum maps articulate programs, resources, assessments, and instructional strategies that will be used to facilitate students' acquisition of early reading skills. This helps to standardize instruction across classrooms at each grade level to ensure that all students have access to high-quality instruction necessary to become proficient readers. The following are specified in curriculum maps (Hale, 2007, 2010):

- Skill foci for instruction organized within a systematic scope and sequence at each grade level;
- Standards aligned to skill foci;
- The schedule for teaching individual skills and strategies;
- Resources/materials used to teach skills and strategies for both whole-group and differentiated small-group instruction;
- Instructional guidelines for using resources and materials;
- Lesson plans used to guide daily instruction;
- Instructional modifications and accommodations for students with special needs; and
- Assessments, including curriculum-embedded lesson and unit tests, used to determine students' mastery of skills and strategies to guide instructional planning.

### Monitoring Tier 1 Implementation Fidelity

To ensure that tier 1 instruction is implemented as intended and aligned to research-based practices, it is important to conduct regular implementation fidelity checks. As specified in a district fidelity monitoring plan, implementation fidelity is typically monitored for each teacher two to three times per benchmark period by a school-based instructional coach. It is important that data and feedback from these checks not to be used to formally evaluate a teacher, but rather to inform: (1) whether instructional practices align



## Tier 1 Instruction

with tier 1 curricula and instructional guidelines; (2) areas that require adjustments to improve alignment, and (3) coaching or professional development needed to improve the implementation of instruction. Although data collected across teachers is important for informing the overall alignment between enacted practices and district guidelines, it is important to ensure (and clearly communicate to school personnel) that fidelity data and accompanying feedback provided by coaches for individual teachers remain confidential. This is required to promote positive, trusting relationships between instructional coaches and the teachers that they support.

The following are specified in a district plan for monitoring tier 1 instructional fidelity:

- Person(s) responsible for administering fidelity checks;
- When specific teachers will be observed;
- Tools used to record findings and rate fidelity; and
- Dates for meetings to review findings.

To structure implementation fidelity checks, districts typically make use of implementation fidelity checklists. These checklists include research-based instructional foci to observe during instruction. An implementation fidelity check log can also be used to track progress and ensure adherence to the implementation fidelity plan.

### Data-Based Instructional Decision Making for Tier 1

Multiple sources of data are used to inform Tier 1 instructional decision making for NJTSS-ER. Data from universal screening and implementation fidelity checks are used during data review meetings to determine whether tier 1 instruction is meeting the majority of students' learning needs (e.g., 70%-80% of students are scoring at or above benchmarks on screening indicators) or whether changes to core curricula or instructional implementation are needed. Leadership team members check to determine whether additional coaching or training is needed to better align instruction with what is outlined in district plans (i.e., if fidelity is low) or if further analysis of core is needed to determine where changes/refinements are needed to ensure that the curricula and scope and sequence and methods of instruction align with research-based guidelines.

If universal screening data indicate that a large proportion (i.e., >20%) of students is not meeting benchmarks, and available resources for delivering intervention instruction are limited, a *class-wide*



## Tier 1 Instruction

*intervention* may be implemented as an efficient way to deliver needed instructional supports to the greatest number of students. This approach may require that time within the ELA block allocated to tier 1 grade-level instruction be used to deliver targeted intervention to a large number of students demonstrating the same skill needs as identified by the data.

*NOTE: The goal of any intervention is to close skill gaps as quickly as possible to get students back on track for grade-level learning. It is important to note that class-wide interventions are a short-term solution to address the needs of a large proportion of students while districts engage in data-driven and strategic action planning to strengthen tier 1 core instruction. Class-wide interventions do not serve as a substitute for sustainable, high-quality tier 1 core instruction designed to advance the majority of students' skill acquisition.*

It is important to operationalize processes and procedures for data review meetings, such as how and when meetings are scheduled, team-based leadership roles and responsibilities, and meeting objectives. The table below outlines key aspects of data review meetings used to make decisions based on student performance and tier 1 instruction implementation fidelity data.

<b>Data Review Meetings to Monitor Student Performance and Implementation Fidelity</b>			
<b>Data Source</b>	<b>Review Meeting Participants</b>	<b>Frequency</b>	<b>Purpose of Review</b>
<b>Curriculum-embedded lesson and unit assessments</b>	School leaders, coaches, teachers	In alignment with grade-level team meetings (e.g., once or twice a week)	Determine instructional foci for whole-class reteaching and small-group differentiation.
<b>Universal screening benchmark assessments</b>	District/school leaders, coaches, tier 1 instructors	End of each benchmark	Discuss effectiveness of tier 1 instruction, based on student performance relative to benchmark expectations.
<b>Implementation fidelity data</b>	District/school leaders, instructional coaches, tier 1 instructors	End of each benchmark	Discuss fidelity of implementation of tier 1 instruction and plan for coaching and/or professional development to increase fidelity if needed.

## Tier 1 Instruction

### Evaluating & Refining the Plan for Tier 1 Instruction

Evaluating and refining a district plan for tier 1 curriculum and instruction is an ongoing process that involves comparing data on implemented curricula and instructional practices to what has been outlined in the plan for tier 1. Meetings for evaluating the tier 1 curriculum and instruction plan typically occur at the end of a benchmark period and are attended by district administrators with decision-making authority, coaches, and teachers. A Tier 1 Evaluate and Refine Checklist is an important tool that helps to guide conversations during these meetings and to memorialize findings and decisions for refinement. Meetings to guide evaluation and refinement are critical for ensuring that planning and implementation for tier 1 curriculum and instruction is appropriately taking place. The table below outlines key aspects of these meetings.

Meetings to Evaluate and Refine Tier 1 Curriculum and Instruction				
Materials	Meeting Participants	Frequency	Decision-Making Objectives	Guiding Questions to Determine Effectiveness of Plan for Tier 1 Instruction
Student Performance Data District Curriculum Map Lesson Plans Implementation Fidelity Checks	Administrators (district decision makers), coaches, and interventionists	After tier 1 instruction is implemented; End-of benchmark	Review trends in student performance and fidelity of implementation data to determine the effectiveness of tier 1 curriculum and instruction.	<ul style="list-style-type: none"> <li>• Student Performance: What percentage of students are meeting benchmark expectations in early reading foundational skill areas?</li> <li>• Time Allocations: Was sufficient instructional time allocated for full implementation of tier 1 instruction to promote word analysis/recognition and language comprehension?</li> <li>• Effective Instruction: Did the instructional materials and lesson plans include explicit, systematic, and sequential instruction for both whole-group and small group differentiation?</li> <li>• Small-Group Differentiation: Was small-group differentiation provided to students to address grade-level skills needs?</li> <li>• Curriculum Map: Does the curriculum map articulate the use of resources, assessments, and instructional strategies to effectively inform lesson planning?</li> <li>• Use of Data: Were assessment data appropriately used to inform whole-class reteaching and small-group differentiation?</li> </ul>

## Tier 1 Instruction

				<ul style="list-style-type: none"> <li>• Fidelity Checks: Did Fidelity Checks effectively monitor the implementation of instruction?</li> <li>• Fidelity of Implementation: Was instruction implemented with fidelity?</li> <li>• Data Review Meetings: Did data review meetings convene as planned?</li> </ul>
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### Family and Caregiver Engagement

It is important to promote caregivers' engagement in activities designed to promote their understanding of tier 1 instruction, such as:

- research on effective early reading instructional practices;
- how instruction in foundational early reading skills supports the development of proficient readers;
- how assessments are used to inform instructional planning;
- the use of small-group differentiation to address individualized needs; and
- their students' progress in acquiring grade-level skills and concepts.

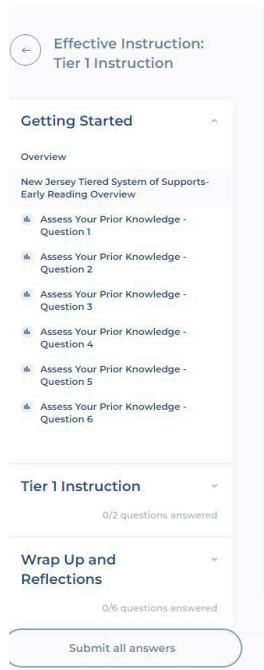
Emails, websites, and meetings with caregivers can be used to facilitate regular communication about tier 1 curricula and instruction.

### Next Steps

Now that you have engaged in building knowledge about *Tier 1 Instruction*, you are ready to continue with the *NJTSS-ER Tier 1 Instruction Action Plan* and *Meeting Protocols* which are available to facilitate the integration of each stage of this component.

## Program Measure #1-C

### Screenshot of Example Online Learning Module

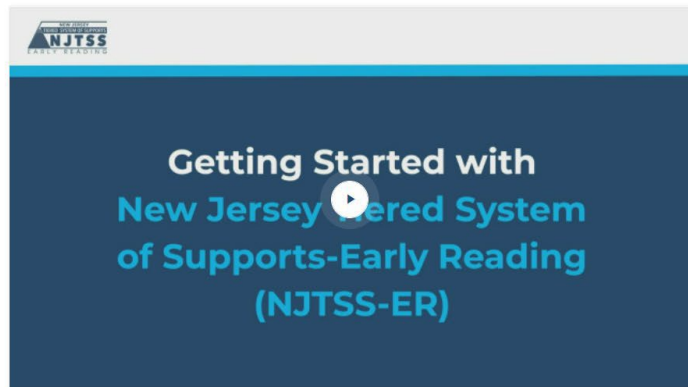


Page 1 of 7

## New Jersey Tiered System of Supports-Early Reading Overview

A framework has been established for integrating the New Jersey Tiered System of Supports for Early Reading (NJTSS-ER) model into schools to address students' early reading needs.

Watch this brief video to get started!



**Program Measure #1-D****Sample of Action Plan and Protocols used to Guide Capacity Building for NJTSS-ER Essential Components**

ACTION PLAN	EFFECTIVE INSTRUCTION
	Tier 1 Instruction

**Prerequisite:** The *NJTSS-ER Tier 1 Instruction Action Plan* and *Meeting Protocols* facilitate action planning and completion of key actions through the use of meeting protocols and supporting tools. Prior to engaging in this action plan, it is important to identify essential personnel (i.e., a systems change leader, an NJTSS-ER facilitator, and content experts) who will be involved in this work. These personnel should be knowledgeable about evidence-based early reading assessments and instruction and commit to allocating resources (e.g., personnel, time, materials) to successfully integrate tier 1 instruction into an NJTSS-ER approach. The table below provides guidance for selecting these essential personnel.

Team-Based Leadership Roles and Responsibilities: Tier 1 Instruction		
Systems Change Leader	NJTSS-ER Facilitator	Content Experts
<p><b>Must have authority to oversee the process for:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzing and selecting effective early-reading instructional materials;</li> <li><input type="checkbox"/> Operationalizing each stage of tier 1 integration (i.e., <i>Prepare, Establish, Install, Implement, Evaluate &amp; Refine</i>);</li> <li><input type="checkbox"/> Training essential personnel relative to tier 1 processes and procedures; and</li> <li><input type="checkbox"/> Formalizing fidelity checks.</li> </ul>	<p><b>Must have authority to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with the <i>Systems Change Leader</i> to identify <i>Content Experts</i> for implementing key actions;</li> <li><input type="checkbox"/> Facilitate NJTSS-ER meetings using <i>NJTSS-ER Meeting Protocols</i>;</li> <li><input type="checkbox"/> Monitor completion of the NJTSS-ER Action Plan and coordinate regularly with the <i>Systems Change Leader</i> to manage progress of key actions and deliverables;</li> <li><input type="checkbox"/> Identify <i>training</i> needs for <i>Content Experts</i>;</li> <li><input type="checkbox"/> Facilitate the fidelity check protocols; and</li> <li><input type="checkbox"/> Assign personnel to fidelity checks.</li> </ul>	<p><b>Must have expertise in:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The function and purpose of early reading ELA assessments;</li> <li><input type="checkbox"/> Characteristics of evidence-based, skill-focused early reading instruction;</li> <li><input type="checkbox"/> Interpreting student performance on skill-based and benchmark assessment relative to instructional goals;</li> <li><input type="checkbox"/> Protocols for delivering instruction and assessing English language learners and students with a learning disability;</li> <li><input type="checkbox"/> Data-based system needs;</li> <li><input type="checkbox"/> Instruction implementation supports and barriers; and</li> <li><input type="checkbox"/> Implementing fidelity check protocols.</li> </ul>

**ACTION  
PLAN**
**Tier 1 Instruction**

STAGE 1: PREPARE		
What's Needed	Key Actions	Accountability
<p><b>Tier 1 Team-Based Leadership</b> <i>(Should be selected prior to engaging in Key Action 1: Build Understandings.)</i></p> <ul style="list-style-type: none"> <li>Essential personnel               <ul style="list-style-type: none"> <li>Systems Change Leader;</li> <li>MTSS Facilitator; and</li> <li>Content Experts.</li> </ul> </li> </ul> <p><b>An Understanding of Essential Elements of Tier 1 Instruction</b></p> <p>Team-based leadership should understand the scope of the work required to integrate Tier 1 Instruction into an NJTSS-ER approach. Readings have been assigned to build knowledge among essential personnel.</p>	<p><b>1. Build Knowledge: Tier 1 Instruction Part I</b></p> <p><b>Use: <i>PREPARE - Tier 1 Instruction Protocol Meeting 1</i></b></p> <ul style="list-style-type: none"> <li>Preview Action Plan and NJTSS-ER Meeting Protocols for Tier 1 Intervention Stages 1-5; and</li> <li>Assign appropriate personnel to read <i>NJTSS-ER Tier 1 Intervention Overview</i> to build content expertise.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li><i>NJTSS-ER Tier 1 Instruction Overview</i></li> </ul>	<input type="checkbox"/> Actions completed Meeting Date(s): Notes:
	<p><b>2. Build Knowledge: Tier 1 Instruction Part II</b></p> <p><b>Use: <i>PREPARE – Tier 1 Instruction Protocol Meeting 2</i></b></p> <ul style="list-style-type: none"> <li>Discuss essential elements of tier 1 instruction as outlined in <i>NJTSS-ER Tier 1 Instruction Overview</i>; and</li> <li>Assign the reading of the <i>NJTSS-ER Tier 1 Instruction Overview</i> to additional appropriate personnel if building foundational knowledge is needed.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li><i>NJTSS-ER Tier 1 Instruction Overview</i></li> </ul>	<input type="checkbox"/> Actions completed Meeting Date(s): Notes:
Stage 2: ESTABLISH		
What's Needed	Key Actions	Accountability
<p><b>Tier 1 Instruction</b></p> <p>Evidence-based, early reading instruction provided for whole-group and small-group differentiation is informed by assessment data; instruction will be delivered by highly trained teachers with sufficient instructional time.</p>	<p><b>1. Establish Tier 1 Instruction and Components</b></p> <p><b>Use: <i>ESTABLISH - Tier 1 Instruction Protocol Meeting 1</i></b></p> <ul style="list-style-type: none"> <li>Determine the effectiveness of current and/or prospective tier 1 instructional materials and data management system(s);</li> <li>Summarize findings and make recommendations for adjustments/changes;</li> </ul>	<input type="checkbox"/> Actions completed Meeting Date(s): Notes:

**ACTION  
PLAN**
**Tier 1 Instruction**

<p>See <i>NJTSS-ER Universal Screening Action Plans (Phases 2 &amp; 3)</i>, to ensure appropriate data are available.</p>	<ul style="list-style-type: none"> <li>Finalize and secure approval for tier 1 instructional materials and data management system(s) <b>based on recommended adjustments</b>;</li> <li>Determine personnel responsible for purchasing, organizing, and distributing tier 1 instructional materials and data management system(s); and</li> <li>Develop and schedule training for tier 1 instruction and data management.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li><i>NJTSS-ER Core Analysis</i></li> </ul> <p><b>2. Acquire Curriculum Materials</b></p> <ul style="list-style-type: none"> <li>Acquire/ purchase tier 1 instructional materials and data management components; and</li> <li>Ensure technology requirements are met.</li> </ul>	
<p><b>Tier 1 Instruction Operationalized Plan</b> Tier 1 instructional plan is operationalized and includes:</p> <ul style="list-style-type: none"> <li>curriculum maps that articulate a district's expected use of programs, resources, assessments, and instructional strategies;</li> <li>lesson plan components informed by the curriculum map; and</li> <li>dedicated instructional time allocated appropriately at each grade level.</li> </ul> <p>Essential personnel are trained in the plan and use of the data management system.</p>	<p><b>3. Operationalize Tier 1 Instruction</b> <b>Use: <i>ESTABLISH - Tier 1 Instruction Protocol Meeting 2</i></b></p> <ul style="list-style-type: none"> <li>Develop tier 1 instructional guidelines/curriculum map;</li> <li>Plan for and communicate access to early reading tier 1 instructional guidelines and materials; and</li> <li>Train essential personnel to use tier 1 instructional guidelines and materials.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li><i>NJTSS-ER Curriculum Map Template</i></li> </ul>	<p><input type="checkbox"/> Actions completed Meeting Date(s): Notes:</p>
<b>STAGE 3: INSTALL</b>		
<b>What's Needed</b>	<b>Key Actions</b>	<b>Accountability</b>
<p><b>Tier 1 Instruction Data Review Meetings Scheduling</b> Data-review meetings are scheduled to (1) analyze data and determine class-wide intervention plan, if</p>	<p><b>1. Schedule for Tier 1 Instruction Data Review Meetings</b> <b>Use: <i>INSTALL - Tier 1 Instruction Protocol Meeting 1</i></b></p>	<p><input type="checkbox"/> Actions completed Meeting Date(s): Notes:</p>

ACTION PLAN	Tier 1 Instruction	
needed, and (2) analyze data to guide differentiated small-group instruction.	<ul style="list-style-type: none"> <li>• Schedule data review meeting to make data-informed adjustments to tier 1 whole-class instruction to incorporate class-wide interventions, if needed.</li> <li>• Schedule recurring data review meetings (e.g., PLCs, common planning time, faculty meetings) to analyze curriculum-embedded lesson and unit assessments to group students with similar skill needs for small-group differentiated instruction (i.e., center rotations and teacher table time).</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Universal screening and classroom-embedded lesson and unit assessment data</li> <li>- District established curriculum guidance documents (including scope &amp; sequence and pacing guides)</li> <li>- Personnel schedules</li> </ul>	
<p><b>Tier 1 Instruction Implementation Fidelity Plan</b></p> <p>A tier 1 instruction plan for monitoring fidelity of tier 1 processes and procedures is in place.</p>	<p><b>2. Develop a Tier 1 Implementation Fidelity Plan</b></p> <p><b>Use: <i>INSTALL - Tier 1 Instruction Protocol Meeting 2</i></b></p> <ul style="list-style-type: none"> <li>• Develop a tier 1 implementation fidelity plan.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>- District tier 1 instruction guidelines/ curriculum map</li> <li>- District and personnel schedules</li> <li>- <i>NJTSS-ER Tier 1 Implementation Fidelity Checklist</i></li> <li>- <i>NJTSS-ER Tier 1 Implementation Fidelity Log</i></li> </ul>	<input type="checkbox"/> Actions completed Meeting Date(s): Notes:
<p><b>STAGE 4: IMPLEMENT</b></p> <p>(Repeat at the beginning of each school year and after each universal screening cycle.)</p>		
What's Needed	Key Actions	Accountability
<p><b>Tier 1 Instruction with Class-Wide Intervention</b></p> <p>Data are analyzed and used to adjust whole-group instruction to incorporate short-term class-wide intervention(s), if needed.</p>	<p><b>1. Adjust Tier 1 Instruction to Incorporate a Short-Term Class-Wide Intervention, If Needed</b></p> <p><b>Use: <i>IMPLEMENT- Tier 1 Instruction Protocol Meeting 1</i></b></p>	



ACTION PLAN	Tier 1 Instruction	
	<ul style="list-style-type: none"> <li>Analyze grade- and class-wide universal screening and curriculum-embedded assessment data.</li> <li>Make data-informed adjustments to tier 1 whole-class instruction to incorporate short-term class-wide interventions, if needed.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Grade- and class-wide universal screening and classroom-embedded lesson and unit assessment data</li> <li>District established curriculum guidance documents (including scope &amp; sequence and pacing guides)</li> <li>Personnel schedules</li> </ul>	
<p><b>Tier 1 Instruction Implementation and Data Collection</b></p> <p>Instruction is delivered following the tier 1 instructional plan, schedule, and district guidelines; classroom data (e.g., curriculum-embedded lesson and unit assessment data) and fidelity data are collected and recorded.</p>	<p><b>2. Implement Tier 1 Instruction; Collect Data</b></p> <ul style="list-style-type: none"> <li>Implement tier 1 instruction according to instructional plan, schedule, and district guidelines;</li> <li>Assess student performance using curriculum-embedded lesson and unit assessments and collect data;</li> <li>Implement fidelity checks.</li> </ul>	<p><input type="checkbox"/> Actions completed Meeting Date(s): Notes:</p>
<p><b>Tier 1 Skill-Focused Small Group Differentiation</b></p> <p>Curriculum-embedded assessment data (e.g., lesson and unit assessment data) are used to make refinements to whole-group instruction and, for small-group differentiated instruction, to: (1) group students with similar skill needs for teacher table time and center rotations, (2) select instructional resources, and (3) schedule small-group rotations.</p>	<p><b>3. Use Data to Guide Skill-Focused Small Group Differentiated Instruction</b></p> <p><b>Use: IMPLEMENT- Tier 1 Instruction Protocol Meeting 2</b></p> <ul style="list-style-type: none"> <li>Analyze classroom curriculum-embedded lesson and unit assessment data;</li> <li>Use data to determine instruction, adjust pacing, and to group students with common skill needs for small-group differentiated instruction; and</li> <li>Determine coaching needs to support teachers in analyzing classroom curriculum-embedded assessment data and developing skill-focused small group differentiated instructional plans.</li> </ul> <p>Materials:</p>	<p><input type="checkbox"/> Actions completed Meeting Date(s): Notes:</p>


**ACTION  
PLAN**
**Tier 1 Instruction**

	<ul style="list-style-type: none"> <li>- Classroom curriculum-embedded lesson and unit assessment data</li> <li>- Tier 1 lesson plans, scope and sequence, pacing guides</li> <li>- <i>NJTSS-ER Tier 1 Small Group Weekly Planner</i></li> <li>- Personnel schedules</li> </ul>	
<b>STAGE 5: EVALUATE &amp; REFINE</b> (Repeat each fall, winter, spring, after each universal screening cycle.)		
<b>What's Needed</b>	<b>Key Actions</b>	
<b>Tier 1 Data Review Meetings to Inform District-Wide Decisions</b> Meeting(s) to analyze district-wide data (i.e. universal screening assessments, curriculum embedded assessments, and fidelity check data) at each benchmark period are convened to evaluate the effectiveness of the tier 1 instructional plan and determine refinements to the plan based on data.	<b>1. Evaluate District-Wide Data Findings and Refine as Needed</b> <b>Use: <i>EVALUATE &amp; REFINE - Tier 1 Instruction Protocol Meeting 1</i></b> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of tier 1 instructional processes and practices and, based on findings, plan for refinements to improve student outcomes.</li> </ul> Materials: <ul style="list-style-type: none"> <li>- <i>NJTSS-ER Tier 1 Evaluate &amp; Refine Checklist</i></li> </ul>	<input type="checkbox"/> Actions completed Meeting Date(s): Notes:



## Tier 1 Instruction Protocol for PREPARE: Meeting 1

<b>STAGE 1 PREPARE</b>	<b>Build Understandings: Tier 1 Instruction</b>	
<b>Rationale:</b> It is important that essential personnel build knowledge to understand the many elements of effective tier 1 instruction. Establishing a common understanding of the research base, personnel expertise needed, effective tools and resources, and the many aspects of data-based decision making, equips team-based leadership with the content knowledge needed to make decisions and plan for integration of tier 1 instruction.		
<b>Meeting Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the scope of the work required to integrate <i>Tier 1 Instruction</i> into the NJTSS-ER approach.</li> <li>• Build leadership team's knowledge of tier 1 instruction in preparation for a full integration of <i>Tier 1 Instruction</i>.</li> </ul>		
<b>Prerequisites</b>		<b>Materials</b>
<ul style="list-style-type: none"> <li>• Identification of NJTSS-ER Team-Based Leadership:             <ul style="list-style-type: none"> <li>○ <i>Systems Change Leader</i></li> <li>○ <i>NJTSS-ER Facilitator</i></li> <li>○ <i>Content Experts</i></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <i>NJTSS-ER Tier 1 Instruction Action Plans and Meeting Protocols</i> for Stages 1-5</li> <li>• <i>NJTSS-ER Tier 1 Instruction Overview</i></li> <li>• District and personnel calendars</li> </ul>

<b>Team-Based Leadership</b>		<b>Date</b>
<input type="checkbox"/> Record essential personnel in attendance. <ul style="list-style-type: none"> <li>• <i>Systems Change Leader:</i></li> <li>• <i>NJTSS-ER Facilitator:</i></li> <li>• <i>Content Experts:</i></li> </ul>		
<b>Introduction</b>		<b>Notes</b>
<input type="checkbox"/> Introduce <i>Meeting Objectives</i> <input type="checkbox"/> Introduce <i>Rationale</i>		
<b>Key Actions Steps</b>		<b>Notes</b>
<input type="checkbox"/> Preview <i>NJTSS-ER Tier 1 Instruction Action Plans and Meeting Protocols</i> for Stages 1-5, to understand the scope of integrating tier 1 instruction into an NJTSS-ER system.		
<input type="checkbox"/> Assign appropriate personnel to read <i>NJTSS-ER Tier 1 Instruction Overview</i> to build content expertise and be ready to discuss essential elements at Meeting 2.		
 <b>If/ Then</b>	If Key Action Steps (above) have been completed, continue to <i>Meeting Deliverables</i> .	If Key Action Steps (above) have not been completed, assign team members to complete Key Action Steps outside of meeting and schedule interim meeting date(s).
<b>Interim Meeting Date(s)</b>		<b>Responsible Personnel</b>
Date: _____ Time: _____ Meeting Focus: _____		




## Tier 1 Instruction Protocol for PREPARE: Meeting 1

<b>Meeting Deliverables</b>	
<input type="checkbox"/> Essential personnel understand the scope of the work required to integrate Tier 1 Instruction into the NJTSS-ER approach. <input type="checkbox"/> Personnel have been assigned to read the <i>NJTSS-ER Tier 1 Instruction Overview</i> to build understanding of the component.	
<b>Prepare for Next Meeting</b>	
<ul style="list-style-type: none"> <li>Review Key Actions in <i>Action Plan</i> and preview the next meeting protocol.</li> <li>Schedule next meeting.</li> </ul> Date: _____ Time: _____	
<b>Communication Plan</b>	
<i>Systems Change Leader or NJTSS-ER Facilitator</i> communicates meeting deliverables and objectives for next meeting to appropriate personnel and district stakeholders.	



## Tier 1 Instruction Protocol for PREPARE: Meeting 2

<b>STAGE 1 PREPARE</b>	<b>Build Understandings: Tier 1 Instruction</b>	
<b>Rationale:</b> It is crucial for essential personnel to understand the processes and practices required for effective tier 1 implementation and the importance of providing all students with access to foundational research-based early reading instruction.		
<b>Meeting Objectives:</b> <ul style="list-style-type: none"> <li>Understand the essential elements of <i>Tier 1 Instruction</i>; and</li> <li>Expand knowledge of tier 1 instruction to additional personnel.</li> </ul>		
<b>Prerequisites</b>		<b>Materials</b>
<ul style="list-style-type: none"> <li>Reading of <i>NJTSS-ER Tier 1 Instruction Overview</i></li> </ul>		<ul style="list-style-type: none"> <li><i>NJTSS-ER Tier 1 Instruction Overview</i></li> <li><i>NJTSS-ER Tier 1 Instruction Action Plans</i></li> <li>District and personnel calendars</li> </ul>
<b>Team-Based Leadership</b>		<b>Date</b>
<input type="checkbox"/> Record essential personnel in attendance. <ul style="list-style-type: none"> <li><i>Systems Change Leader:</i></li> <li><i>NJTSS-ER Facilitator:</i></li> <li><i>Content Experts:</i></li> </ul>		
<b>Introduction</b>		<b>Notes</b>
<input type="checkbox"/> Introduce <i>Meeting Objectives</i> <input type="checkbox"/> Introduce <i>Rationale</i>		
<b>Key Action Steps</b>		<b>Notes</b>
<input type="checkbox"/> Discuss essential elements of <i>NJTSS-ER Tier 1 Instruction Overview</i> , assigned to personnel in Meeting 1. The Table of Contents at the beginning of the <i>NJTSS-ER Tier 1 Instruction Overview</i> , which lists the essential elements, can be used to guide the discussion.		
<input type="checkbox"/> Identify additional personnel who need to understand essential elements of tier 1 instruction and assign reading of the <i>NJTSS-ER Tier 1 Instruction Overview</i> . Personnel requiring training:		
 <b>If/ Then</b>	If Key Action Steps (above) have been completed, continue to <i>Meeting Deliverables</i> .	If Key Action Steps (above) have not been completed, assign team members to complete Key Action Steps outside of meeting and schedule interim meeting date(s).
<b>Interim Meeting Date(s)</b>		<b>Responsible Personnel</b>
Date: _____ Time: _____ Meeting Focus: _____		
<b>Meeting Deliverables</b>		



## Tier 1 Instruction Protocol for PREPARE: Meeting 2

<input type="checkbox"/> Essential elements of <i>Tier 1 Instruction</i> have been discussed and understood. <input type="checkbox"/> Additional personnel in need of building tier 1 instructional knowledge have been identified.	
<b>Prepare for Next Meeting</b>	
<ul style="list-style-type: none"> <li>• Review Key Actions in <i>Action Plan</i> and preview the next meeting protocol.</li> <li>• Schedule next meeting.</li> </ul> Date: _____ Time: _____	
<b>Communication Plan</b>	
<i>Systems Change Leader or NJTSS-ER Facilitator</i> communicates meeting deliverables and objectives for next meeting to appropriate personnel and district stakeholders.	

# Program Measure #1-E

## Sample Consultative Check-In Protocol



### CONSULTATIVE CHECK-IN [DISTRICT NAME]

NJTSS-ER Leadership Team	School(s)	Universal Screening	Core Resources	Intervention Resources
		Universal Screening: Data Management System(s):		
<b>Rationale:</b> Consultative check-ins provide participating districts with targeted support in identified areas of need to promote successful implementation of NJTSS-ER practices and processes as outlined in the NJTSS-ER framework.				
<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>District leadership team: Complete Implementation goals; record areas in need of consultative supports on action plan</li> <li>NJTSS-ER project team: Review action plans and protocols based on district identified areas of need</li> </ul>		<b>Materials:</b> <ul style="list-style-type: none"> <li>Completed action plan(s) and protocol(s) in implementation focus area(s)</li> <li>Implementation focus area(s) resources (e.g., videos, learning courses, tools)</li> </ul>		
<b>Meeting Objectives:</b> <ul style="list-style-type: none"> <li>Meeting Guidelines</li> <li>District expectations for today's meeting</li> <li>District reflections of Implementation Efforts (timeline; district meetings; use of action plans &amp; protocols; level of consultative support)</li> <li>Progress Milestones</li> <li>Discuss/Problem Solve areas in need of support</li> <li>2-3 minute survey at the end of the meeting</li> </ul>				
<b>General Notes: (Date)</b>				
<b>Participants:</b>				



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

**Meeting Expectations:**

**Reflections on Implementation Effort:**

Areas of Support/Discussion	Barriers/Enablers	Consultative Supports	Next Steps
	<p><b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?</p> <p><b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation);</p>	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b>	<b>Notes:</b>	<b>Notes:</b>





## CONSULTATIVE CHECK-IN [DISTRICT NAME]

## Foundational Knowledge Progress Milestones

	BOY 2022/23	MOY 2022/23	EOY 2022/23
<input type="checkbox"/> Stage 1: PREPARE			

## 2 Foundational Knowledge Consultative Check-In: [Date]

Areas of Support/Discussion	Barriers/Enablers	Consultative Supports	Next Steps
	<p><b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?</p> <p><b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation);</p>	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
Notes:	<p>Notes:</p> <p>Barriers:</p> <p>Enablers:</p>	Notes:	Notes:

## 1 Foundational Knowledge Consultative Check-In: [Date]

Areas of Support/Discussion	Barriers/Enablers	Consultative Supports	Next Steps
	<p><b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?</p>	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources	



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

	<b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation);	<input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b> <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

## Universal Screening Progress Milestones

	BOY 2022/23	MOY 2022/23	EOY 2022/23
<input type="checkbox"/> Stage 1: PREPARE			
<input type="checkbox"/> Stage 2: ESTABLISH			
<input type="checkbox"/> Stage 3: INSTALL			
<input type="checkbox"/> STAGE 4: IMPLEMENT			
<input type="checkbox"/> STAGE 5: EVALUATE & REFINE			

## 2 Universal Screening Consultative Check-In: [Date]

Areas of Support/Discussion	Barriers/Enablers	Consultative Supports	Next Steps
Data Folders	<p><b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?</p> <p><b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?</p>	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
Notes	Notes	Notes	Notes
Areas of Support/Discussion	Barriers/Enablers	Consultative Supports	Next Steps



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

	<b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?  <b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b>  <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>
<b>Areas of Support/Discussion</b>	<b>Barriers/Enablers</b>	<b>Consultative Supports</b>	<b>Next Steps</b>
	<b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?  <b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b>  <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>
<b>Areas of Support/Discussion</b>	<b>Barriers/Enablers</b>	<b>Consultative Supports</b>	<b>Next Steps</b>
	<b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources	



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

	<b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?	<input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b>  <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>
<b>1 Universal Screening Consultative Check-In: [Date]</b>			
<b>Areas of Support/Discussion</b>	<b>Barriers/Enablers</b>	<b>Consultative Supports</b>	<b>Next Steps</b>
	<b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)? <b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b>  <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>
<b>Areas of Support/Discussion</b>	<b>Barriers/Enablers</b>	<b>Consultative Supports</b>	<b>Next Steps</b>
	<b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological,	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources	



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

	cultural)? <b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?	<input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b>  <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

## Tier 1 Instruction Progress Milestones

	BOY 2022/23	MOY 2022/23	EOY 2022/23
<input type="checkbox"/> Stage 1: PREPARE			
<input type="checkbox"/> Stage 2: ESTABLISH			
<input type="checkbox"/> Stage 3: INSTALL			
<input type="checkbox"/> STAGE 4: IMPLEMENT			
<input type="checkbox"/> STAGE 5: EVALUATE & REFINE			

## 2 Tier 1 Instruction Consultative Check-In: [Date]

Areas of Support/Discussion	Barriers/Enablers	Consultative Supports	Next Steps
	<p><b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?</p> <p><b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?</p>	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
Notes:	Notes: Barriers:	Notes:	Notes:



## CONSULTATIVE CHECK-IN [DISTRICT NAME]

	<b>Enablers:</b>		
<b>Areas of Support/Discussion</b>	<b>Barriers/Enablers</b>	<b>Consultative Supports</b>	<b>Next Steps</b>
	<p><b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?</p> <p><b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?</p>	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<p><b>Notes:</b></p> <p><b>Barriers:</b></p> <p><b>Enablers:</b></p>	<b>Notes:</b>	<b>Notes:</b>
<b>Areas of Support/Discussion</b>	<b>Barriers/Enablers</b>	<b>Consultative Supports</b>	<b>Next Steps</b>
	<p><b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)?</p> <p><b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?</p>	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<p><b>Notes:</b></p> <p><b>Barriers:</b></p> <p><b>Enablers:</b></p>	<b>Notes:</b>	<b>Notes:</b>
<b>1 Tier 1 Instruction Consultative Check-In: [Date]</b>			





## CONSULTATIVE CHECK-IN [DISTRICT NAME]

Areas of Support/Discussion	Barriers/Enablers	Consultative Supports	Next Steps
	<b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)? <b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b>  <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>
	<b>Are there barriers</b> (e.g., physical/lack of resources, organizational, technological, cultural)? <b>Are there enablers</b> (e.g., coaching, training, organization, communication, time and resource allocation)?	<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Sharing Resources <input type="checkbox"/> Discussion/ Conversation	
<b>Notes:</b>	<b>Notes:</b> <b>Barriers:</b>  <b>Enablers:</b>	<b>Notes:</b>	<b>Notes:</b>

Next NJTSS-ER webinar: May; Time: TBD

Link to Survey: [https://rutgers.ca.l.qualtrics.com/jfe/form/SV\\_00b5pP303n2NDlc](https://rutgers.ca.l.qualtrics.com/jfe/form/SV_00b5pP303n2NDlc)



## Program Measure #1-F

### Select Examples of District Support Tools Used to Guide Implementation

Screenshot of Sample Screening Data Worksheet

	A	B	C	D	E	F	G	H	
1									
2	Gender *		Free or Reduced Lunch *		SLD *				
3	Race *		Special Education *		ELL Y				
4									
5	LNF				PSF				NWF-CLS
6		N	%			N	%		
7	Total Students	4	100%		Total Students	4	100%		Total Students
8	Above Benchmark				Above Benchmark	2	50%		Above Benchmark
9	At Benchmark	3	75%		At Benchmark	1	25%		At Benchmark
10	Below Benchmark	1	25%		Below Benchmark	1	25%		Below Benchmark
11	Well Below Benchmark	0	0%		Well Below Benchmark	0	0%		Well Below Benchmark
12									
13	DIBELS SCORES & PLANNING								
14	Teacher	Student ID#	Last Name	First Name	Special Education	LNF	PSF	NWF-CLS	NWF-WRC
15	Carly Smith	20851	Forster	Logan	N	49	41	36	
16	Gina Mazzariello	20042	Reed	Michael	N	6	0	0	
17	Shana Lewis	20905	Kimball	Hayden	N	76	27	94	
18	Jennifer Bender	20898	Goderecci	Aria	N	50	34	45	
19	Cynthia Mackowicz	20835	Barber-Thomas	Brianna	Y	43	38	32	
20	Todd Glover	20766	Henry	Luke	N	30	22	25	
21	Chris Dudek	20903	Weiss	Savannah	N	26	13	3	
22	Linda Reddy	20894	Mitchell	Alexander	N	27	30	30	
23	Andrew Perry	20895	Smith	Craig	N	30	3	30	
24	Lauren Read	20896	Que	Suzie	N	21	2	41	
25									
26									
27									
28									
29									
30									
31									
32									
<div> + ≡ Fall Planning Data Fall Data Entry Winter Planning Data Winter Data Entry Spring Planning Data Spring Data Entry Data Categories </div>									



## Tier 1 Core Instruction Analysis Tool aligned to NJSLS

There is strong scientific consensus about the importance of providing direct, explicit instruction that is systematic and cumulative to assist students in acquiring the skills and strategies corresponding to the *big five components of reading*: phonemic awareness, phonics, fluency, vocabulary, and comprehension (*Eunice Kennedy Shriver* National Institute of Child Health and Human Development, NIH, DHHS, 2000; Shanahan, 2005). Accordingly, a NJTSS-ER approach to tier 1 focuses on implementing appropriate whole-group and small-group differentiated instruction aligned to the big five. When implemented with fidelity, tier 1 instruction should address the learning needs of the majority of students (e.g., approximately 80% or greater), enabling students across all demographic groups to meet or exceed benchmark performance expectations for foundational early reading skills. Therefore, it is important to be sure that tier 1 core instruction materials are of high quality, have appropriate skill coverage at each grade, and include lessons consisting of research-based elements.

This tool provides research-based criteria for analyzing tier 1 core instructional materials for kindergarten through grade 3 in the domains of word recognition and word analysis, and language/reading comprehension. It can be used to determine the effectiveness of the core programs/resources in use or those under consideration and to ensure core instruction is of high quality and can meet the needs of the majority of students.

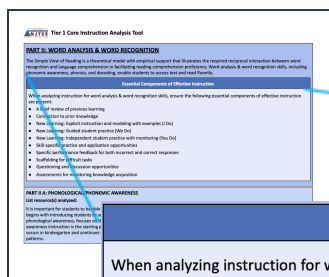
### How to Use the Tier 1 Core Instruction Analysis Tool

The *NJTSS-ER Core Instruction Analysis Tool* is organized into six parts. Each part relates to a component of reading intervention and includes criteria for analyzing the delivery of instruction, skills and strategy coverage, and assessment/progress monitoring provisions.

<i>The NJTSS-ER Tier 1 Core Instruction Analysis Tool: Components of Reading Instruction</i>	
<ul style="list-style-type: none"> <li>● <b>PART I: Structure</b></li> <li>● <b>PART II: Word Analysis &amp; Word Recognition</b> <ul style="list-style-type: none"> <li>○ Phonological/Phonemic Awareness</li> <li>○ Phonics and Decoding</li> <li>○ Word Analysis</li> </ul> </li> <li>● <b>PART III: Fluency</b></li> <li>● <b>PART IV: Language and Reading Comprehension</b> <ul style="list-style-type: none"> <li>○ Background Knowledge</li> <li>○ Vocabulary</li> <li>○ Language Structures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Verbal Reasoning</li> <li>○ Reading Comprehension Strategies</li> <li>● <b>PART V: Reading Comprehension Strategies</b></li> <li>● <b>PART VI: Considerations for Special Populations</b> <ul style="list-style-type: none"> <li>○ Multilingual Learners</li> <li>○ Gifted and Talented Learners</li> <li>○ Students with Disabilities or Learning Difficulties</li> </ul> </li> </ul>

# Tier 1 Core Instruction Analysis Tool aligned to NJSLS

An explanation of the skill focus of the section and the impact of these skills on reading proficiency occurs in each section opener.



## Essential Components of Effective Instruction

When analyzing instruction for word analysis & word recognition skills, ensure the following essential components of effective instruction are present:

- A brief review of previous learning
- Connection to prior knowledge
- New Learning: Explicit instruction and modeling with examples (I Do)
- New Learning: Guided student practice (We Do)
- New Learning: Independent student practice with monitoring (You Do)
- Skill-specific practice and application opportunities
- Specific performance feedback for both incorrect and correct responses
- Scaffolding for difficult tasks
- Questioning and discussion opportunities
- Assessments for monitoring knowledge acquisition

A listing of *Essential Components of Effective Instruction* appears in each section opener.

Phonics and Decoding, and Word Analysis	Phonics	Decoding	Word Analysis	Notes
Phonics and Decoding	Yes/No or Seldom/Sometimes/Almost Always	Yes/No or Seldom/Sometimes/Almost Always	Yes/No or Seldom/Sometimes/Almost Always	
Word Analysis	Yes/No or Seldom/Sometimes/Almost Always	Yes/No or Seldom/Sometimes/Almost Always	Yes/No or Seldom/Sometimes/Almost Always	

The ***Essential Components of Effective Instruction*** table is referred to when determining the presence of the research-based criteria required for each component, which appears under each subhead on a white background.

**Yes/No or Seldom/Sometimes/Almost Always** drop-down options are provided for noting the presence of each criterion, as well as notes fields and space at the end of each section for summarizing the findings.

Summary Table
PART I: STRUCTURE
PART II: WORD ANALYSIS & WORD RECOGNITION
PART III: FLUENCY
PART IV: LANGUAGE AND READING COMPREHENSION
PART V: VOCABULARY
PART VI: LANGUAGE STRUCTURES

Summary findings can be transferred to the Summary Table, provided at the end of the document, to facilitate further discussions and efficient decision making.



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

### Approaching the Analysis

To engage in a systematic and comprehensive analysis, consider the following:

- **Prioritize analysis needs.** Begin by prioritizing the analysis of specific reading components based on universal screening student performance data and district needs. Focus analysis efforts to these areas first before expanding to all components. For example, if data show a large proportion of students in kindergarten and first grade needing instructional support in phonemic awareness and phonics skills, begin by analyzing PART 1 STRUCTURE and PART 2: WORD RECOGNITION & WORD ANALYSIS in those grade levels.
- **Determine the evidence base:** The first criteria you will encounter in Part I: Structure is whether or not your current program or one you are considering is supported by independent scientific studies utilizing rigorous research methods rather than program sponsored studies. You may find this type of independent, peer reviewed, empirical research that proves efficacy on a website such as EdReports ([www.edreports.org/reports/ela](http://www.edreports.org/reports/ela)) and/or What Works ClearingHouse (<https://ies.ed.gov/ncee/wwc/publication>). If scientific research studies are not available, review the research cited to determine evidence of the instructional approach. Determining whether a program's approach is or is not evidence-based from the onset, can narrow down your options.
- **Review the scope and sequence:** Another criterion in Part 1: Structure is a cumulative scope and sequence. Determining whether the scope and sequence is sequential and cumulative, builds from simple to complex, and aligns to the NJ Student Learning Standards, can also narrow your options from the onset.
- **Select lessons to determine alignment to essential components of effective instruction.** Select skills (new learning) taught at the beginning of the year, the middle of the year, and the end of year as instructional samples to determine the presence of the essential components of effective instruction. Be sure to select skills from both the word analysis and word recognition, and language/reading comprehension domains. For each skill area, analyze the structure of the lessons required to teach this skill to mastery (which may occur across multiple lessons).
  - Review lesson structure/routine to ensure instructional alignment with the *Essential Components of Effective Instruction* criteria listed at the beginning of each section;
  - Review instruction to ensure language is direct and explicit, i.e., key skills are directly taught and modeled using clear and concise language (e.g., “*This is the digraph ch. It says /ch/. The keyword for /ch/ is chin.*”), rather than implicit, i.e., learning is incidental, and students are expected to infer missing information (e.g., “*Look at these 5 words. What do they have in common?*”).



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

- For each skill, determine the amount of distributed practice provided across a unit, and/or across a year (e.g., Do previously taught skills appear in dictation, reading passages, and decodable texts?)
- **Analyze skill coverage within each section.** Use the program scope and sequence to determine the presence of instruction to mastery for each skill listed in each section. When noting the presence of each criterion (i.e., Yes/No or Seldom/Sometimes/Almost Always, provide examples, page references, and/or links to program components in the Notes field to verify findings.
- **Analyze assessment and progress monitoring provisions.** Ensure that assessment and progress monitoring provisions provide for continuous monitoring of a student's demonstrated level of understanding, including measurable formal assessments with criteria to determine mastery, and informal assessments that are integrated into each lesson. When noting the alignment of assessment criteria (i.e., Yes/No or Seldom/Sometimes/Almost Always), provide examples, page references, and/or links to program components in the Notes field to verify findings.
- **Transfer summary findings to the Summary Table.** After analyzing each component of reading for the presence of research-based criteria and skill coverage, transfer summary findings to the Summary Table at the end of the document to facilitate discussions and efficient decision making. Prioritize findings, noting those that have the most impact on student learning. Organize findings by grade and structure notes in a way that allows for efficient discussion and decision-making (e.g., bullet out findings).
- **Meet with team leaders to prioritize findings and determine next steps.** Meet with team leaders to discuss finding and determine next steps for selecting/approving research-based instructional materials that will be sufficient for progressing all students to mastery in grade-level reading skills.
  - Analyze and prioritize findings that (a) have the most potential for improving the quality of instruction (e.g., phonemic awareness instruction is not systematically linked to letter-sound instruction or measurable assessments with criteria to determine mastery are not present), and (b) are actionable based on district resources (e.g., personnel, time, and funds).
  - Determine whether professional development/ training is needed, adjustments or refinements need to be made, and/or if a new program would need to be considered. Review the following guiding questions for decision-making relative to your core analysis findings:
    - *What is the scope of the work required to act on analysis findings of existing materials for creating an **effective and integrated** literacy program and training on adjusted materials?*
    - *Do we have the resources (e.g., personnel, time, expertise, funding) needed to address findings?*



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

- *Should a new program be considered?*

If adjustments or refinements to existing materials are to be made:

- Use the *Tier 1 Instruction ESTABLISH: Protocol 1* to develop an action plan; and
- Reflect the adjustments or refinements in the district's tier 1 instructional guidelines.

If selecting a new program is needed, complete the *Tier 1 Core Instruction Analysis Tool* for prospective programs.

- While researching new programs, bolster existing core instruction by reviewing core analysis findings and acting on findings to the extent possible.

### **NJTSS-ER Core Analysis alignment with the New Jersey Student Learning Standards (NJSL)**

The core analysis tool is designed to specify specific research based instructional practices for early reading which will enable students to achieve outcomes identified in the New Jersey Learning Standards. This [document](#) outlines the alignment between these instructional practices and the NJSL.



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

**District:**

**Date:**

**List resource(s) analyzed:**

### **PART I: STRUCTURE**

**List resource(s) analyzed:**

When evaluating a core literacy program's structure, key areas to consider are proof of efficacy based on evidence and the scope and sequence of instruction.

<b>PART I: 1 Evidence-Based</b>	<b>Present?</b>	<b>Notes</b>
a. Core instructional program is supported by independent scientific studies utilizing rigorous research methods (e.g., randomized trials; see <a href="http://www.edreports.org/reports/ela">www.edreports.org/reports/ela</a> ; <a href="https://ies.ed.gov/ncee/wwc/publication">https://ies.ed.gov/ncee/wwc/publication</a> ) rather than program-sponsored studies.	Choose ... ▾	
b. Research from these independent studies show effectiveness (e.g., as evidenced by effect sizes) for students receiving core instruction in all priority skill areas.	Choose ... ▾	
c. Publisher provides a comprehensive crosswalk document aligning instruction to the New Jersey Student Learning Standards	Choose ... ▾	
<b>PART I: 2 Scope and Sequence</b>	<b>Present?</b>	<b>Notes</b>
a. The core program follows a cumulative and systematic scope and sequence of skills that:		
i. Builds from simple to complex concepts	Choose ... ▾	
ii. Includes structured pacing that allows sufficient time to implement topics effectively within the district's literacy block	Choose ... ▾	





## Tier 1 Core Instruction Analysis Tool aligned to NJSL

iii. Aligns to the most current version of the NJ ELA student learning standards	Choose ... ▾	
<b>PART I: 3 Instructional Design</b>	<b>Present?</b>	<b>Notes</b>
a. The core program provides lesson plans that include the following essential components of effective instruction:		
i. A brief review of previous learning	Choose ... ▾	
ii. Presentation of new material	Choose ... ▾	
iii. Explicit instruction and modeling with examples	Choose ... ▾	
iv. Guided student practice	Choose ... ▾	
v. Independent student practice with monitoring	Choose ... ▾	
vi. Scaffolding difficult tasks	Choose ... ▾	
vii. Questioning and discussions	Choose ... ▾	
viii. Checking for student understanding	Choose ... ▾	
b. The core program provides supplementary materials, such as:		
i. Online activities (i.e., an accompanying website with activities and assessments for students)	Choose ... ▾	
ii. Accompanying reading materials (i.e., connected texts of varying text structures, current event magazines, etc.)	Choose ... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

c. The core program provides differentiated activities for:		
i. Multilingual learners	Choose ... ▾	
ii. Gifted and talented learners	Choose ... ▾	
iii. Students with disabilities or learning difficulties	Choose ... ▾	
d. The core program provides home-school connection activities for extending learning and promoting family engagement.	Choose ... ▾	
e. The core program includes professional development opportunities for staff development (e.g., job embedded or publisher trainings)	Choose ... ▾	
<b>PART I: STRUCTURE FINDINGS</b>		



## Tier 1 Core Instruction Analysis Tool aligned to NJSLS

### **PART II: WORD ANALYSIS & WORD RECOGNITION**

The Simple View of Reading is a theoretical model with empirical support that illustrates the required reciprocal interaction between word recognition and language comprehension in facilitating reading comprehension proficiency. Word analysis & word recognition skills, including phonemic awareness, phonics, and decoding, enable students to access text and read fluently. These skills are paired with oral language and vocabulary instruction and integrated within meaningful reading activities.

#### **Essential Components of Effective Instruction**

When analyzing instructional routines for word analysis & word recognition skills within lessons, ensure the following essential components of effective instruction are present:

- A brief review of previous learning
- Connection to prior knowledge
- New Learning: Explicit instruction and modeling with examples (I Do)
- New Learning: Guided student practice (We Do)
- New Learning: Independent student practice with monitoring (You Do)
- Skill-specific practice and application opportunities
- Specific performance feedback for both incorrect and correct responses
- Scaffolding for difficult tasks
- Questioning and discussion opportunities
- Assessments for monitoring knowledge acquisition

### **PART II A: PHONOLOGICAL/PHONEMIC AWARENESS**

#### **List resource(s) analyzed:**

It is important for students to be able to recognize and manipulate sounds in spoken language. Building students phonological awareness begins with introducing students to units of sound in speech (words, syllables, onset-rimes). Phonemic awareness, an advanced subcategory of phonological awareness, focuses on the ability to identify and manipulate phonemes, the smallest unit of sound in a spoken word. Phonemic awareness instruction is the starting point for students' understanding of the alphabetic principle. The major focus on this skill development occurs in kindergarten and continues into 1st grade as students learn to apply phonemic awareness skills to more complex letter-sound patterns.



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

PART II A: 1 Phonological/Phonemic Awareness Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Phonemic awareness skills instruction is sufficient for progressing all students to mastery using the essential components of effective instruction. (Refer to the <b><i>Essential Components of Effective Instruction</i></b> table in the PART II: Word Analysis & Word Recognition section opener.)	Ch... ▾	Ch... ▾			
b. Activities, chants, poetry, songs, and rhymes are incorporated to engage students' curiosity about language and to develop metalinguistic awareness of larger units of phonological sensitivity (words, syllables, onset-rimes) but these elements do not slow down the introduction of instruction targeting phonemic awareness (individual speech sounds).	Ch... ▾	Ch... ▾			
c. The instructional routine connects sound-only activities (phonemic awareness) to letter-sound activities (phonics) in a timely manner to support the bridge between students' phoneme awareness and phonics skills development.	Ch... ▾	Ch... ▾			
d. Manipulatives and/or multimodal strategies are used to scaffold student awareness of sounds and word parts. (e.g., students watch their mouths in mirrors while they articulate sounds and words, students use tokens and Elkonin boxes to represent sounds or word parts).	Ch... ▾	Ch... ▾			
PART II A: 2 Phonological/Phonemic Awareness Skills	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Early phonological awareness skills focus on larger units of phonological sensitivity, including:					
i. Syllable Awareness:	Ch... ▾				



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

<ul style="list-style-type: none"> <li>Counting: e.g., "Say the word and count the number of syllables in the word: <i>elephant</i>." (<i>el•e•phant</i>; 3)</li> <li>Blending: e.g., "Put these word parts together to make a whole word: <i>rock•et</i>. What's the word?" (<i>rocket</i>)</li> <li>Segmentation: e.g., "Clap the word parts in <i>rocket</i>." (<i>roc•ket</i>)</li> <li>Deletion: e.g., "Say <i>pepper</i>. Now say <i>pepper</i> without /er/." (<i>pep</i>)</li> </ul>					
ii. Onset-Rime Awareness: <ul style="list-style-type: none"> <li>Blending: e.g., "Blend the onset /b/ ... and the rime /ig/. What's the word?" (<i>big</i>)</li> <li>Segmentation: e.g., "What is the onset and rime for <i>big</i>?" (/b/ ... /ig/)</li> </ul>	Ch... ▾				
b. Phonemic awareness skills focus on individual speech sounds, including:					
i. Isolation (e.g., "What is the first sound in <i>fan</i> ?" [/f/], "What is the last sound in <i>fan</i> ?" [/n/], and "What is the middle sound in <i>fan</i> ?" [/a/])	Ch... ▾	Ch... ▾			
ii. Blending (e.g., "What word am I saying /b/ /i/ /g/?" [ <i>big</i> ])	Ch... ▾	Ch... ▾			
iii. Segmentation (e.g., "How many sounds in <i>big</i> ?" [three] and "Say the sounds in <i>big</i> ." [/b/ /i/ /g/])	Ch... ▾	Ch... ▾			
iv. Manipulation (e.g., "The word is <i>mug</i> . Change /m/ to /r/. What is the new word? [rug]).	Ch... ▾	Ch... ▾			
PART II A: 3 Assessment	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Informal daily assessments (e.g., observations) are included for monitoring student progress towards skill mastery.	Ch... ▾	Ch... ▾			



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

b. Assessments with explicit criteria are used for determining student mastery of phonemic awareness skills taught during a particular unit of study (eg., daily exit tickets, end-of-week, end-of-unit tests).	Ch... ▾	Ch... ▾			
c. Guidance and skill-level resources are provided for differentiated instruction based on student performance on informal and mastery assessments.	Ch... ▾	Ch... ▾			
<b>PART II A: PHONOLOGICAL/PHONEMIC AWARENESS FINDINGS</b>					

### PART II B: PHONICS and DECODING, and WORD ANALYSIS

#### List resource(s) analyzed:

Phonics and decoding, and word analysis instruction begins in kindergarten and continues into 1st, 2nd, and 3rd grades as students apply their understanding of letter-sound correspondences, orthographic patterns, and morphemes to read and spell words with more complex patterns.

It is important that decoding regular words is explicitly and systematically taught to automaticity using knowledge of word structure and phonics decoding rather than memorizing whole words, and that irregular high-frequency words are taught attending to both regular and irregular sounds rather than memorizing whole words.

PART II B: 1 Phonics and Decoding, and Word Analysis Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Phonics and decoding, and word analysis skills instruction is sufficient for progressing all students to mastery using the essential components of effective instruction. (Refer to the <b><i>Essential Components of Effective Instruction</i></b> table in the PART II: Word Analysis & Word Recognition section opener.)	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

b. Phonics lessons and activities integrate learning letter names, letter sounds, and letter formation (handwriting).	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
c. Decoding (blending) and encoding (segmenting) are taught as reciprocal skills.	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
d. Decoding and encoding skill instruction progresses in word pattern complexity (e.g., from VC words like <i>at</i> , to CVC words like <i>pad</i> , to CVCC words like <i>task</i> , to CCVC words like <i>glad</i> , to VCe words like <i>blade</i> ).	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
e. Skill-specific activities and exercises are provided for meaningful and measurable practice and application of newly taught and previously taught skills	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
f. Opportunities for students to decode and encode words in isolation and in connected text are incorporated into daily lessons.	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
g. Decodable text selections, e.g., phrases, passages and books, are provided for repeated opportunities for skill application and building automaticity and fluency. Decodable texts are 85% decodable based on previously taught skills.	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
h. Manipulatives and/or multimodal strategies are used to scaffold student awareness of letter-sound correspondences, blending, and segmenting (e.g., students use tokens, letter tiles, and Elkonin boxes during phoneme-grapheme mapping activities).	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
i. Phonetically regular words are explicitly and systematically taught to automaticity using phoneme-grapheme mapping techniques (e.g., <i>had</i> is mapped as /h/→ <i>h</i> , /ă/→ <i>a</i> , /d/→ <i>d</i> ).	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
j. Phonetically irregular, high-frequency words are taught by attending to both regular and irregular letter-sound correspondences rather than	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

memorizing whole words (e.g., <i>said</i> is mapped as /s/→s, /ĕ/→ai, /d/→d).					
PART II B: 2 Phonics and Decoding Skills	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Letter names, letter sounds, and letter formation (handwriting)	Ch... ▾	Ch... ▾			
b. Letter-sound correspondences both decoding/reading and encoding/spelling (e.g., the phoneme /b/ is spelled <i>b</i> , and the grapheme <i>b</i> represents the sound /b/).	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
c. Letter-sound correspondences and patterns following a scope and sequence that progresses from simple, common concepts to complex, less common concepts, such as:					
i. Consonant patterns:					
• Common 1-to-1 correspondences (e.g., <i>b, d, f, h, m</i> )	Ch... ▾	Ch... ▾			
• Digraphs (e.g., <i>ch, sh, ng</i> )		Ch... ▾	Ch... ▾		
• Trigraphs (e.g., <i>-tch, -dge</i> )		Ch... ▾	Ch... ▾		
• Blends (e.g., <i>sl, scr, ft</i> ). Blends are taught as individual sounds blended together, not as a single unit.		Ch... ▾	Ch... ▾		
• Silent-letter combinations (e.g., <i>kn, wr, gn</i> )			Ch... ▾	Ch... ▾	
ii. Vowel patterns:					
• Short vowels (e.g., in closed syllable words, such as: <i>hat, bed, sit, hot, cup</i> )	Ch... ▾	Ch... ▾			





## Tier 1 Core Instruction Analysis Tool aligned to NJSL

<ul style="list-style-type: none"> <li>Long vowels (e.g., in open syllable words, such as: <i>no, he, hi</i>)</li> </ul>	Ch... ▾	Ch... ▾			
<ul style="list-style-type: none"> <li>Long vowel, final e patterns (e.g., <i>a_e, e_e, i_e, o_e, u_e</i>)</li> </ul>		C... ▾			
<ul style="list-style-type: none"> <li>Common vowel teams (e.g., <i>oa, ea, ee, ai, ay</i>)</li> </ul>		C... ▾	C... ▾		
<ul style="list-style-type: none"> <li>Diphthongs (e.g., <i>oi, ou</i>)</li> </ul>		C... ▾	C... ▾		
<ul style="list-style-type: none"> <li>R-controlled vowels (e.g., <i>ar, er, ir, or, ur</i>)</li> </ul>		C... ▾	C... ▾		
<ul style="list-style-type: none"> <li>Complex vowel patterns (e.g., <i>eigh, ough</i>)</li> </ul>				C... ▾	
iii. Syllable-construction patterns as a means of identifying vowel sounds:					
<ul style="list-style-type: none"> <li>Closed (VC, CVC) – a short vowel spelled with a single vowel letter and ending in one or more consonants, (e.g., <i>it, men, hunt</i>)</li> </ul>		C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>VCe – a long vowel spelled with one vowel + one consonant + silent <i>e</i>, (e.g., <i>bake, note, flute</i>)</li> </ul>		C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Open (V, CV) – ending with a long vowel, spelled with a single vowel letter, (e.g., <i>I, me, go</i>)</li> </ul>		C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Vowel team and diphthongs – multiple letters spelling the vowel, (e.g., <i>rain, green, boy</i>)</li> </ul>		C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>R-controlled – vowel pronunciation changing before /r/, (e.g., <i>star, cord, birth</i>)</li> </ul>		C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Consonant-le – unaccented final syllable containing a consonant</li> </ul>		C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

before /l/ followed by a silent e, (e.g., <i>apple, table, beagle</i> )					
PART II B: 3 Word Analysis Skills	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Position-based spelling patterns (e.g., <i>ch, -tch; k, -ck; -ge, -dge</i> )		C... ▾	C... ▾	C... ▾	
b. Common word parts (morphemes), their meanings, and how they combine to create words, such as:					
i. Suffixes (e.g., <i>-s, -ed, -ing, -est</i> )	C... ▾	C... ▾	C... ▾	C... ▾	
ii. Prefixes (e.g., <i>dis-, mis-, pre-</i> )		C... ▾	C... ▾	C... ▾	
iii. Roots/base elements (e.g., <i>form, struct, rupt</i> )			C... ▾	C... ▾	
iv. Suffix spelling patterns (e.g., drop E, change Y, doubling)		C... ▾	C... ▾	C... ▾	
c. Contractions (e.g., <i>aren't, it's</i> )		C... ▾	C... ▾		
d. Possessives (e.g., <i>its, Mary's, boy's</i> )		C... ▾	C... ▾		
e. Syllabication strategies to decode and encode multisyllabic words, such as:					
i. Compound words		C... ▾	C... ▾	C... ▾	
ii. Syllable division patterns (e.g., VC/CV, V/CV, VC/V, V/V)		C... ▾	C... ▾	C... ▾	
PART II B: 4 Phonics and Decoding, and Word Analysis Assessments	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Informal daily assessments (e.g., observations) are included for	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSLS

monitoring student progress towards skill mastery.					
b. Assessments with explicit criteria are used for determining student mastery of phonics and decoding skills taught during a particular unit of study (e.g., daily exit tickets, end-of-week, end-of-unit tests).	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
c. Guidance and skill-level resources are provided for differentiated instruction based on student performance on informal and mastery assessments.	Ch... ▾	Ch... ▾	Ch... ▾	Ch... ▾	
<b>PART II B: PHONICS and DECODING, and WORD ANALYSIS FINDINGS</b>					



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

### **PART III: FLUENCY**

#### **List resource(s) analyzed:**

Fluency instruction begins in kindergarten as soon as students can decode a few words, and increases as the expectations for reading connected text expand.

#### **Essential Components of Effective Instruction**

When analyzing instructional routines for fluency skills within lessons, ensure the following essential components of effective instruction are present:

- A brief review of previous learning
- Connection to prior knowledge
- New Learning: Explicit instruction and modeling with examples (I Do)
- New Learning: Guided student practice (We Do)
- New Learning: Independent student practice with monitoring (You Do)
- Skill-specific practice and application opportunities
- Specific performance feedback for both incorrect and correct responses
- Scaffolding for difficult tasks
- Questioning and discussion opportunities
- Assessments for monitoring knowledge acquisition

PART III: 1 Fluency Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Fluency is developed using the essential components of effective instruction. (Refer to the <b><i>Essential Components of Effective Instruction</i></b> table in the PART III: Fluency section opener.)	C... ▾	C... ▾	C... ▾	C... ▾	
b. Multiple opportunities exist for practice of new and previously taught skills at the sub-skill level (e.g., letter-sounds, words, phrases) .	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

c. Multiple opportunities exist to build fluency using decodable, controlled texts with examples of previously taught sound-spelling patterns.	C... ▾	C... ▾	C... ▾	C... ▾	
d. Multiple opportunities exist to build fluency using grade level complex text.	C... ▾	C... ▾	C... ▾	C... ▾	
e. Lesson structure provides opportunities for teachers to hear individual students read to check for oral reading fluency at both sub-skill and text levels (e.g., automaticity in letter-sound correspondences, words, phrases, sentences, and connected text); does not focus solely on silent reading fluency.	C... ▾	C... ▾	C... ▾	C... ▾	
f. Opportunities for oral reading practice with feedback are provided focusing on all three aspects of reading fluency—accuracy, automaticity/rate, and prosody/expressions (e.g., repeated practice; repeated reading; echo reading; partner reading, technology-assisted reading; and/or wide reading of a variety of texts on a similar topic).	C... ▾	C... ▾	C... ▾	C... ▾	
g. Text mechanics such as punctuation marks, quotation marks, and italicized text are explicitly taught as to what they mean and how they impact the reading of the text (e.g., phrasing, expression, prosody).	C... ▾	C... ▾	C... ▾	C... ▾	
h. Word reading strategies (e.g., identify known sound-spelling patterns; syllabication; sound it out) and self-monitoring strategies (e.g., check for understanding) are explicitly taught; does not introduce cueing strategies that ask students to divert attention away from the word's structure when decoding (e.g., look at pictures, use context clues, guess what fits).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART III: 2 Wide Reading of Connected Text</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

a. Opportunities are provided for reading and/or listening to connected text daily.	C... ▾	C... ▾	C... ▾	C... ▾	
b. Opportunities are provided for frequent student interaction with a variety of culturally and linguistically affirming connected texts, such as:					
i. Decodable, controlled texts with examples of previously taught sound-spelling patterns	C... ▾	C... ▾	C... ▾	C... ▾	
ii. Non-controlled texts:					
• Across diverse genres and text structures	C... ▾	C... ▾	C... ▾	C... ▾	
• With wide-ranging content	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Key vocabulary words and concepts in new texts are identified and practiced before reading.	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART III: 3 Fluency Assessment</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
a. Informal daily assessments (e.g., observations) are included for monitoring student progress towards skill mastery.	C... ▾	C... ▾	C... ▾	C... ▾	
b. Assessments with explicit criteria are used for determining student mastery of phonemic awareness skills taught during a particular unit of study (e.g., daily exit tickets, end-of-week, end-of-unit tests).	C... ▾	C... ▾	C... ▾	C... ▾	
c. Guidance and skill-level resources are provided for differentiated instruction based on student performance on informal and mastery assessments.	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART III: FLUENCY FINDINGS</b>					



## Tier 1 Core Instruction Analysis Tool aligned to NJSLS

### **PART IV: LANGUAGE AND READING COMPREHENSION**

The Simple View of Reading is a theoretical model of reading that depicts the interaction between word recognition and language comprehension in facilitating reading comprehension proficiency. Specific language comprehension proficiencies are required for skilled reading. They include background knowledge, vocabulary, knowledge of language structures, verbal reasoning, and literacy knowledge, in addition to the efficient application of reading comprehension strategies. These skills are integrated with instruction in word recognition skills.

#### **Essential Components of Effective Instruction**

When analyzing instructional routines for language and reading comprehension skills within lessons, ensure the following essential components of effective instruction are present:

- A brief review of previous learning
- Connection to prior knowledge
- New Learning: Explicit instruction and modeling with examples (I Do)
- New Learning: Guided student practice (We Do)
- New Learning: Independent student practice with monitoring (You Do)
- Skill-specific practice and application opportunities
- Specific performance feedback for both incorrect and correct responses
- Scaffolding for difficult tasks
- Questioning and discussion opportunities
- Assessments for monitoring knowledge acquisition



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

### PART IV A: BACKGROUND KNOWLEDGE

#### List resource(s) analyzed:

Instruction that builds students' background knowledge focuses on developing new content knowledge and activating and connecting to students' previous knowledge when reading. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.

PART IV A: 1 Background Knowledge Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Background knowledge is developed using the essential components of effective instruction. (Refer to the <i>Essential Components of Effective Instruction</i> table above.)	C... ▾	C... ▾	C... ▾	C... ▾	
b. A variety of culturally-affirming, sufficiently complex, knowledge-building text sets are used to develop students' background knowledge in a variety of genres and content areas.	C... ▾	C... ▾	C... ▾	C... ▾	
c. Opportunities are provided to activate students' prior knowledge and to make connections between new content learning and previously learned words, concepts, and ideas (e.g., use of visuals, anticipation guides).	C... ▾	C... ▾	C... ▾	C... ▾	
PART IV A: 2 Background Knowledge Assessment	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
Assessments are used for determining students' knowledge of content taught during a particular unit of study (e.g., KWL charts, prior/post inventories, text specific writing assignments).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV A: BACKGROUND KNOWLEDGE FINDINGS</b>					



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### PART IV B: VOCABULARY

#### List resource(s) analyzed:

Vocabulary instruction includes both direct and indirect instructional practices for teaching the meaning of words. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.

PART IV B: 1 Vocabulary Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Vocabulary is developed using the essential components of effective instruction. (Refer to the <i>Essential Components of Effective Instruction</i> table in the PART IV: Language and Reading Comprehension section opener.)	C...	C...	C...	C...	
b. Vocabulary skills are explicitly and systematically taught through the incorporation of direct oral vocabulary teaching strategies, such as:					
i. Using an instructional routine that analyzes features of the word's phonology, orthography, and morphology	C...	C...	C...	C...	
ii. Providing definitions that are phrased in grade-appropriate, understandable language	C...	C...	C...	C...	
iii. Utilizing visual scaffolds	C...	C...	C...	C...	
iv. Modeling of examples and non-examples (e.g., "This is a mitten." and "This is not a mitten. This is a glove.")	C...	C...	C...	C...	
v. Using synonyms to equate a new word with a known word	C...	C...	C...	C...	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

vi. Providing students with a semantic web or graphic organizer to make connections between prior knowledge (known words) and new vocabulary	C... ▾	C... ▾	C... ▾	C... ▾	
c. Strategies for determining the meaning of unknown words in text are explicitly taught, such as:					
i. Contextual analysis – inferring or predicting meaning from the context in which the word appears	C... ▾	C... ▾	C... ▾	C... ▾	
ii. Morphemic analysis – determining the meaning of a word from its parts (i.e., prefixes, suffixes, roots/base elements)	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Dictionary skills – Using a print or online glossary/dictionary to define the word's meaning, spelling, or pronunciation	C... ▾	C... ▾	C... ▾	C... ▾	
d. Opportunities for frequent, robust oral and written application and practice of new and previously taught vocabulary words are provided (e.g., question prompts for vocabulary-related conversations/turn and talks, word associations, generation of situations and examples, access to knowledge-building text sets, and student writing).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV B: 2 Vocabulary Usage</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
a. Opportunities are provided for teachers to model "word awareness" to illustrate that words are important for providing meaning to text.	C... ▾	C... ▾	C... ▾	C... ▾	
b. Words identified for explicit instruction are useful across content areas (academic vocabulary), have potential for students to generalize (understand new words with connected meanings), and/or are critical to understanding of the text.	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

c. Instruction for pre-teaching meanings of words prior to text reading is provided (e.g., examples, synonyms, and definitions).	C... ▾	C... ▾	C... ▾	C... ▾	
d. Opportunities for reading literary and informational text sets are provided so that new words are introduced within a knowledge-building context, rather than in isolation (e.g., thematic units, content area topics).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV B: 3 Vocabulary Assessment</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr.2</b>	<b>Gr.3</b>	
Assessments are used for determining student vocabulary knowledge and/or skills taught during a particular unit of study (e.g., completed semantic webs, writing assignments).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV B: VOCABULARY FINDINGS</b>					

<b>PART IV C: LANGUAGE STRUCTURES</b> List resource(s) analyzed: Instruction that builds students' knowledge of syntax and semantics focuses on developing students' understanding of the relationship between the words and sentences in a text. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.					
<b>PART IV C: 1 Language Structure Instruction</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

a. Language structures are taught using the essential components of effective instruction. (Refer to the <i><b>Essential Components of Effective Instruction</b></i> table in the PART IV: Language and Reading Comprehension section opener.)	C... ▾	C... ▾	C... ▾	C... ▾	
b. Conventions of print, grammar, and sentence structure are explicitly and systematically taught through listening, reading, speaking, and writing.	C... ▾	C... ▾	C... ▾	C... ▾	
c. Conventions of print, grammar, and sentence structure are taught using a scope and sequence that progresses from simple concepts to more complex concepts, such as:					
i. Print concepts (e.g., words are separated by spaces and read left to right, elements of a book, distinguishing features of a sentence)	C... ▾				
ii. The function of various parts of speech in the context of sentence structures, rather than isolated grammar instruction	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Sentence-level comprehension and construction including simple, compound, and complex sentences	C... ▾	C... ▾	C... ▾	C... ▾	
iv. Cohesive devices used within and among sentences (e.g., pronoun referents, connectives)	C... ▾	C... ▾	C... ▾	C... ▾	
d. Opportunities for robust oral and written application and practice of new and previously taught concepts are provided (e.g., question prompts for discussions, turn and talks, access to complex texts, manipulatives and tools, and student writing).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV C: 2 Language Structure Assessment</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
Assessments are used for determining students' use of language structures taught during a particular unit of study (e.g., writing assignment rubrics).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV C: LANGUAGE STRUCTURES FINDINGS</b>					



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

### PART IV D: VERBAL REASONING

#### List resource(s) analyzed:

Instruction that builds students' verbal reasoning skills focuses on developing students' abilities to comprehend, reason, and problem solve using concepts expressed through words, such as making inferences, understanding metaphors, sequencing, and/or predicting. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.

PART IV D: 1 Verbal Reasoning Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Verbal reasoning is developed using the essential components of effective instruction. (Refer to the <i><b>Essential Components of Effective Instruction</b></i> table in the PART IV: Language and Reading Comprehension section opener.)	C... ▾	C... ▾	C... ▾	C... ▾	
b. Inferential language and reasoning skills such as predicting, hypothesizing, making connections, or contrasting before, after, and during reading are explicitly modeled and students are provided opportunities to practice.	C... ▾	C... ▾	C... ▾	C... ▾	
c. Inferencing is explicitly taught within the context of a text, rather than based solely on visual cues or a picture walk.	C... ▾	C... ▾	C... ▾	C... ▾	
d. Opportunities for metacognition are provided, such as questioning strategies to prompt students to think about their thinking and to apply relevant prior knowledge while reading.	C... ▾	C... ▾	C... ▾	C... ▾	
PART IV D: 2 Verbal Reasoning Assessment	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	



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Assessments are used for determining students' use of inferencing taught during a particular unit of study (e.g., teacher anecdotal notes).	C... ▾	C... ▾	C... ▾	C... ▾	
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### PART IV D: VERBAL REASONING FINDINGS

PART IV E: LITERACY KNOWLEDGE - TEXT STRUCTURES					
<b>List resource(s) analyzed:</b>  Instruction that builds students' knowledge of text structures focuses on building an understanding of how a text is organized or structured for a specific purpose. Instruction progresses from the use of read-aloud texts to the use of student-read texts.					
PART IV E: 1 Literacy Knowledge - Text Structures Instruction	Present?				Notes
	K	Gr. 1	Gr.2	Gr.3	
a. Text structures are taught to mastery using the essential components of effective instruction. (Refer to the <i><b>Essential Components of Effective Instruction</b></i> table in the PART IV: Language and Reading Comprehension section opener.)	C... ▾	C... ▾	C... ▾	C... ▾	
b. Text structures are explicitly and systematically taught to help students identify and use a texts' organizational structure to both comprehend what they read and compose their own writing.	C... ▾	C... ▾	C... ▾	C... ▾	
c. The structure, purpose, and features/signal words of various texts are explicitly taught, using a scope and sequence that progresses from simple to more complex text structures, such as:					
i. Narrative texts	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

ii. Expository/informational texts (e.g., description; sequence; problem/solution; cause and effect; compare and contrast)	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Opinion/persuasive texts	C... ▾	C... ▾	C... ▾	C... ▾	
d. Appropriate mentor texts are provided to support the specific purpose of instruction (e.g., character development in a narrative text; signal words for cause and effect informational text).	C... ▾	C... ▾	C... ▾	C... ▾	
e. Appropriate graphic organizers and mnemonic devices are provided to support student understanding of specific text structures for both reading comprehension and written composition (e.g., a story map for a narrative text; a Venn diagram for compare and contrast text).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV E: 2 Literacy Knowledge - Text Structures Assessment</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
Assessments are used for determining students' understanding of text structure taught during a particular unit of study (e.g., retell rubrics, completed graphic organizers, student writing samples).	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART IV E: LITERACY KNOWLEDGE - TEXT STRUCTURE FINDINGS</b>					

## **PART V: READING COMPREHENSION STRATEGIES**

List resource(s) analyzed:



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In addition to direct instruction in these component language comprehension skills, comprehension instruction also consists of explicit teaching of reading comprehension strategies. Instruction progresses from the use of read-aloud texts to the use of student-read texts.

### Essential Components of Effective Instruction

When analyzing reading comprehension instructional routines within lessons, ensure the following essential components of effective instruction are present:

- A brief review of previous learning
- Connection to prior knowledge
- New Learning: Explicit instruction and modeling with examples (I Do)
- New Learning: Guided student practice (We Do)
- New Learning: Independent student practice with monitoring (You Do)
- Skill-specific practice and application opportunities
- Specific performance feedback for both incorrect and correct responses
- Scaffolding for difficult tasks
- Questioning and discussion opportunities
- Assessments for monitoring knowledge acquisition

PART V: 1 Reading Comprehension Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Reading comprehension strategies are taught using the <b>essential components of effective instruction</b> (See <i>Essential Components of Effective Instruction</i> list under PART V: Reading Comprehension Strategies).	C... ▾	C... ▾	C... ▾	C... ▾	
b. Comprehension strategies are taught within the context of knowledge-building text sets that include read-alouds and texts students can read accurately and independently.	C... ▾	C... ▾	C... ▾	C... ▾	
c. Comprehension strategies are explicitly and systematically taught within a knowledge-building text, including:					





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i. Establishing a purpose for reading	C... ▾	C... ▾	C... ▾	C... ▾	
ii. Previewing the text to activate background knowledge, understand text structure, identify important vocabulary, and make predictions	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Questioning – prompts and opportunities to help move students from <i>locate</i> and <i>recall</i> discussions/written responses to higher-order thinking discussions/written responses during which they integrate, interpret, critique, and evaluate what they have read, or what has been read to them	C... ▾	C... ▾	C... ▾	C... ▾	
iv. Visualization – prompts and opportunities to help students produce a mental model of what they are reading	C... ▾	C... ▾	C... ▾	C... ▾	
v. Self-monitoring, clarifying, or fix-up strategies	C... ▾	C... ▾	C... ▾	C... ▾	
vi. Summarizing/retelling via oral and written responses (e.g., “get the gist” strategy)	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART V: 2 Range of Texts</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
a. Multiple genres of narrative/literary texts are included (e.g., fairy tales, folktales, historical fiction, poetry).	C... ▾	C... ▾	C... ▾	C... ▾	
b. Multiple genres of expository/informational texts are included (e.g., articles, persuasive writings, procedural texts, documents).	C... ▾	C... ▾	C... ▾	C... ▾	
c. Text selections are of high quality including rich content that place appropriate demands on students’ interpretive abilities (e.g., character development in literary text or elaborate detail in informational text); strong organization; and variation and richness in word choice and sentence structure.	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

d. Text selections are diverse and culturally-affirming, motivating, and of high-interest.	C... ▾	C... ▾	C... ▾	C... ▾	
PART V: 3 Reading Comprehension Strategies Assessment	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
Assessments are used for determining students' use of comprehension strategies taught during a particular unit of study (e.g., discussion rubrics, end-of-unit assessments).	C... ▾	C... ▾	C... ▾	C... ▾	
PART V: READING COMPREHENSION STRATEGIES FINDINGS					

## PART VI: CONSIDERATIONS FOR SPECIAL POPULATIONS

### List resource(s) analyzed:

Instructional materials and approaches should be responsive to the needs of various student populations. The criteria that follows is **in addition to** the analysis of the instruction completed in Parts II-V, and calls attention to **additional** criteria needed to meet the needs of special populations.

### PART VI A: MULTILINGUAL LEARNERS\*

PART VI A: 1 Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
a. Emphasizes oral language development and leverages students' home language proficiency to facilitate learning to read in English, and, if applicable, in the student's home language (i.e., for bi-lingual programs).	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

b. Incorporates strategies for enhancing understanding of classroom and instructional routines as well as content learning (e.g., redundant cues for key directives or information such as pictures, graphs, visual representations, videos, graphic organizers, etc)	C... ▾	C... ▾	C... ▾	C... ▾	
c. Provides ample opportunities to productively engage in oral discourse and writing activities with adults and peers through paired learning and cooperative groups	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI A: 2 Text Selections</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
Includes texts of varied genres and topics for providing reading instruction in students' home language and in English	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI A: 3 Considerations for Cultural and Linguistic Knowledge</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
<b>a. Phonological/Phonemic Awareness</b>					
i. Provides opportunities to build phonological awareness skills in students' home language and in English	C... ▾	C... ▾	C... ▾	C... ▾	
ii. Uses knowledge of phonemes in students' home language to support learning phonemes in English (e.g., discusses the features of sounds in English)	C... ▾	C... ▾	C... ▾	C... ▾	
<b>b. Phonics and Decoding</b>					
i. Uses knowledge of letters and letter-sound correspondences in students' home language to support learning letters and letter-sound correspondences in English (e.g., analyzes ñ /ɲ/ as compared to n /n/, using target words from students' home language)	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

ii. Provides opportunities to analyze the commonalities and differences between word structures, pronunciations, and spellings in students' home language and in English (e.g., determine if a syllable pattern is present in both languages and whether the pronunciation is the same or different)	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Extends opportunities to incorporate word meanings into phonics and decoding instruction, leveraging visual representations or cognates (words whose spellings and meanings are similar across languages) whenever possible (e.g., incorporating a picture for the word <i>boat</i> , comparing the words <i>banco</i> and <i>bank</i> )	C... ▾	C... ▾	C... ▾	C... ▾	
<b>c. Fluency</b>					
i. Provides opportunities to analyze the commonalities and differences between punctuation in students' home language and in English to support reading fluency (e.g., <i>¿Qué hora es?</i> in comparison to <i>What time is it?</i> )	C... ▾	C... ▾	C... ▾	C... ▾	
ii. Provides ample opportunities to hear fluent and expressive reading in students' home language and in English (e.g., interactive read-alouds, modeled and shared reading, etc)	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Provides ample opportunities to reread texts in students' home language and in English (e.g., repeated reading, partner reading, choral reading, reader's theater, etc)	C... ▾	C... ▾	C... ▾	C... ▾	
<b>d. Language and Reading Comprehension</b>					
i. Includes content-rich lessons that explicitly and purposefully build on or connect to students' cultural background knowledge to encourage deep processing and analytical thinking in students' home language and in English	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

ii. Uses vocabulary knowledge in students' home language to support vocabulary development in English, leveraging cognates (words whose spellings and meanings are similar across languages) whenever possible (e.g., <i>teléfono</i> vs <i>telephone</i> , <i>ir</i> vs <i>go</i> )	C... ▾	C... ▾	C... ▾	C... ▾	
iii. Provides opportunities to analyze the commonalities and differences between syntax in students' home language and in English to support comprehension (e.g., adjective location, conjugation, etc)	C... ▾	C... ▾	C... ▾	C... ▾	
iv. Provides ample opportunities for using new vocabulary and language structures to make connections to concepts and students' own lived experiences orally and in writing	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI A: 3 Assessment</b>	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Notes</b>
Includes assessments with explicit criteria to monitor the progress of multilanguage learners who require small-group or individualized differentiated instruction	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI A: CONSIDERATIONS FOR MULTILINGUAL LEARNERS FINDINGS</b>					

\*Adapted from Cárdenas-Hagan (2010, 2020)

<b>PART VI B: GIFTED AND TALENTED LEARNERS</b>					
<b>PART VI B: 1 Instruction</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

a. Includes strategic instruction in analysis and interpretation of complex content and themes within appropriately advanced text	C... ▾	C... ▾	C... ▾	C... ▾	
b. Provides opportunities for flexible and collaborative shared reading/writing experiences with peers at a similar advanced level	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI B: 2 Text Selections</b>	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Notes</b>
Includes above-grade-level, advanced texts of varied genres and topics for application of advanced skills	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI B: 3 Extension Activities</b>	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Notes</b>
Includes opportunities for inquiry and independent research, creative reading/writing tasks, and activities focused on more complex content and themes	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI B: CONSIDERATIONS FOR GIFTED AND TALENTED LEARNERS FINDINGS</b>					

<b>PART VI C: STUDENTS WITH DISABILITIES OR LEARNING DIFFICULTIES</b>					
<b>PART VI C: 1 Instruction</b>	<b>Present?</b>				<b>Notes</b>
	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	
a. Includes explicit instructional routines and resources for differentiating/scaffolding reading instruction with emphasis on	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

targeted, foundational word recognition and language comprehension skills for small-group and/or individualized support					
b. Includes resources for providing accommodations and modifications (e.g., manipulatives, graphic organizers, audiobooks for grade level texts)	C... ▾	C... ▾	C... ▾	C... ▾	
c. Provides ample opportunities for distributed skill practice and rereading texts (e.g., repeated practice, repeated reading, partner reading, choral reading)	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI C: 2 Text Selection</b>	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Notes</b>
Provides decodable, controlled texts (including words with previously and recently taught sound-spelling patterns) of varied genres and topics for application of skills and extended repeated practice	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI C: 3 Assessment</b>	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Notes</b>
Includes assessments with explicit criteria to screen for potential reading problems and to monitor the progress of students who require small-group or individualized differentiated instruction	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI C: CONSIDERATIONS FOR STUDENTS WITH DISABILITIES OR LEARNING DIFFICULTIES FINDINGS</b>					



## Tier 1 Core Instruction Analysis Tool aligned to NJSLS

### **SUMMARY TABLE:**

After analyzing each component of reading for each relevant grade, summary findings can be transferred to this Summary Table. Prioritize findings, noting those that have the most impact on student learning. Organize findings by grade and structure notes in a way that allows for efficient discussion and decision-making (e.g., bullet out findings).

<b>PART I: STRUCTURE</b>
<b>PART I: STRUCTURE FINDINGS</b>
<b>PART II: WORD ANALYSIS &amp; WORD RECOGNITION</b>
<b>PART II A: Phonological/Phonemic Awareness Findings</b>
<b>PART II B: Phonics and Decoding, and Word Analysis Findings</b>
<b>PART III: FLUENCY</b>
<b>PART III: Fluency Findings</b>





## Tier 1 Core Instruction Analysis Tool aligned to NJSLS

### PART IV: LANGUAGE AND READING COMPREHENSION

#### PART IV A: Background Knowledge Findings

#### PART IV B: Vocabulary Findings

#### PART IV C: Language Structures Findings

#### PART IV D: Verbal Reasoning Findings

#### PART IV E: Literacy Knowledge-Text Structures Findings

### PART V: READING COMPREHENSION STRATEGIES

#### PART V: Reading Comprehension Strategies Findings



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

<b>PART VI: CONSIDERATIONS FOR SPECIAL POPULATIONS</b>
<b>PART VI A: Considerations for Multilingual Learners Findings</b>
<b>PART VI B: Considerations for Gifted and Talented Findings</b>
<b>PART VI C: Considerations for Students with Disabilities or Learning Difficulties Findings</b>



## Tier 1 Core Instruction Analysis Tool aligned to NJSL

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## Tier 1 Implementation Fidelity Checklist

### How to Use the *NJTSS-ER Tier 1 Implementation Fidelity Checklist*

The *NJTSS-ER Tier 1 Implementation Fidelity Checklist* may be used when performing a non-evaluative observation to monitor implementation fidelity as well as the quality of the instructional delivery. When assessing student performance, it is important to consider implementation fidelity and the quality of instructional delivery alongside student performance data. If student performance is below grade-level performance criteria, it is important to determine whether this is a result of implementation fidelity.

If the fidelity check session does not include instruction in both phonics/decoding *and* language/reading comprehension components, note N/A next to the related items not demonstrated.

### Conducting a Tier 1 Implementation Fidelity Check

**Before Fidelity Check:** If time allows, meet with the person delivering instruction to discuss the following:

- Dates for fidelity check and post-conference.
- Purpose for the fidelity check (e.g., fidelity monitoring supports growth and identifies next steps for improvement);
- Guidance criteria (e.g., fidelity reports will be non-evaluative; results of fidelity checks will not be shared with supervisors);
- The implementation fidelity checklist that defines essential processes and practices to be observed as outlined in district tier 1 curriculum map.
- Lesson plans for the week to review for: (1) alignment with district curriculum map; (2) a focus on systematic, direct, and explicit instruction; and (3) the use of assessment data for instruction planning.
- Teachers's concerns and/or questions.

#### During Fidelity Check:

For each fidelity checklist entry (see p. 2):

- Check the box for all processes and practices delivered.
- List the evidence used to evaluate fidelity, such as relevant tools used to plan instruction (e.g., district instructional guidelines, teacher lesson plans, assessment results) or note instructional practices.
- For areas in which performance is strong, note strengths.
- For areas in which performance could be strengthened, list recommended next steps (e.g., coaching, professional development, and/or refinement of instructional materials) to overcome barriers and improve fidelity.
- For areas that are not applicable to a particular fidelity check entry, write N/A in the Evidence column.

#### After Fidelity Check Discussion:

- Elicit self-reflection from the instructor – strengths and areas for improvement.
- Provide feedback:
  - highlight strengths of instruction (e.g., lesson plan and instructional delivery)
  - affirm correct use of practice and/or acknowledge effort
  - address areas in need of improvement
- Address questions/concerns.
- Plan coaching supports for areas of need. Schedule time for modeling and opportunities for teachers to practice and receive feedback.
- Record discussions in the *NJTSS-ER Tier 1 Implementation Fidelity Checklist Summary* table on p. 4 and share with the interventionist.

*NOTE: A summary of findings from fidelity checks may be generated using the district implementation fidelity log for review at the Stage: 4 IMPLEMENT Between Benchmark Data Review Meeting and the Stage 5: EVALUATE & REFINE end-of-year meeting to identify areas for tier 1 instructional refinements based on trends identified in*



## Tier 1 Implementation Fidelity Checklist

*fidelity checks. Summaries of findings should not include names of assessment administrators, to maintain confidentiality in fidelity reporting.*

NJTSS-ER Tier 1 Implementation Fidelity Checklist		
Person Delivering Tier 1 Instruction: Person Checking Implementation Fidelity: Grade:		Date: Whole-Group or Small-Group Differentiation: Skill/Concept Foci:
Part I: Implementation Fidelity Essential Processes and Practices	Evidence (artifacts used to determine fidelity)	Recommended Next Steps (consider coaching; professional development; refinement of intervention materials)
<input type="checkbox"/> Do lesson plans reflect the requirements of the district curriculum instructional guidelines?		
<input type="checkbox"/> Did the teacher adhere to the lesson plan?		
<input type="checkbox"/> Did the teacher complete the lesson plan in the time allotted?		
<input type="checkbox"/> Were instructional materials organized, readily available, and used according to the lesson plan?		
<b>For small-group differentiation:</b>		
<input type="checkbox"/> Do teacher-directed lesson plans reflect the use of assessment results for instructional planning?		
<input type="checkbox"/> Were independent workstations skills-focused and aligned to current learning objectives with attention to phonological awareness, phonics, and word analysis based on assessment results?		
Part II: Quality of Instruction Essential Processes and Practices	Evidence (artifacts used to determine fidelity)	Recommended Next Steps (consider coaching; professional development; refinement of intervention materials)
<b>Was instruction delivered following research-based, instructional best practices? (Check all that apply.)</b>		
<input type="checkbox"/> Stated lesson objective		
<input type="checkbox"/> Aligned instruction to objective		
<input type="checkbox"/> Reviewed previously learned skills/concepts		
<input type="checkbox"/> Connected new skill/concept to prior knowledge		
Instruction followed a gradual release model: <input type="checkbox"/> Direct explicit instruction with modeling (I Do) <input type="checkbox"/> Guided practice with teacher support (We Do) <input type="checkbox"/> Independent practice aligned to target skill (You Do)		
<input type="checkbox"/> Provided performance feedback		
<input type="checkbox"/> Provided scaffolded supports		



## Tier 1 Implementation Fidelity Checklist

<input type="checkbox"/> Provided daily assessment provisions, e.g., checks for understanding, measurable observations, spelling assessments for analyzing knowledge of a target concept.		
<b>For the Phonics/Decoding Portion of the Lesson:</b> In the notes, use N/A if the component was not applicable to the lesson therefore not demonstrated		
<input type="checkbox"/> Incorporated multisensory elements (visual, auditory, kinesthetic, tactile supports, e.g., sound cards, sound boxes, manipulatives, etc.)		
Provided opportunities for students to read aloud and to practice and apply knowledge: <input type="checkbox"/> Word lists, phrases, sentences <input type="checkbox"/> Decodable text emphasizing target skill		
<input type="checkbox"/> Provided opportunities to code syllables and demonstrate knowledge of word analysis strategies, e.g., syllable types/ morphological units where appropriate.		
Provided opportunities for students to spell: <input type="checkbox"/> Dictation: Sounds <input type="checkbox"/> Dictation: Words <input type="checkbox"/> Dictation: Sentences		
<b>For the Language/Reading Comprehension Portion of the Lesson:</b> In the notes, use N/A if the component was not applicable to the lesson therefore not demonstrated		
<input type="checkbox"/> Vocabulary instruction included an explicit instructional routine (e.g., student friendly definitions, word analysis, examples/non examples) to introduce academic and content specific vocabulary words		
<input type="checkbox"/> Comprehension strategy instruction was aligned to the model text (e.g., visualization, questioning, drawing inferences)		
<input type="checkbox"/> Instruction and instructional materials on text structures were aligned to the model text (e.g., narrative and/or informational)		
<input type="checkbox"/> Question prompts (literal and inferential) and opportunities for oral discussion were provided		
<input type="checkbox"/> Opportunities for students to expand oral responses (e.g., respond in complete sentences, restate the questions, use richer and more complex language) were provided		
<input type="checkbox"/> Writing instruction and activities were included to support comprehension		



## Tier 1 Implementation Fidelity Checklist

Part III: Teacher/Student Rapport	Evidence (artifacts used to determine fidelity)	Recommended Next Steps (consider coaching; professional development; refinement of instructional materials)
<b>Did the teacher establish rapport with students? (Check all that apply)</b>		
<input type="checkbox"/> Teacher created a respectful environment		
<input type="checkbox"/> Teacher provided opportunities for questions and answers		
<input type="checkbox"/> Students were engaged/motivated		

NJTSS-ER Tier 1 Implementation Fidelity Checklist Summary		
Person delivering Instruction: Person checking Implementation Fidelity: Class:		Date: Whole-Group or Small-Group Differentiation: Skill/Concept Foci:
Strengths		
Recommendations	Next Step(s)	Due Date(s)

Once discussion has occurred, transfer recommendations to the *NJTSS-ER Tier 1 Implementation Fidelity Log* or district created implementation fidelity log. The most current tier 1 implementation fidelity log with noted recommendations is used during the Stage 4: IMPLEMENT Between Benchmark Data Review and the Stage 5: EVALUATE & REFINE end-of-year meetings to develop action plans as needed.



## Universal Screening Implementation Fidelity Checklist

### How to Use the *NJTSS-ER Universal Screening Implementation Fidelity Checklist*

The *NJTSS-ER Universal Screening Implementation Fidelity Checklist* may be used when performing a non-evaluative check-in to monitor universal screening implementation fidelity. To ensure that data accurately reflect student performance, it is important to consider the fidelity of the administration and scoring of universal screening.

### Conducting a Universal Screening Implementation Fidelity Check

**Before Fidelity Check:** If time allows, meet with the person administering the screening assessment to discuss the following:

- Dates for fidelity check and post-conference.
- Purpose for the fidelity check (e.g., fidelity monitoring supports growth and identifies next steps for improvement);
- Guidance criteria (e.g., fidelity findings will be non-evaluative; findings will not be shared with supervisor(s);
- Implementation fidelity checklist that defines essential processes and practices to be demonstrated;
- Processes for recording student universal screening assessment performance results; and
- Concerns and/or questions of the person administering the screening assessment.

#### During Fidelity Check:

For each fidelity checklist entry (see p. 2):

- Check the box for all processes and practices delivered.
- List the evidence used to evaluate fidelity, such as universal screening assessment administration guidelines.
- For areas in which performance is strong, note strengths.
- For areas in which performance could be strengthened, list recommended next steps (e.g., coaching, professional development, and/or refinement of universal screening materials) to overcome barriers and improve fidelity.
- For areas that are not applicable to a particular fidelity check entry, write N/A in the Evidence column.

#### After Fidelity Check Discussion:

- Elicit self-reflection from the person administering the screening assessment – strengths and areas for improvement.
- Provide feedback:
  - highlight strengths (e.g., administration techniques, rapport with students);
  - affirm correct use of practice and/or acknowledge effort; and
  - address areas in need of improvement.
- Address questions/concerns.
- Plan coaching supports for areas of need. Schedule time for modeling and opportunities for practice and feedback.
- Record discussions in the *NJTSS-ER Universal Screening Implementation Fidelity Checklist Summary* table on p. 3 and share with the person administering the screening assessment.

**NOTE:** A summary of findings from fidelity checks may be generated using the *NJTSS-ER Universal Screening Implementation Fidelity log* or a district implementation fidelity log to be used during Stage 4: IMPLEMENT data review meetings and at the end-of-year Stage 5: EVALUATE & REFINE meeting to identify areas for universal screening refinement based on trends identified in fidelity checks. Summaries of findings should not include names of assessment administrators, to maintain confidentiality in fidelity reporting.





## Universal Screening Implementation Fidelity Checklist

NJTSS-ER Universal Screening Implementation Fidelity Checklist		
Person Administering the Screening Assessment: Person Checking Implementation Fidelity: Screening Assessment:		Date: <input type="checkbox"/> Whole Class <input type="checkbox"/> Individual
Part I: Implementation Fidelity Essential Processes and Practices	Evidence (documents/observations used to determine fidelity)	Recommended Next Steps (consider coaching; professional development; refinement of intervention materials)
<input type="checkbox"/> Did administration of the assessments align with protocols?		
<input type="checkbox"/> Was scoring consistent with assessment protocols and district universal screening guidelines?		
<input type="checkbox"/> Was assessment completed in the time allotted?		
<input type="checkbox"/> Were data collected and recorded/uploaded according to district universal screening guidelines?		
<input type="checkbox"/> Were assessment materials organized, readily available, and used according to district guidelines?		
Part II: Quality of Assessment Administration	Evidence (documents/observations used to determine fidelity)	Recommended Next Steps (consider coaching; professional development; refinement of intervention materials)
<input type="checkbox"/> Did the person administering the screening assessment consider student social emotional well-being?		
<input type="checkbox"/> Did the person administering the screening assessment speak clearly and loudly enough?		
<input type="checkbox"/> Were directions clearly and explicitly stated?		
<input type="checkbox"/> Did the person administering the screening assessment have the full attention of the student?		
<input type="checkbox"/> Did the person administering the screening assessment establish a rapport with the student(s)?		



## Universal Screening Implementation Fidelity Checklist

NJTSS-ER Universal Screening Implementation Fidelity Checklist Summary		
Person Administering the Screening Assessment: Person Checking Implementation Fidelity: Screening Assessment:		Date: <input type="checkbox"/> Whole Class <input type="checkbox"/> Individual
Strengths		
Recommendations	Next Step(s)	Due Date(s)

Once discussion has occurred, transfer recommendations to the NJTSS-ER Universal Screening Implementation Fidelity Log or district created implementation fidelity log. The most current universal screening implementation fidelity log with noted recommendations is used during Stage 4: IMPLEMENT and the Stage 5: EVALUATE & REFINE meetings to develop action plans if needed.



## Diagnostics Fidelity Checklist

### How to Use the *NJTSS-ER Diagnostic Fidelity Checklist*

The *NJTSS-ER Diagnostic Implementation Fidelity Checklist* may be used when performing a non-evaluative check-in to monitor diagnostic implementation fidelity. To ensure that data accurately reflect student performance, it is important to consider the fidelity of the administration and scoring of diagnostic assessments.

### Conducting a Diagnostics Fidelity Check

**Before Fidelity Check:** If time allows, meet with the person administering the diagnostic assessment to discuss the following:

- Dates for fidelity check and post-conference.
- Purpose for the fidelity check (e.g., fidelity monitoring supports growth and identifies next steps for improvement);
- Guidance criteria (e.g., fidelity reports will be non-evaluative; results of fidelity checks will not be shared with supervisors);
- Implementation fidelity checklist that defines essential processes and practices to be observed;
- Processes for recording student diagnostic assessment performance results; and
- Concerns and/or questions of the person administering the diagnostic assessment.

#### During Fidelity Check:

For each fidelity checklist entry (see p. 2):

- Check the box for all processes and practices observed.
- List the evidence used to evaluate fidelity, such as district diagnostic guidelines and the diagnostic tool's standard administration protocols.
- For areas in which performance is strong, note strengths.
- For areas in which performance could be strengthened, list recommended next steps (e.g., coaching, professional development, and/or refinement of diagnostic materials) to overcome barriers and improve fidelity.
- For areas that are not applicable to a particular fidelity check-in, write N/A in the Evidence column.

#### After Fidelity Check Discussion:

- Elicit self-reflection from the person administering the diagnostic assessment – strengths and areas for improvement.
- Provide feedback:
  - highlight strengths (e.g., administration techniques, rapport with students);
  - affirm correct use of practice and/or acknowledge effort; and
  - address areas in need of refinement.

It is important to address recommendations and next steps as soon as possible in order to improve diagnostic implementation before the next benchmark.

- Address questions/concerns.
- Plan coaching supports for areas of need. Schedule time for modeling and opportunities for teacher practice and feedback.

*NOTE: A summary of recommendations from all fidelity checks may be generated by transferring recommendations from the Diagnostic Checklist Summary at the end of this document to an implementation fidelity log. The most current implementation fidelity log will be reviewed at the Stage 5: EVALUATE & REFINE meeting to identify areas for diagnostic refinement based on recommendation recorded on the implementation fidelity log. Summaries of findings on the implementation fidelity log should not include the names of the person who administered the assessment to maintain confidentiality in fidelity reporting.*



## Diagnostics Fidelity Checklist

NJTSS-ER Diagnostic Fidelity Checklist		
Person Administering the Diagnostic Assessment: Person Checking Implementation Fidelity: Diagnostic Assessment:		Date: Setting: <input type="checkbox"/> Individual <input type="checkbox"/> Whole Class
Part I: Implementation Fidelity Essential Processes and Practices	Evidence (documents used to determine fidelity)	Recommended Next Steps (consider coaching; professional development; refinement of intervention materials)
<input type="checkbox"/> Did administration of assessments align with protocols?		
<input type="checkbox"/> Was scoring consistent with assessments protocols and district diagnostic guidelines?		
<input type="checkbox"/> Was assessment completed in the time allotted?		
<input type="checkbox"/> Were data collected and recorded/uploaded according to district guidelines?		
<input type="checkbox"/> Were assessment materials organized, readily available, and used according to assessment protocol?		
Part II: Quality of Assessment Diagnostic Administration	Evidence (documents used to determine fidelity)	Recommended Next Steps (consider coaching; professional development; refinement of intervention materials)
<input type="checkbox"/> Did the person administering the diagnostic assessment consider student social emotional well-being?		
<input type="checkbox"/> Did the person administering the diagnostic assessment speak clearly and loudly enough?		
<input type="checkbox"/> Were directions clearly and explicitly stated?		
<input type="checkbox"/> Did the person administering the diagnostic assessment have the full attention of the student?		
<input type="checkbox"/> Did the person administering the diagnostic assessment establish a rapport with the student(s)?		



## Diagnostics Fidelity Checklist

NJTSS-ER Diagnostic Fidelity Checklist Summary		
Person Administering the Diagnostic Assessment: Person Checking Implementation Fidelity: Diagnostic Assessment:		Date: Setting: <input type="checkbox"/> Individual <input type="checkbox"/> Whole Class
Strengths		
Recommendations	Next Step(s)	Due Date(s)

It is important to address recommendations and next steps as soon as possible in order to improve diagnostic implementation before the next benchmark.

After the Fidelity Check Discussion, transfer recommendations to the Diagnostic Assessment Implementation Fidelity Log. The Diagnostic Assessment Fidelity Log with noted recommendations is reviewed during the Stage 5: EVALUATE & REFINE meeting to develop action plans if needed.

# NJTSS-ER Class Diagnostic Results for Grouping

<p> Add <b>X</b> to indicate &lt;80% accuracy.  Add <b>A</b> to indicate accurate responses but automatically support needed.  Shade cells <b>yellow</b> to indicate the point at which the assessment was stopped because test items became too difficult. </p>										
Student Name:										
<div>Phonological and Phonemic Awareness</div>										Word Awareness
										Syllable Segmenting/Blending
										Rhyme Identification/Production
										Onset/Rime
										Initial Sound Fluency
										Final Sound Fluency
										Medial Sound Fluency
										Phoneme Blending
										Phoneme Segmentation
										Phoneme Manipulation
<div>Alphabet Knowledge</div>										Letter Recognition - Upper Case
										Letter Recognition - Lower Case
<div>Phonics</div>										Consonants
										Short Vowels
										Consonant Digraphs/Trigraphs
										Long Vowels
										Vowel Teams
										R-Controlled Vowels
<div>Decoding/Encoding</div>										VC & CVC
										CVCC & CCVC
										CV & V
										VCe
<div>Word Analysis</div>										Affixes
										2-Syllable Words
										3-Syllable Words



## Diagnostics, Tier 2 & 3 Intervention and Progress Monitoring Guidelines

The *NJTSS-ER Diagnostics, Tier 2 & 3 Intervention, and Progress Monitoring Guidelines* template can be used to record assessment and intervention materials, and district guidelines for operationalizing diagnostics, tier 2 & 3 intervention, and progress monitoring processes and practices. Formalizing guidelines for diagnostics, tier 2 & 3 intervention, and progress monitoring is completed during the ESTABLISH stage for each component, and establishes clear and specific expectations leading to improved consistency in the delivery of intervention instruction and monitoring of student progress. Meeting protocols within those component stages provide detailed guidance for completing this template. This *NJTSS-ER Diagnostics, Tier 2 & 3 Intervention, and Progress Monitoring Guidelines* template may be used for this purpose.

### **Part 1: Diagnostics**

When diagnostic materials are decided upon and guidelines are being developed, which happens during Diagnostics, Stage 2: ESTABLISH, complete parts 1A and 1B below.

#### **1A Diagnostics: Summary of Diagnostic Assessments**

Record selected diagnostic assessment tools in the “Diagnostic Assessment(s)” column, ensuring that the diagnostic assessment tool is aligned to each key universal screening assessment indicator and skill foci. Multiple diagnostic assessment tools may need to be selected aligned to key indicators. Placement tests may serve as a diagnostic assessment.

#### **1B Diagnostics: Processes and Practices**

Record:

<ul style="list-style-type: none"> <li>Data Management Approach(es) &amp; Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for Diagnostic Administration</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for Identifying Intervention Skill Needs</li> </ul>
---	--	---

### **Part 2: Tier 2 & 3 Intervention and Progress Monitoring**

When tier 2 & 3 intervention and progress monitoring materials are decided upon and guidelines are being developed, which happens during Tier 2 & 3 Intervention and Progress Monitoring, Stage 2: ESTABLISH, complete parts 2A and 2B below.

#### **2A Tier 2 & 3 Intervention and Progress Monitoring: Summary of Resources and Assessments**

Record selected intervention resources aligned with each Key Screening Indicator. In the “Progress Monitoring Assessment(s)” column, record the selected progress monitoring assessments for both Skill-Specific Mastery and General Outcome Measures.

#### **2B Tier 2 & 3 Intervention and Progress Monitoring: Processes and Practices**

Record guidelines for the following:

<ul style="list-style-type: none"> <li>Data Management Approach(es) &amp; Procedures</li> <li>Criteria for Receiving Tier 2 &amp; 3 Intervention</li> <li>Progress Monitoring Assessment Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Planning</li> <li>Instructional Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Data-Informed Decision Making Guidelines</li> <li>Communicating Data-Informed Decisions</li> </ul>
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## Diagnostics, Tier 2 & 3 Intervention and Progress Monitoring Guidelines

<b>Part 1A - Diagnostics</b> <b>Summary of Diagnostic Assessments</b>		
Key Screening Indicators	Skill Foci	Diagnostic Assessment(s)
<b>Alphabet Knowledge</b> e.g., Letter Naming Fluency (LNF)	Letter recognition	Resource(s):
<b>Phonological &amp; Phonemic Awareness</b> e.g., Phoneme Segmentation Fluency (PSF)	Phonological sensitivity <ul style="list-style-type: none"> <li>• words</li> <li>• syllables</li> <li>• onset-rimes</li> </ul> Phonemic awareness <ul style="list-style-type: none"> <li>• phoneme isolation</li> <li>• phoneme blending</li> <li>• phoneme segmentation</li> <li>• phoneme manipulation</li> </ul>	Resource(s):
<b>Phonics</b> e.g., Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS); Words Recoded Correctly (NWF-WRC); Oral Reading Fluency - Accuracy (ORF-ACC)	Phonics and word analysis <ul style="list-style-type: none"> <li>• letter sounds</li> <li>• consonant patterns (e.g., digraphs, blends)</li> <li>• vowel patterns (e.g., short vowels, long vowels, final e, vowel teams, r-controlled vowels)</li> <li>• high frequency words (phonetically regular and irregular)</li> <li>• morphemes (e.g., suffixes, roots, prefixes)</li> <li>• multisyllabic words</li> </ul>	Resource(s):

<b>Part 2A - Tier 2 &amp; 3 Intervention and Progress Monitoring</b> <b>Summary of Resources and Assessments</b>	
Intervention Resources	Progress Monitoring Assessment(s)
<b>N/A</b>  <i>Letter name instruction should be linked to letter sound instruction and can be embedded in phonics intervention (e.g., integrate letter names, letter-sound correspondences, and letter formations)</i>	<b>N/A</b>  <i>Because letter name instruction is linked to letter sound instruction, letter naming fluency is not monitored separately.</i>
Resource(s):	<b>Skill-Specific Mastery Assessment(s):</b>  <b>General Outcome Measure Assessment(s):</b>
Resource(s):	<b>Skill-Specific Mastery Assessment(s):</b>  <b>General Outcome Measure Assessment(s):</b>





## Diagnostics, Tier 2 & 3 Intervention and Progress Monitoring Guidelines

Part 1A - Diagnostics Summary of Diagnostic Assessments			Part 2A - Tier 2 & 3 Intervention and Progress Monitoring Summary of Resources and Assessments	
<b>Fluency</b> e.g., Oral Reading Fluency - Words Correct (ORF-WC)	Automaticity/Rate Prosody/Expression	Resource(s):	Resource(s):	<b>Skill-Specific Mastery Assessment(s):</b>  <b>General Outcome Measure Assessment(s):</b>

Part 1B - Diagnostics Processes and Practices
<b>Data Management Approach(es) &amp; Procedures:</b>
<b>Criteria for Diagnostic Administration:</b>
<b>Criteria for Identifying Intervention Skill Needs:</b>
<b>Other:</b>



## Diagnostics, Tier 2 & 3 Intervention and Progress Monitoring Guidelines

### Part 2B: Tier 2 & 3 Intervention and Progress Monitoring Processes and Practices

#### Data Management Approach(es) & Procedures:

- Skill-Specific Mastery
- General Outcome Measure (GOM) Progress Monitoring

#### Criteria for Receiving Tier 2 & 3 Intervention:

#### Progress Monitoring Assessment Procedures:

- Skill-Specific Mastery
- GOM Progress Monitoring



## Diagnostics, Tier 2 & 3 Intervention and Progress Monitoring Guidelines

### Part 2B: Tier 2 & 3 Intervention and Progress Monitoring Processes and Practices

#### Intervention Planning:

- Making Intervention Decisions
- Planning Student Interventions
- Grouping Students
- Setting Goals
  - Skill-Specific Mastery
  - GOM Progress Monitoring
- Scheduling Interventions
- Scheduling Data Review Meetings

#### Instructional Guidelines:

#### Data-informed Decision Making Guidelines:

- Using Data to Inform Decisions
- Recording Data-Informed Decisions

#### Communicating Data-Informed Decisions:



## Diagnostics, Tier 2 & 3 Intervention and Progress Monitoring Guidelines

### Part 2B: Tier 2 & 3 Intervention and Progress Monitoring Processes and Practices

**Other:**

## NJTSS-ER Student Intervention Planning & Progress Monitoring Workbook

The successful implementation of targeted tier 2 & 3 intervention is contingent upon careful planning, scheduling and progress monitoring. Planning for intervention instruction begins with analyzing universal screening data, determining students' skill-specific needs through diagnostics, and grouping students for instruction based on similar skill needs. Once groups are created, intervention plans and schedules are developed that allow for interventionists to efficiently deliver targeted skill-specific instructional supports. Individual intervention plans for each student provide easy access to student performance data over time relative to the intervention provided. A student intervention plan can be referred to at formal and informal RTI meetings, parent meetings, and CST meetings if applicable.

NOTE on *Auto Populates*: Throughout this document, formulas have been embedded enabling linking from cell-to-cell or sheet-to-sheet, so that repeated information or specific calculations automatically populate the appropriate cell where required. Cells that are shaded yellow – the color of this cell – indicate that information will auto populate this cell. **These cells are locked and not accessible for additional user input.**

NOTE on recording dates: Dates can be entered manually or by using the calendar feature which can be accessed by double clicking in the cell and selecting the desired date. If dates are entered manually, be sure to enter the date numerically, and to include the year. If no year is typed in (e.g., 1/8), the program will automatically enter the year at the time of the input which may not be the year intended (e.g., 1/8/23 instead of 1/8/24).

For more information on how to use this tool, click on this link to access the [NJTSS-ER HOW TO - Using the NJTSS-ER Student Planning Intervention and Progress Monitoring Workbook \(20:52\)](#) video.

### How to use this workbook:

**Step 1:** Create a copy of this workbook for each student for which a Student Intervention Plan is needed.

**Step 2:** Begin by completing rows 1-65 on the *Intervention Plan* tab. Upon completing row 65, the student's data, goals, progress monitoring and intervention plans, and schedules for formal data review meetings will be decided upon and recorded.

**Step 3:** Throughout the intervention, as skill-specific mastery assessments are administered, record dates, scores, attendance summaries and related notes on the *Skill-Specific Mastery Goal Attainment* tab, in the table for the appropriate benchmark period: BOY-MOY; MOY-EOY; or Summer Intervention.

**Step 4:** Similarly, as general outcome measure progress monitoring assessments are administered, record dates, scores, and related notes on the *GOM Progress Monitoring* tab for the appropriate benchmark period: BOY-MOY; MOY-EOY; or Summer Intervention.

**Step 5:** To summarize student performance for the Mid-Cycle RTI Review meeting, refer to all data and notes collected on the *Skill-Specific Mastery Goal Attainment* tab and the *GOM Progress Monitoring* tab and summarize findings on the *Intervention Plan* tab.

**Step 6:** To summarize student performance for the End-of-Cycle RTI Review meeting, refer to all data and notes collected on the *Skill-Specific Mastery Goal Attainment* tab and the *GOM Progress Monitoring* tab since the Mid-Benchmark Review meeting and summarize findings on the *Intervention Plan* tab.

**Below is a detailed explanation of the use of each tab.**

### Intervention Plan

The following directions refer to the *Intervention Plan* tab in this workbook.

Rows 1-4 - Input student name, grade, class, and school year.

**For each appropriate time of year (e.g., BOY-MOY, MOY-EOY, or Summer Intervention), input the following information:**

#### Assessment Data (Rows 6-9)

Analyzing universal screening and diagnostic assessment data is an essential first step in determining instructional decision making and the development of student intervention goals.

Row 8 - Record assessment data for universal screening indicators in which the student scored below the benchmark expectation. Include the name of the indicator and the student's score.

Row 9 - Record diagnostic data which identify skill-specific needs and informs the foci of the intervention.

#### Intervention Schedule (Rows 11-16)

Establishing an intervention schedule enables educators to effectively pace intervention to meet student goals and ensures that formal RTI review meetings are scheduled and occur as planned.

Row 13 - Record the planned intervention start date.

Row 14 - Schedule a date for a formal Mid-Cycle RTI Review meeting.
Row 15 - Record the planned intervention end date.
Row 16 - <i>Auto Populates</i> : The number of weeks in the intervention cycle will automatically populate given the information in rows 13 and 15.
<p align="center"><b>GOALS and Intervals for Progress Monitoring</b> (Rows 18-54)</p> <p>Assessment data are used to develop two types of goals (e.g., Skill-Specific Mastery Goals and General Outcome Measure Goals) which are monitored using skill-mastery and general outcome measure progress monitoring assessments.</p>
<p><b>Skill-Specific Mastery</b> (Rows 20-21)</p> <p>Skill-specific mastery goals specify short-term target performance on measures of skills that are the focus of the intervention and are used to inform ongoing intervention lesson planning. A sentence frame is provided at each benchmark period to help develop skill-specific mastery goals. Goals recorded in these cells will automatically populate on the <i>Skill-Specific Mastery Goal Attainment</i> tab.</p>
Row 21 - Develop a Skill-Specific Mastery Goal. For more information on developing skill-specific mastery goals, click on this link to access the <a href="#">NJTSS-ER Establishing Student Intervention Goals (8:24)</a> video.
<p><b>General Outcome Measure Goal and Progress Monitoring Intervals</b> (Rows 23-54)</p> <p>General outcome measure (GOM) goals are used to establish criteria for determining students' response to the intervention and are typically measured as subsequent grade-level benchmark expectations. For each progress monitoring assessment used, the GOM Goal is automatically generated utilizing the information recorded in the GOM Progress Monitoring Assessment, the following cells: GOM Baseline Data Collection Date, GOM Baseline Score, GOM Goal End Date, and GOM Target Score. The GOM Goal cells are shaded yellow, locked, and not accessible for additional user input.</p>
Row 24 - Record the name of the universal screening assessment subtest to be used for progress monitoring.
Row 25 - Record the date the universal screening assessment for that subtest was administered and the baseline score that was attained.
Row 26 - Record the student's GOM baseline score for that subtest.
Row 27 - Record the GOM Goal End Date - the last date a progress monitoring assessment will be administered which will be the same as the planned Intervention End Date (row 15).
Row 28 - Record the GOM target score the student is expected to achieve at the end of the intervention cycle.
Row 29 - <i>Auto Populate</i> : The student's GOM goal will automatically populate using the information from rows 24, 26, 27, and 28. The goal information must be completely filled out in order for this to occur. This includes filling in the student's information at the top of the intervention planning sheet, their baseline and target scores, and the dates associated with them. Once that is all entered, the GOM goal on the intervention plan sheet populates (row 29), as does the corresponding GOM goal on the respective progress monitoring tabs.
Row 30 - Select an interval for progress monitoring (how often the progress monitoring assessments will occur) from the drop-down menu.
Rows 31-54 - If multiple progress monitoring subtests are planned for measuring performance in multiple skill areas, sections are provided to accommodate up to three additional subtests. Directions for additional subtests are the same as for rows 24-30.
<p align="center"><b>Intervention Description</b> (Rows 56-65)</p> <p>Formalizing the Intervention description provides specific guidelines for delivering the intervention and determining fidelity of the implementation.</p>
Row 58 - Record the date the Intervention Plan was developed.
Row 59 - Record the name of the instructor providing the intervention.
Row 60 - Record the skill-specific foci of the intervention informed by diagnostic data and aligned to the skill-specific mastery goal.
Row 61 - Record which intervention resource(s) will be used to provide instruction.
Rows 62-64 - Select from the drop down menus: the intensity (row 62), the group size (row 63), and the frequency (row 64) of the intervention.
Row 65 - Finally, record the duration (minutes) of instruction per session.

<b>Data Informed Intervention Decisions</b> (Rows 67-90) This section is used to summarize student performance relative skill-mastery acquisition, and GOM goal progress, and attendance. These summaries are used to guide discussions at the Mid-Cycle and End-of Cycle RTI Review meetings when determining the student's response to intervention. At these meetings, after analyzing the summary findings, intervention decisions (e.g., continue intervention with no changes, change intervention, exit intervention) are decided upon and recorded.	
<b>Mid-Cycle RTI Review</b> (Rows 68-79)	
Row 70 - Record the date of the meeting.	
Row 71 - Record the meeting participants and their district role. In addition to the interventionist, participants must include district leadership team members with the authority to make, and/or approve intervention decisions (e.g., Curriculum Directors/Supervisors, and/or building Principals) as well as the class-room teacher.	
Row 72 - Summarize fidelity of Implementation findings from implementation check-ins. If fidelity is low and student performance is low, consider the need for teacher training. If fidelity is high and student performance is low, consider the need for a change in the intervention, either to the instruction, the duration, and/or the frequency of the intervention.	
Row 73 - Summarize student attendance to help determine if attendance or the number of sessions being provided is factoring into student performance.	
Row 74 - Summarize the student's skill-specific mastery goal attainment based on performance on skill-specific mastery assessments. Refer to student scores and interventionist's notes on the <i>Skill-Specific Mastery Goal Attainment</i> tab to summarize student performance for the appropriate intervention cycle (e.g., BOY-MOY, MOY-EOY, or Summer Intervention).	
Row 75 - Summarize the student's GOM goal progress based on progress monitoring scores collected. Refer to the student scores and interventionist's notes on the <i>Progress Monitoring for GOM Goal</i> tab for the appropriate intervention cycle (e.g., BOY-MOY, MOY-EOY, or Summer Intervention) and the corresponding graphs on the <i>GOM Graphs</i> tab. For more information on analyzing student GOM progress monitoring data, click on this link to access the <a href="#">NJTSS-ER Progress Monitoring &amp; Determining Response to Intervention (12:18)</a> video.	
Row 76 - Once the student performance summaries have been reviewed and intervention decisions have been decided, record the final decision by selecting instructional next steps from the drop down menu (e.g., continue intervention with no change, change intervention, or exit the student from the intervention).	
Row 77 - If the decision has been made to change the intervention, summarize the changes and include the personnel responsible for implementing changes.	
Row 78 - If the decision has been made for the student to exit the intervention, record the exit plan and the personnel responsible for implementing the plan.	
<b>End-of-Cycle RTI Review</b> (Rows 80-90)	
Rows 81-90 Follow the same directions as for the Mid-Cycle RTI Review meeting above.	

<b>Skill-Specific Mastery Goal Attainment</b> The following directions refer to the <i>Skill-Specific Mastery Goal Attainment</i> tab in this workbook.	
At each intervention cycle (e.g., BOY-MOY, MOY-EOY, or Summer Intervention), record skill-specific mastery assessment data on the <i>Skill-Specific Mastery Goal Attainment</i> tab. A table is provided on this tab for each intervention cycle for this purpose. Include the date the assessment was administered, assessment resource (s), specific skills assessed, and scores for each assessment date, as well as notes. To record attendance, note the number of sessions attended and the number of sessions provided between each assessment. For example, if 24 sessions were attended out of 28 sessions provided, record 24/28 (which indicates 24 out of 28 sessions attended). If the intervention focus is fluency, record words correct per minute rather than % Correct or Score in Column D.	
Rows 1-4: <i>Auto Populates</i> : These rows will automatically populate from the information recorded on the <i>Intervention Plan</i> tab.	
Rows 9, 30, and 51: <i>Auto Populates</i> : The Skill-Specific Mastery Goals as well as the Duration and Frequency will automatically populate from the information recorded on the <i>Intervention Plan</i> tab. The Auto Populates feature occurs for each table for the appropriate intervention cycle (e.g., BOY-MOY, MOY-EOY, and Summer Intervention).	
For each skill-specific mastery assessment, complete the table for the appropriate intervention cycle. Data from each skill-specific mastery assessment are used by the interventionist to inform instructional planning on an ongoing basis. At the time of the Mid-Benchmark and the End-of-Benchmark RTI review meetings, these data are summarized by the interventionist and recorded in the <i>Data-Informed Intervention Decisions</i> section on the <i>Intervention Plan</i> tab and reviewed to determine the student's response to intervention and next steps for instruction.	
The notes field can be used by the interventionist to record observations and instructional decisions that were made resulting from an informal review of the data.	

### Progress Monitoring for General Outcome Measure Goal

The following directions refer to the *GOM Progress Monitoring* tabs (BOY-MOY, MOY-EOY, and Summer Intervention) in this workbook.

A separate tab is provided for recording GOM progress monitoring assessment data for each benchmark period: BOY-MOY, MOY-EOY, and Summer Intervention. Use the tab aligned to the appropriate time of year. On each tab, tables are provided to accommodate data collection for up to four progress monitoring assessments, if needed.

Rows 8, 10, 12, and 18 in the Assessment 1 table for each benchmark will automatically populate from information recorded on the *Intervention Plan* tab. The same Auto Populates feature occurs for Assessments 2-4, when applicable.

The last row in each table shows the GOM Goal End Date and will automatically populate. These dates are used to calculate the aimline on the graphs that appear on the *GOM Graphs* tab.

In the rows that follow, for each progress monitoring assessment, record all GOM progress monitoring scores in the order in which they were administered, the date the assessment was administered, as well as any anecdotal notes and/or instructional decisions made resulting from an informal review of the data. It is not necessary to re-enter the universal screening date and the benchmark score - that will automatically populate as noted above.

Data from this tab will automatically graph student GOM performance on *The GOM Graphs*.

For more information on analyzing student GOM progress monitoring data, click on this link to access the [NJTSS-ER Progress Monitoring & Determining Response to Intervention \(12:18\)](#) video.

### GOM Graphs

The following directions refer to the *GOM Graphs* tab in this workbook.

All graphs Auto Populate - As mentioned in the directions above. Data from the *GOM Progress Monitoring* tabs will automatically graph student GOM performance for each progress monitoring assessment for which data has been provided.

Data intervals on the Y axis are automatically calculated based on the the student's GOM Baseline Score and GOM Target Score recorded on the *Intervention Plan* tab for each progress monitoring assessment.

Progress monitoring dates appear as equal weekly intervals on the X axis and are automatically calculated using The GOM Baseline Data Collection Date and the GOM Goal End Date as recorded on the *Intervention Plan* tab.

#### For each assessment administered:

The **GOM Baseline Score** is plotted on the corresponding progress monitoring assessment graph on the *GOM Graphs* tab. The date recorded for the GOM Baseline Data Collection Date determines where the GOM Baseline Score is plotted on the X axis.

The **GOM Target Score** is plotted on the corresponding progress monitoring assessment graph on the *GOM Graphs* tab. The date recorded for the GOM Goal End Date determines where the GOM Target Score is plotted on the X axis.

A red dashed line is drawn between these two data points (the GOM Baseline Score and the GOM Target Score) creating an **aimline**. The aimline represents the progress needed for the student to achieve his or her target goal.

Progress monitoring assessment scores that are recorded on the *GOM Progress Monitoring* tabs are automatically plotted on the corresponding progress monitoring assessment graph on the *GOM Graphs* tab and align with the dates recorded for each assessment on the *GOM Progress Monitoring* tabs.

These data are analyzed by the RTI team to determine the student's overall response to the intervention and needs relative to instruction, duration and frequency.

For more information on analyzing student progress monitoring data, click on this link to access the [NJTSS-ER Progress Monitoring & Determining Response to Intervention \(12:18\)](#) video.



Student Name:

Grade:

Class/Teacher:

School Year:

Intervention Plan			
Assessment Data			
	Beginning-of-Year Data	Middle-of-Year Data	End-of-Year Data
Universal Screening Data			
Diagnostic Data/Intervention Foci			
Intervention Schedule			
	BOY-MOY	MOY-EOY	Summer Intervention
Intervention Start Date			
Mid-Cycle RTI Review			
Intervention End Date			
Weeks in the Intervention Cycle			
GOALS and Intervals for Progress Monitoring			
Skill-Specific Mastery			
	BOY-MOY Intervention	MOY-EOY Intervention	Summer Intervention
<b>Skill-Specific Mastery Goal</b>	<i>By (date) (student name), will demonstrate mastery of (skill-specific intervention foci) by achieving scores of (score) or higher on (intervention assessments).</i>	<i>By (date) (student name), will demonstrate mastery of (skill-specific intervention foci) by achieving scores of (score) or higher on (intervention assessments).</i>	<i>By (date) (student name), will demonstrate mastery of (skill-specific intervention foci) by achieving scores of (score) or higher on (intervention assessments).</i>
General Outcome Measure (GOM)			
	BOY-MOY Intervention	MOY-EOY Intervention	Summer Intervention
<b>GOM Progress Monitoring - Assessment 1</b>			
<b>GOM Baseline Data Collection Date</b>			
<b>GOM Baseline Score</b>			
<b>GOM Goal End Date</b>			
<b>GOM Target Score</b>			

<b>GOM Goal</b>			
<b>GOM Progress Monitoring Interval</b>			
	<b>BOY-MOY Intervention</b>	<b>MOY-EOY Intervention</b>	<b>Summer Intervention</b>
<b>GOM Progress Monitoring - Assessment 2</b> (if applicable)			
<b>GOM Baseline Data Collection Date</b>			
<b>GOM Baseline Score</b>			
<b>GOM Goal End Date</b>			
<b>GOM Target Score</b>			
<b>GOM Goal</b>			
<b>GOM Progress Monitoring Interval</b>			
	<b>BOY-MOY Intervention</b>	<b>MOY-EOY Intervention</b>	<b>Summer Intervention</b>
<b>GOM Progress Monitoring - Assessment 3</b> (if applicable)			
<b>GOM Baseline Data Collection Date</b>			
<b>GOM Baseline Score</b>			
<b>GOM Goal End Date</b>			
<b>GOM Target Score</b>			
<b>GOM Goal</b>			
<b>GOM Progress Monitoring Interval</b>			
	<b>BOY-MOY Intervention</b>	<b>MOY-EOY Intervention</b>	<b>Summer Intervention</b>
<b>GOM Progress Monitoring - Assessment 4</b> (if applicable)			
<b>GOM Baseline Data Collection Date</b>			
<b>GOM Baseline Score</b>			
<b>GOM Goal End Date</b>			
<b>GOM Target Score</b>			
<b>GOM Goal</b>			
<b>GOM Progress Monitoring Interval</b>			

Intervention Description
--------------------------

	BOY-MOY Intervention	MOY-EOY Intervention	Summer Intervention
Date			
Interventionist			
Skill Foci			
Intervention Resources			
Intensity (Tier 2/ Tier 3)			
Group Size			
Frequency (sessions planned per week)			
Duration (minutes per session)			

Data-Informed Intervention Decisions			
	BOY-MOY Intervention	MOY-EOY Intervention	Summer Intervention
	Mid-Cycle RTI Review	Mid-Cycle RTI Review	Mid-Cycle RTI Review
Date			
Meeting Participants/Decision Makers			
Summary: Fidelity			
Summary: Student Attendance			
Summary: Skill-Specific Mastery Goal Attainment			
Summary: GOM Goal Progress			
Intervention Decisions			
Summary: Intervention Decisions (if applicable)			
Exit Plan (if applicable)			
Notes			
	End-of-Cycle RTI Review	End-of-Cycle RTI Review	End-of-Cycle RTI Review
Date			
Meeting Participants/Decision Makers			
Summary: Fidelity			
Summary: Student Attendance			
Summary: Skill-Specific Mastery Goal Attainment			
Summary: GOM Goal Progress			
Intervention Decisions			
Summary: Intervention Decisions (if applicable)			

<b>Exit Plan</b> (if applicable)			
<b>Notes</b>			

Skill-Specific Mastery Goal Attainment (MOY-EOY Intervention)	
Skill-Specific Mastery Goal	Duration and Frequency

Page 146


Student Name:

Grade:

Class/Teacher:

School Year:

### Progress Monitoring for General Outcome Measure Goal (BOY-MOY Intervention)

#### GOM Progress Monitoring Results – Assessment 1

GOM Goal

Progress Monitoring Interval

GOM Baseline  
Data Collection  
DateGOM Goal End  
DateWeeks in the  
Intervention  
CycleGOM  
Baseline ScoreGOM  
Target ScoreROI Required to  
Reach the GoalProgress  
Monitoring DateProgress  
Monitoring Score

GOM Progress Monitoring Notes

GOM Baseline Score

GOM Goal End Date



**GOM Progress Monitoring Results – Assessment 2** (if applicable)

<b>GOM Goal</b>			<b>Progress Monitoring Interval</b>		
<b>GOM Baseline Data Collection Date</b>	<b>GOM Goal End Date</b>	<b>Weeks in the Intervention Cycle</b>	<b>GOM Baseline Score</b>	<b>GOM Target Score</b>	<b>ROI Required to Reach the Goal</b>
<b>Progress Monitoring Date</b>	<b>Progress Monitoring Score</b>	<b>GOM Progress Monitoring Notes</b>			
		GOM Baseline Score			
		GOM Goal End Date			

**GOM Progress Monitoring Results – Assessment 3** (If applicable)

<b>GOM Goal</b>	<b>Progress Monitoring Interval</b>

GOM Baseline Data Collection Date	GOM Goal End Date	Weeks in the Intervention Cycle	GOM Baseline Score	GOM Target Score	ROI Required to Reach the Goal
Progress Monitoring Date	Progress Monitoring Score	GOM Progress Monitoring Notes			
		GOM Baseline Score			
		GOM Goal End Date			

GOM Progress Monitoring Results – Assessment 4 (if applicable)					
GOM Goal			Progress Monitoring Interval		
GOM Baseline Data Collection Date	GOM Goal End Date	Weeks in the Intervention Cycle	GOM Baseline Score	GOM Target Score	ROI Required to Reach the Goal

Progress Monitoring Date	Progress Monitoring Score	GOM Progress Monitoring Notes
		GOM Baseline Score
		GOM Goal End Date

Student Name:

Grade:

Class/Teacher:

School Year:

### Progress Monitoring for General Outcome Measure Goal (MOY-EOY Intervention)

#### GOM Progress Monitoring Results – Assessment 1

GOM Goal

Progress Monitoring Interval

GOM Baseline  
Data Collection  
DateGOM Goal End  
DateWeeks in the  
Intervention  
CycleGOM  
Baseline ScoreGOM  
Target ScoreROI Required to  
Reach the GoalProgress  
Monitoring DateProgress  
Monitoring Score

GOM Progress Monitoring Notes

GOM Baseline Score

GOM Goal End Date

GOM Progress Monitoring Results – Assessment 2 (if applicable)					
GOM Goal			Progress Monitoring Interval		
GOM Baseline Data Collection Date	GOM Goal End Date	Weeks in the Intervention Cycle	GOM Baseline Score	GOM Target Score	ROI Required to Reach the Goal
Progress Monitoring Date	Progress Monitoring Score	GOM Progress Monitoring Notes			
		GOM Baseline Score			
		GOM Goal End Date			

GOM Progress Monitoring Results – Assessment 3 (If applicable)	
GOM Goal	Progress Monitoring Interval

<b>GOM Baseline Data Collection Date</b>	<b>GOM Goal End Date</b>	<b>Weeks in the Intervention Cycle</b>	<b>GOM Baseline Score</b>	<b>GOM Target Score</b>	<b>ROI Required to Reach the Goal</b>
<b>Progress Monitoring Date</b>	<b>Progress Monitoring Score</b>	<b>GOM Progress Monitoring Notes</b>			
		GOM Baseline Score			
		GOM Goal End Date			

<b>GOM Progress Monitoring Results – Assessment 4</b> (if applicable)					
<b>GOM Goal</b>			<b>Progress Monitoring Interval</b>		
<b>GOM Baseline Data Collection Date</b>	<b>GOM Goal End Date</b>	<b>Weeks in the Intervention Cycle</b>	<b>GOM Baseline Score</b>	<b>GOM Target Score</b>	<b>ROI Required to Reach the Goal</b>

Progress Monitoring Date	Progress Monitoring Score	GOM Progress Monitoring Notes
		GOM Baseline Score
		GOM Goal End Date

Student Name:

Grade:

Class/Teacher:

School Year:

### Progress Monitoring for General Outcome Measure Goal (Summer Intervention)

#### GOM Progress Monitoring Results – Assessment 1

GOM Goal

Progress Monitoring Interval

GOM Baseline  
Data Collection  
DateGOM Goal End  
DateWeeks in the  
Intervention  
CycleGOM  
Baseline ScoreGOM  
Target ScoreROI Required to  
Reach the GoalProgress  
Monitoring DateProgress  
Monitoring Score

GOM Progress Monitoring Notes

GOM Baseline Score

GOM Goal End Date



GOM Progress Monitoring Results – Assessment 2 (if applicable)					
GOM Goal			Progress Monitoring Interval		
GOM Baseline Data Collection Date	GOM Goal End Date	Weeks in the Intervention Cycle	GOM Baseline Score	GOM Target Score	ROI Required to Reach the Goal
Progress Monitoring Date	Progress Monitoring Score	GOM Progress Monitoring Notes			
		GOM Baseline Score			
		GOM Goal End Date			

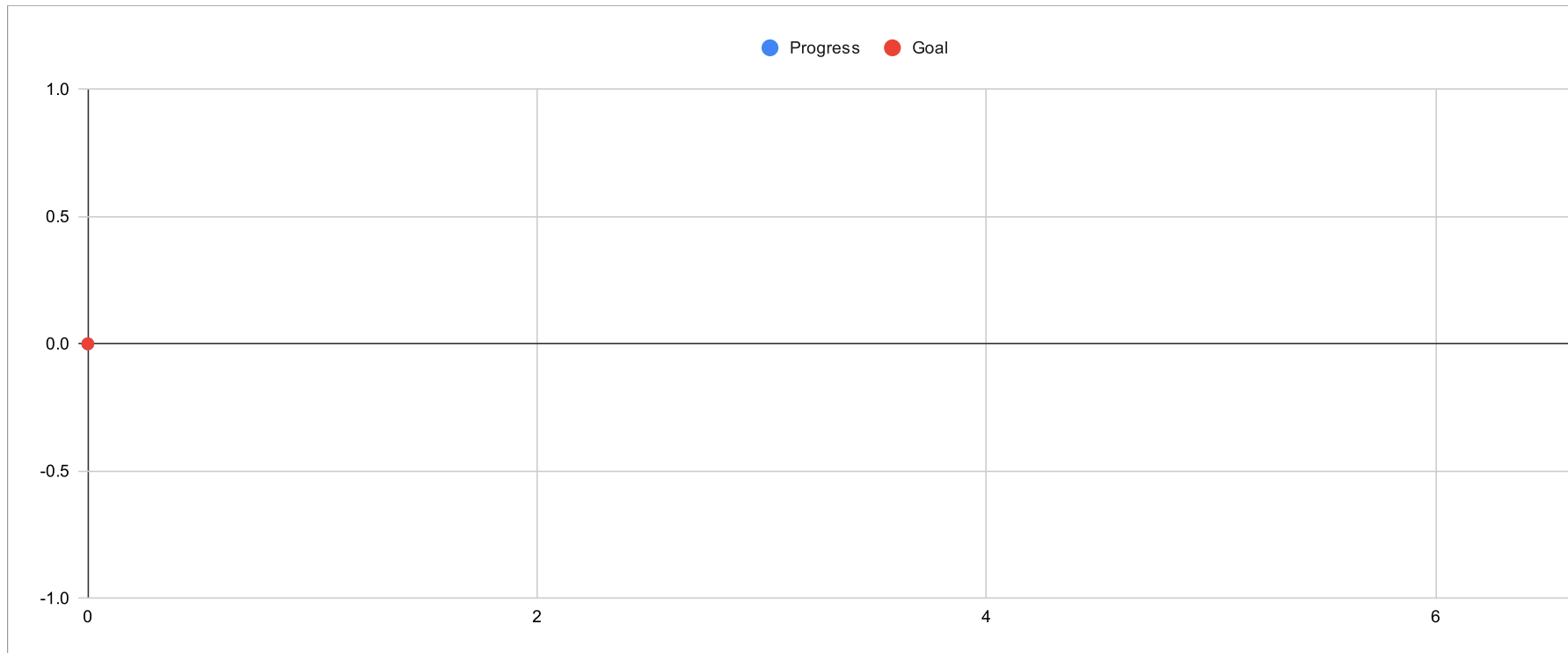
GOM Progress Monitoring Results – Assessment 3 (If applicable)	
GOM Goal	Progress Monitoring Interval

GOM Baseline Data Collection Date	GOM Goal End Date	Weeks in the Intervention Cycle	GOM Baseline Score	GOM Target Score	ROI Required to Reach the Goal
GOM Baseline Data Collection Date	GOM Goal End Date	Weeks in the Intervention Cycle	GOM Baseline Score	GOM Target Score	ROI Required to Reach the Goal
		GOM Baseline Score			
		GOM Goal End Date			

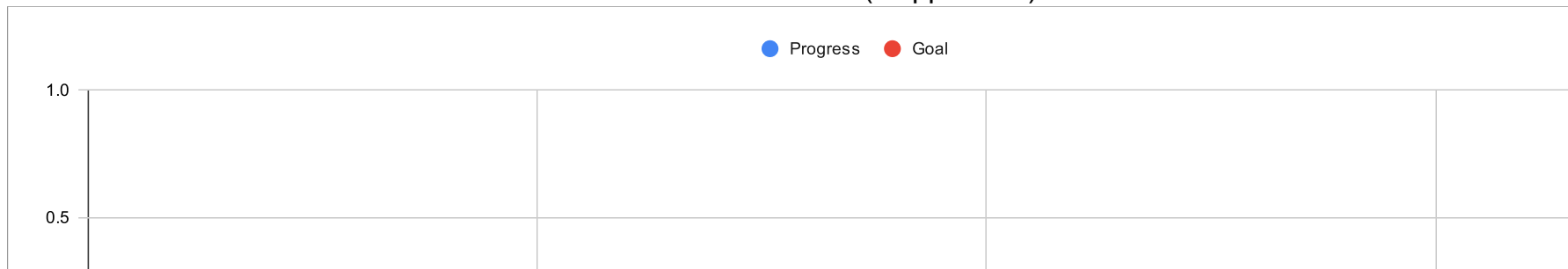
GOM Progress Monitoring Results – Assessment 4 (if applicable)					
GOM Goal			Progress Monitoring Interval		
GOM Baseline Data Collection Date	GOM Goal End Date	Weeks in the Intervention Cycle	GOM Baseline Score	GOM Target Score	ROI Required to Reach the Goal

Progress Monitoring Date	Progress Monitoring Score	GOM Progress Monitoring Notes
		GOM Baseline Score
		GOM Goal End Date

### BOY-MOY Intervention GOM Progress Monitoring - Assessment 1



### BOY-MOY Intervention GOM Progress Monitoring - Assessment 2 (if applicable)





## Tier 2 & 3 Intervention Analysis Tool

There is strong scientific consensus about the importance for students, kindergarten through grade three, to master foundational early reading skills, such as phonemic awareness, phonics and word analysis skills (*Eunice Kennedy Shriver* National Institute of Child Health and Human Development, NIH, DHHS, 2000; Shanahan, 2005). These skills are strong predictors of future reading success and prerequisites for ensuring that students can read with sufficient accuracy and fluency to comprehend connected text. Therefore, if student data reveals a need to improve word recognition skills, it is important that intervention focuses on these skills in order for students to become proficient readers. If a student demonstrates difficulty with reading accurately, impacting their ability to comprehend connected text, further diagnostics to determine areas of difficulty in phonics, decoding, and/or word analysis intervention are needed. Once these foundational skills are mastered, students are then prepared for the emphasis of instruction to shift to language and reading comprehension.

The research base for effective early reading instruction is consistent whether instruction is delivered in a tier 1 core or tier 2 or 3 intervention setting; however, an effective intervention defines:

- more intensified supports for review, connect to prior learning
- direct, explicit instruction for new learning
- multiple opportunities for guided practice
- multiple opportunities for independent practice/application
- attention to transfer
- emphasis on assessment and progress monitoring
- behavioral supports

This tool provides research-based criteria for analyzing tier 2 & 3 intervention materials in the domains of word analysis and word recognition, and language/reading comprehension, to determine the effectiveness of intervention program(s) in use, or under consideration, to ensure that intervention materials will meet the specific skill needs of each student as identified by student performance data.

### **How to Use the Tier 2 & 3 Intervention Analysis Tool**

The *NJTSS-ER Intervention Analysis Tool* is organized into five parts. Each part relates to a component of reading intervention and includes criteria for analyzing the delivery of instruction, skills and strategy coverage, and assessment/progress monitoring provisions.

## Tier 2 & 3 Intervention Analysis Tool

### NJTSS-ER Intervention Analysis Tool: Components of Reading Intervention

#### PART I: Structure

#### PART II: Word Analysis & Word Recognition

Phonological/Phonemic Awareness  
Phonics and Decoding  
Word Analysis

#### PART III: Fluency

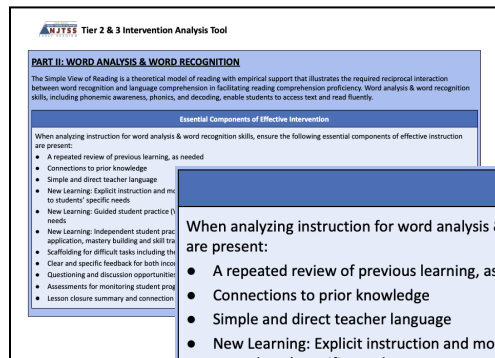
#### PART IV: Language and Reading Comprehension

Background Knowledge  
Vocabulary  
Language Structures  
Verbal Reasoning  
Literacy Knowledge - Text Structures

#### PART V: Reading Comprehension Strategies

#### PART VI: Considerations for Special Populations

Multilingual Learners  
Students with Disabilities or Learning Difficulties



An explanation of the skill focus of the section and the impact of these skills on reading proficiency occurs in each section opener.

Essential Components of Effective Intervention	
<p>When analyzing instruction for word analysis &amp; word recognition skills, ensure the following essential components of effective instruction are present:</p> <ul style="list-style-type: none"> <li>• A repeated review of previous learning, as needed</li> <li>• Connections to prior knowledge</li> <li>• Simple and direct teacher language</li> <li>• New Learning: Explicit instruction and modeling with examples (I Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs</li> <li>• New Learning: Guided student practice (We Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs</li> <li>• New Learning: Independent student practice with monitoring (You Do); frequent, distributed, and varied skill-specific tasks for skill application, mastery building and skill transference across content areas</li> <li>• Scaffolding for difficult tasks including the use of manipulatives, key words, and visuals</li> <li>• Clear and specific feedback for both incorrect and correct responses</li> <li>• Questioning and discussion opportunities</li> <li>• Assessments for monitoring student progress towards skill mastery</li> <li>• Lesson closure summary and connection of skills to prior and future learning</li> </ul>	

An *Essential Components of Effective Instruction* table appears in each section opener.

## Tier 2 & 3 Intervention Analysis Tool

**NJTSS Tier 2 & 3 Intervention Analysis Tool**

**PART A: PHONOLOGICAL/PHONIC AWARENESS**  
**Let's remember!**  
It is important for students to be able to recognize and manipulate sounds in spoken language. Building students' phonological awareness begins with introducing students to units of sound in speech (sounds, syllables, onset/rimes). Phonemic awareness, an advanced subcategory of phonological awareness, focuses on the ability to identify and manipulate phonemes, the smallest unit of sound in a spoken word. Phonemic awareness instruction is the starting point for students' understanding of the alphabetic principle. The major focus on this skill development occurs in kindergarten and continues into 3rd grade as students learn to apply phonemic awareness skills to more complex letter-sound patterns. If students demonstrate difficulty with decoding, support in phonemic awareness may be needed.

Phonological/Phonemic Awareness Instruction	Present?		Notes
	Seldom	Almost Always	
<ul style="list-style-type: none"> <li>Opportunities are provided to introduce students to the concepts of words, syllables, onset/rime, and individual speech sounds.</li> </ul>			
<ul style="list-style-type: none"> <li>The instructional routines connect sound-and-activities (phonemic awareness) to letter-sound activities (phonics) in a timely manner to support the bridge between students' phonemic awareness and phonics skills development.</li> </ul>			
<ul style="list-style-type: none"> <li>Manipulations and/or multimedial strategies are used to scaffold student awareness of sounds and word parts (e.g., students watch their mouths in a mirror while they articulate sounds and words, students use letters and (blown) boxes to represent sounds or word parts).</li> </ul>			
<ul style="list-style-type: none"> <li>Phonemic awareness skills instruction is a vehicle for progressing all students to mastery using the essential components of effective instruction. (Refer to the Essential Components of Effective Instruction table in the PART II: Word Analysis &amp; Word Recognition section space.)</li> </ul>			

**Phonological/Phonemic Awareness Skills**

	Present?		Notes
	Seldom	Almost Always	
Early phonological awareness activities focus on word parts such as syllables and onset-rime.			

NJTSS-ER Tier 2 & 3 Intervention Analysis Tool - 10

The *Essential Components of Effective Instruction* table is referred to when determining the presence of the **research-based criteria** required for each component, which appears under each subhead on a white background.

**Rankings**, such as **yes/no** or **seldom/sometimes/almost always** are provided for each criteria.

**NJTSS Tier 2 & 3 Intervention Analysis Tool**

Assessment/Progress Monitoring Provisions	Present?		Notes
	Seldom	Almost Always	
Skill-based assessments are used for determining student mastery of the intervention skill list and includes: <ul style="list-style-type: none"> <li>Informal data assessments (e.g., checks for understanding, observations) are provided for monitoring student progress toward skill mastery with guidance for creating instruction based on student responses.</li> <li>Mastery assessments with explicit criteria are used for determining student mastery of phonics skills taught during a particular unit of study (e.g., read-aloud words, phrases, sentences, passages) with guidance for creating instruction based on student responses.</li> </ul>			

**PART B: PHONICS AND DECODING, and WORD ANALYSIS FINDINGS**

NJTSS-ER Tier 2 & 3 Intervention Analysis Tool - 11

**Notes fields** and space at the end of each section are provided for summarizing findings. The Notes field should be used to record relevant findings: areas that are missing; areas of weakness that require adjustment; and/or verification of the existence of criteria.

Include examples, page references, and/or links to program components, in the **Findings** box at the end of each section.

**NJTSS Tier 2 & 3 Intervention Analysis Tool**

**Summary Table**  
After analyzing each component of reading for each relevant grade, summary findings can be transferred to this Summary Table to facilitate discussions and efficient decision making.

<b>PART I: STRUCTURE</b>
<b>PART I: STRUCTURE FINDINGS</b>
<b>PART II: WORD ANALYSIS &amp; WORD RECOGNITION</b>
<b>PART II A: Phonological/Phonemic Awareness Findings</b>
<b>PART II B: Phonics and Decoding, and Word Analysis Findings</b>
<b>PART III: FLUENCY</b>
<b>PART III: Fluency Findings</b>
<b>PART IV: LANGUAGE AND READING COMPREHENSION</b>
<b>PART IV A: Background Knowledge Findings</b>
<b>PART IV B: Vocabulary Findings</b>
<b>PART IV C: Language Structures Findings</b>

NJTSS-ER Tier 2 & 3 Intervention Analysis Tool - 12

Summary findings from each section can be transferred to the **Summary Table**, provided at the end of the document, to facilitate further discussions and efficient decision making.



## Tier 2 & 3 Intervention Analysis Tool

### Approaching the Analysis

To engage in a systematic and comprehensive analysis, consider the following:

- **Prioritize analysis needs.** Begin by prioritizing the analysis of specific reading components based on universal screening student performance data and district needs. Focus analysis efforts to these areas first before expanding to all components. For example, if data show a large proportion of students in kindergarten and first grade needing instructional support in phonemic awareness and phonics skills, begin by analyzing PART 1 STRUCTURE and PART 2: WORD RECOGNITION & WORD ANALYSIS in those grade levels.
- **Determine the evidence base.** The first criteria you will encounter in Part I: STRUCTURE is whether or not current or prospective intervention methods are supported by independent scientific studies utilizing rigorous research methods rather than program sponsored studies. You may find independent scientific studies utilizing rigorous research methods on websites such as EdReports ([www.edreports.org/reports/ela](http://www.edreports.org/reports/ela)) and/or What Works ClearingHouse (<https://ies.ed.gov/ncee/wwc/publication>). If independent scientific studies are not available, review the research cited to determine evidence of the instructional approach. Determining whether a program's approach is or is not evidence-based from the onset, can narrow down your options.
- **Review the scope and sequence.** Another criteria to focus on in PART 1: STRUCTURE is the scope and sequence. Determining whether or not the scope and sequence is cumulative and sequential, builds from simple to complex, and addresses the full set of intervention skill needs can also narrow your options from the onset.
- **Select lessons to determine the effectiveness of instruction.** Select lessons as instructional samples to determine the presence of the essential components of effective instruction. For each skill area, analyze the structure of the lessons required to teach this skill to mastery (which may occur across multiple lessons).
  - Review lesson structure/routine to ensure instructional alignment with the *Essential Components of Effective Intervention* criteria listed at the beginning of each section;
  - Review instruction to ensure language is direct and explicit, i.e., key skills are directly taught and modeled using clear and concise language (e.g., “*This is the digraph ch. It says /ch/. The keyword for /ch/ is chin.*”), rather than implicit, i.e., learning is incidental and students are expected to infer missing information (e.g., “*Look at these 5 words. What do they have in common?*”).





## Tier 2 & 3 Intervention Analysis Tool

- For each skill, determine the amount of distributed practice provided across a unit, and/or across a year (e.g., Do previously taught skills appear in dictation, reading passages, and decodable texts?)
- **Analyze skill coverage within each section.** Use the program scope and sequence as well as select lessons to determine the presence of instruction to mastery for each skill listed in the section. When noting the presence of each criteria (i.e., yes/no or seldom/sometimes/almost always), provide examples, page references, and/or links to program components in the Notes fields to verify findings.
- **Analyze assessment and progress monitoring provisions.** Ensure that assessment and progress monitoring provisions provide for continuous monitoring of a student's demonstrated level of understanding, including measurable formal assessments with criteria to determine mastery, and informal assessments that are integrated into each intervention lesson. When noting the alignment of assessment criteria (i.e., Seldom/Sometimes/Almost Always), provide examples, page references, and/or links to program components in the Notes field to verify findings.
- **Transfer summary findings to the Summary Table.** Once analysis is complete, transfer summary findings to the *Summary Table* at the end of the document. Prioritize findings, noting those that have the most impact on student learning. Organize findings by grade and structure notes in a way that allows for efficient discussion and decision-making (e.g., bullet out findings).
- **Meet with team leaders to prioritize findings and determine next steps.** Meet with team leaders to discuss finding and determine next steps for selecting/approving research-based instructional materials that will meet the specific skill needs of each student as identified by student performance data.
  - Analyze and prioritize findings that (a) have the most potential for improving the quality of instruction (e.g., phonemic awareness instruction is not systematically linked to letter-sound instruction or measurable assessments with criteria to determine mastery are not present), and (b) are actionable based on district resources (e.g., personnel, time, and funds).
  - Determine whether adjustments or refinements will be made to existing materials or if new material needs to be researched and purchased.
    - If adjustments or refinements to existing materials are to be made:
      - Use the *Tier 2 & 3 Intervention and Progress Monitoring ESTABLISH: Protocol 2* to develop an action plan; and
      - Reflect the adjustments or refinements in the district's tier 2 & 3 intervention and progress monitoring guidelines document.



## Tier 2 & 3 Intervention Analysis Tool

- If selecting a new program is needed, complete the *Tier 2 & 3 Intervention Analysis Tool* for prospective programs.



## Tier 2 & 3 Intervention Analysis Tool

District:

Date:

List resource(s) analyzed:

### **PART I: STRUCTURE**

#### **List resource(s) analyzed:**

Ensuring that the structure of an intervention program aligns with the research-based criteria of an effective intervention at the onset can help inform decisions as to whether to continue the analysis or consider a different intervention program.

Evidence-Based	Present?	Notes
<ul style="list-style-type: none"> <li>Intervention methods are supported by independent scientific studies utilizing rigorous research methods (e.g., randomized trials; see <a href="http://www.edreports.org/reports/ela">www.edreports.org/reports/ela</a>; <a href="https://ies.ed.gov/ncee/wwc/publication">https://ies.ed.gov/ncee/wwc/publication</a>) rather than program sponsored studies.</li> </ul>	Choose One ▾	
<ul style="list-style-type: none"> <li>The research from these independent studies show effectiveness (e.g., as evidenced by effect sizes) for students receiving intervention in targeted skill areas.</li> </ul>	Choose One ▾	
Scope and Sequence	Present?	Notes
The intervention follows a cumulative and systematic scope and sequence of skills within a key reading domain that:		
<ul style="list-style-type: none"> <li>Builds from simple to complex concepts</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Addresses the full set of intervention skill needs</li> </ul>	Choose one ▾	
Placement	Present?	Notes
<ul style="list-style-type: none"> <li>Placement into instruction is determined by skill specific needs rather than reading behaviors and/or reading levels.</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

Lesson Format	Present?	Notes
<ul style="list-style-type: none"> <li>Instruction is designed to be delivered in small groups or individually.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Provides a lesson structure that can be fully implemented with fidelity within district allotted time frames.</li> </ul>	Choose one ▾	

Pacing/Lesson Progression	Present?	Notes
<ul style="list-style-type: none"> <li>Provides guidance for repeating, reinforcing, and adjusting instruction for students who continue to struggle.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Provides guidance for advancing students through the lessons as skill mastery is achieved.</li> </ul>	Choose one ▾	

Instructional Design	Present?	Notes
The intervention provides lesson plans that include the following essential components of effective instruction:		
<ul style="list-style-type: none"> <li>A repeated review of previous learning, as needed</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Connections to prior knowledge</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Simple and direct teacher language</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>New Learning: Explicit instruction and modeling with examples (I Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>New Learning: Guided student practice (We Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>New Learning: Independent student practice with monitoring (You Do); frequent, distributed, and varied skill-specific tasks for skill application, mastery building and skill transference across content areas</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Scaffolding for difficult tasks including the use of manipulatives, key words, and visuals</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Clear and specific feedback for both incorrect and correct responses</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

• Questioning and discussion opportunities	Choose one ▾	
• Assessments for monitoring student progress towards skill mastery	Choose one ▾	
• Lesson closure summary and connection of skills to prior and future learning	Choose one ▾	
• Home-school connection activities for extending learning and promoting family engagement.	Choose one ▾	
<b>Differentiated Activities for Special Populations</b>	<b>Present?</b>	<b>Notes</b>
• Multilingual language learners	Choose one ▾	
• Students with disabilities or learning difficulties	Choose one ▾	
<b>Behavioral Supports</b>	<b>Present?</b>	<b>Notes</b>
• Program design incorporates behavioral principles that promote self-regulation and engagement.	Choose one ▾	
<b>Professional Development and Supports</b>	<b>Present?</b>	<b>Notes</b>
• Professional development opportunities are available for in-person, online, and continued administrative and teacher support.	Choose one ▾	
<b>PART I: STRUCTURE FINDINGS</b>		



## Tier 2 & 3 Intervention Analysis Tool

### **PART II: WORD ANALYSIS & WORD RECOGNITION**

The Simple View of Reading is a theoretical model of reading with empirical support that illustrates the required reciprocal interaction between word recognition and language comprehension in facilitating reading comprehension proficiency. Word analysis & word recognition skills, including phonemic awareness, phonics, and decoding, enable students to access text and read fluently.

#### **Essential Components of Effective Intervention**

When analyzing instruction for word analysis & word recognition skills, ensure the following essential components of effective instruction are present:

- A repeated review of previous learning, as needed
- Connections to prior knowledge
- Simple and direct teacher language
- New Learning: Explicit instruction and modeling with examples (I Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Guided student practice (We Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Independent student practice with monitoring (You Do); frequent, distributed, and varied skill-specific tasks for skill application, mastery building and skill transference across content areas
- Scaffolding for difficult tasks including the use of manipulatives, key words, and visuals
- Clear and specific feedback for both incorrect and correct responses
- Questioning and discussion opportunities
- Assessments for monitoring student progress towards skill mastery
- Lesson closure summary and connection of skills to prior and future learning



## Tier 2 & 3 Intervention Analysis Tool

### PART II A: PHONOLOGICAL/PHONEMIC AWARENESS

#### List resource(s) analyzed:

It is important for students to be able to recognize and manipulate sounds in spoken language. Building students phonological awareness begins with introducing students to units of sound in speech (words, syllables, onset-rimes). Phonemic awareness, an advanced subcategory of phonological awareness, focuses on the ability to identify and manipulate phonemes, the smallest unit of sound in a spoken word. Phonemic awareness instruction is the starting point for students' understanding of the alphabetic principle. The major focus on this skill development occurs in kindergarten and continues into 1st grade as students learn to apply phonemic awareness skills to more complex letter-sound patterns. If students demonstrate difficulty with decoding, support in phonemic awareness may be needed.

Phonological/Phonemic Awareness Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Opportunities are provided to introduce students to the concepts of words, syllables, onset-rime, and individual speech sounds.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>The instructional routine connects sound-only activities (phonemic awareness) to letter-sound activities (phonics) in a timely manner to support the bridge between students' phoneme awareness and phonics skills development.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Manipulatives and/or multimodal strategies are used to scaffold student awareness of sounds and word parts (e.g., students watch their mouths in a mirror while they articulate sounds and words, students use tokens and Elkonin boxes to represent sounds or word parts).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Phonemic awareness skills instruction is sufficient for progressing all students to mastery using the essential components of effective instruction. (Refer to the <i>Essential Components of Effective Instruction</i> table in the PART II: Word Analysis &amp; Word Recognition section opener.)</li> </ul>	Choose one ▾	
Phonological/Phonemic Awareness Skills	Present?	Notes
Early phonological awareness activities focus on word parts such as syllables and onset-rime.		
Syllable Awareness: <ul style="list-style-type: none"> <li>Blending: e.g., "Put these word parts together to make a whole word: rock•et. What's the word?" (rocket)</li> <li>Segmentation: e.g., "Clap the word parts in rocket." (roc•ket)</li> <li>Deletion: e.g., "Say pepper. Now say pepper without /er/." (pep)</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

<b>Onset-Rime Awareness</b> <ul style="list-style-type: none"> <li>Blending: e.g., “Blend the onset /b/ and the rime /ig/. What’s the word?” (big)</li> <li>Segmentation: e.g., “What is the onset and rime for <i>big</i>?” (/b/ ... /ig/)</li> </ul>	Choose one ▾	
Phonemic awareness instruction focusing on the following skills is explicitly and systematically taught:		
<ul style="list-style-type: none"> <li>Isolation (e.g., “What is the first sound in <i>fan</i>?” [/f/], “What is the last sound in <i>fan</i>?” [/n/], and “What is the middle sound in <i>fan</i>?” [/a/])</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Blending (e.g., “What word am I saying /b/ /i/ /g/?” [big])</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Segmentation (e.g., “How many sounds in <i>big</i>?” [three] and “Say the sounds in <i>big</i>.” [/b/ /i/ /g/])</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Manipulation (e.g., “The word is <i>mug</i>. Change /m/ to /r/. What is the new word? [rug]).</li> </ul>	Choose one ▾	
<b>Assessment/Progress Monitoring Provisions</b>	<b>Present?</b>	<b>Notes</b>
Skill-based assessments are used for determining student mastery of the intervention skill foci and includes:		
<ul style="list-style-type: none"> <li>Informal daily assessments (e.g., checks for understanding, observations) are provided for monitoring student progress towards skill mastery with guidance for creating instruction based on student responses.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Mastery assessments with explicit criteria are used for determining student mastery of phonics skills taught during a particular unit of study (e.g., sound cards, segmentation, blending) with guidance for creating instruction based on student responses.</li> </ul>	Choose one ▾	
<b>PART II A: PHONOLOGICAL/PHONEMIC AWARENESS FINDINGS</b>		





## Tier 2 & 3 Intervention Analysis Tool

### PART II B: PHONICS and DECODING, and WORD ANALYSIS

#### List resource(s) analyzed:

Phonics and decoding, and word analysis instruction begins in kindergarten and continues into 1st, 2nd, and 3rd grades as students apply their understanding of letter-sound correspondences, orthographic patterns, and morphemes to read and spell words with more complex patterns.

It is important that decoding regular words is explicitly and systematically taught to automaticity using knowledge of word structure and phonics decoding rather than memorizing whole words, and that irregular high-frequency words are taught attending to both regular and irregular sounds rather than memorizing whole words.

Phonics and Decoding, and Word Analysis Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Phonics and decoding, and word analysis skills instruction is sufficient for progressing all students to mastery using the essential components of effective instruction. (Refer to the <b><i>Essential Components of Effective Instruction</i></b> table in the PART II: Word Analysis &amp; Word Recognition section opener.)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Phonics lessons and activities integrate learning letter names, letter sounds, and letter formation (handwriting).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Skill-specific activities and exercises are provided for meaningful and measurable practice and application of newly taught and previously taught skills.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Decoding (blending) and encoding (segmenting) are taught as reciprocal skills.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Decoding and encoding skill instruction progresses in word pattern complexity (e.g., from VC words like <i>at</i>, to CVC words like <i>pad</i>, to CVCC words like <i>task</i>, to CCVC words like <i>glad</i>, to VCe words like <i>blade</i>).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Manipulatives and/or multimodal strategies are used to scaffold student awareness of letter-sound correspondences, blending, and segmenting (e.g., students use tokens, letter tiles, and Elkonin boxes during phoneme-grapheme mapping activities).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Opportunities for students to decode and encode words in isolation and in connected text are incorporated into daily lessons.</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

### PART II B: PHONICS and DECODING, and WORD ANALYSIS

#### List resource(s) analyzed:

Phonics and decoding, and word analysis instruction begins in kindergarten and continues into 1st, 2nd, and 3rd grades as students apply their understanding of letter-sound correspondences, orthographic patterns, and morphemes to read and spell words with more complex patterns.

It is important that decoding regular words is explicitly and systematically taught to automaticity using knowledge of word structure and phonics decoding rather than memorizing whole words, and that irregular high-frequency words are taught attending to both regular and irregular sounds rather than memorizing whole words.

Phonics and Decoding, and Word Analysis Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Decodable, controlled texts with examples of previously and recently taught sound-spelling patterns are provided.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Phonetically regular words are explicitly and systematically taught to automaticity using phoneme-grapheme mapping techniques (e.g., <i>had</i> is mapped as /h/→<i>h</i>, /ă/→<i>a</i>, /d/→<i>d</i>).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Phonetically irregular, high-frequency words are taught by attending to both regular and irregular letter-sound correspondences rather than memorizing whole words (e.g., <i>said</i> is mapped as /s/→<i>s</i>, /ē/→<i>ai</i>, /d/→<i>d</i>).</li> </ul>	Choose one ▾	
Phonics and Decoding Skills	Present?	Notes
<ul style="list-style-type: none"> <li>Letter names, letter sounds, and letter formation</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Letter-sound correspondences are explicitly and systematically taught to mastery through both decoding/reading and encoding/spelling (e.g., the phoneme /b/ is spelled <i>b</i>, and the grapheme <i>b</i> represents the sound /b/).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Letter-sound correspondences and patterns following a scope and sequence that progresses from simple, common concepts to complex, less common concepts, such as:               <ul style="list-style-type: none"> <li>Consonant patterns:                   <ul style="list-style-type: none"> <li>Common 1-to-1 correspondences (e.g., <i>b</i>, <i>d</i>, <i>f</i>, <i>h</i>, <i>m</i>)</li> <li>Digraphs and trigraphs (e.g., <i>ch</i>, <i>sh</i>, <i>ng</i>, <i>tch</i>)</li> </ul> </li> </ul> </li> </ul>	Choose one ▾	
	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

<ul style="list-style-type: none"> <li>Blends (e.g., <i>sl</i>, <i>scr</i>, <i>ft</i>). Blends are taught as individual sounds blended together, not as a single unit.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Silent-letter combinations (e.g., <i>kn</i>, <i>wr</i>, <i>gn</i>)</li> </ul>	Choose one ▾	
o Vowel patterns:		
<ul style="list-style-type: none"> <li>Short vowels (e.g., <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, <i>u</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Long vowels (e.g., in open syllable words, such as: <i>no</i>, <i>he</i>, <i>hi</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Long vowel, final e patterns (e.g., <i>a_e</i>, <i>e_e</i>, <i>i_e</i>, <i>o_e</i>, <i>u_e</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Common vowel teams (e.g., <i>oa</i>, <i>ea</i>, <i>ee</i>, <i>ai</i>, <i>ay</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Diphthongs (e.g., <i>oi</i>, <i>ou</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>R-controlled vowels (e.g., <i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, <i>ur</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Complex vowel patterns (e.g., <i>eigh</i>, <i>ough</i>)</li> </ul>	Choose one ▾	
o Syllable-construction patterns as a means of identifying vowel sounds:		
<ul style="list-style-type: none"> <li>Closed (VC, CVC) - a short vowel spelled with a single vowel letter and ending in one or more consonants, (e.g., <i>it</i>, <i>men</i>, <i>hunt</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>VCe – a long vowel spelled with one vowel + one consonant + silent <i>e</i>, (e.g., <i>bake</i>, <i>note</i>, <i>flute</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Open (V, CV) – ending with a long vowel, spelled with a single vowel letter, (e.g., <i>l</i>, <i>me</i>, <i>go</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Vowel team and diphthongs – multiple letters spelling the vowel, (e.g., <i>rain</i>, <i>green</i>, <i>boy</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>R-controlled – vowel pronunciation changing before /r/, (e.g., <i>star</i>, <i>cord</i>, <i>birth</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Consonant-le – unaccented final syllable containing a consonant before /l/ followed by a silent <i>e</i>, (e.g., <i>apple</i>, <i>table</i>, <i>beagle</i>)</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

Word Analysis Skills	Present?	Notes
<ul style="list-style-type: none"> <li>Position-based spelling patterns (e.g., <i>ch</i>, <i>-tch</i>; <i>k</i>, <i>-ck</i>; <i>-ge</i>, <i>-dge</i>)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Common word parts (morphemes), their meanings, and how they combine to create words are explicitly and systematically taught, such as:               <ul style="list-style-type: none"> <li>Suffixes (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>)</li> <li>Prefixes (e.g., <i>dis-</i>, <i>mis-</i>, <i>pre-</i>)</li> <li>Roots/base elements (e.g., <i>form</i>, <i>struct</i>, <i>rupt</i>)</li> <li>Suffix spelling patterns (e.g., drop E, change Y, doubling)</li> </ul> </li> <li>Contractions (e.g., <i>aren't</i>, <i>it's</i>)</li> <li>Possessives (e.g., <i>its</i>, <i>Mary's</i>, <i>boy's</i>)</li> <li>Syllabication strategies to decode multisyllabic words are explicitly and systematically taught, such as:               <ul style="list-style-type: none"> <li>Compound words</li> <li>Syllable division patterns (e.g., VC/CV, V/CV, VC/V, V/V)</li> </ul> </li> </ul>	Choose one ▾	

Supporting Instructional Resources	Present?	Notes
<ul style="list-style-type: none"> <li>Instruction includes the use of materials such as:               <ul style="list-style-type: none"> <li>Grapheme cards</li> <li>Sound boxes and manipulatives</li> <li>Pattern-based word lists</li> <li>Pattern-based spelling lists</li> <li>Decodable texts: phrases, passages, books</li> <li>Skill-specific practice activities and exercises</li> </ul> </li> <li>Decodable Text Selections:               <ul style="list-style-type: none"> <li>Decodable text selections are approximately 85% decodable based on previously taught skills.</li> </ul> </li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

○ Decodable text complexity follows a cumulative and developmentally appropriate scope and sequence.	Choose one ▾	
○ Multiple decodable text selections are available providing repeated opportunities for skill application and building automaticity and fluency.	Choose one ▾	
○ Decodable text selections are appropriate for a wide range of age groups and represent diverse cultural backgrounds.	Choose one ▾	

Assessment/Progress Monitoring Provisions	Present?	Notes
Skill-based assessments are used for determining student mastery of the intervention skill foci and includes:		
● Informal daily assessments (e.g., checks for understanding, observations) are provided for monitoring student progress towards skill mastery with guidance for creating instruction based on student responses.	Choose one ▾	
● Mastery assessments with explicit criteria are used for determining student mastery of phonics skills taught during a particular unit of study (e.g., read/spell words, phrases, sentences, passages) with guidance for creating instruction based on student responses.	Choose one ▾	

### PART II B: PHONICS and DECODING, and WORD ANALYSIS FINDINGS



## Tier 2 & 3 Intervention Analysis Tool

### PART III: FLUENCY

#### List resource(s) analyzed:

Fluency instruction begins in kindergarten as soon as students can decode a few words, and increases as the expectations for reading connected text expand.

#### Essential Components of Effective Intervention

When analyzing fluency instruction, ensure the following essential components of effective instruction are present:

- A repeated review of previous learning, as needed
- Connections to prior knowledge
- Simple and direct teacher language
- New Learning: Explicit instruction and modeling with examples (I Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Guided student practice (We Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Independent student practice with monitoring (You Do); frequent, distributed, and varied skill-specific tasks for skill application, mastery building and skill transference across content areas
- Scaffolding for difficult tasks including the use of manipulatives, key words, and visuals
- Clear and specific feedback for both incorrect and correct responses
- Questioning and discussion opportunities
- Assessments for monitoring student progress towards skill mastery
- Lesson closure summary and connection of skills to prior and future learning

Fluency Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>• Fluency is developed using the essential components of effective instruction. (Refer to the <b><i>Essential Components of Effective Instruction</i></b> table in the PART III: Fluency section opener.)</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

<ul style="list-style-type: none"> <li>Multiple opportunities exist for practice of new and previously taught skills at the sub-skill level (e.g., letter-sounds, words, phrases).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Multiple opportunities exist to build fluency using decodable, controlled texts with examples of previously taught sound-spelling patterns.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Multiple opportunities exist to build fluency using grade level complex text.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Lesson structure provides opportunities for teachers to hear individual students read to check for oral reading fluency at both sub-skill and text levels (e.g., automaticity in letter-sound correspondences, words, phrases, sentences, and connected text); does not focus solely on silent reading fluency.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Opportunities for oral reading practice with feedback are provided focusing on all three aspects of reading fluency—accuracy, automaticity/rate, and prosody/expressions (e.g., repeated practice; repeated reading; echo reading; partner reading, technology-assisted reading; and/or wide reading of a variety of texts on a similar topic).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Text mechanics such as punctuation marks, quotation marks, and italicized text are explicitly taught as to what they mean and how they impact the reading of the text (e.g., phrasing, expression, prosody).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Word reading strategies (e.g., identify known sound-spelling patterns; syllabication; sound it out) and self-monitoring strategies (e.g., check for understanding) are explicitly taught; does not introduce cueing strategies that ask students to divert attention away from the word's structure when decoding (e.g., look at pictures, use context clues, guess what fits).</li> </ul>	Choose one ▾	
<b>Assessment/Progress Monitoring Provisions</b>	<b>Present?</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>Informal daily assessments (e.g., observations) are provided for monitoring student progress towards skill mastery.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Mastery assessments with explicit criteria are used for determining student mastery of fluency sub-skills taught during a particular unit of study and oral reading fluency of connected texts (e.g., timed measures on: placement tests, informal inventories, end-of-unit tests).</li> </ul>	Choose one ▾	
<b>PART III: FLUENCY FINDINGS</b>		



## Tier 2 & 3 Intervention Analysis Tool

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## Tier 2 & 3 Intervention Analysis Tool

### **PART IV: LANGUAGE AND READING COMPREHENSION**

The Simple View of Reading is a theoretical model of reading with empirical support that illustrates the required reciprocal interaction between word recognition and language comprehension in facilitating reading comprehension proficiency. Specific language comprehension proficiencies are required for skilled reading. They include background knowledge, vocabulary, knowledge of language structures, verbal reasoning, and literacy knowledge, in addition to the efficient application of reading comprehension strategies. If a student demonstrates difficulty with reading accurately, impacting their ability to comprehend connected text, further diagnostics are needed to determine if phonics and decoding, and/or word analysis intervention is needed. Once decoding and word analysis skills are mastered, students are then prepared for the emphasis of instruction to shift to language and reading comprehension, if needed.

#### **Essential Components of Effective Intervention**

When analyzing language and reading comprehension instruction, ensure the following essential components of effective instruction are present:

- A repeated review of previous learning, as needed
- Connections to prior knowledge
- Simple and direct teacher language
- New Learning: Explicit instruction and modeling with examples (I Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Guided student practice (We Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Independent student practice with monitoring (You Do); frequent, distributed, and varied skill-specific tasks for skill application, mastery building and skill transference across content areas
- Scaffolding for difficult tasks including the use of manipulatives, key words, and visuals
- Clear and specific feedback for both incorrect and correct responses
- Questioning and discussion opportunities
- Assessments for monitoring student progress towards skill mastery
- Lesson closure summary and connection of skills to prior and future learning



## Tier 2 & 3 Intervention Analysis Tool

### PART IV A: BACKGROUND KNOWLEDGE

#### List resource(s) analyzed:

Instruction that builds students' background knowledge focuses on developing new content knowledge and activating and connecting to students' previous knowledge when reading. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.

Background Knowledge Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Background knowledge is developed using the essential components of effective instruction. (Refer to the <i>Essential Components of Effective Instruction</i> table in the PART IV:Language and Reading Comprehension section opener.)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>A variety of culturally-affirming, sufficiently complex, knowledge-building text sets are used to develop students' background knowledge in a variety of genres and content areas.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Opportunities are provided to activate students' prior knowledge and to make connections between new content learning and previously learned words, concepts, and ideas (e.g., use of visuals, anticipation guides).</li> </ul>	Choose one ▾	

Assessment/Progress Monitoring Provisions	Present?	Notes
<ul style="list-style-type: none"> <li>Assessments are used for determining students' knowledge of content taught during a particular unit of study (e.g., KWL charts, prior/post inventories, text specific writing assignments).</li> </ul>	Choose one ▾	

PART IV A: BACKGROUND KNOWLEDGE FINDINGS



## Tier 2 & 3 Intervention Analysis Tool

### PART IV B: VOCABULARY

#### List resource(s) analyzed:

Vocabulary instruction includes both direct and indirect instructional practices for teaching the meaning of words. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.

Vocabulary Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Vocabulary is developed using the essential components of effective instruction. (Refer to the <i>Essential Components of Effective Instruction</i> table in the PART IV:Language and Reading Comprehension section opener.)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Vocabulary skills are explicitly and systematically taught through the incorporation of direct oral vocabulary teaching strategies, such as:               <ul style="list-style-type: none"> <li>Using an instructional routine that analyzes features of the word's phonology, orthography, and morphology</li> <li>Providing definitions that are phrased in grade-appropriate, understandable language</li> <li>Utilizing visual scaffolds</li> <li>Modeling of examples and non-examples (e.g., "This is a mitten." and "This is not a mitten. This is a glove.")</li> <li>Using synonyms to equate a new word with a known word</li> <li>Providing students a semantic web or graphic organizer to make connections between prior knowledge (known words) and new vocabulary</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Strategies for determining the meaning of unknown words in text are explicitly taught, such as:               <ul style="list-style-type: none"> <li>Contextual analysis – inferring or predicting meaning from the context in which the word appears</li> <li>Morphemic analysis – determining the meaning of a word from its parts (i.e., prefixes, suffixes, roots/base elements)</li> </ul> </li> </ul>		



## Tier 2 & 3 Intervention Analysis Tool

o Dictionary skills – Using a print or online glossary/dictionary to define the word's meaning, spelling, or pronunciation	Choose one ▾	
• Opportunities for frequent, robust oral and written application and practice of new and previously taught vocabulary words are provided (e.g., question prompts for vocabulary-related conversations/turn and talks, word associations, generation of situations and examples, access to knowledge-building text sets, and student writing).	Choose one ▾	
<b>Word Awareness</b>	<b>Present?</b>	<b>Notes</b>
• Opportunities are provided for teachers to model "word awareness" to illustrate that words are important for providing meaning to text.	Choose one ▾	
• Words identified for explicit instruction are useful across content areas (academic vocabulary), have potential for students to generalize (understand new words with connected meanings), and/or are critical to understanding of the text.	Choose one ▾	
• Instruction for pre-teaching meanings of words prior to text reading is provided (e.g., examples, synonyms, and definitions).	Choose one ▾	
• Opportunities for reading literary and informational text sets are provided so that new words are introduced within a knowledge-building context, rather than in isolation (e.g., themes/units, text sets).	Choose one ▾	
<b>Assessment/Progress Monitoring Provisions</b>	<b>Present?</b>	<b>Notes</b>
• Assessments are used for determining student vocabulary knowledge and/or skills taught during a particular unit of study (e.g., completed semantic webs, writing assignments).	Choose one ▾	
<b>PART IV B: VOCABULARY FINDINGS</b>		



## Tier 2 & 3 Intervention Analysis Tool

### PART IV C: LANGUAGE STRUCTURES

#### List resource(s) analyzed:

Instruction that builds students' knowledge of syntax and semantics focuses on developing students' understanding of the relationship between the words and sentences in a text. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.

Language Structure Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Language structures are taught using the essential components of effective instruction. (Refer to the <i><b>Essential Components of Effective Instruction</b></i> table in the PART IV:Language and Reading Comprehension section opener.)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Conventions of print, grammar, and sentence structure are explicitly and systematically taught through listening, reading, speaking and writing.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Conventions of print, grammar, and sentence structure are taught using a scope and sequence that progresses from simple concepts to more complex concepts, such as:               <ul style="list-style-type: none"> <li>The function of various parts of speech in the context of sentence structures, rather than isolated grammar instruction</li> <li>Sentence-level comprehension and construction including simple, compound, and complex sentences</li> <li>Cohesive devices used within and among sentences (e.g., pronoun referents, connectives)</li> </ul> </li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Opportunities for robust oral and written application and practice of new and previously taught concepts are provided (e.g., question prompts for discussions, turn and talks, access to complex texts, and student writing).</li> </ul>	Choose one ▾	
Assessment/Progress Monitoring Provisions	Present?	Notes
<ul style="list-style-type: none"> <li>Assessments are used for determining students' use of language structures taught during a particular unit of study (e.g., writing assignment rubrics).</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

PART IV C: LANGUAGE STRUCTURES FINDINGS



## Tier 2 & 3 Intervention Analysis Tool

### PART IV D: VERBAL REASONING

#### List resource(s) analyzed:

Instruction that builds students' verbal reasoning skills focuses on developing students' abilities to comprehend, reason, and problem solve using concepts expressed through words, such as making inferences, understanding metaphors, sequencing, and/or predicting. Instruction progresses from the use of read-aloud texts for listening/language comprehension development to the use of student-read texts for reading comprehension development.

Verbal Reasoning Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Verbal reasoning is developed using the essential components of effective instruction. (Refer to the <i><b>Essential Components of Effective Instruction</b></i> table in the PART IV:Language and Reading Comprehension section opener.)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Inferential language and reasoning skills such as predicting, hypothesizing, making connections, or contrasting before, after, and during reading are explicitly modeled and students are provided opportunities to practice.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Inferencing is explicitly taught within the context of a text, rather than based solely on visual cues or a picture walk.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Opportunities for metacognition are provided, such as questioning strategies to prompt students to think about their thinking and to apply relevant prior knowledge while reading.</li> </ul>	Choose one ▾	
Verbal Reasoning Assessment	Present?	Notes
<ul style="list-style-type: none"> <li>Assessments are used for determining students' use of inferencing taught during a particular unit of study (e.g., teacher anecdotal notes).</li> </ul>	Choose one ▾	

### PART IV D: VERBAL REASONING FINDINGS



## Tier 2 & 3 Intervention Analysis Tool

### PART IV E: LITERACY KNOWLEDGE - TEXT STRUCTURES

#### List resource(s) analyzed:

Instruction that builds students' knowledge of text structures focuses on building an understanding of how a text is organized or structured for a specific purpose. Instruction progresses from the use of read-aloud texts to the use of student-read texts.

Literacy Knowledge-Text Structures Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>Text structures are taught to mastery using the essential components of effective instruction. (Refer to the <i>Essential Components of Effective Instruction</i> table in the PART IV:Language and Reading Comprehension section opener.)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Text structures are taught to help students identify and use a texts' organizational structure to both comprehend what they read and compose their own writing.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>The structure, purpose, and features/signal words of various texts are explicitly taught, using a scope and sequence that progresses from simple to more complex text structures, such as:</li> </ul>		
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Narrative texts</li> </ul> </li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Expository/informational texts (e.g., description; sequence; problem/solution; cause and effect; compare and contrast)</li> </ul> </li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Opinion/persuasive texts</li> </ul> </li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Appropriate mentor texts are provided to support the specific purpose of instruction (e.g., character development in a narrative text; signal words for cause and effect informational text).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Appropriate graphic organizers and mnemonic devices are provided to support student understanding of specific text structures for both reading comprehension and written composition (e.g., a story map for a narrative text; a Venn diagram for compare and contrast text).</li> </ul>	Choose one ▾	
Assessment/Progress Monitoring Provisions	Present?	Notes
<ul style="list-style-type: none"> <li>Assessments are used for determining students' understanding of text structure taught during a particular unit of study (e.g., retell rubrics, completed graphic organizers, student writing samples).</li> </ul>	Choose one ▾	





## Tier 2 & 3 Intervention Analysis Tool

### PART IV E: LITERACY KNOWLEDGE - TEXT STRUCTURE FINDINGS



## Tier 2 & 3 Intervention Analysis Tool

### **PART V: READING COMPREHENSION STRATEGIES**

#### **List resource(s) analyzed:**

In addition to direct instruction in these component language comprehension skills, comprehension instruction also consists of explicit teaching of reading comprehension strategies. Instruction progresses from the use of read-aloud texts to the use of student-read texts.

#### **Essential Components of Effective Intervention**

When analyzing reading comprehension instruction, ensure the following essential components of effective instruction are present:

- A repeated review of previous learning, as needed
- Connections to prior knowledge
- Simple and direct teacher language
- New Learning: Explicit instruction and modeling with examples (I Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Guided student practice (We Do); provided to a greater degree than in tier 1 instruction and aligned to students' specific needs
- New Learning: Independent student practice with monitoring (You Do); frequent, distributed, and varied skill-specific tasks for skill application, mastery building and skill transference across content areas
- Scaffolding for difficult tasks including the use of manipulatives, key words, and visuals
- Clear and specific feedback for both incorrect and correct responses
- Questioning and discussion opportunities
- Assessments for monitoring student progress towards skill mastery
- Lesson closure summary and connection of skills to prior and future learning

Reading Comprehension Instruction	Present?	Notes
<ul style="list-style-type: none"> <li>● Reading comprehension strategies are taught using the <b>essential components of effective instruction</b> (See <i>Essential Components of Effective Instruction</i> list under PART V: Reading Comprehension Strategies).</li> </ul>	<div>Choose one ▾</div>	



## Tier 2 & 3 Intervention Analysis Tool

<ul style="list-style-type: none"> <li>Comprehension strategies are taught within the context of knowledge-building text sets that include read-alouds and texts students can read accurately and independently.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Comprehension strategies are explicitly and systematically taught to mastery using the features of effective instruction:</li> </ul>		
<ul style="list-style-type: none"> <li>o Explicit instruction with modeling (I do, We do, You do)</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Systematic instruction with scaffolding</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Multiple reading and writing opportunities for practice of new and previously taught skills</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Immediate corrective feedback</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Comprehension strategies are explicitly and systematically taught within a knowledge-building text, including:</li> </ul>		
<ul style="list-style-type: none"> <li>o Establishing a purpose for reading</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Previewing the text to activate background knowledge, understand text structure, identify important vocabulary, and make predictions</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Questioning – prompts and opportunities to help move students from <i>locate</i> and <i>recall</i> discussions/written responses to higher-order thinking discussions/written responses during which they integrate, interpret, critique, and evaluate what they have read, or what has been read to them</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Visualization – prompts and opportunities to help students produce a mental model of what they are reading</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Self-monitoring, clarifying, or fix-up strategies</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>o Summarizing/retelling via oral and written responses (e.g., “get the gist” strategy)</li> </ul>	Choose one ▾	
<b>Range of Texts</b>	<b>Present?</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>Multiple genres of narrative/literary texts are included (e.g., fairy tales, folktales, historical fiction, poetry).</li> </ul>	Choose one ▾	



## Tier 2 & 3 Intervention Analysis Tool

<ul style="list-style-type: none"> <li>Multiple genres of expository/informational texts are included (e.g., articles, persuasive writings, procedural texts, documents).</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Text selections are of high quality including rich content that place appropriate demands on students' interpretive abilities (e.g., character development in literary text or elaborate detail in informational text); strong organization; and variation and richness in word choice and sentence structure.</li> </ul>	Choose one ▾	
<ul style="list-style-type: none"> <li>Text selections are diverse and culturally-affirming, motivating, and of high-interest.</li> </ul>	Choose one ▾	
<b>Assessment/Progress Monitoring Provisions</b>	<b>Present?</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>Assessments are used for determining students' use of comprehension strategies taught during a particular unit of study (e.g., discussion rubrics, end-of-unit assessments).</li> </ul>	Choose one ▾	
<b>PART V: READING COMPREHENSION STRATEGIES FINDINGS</b>		

## **PART VI: CONSIDERATIONS FOR SPECIAL POPULATIONS**

### List resource(s) analyzed:

Instructional materials and approaches should be responsive to the needs of various student populations. The criteria that follows is **in addition to** the analysis of the instruction completed in Parts II-V, and calls attention to **additional** criteria needed to meet the needs of special populations.

### **PART VI A: MULTILINGUAL LEARNERS\***

Instruction	Present?	Notes
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## Tier 2 & 3 Intervention Analysis Tool

	K	Gr. 1	Gr. 2	Gr. 3	
<ul style="list-style-type: none"> <li>Emphasizes oral language development and leverages students' home language proficiency to facilitate learning to read in English, and, if applicable, in the student's home language (i.e., for bi-lingual programs).</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Incorporates strategies for enhancing understanding of classroom and instructional routines as well as content learning (e.g., redundant cues for key directives or information such as pictures, graphs, visual representations, videos, graphic organizers, etc)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Provides ample opportunities to productively engage in oral discourse and writing activities with adults and peers through paired learning and cooperative groups</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<b>Text Selections</b>	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>Includes texts of varied genres and topics for providing reading instruction in students' home language and in English</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<b>Considerations for Cultural and Linguistic Knowledge</b>	<b>K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Notes</b>
<b>A. Phonological/Phonemic Awareness</b>					
<ul style="list-style-type: none"> <li>Provides opportunities to build phonological awareness skills in students' home language and in English</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 2 & 3 Intervention Analysis Tool

<ul style="list-style-type: none"> <li>Uses knowledge of phonemes in students' home language to support learning phonemes in English (e.g., discusses the features of sounds in English)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<b>B. Phonics and Decoding</b>					
<ul style="list-style-type: none"> <li>Uses knowledge of letters and letter-sound correspondences in students' home language to support learning letters and letter-sound correspondences in English (e.g., analyzes ñ /ɲ/ as compared to n /n/, using target words from students' home language)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Provides opportunities to analyze the commonalities and differences between word structures, pronunciations, and spellings in students' home language and in English (e.g., determine if a syllable pattern is present in both languages and whether the pronunciation is the same or different)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Extends opportunities to incorporate word meanings into phonics and decoding instruction, leveraging visual representations or cognates (words whose spellings and meanings are similar across languages) whenever possible (e.g., incorporating a picture for the word <i>boat</i>, comparing the words <i>banco</i> and <i>bank</i>)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<b>C. Fluency</b>					
<ul style="list-style-type: none"> <li>Provides opportunities to analyze the commonalities and differences between punctuation in students' home language and in English to support reading fluency (e.g., ¿Qué hora es? in comparison to <i>What time is it?</i>)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	



## Tier 2 & 3 Intervention Analysis Tool

<ul style="list-style-type: none"> <li>Provides ample opportunities to hear fluent and expressive reading in students' home language and in English (e.g., interactive read-alouds, modeled and shared reading, etc)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Provides ample opportunities to reread texts in students' home language and in English (e.g., repeated reading, partner reading, choral reading, reader's theater, etc)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<b>D. Language and Reading Comprehension</b>					
<ul style="list-style-type: none"> <li>Includes content-rich lessons that explicitly and purposefully build on or connect to students' cultural background knowledge to encourage deep processing and analytical thinking in students' home language and in English</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Uses vocabulary knowledge in students' home language to support vocabulary development in English, leveraging cognates (words whose spellings and meanings are similar across languages) whenever possible (e.g., <i>teléfono</i> vs <i>telephone</i>, <i>ir</i> vs <i>go</i>)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Provides opportunities to analyze the commonalities and differences between syntax in students' home language and in English to support comprehension (e.g., adjective location, conjugation, etc)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Provides ample opportunities for using new vocabulary and language structures to make connections to concepts and students' own lived experiences orally and in writing</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<b>PART VI A: CONSIDERATIONS FOR MULTILINGUAL LANGUAGE LEARNERS FINDINGS</b>					



## Tier 2 & 3 Intervention Analysis Tool

PART VI B: STUDENTS WITH DISABILITIES OR LEARNING DIFFICULTIES					
Instruction	Present?				Notes
	K	Gr. 1	Gr. 2	Gr. 3	
<ul style="list-style-type: none"> <li>Includes explicit instructional routines and resources for differentiating/scaffolding reading instruction with emphasis on targeted, foundational word recognition and language comprehension skills for small-group and/or individualized support</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Includes resources for providing accommodations and modifications (e.g., manipulatives, graphic organizers, audiobooks for grade level texts)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
<ul style="list-style-type: none"> <li>Provides ample opportunities for distributed skill practice and rereading texts (e.g., repeated practice, repeated reading, partner reading, choral reading)</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
Text Selection	K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> <li>Provides decodable, controlled texts (including words with previously and recently taught sound-spelling patterns) of varied genres and topics for application of skills and extended repeated practice</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
Assessment	K	Gr. 1	Gr. 2	Gr. 3	Notes
<ul style="list-style-type: none"> <li>Includes assessments with explicit criteria to screen for potential reading problems and to monitor the progress of students who require small-group or individualized differentiated instruction</li> </ul>	C... ▾	C... ▾	C... ▾	C... ▾	
PART VI B: CONSIDERATIONS FOR STUDENTS WITH DISABILITIES OR LEARNING DIFFICULTIES FINDINGS					





## Tier 2 & 3 Intervention Analysis Tool



## Tier 2 & 3 Intervention Analysis Tool

### **SUMMARY TABLE**

After analyzing each component of reading for each relevant grade, summary findings can be transferred to this Summary Table to facilitate discussions and efficient decision making.

<b>PART I: STRUCTURE</b>
<b>PART I: STRUCTURE FINDINGS</b>
<b>PART II: WORD ANALYSIS &amp; WORD RECOGNITION</b>
<b>PART II A: Phonological/Phonemic Awareness Findings</b>
<b>PART II B: Phonics and Decoding, and Word Analysis Findings</b>
<b>PART III: FLUENCY</b>
<b>PART III: Fluency Findings</b>
<b>PART IV: LANGUAGE AND READING COMPREHENSION</b>
<b>PART IV A: Background Knowledge Findings</b>
<b>PART IV B: Vocabulary Findings</b>
<b>PART IV C: Language Structures Findings</b>
<b>PART IV D: Verbal Reasoning Findings</b>



## Tier 2 & 3 Intervention Analysis Tool

<b>PART IV E: Literacy Knowledge-Text Structures Findings</b>
<b>PART V: READING COMPREHENSION STRATEGIES</b>
<b>PART V: Reading Comprehension Strategies Findings</b>
<b>PART VI: CONSIDERATIONS FOR SPECIAL POPULATIONS</b>
<b>PART VI A: Considerations for Multilingual Learners Findings</b>
<b>PART VI B: Considerations for Students with Disabilities or Learning Difficulties Findings</b>



## Tier 2 & 3 Intervention Analysis Tool

### RESOURCES:

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## Program Measure #1-G

### Moderators of the Effectiveness of Adult Learning Method Practices (Dunst & Trivette, 2012)

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#### Moderators of the Effectiveness of Adult Learning Method Practices

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<sup>2</sup>Orelena Hawks Puckett Institute, 128 S. Sterling St. Morganton, NC 28655, USA

**Abstract: Problem statement:** The purpose of the analyses reported in this study was to identify the moderators of the effectiveness of evidence-based adult learning method practices. **Approach:** The particular practices that were found most effective in 58 randomized controlled design studies of four adult learning methods were examined to identify the conditions under which learner outcomes were optimized. **Results:** Thirteen different practices had moderate to large effects on learner outcomes. The particular practices that had positive learner benefits were ones that actively involved learners in acquiring new knowledge or skills. Further analysis showed that optimal learner benefits were realized when 4 or 5 different practices were used in combination with fewer than 40 participants in applied settings and the instruction or training lasted more than 20h and was conducted on multiple occasions. **Conclusion:** Implications for professional development are described in terms of taking the moderators of adult learning practices (number of adult learning practices, hours of instruction or training, real-life settings and number of learners) into consideration to ensure optimal learner benefits.

**Key words:** Participatory practices, learning methods, solution-centered approach, influencing learner outcomes, professional development

#### INTRODUCTION

The term adult learning refers to a collection of theories and models for describing the processes and conditions under which learning beyond secondary school education is optimized (Merriam, 2001; Smith and DeFrates-Densch, 2009; Yang, 2003). Adult learning is premised on a learner's readiness-to-learn, self-directedness, active participation in the learning process and a solution-centered approach to knowledge and skill acquisition (Knowles *et al.*, 2011). Central features of nearly all adult learning theories and models are active learner participation in acquiring and mastering new knowledge or skills (Kolb, 1984) and reflection and self-assessment of the mastery of the knowledge or skills (Schon, 1990).

The extent to which different adult learning methods are effective in terms of influencing learner knowledge and skills, attitudes and beliefs and the adoption and use of innovative or novel practices, has been the focus of both narrative and systematic reviews of adult learning research studies (Smith and Gillespie, 2007; Taylor, 2007; Tusting and Barton, 2006). Dunst *et al.* (2010a, 2010b) recently completed a meta-analysis of four adult learning methods where the focus of analysis was unpacking (Dunst and Trivette, 2009b; Kelly and

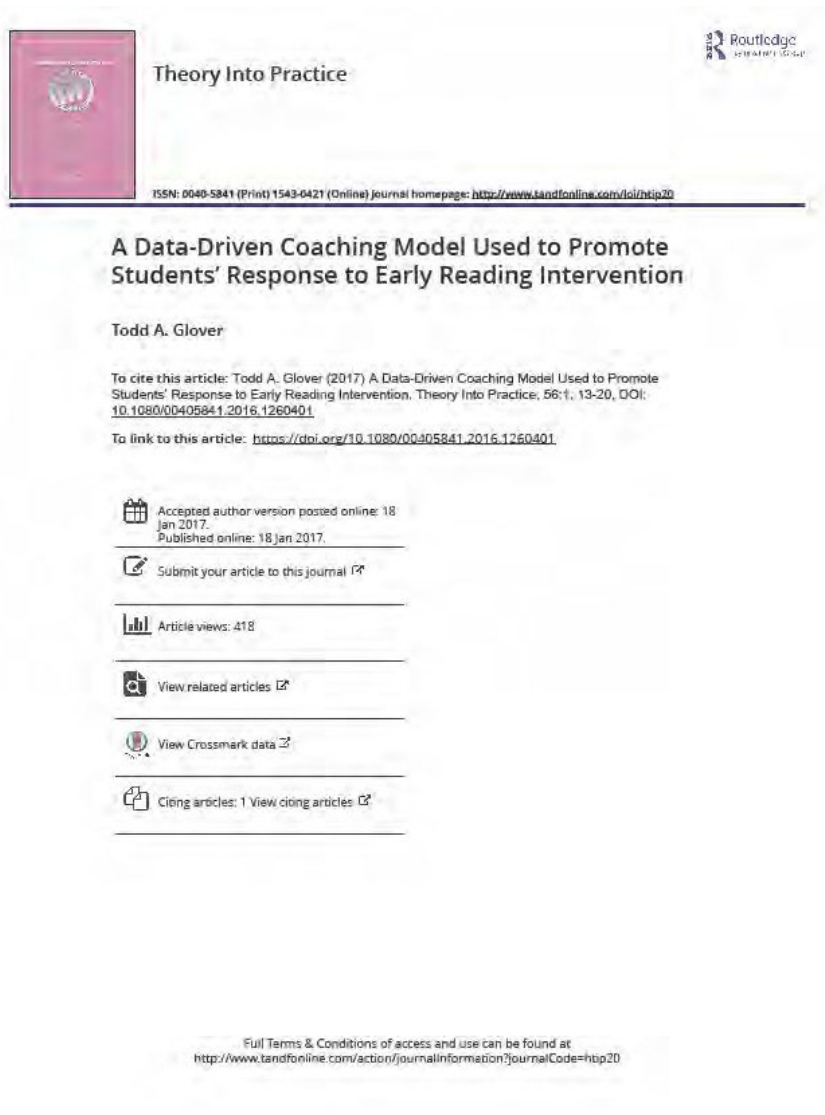
Perkins, 2012) and unbundling (Lipsey, 1993) the learning methods to identify which characteristics of the methods best explained learner outcomes. This study includes further analyses of the studies in the (Dunst *et al.*, 2010a) meta-analysis to identify the adult learning method practices that mattered most in terms of explaining changes and improvements in learner knowledge, skills, attitudes and self-efficacy beliefs.

**Adult learning methods:** The four adult learning methods that were the focus of analysis were selected because they have been used to facilitate or improve learner outcomes and each has been investigated using randomized controlled designs. The studies compared participants who received either instruction or training using the adult learning methods with participants who received no intervention, or compared participants who were taught using the adult learning methods with participants who were taught another type of instruction or training.

The four adult learning methods were accelerated learning, coaching, guided design and just-in-time training. Accelerated learning includes procedures for creating a relaxed emotional state, an orchestrated and multi-sensory learning experience and practices for promoting active learner engagement in the learning process (Meier, 2000). Coaching is a "method of

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## Program Measure #1-H Data-Driven Coaching Model (Glover, 2017)



**Program Measure #1-I****Observation Checklist for High Quality PD in Education**

## Observation Checklist for High-Quality Professional Development in Education

The *Observation Checklist for High Quality Professional Development* was designed to be completed by an observer to determine the level of quality for professional development, as well as to provide ongoing feedback and coaching to professional development providers. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development that includes 80% or more of these indicators can be considered to be of high quality.

The professional development provider:	Observed?	
	Yes	No
<b>Preparation</b>		
1. Provides a description of the training with learning objectives prior to training		
2. Provides readings, activities, and/or questions to think about prior to the training		
<b>Introduction</b>		
3. Provides an agenda before or at the beginning of the training		
4. Connects content to participants' context (e.g., community, school, district)		
5. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)		
6. Engages the participant in a preview of the content (e.g., material, knowledge or practice)		
7. Builds on or relates to participants' previous professional development		
8. Aligns with school/district/state standards or goals		
9. Emphasizes improving student learning outcomes		
<b>Demonstration</b>		
10. Builds shared vocabulary required to implement and sustain the practice		
11. Provides examples, demonstrates, or otherwise illustrates the content/practice		
12. Illustrates the use or applicability of the material, knowledge or practice for the participant		
<b>Engagement</b>		
13. Includes opportunities for participants to practice and/or rehearse new skills		
14. Includes opportunities for participants to express personal perspectives (e.g., experience, thoughts on concept)		
15. Includes opportunities for participants to interact with each other related to training content		
16. Adheres to agenda and time constraints		
<b>Evaluation</b>		
17. Includes opportunities for participants to reflect on learning		
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice		

The professional development provider:	Observed?	
	Yes	No
19. Engages participants in assessment of his or her acquisition of knowledge and skills		
<b>Mastery</b>		
20. Includes follow-up activities that require participants to apply their learning in a new setting or context		
21. Provides continued feedback through technical assistance and resources		
22. Includes coaching to improve fidelity of implementation		

## References

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## Program Measure #1-J

### Sample Synchronous Webinar

"MTSS...is a **framework** for schools to **establish systems** to identify struggling readers and to use data to differentiate instruction in small groups to address students' identified skill deficits. A **systemic approach** to differentiating instruction to meet the needs of all students **should be nonnegotiable**."

Susan Hall, *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*

1

## NJTSS-ER

Year 2, Webinar 4

March 4, 2025 (A)

March 5, 2025 (B)

2

### Agenda

- Implementation Progress
- Implementation Next Steps
  - Tier 2 & 3 Intervention and Progress Monitoring ESTABLISH
    - Breakout Session #1
- Skill-Specific Mastery Assessments and Data Management Approach
  - Breakout Session #2
- Tier 2 & 3 General Outcome Measures and Data Management Approach
- Diagnostics, Tier 2 & 3 and Progress Monitoring Guidelines
- Next Steps

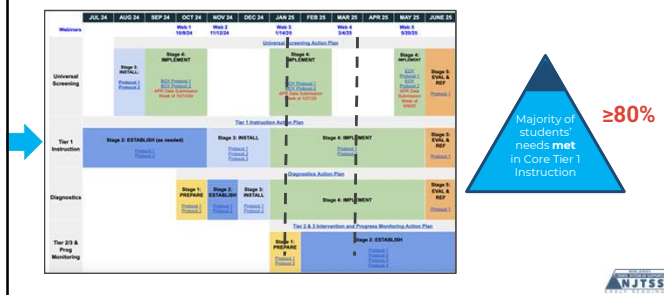


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## Implementation Progress

4

### Year 2 Implementation Progress



5

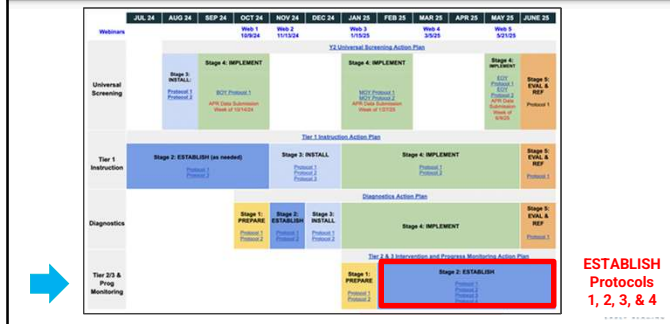
## Implementation Next Steps:

### Tier 2 & 3 Intervention and Progress Monitoring

Objective: Prepare for key actions in Tier 2 & 3 Intervention and Progress Monitoring ESTABLISH

6

### Tier 2 & 3 Intervention and Progress Monitoring: ESTABLISH



7

### NJTSS-ER Interactive Table of Contents: Year 3



8

### ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring

- ☐ District Master Schedule (Protocol 1)

9

### ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring

- ☐ District Master Schedule (Protocol 1)
- ☐ Tier 2 & 3 Intervention Resources (Protocol 2)

10

### ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring

- ☐ District Master Schedule (Protocol 1)
- ☐ Tier 2 & 3 Intervention Resources (Protocol 2)
- ☐ Progress Monitoring Assessments (Protocols 2 & 3)
  - ☐ Skill-Specific Mastery Data and data management approach

11


### ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring

- ☐ District Master Schedule (Protocol 1)
- ☐ Tier 2 & 3 Intervention Resources (Protocol 2)
- ☐ Progress Monitoring Assessments (Protocols 2 & 3)
  - ☐ Skill-Specific Mastery Data and data management approach
  - ☐ General Outcome Measure (GOM) assessments and data management approach

12

**ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring**


- ☐ District Master Schedule (Protocol 1)
- ☐ Tier 2 & 3 Intervention Resources (Protocol 2)
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  - ☐ Skill-Specific Mastery Data and data management approach
  - ☐ General Outcome Measure (GOM) assessments and data management approach
- ☐ Tier 2 & 3 Intervention and Progress Monitoring Guidelines (Protocol 4)



13

**ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring**


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14

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15

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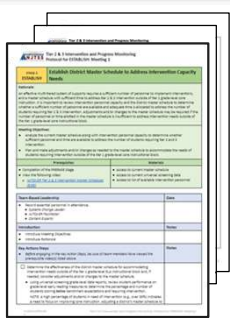



16

**Establish District Master Schedule to Accommodate Intervention Needs (Protocol 1)**

**Tier 2 & 3 Intervention & Progress Monitoring Protocol 1**

**Establishing District Master Schedules**

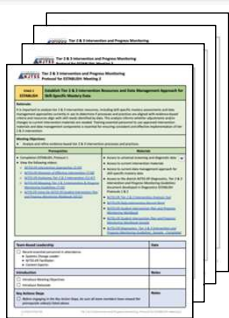




17

**Establish Tier 2 & 3 Intervention Resources and Data Management Approach for Skill-Specific Mastery Data (Protocol 2)**

**Tier 2 & 3 Intervention & Progress Monitoring Protocol 2**

**Establishing Tier 2 & 3 Intervention and Progress Monitoring Resources**





18

## Establish Tier 2 & 3 Intervention Resources and Data Management Approach for Skill-Specific Mastery Data (Protocol 2)

## Breakout Session #1: Establishing District Master Schedule or Establishing Tier 2 & 3 Intervention and Progress Monitoring Resources

**Breakout Session #1**



**25 minutes**

**Choose one:**


**Establishing District Master Schedules (Protocol 1)**

- Review the protocol.
- View [NJTSS-ER Tier 2 & 3 Intervention Master Schedules \(6:03\)](#)
- Plan for completion of Protocol 1 locally.
- Select a team spokesperson to share out.

**OR**

**Establishing Tier 2 & 3 Intervention and Progress Monitoring Resources (Protocol 2)**

- Review the protocol.
- View [NJTSS-ER Analyzing Tier 2 & 3 Intervention \(12:47\)](#)
- Plan for completion of Protocol 2 locally.
- Select a team spokesperson to share out.




**Breakout Session #1: Establishing District Master Schedule or Establishing Tier 2 & 3 Intervention and Progress Monitoring Resources**

*Share Out*

**Choice #1:** Establishing District Master Schedules (Protocol 1)


**Choice #2:** Establishing Tier 2 & 3 Intervention and Progress Monitoring Resources (Protocol 2)

The logo for the New Jersey Training and Technical Support System (NJTSS) is located in the bottom right corner. It features the text "NJTSS" in a large, bold, blue font, with "New Jersey Training and Technical Support System" written in a smaller font above it. Below the main text is a blue banner with the words "Building a Better Future" in white.

# Progress Monitoring: *Skill-Specific Mastery* Assessments

## ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring

- ✓ District Master Schedule (Protocol 1)
- ✓ Tier 2 & 3 Intervention Resources (Protocol 2)
- ❑ Progress Monitoring Assessments (Protocols 2 & 3)
  - ❑ Skill-Specific Mastery Data and data management approach
  - ❑ General Outcome Measure (GOM) assessments and data management approach
- ❑ Tier 2 & 3 Intervention and Progress Monitoring Guidelines (Protocol 4)



Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments			
General Outcome Measure (GOM) Assessments			

25

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments			
General Outcome Measure (GOM) Assessments			

26

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments			
General Outcome Measure (GOM) Assessments			

27

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> </ul>		
General Outcome Measure (GOM) Assessments			


28

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> </ul>		
General Outcome Measure (GOM) Assessments			

29

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediately actionable data to inform next steps in intervention instruction by determining students' level of understanding of daily learning</li> </ul>		
General Outcome Measure (GOM) Assessments			

30

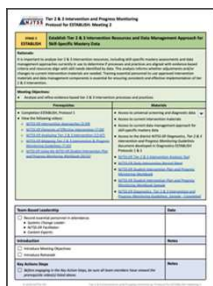
Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
<b>Skill-Specific Mastery Assessments</b>	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediately actionable data to inform next steps in intervention instruction by determining students' level of understanding of daily learning</li> </ul>	Scores on skill-specific tasks included in mastery assessments (e.g., % of words read or spelled correctly from a list of reading or spelling words with consonant digraphs: sh, ch, th)	Cumulative skill-mastery measures: <ul style="list-style-type: none"> <li>Skill-specific decoding (i.e., sound, word, phrase, sentence, passage)</li> <li>Skill-specific spelling dictation (i.e., sound, word, phrase, sentence, passage)</li> </ul> 
<b>General Outcome Measure (GOM) Assessments</b>			

31

## Skill-Specific Mastery Assessment Data Management Approach

32


### Skill-Specific Mastery Assessment Data Management Approach



33

### Breakout Session #2: Plan Skill-Specific Mastery Data Management Approach(es)

*Breakout Session #2*



**25 minutes**

**Choose one of the intervention recording tools:**

- Recording student performance for each intervention session: [NJTSS-ER Daily Intervention Record Sheet](#)

**OR**

- Recording of skill-specific mastery data: [Skill-Specific Mastery Goal Att tab of NJTSS-ER Student Intervention Plan and Progress Monitoring Workbook Sample](#)

Select a spokesperson to share out.

34

### Breakout Session #2: Plan Skill-Specific Mastery Data Management Approach(es)

## Share Out

- Recording student performance for each intervention session: [NJTSS-ER Daily Intervention Record Sheet](#)
- Recording of skill-specific mastery data: [NJTSS-ER Student Intervention Plan and Progress Monitoring Workbook Sample](#)

35

## Progress Monitoring: General Outcome Measures (GOMs)

36

### ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring

- ✓ District Master Schedule (Protocol 1)
- ✓ Tier 2 & 3 Intervention Resources (Protocol 2)
- Progress Monitoring Assessments (Protocols 2 & 3)
  - ✓ Skill-Specific Mastery Data and data management approach
    - General Outcome Measure (GOM) assessments and data management approach
- Tier 2 & 3 Intervention and Progress Monitoring Guidelines (Protocol 4)



37

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediately actionable data to inform next steps in intervention instruction by determining students' level of understanding of daily learning</li> </ul>	Scores on skill-specific tasks included in mastery assessments (e.g., % of words read or spelled correctly from a list of reading or spelling words with consonant digraphs: sh, ch, th)	Cumulative skill-mastery measures: <ul style="list-style-type: none"> <li>Skill-specific decoding (i.e., sound, word, phrase, sentence, passage)</li> <li>Skill-specific spelling dictation (i.e., sound, word, phrase, sentence, passage)</li> </ul>
General Outcome Measure Assessments	<ul style="list-style-type: none"> <li>Measure specific normed criteria in general skill areas (e.g., phonemic awareness, phonics, reading fluency)</li> </ul>		



38

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediately actionable data to inform next steps in intervention instruction by determining students' level of understanding of daily learning</li> </ul>	Scores on skill-specific tasks included in mastery assessments (e.g., % of words read or spelled correctly from a list of reading or spelling words with consonant digraphs: sh, ch, th)	
General Outcome Measure Assessments	<ul style="list-style-type: none"> <li>Measure specific normed criteria in general skill areas (e.g., phonemic awareness, phonics, reading fluency)</li> </ul>		



39

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediately actionable data to inform next steps in intervention instruction by determining students' level of understanding of daily learning</li> </ul>	Scores on skill-specific tasks included in mastery assessments (e.g., % of words read or spelled correctly from a list of reading or spelling words with consonant digraphs: sh, ch, th)	Cumulative skill-mastery measures: <ul style="list-style-type: none"> <li>Skill-specific decoding (i.e., sound, word, phrase, sentence, passage)</li> <li>Skill-specific spelling dictation (i.e., sound, word, phrase, sentence, passage)</li> </ul>
General Outcome Measure Assessments	<ul style="list-style-type: none"> <li>Measure specific normed criteria in general skill areas (e.g., phonemic awareness, phonics, reading fluency)</li> <li>Include timed measures</li> </ul>		



40

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediately actionable data to inform next steps in intervention instruction by determining students' level of understanding of daily learning</li> </ul>	Scores on skill-specific tasks included in mastery assessments (e.g., % of words read or spelled correctly from a list of reading or spelling words with consonant digraphs: sh, ch, th)	Cumulative skill-mastery measures: <ul style="list-style-type: none"> <li>Skill-specific decoding (i.e., sound, word, phrase, sentence, passage)</li> <li>Skill-specific spelling dictation (i.e., sound, word, phrase, sentence, passage)</li> </ul>
General Outcome Measure Assessments	<ul style="list-style-type: none"> <li>Measure specific normed criteria in general skill areas (e.g., phonemic awareness, phonics, reading fluency)</li> <li>Include timed measures</li> <li>Provide data on students' response to intervention and progress toward grade-level benchmark expectations</li> </ul>		



41

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediately actionable data to inform next steps in intervention instruction by determining students' level of understanding of daily learning</li> </ul>	Scores on skill-specific tasks included in mastery assessments (e.g., % of words read or spelled correctly from a list of reading or spelling words with consonant digraphs: sh, ch, th)	Cumulative skill-mastery measures: <ul style="list-style-type: none"> <li>Skill-specific decoding (i.e., sound, word, phrase, sentence, passage)</li> <li>Skill-specific spelling dictation (i.e., sound, word, phrase, sentence, passage)</li> </ul>
General Outcome Measure Assessments	<ul style="list-style-type: none"> <li>Measure specific normed criteria in general skill areas (e.g., phonemic awareness, phonics, reading fluency)</li> <li>Include timed measures</li> <li>Provide data on students' response to intervention and progress toward grade-level benchmark expectations</li> </ul>	Scores on skill-area progress monitoring probes accompanying universal screening assessments (e.g., number of words decoded correctly in one minute)	

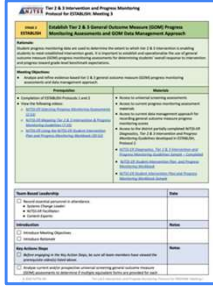


42

Progress Monitoring Assessment Tools for Tier 2 & 3 Interventions			
Type	Description/Use	Data Collected	Example
Skill-Specific Mastery Assessments	<ul style="list-style-type: none"> <li>Measure specific short-term target performance on skills targeted by the intervention</li> <li>Occur simultaneously with instruction</li> <li>Provide immediate data to inform next intervention instruction, determining student understanding of a skill</li> </ul>	Scores on skill-specific	<p>Cumulative skill mastery measures:</p> <ul style="list-style-type: none"> <li>• Skill-specific decoding (i.e., sound, word, phrase, sentence, passage)</li> <li>• Skill-specific spelling dictation (i.e., sound, word, phrase, sentence, passage)</li> </ul>
General Outcome Measure Assessments	<ul style="list-style-type: none"> <li>Measure specific general skill areas (e.g., awareness, phonics, fluency)</li> <li>Include timed measures</li> <li>Provide data on student progress toward grade-level expectations</li> </ul>		<p>Skill-area probes:</p> <ul style="list-style-type: none"> <li>• Phoneme Segmentation Fluency</li> <li>• Nonsense Word Fluency</li> <li>• Oral Reading Fluency</li> </ul>

43

### General Outcome Measure (GOM) Assessments and Data Management Approach



**ESTABLISH, Protocol 3:**

- Guidance for selection of general outcome measures and data management approach
- Link to *NJTSS-ER Student Intervention Planning and Progress Monitoring Workbook*
- Multiple video supports

44

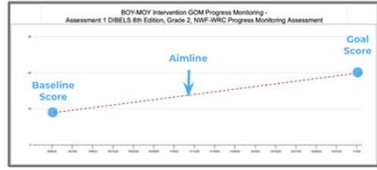
### General Outcome Measure (GOM) Assessments and Data Management Approach

- Automatically calculates a rate of improvement (ROI)

45

### General Outcome Measure (GOM) Assessments and Data Management Approach

- Automatically calculate a rate of improvement (ROI)
- Generates a graph visualizing an aimline

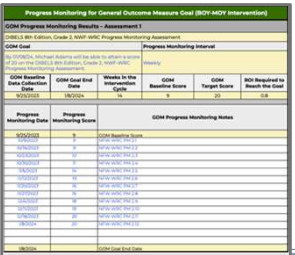


Detail from NJTSS-ER Student Intervention Planning and Progress Monitoring Workbook

46

### General Outcome Measure (GOM) Assessments and Data Management Approach

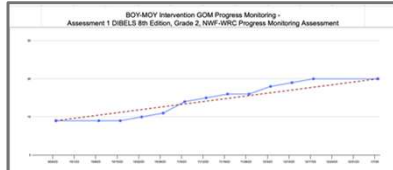
- Automatically calculate a rate of improvement (ROI)
- Generates a graph visualizing an aimline
- Supports the recording of general outcome (GOM) scores across an intervention cycle.



47

### General Outcome Measure (GOM) Assessments and Data Management Approach

- Automatically calculate a rate of improvement (ROI)
- Generates a graph visualizing an aimline
- Supports the recording of general outcome (GOM) scores across an intervention cycle.
- Visually graphs student data relative the aimline.



48

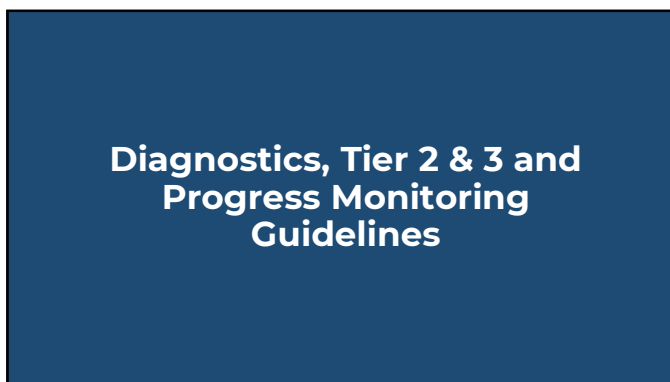




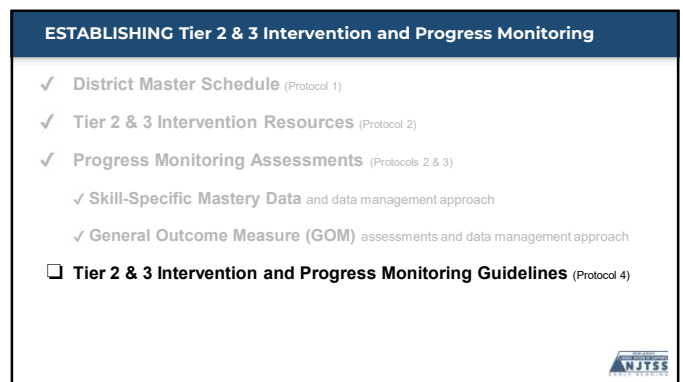
49



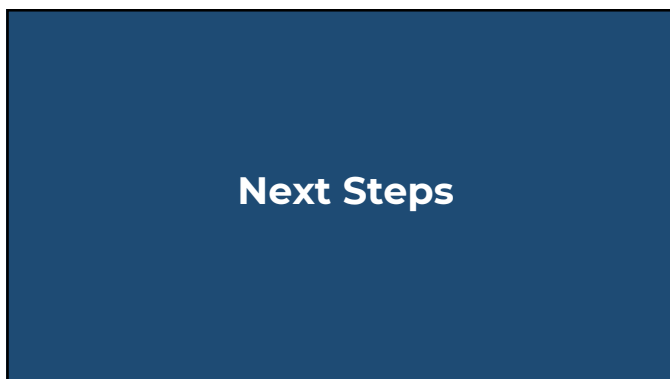
50



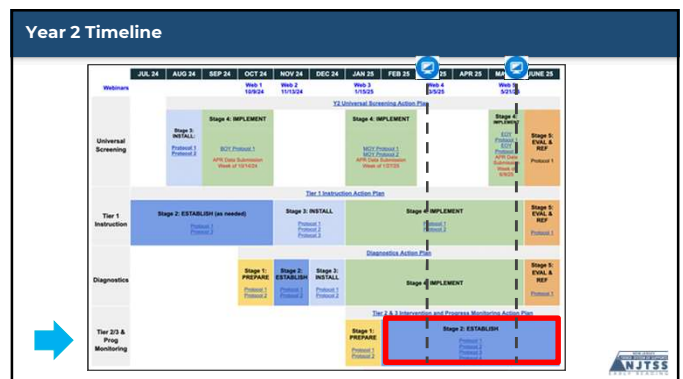
51



52




53



54

### What's Next?



ESTABLISHING Tier 2 & 3 Intervention and Progress Monitoring	Consultative Check-Ins
<ul style="list-style-type: none"> <li><input type="checkbox"/> District Master Schedule</li> <li><input type="checkbox"/> Tier 2 &amp; 3 Intervention Resources</li> <li><input type="checkbox"/> Progress Monitoring Assessments               <ul style="list-style-type: none"> <li><input type="checkbox"/> Skill-Specific Mastery Data and data management approach</li> <li><input type="checkbox"/> General Outcome Measure (GOM) assessments and data management approach</li> </ul> </li> <li><input type="checkbox"/> Tier 2 &amp; 3 Intervention and Progress Monitoring Guidelines</li> </ul>	<p><b>Implement Fall 2025</b></p> <p><b>Weeks of 4/21 &amp; 4/28</b></p> <p>Focus on any of these areas based on your district's needs.</p>



55

### What's Next?



- Next webinar: **May 20**
  - Focused on installing *Tier 2 & 3 Intervention & Progress Monitoring*
  - Work on Tier 2 & 3 ESTABLISH, Protocols 1-4 prior to May webinar
- Consultative Check-Ins (CC-I) scheduled for the weeks of April 21st and April 28th
  - Please sign up for a check-in date by **March 14th**

56

### What's Next?

- Next webinar: **May 21**
  - Focused on installing *Tier 2 & 3 Intervention & Progress Monitoring*
  - Work on Tier 2 & 3 ESTABLISH, Protocols 1-4 prior to May webinar
- Consultative Check-Ins (CC-I) scheduled for the weeks of April 21st and April 28th
  - Please sign up for a check-in date by **March 14th**

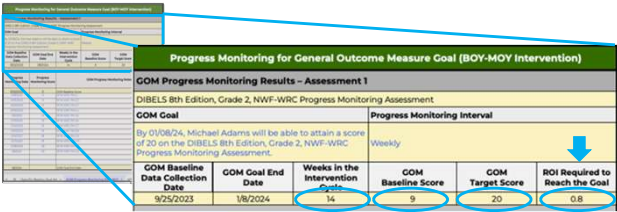
57

# Thank You!


58

### GOM Data Management Approach Capabilities

Automatically calculates a student's rate of improvement (ROI):



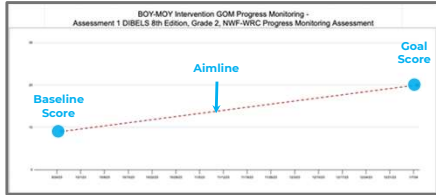
Detail from NJTSS-ER Student Intervention Planning and Progress Monitoring




59

### GOM Data Management Approach Capabilities

Generate a graph visualizing an aimline:



Detail from NJTSS-ER Student Intervention Planning and Progress Monitoring Workbook



60

### GOM Data Management Approach Capabilities

Supports the recording of GOM scores across an intervention cycle; across a SY:

Detail from NJTSS-ER Student Intervention Planning and Progress Monitoring Workbook

61

### GOM Data Management Approach Capabilities

Visually graphs student data relative to the aimline:

Detail from NJTSS-ER Student Intervention Planning and Progress Monitoring Workbook

62

**Program Measure #2-A**  
**School/District NJTSS-ER Implementation Map**

School/District:

**School/District NJTSS-ER**  
**K-3 Implementation Map**

Year 1	Year 2	Year 3
<b>Universal Screening</b>		
Dates:	Dates:	Dates:
Used in: <input type="checkbox"/> pilot classrooms (screeners: ) <input type="checkbox"/> all classrooms (screeners: )	Used in: <input type="checkbox"/> pilot classrooms (screeners: ) <input type="checkbox"/> all classrooms (screeners: )	Used in: <input type="checkbox"/> pilot classrooms (screeners: ) <input type="checkbox"/> all classrooms (screeners: )
Used with all students in each participating classroom in: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3	Used with all students in each participating classroom in: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3	Used with all students in each participating classroom in: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3
Skills are assessed based on screening mapping tool <input type="checkbox"/> Yes <input type="checkbox"/> No (attach screening mapping tool)	Skills are assessed based on screening mapping tool <input type="checkbox"/> Yes <input type="checkbox"/> No (attach screening mapping tool)	Skills are assessed based on screening mapping tool <input type="checkbox"/> Yes <input type="checkbox"/> No (attach screening mapping tool)
Same assessment form administered to all students within a grade level <input type="checkbox"/> Yes <input type="checkbox"/> No	Same assessment form administered to all students within a grade level <input type="checkbox"/> Yes <input type="checkbox"/> No	Same assessment form administered to all students within a grade level <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Scope and Sequence/Curriculum Map</b>		
Dates:	Dates:	Dates:
Scope and sequence for teaching specific skills is formalized for: K: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G1: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G2: <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G3: <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	Scope and sequence for teaching specific skills is formalized for: K: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G1: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G2: <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G3: <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	Scope and sequence for teaching specific skills is formalized for: K: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G1: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G2: <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co G3: <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co
Curricula being used are mapped onto the scope and sequence: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully (attach curriculum map)	Curricula being used are mapped onto the scope and sequence: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully (attach curriculum map)	Curricula being used are mapped onto the scope and sequence: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully (attach curriculum map)

## School/District NJTSS-ER K-3 Implementation Map

Diagnostics/Inventories		
Dates:	Dates:	Dates:
Mapped onto scope and sequence: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully	Mapped onto scope and sequence: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully	Mapped onto scope and sequence: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully
Used in: <input type="checkbox"/> pilot classrooms <input type="checkbox"/> all classrooms	Used in: <input type="checkbox"/> pilot classrooms <input type="checkbox"/> all classrooms	Used in: <input type="checkbox"/> pilot classrooms <input type="checkbox"/> all classrooms
Used with <i>all</i> students below benchmark: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3	Used with <i>all</i> students below benchmark: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3	Used with <i>all</i> students below benchmark: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3
Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph	Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph	Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph Diagnostic: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3   Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph
Tier 1 Literacy Block – Core Whole Group Instruction		
Dates:	Dates:	Dates:
Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co

## School/District NJTSS-ER K-3 Implementation Map

Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co
Lesson-plan based instruction includes... review of previous skills: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 explicit, direct instruction of new skills: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 modeling, examples: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3: independent practice: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 check for understanding: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3	Lesson-plan based instruction includes... review of previous skills: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 explicit, direct instruction of new skills: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 modeling, examples: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3: independent practice: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 check for understanding: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3	Lesson-plan based instruction includes... review of previous skills: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 explicit, direct instruction of new skills: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 modeling, examples: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3: independent practice: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 check for understanding: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3
Lesson plans are consistently implemented: <input type="checkbox"/> don't know <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lesson plans are consistently implemented within each grade: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lesson plans are consistently implemented within each grade: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Lessons are mapped onto the scope and sequence, including supplements: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lessons are mapped onto the scope and sequence, including supplements: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lessons are mapped onto the scope and sequence, including supplements: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Fidelity of lesson implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of lesson implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of lesson implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
<b>Tier 1 Literacy Block – Small Group Differentiated Instruction</b>		
Dates:	Dates:	Dates:
15-min student groups are determined by diagnostics (attach sample grouping sheet): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	15-min student groups are determined by diagnostics (attach sample grouping sheet): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	15-min student groups are determined by diagnostics (attach sample grouping sheet): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always

### School/District NJTSS-ER K-3 Implementation Map

Group lessons focus on specific skills with attention to phonological awareness, phonics, and word analysis aligned with the scope and sequence (attach sample lesson plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Group lessons focus on specific skills with attention to phonological awareness, phonics, and word analysis aligned with the scope and sequence (attach sample lesson plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Group lessons focus on specific skills with attention to phonological awareness, phonics, and word analysis aligned with the scope and sequence (attach sample lesson plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
The stations when not meeting with teacher are related to small group focus: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	The stations when not meeting with teacher are related to small group focus: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	The stations when not meeting with teacher are related to small group focus: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Lesson plans are developed and scheduled for rotating small groups (attach sample weekly plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lesson plans are developed and scheduled for rotating small groups (attach sample weekly plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lesson plans are developed and scheduled for rotating small groups (attach sample weekly plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Fidelity of lesson implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of lesson implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of lesson implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
<b>Tier 2 Intervention</b>		
Dates:  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	Dates:  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized	Dates:  Program: <input type="checkbox"/> K <input checked="" type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co <input type="checkbox"/> Standardized <input type="checkbox"/> Individualized

### School/District NJTSS-ER K-3 Implementation Map

<input type="checkbox"/> Standardized <input type="checkbox"/> Individualized	<input type="checkbox"/> Standardized <input type="checkbox"/> Individualized	<input type="checkbox"/> Standardized <input type="checkbox"/> Individualized
Groups are determined by diagnostics: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Groups are determined by diagnostics: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Groups are determined by diagnostics: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
30-min intervention is at least 3 days a week for each group of 6 or less students: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	30-min intervention is at least 3 days a week for each group of 6 or less students: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	30-min intervention is at least 3 days a week for each group of 6 or less students: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Interventions are skill-focused and considered within the scope and sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Interventions are skill-focused and considered within the scope and sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Interventions are skill-focused and considered within the scope and sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Lesson plans are developed and scheduled for rotating small groups (attach sample weekly plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lesson plans are developed and scheduled for rotating small groups (attach sample weekly plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Lesson plans are developed and scheduled for rotating small groups (attach sample weekly plan): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
If <u>individualized</u> approach, groups are created and adjusted with customized skill foci based on individuals' skill needs: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always If <u>standardized</u> approach, groups follow a common skill sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	If <u>individualized</u> approach, groups are created and adjusted with customized skill foci based on individuals' skill needs: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always If <u>standardized</u> approach, groups follow a common skill sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	If <u>individualized</u> approach, groups are created and adjusted with customized skill foci based on individuals' skill needs: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always If <u>standardized</u> approach, groups follow a common skill sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Fidelity of intervention implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of intervention implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of intervention implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Once mastery is obtained based on established criteria, students exit intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Once mastery is obtained based on established criteria, students exit intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Once mastery is obtained based on established criteria, students exit intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
<b>Tier 3 Intervention</b>		
Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program:	Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program:	Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program:



## School/District NJTSS-ER K-3 Implementation Map

<input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	<input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co	<input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co  Program: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> FI <input type="checkbox"/> Vo <input type="checkbox"/> Co
45-min student intervention is determined by diagnostics for each group of 1-3 students: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	45-min student intervention is determined by diagnostics for each group of 1-3 students: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	45-min student intervention is determined by diagnostics for each group of 1-3 students: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Intervention is daily for each group: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Intervention is daily for each group: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Intervention is daily for each group: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Interventions are skill-focused and considered within a scope and sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Interventions are skill-focused and considered within a scope and sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Interventions are skill-focused and considered within a scope and sequence: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
A schedule is maintained for intervention (attach sample schedule): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	A schedule is maintained for intervention (attach sample schedule): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	A schedule is maintained for intervention (attach sample schedule): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Fidelity of intervention implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of intervention implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Fidelity of intervention implementation is checked multiple times throughout the year: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Once mastery is obtained based on established criteria, students exit intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Once mastery is obtained based on established criteria, students exit intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Once mastery is obtained based on established criteria, students exit intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
<b>Progress Monitoring at Tiers 2 and 3</b>		
PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF	PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF	PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF PM Assessment: Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/> ORF

## School/District NJTSS-ER K-3 Implementation Map

(attach progress monitoring tool map)	(attach progress monitoring tool map)	(attach progress monitoring tool map)
Repeated assessments designed for progress monitoring are used for those receiving tier 2 and 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Repeated assessments designed for progress monitoring are used for those receiving tier 2 and 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Repeated assessments designed for progress monitoring are used for those receiving tier 2 and 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Progress monitoring is conducted weekly or biweekly: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Progress monitoring is conducted weekly or biweekly: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Progress monitoring is conducted weekly or biweekly: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Progress is charted visually for each student: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Progress is charted visually for each student: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Progress is charted visually for each student: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Charts contain aim and trend lines and goal to determine progress: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Charts contain aim and trend lines and goal to determine progress: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Charts contain aim and trend lines and goal to determine progress: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
<b>Response to Intervention Decisions</b>		
Both implementation fidelity and student progress are considered: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Both implementation fidelity and student progress are considered: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Both implementation fidelity and student progress are considered: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
The Tukey or 4/5-point rule is applied to student data when making intervention decisions: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	The Tukey or 4/5-point rule is applied to student data when making intervention decisions: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	The Tukey or 4/5-point rule is applied to student data when making intervention decisions: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Intervention is continued or faded for students responding: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Intervention is continued or faded for students responding: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Intervention is continued or faded for students responding: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Intervention is changed/alterd when fidelity is high and student progress is insufficient to meet goal: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Intervention is changed/alterd when fidelity is high and student progress is insufficient to meet goal: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Intervention is changed/alterd when fidelity is high and student progress is insufficient to meet goal: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
<b>Training/Support</b>		

### School/District NJTSS-ER K-3 Implementation Map

Staff receive coaching/training sufficient to administer and interpret screening/diagnostic assessments: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Staff receive coaching/training sufficient to administer and interpret screening/diagnostic assessments: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Staff receive coaching/training sufficient to administer and interpret screening/diagnostic assessments: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:
Homeroom teachers, assistants/aides, and other staff receive coaching/training in skill-focused tier 1 whole and small-group instruction: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Homeroom teachers, assistants/aides, and other staff receive coaching/training in skill-focused tier 1 whole and small-group instruction: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Homeroom teachers, assistants/aides, and other staff receive coaching/training in skill-focused tier 1 whole and small-group instruction: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:
Interventionists receive coaching/training in skill-focused tier 2 and 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Interventionists receive coaching/training in skill-focused tier 2 and 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Interventionists receive coaching/training in skill-focused tier 2 and 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:
Staff receive coaching/training in making screening/diagnostic/RTI decisions: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Staff receive coaching/training in making screening/diagnostic/RTI decisions: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:	Staff receive coaching/training in making screening/diagnostic/RTI decisions: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers:
<b>Family Engagement</b>		
Families are informed about NJTSS in early reading and its implementation in the school: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Families are informed about NJTSS in early reading and its implementation in the school: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Families are informed about NJTSS in early reading and its implementation in the school: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Families receive information and have opportunities to participate in events to promote their support for reading at home: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Families receive information and have opportunities to participate in events to promote their support for reading at home: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Families receive information and have opportunities to participate in events to promote their support for reading at home: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Families are informed when their students are participating in tier 2 or 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Families are informed when their students are participating in tier 2 or 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Families are informed when their students are participating in tier 2 or 3 intervention: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Families are involved in supporting their students when participating in tier 3 intervention:	Families are involved in supporting their students when participating in tier 3 intervention:	Families are involved in supporting their students when participating in tier 3 intervention:

**School/District NJTSS-ER**  
**K-3 Implementation Map**

<input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	<input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	<input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always
Communications with families are sensitive to language needs: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Communications with families are sensitive to language needs: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always	Communications with families are sensitive to language needs: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always

## Program Measure #2-B

### Sample Intervention Fidelity Checklist

[← Back To Catalog](#)
**A2.10 Phonemic Awareness: Phoneme Substitution**
×

USE THIS INTERVENTION

#### Description

Students learn to substitute one sound (phoneme) in the initial, final, or medial position for another sound in a word and say the new word.

#### Purpose

This intervention is intended as a supplemental (i.e., tier 2) intervention for students who have not mastered the phonemic awareness task of phoneme substitution.

#### Preparation

Materials: Download or print the intervention, organize materials ahead of time (e.g. print Student Response Sheet). Instruction: Read the introduction to build background of the concept. Preview instruction for more information aligned to each step below.  
Assessment: Preview assessment opportunities to guide the pacing of the intervention, which will be determined, by students' level of demonstrated understanding.

#### Prerequisites

- Phoneme Isolation (beginning, final, medial)
- Phoneme Blending
- Phoneme Segmentation

#### Checklist Items

**Teaching the Concept/Skill**

**Step 1**
Connect previously taught concepts to the new concept.

**Step 2**
Explicitly state the new sound concept and skill.

**Guided Practice**

**Step 3**
Modeling substituting one sound for another in a word and saying the new word.

**Step 4**
Provide guided practice with concept questioning for students to substitute one sound for another in a word and saying the new word.

**Step 5**
Provide academic praise for successful responses and corrective feedback to address student errors though modeling of articulation and additional practice.

**Step 6**
Stop and Check: Assess students' accurate application with target concept/skill and use results to plan next steps (e.g., plan for more instruction on sound concept, move to independent practice).

**Independent Practice**

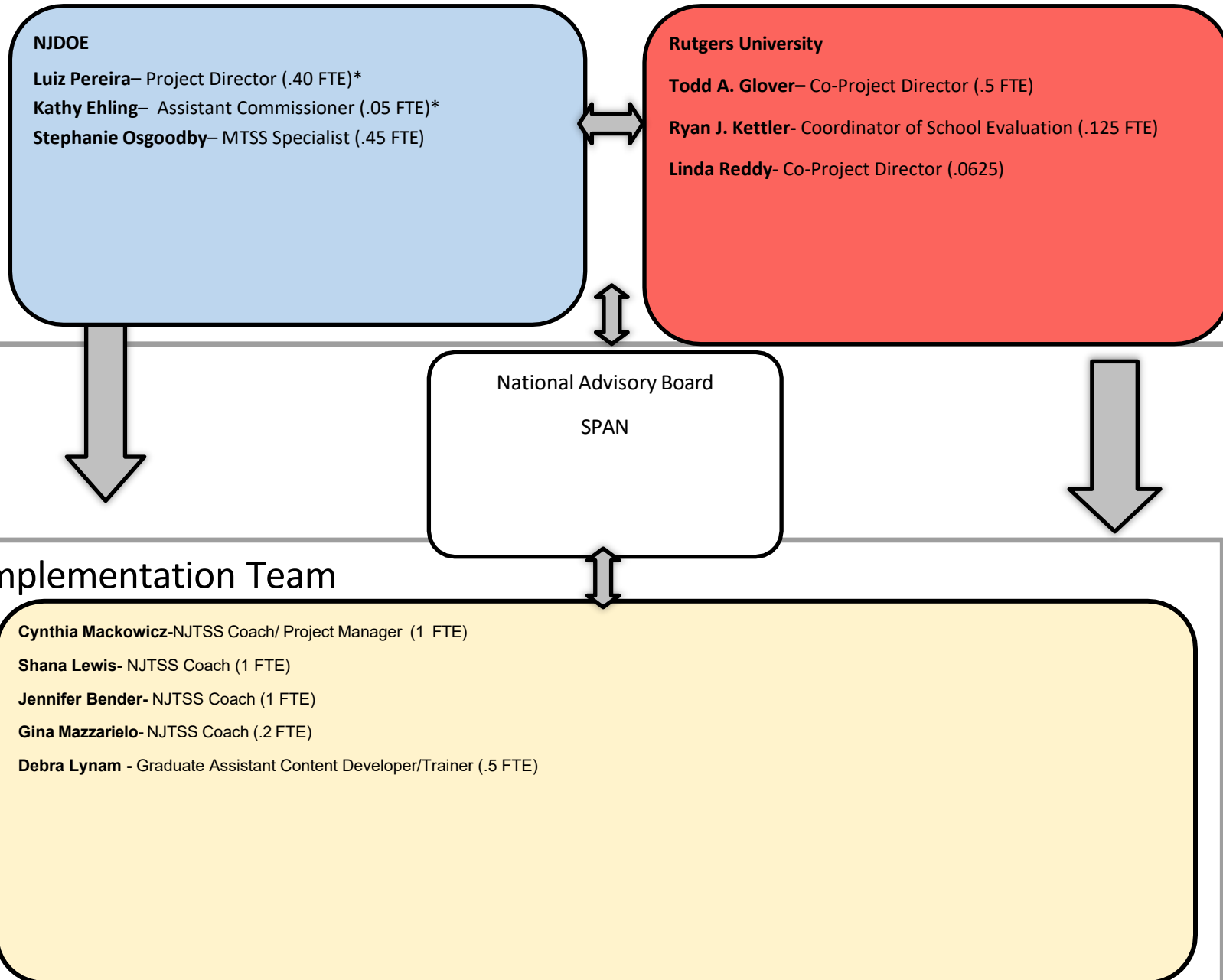
**Step 7**
Model the activity using think alouds to explain process.

**Step 8**
Provide independent practice for students to substitute one sound for another in a word and say the new word.

**Step 9**
Provide academic praise for successful responses and corrective feedback to address student errors though modeling of articulation and additional practice.

**Step 10**
Assess and Plan: Assess students' ability to substitute one sound for another in a word and say the new word, and use results to plan next steps (e.g. plan for more instruction on target concept/skill, move to next concept/skill).

## NJTSS State Team— February 2024—2021 SPDG



## Excerpt from Rutgers MOU

**MEMORANDUM OF UNDERSTANDING  
FOR PROFESSIONAL SERVICES  
between**

**THE NEW JERSEY DEPARTMENT OF EDUCATION**

**and**

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**

## **I. BACKGROUND AND INTENT**

The New Jersey Department of Education (NJDOE) wishes to enter into a Memorandum of Understanding (MOU) with Rutgers, The State University of New Jersey (Rutgers), which is a public institution of higher education, to continue the collaboration initially established in 2016 under the New Jersey Tiered System of Supports for Early Reading Project (NJTSS or NJTSS-ER). Rutgers will provide consultation, training, technical assistance, and resource development to further assist the NJDOE in completing grant activities described in the NJDOE's proposal for the 2021 Federal State Personnel Development Grant.

## **II. SCOPE OF WORK**

The scope of work, protocol, and budget to be followed in implementing the project are described in the Work Plan attached hereto and incorporated herein (Attachment A - Work Plan, Attachment B - Budget).

## **III. TERM OF AGREEMENT**

This MOU becomes effective upon execution by both the Commissioner of Education and the authorized representative of Rutgers, The State University of New Jersey and shall remain in full force until September 30, 2026.

## **IV. PROJECT ADMINISTRATION**

### **Source of Funds to Rutgers from NJDOE**

This 5-year agreement will be paid with funds from the 2021 OSEP State Personnel Development Grants Program (SPDG) (CFDA # 84.323A), and Year I of this agreement will be paid for using funds from the current state fiscal year award: State Fiscal Year 2022, account 22-100-034-5065-092-HRID-3620-2002: FAIN # H323A210011. Subsequent years of this agreement will require an annual amendment to revise and update the account number and funding activities incorporated in this agreement.

### **Rights and Obligations of the New Jersey Department of Education**

1. Contract amount and payment schedule. The NJDOE shall pay a maximum fee of \$5,061,941 to Rutgers for all deliverables set forth in the below chart and all tasks described in Attachment A. Costs associated with the deliverables and the tasks may include, but are not limited to, salaries, fringe



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award # (11 characters): **H323A210011**

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**SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)**

1. Explanation of why G5 draw-downs do not match expenditures reported on the 524B.
  - In part, the reported expenditures do not match the G5 draw-downs for the reporting budget period of 3/01/2024 to 2/28/2025 because there were funds that were obligated but not drawn-down as of 02/28/2025 due to the NJDOE draw-down schedule.
  - The spending rate for Year 4 increased as Rutgers continues to implement the contractual agreement aligned to the funded proposal. Rutgers is reimbursed quarterly for work being performed in the agreement. There will always be a delay in the drawdowns when comparing actual expenditures to the amounts reflected in the G5 system.
  
2. Do we expect to have unexpended funds at the end of the current budget period?
  - Yes, please see the chart below question number 4.
  
3. Reason for unexpended funds during the reporting period.
  - As described above, the NJDOE's draw-down schedule does not align with the reporting period for the State Personnel Development Grant (SPDG).
  - Activities outlined in the contract agreement between Rutgers and the NJDOE are being completed through the remainder of the agreement, which extends through 9/30/2025.
  - The work that is being paid for would fall within the funds draw-down period, even though the payment will fall outside that period. The most recently received but not yet approved payment is reflected in the anticipated commitments funds in the chart below because it will process outside of the reporting period.



## 4. How will these funds be used in the next period?

\*Projected expenditures through September 30, 2025

Category	Actuals - Total Funds drawn down from 3/1/2024 through 02/28/2025	Anticipated commitments from 03/01/2025 until 09/30/2025	Carryover into next grant year	Explanation of anticipated commitments
Personnel	\$39,976.26	\$127,241.92		NJDOE employee serves as project manager and will continue through the remainder of the agreement
Contractual	\$963,605.39	\$983,043.89		Complete activities outlined in the contract agreement between contractual partners (Rutgers, SIGnetwork, LEA reimbursements, and NJSPAN agreement) and the NJDOE through the remainder of the agreement, which extends through 09/30/2025.
Other	\$1,805.42	\$1,448.28		Statewide Personnel Development Grant support activities, travel, materials & supplies.
Indirect Costs	\$4,350.08	\$1,962.78		
Total Costs	\$1,009,737.15	\$1,113,696.87		
Projected Expenditure Percentage through 9/30/2025	3,401,979.52 / 4,579,311 = ~74%			
Projected Carryover	\$1,177,331.48			

- Explanation of anticipated commitments in chart above:

As we fully support an FTE with SPDG funds, carryover funding will be dedicated to funding this position. In addition, carryover funds will support operating costs, including the Rutgers Agreement, Statewide Parent Advocacy Network Cooperative Agreement, SIGnetwork expenses, direct and indirect charges, and travel costs for SPDG personnel. The Rutgers agreement was recently amended to account for increased costs for personnel due to wage and fringe increases.