

LEA~SETPD LEA Session
Participant Questions from Webcast
September 25, 2008

1. Merced COE: The SETPD grant is dealing with children in IEPs. Does this mean that by definition they are in Tier 3? If so, does this mean they are more appropriately served by an intervention, or is the core program still appropriate?

There are many factors to consider when making decisions about which program will best meet the needs of individual students. Some students with IEPs may not require placement in a state-adopted intensive intervention program and will benefit most by placement in the district-adopted core program with additional time for instructional support and practice (Tier 2). Note that the *SETPD Guidelines* require an additional 30 minutes for strategic intervention for students placed in a Resource Specialist Program (RSP) and an additional 30 to 60 minutes daily for strategic intervention for students served in Special Day Classes (SDC).

Students in grades four and above (with and without IEPs) who are two or more years below grade level will benefit most by placement in a state-adopted, accelerated, intensive intervention program and provided with 2 ½ to 3 hours of daily instruction (Tier 3). The proper placement of students in an intervention program is critical to the academic success of students. It is recommended that the results of the intensive intervention placement test provided by the program publisher and other state and district assessment information be considered to ensure correct placement in the program. In summary, student with IEPs do not necessarily need Tier III intervention. In-depth core instruction with a strong emphasis on effective initial instruction is always the first step, but additional differentiation/intervention should be considered if ongoing progress monitoring assessments indicate that the student is not progressing.

2. Palmdale: #8 states that RSP students had "protected instructional time-minimum of 2/12 hours and 30-45 minutes (RSP) does that mean 30-45 minutes in addition to or included in the 2/12 hours? If it is additional, then when would that be? Students would be missing core curriculum in some other area. What is a practical response?

Research shows that students who are struggling to learn to read will fall further and further behind and will struggle not only with reading but also

in all core subject areas. Teaching students to read must be among the highest priorities of each district, school, and classroom. This means that human and fiscal resources and precious instructional time must be prioritized to support all students who are experiencing reading failure. If one of our major goals is to enable students to access, apply, and communicate content information independently, such as when content knowledge is tested on summative tests and students are required to read complex questions and passages, then we must at least give consideration to the primacy of reading instruction as the tool all students need to acquire information independently. There is no easy answer to this question, except to say that the ultimate decision for whether additional instructional time will be provided before, during or after school rests with the district and the needs of individual school sites.

3. Palmdale: As a reading coach how can I best serve my special education teacher who is teaching 4 grade levels? How can I take the OCR program and take out the elements she needs to teach-OCR says it is all essential-how can she teach all the standards from four grade levels in one 5 1/2 hour day?

No teacher can be expected to adequately implement an instructional program at four different grade levels in a way that will meet the needs of his/her students. In order to better meet the needs of student's school leaders may consider grouping students across classrooms within a grade and across grades to create more homogeneous classes for reading-language arts instruction to create classes where students are within one to two grade-level spans. In considering program placement for special education students, it is necessary to consider both students' grade levels and their instructional level in reading. Data about the student's instructional level might provide some guidance in making decisions about which levels to use and how to group the students for instruction. It is also likely that some of these students may benefit from placement in a state-adopted intensive intervention program while others may be best placed in a core program and provided with extra time and support. These issues are excellent issues to be raised and discussed by the SETPD Leadership Team and district administration

4. Del Norte USD: Are Special Education teachers using the two adopted language arts programs or are they using other programs?

The *SETPD Assurances* and *SETPD Guidelines* require that each district

fully implement as designed the district's state-adopted kindergarten through grade six (K-6) core reading/language arts program, K-6 Alternate Spanish Format, or a state-adopted intensive intervention program (grades 4 and above).

5.SDCOE: What if general education teachers are not using the program (or strategies) with fidelity and/or consistency? How should/can RSP teachers create coherence for their students if there is no foundation? It will not be possible for a single RSP teacher to overcome incoherent and inconsistent instructional practices in general education classrooms. School leaders in this case need to focus on full implementation of the district-adopted reading-language arts and intensive intervention programs as the highest priority for the school. SETPD requires leadership teams where these issues can be discussed as a group, and there are resources available through the RTAC and professional development options that offer support. These issues are excellent issues to be raised and discussed by the SETPD Leadership Team and district administration.

6.Sacramento COE: At our table, conversation focused on Snapshot #3. Here is our question: Why would a site choose to place a 4th grade class in core instruction that is one or two years below grade level when the state adopts intensive intervention programs specifically designed for 4-8 grades who are two or more years below grade level? Grade 4 students who are 2 or more years below grade level will probably benefit most by being placed in a state-adopted accelerated intensive intervention program. Using this approach, students are more likely to receive instruction at his/her instructional level and will have the opportunity to advance 1 to 2 grade levels each year. However, the reality of the situation is that not all districts have intensive interventions in place at this time, so the option provided in Snapshot #3 might have to be a pragmatic district/site decision.

7. Alameda COE: It would be helpful to hear more about pacing guides for Special Ed Classrooms. How could we help the teachers see it as helpful rather than just covering what's on the pacing guide. Pacing guides provide teachers with guidance/support to promote instruction that is paced to ensure students are given the opportunity

receive instruction in all parts of the adopted program. Pacing guides increase consistency of teaching across schools and continuity of teaching within and across grades. Common pacing also facilitates collaborative planning and lesson study among grade-level teachers and helps to support the successful implementation of coordinated school and district-wide progress monitoring assessments. Contact your Regional Technical Assistance Center (RTAC) Director for technical support in developing a pacing guide for SDCs. When appropriate site/district pacing schedules are found, they will be posted on the Reading Lions website, and the RTAC can also provide support in this area.

8.San Bernardino COE: Vocabulary slide - Wonderful bullet points. Underscores that vocabulary is a huge piece of comprehension. Also underscores that having students copy definitions out of a dictionary and make up a sentence are not the most powerful strategies for any student, especially RSP, EL below basic. So why do teachers still do this? This is not the message we have modeled in my district for years, but we still see so much rote on vocabulary drills, not a focus on root meanings or structural analysis. As a coach, I feel like I am beating my head against a wall. I model, share co-plan, train, coach, but I don't see the more powerful vocabulary strategies practical systemically. Do you have any suggestions for higher level vocabulary and word study that will allow teachers to internalize more powerful strategies?

There are several resources developed for Reading First administrators, coaches, and teachers that will help support vocabulary instruction. Please consult your RTAC Director for suggestions.

9.Sacramento COE: Should PRETEACHING be stressed more than RETEACHING to support the success of struggling students?

Pre-teaching and re-teaching both have a place in good instruction and both are valuable in different situations.

Pre-teaching can support student success by providing or activating background knowledge or teaching critical skills, strategies, and/or vocabulary before it is introduced in whole group instruction.

Re-teaching provides students who require more or different instruction the extra support they need to learn and retain new information and/or master new skills and strategies.

10.Merced COE: What books, journal articles, and other sources of information would you recommend to learn more about effective reading instruction, differentiation, and instructional coaching?

We will be posting resources on our Website in the near future.

11.Merced COE: Please answer this with detail, specificity and breadth: How exactly do teachers use data to inform daily instruction and to create short and long-term goals?

For technical assistance on the use of data to inform instruction, contact the RTAC Director in your region. Also there is more legislation that has just passed regarding SB 472 and data analysis.

12.Los Angeles COE: Is there any research you would recommend reading on the topic.

We will be posting resources on our website in the near future.

13.San Bernardino COE: The classroom snapshots are useful as this differentiation piece is where teachers and coaches struggle. Particularly, RSP can be spread pretty thin.

Learning to manage instructional time by planning for and delivering whole and small/flexible group instruction is an important and challenging skill for teachers to learn. Through Teacher Institutes, coaching, grade level collaboration, and other teacher professional development opportunities, teachers will learn the strategies they need to meet this challenge. In addition, your RTAC Director can offer technical support in ways in which teachers can manage large numbers of students who require additional/small group instruction.

14.SDCOE - Room 307: Name of Stiggins article re: raising student confidence? I would love to read the article! Thanks!

Resources will be posted on our website in the near future.

15.Santa Barbara COE: Could you please recommend good staff development materials to train Special Education teachers how to use "scaffolding"?

Your RTAC Director can offer technical support on effective techniques for scaffolding instruction.

16.Santa Barbara COE: Should we start using the term "specialized academic instruction" instead of the placement terms (SOL) (RSP)?
This would be up to your district and the SETPD Leadership Team.

17. Santa Barbara COE: Could we use the SETPD model to train Special Education teachers on the key standards that are being covered on the California modified assessment? (Grades 3-5) 2007-2008 (15 Year)
No, this would not be an allowable use of funds.

18.Santa Barbara COE: When will the CDE provide clear guidance regarding appropriate assessments that correlate with the CA instructional standards? Assessments currently used for LD eligibility do not correlate.
Assessments that correlate with the CA instructional standards are the CSTs and CMAs. The assurances state: Sites are to use 6 - 8 week skills assessments for the K-3 core reading/language arts programs or the publisher assessments for the intensive intervention programs.

CDE will require data for the program external evaluation which will include CSTs, CMAs at the grade level and pre/post assessments of specific reading skills at instructional level.

If a 4th grader is receiving intensive intervention, they receive grade level standards at various grade levels as their skills/instructional levels increase. Although students in intensive intervention may not demonstrate mastery of grade level standards initially, our goal must be to accelerate their acquisition of reading skills so they may eventually meet grade level standards in all content areas.)

19.Santa Barbara COE: If the pacing for Special Education should cover 50% of curriculum, what 6-8 week assessments should we be using? SCOE assessments are developed by theme (1-5), so are we required to use them for SDC classes K-5?
The SETPD Assurances and Guidelines do not specify which 6-8 week skills assessments (curriculum-embedded) should be used. However, there are

only two options – the end-of-unit assessments available through the publishers of your district-adopted reading-language arts program or the *Reading First Six to Eight Week Skill Assessments* available through the Reading Lions Center (<http://www.calread.net/assessments/index.html>). As noted in the SETPD Guidelines, these assessments are driven by the content of what is taught in the instructional program and not by a general or key set of standards benchmarks.

If a district uses a pacing plan that provides instruction in all the lessons within a unit and includes all of the units in the program, then the assessments for each unit should be administered as soon as each unit is completed (every 6 to 8 weeks). Districts who choose this option will most likely need to increase the daily RLA instructional block in SDC classrooms to provide more time for instruction and practice. The benefit for students in this approach is that all teachers in all instructional settings are pacing instruction to ensure that all students have access to the full comprehensive instructional program and students are given the time and instruction they need to be successful. Another benefit of this approach is that general and special education teachers will have more meaningful opportunities to collaboratively work on lesson planning and the analysis of student progress monitoring information because they are using a common pacing guide and are therefore planning and reflecting of the same lessons.

Districts that choose to fully teach only a portion of the lessons within a given unit or to slow the pace of instruction down to include only 50% of the program (the first three units), the issue of when and how to conduct progress monitoring becomes more challenging. If the pace of instruction is slowed by 50% and only three of the six units are taught during the year, then the length of time between progress monitoring assessments (12 to 16 weeks rather than 6 to 8 weeks) will limit the availability and timeliness of important information needed to plan and modify instruction to meet the needs of students.

Finally, if a district chooses to teach all of the units in the program but only teach three selected lessons of the six in a given unit, teachers and students will face progress monitoring assessments that will assess skills that may not have been taught.

20. Alameda COE: What progress monitoring assessments are we using for SETPD? Also pre/post assessments?

The LEA has the choice using of 6 - 8 week core publisher assessments or 6 - 8 week skills assessments as described in the above question. CDE will provide pre/post assessment requirements in the near future.

21. Sacramento COE: Would 2nd-3rd grade core materials be developmentally appropriate for older students?

Preferably, older students will be placed in state-adopted intervention programs that provide appropriate reading materials.

22. Santa Barbara COE: Is there conflict between types of assessment used for "LD" eligibility and types of assessments used for monitoring effective instruction?

Districts need to understand the purposes of and differences between assessments used to determine eligibility for special education and the curriculum/criterion – based assessments used to monitor student progress and provide teachers with feedback about the effectiveness of their instruction.

23. Santa Barbara COE: Guidance from the CDE regarding RtI?

VCSELPA is waiting for CDE guidelines regarding use of RtI model for assessment and instruction.

Some guidance will be available soon from CDE. There are many resources on the web and on the CDE website. Large and small LEAs are already using an RtI model....Elk Grove and Fresno for example.

24. Santa Ana Unified: What are some effective delivery systems for in-classroom differentiated intervention for Tier I students?

There are resources within the core offered in both programs that can be used for differentiated intervention for Tier I students, which include materials for English learners and additional supports for struggling readers. In addition, Workshop/Universal Access time provides opportunities for additional practice of skills, rereading at students' instructional levels, writing, and independent activities meant to support the core and extend student learning.

25.SDCOE: When will new coaching training for Open Court be available?
Are there other SETPD districts that need this training?

Contact Jill Relles to discuss coach trainings: jrelles@scoe.net

26.SDCOE: Clarify Tier 3...2 1/2 hours of intervention outside of CORE...What would it look like? Who could observe (districts) that are implementing this?

Tier 3 will look different at different grade levels (lower elementary vs. upper elementary vs. secondary) and by educational setting (SDC, RSP).

In Tier 3 a state-adopted intensive intervention program for grades 4-12 will replace the core. At other grade levels, students in Tier 3 will have substantial diagnostic documentation to justify their instructional level placement. These students will have core/intervention and may have additional intervention above and beyond the 2 ½ hours.

27.SDCOE - Room 307: Would it be possible to get electronic copies of the handouts from today?

Your RTAC Director has access to the electronic copies or contact Kristen Coyle: kcoyle@www.scoe.net

28.SDCOE: What is the expected time to update the state approved reading intervention programs? (research-based)

The list will be approved at the State Board of Education meeting November 5 & 6, 2008.

29.Palmdale: If you are giving the "Best" differentiated instruction during Tier 1 using the CORE materials including all resource books where do you get more CORE for Tier II?

Although it would be difficult to use all of the intervention materials that accompany the core, there are EL and struggling reader resources in both programs that will provide additional support. Utilizing the strategies of preteaching and reteaching should also be used when considering differentiation in Tier I.

30. Palmdale: Is it beneficial to have a separate pacing guide for Special Education?

The SETPD Assurances and Guidelines specify that districts are required to develop a pacing plan for self-contained (or SDC/SCC) special education classes. To guide pacing plan development, the Assurances also require that a minimum 50% of the curriculum be covered. It is a district decision about whether to adopt a separate pacing guide for self-contained special education classrooms or use a single pacing guide for both general and special education classrooms. Districts are encouraged to consider ways to allow for more of the curriculum to be covered in special education classrooms including consideration for providing additional daily instructional time beyond the minimum 2.5 hours (or 2 hours in upper grades).

31. Palmdale: In reference to the tiered triangle: by definition a reading first school has 60% of the students below benchmark, therefore the percentages in the tier need to be adjusted. What can we do to address these percentages on the tier triangle? Our tier 1 is really a tier 2 because of the definition of 60% of population starting out.

When first implementing the Reading First (RF) Program, many schools found that they had an “upside down” triangle, with more students in the Tier 2 and Tier 3 parts of the triangle. In recognition that many schools faced this challenge, the RF Program was established to reduce the numbers students needing Tier 2 and Tier 3 intervention by improving the quality of Tier 1 (core) instruction. It is imperative that districts look closely at their data to determine if in fact, there are still “too many” students in need of Tier 2 (more than 10%) and Tier 3 (more than 5%). If the numbers of Tier 2 and 3 students are beyond these ranges then districts and schools are encouraged to closely examine their general education reading/language arts instructional practices as well as district and schools site support for improving instruction. Until Tier 1 instruction is improved, there will continue to be too many students who need additional instructional time Tier 2 and intensive intervention in Tier 3. For technical assistance in identification of students for Tier 2 and Tier 3 instruction and establishing priorities to improve general education instruction, contact the RTAC director in your region.