Module 6

MODULE 6: CULTURALLY RESPONSIVE RESPONSE TO INTERVENTION

Academy 2: Using Data to Assess Student Progress and Inform Educational Decisions in Culturally Responsive RTI Frameworks

Version 1.1

Participant Handouts
Building coalitions of students, families, practitioners, policy makers, and researchers around interventions and strategic improvements in practice and policy that are culturally responsive.
What are Leadership Academies?

A strategy through which NCCRESt supports the creation of networks of skilled and knowledgeable teacher leaders, administrators, community members, and family members to serve as transformational agents of change for culturally responsive practices and systems is through the Leadership Academy model of professional learning. In collaboration with schools and local universities, NCCRESt creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional learning, application of adult learning principles, and selection of teams from schools and districts that can support their team members’ learning and practice. In this way, professional learning builds on converged needs, creates a sense of common purpose, and extends the creativity and skill of practitioners.

All Leadership Academies are based on NCCRESt’s assumptions that culturally responsive educational systems:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students’ life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long earning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives.
- Respond with learning opportunities that work.

Academy participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme and are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Leadership Academies create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.
Academy Abstract:
This academy investigates culturally responsive intervention within RTI frameworks. Participants learn to design interventions for their own pedagogy that take into account the role of culture in teaching and learning. Participants also learn to adapt their current intervention approaches by considering both preventative and early intervening strategies to meet the needs of all students within the context of their current situation. Finally, participants engage in an activity that has them consider what is already there in their own schools and classrooms that support the move towards culturally responsive intervention in RTI frameworks.

Academy Outcomes:
As a result of the activities and information shared at this Leadership Academy, module participants will:

• Identify traditional attitudes related to what counts as evidence in research and practice and expand upon these views.

• Explore how culture mediates and impacts learning, instruction, and intervention in and outside of RTI models.

• Apply these understandings to the design of culturally responsive interventions within RTI frameworks.

Academy Agenda:
Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

Introductions, Greetings, & Warm-Up 15 min
Activity 1: RTI Assessment 101 40 min
Lecturette 1: Collecting and Using Data to Assess Students Progress and Inform Culturally and Linguistically Appropriate Educational Decisions 20 min
Activity 2: Developing a Rubric as a Holistic Approach to Classroom Based Progress Monitoring 30 min

Break 10 min

Lecturette 2: Scaling Up to Universal Screening: Context and Cultural Considerations 15 min
Activity 3: Linking Progress Monitoring to the Design of Culturally Responsive Secondary Interventions 25 min

Leave-taking and Feedback 30 min
Academy Overview

Academy 2:
Using Data to Assess Student Progress and Inform Educational Decisions in Culturally Responsive RTI Frameworks

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Introductions
Facilitators and Sponsors

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This slide was left blank so that your facilitator(s) are able to add any content relevant to their purpose or mission in leading this academy.
Leadership Academies

Roles

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Outcomes

Following this Academy, participants will:

- Identify traditional attitudes related to what counts as evidence in research and practice and expand upon these views.
- Explore how culture mediates and impacts learning, instruction, and intervention in and outside of RTI frameworks.
- Apply these understandings to the design of culturally responsive interventions within RTI frameworks.

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Agenda

15 min  Introductions, Greetings, & Warm-Up
40 min  Activity 1: RTI Assessment 101
20 min  Lecturette 1: Culturally Responsive Progress Monitoring: Collecting and Using Data to Assess Student Progress and Inform Educational Decisions
40 min  Activity 2: Developing a Rubric as a Universal Screening Tool
10 min  Break
15 min  Lecturette 2: Using Data to Inform Movement to the Secondary Interventions Tier
20 min  Activity 3: Linking Progress Monitoring to the Design of Culturally Responsive Secondary Interventions
30 min  Leave-taking and Feedback

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Activity 1: RTI Assessment 101

Participants will identify and discuss the ways that they assess student learning on an everyday basis, both as students are learning concepts and skills, and as they demonstrate mastery. Participants will learn the definition of progress monitoring, and types of progress monitoring: mastery measurement, curriculum-based measurement, and performance based assessment, and apply what they’ve learned to sorting examples of assessments into categories.

Activity Takes 40 Minutes

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Activity 1: RTI Assessment 101

In this activity, participants will identify and discuss the ways that they assess student learning on an everyday basis, both as students are learning concepts and skills, and as they demonstrate mastery. Participants will learn the definition of progress monitoring, and types of progress monitoring: mastery measurement, curriculum-based measurement, and performance-based assessment, and apply what they’ve learned to sorting examples of assessments into categories.

<table>
<thead>
<tr>
<th>FORMATIVE</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Assessment for Learning)</td>
<td>(Assessment of Learning)</td>
</tr>
<tr>
<td>Generally carried out throughout a course or project. Formative assessment is used to aid teaching and learning, to enable the teacher to adapt instruction to meet learners’ needs; might be done with a teacher, peer or the learner him/herself, providing feedback on a student’s work, and used to shape the next directions to take in the learning process</td>
<td>Generally carried out at the end of a thematic unit or project; typically used as descriptions of students’ mastery of a concept or content</td>
</tr>
</tbody>
</table>

Now, your facilitator will lead you in a conversation about what you’ve noticed.
**Progress Monitoring**

The frequent, ongoing administration of assessments to students provides feedback on skills currently being taught within the curriculum so learning is assessed throughout the year, rather than at the end of a unit of time, as in summative assessment. This allows teachers to evaluate the effectiveness of instruction, make necessary adjustments to improve student learning, and estimate rates of improvement for each student. Progress monitoring can be implemented with individual students or an entire class.

<table>
<thead>
<tr>
<th>Mastery Measurement</th>
<th>Curriculum Based Measurement</th>
<th>Behavioral Assessment</th>
<th>Performance Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Skills are broken into sub-skills, and arranged hierarchically</td>
<td>• Based on a broad outcome such as competently performing mathematics at the ninth-grade level at the end of the school year.</td>
<td>• An observer records target behaviors, in repeated direct observations of target behaviors, using repeated observations in the setting where the behavior occurs.</td>
<td>• Students create responses to assessments, rather than select answers to probes.</td>
</tr>
<tr>
<td>• Each skill pre-tested before it is taught, taught, and then post-tested, one by one.</td>
<td>• Relies on a pool of several equivalent assessments (often called probes), each of which samples every skill taught across the curriculum. Each week, the student completes one or two assessments over the course of the entire year.</td>
<td>• The impact of context/environmental factors on behaviors is examined.</td>
<td>• Assessments require students to apply knowledge in real-world scenarios.</td>
</tr>
<tr>
<td>• Assessment is based on a pre-planned curriculum sequence for the year.</td>
<td>• Scores are graphed over time to show progress over the year. Analysis of the student’s performance on separate skills embedded in the assessment can also be conducted.</td>
<td>• Students’ success is based on individual goals, rather than a pre-set group criterion.</td>
<td>• Evaluation is focused on identifying students’ thinking and learning, rather than mastery of skills.</td>
</tr>
<tr>
<td>• Students must meet a specified criterion to demonstrate skill mastery.</td>
<td>• Students must meet a specified criterion to demonstrate skill mastery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teachers present a new skill after students have mastered the prior skill.</td>
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</tr>
</tbody>
</table>

*An increasingly common use of CBM is to screen students who are struggling academically (Deno et al., 2002). When CBM is used this way within RTI processes, this is called UNIVERSAL SCREENING.*

Reference
Part 3: Based on the assessment vocabulary table, determine which types of progress monitoring the following examples are illustrative of and why:

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are in charge of organizing a three-day multicultural art fair in your community, where people can display and sell their work on tables they rent. Fifty two artists have signed up to show their work. You decide that there will be two sizes of tables, medium and large, that will rent for 6.00 a day for medium and 10.00 a day for large. Medium tables are 4 feet by 2.5 feet and large tables measure 7 feet by 3 feet. Your school has agreed to rent their auditorium for $100.00 per day for three days. The auditorium is 200 feet by 180 feet. You also want to advertise. The local newspaper costs 20.00 for the first 10 words and 2.00 for each additional word. Your community allows you to post signs, and the cost of making these copies is .05 each.</td>
<td></td>
</tr>
</tbody>
</table>

Draw a diagram to show how you will arrange the booths to accommodate all the artists, assuming 20 artists requested large tables.

Write an advertisement for the paper that provides all the necessary information for the art fair.

How much money will artists need to make to break even?

How much money will the art fair need to make in table rentals in order to cover the cost of the advertising, auditorium rental, and to raise $500.00 for improvements to the community center?

A teacher instructs students in how to order books online that are related to a curriculum unit on folk tales. The teacher determines the specific tasks make up this process, puts them in sequential order, and designs the following objectives to be measured by the assessment:

Student will demonstrate turning on the computer, and opening internet connection program.

Student will navigate to the webpage.

Student will browse merchandise, based on the topic area of folk tales.

Student will select five books.

Student will place times in virtual shopping cart.

Student will check out, by choosing shipping option, and utilizing a credit card number (1234 5678 9101) provided by the teacher.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>30</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>x5</td>
<td>x2</td>
<td>x4</td>
<td>x1</td>
</tr>
<tr>
<td>29</td>
<td>42</td>
<td>83</td>
<td>54</td>
</tr>
<tr>
<td>x9</td>
<td>x7</td>
<td>x8</td>
<td>x3</td>
</tr>
<tr>
<td>55</td>
<td>81</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>x6</td>
<td>x5</td>
<td>x1</td>
<td>x3</td>
</tr>
<tr>
<td>73</td>
<td>26</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>x2</td>
<td>x4</td>
<td>x9</td>
<td>x8</td>
</tr>
<tr>
<td>61</td>
<td>89</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>x2</td>
<td>x3</td>
<td>x5</td>
<td>x7</td>
</tr>
</tbody>
</table>

**Student:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>409</td>
<td>+62</td>
<td>211</td>
</tr>
<tr>
<td>84/616</td>
<td></td>
<td>84/616</td>
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<tr>
<td></td>
<td>x212</td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>66</td>
<td>+97</td>
<td>210</td>
</tr>
<tr>
<td>84/752</td>
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<td>84/752</td>
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<td>877</td>
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<td></td>
<td></td>
<td>-688</td>
</tr>
</tbody>
</table>
Lecturette 1: Collecting and Using Data to Assess Students Progress and Inform Culturally and Linguistically Appropriate Educational Decisions

This lecturette outlines issues we will present a holistic way of thinking about assessing student progress in the classroom, through specific types of progress monitoring. The lecturette builds on Activity 1 the definitions of progress monitoring from Activity 1.

Outcomes Met in Lecturette
As a result of participating in Lecturette 2, participants will:

- Learn qualitative and quantitative ways to assess students’ progress,
- Adjust curriculum and instruction based on data gleaned from assessment of students’ progress
- Ensure that the process of monitoring student progress monitoring is culturally responsive.
Agenda

Holistic Monitoring of Student Progress

Progress Monitoring in the Classroom

Performance Assessment

Curriculum Based Measurement

Ensuring Progress Monitoring is Culturally Responsive

Holistic Data Collection for Monitoring Student Progress

Methods of gathering data on student achievement and rate of progress

Quantitative How many and how much?

Interpretation of collected data

Decisions about instruction grounded in interpretations of data

Qualitative What does it look like?
A Form of Assessment: Progress Monitoring

Progress monitoring is the holistic assessment of students’ learning over time with tools that engage students in meaningful, authentic tasks that allow them to demonstrate their knowledge and inform culturally responsive instruction and interventions in RTI.
Students as Active Participants in Progress Monitoring: An Example

Read each statement about how your group is getting along and learning together and rate yourselves. Add three more statements that your group decided was important to evaluate about how you are interacting and learning with each other.

<table>
<thead>
<tr>
<th>Every member:</th>
<th>Always</th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Not really</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performed their assigned role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understood what we were supposed to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were able to participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Listened to each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave respectful feedback to other group members</td>
<td></td>
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<tr>
<td>Expressed our ideas</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Compromised when we needed to</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Kept focused on learning</td>
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</tbody>
</table>
Overview of School-wide Progress Monitoring

School Plan:
- Instruments and observations
- How often and in what areas
- Interpreting and utilizing data

Overview of Progress Monitoring
Progress Monitoring in Culturally Responsive RTI Frameworks Helps Educators...

- Determine expectations (outcomes) for the quality & rate of student progress that consider language and other relevant student factors.
- Compare efficacy of different forms of instruction & design more effective, individualized instructional programs.
- Identify students not demonstrating adequate progress, and consider student data disaggregated by language, gender, race, & ethnicity.
- Build culturally responsive instruction, interventions for students not benefiting from current practices.

Progress Monitoring in the Classroom: Designing and Selecting Appropriate Progress Monitoring Tools

- Desired outcomes for students come first!
  - Multiple pathways for producing the desired product or performance
  - Students’ diverse backgrounds, experiences, skills and abilities

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Progress Monitoring in the Classroom: Utilizing and Interpreting Progress Monitoring Tools

<table>
<thead>
<tr>
<th>Student</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josue</td>
<td>Literacy: conference about family poem</td>
</tr>
<tr>
<td></td>
<td>Math: computation, multiplication bee, scrum game</td>
</tr>
<tr>
<td>Yusef</td>
<td>Reading: comprehension, group reading of The Book Thief, provide the role of the Observe groups, leading of book discussion with whole class. Yusef’s role “The Cool Connector”</td>
</tr>
<tr>
<td>Natalia</td>
<td>Literacy: bilingual, metaphors: small group, round-robin, observation</td>
</tr>
</tbody>
</table>

How often when, where, by whom?

What is the process for data interpretation?

Progress Monitoring in the Classroom: Performance Assessment

Qualitative
What does it look like?
Progress Monitoring in the Classroom: Performance Assessment

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Slide 25 Notes

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Progress Monitoring in the Classroom: Performance Assessment

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Slide 26 Notes
Steps to CBM:
- Create or select appropriate probes
- Administer and score probes
- Graph scores
- Look for patterns of student performance across student factors
- Set goals
- Make curricular and instructional decisions
- Provide feedback to students and families

Example of a CBM in Math: Concepts and Applications

Ensuring Progress Monitoring is Culturally Responsive

- Incorporate performance assessments
  - Developing items/performance tasks
  - Rating performance
  - Piloting the Assessments
- Develop, select, and interpret tools and performance both quantitatively and qualitatively;
- Ensure measures are truly aligned with what students have actually been taught, not just what curriculum is being utilized, or what the grade level standards are;
- Link instructional decisions and changes to performance patterns across student factors (e.g., primary language proficiency, English proficiency) that may be linked to struggling performance, ensuring that students' opportunities to learn are being met, and that curriculum and instruction is culturally responsive.
- Utilize tools that assess skills in the language in which they have been taught (e.g., it is not enough to assess phonemic awareness in Spanish if a student's primary language in Spanish, but she has never been taught Spanish phonemes).
Activity 2 (Slide 32)
Handouts for this activity are provided on the next page.

Activity 2: Developing a Rubric as a Universal Screening Tool

In this activity, participants will begin the process of creating a rubric to assess student learning and then applying the rubric to student work.

Activity Takes 30 Minutes
**Activity 2: Developing a Rubric as a Holistic Approach to Classroom Based Progress Monitoring**

In this activity, participants will begin the process of creating a rubric to assess student learning and then begin the process of scaling up this rubric to use as a universal screening tool.

**Guiding questions:** If you are trying to monitor students’ progress on the creation of a written essay about a topic related to the content of the curriculum (e.g. cell biology, the democratic process), you need a way to both formatively and summatively assess students’ progress. But what are you assessing? You must consider both the creation of the written narrative and students’ learning about the content area.

In small groups designated by your facilitator, your task is to create a summative rubric, or way of assessing how the student demonstrates knowledge and learning. One of the criterion that is completed as an example is “organization”. For example, in rating “essay creation” performance, we might look at the criteria of “organization, voice, conventions, ideas, word choice, and sentence fluency” (also known as six-trait writing). For each of these criteria, we would describe various levels of performance. *For example Spandel & Stiggins (1994) describe what the criterion of “organization” in writing looks like at different performance levels.*

An additional criterion has been suggested for you, “understanding of content”. Write what you would look for as evidence of developing understanding of content, proficient understanding of content, and outstanding understanding of the content area you have selected.

<table>
<thead>
<tr>
<th>CRITERIA ASSESSED</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Organization</em></td>
<td>“The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.”</td>
<td>“The organizational structure is strong enough to move the reader through the text without much confusion.”</td>
<td>“The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.”</td>
</tr>
<tr>
<td>Understanding of Content</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participants will base their evidence of different levels of performance on one of the following examples (see next two pages) of student work, retrieved from the Massachusetts Department of Elementary and Secondary Education’s webpage [http://www.doe.mass.edu/mcas/](http://www.doe.mass.edu/mcas/).
2007 MCAS High School U.S. History

Question 14: United States History I (to 1865)

In this section, you will consider Abraham Lincoln’s Gettysburg Address. First, you will answer three multiple-choice questions. Then you will answer two parts of an open-response question about the Gettysburg Address.

The Gettysburg Address (1863)

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

a. When President Lincoln called for “a new birth of freedom,” he was referring to the freeing of slaves growing to enslaved African Americans. He says, ...we here highly resolve that these dead shall not have died in vain... showing that something positive will have come out of the war, which would be the emancipation of slaves.

b. Lincoln believed a unified nation should be preserved because it will last longer if it is "so conceived and so dedicated." A unified nation can work together to succeed as a strong power in the world, instead of fighting each other.
**Writing Prompt: Composition**

**WRITING PROMPT**

Think about the best time that you have ever had. Maybe you played all day with friends outside, went on a special trip, participated in a game, or spent some time at camp.

Write a story about this best time. What were you doing? Who was with you? Where were you? Why was this the best time ever? Give enough details in the story to show the reader what happened.

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**Trip to California 2002**

"Yay!" I cheered in my room, just after my mom came in and reminded me that we were taking a trip to visit my Yaya in California.

I grabbed two backpacks, three suitcases, my large purse, and my little handbag. I opened four drawers on my bureau. I closed my closet door and grabbed two blankets out of the corner. I packed four pairs of clothes, and packed everything else I needed. I put all my bags into my uncle's car, since he was driving us to the airport.

As we made our way into the airport, my stomach growled. "Mom?" I asked politely. "I'm hungry." She told me, "Might as we get into the elevator, we walked around, then I saw a good restaurant. We ate, then got on the plane. I slept on all of the planes.

When Mom and I got into the lobby, I saw my Yaya. We went back to her house, and had breaded chicken, Easter corn, and salad for dinner. Brother went to bed, so Yaya, Mom, and I watched a movie. When the movie was over I went to bed. I woke up second the next morning, and I had French toast for breakfast.

Then Yaya and I went to Seaworld. First we saw the polar bears, then the jellyfish, then the whales, then the stingrays, and about half of the fish.

The next day we went on all of the rides at Disney World. For lunch, I had pasta. Mom had steak, [brother] had turkey, and Yaya had crab. Then we went to the beach, and swam until 5:30. After dinner, Yaya's friends came over to play poker. We bet with money. I won $123! I told Yaya, "Goodnight!" and went to bed. Sadly, I had to leave tomorrow. Although, that's what made the time so special!

The next morning, when we arrived at my house, I was glad to be home, but I missed California. I got to do so many fun things! That trip was absolutely the best time I have ever had.

Share with the whole group what you would look for as evidence of developing, proficient, and outstanding demonstration of understanding of content.
Lecturette 2: Scaling Up to Universal Screening: Context and Cultural Considerations.

This lecturette introduces school processes for conducting universal screenings, with particular emphasis on considerations that should be in place in designing or selecting, interpreting, and applying universal screening data.

Outcomes Met in Lecturette
As a result of participating in Lecturette 2, participants will:
- Learn about culturally responsive RTI’s secondary interventions tier, which ensures that intensive supports are provided as a result of consideration of the role of struggling students' socio-cultural, linguistic, racial/ethnic, and other relevant characteristics on learning
- Consider interventions that focus on improving upon students’ opportunities to learn by improving instruction
Agenda

Moving from Classroom Progress Monitoring to School-wide Universal Screening

School Processes for Developing, Selecting, Interpreting, and Applying Universal Screenings

Progress Monitoring to Universal Screening

Quantitative: How many and how much?

Curriculum Based Measurement

What students & teachers bring with them

What's already there

The work people do together

The Classroom Culture

School Cultures

Cultures in the Classroom

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Universal Screening in RTI Frameworks

- Collecting
- The Role of Schools in Identifying Data Sources in their own Contexts
- Disaggregating
- Planning for Improved Instruction
- Using Data to Inform Student Movement Across Tiers

Cautions & Tensions with Universal Screening: Determining Norms for Performance

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What to do with Universal Screening Data: Implications for Curriculum, Instruction, & Student-Specific Interventions

Putting it all Together: Holistic Progress Monitoring in RTI Frameworks
Activity 3
(Slide 43)
*Handouts for this activity are provided on the next page.

Activity 3: Linking Progress Monitoring to the Design of Culturally Responsive Secondary Interventions

Participants are provided with the Delaware Student Testing Program Instructional Guide to Writing, asked to apply the rubric to a sample of student work, and develop culturally responsive student-specific interventions.

Activity takes 40 minutes
Activity 3: Linking Progress Monitoring to the Design of Culturally Responsive Secondary Interventions

OUTCOMES MET IN ACTIVITY

• Apply a rubric in assessing an example of student work.

• Generate areas for further inquiry in order to guide the design and implementation of culturally responsive interventions and supports.

• Develop culturally responsive student-specific interventions.

Part 1: Analyzing a Student Work Sample

A rubric that might be applied as a universal screening for assessing students’ writing is the Delaware Student Testing Program’s *Instructional Guide for Writing*. Of course, this rubric would need to be contextualized for the purpose of the school using it as a model. However, as it stands, the five criteria it provides to determine the success of student writing responses are: Organization, Development, Sentence Formation, Style/Word Choice, and Language Conventions.

For this activity, participants will use the DSTP category *Language Conventions* to assess the provided student writing sample. It is on the next page.
The origin of the teddy bear came about when somebody say that the presidents teddy Rosebelt decided to turn a bear cub lose rather than shot it on a hunting expedition and a clever businessman named his stuffed bears “teddy bears” in honor of the presidents gesture and the rest is history.

Notes:

Notes:

Part 3: Applying What has been Learned to Design and Implementation of Student-Specific Interventions

Notes:
Leave Taking

Thank you for your participation!
Academy 2 Self-Assessment

This is a non-graded, anonymous self-assessment. Take 10 minutes to complete the following questions taken from the content of this academy. After that time, the group will have the opportunity to share answers. Not that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. What is the first step to designing a rubric to use as a progress monitoring tool?

2. Before a school embarks on any universal screening efforts, what types of considerations and procedures should be in place?
Academy 2 Evaluation

This evaluation gives NCCRESi's module developers a chance to see how the academy is being received and allows them to improve it as needed.

I am a
- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other

Please let us know how useful you found the topics:

Activity 1
- Poor
- Great
1 2 3 4 5

Activity 2
- Poor
- Great
1 2 3 4 5

Activity 3
- Poor
- Great
1 2 3 4 5

Self evaluation
- Poor
- Great
1 2 3 4 5

Three things I learned that made me go... AHH HAH!

If I were on the next academy team I would...

As a result of participating in this academy, I am going to...
The IRIS CENTER http://iris.peabody.vanderbilt.edu
The intent of the IRIS center is to provide a supportive approach in preparing teachers to meet the needs of all students in inclusive settings. This online website offers technical assistance in professional learning through Star Legacy modules, with one of the modules dedicated entirely to RTI. The website also offers case studies, information briefs, and activities designed to enhance the understanding of a broad range of contexts such as disabilities, differentiated instruction, diversity and reading.

This special issue provides several articles related to discussions and exploration of strategies relative to the potential of culturally responsive, performance-based assessments to assess students and teachers of color.


This article provides a foundation of the discussion on responsiveness-to-intervention (RTI) as an alternative to the achievement discrepancy model for diagnosis of LD. It describes the two basic versions of RTI: the “problem-solving” model and the “standard-protocol” approach. It also reviews empirical evidence bearing on their effectiveness and feasibility, and concludes that more needs to be understood before RTI may be viewed as a valid means of identifying students with LD.


The authors examine educational risk with specific attention to language minority students and discuss factors that appear to be associated with their enhanced achievement. They discuss different contexts that influence the achievement of language minority students such as the student and family context, and the school context.


This article discusses an alternative approach to ED identification using a research based intervention. Response to intervention is outlined, as is the appropriate way to implement the intervention with integrity in order to determine if a student has adequately responded to it.


The authors suggest that a cultural-historical approach can be used to help move beyond the assumption that general traits of individuals are attributable categorically to ethnic group membership. The suggested approach focuses on individuals’ and groups’ experiences rather than traits attributed to a particular group.

The purpose of this article is to present an argument for the need for culturally responsive Response to Intervention (RTI) as an approach for reducing disproportionate minority representation in Special Education Programs for Students with Emotional Disturbances.


In this chapter the authors discuss the variability that is to be expected when conducting school-based research, as well as the importance of not over-generalizing research findings. They also describe issues related to treatment fidelity, the feasibility of transferring an instructional model from one setting or context to another, and implementation challenges. They share their concerns about the inadequate descriptions of participant samples, and leaving English language learners out of research studies. They ask what counts as evidence when conducting educational research. Finally they discuss the role of culture in learning, and then finish with a description of what culturally responsive first tier instruction might look like.


This article is an introduction and outline for a special issue dedicated to creating a forum in which emergent scholarship on the differences between second-language acquisition and learning disabilities (LD) could be disseminated. The article discusses the need for this forum because of the increasing number of English language learners (ELLs), the inappropriate referrals of ELLs, and the difficulty in distinguishing between second language acquisition and LD.


The authors present a cultural framework for addressing the disproportionate representation of culturally and linguistically diverse students in special education. They introduce a culturally responsive educational system that affects policies, practice, and people. The goal is to assist school personnel in providing evidence based culturally responsive interventions and strategies.


Author’s abstract: Part of a special section on current issues in special education and reading instruction. A four-tier Response to Intervention (RTI) model for culturally and linguistically diverse students is described. RTI has the potential to enhance educational opportunities for culturally and linguistically diverse students and reduce their disproportionate representation in higher education. The first tier of this RTI model provides culturally responsive, quality instruction with ongoing monitoring of progress in the general education classroom. The second tier provides intensive support that supplements the core curriculum to students identified by progress monitoring. The third tier continues intensive support, in combination with
referral to a child study team or teacher assistance team. The fourth and final tier provides special education tailored to individual student needs.


This article attempts to challenge notions about the intersection of culture and teaching that rely solely on micro-analytic or macro-analytic perspectives and proposes a culturally relevant theory of education. The pedagogical practices of eight master teachers of African American students were investigated to provide a way to define and recognize culturally relevant pedagogy.


This article is a meta-analysis of 30 studies that dealt with learner characteristics that influence the treatment effectiveness of early literacy interventions. The primary learner characteristics that influenced the treatment responsiveness of early literacy interventions (in order of magnitude) were rapid naming, problem behavior, phonological awareness, alphabetic principle, memory, IQ, and demographics.


This chapter describes an alternative approach to language arts instruction that includes scaffolding strategies, effective pedagogy, and dual language instruction for English language learners with learning disabilities who are included in general education classes. These approaches are outlined and examples are given.
References Cited


Glossary

Culture
A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

Culturally Responsive
To be culturally responsive is to value, consider, and integrate individuals’ culture, language, heritage and experiences leading to supported learning and development.

Early Intervening
Services meant to bolster the achievement of students before they are officially referred for special education.

Opportunities to Learn
Students’ access to teachers who are well-prepared and qualified to teach diverse learners and who are committed to teaching all students within the general education classroom environments, schools and grade levels that are organized to allow for maximal student attention, multiple options for courses that are rigorous and varied in content, culturally responsive effective instructional strategies, access to a variety of culturally responsive relevant instructional materials, curricular content that is culturally responsive, meaningful and of sufficient breadth, and finally, a social climate for learning that is informed by students themselves.

Progress Monitoring
Progress monitoring is the holistic assessment of students’ learning over time with tools that engage students in meaningful, authentic task that allow them to demonstrate their knowledge and inform culturally responsive instruction and interventions in RTI.

Response to Intervention
A model for delivering high quality curriculum, instruction and assessment services to all students, with additional supports for students considered to be struggling. Response to Intervention (RTI) supports high quality learning opportunities for all students, through curriculum, instruction, assessment, and educational decisions that consider the essential role of culture and language in learning and teaching.

Universal Screening
A school-wide quantitative and formative type of progress monitoring (most often CBM) used in Tier 1 of RTI frameworks. The data collected with universal screening tools are used to determine if curriculum and instruction is effective, and for whom.