



Elementary Grade Level Problem Solving (GLPS) Day 1

Live Zoom Remote Learning

Winter 2021

mimtsstac.org



Acknowledgments

The content for this training day was developed based on the work of:

- Anita Archer
- Roland Good & Ruth Kaminski
- Stephanie Stollar
- David Kilpatrick
- National PBIS Center
- Oregon RTI

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

The SLT and grade-level representatives will review the purpose, structure and outcomes of successful grade-level team meetings for both behavior and reading

Intended Outcomes

- Understand scientifically-based reading research & how it connects to instruction
- Preview the GLPS process & practice using Steps 1 & 2

Agenda

- 4.0 Simple View of Reading and Underlying Cognitive Foundations review
- 5.0 Grade-Level Process
- 6.0 Step #1: Problem Identification
- 7.0 Step #2: Problem Analysis
- 8.0 Step #3: Plan Development

Setting Up Our Time for Success

- GLPS Materials
 - GLPS Guide
 - Instructional Plan
- Partner & Team Time
- I Do, We Do, You Do
- Active Engagement
- Understand the process – **get ready to create** final products with your GL Team

4.0 Simple View of Reading and the Underlying Cognitive Foundations

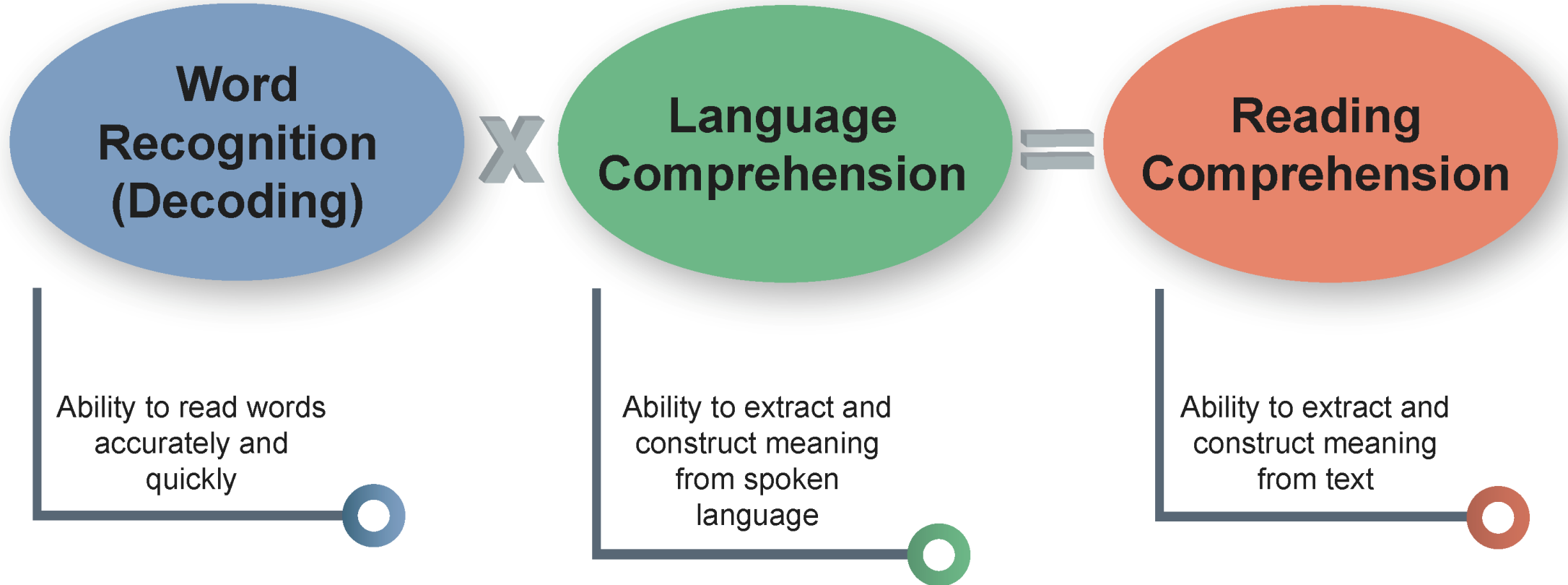
Follow the Science...Build a Reader

Forming Connections

In today's training, you are likely to see the following connections:

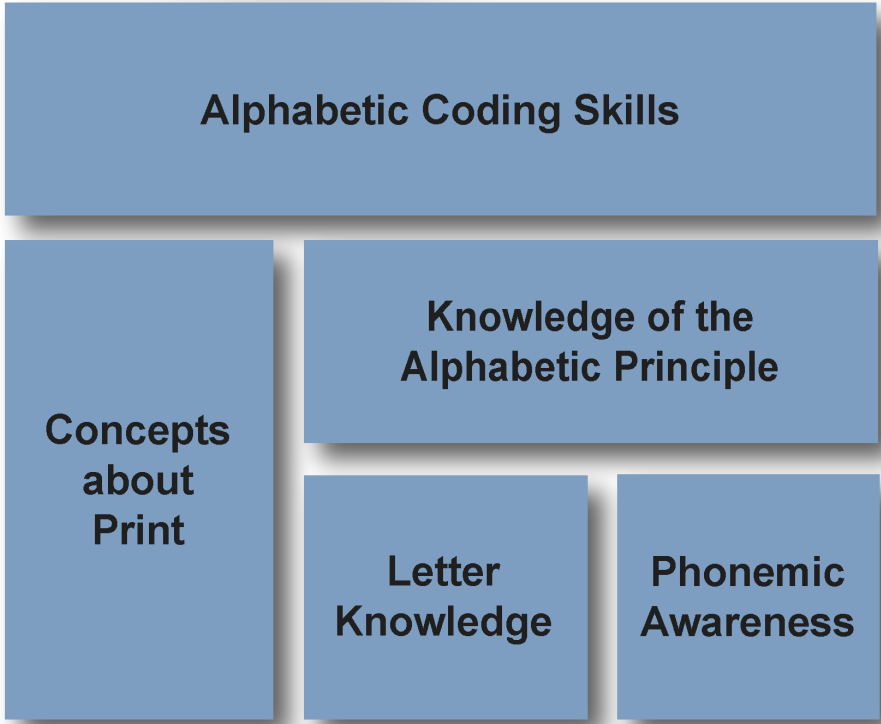
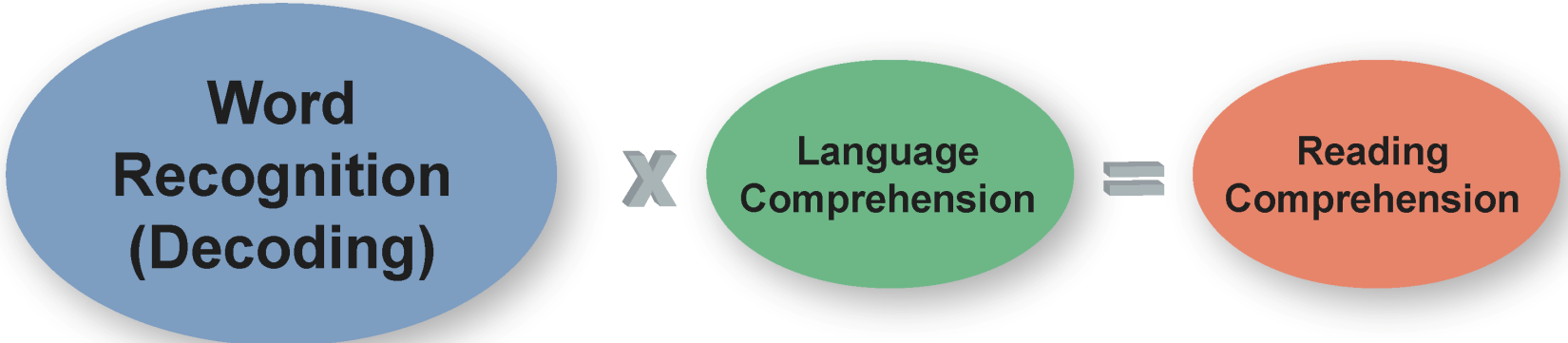
- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential School-Wide and Center-Wide Practices in Literacy
 - Shared purpose: **improving children's literacy through implementing systematic and effective organizational practices**
 - Shared recommendations around **leadership, organizational climate and learning environment**

Simple View of Reading



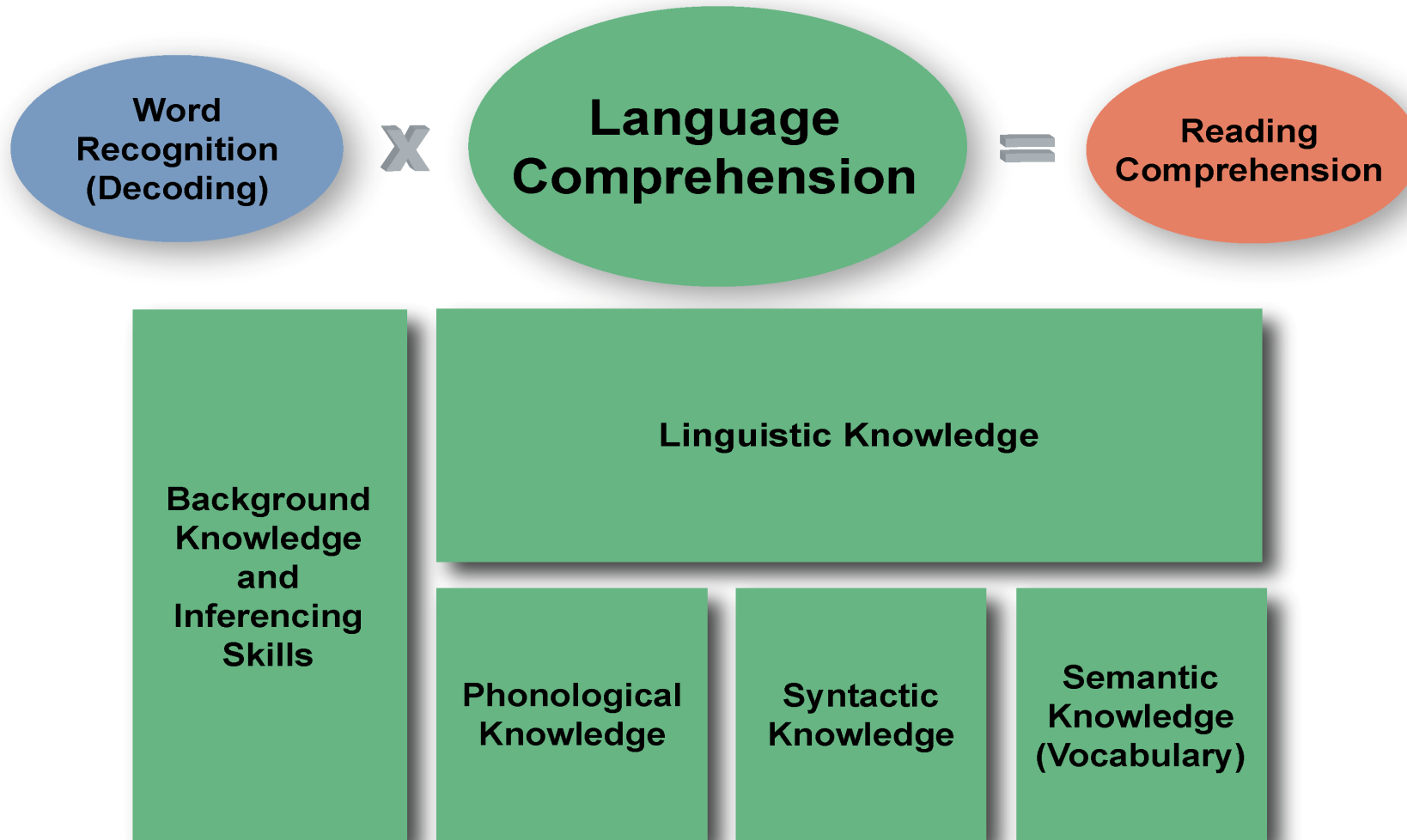
(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

Word Recognition (Decoding) Unpacked



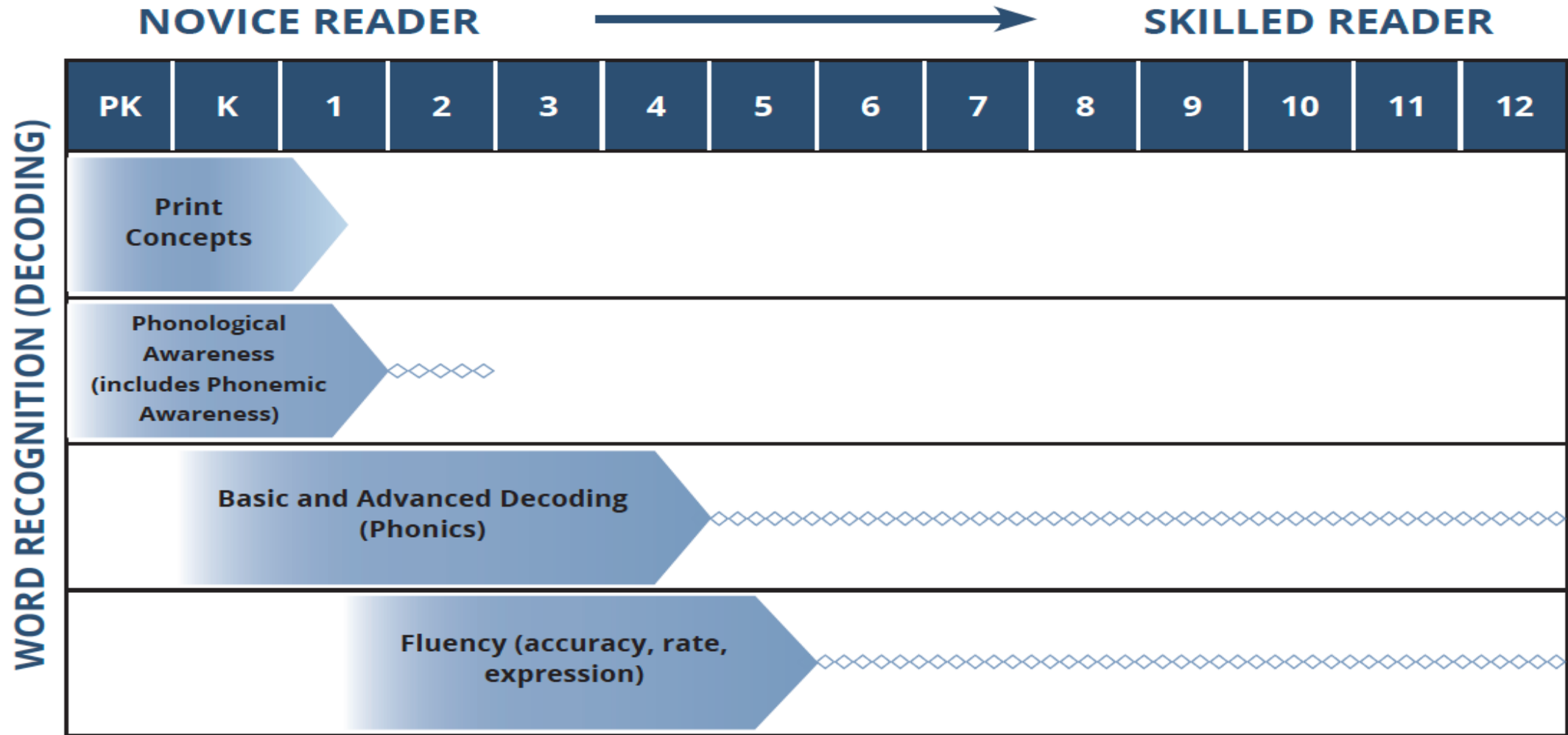
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Language Comprehension Unpacked



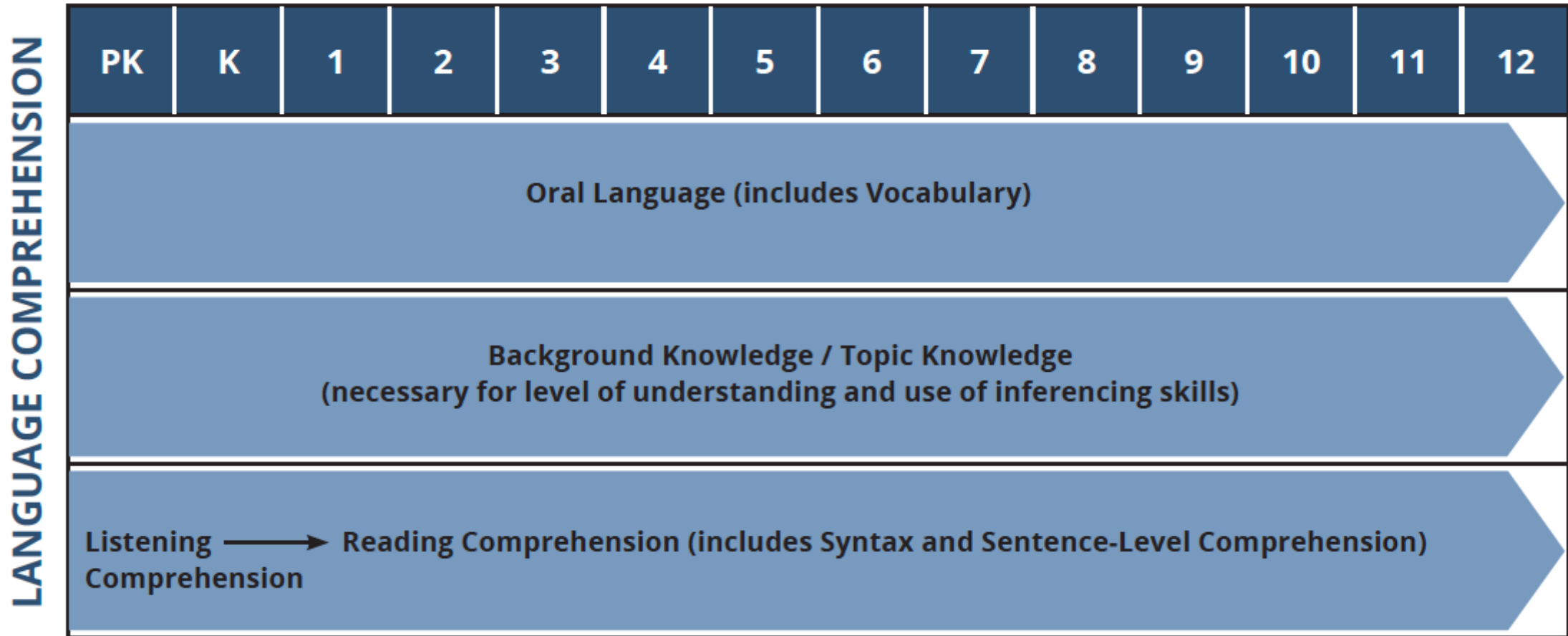
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Word Recognition Learning Progressions



From “Intensifying Literacy Instruction” (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Language Comprehension Learning Progressions



From “Intensifying Literacy Instruction” (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Activity 4.1

- Review the Simple View of Reading and the Learning Progression slides
 - Partner 1: Define each of the domains in the Simple View of Reading & explain why the Simple View of Reading is written as a multiplication fact to your partner
 - Partner 2: Tunmer and Hoover point out that there are other important factors that may indirectly impact reading acquisition including motivation to learn to read, interest in reading, self-efficacy, richness of the home literacy environment and quality of classroom literacy instruction. Explain to your partner why these are not in the Simple View of Reading or the Learning Progression Chart.

5.0 GLPS Process

“Planning is bringing the future into the present so that you can do something about it now.”

Alan Lakein

In Module 5.0, we will...

Develop an understanding of the grade level problem-solving process

1. Problem Identification
2. Problem Analysis
3. Plan Development (Curriculum, Instruction, Environment)
4. Plan Implementation & Evaluation

Grade-Level Instructional Plan

- Begins with a review of Classroom PBIS as a foundation for high quality instruction
- Designed to have teams analyze Acadience Reading data
- Teams use the data to create:
 - An overall goal
 - A measure specific goal
 - A collaborative plan to teach the focus skill using the same: Curriculum, Instructional Routine, & Environment (Engagement) Strategy
 - Plans for whole & small group instruction
 - An action plan to revisit at on-going meetings



Activity 5.1

- Find the Grade Level Instructional Plan document
- Review the tables, sentence frames, and process
- Identify one step that you are looking forward to learning more about & be prepared to explain why
- On Zoom use the hand raising icon to explain to the group what you are looking forward to learning more about

Acadience Reading Benchmark Goals

- Benchmark goals have 3 critical components: a skill, a level of performance, & a point in time
 - **Above Benchmark**
 - Odds are generally 90-99% of achieving subsequent goals & important reading outcomes
 - **At Benchmark**
 - 70-85% (This group represents the lowest level of okay!)
 - **Below Benchmark**
 - 40% to 60%
 - **Well Below Benchmark**
 - 10% to 20%

(DMG, 2017)

What & Why: The Composite Score

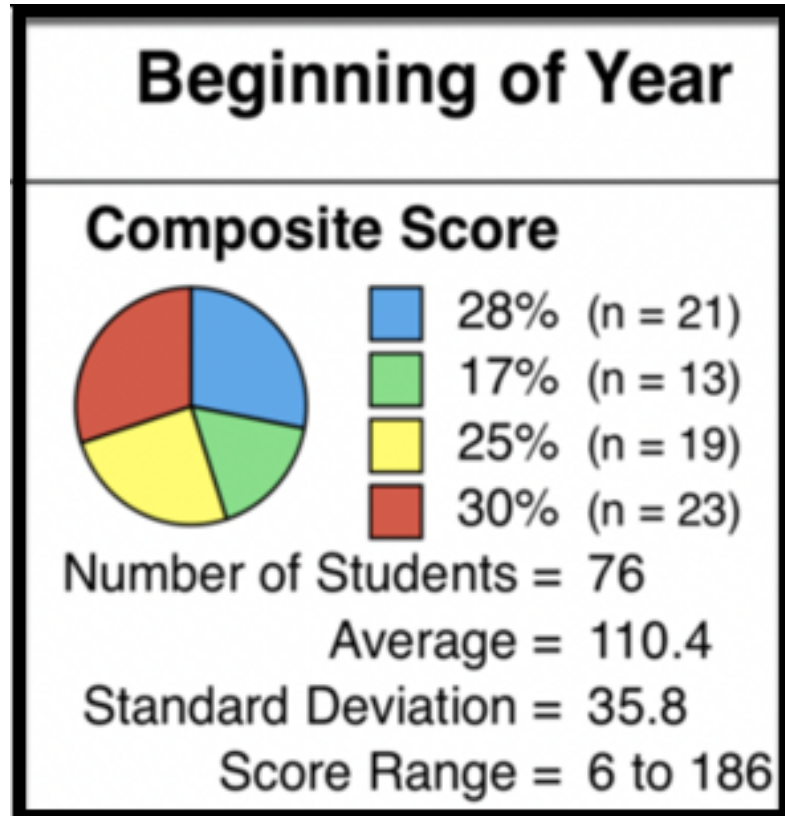
- **What:** For each grade and time of year, the Acadience Reading measures that correlate highly with later outcomes are combined into a Acadience Reading Composite Score.
- **Why:** The Composite Score is used to examine the health of the Tier 1 reading supports
 - An initial indicator of effective Tier 1 reading supports includes 80% or more students are At or Above Benchmark.

Acadience Reading Data Interpretation Depends On:

1. Knowing the Foundations of Acadience Reading
2. Understanding the Benchmark Goals
3. Giving & Scoring the Measures Accurately
4. Knowing Reading Science & the “Path”
5. Understanding the Effectiveness of the Instructional Context
6. Being Willing to Change Instruction

(DMG, 2017)

Power of the Composite Score



If a large proportion of students score below the benchmark, systems-level support may be necessary.

Across measures, **55%** of students may need support.

Do you think system-level support may be necessary in the first grade at Westminister?

Building Futures, Changing Outcomes

- The system is the **context**. An effective system of support is **critical** to effective implementation of Acadience Reading
- Without an effective system of support:
 - A large number of students may be identified as needing strategic and/or intensive support
 - Resources are allocated to remediation rather than prevention
 - If a large proportion of students are not making adequate progress, consider making a change in support at the systems level

With That Info in Mind, Let's Dive In!

Resources Needed:

- Access to [Acadience Data Management](https://acadiencelearning.net/) reports
(<https://acadiencelearning.net/>)
- GLPS Guide, pg. 5 (for Facilitator's use)
 - 1-2 people per team should use this as a guide until the process is fully understood
- GLPS Instructional Plan (for entire team)
 - Everyone walks away with a copy in hand – this is the action plan to make GLPS come to life

6.0 Step #1: Problem Identification

“Goals are the fuel in the furnace of achievement.”

Brian Tracy

In Module 6.0, we will...

- Define Step #1 of the GLPS process
- Practice goal setting with 2nd grade data
- Practice using YOUR data

Step #1 Problem Identification-Overview

- This step has Grade Level team's review their Acadience Reading Composite score to capture what it means for instruction
- They record the current Composite Scores & determine if **systems level** support is needed (less than 80%)
- If available, they can review historical data to help them set an overall Composite Score Goal.

Reports Needed for Step #1

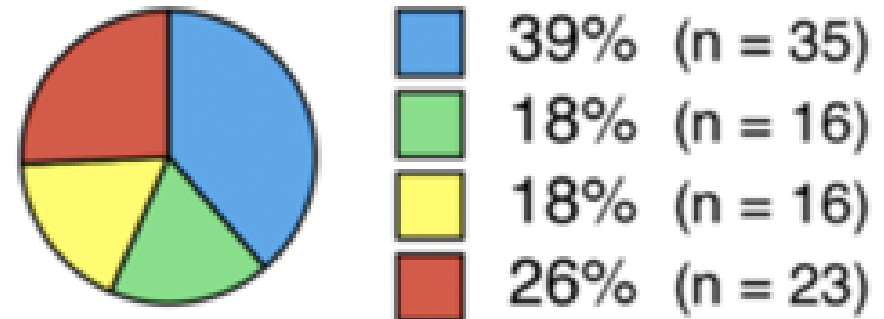
- School Overview Report by Grade
- Historical Reports (if available)
 - Multi-Year Percent At Benchmark
 - Multi-Year Boxplots
 - Histograms & Boxplots

I Do: Step #1

- Problem Identification
- 1st Grade at Westminister
- This year's scores

Beginning of Year

Composite Score



Number of Students = 90

Average = 120.7

Standard Deviation = 37.6

Score Range = 13 to 276

Grade Level Instructional Plan: Step #1

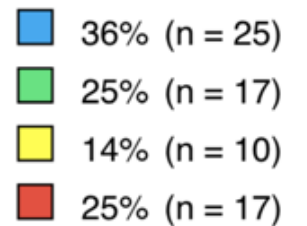
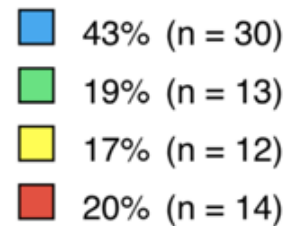
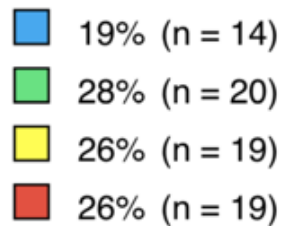
- Determine if core program is sufficient for most students at the grade level (80% or more)
- Add % At & Above Benchmark _____

Acadience Reading Composite Score	% Above Benchmark (Blue)	% At Benchmark (Green)	% Below Benchmark (Yellow)	% Well Below Benchmark (Red)
BOY	39%	18%	18%	26%
MOY				
EOY				

1st Grade Composite Scores Last Year

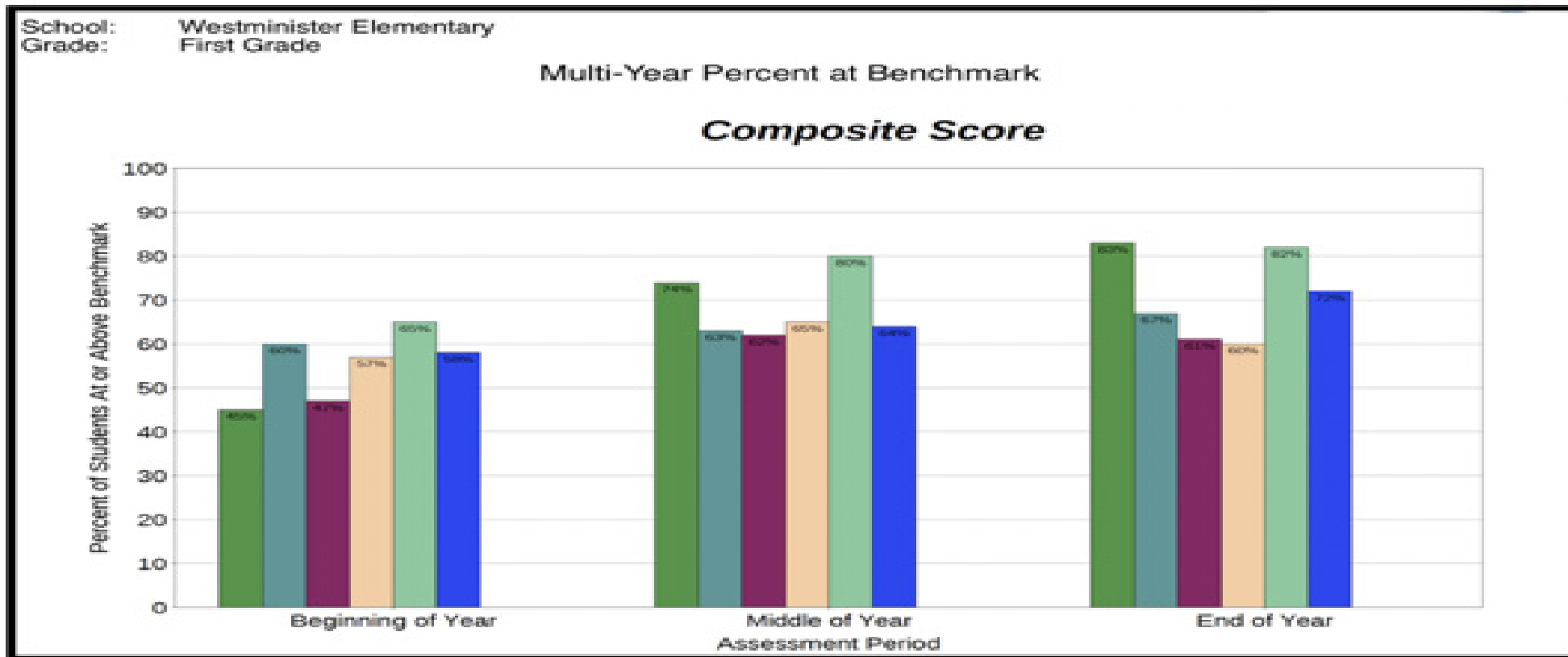
- Why: Look for changes in Composite Score over last year
- This will help team's set an overall goal
- What do you notice? Use the Zoom raise hand icon to share noticing.

First Grade



1st Grade Composite Scores – Many Years

- Why: Look for changes in Composite Score -multiple years



It is Time: Create an Overall Goal

- Sentence frame is provided in a SMART goal format for teams to complete
- Facilitator prompts the discussion
 - 57% are At/Above Benchmark
 - Review historical data

BOY Goal:

By the middle of the year benchmark, 80% of our students will be At/Above Benchmark as measured by Acadience Reading .

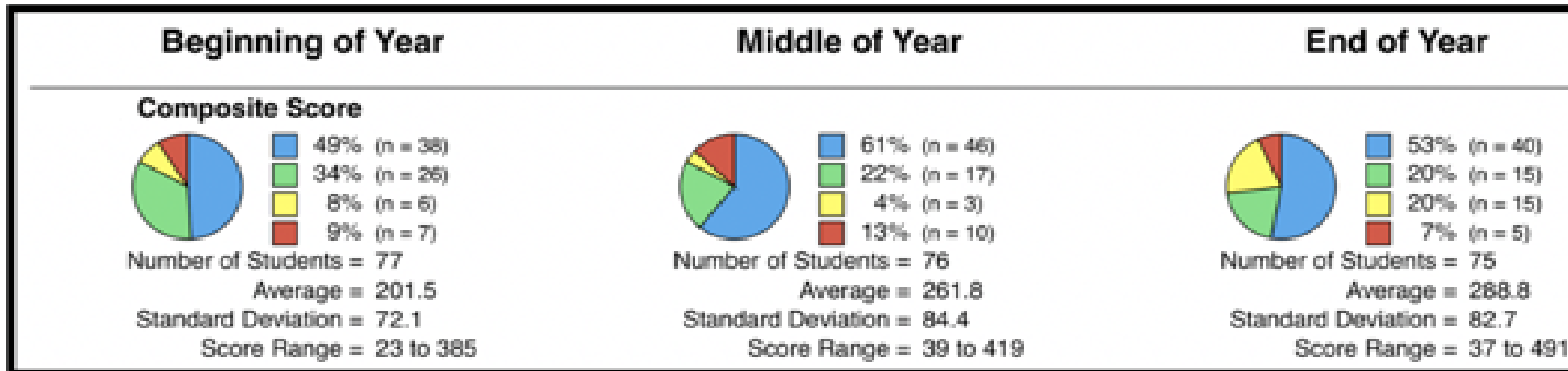
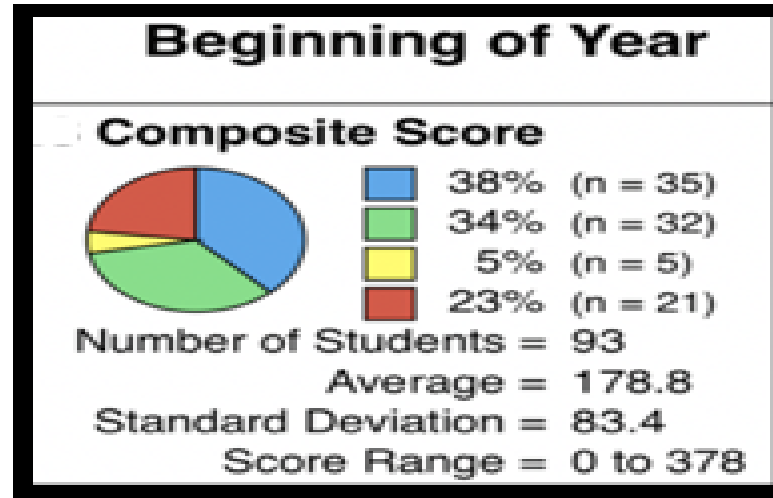


Activity 6.1

- We Do Practice: 2nd Grade Team
- Using the We Do Practice Set, let's practice completing Step #1
- Record your Step #1 Overall Goal in the practice packet

We Do Check In: Step #1

BOY Goal:
By the middle of the year benchmark, 85% of our students will be At/Above Benchmark as measured by Acadience Reading





Activity 6.2

- You Do: Your Data
- Select a grade level from your school to complete Step #1
- You will need to access the following acadiencelearning.net reports:
School Overview by Grade
- Without the entire grade level team present, this is practice - Think about how you might facilitate this conversation back in your building
- Share your “practice” goal with your SLT

7.0 Step #2: Problem Analysis

“If the ladder is not leaning against the right wall, every step we take just gets us to the wrong place faster.”

Stephen Covey

In Module 7.0, we will...

- Define Step #2 of the GLPS process
- Practice goal setting with 2nd grade data
- Practice using YOUR data

Step #2 Problem Analysis-Overview

- The team will use Acadience Reading data to analyze which big idea of reading is currently the most important common instructional focus based on reading development
- Then, they will set a Measure Specific Goal based on the data analyzed

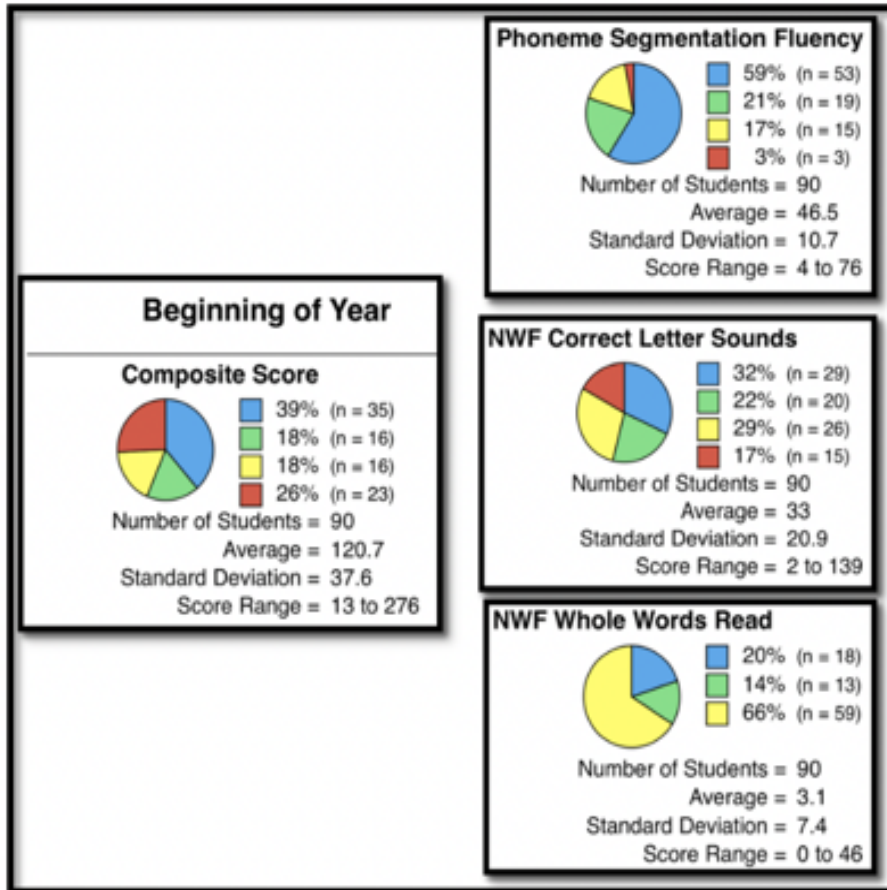
Reports & Resources Needed for Step #2

- Reports:
 - School Overview Report by Grade
- Resources:
 - Learning Progression Chart

Don't Teach the Measure, Teach the Skill

Measure	Grades	Skills Indicated
FSF	K	Phonological Awareness
PSF	K-1	Phonological Awareness
NWF	K-2	Alphabetic Principle & Basic Phonics
ORF4	1-6	Advanced Phonics & Decoding, Accurate & Fluent Reading of Text, Reading Comprehension
Maze	3-6	Reading Comprehension

I Do: Step #2

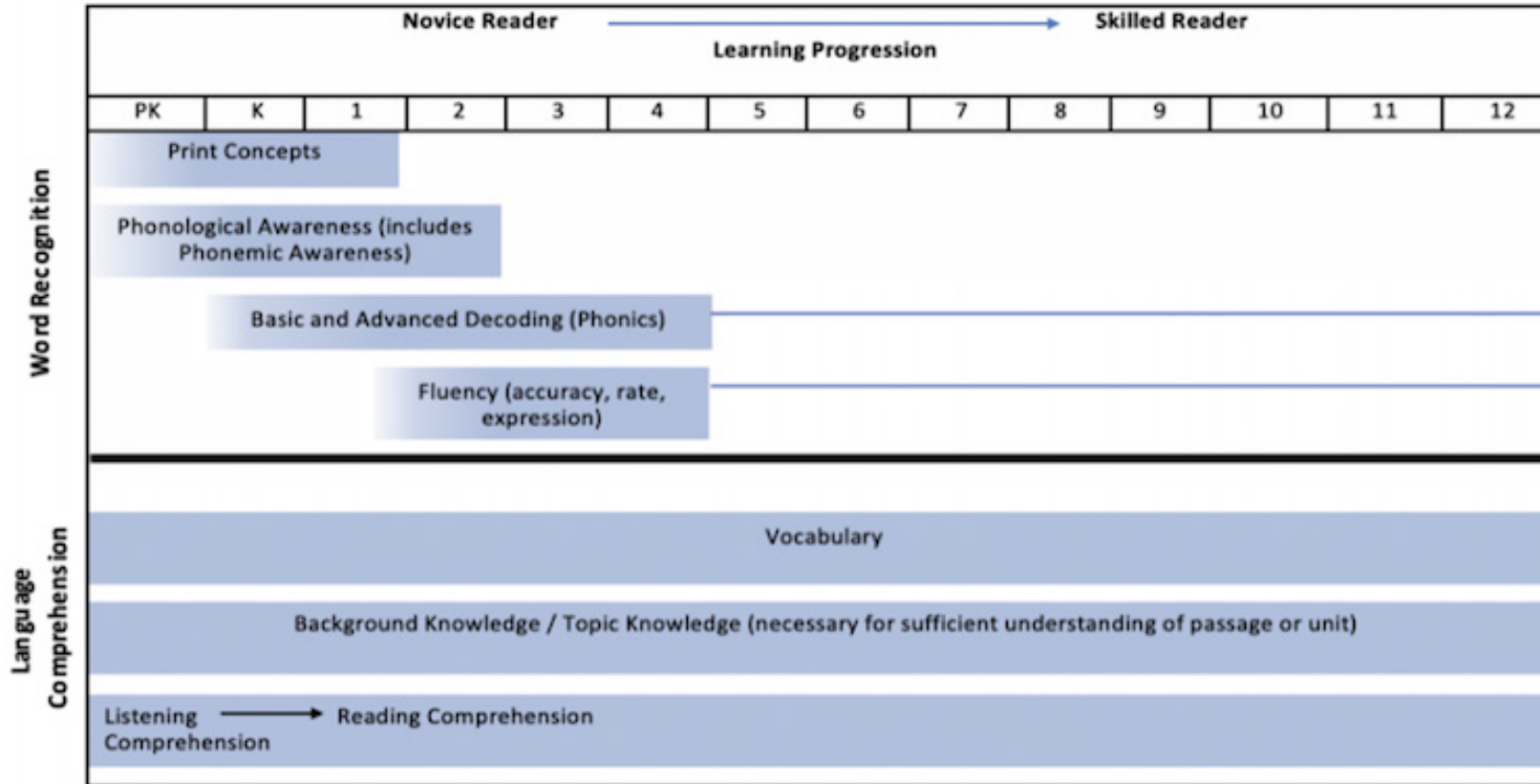


- 1st Grade at Westminister
- On what basic early literacy skills might students need additional instructional support?

Reading Development Snapshot

Acadience Reading Measure	% At & Above	Big Idea (Instructional Focus)
FSF		Phonological Awareness
PSF	80%	Phonemic Awareness
NWF CLS	54%	Alphabetic Principle/Basic Phonics
NWF WWR	34%	Alphabetic Principle/Basic Phonics
ORF Accuracy		Advanced Phonics
ORF Words Correct		Advanced Phonics, Fluency, Vocabulary, Comprehension
Retell		Comprehension (oral)
Maze		Comprehension (silent)

When Should Students Master Those Skills?



PSF 80%

NWF CLS 54%

NWF WWR 34%

 = Formal Instruction

 = On-going use, skill refinement, and transfer to new contexts

Measure Specific Goal Setting

PSF	% Above	% At	% Below	% Well
BOY	59%	21%	17%	3%
MOY				
EOY				

By the MOY, 100% of our students will be At/Above Benchmark as measured by PSF progress monitoring.

NWF CLS	% Above	% At	% Below	% Well
BOY	32%	22%	29%	17%
MOY				
EOY				

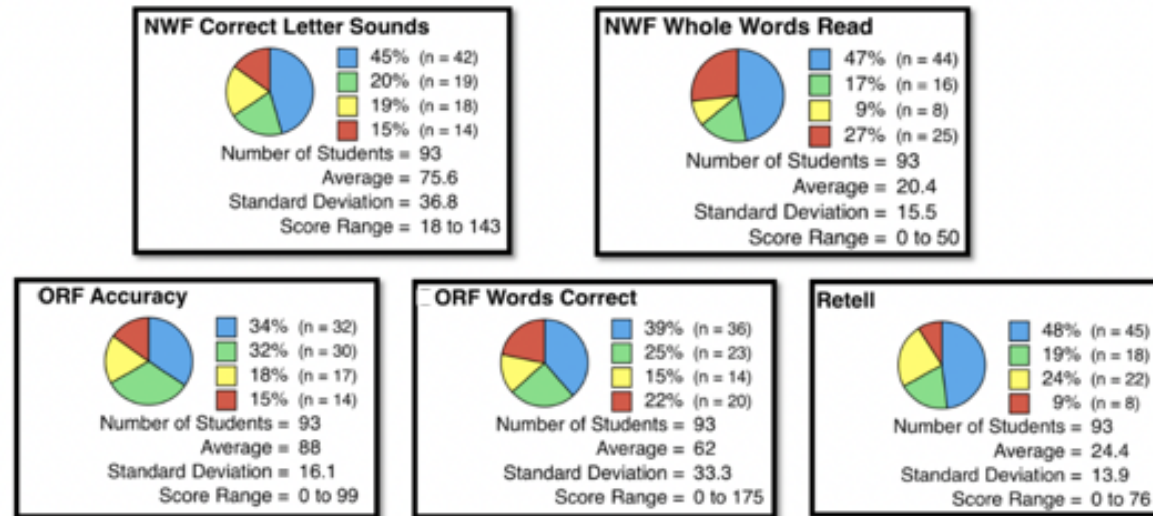
By the MOY benchmark, 80% of our students will be At/Above Benchmark as measured by NWF CLS.



Activity 7.1

- We Do Practice: 2nd Grade Team
- Using the We Do Practice Set, let's practice completing Step #2
- Record your Step #2 Measure Specific Goal in the practice packet
- It is also important to note: Only 66% of 2nd graders reached At/Above Benchmark on PSF

We Do Check In: Step #2



- By the MOY, 95% of our students will be At/Above Benchmark as measured by NWF WWR progress monitoring
- By the MOY benchmark, 80% of our students will be At/Above Benchmark as measured by ORF Accuracy



Activity 7.2

- You Do: Your Data
- Use the same grade level you picked from before to complete Step #2
- You will need to access the following [acadiencelearning.net](https://www.acadiencelearning.net) reports:
School Overview by Grade
- Without the entire grade level team present, this is practice - Think about how you might facilitate this conversation back in your building
- Share your “practice” goal(s) with your SLT

8.0 Step #3: Plan Development

Working together towards a common goal,
interdependently

In Module 8.0, we will...

- Define Step #3 of the GLPS process
- Practice creating an agreed upon plan for curriculum, instruction, & engagement
- Reflect on conversations that might happen when you dig into this step

Step #3 Overview

- This step uses the goals set in Step #2 and put them into ACTION (Measure Specific Goal)
- Now the team takes time to plan the what & how to teach the focus skill (aka Big Idea)
 - Curriculum (the what)
 - Instruction & Environment (the how)
- The team creates a COMMON agreed upon plan of action

Resources Needed for Step #3

- Common Instructional Needs Chart
 - Provided document to help determine if teams have the best fit materials to meet the focus skill need.
- Instructional Support Focus Tools
 - Provided resource that reviews instructional routines that align to the big ideas of reading
- Tier 1 Reading Materials
 - Teams bring core reading materials to review

I Do: Step #3 - Curriculum

- 1st Grade Team: By the middle of the year benchmark, **80%** of our students will be At/Above Benchmark as measured by Acadience Reading
 - By the MOY, 100% of our students will be At/Above Benchmark as measured by PSF progress monitoring
 - By the MOY benchmark, 80% of our students will be At/Above Benchmark as measured by NWF CLS
- This team's focus skill(s) are phonemic awareness & basic phonics. So, the next step is to determine WHAT materials we have, to teach these skills
 - Curriculum/Tier 1 Reading + Common Instructional Needs Chart

Common Instructional Needs PA & Phonics

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Phonemic Awareness	Sound/Word Comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime					
	Blend & Segment: Individual Phonemes					
	Phoneme deletion & manipulation					
Phonics	Letter sounds Short vowels					
	Irregular Words/Sight Words					
	VC & CVC recoding words					
			VC & CVC words Consonant Blends Consonant Digraphs Silent e Vowel in each syllable Inflectional endings			
				Vowel teams		
				Multisyllabic words Prefixes & Suffixes		
				Morphology Accurately unfamiliar multisyllabic words in context/out of context		

Adapted from Oregon RTI

Fluency & Comprehension

Fluency	Sound & Words						
		Decodable Text 95-100% Accurate					
			90%	>95%	96-97%	97-98%	97-98%
			30-50 WCPM	40-100 WCPM	70-100 WCPM	100-140 WCPM	100-140 WCPM
Comprehension*	Answering Text Based Questions Makes predictions Retelling & Summarizing Making Connections						
		Main Idea and Details Point of view Making Inferences Monitoring Comprehension					
			Analyze structure of text				
				Author's Purpose/Point of View Informational Text Structure/Charts, Maps, Graphs, Tables, Insets Compare and contrast text			

Adapted from Oregon RTI

1st Grade – Curriculum

- The team started looking for Tier 1 reading materials that included the following:
 - Phonemic Awareness: Blending & Segmenting
 - Basic Phonics: Letter sounds, short vowels, VC & CVC words
- They found that their core program had a daily Phonemic Awareness & a daily Phonics lesson
- The team did discover that they all used these differently & some teachers did not use them at all
 - They agreed to use these materials as a starting place

Curriculum Decisions: GLPS Plan

Tier 1 Reading Materials	Grade Level Decisions
Core reading materials that all grade level teachers will use	HM core reading program: PA & Phonics Lessons
If needed, list any supplemental materials all grade level teachers may need to use	Magnetic letters, Elkonin Boxes



Activity 8.1

- Step #3 Curriculum
- As an SLT discuss the questions below:
 - What reading curriculum do you have for core instruction? How current is it? Do all teachers use it?
 - How might using the Common Instructional Needs chart help guide our GLPS discussions?

After the What is the How...

- Teams now will answer the questions:
 - How will we use these materials?
 - What does research say regarding instruction in the focus skill selected?
 - The Instructional Support Focus Tool document will help teams review research-based routines & what to look for in their core reading programs

What is an Instructional Routine?

- A “set of teaching behaviors that can be used again & again in presenting new information or providing practice on information”
- Routines are consistent over time so they can be delivered at a brisk pace with many opportunities for students to respond
- It is the STUFF vs. the FLUFF

(Archer & Hughes, 2011)

I Do: Step #3 Instruction PA

- Phonemic Awareness was a focus skill for this 1st grade team
- They agreed to focus in on Phonemic Awareness blending and segmenting & also wanted to make sure their PA was taught prior to each phonics lesson and incorporated letters as quickly as possible
 - There was PA in the core program, but the language & tasks changed daily
- They decided to use the Instructional Support Tool to create a common and consistent instructional routine



Activity 8.2

- Instructional Support Tool, pgs. 4-7
- Read these pages & begin to connect to your Tier 1 core reading materials
 - Do you have instructional routines similar to these? For all grade levels or some grade levels?
 - What might your grade level teams need to know in order to make these instructional decisions?

Instructional Routine - PA

- The team reviewed pgs. 4-7 in the Instructional Support Tool for Phonemic Awareness
- They agreed to replace their core program's PA warm up with the Blend, Segment, Add, Delete, & Substitute routine **daily**
 - For example, if their phonics lesson had words with the sounds: /a/ /e/ /o/ /i/, it might sound like this....

Phonemic Awareness Warm Up Option

Task Routine	Lesson #1 Words
Blend: Put these sounds together to make a word: /sss/ /t/ /o/ /p/. What word? stop	flip, red, dot, plant, swim
Segment: Let's tap & say the sounds in the word: broom. /b/ /r/ /oo/ /m/	flop, ship, trap, trick
Add: Say top. Add /s/ to the beginning and the word is? stop	rap – add /t/ lop – add /f/ rick – add /t/
Delete: Say mop. Without /m/, what is left? op	trick - /t/ - rick plant- /l/ - pant trap - /t/ - rap
Substitute: Say flip. Change /fl/ to /sl/, and the word is? slip	slip - /d/ - dip dip - /r/ - rip rip - /z/ - zip

I Do: Step #3 Instruction Phonics

- Basis phonics was another focus skill for this 1st grade team
- They reviewed their HM core materials, looking closely at the phonics lessons. There were many different routines used daily & each teacher did these lessons differently or not at all
- They decided to use the Instructional Support Tool to figure out what they needed to do
- So, each day, they all agreed to do this routine...

1st Grade Daily Phonics Routine

Phonemic Awareness Warm-Up

1. Associating letters & sounds.

o e a i s t r z

2. Blending sounds into words. (Spelling Focused as an option)

stop red trick flip flop dot rap trap

3. Reading words to build fluency.

stop red trick flip flop dot rap trap

4. Segmenting & spelling words.

flip trick flop admit

5. Reading decodable text

Review HM decodable text & read 3-5 sentences daily

Ex. The big red truck will stop quick.

Instructional Routine - Phonics

- The team instantly knew that all 5 steps of the decoding routine did not happen daily
- They decided to take the phonics lessons in HM core & turn them into the 5 steps of the decoding routine
- The 5 Step decoding routine would need to be an on-going action item to continue to develop & work on these routines



Activity 8.3

- Instructional Support Tool, pgs. 8-23
- Read pg. 8 and skim pgs. 9-23
- Again, begin to connect your Tier 1 core reading materials.
 - Do you have instructional routines similar to these?
 - What might your grade level teams need to know in order to make these instructional decisions?

I Do: Step #3 The Plan So Far

Tier 1 Reading Materials	Grade Level Decisions
Core reading materials that all grade level teachers will use	HM core reading program: PA & Phonics Lessons

- Instruction:
 - PA: Phonemic Awareness Warm-Up daily
 - Phonics: 5 Step Decoding Routine daily

I Do: Step #3 Engagement

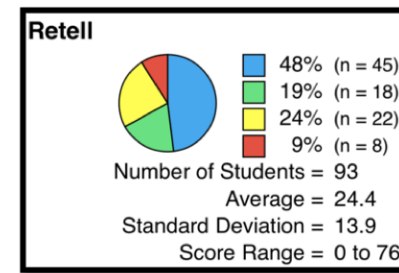
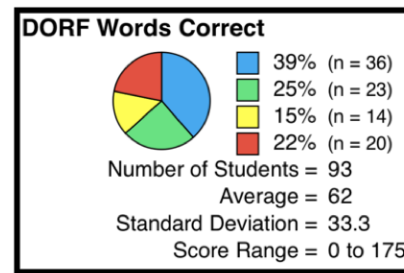
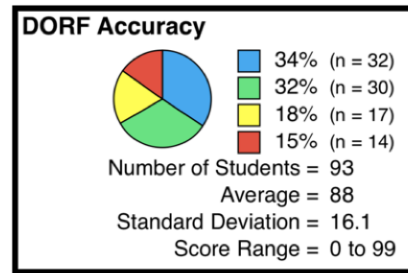
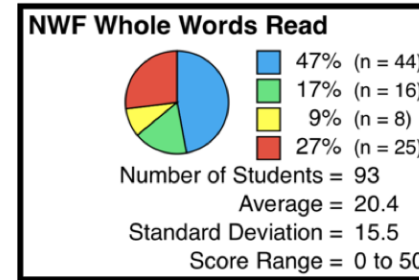
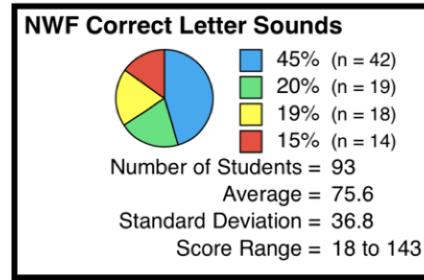
- How will grade level teams incorporate active engagement into the instruction?
- Based on the instructional routines selected, the 1st grade team decides to focus on verbal responses
- They will continue to share ideas & problem solve ways at on-going meetings on best practices for verbal responses for their PA & Phonics routines



Activity 8.4

- Grade Level Problem Solving Guide, pgs. 15-16
- Read these pages & begin to connect to your Tier 1 core reading materials
 - What support might grade level teams need in order to incorporate more active engagement into their instruction?

We Do: 2nd Grade



- By the MOY, 95% of our students will be At/Above Benchmark as measured by NWF WWR progress monitoring
- By the MOY benchmark, 80% of our students will be At/Above Benchmark as measured by ORF Accuracy

Activity 8.5

- We Do: Step #3
- Use the Instructional Support Tool & GLPS Guide
- Curriculum: Teachers appear to use different materials during Tier 1 core instruction – there is an older version of a core program available, but not all use it regularly
- Based on this team’s Measure Specific Goals, what do you think their instructional routine(s) & engagement strategy should be? Why?
- Work with your partner to use the materials & help this team create a plan for instruction
- Be prepared to share out

We Do: Step #3...Did You Say?

- Team needs to agree on what to use to target focus skills (Curriculum)
- Decoding Routine daily (Instruction)
- Verbal Responses (Engagement)

Post Work Assignment

- Complete action items on the MTSS Implementation Plan specifically GLPS start-up section of the GLPS Guide pgs. 1-5
- Prepare staff meeting activities around Critical Beliefs & Introduction to GLPS
- Practice the You Do Activities
- Begin to discuss the Guide, Plan and Instructional Tools as a team.
 - Will you use MiMTSS TA Center's resources
 - Will you tweak MiMTSS TA Center's resources

Closing Review

- Reviewed Tier 1 Reading Systems
- The Foundations of Grade Level Problem Solving
- Critical Beliefs for Problem Solving
- Simple View of Reading and Underlying Cognitive Foundations
- Grade-Level Process
- GLPS Steps #1-3

SESSION EVALUATION