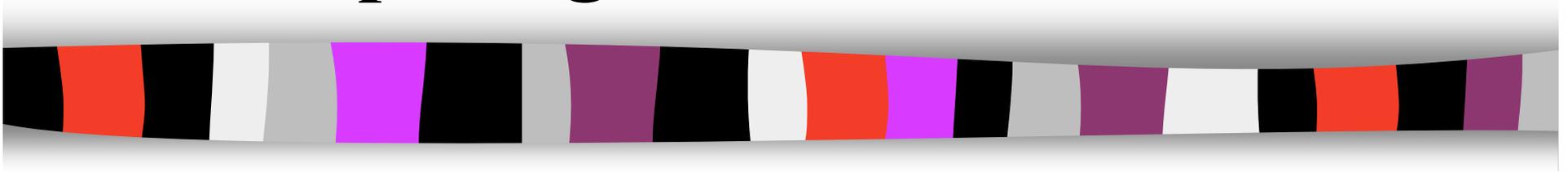
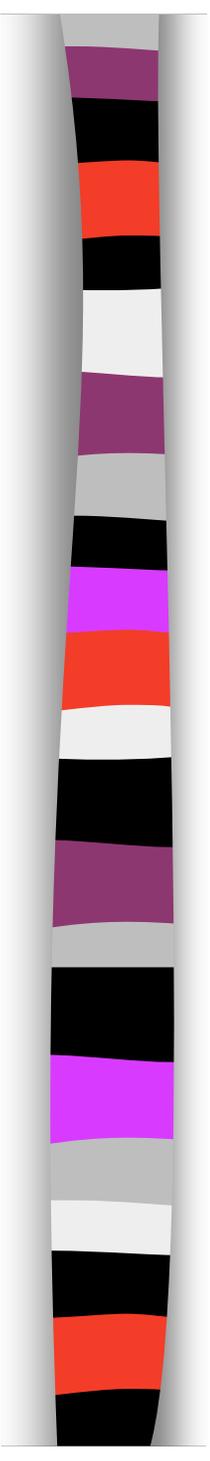


Academic Intervention Services: Deepening the Conversation

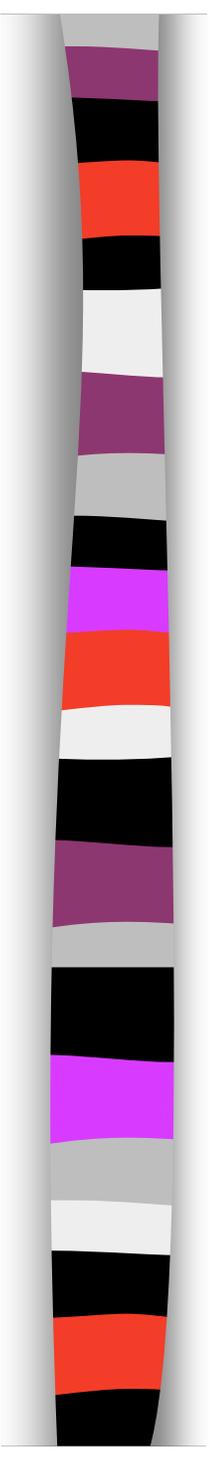


District 75
NYCDOE



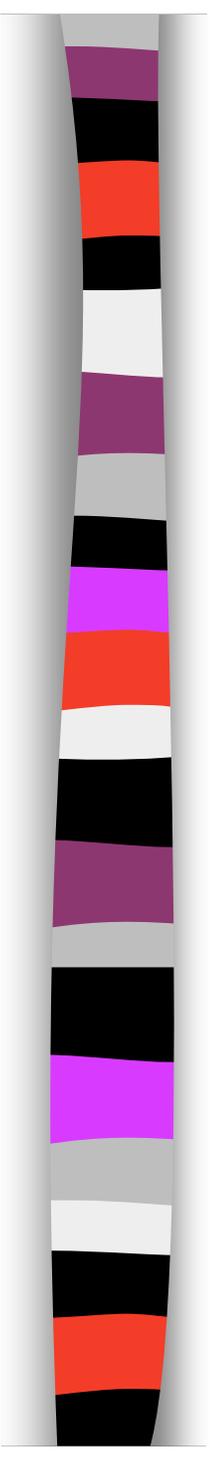
Session Agenda

- Keys to effective intervention
- Components of AIS
- Differentiation and adaptations
- Using questions and conversation to enhance AIS
- District 75 Literacy Units of Study



Eight keys to effective prevention

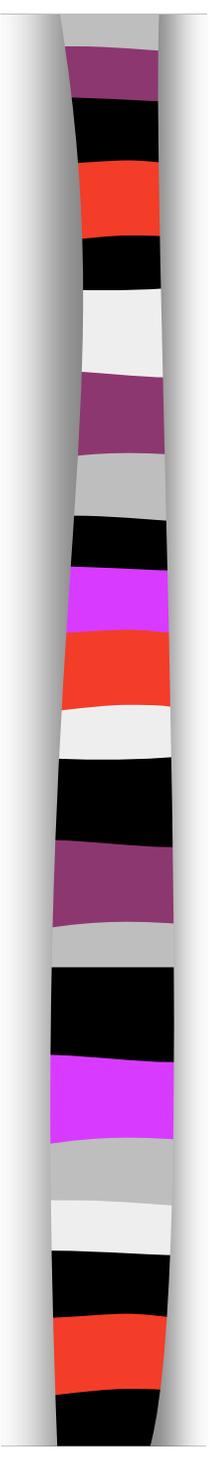
1. Strong motivation and belief on the part of all staff that all students must learn to read
2. A reliable system for identifying students who need intensive remediation to progress in learning to read
3. A reliable system for monitoring the effectiveness of interventions
4. Regular team meetings and leadership to enforce and enable the use of data to adjust interventions as needed



Eight Keys, Cont'd

5. Regular adjustments to interventions based on student progress
6. Enough personnel to provide the interventions with sufficient intensity
7. Programs and materials to guide the interventions that are consistent with scientifically based research in reading
8. Training, support and monitoring to ensure that intervention programs are implemented with high fidelity and quality

(FCRR)



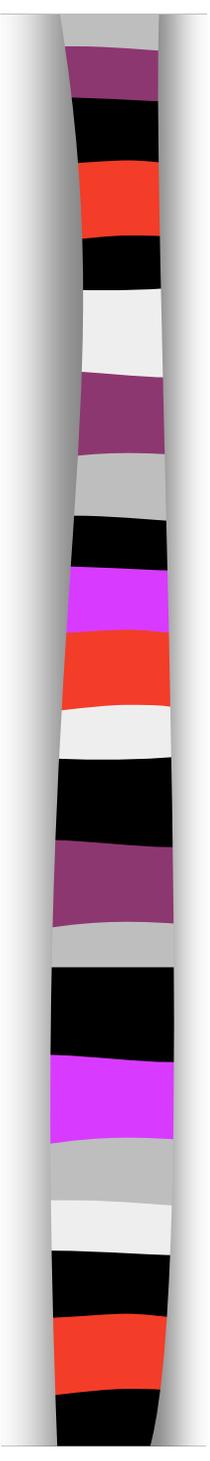
Academic Intervention

- Leadership
- Collaboration
- Individual student needs
- Instructional practices
- Data
- Flexible Resources
- Parent and community involvement
- Evaluation



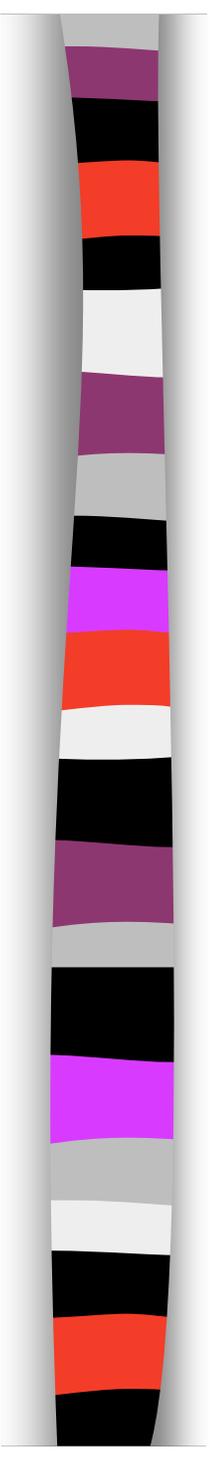
Academic Intervention: Leadership

- Is our vision for intervention and success for all students communicated to all staff, students and parents?
- What kinds of supports, programs, tools, or strategies can schools provide to teachers and academic intervention specialist to ensure that gains made in an academic year can be transferred to the next year?
(*Teachscape*)
- What should be defined to establish a foundation for replication?



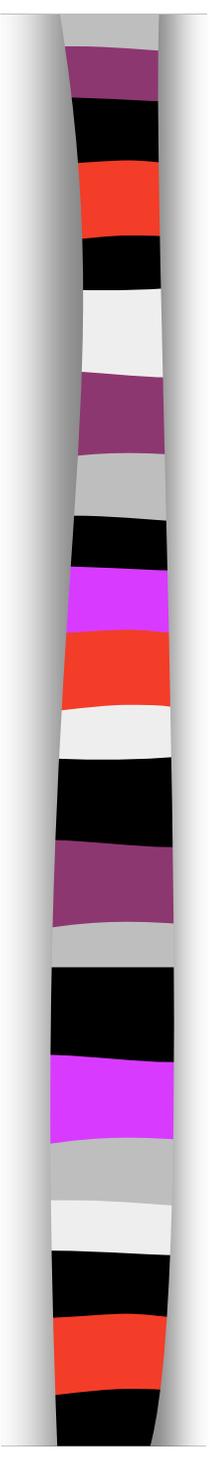
Academic Intervention: Collaboration

- Are there opportunities for teachers to collaboratively look at student work?
- How are you building/enhancing a collaborative culture of data literacy in your school?
- How does your scheduling support AIS common planning and teaming?



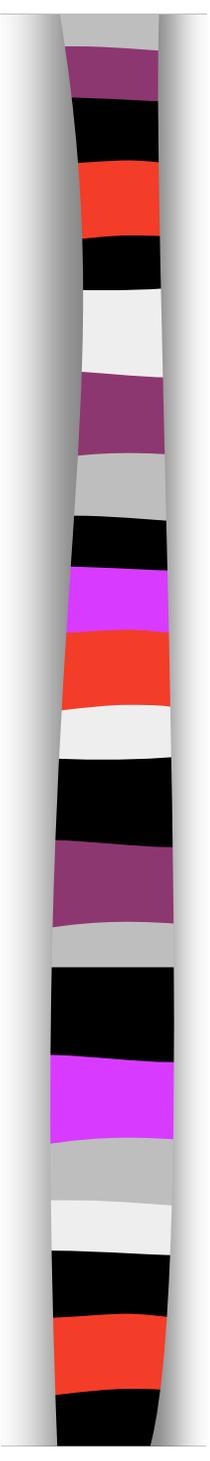
Assessment

- “Assessment done properly should begin conversations about performance, not end them.” (Wiggins, 1993).



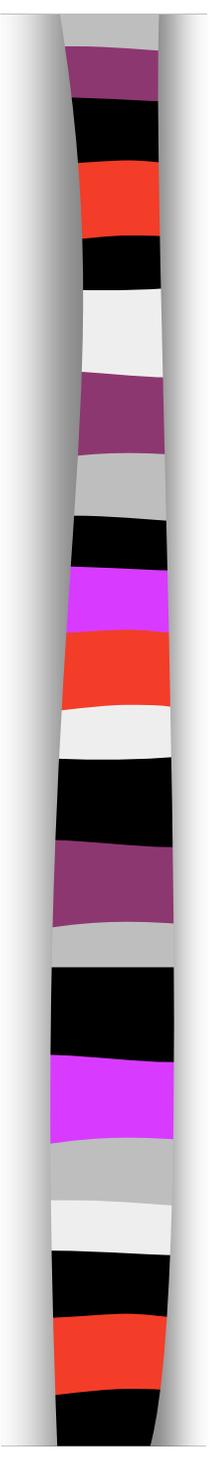
Data Analysis

- Collaboration – “team thinking and candor”; integrated data-driven decision making
- Antecedents - structures that precede excellence in performance, processes and student achievement
- Accountability - take responsibility to act on the basis of what data tells us



DATA

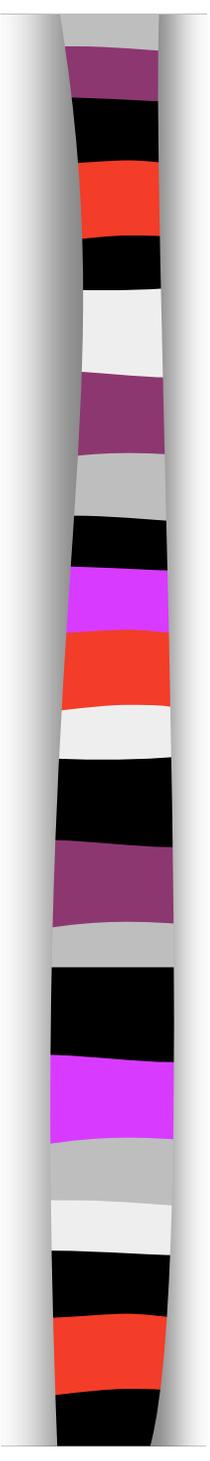
- **Process Data:**
What was done for whom?
- **Perception Data:**
Differences in student knowledge, competency and attitudes
- **Results Data:**
How do we know that the interventions made a difference?



Academic Intervention:

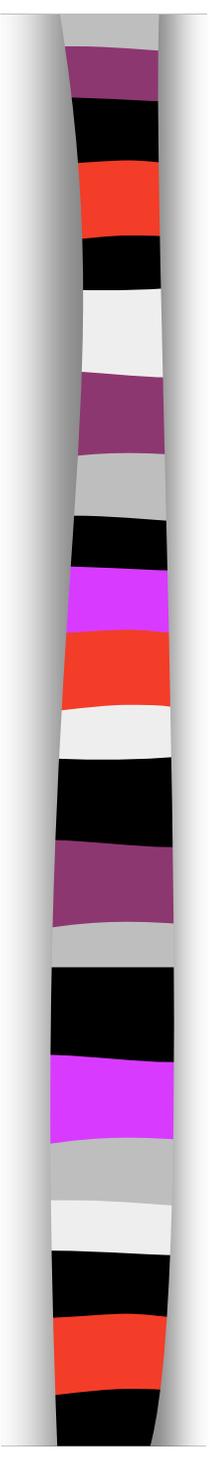
Use of Data

- What systems are in place for providing teachers with timely access to useful data?
- How do you connect the data with the results that you want for the students?
- How do you use assessment strategies and tools to match students with appropriate interventions?



Principles of Differentiated Instruction

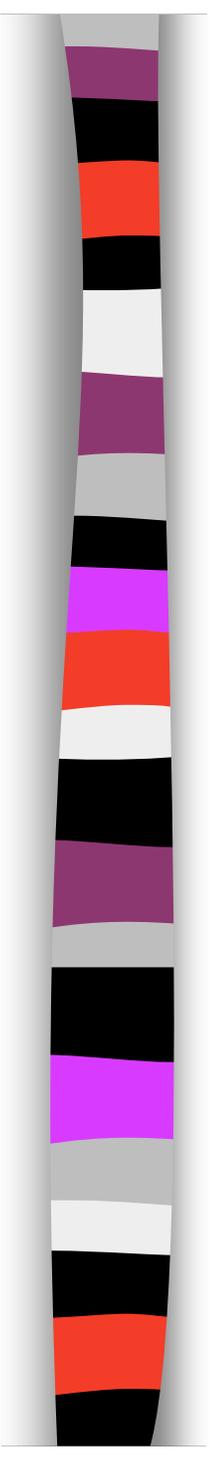
- Ongoing assessment
- Multiple teaching strategies
- Varying group configurations
- Emphasis on student strengths
- Recognition of learning modalities
- Consideration of student interests
- Clear criteria



Differentiated Instruction

- Provides adjustment in
 - intensity of instruction,
 - degree of explicitness,
 - amount of scaffolding during guided practice, and
 - amount of independent practice.

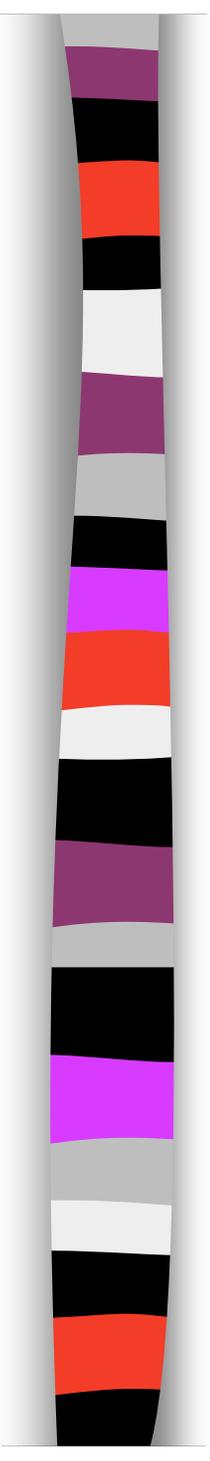
Roxanne Hudson, Ph.D. FCRR



What Can you change in the instruction?

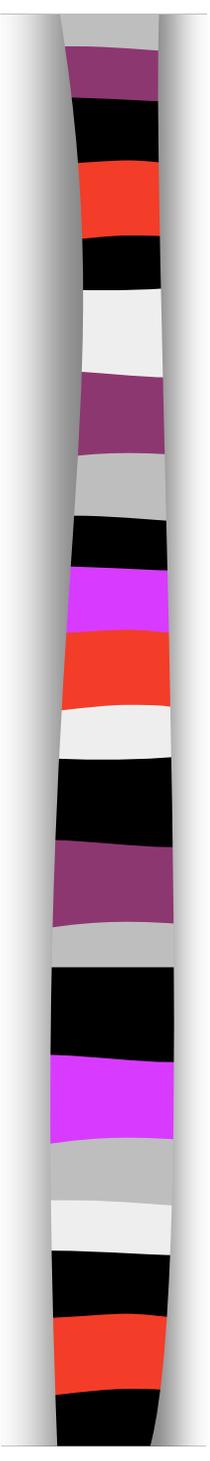
- Input (instruction and materials)
- Output (modality, participation)
- Rate (speed and amount)
- Support (independent vs. group, amount of scaffolding)

Roxanne Hudson, Ph.D. FCRR



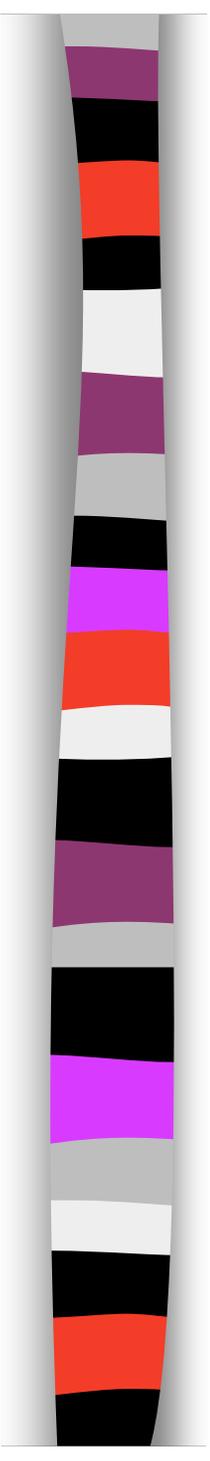
Universal Design for Learning

- Students with disabilities fall along a continuum of learner differences.
- Teacher adjustments for learner differences should occur for all learners, not just those with disabilities.
- Curriculum materials should be varied and diverse.
- Curriculum should be made flexible to accommodate learner differences, instead of “remediating” students so that they can learn from a set curriculum.



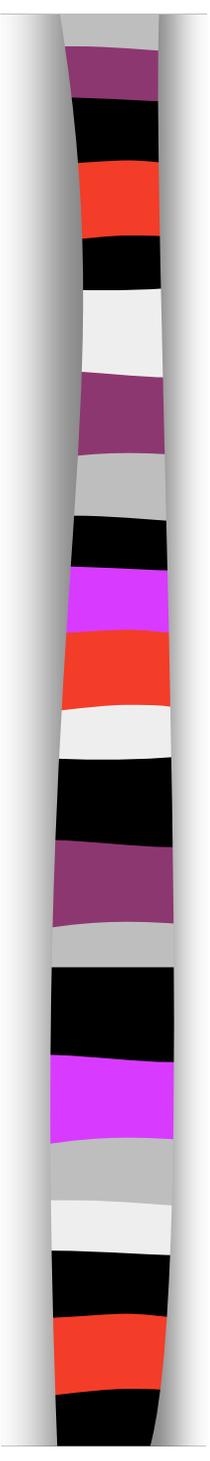
Curriculum Adaptations

- Appropriate for any learner
- A means of accommodating a wide range of students in the classroom
- Way to demonstrate respect for individual learning differences
- Adaptation is neither prescriptive nor precise
- A collaborative problem-solving approach



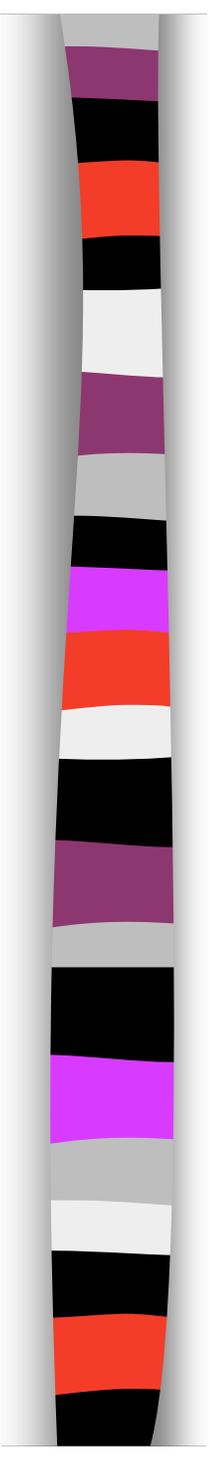
Appropriate Adaptations

- Adaptations do not stigmatize students.
- Variety of adaptations are utilized appropriate to individual students and specific activity.
- Evaluation procedures are in place to monitor effectiveness of adaptations.



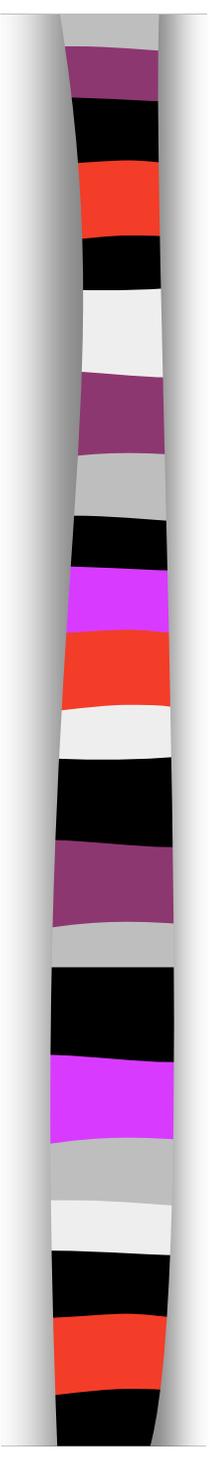
Nine Types of Adaptations

Input	Output	Size
Time	Difficulty	Level of Support
Degree of Participation	Modified Goals	Substitute Curriculum



Academic Intervention: Individual Student Needs

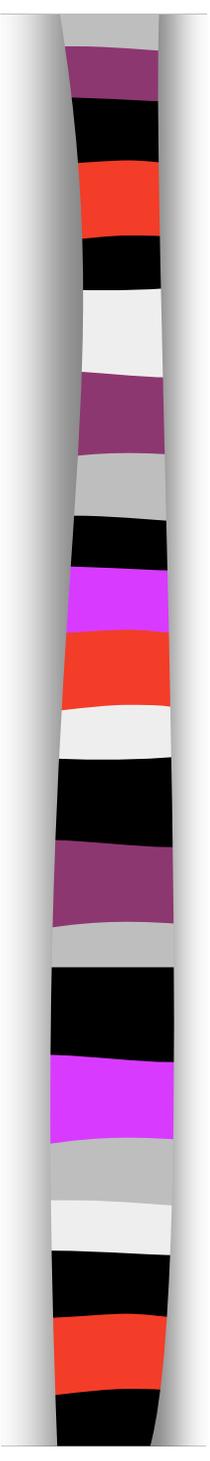
- What specific measures can you take to ensure that the academic intervention initiative in your school supports, encourages and recognizes children's social and emotional growth?
(*Teachscape*)
- Are differentiated instructional techniques used as part of the classroom instructional strategies?



Effective Reading Instruction for Struggling Students

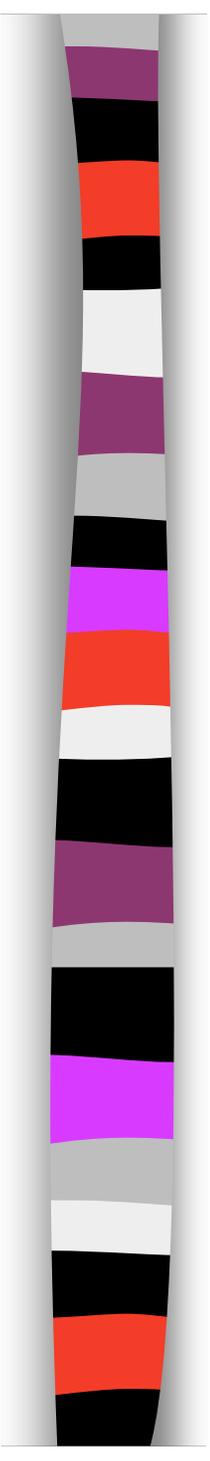
- Struggling readers are more successful when taught the same reading skills all readers must learn BUT with:
 - **more** instructional time
 - **more** coaching and practice
 - **more** explicit/direct instruction
 - **more** careful progress monitoring/program adjustment

Diana Browning Wright, Teaching and Learning, 2005



Academic Intervention: Instructional Practices

- How is instruction differentiated for the specific needs of the students? What Tier 1 interventions are evident in the classroom?
- How do you use both homogenous and heterogeneous grouping to support needs of students?
- How can the focus and precision of your minilessons support intervention efforts with your students?
- How do the teachers organize the literacy block in order to manage Tier I interventions?



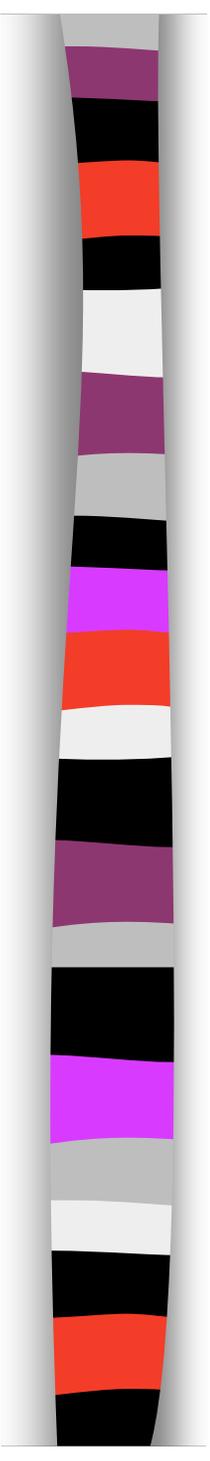
Academic Intervention: Flexible Resources

- How do you allocate school resources in support of intervention?
- How can you include or increase the use of technology to address the learning and intervention needs of our students?
- How do you ensure that paraprofessionals have the support they need to implement interventions with fidelity?



Academic Intervention: Professional Development

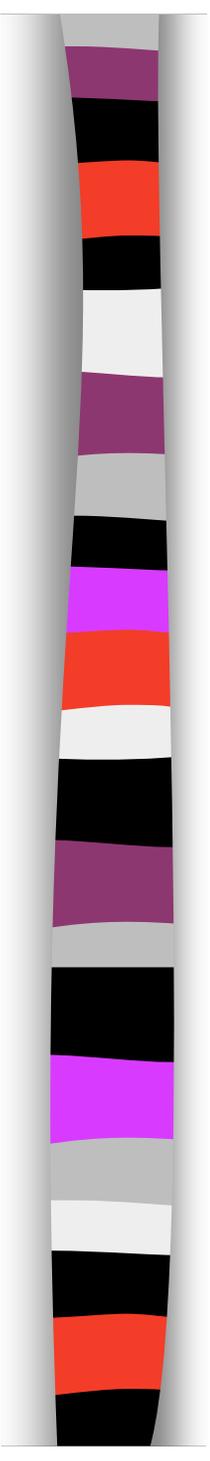
- How do you use student data to understand the AIS professional development needs for the staff in your school?
- What opportunities are there for teachers to participate in professional development on how to implement differentiated instruction strategies as part of the intervention continuum?
- How are you using technology, including *Teachscape*, to support professional development on AIS?



Academic Intervention:

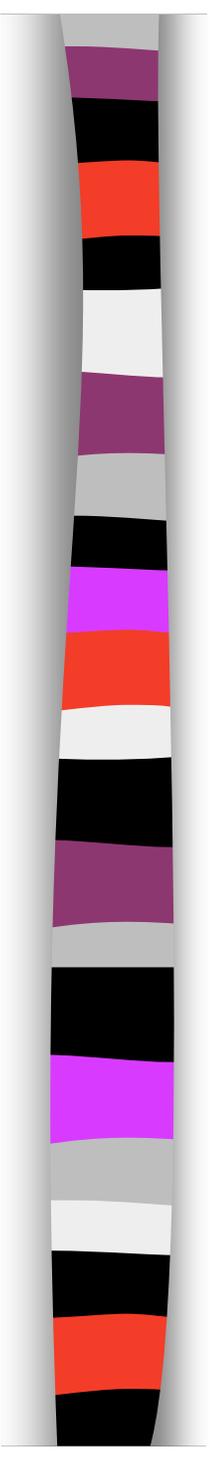
Involvement of Parents and Community

- How do you provide ongoing information to parents about their children's progress as a result of the interventions being implemented?
- How do you involve the parent coordinator as a resource in our academic intervention program?



Evaluation

“Formulation of clear and explicit evaluation questions is the most important step in planning and implementing effective assessment of the [intervention] program.”



District 75 Literacy Units of Study

A uniform approach to providing opportunities for all students to achieve state standards and simultaneously to addressing individual needs of students



MONDAY: Teaching Points

READING

To teach the components of nonfiction trade books. Students sort books by topic. How readers of nonfiction choose books.

WRITING

Writers identify different characteristics of information books by studying nonfiction books and listing their components.



TUESDAY: Teaching Points

READING

To teach how a nonfiction text is set up or organized.
How does a reader decide to read it?

WRITING

Writers identify the purpose of information books by talking with students at their table about how to use each component.



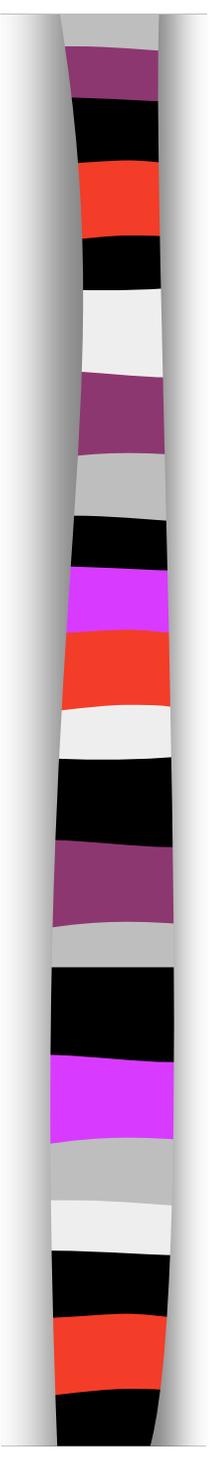
WEDNESDAY: Teaching Points

READING

To teach how readers chunk the text to help them understand the subject better. To use section headings to direct their reading.

WRITING

Writers collect topics for their information books by creating a list of topics in which they have prior knowledge.



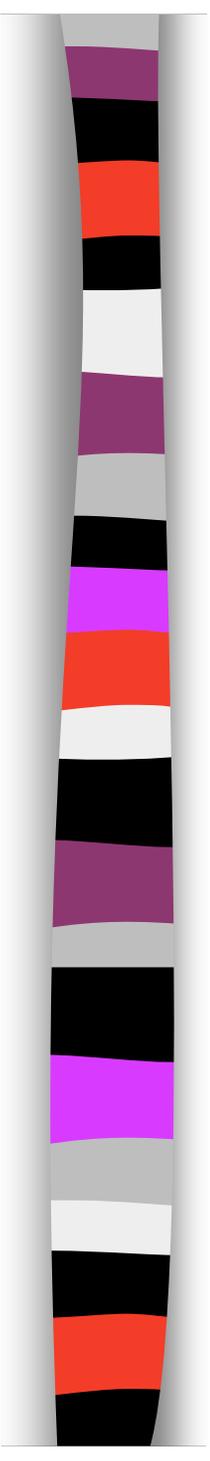
THURSDAY: Teaching Points

READING

To teach how readers of nonfiction gather information as they read.

WRITING

Writers collect topics for their information books by researching the classroom library for topics in which they have prior knowledge or interest.



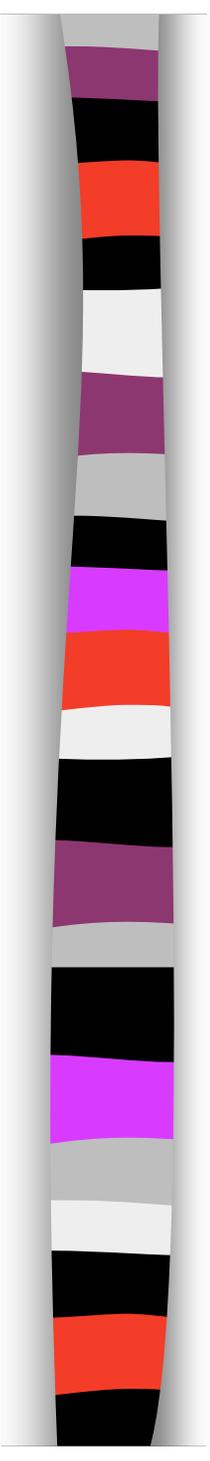
FRIDAY: Teaching Points

READING

To teach that creating a mental fact file will help us organize and hold on to the information we've gathered.

WRITING

Writers collect information on 2 to 3 topics for their information books by listing facts and future questions about the selected topics.



Units of Study and Adaptation

- How can we use the nine types of adaptation to support teachers in meeting the individual needs of the students within the literacy continuum?