High-leverage strategies

Purpose • Student Engagement • Curriculum & Pedagogy • Assessment for Student Learning • Classroom Environment & Culture

- **If at all possible, SDI should be in addition to core instruction in general education**
    - IEP teams make the individual decisions around each student's needs, and when/where specially designed instruction occurs, based on individual data and needs.
    - Emphasis on pre-teaching content for general education instruction.
    - Consider the need for more elaborate or deliberate practice, so students can develop perseverance.

- **Know Your Targets!**
    - Learning targets should be clearly articulated, linked to standards, embedded in instruction, understood by students, and measureable. The teaching points should be based upon IEP goals in relation to the learning target.
    - Everyone needs to know the targets and share in the responsibility for reaching them.

- **Live a Growth Mindset**
    - Expect substantive intellectual engagement. This means tasks should be of high-quality, and cognitively demanding. Skills instruction should be embedded in meaningful, relevant learning experiences.
    - Our language matters, particularly in how we help children believe in themselves as learners.

- **Student Talk**
    - Students need multiple opportunities to talk, to respond, to practice, and to synthesize what they are learning. There should be a focus on student discourse--with support for students learning discipline-specific habits of thinking and ways of communicating.
    - Understanding a student's need for processing time can help us allow them to engage.

- **Choose Wisely – Methodology and Curriculum Count**
    - Instructional materials and methodology should be appropriately challenging and supportive; aligned with the learning targets and standards; and culturally and academically relevant. They must connect with the general education classroom in terms of content, language, and habits of thinking and communicating.

- **Assess Well, Assess Frequently**
    - Assessment methods should include a variety of tools and approaches to gather comprehensive and quality information about the student that will inform instruction. Assessment methods should support the methods of the general education program and provide shared understanding of the student's needs. Students should be able to assess their own learning in relation to the learning target.

- **Make the hidden explicit**
    - Even within a constructivist pedagogy, there is an important role for instruction that is explicit and systematic. This includes providing models of proficient problem-solving, verbalization of thought processes, guided practice, corrective feedback and frequent cumulative review.

LITERACY

High Leverage Strategies / Foundational Ideas

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- Know and understand the child's whole literacy experience in school; be intentional about what happens in SDI and connect with the general education teacher about how SDI supports the broader literacy goals.
- Connection to meaningful contexts. All literacy instruction is connected to the purposes of reading and writing, and connected to general education topics and content.
- Literacy lessons include the six cognitive processes to read, write, speak and listen. (Keene, 2008)
- Increase amount of instruction to access informational texts. This includes close reading strategies, building academic vocabulary, and use of evidence to inform or make an argument. (CCSS Shifts in ELA & Literacy)
- Focus on generalization and application of skills. Progress is gained when it is evident in a variety of settings.
- Students should receive more intensive, targeted instruction if they are below grade level standards. This often means a double or triple dose of literacy instruction and careful partnering between general education and resource teachers.
- Progress is monitored and instruction is adjusted frequently and appropriately.
- There is explicit instruction of the meta-cognitive strategies of reading comprehension.

Core Instructional Resources	**Core Assessments**
- Texts matched to reader - From classroom libraries / book rooms - Leveled texts such as those found in PM Rigby, Pioneer Valley, or LLI - Units of Study in Reading (3-5, Lucy Calkins) - Units of Study in Opinion, Information, and Narrative Writing (Lucy Calkins) - Rebecca Sitton Sourcebook for Teaching Spelling and Word Skills - Words Their Way (K-2) - Comprehension Toolkit (S. Harvey and A. Goudvis) - D'Nealian Handwriting	- SBAC - NWEA MAP - DRA 2 (with progress monitoring tools) - AIMsweb - IRI's - State Writing Scoring Guide - Analysis of student writing - Calkins assessment ladders - Rebecca Sitton Spelling Inventories

Access Resources
- Bookshare Read to Go (access tool)   - SOLO (access software)

Supplemental Resources	**Supplemental Assessments**
- Fluency: Read Naturally, or Six Minute Fluency - Mindwings Story Grammar Marker (literary elements, comprehension, writing: organization, ideas and content) - News 2 You (comprehension; access tool) - Best Practices in Reading (comprehension; Triumph Learning/Options) - Rewards Reading - Decoding and Phonemic Awareness: - Wilson Reading System - Phonics for Reading (Archer) - Rewards Writing (vocabulary; sentence fluency; conventions. Anita Archer) (study) - Step up to Writing (study) - Handwriting Without Tears - STAR Curriculum (Program level of support) - FACTER Curriculum and Assessment (Program level of support)	Same assessments, but with increased frequency, and/or more discrete areas of measurement.

MATHEMATICS

High Leverage Strategies / Foundational Ideas

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- Know and understand the child's whole mathematics experience in school; be intentional about what happens in SDI and connect with the general education teacher about how SDI supports the broader mathematics goals.
- Connection to meaningful contexts. All mathematics instruction is meaningful and relevant beyond the task at hand. *Mathematics is the science of pattern and order. (Everybody Counts)*
- Mathematics lessons are based in the *Habits of Mind* and *Habits of Interaction*. (TDG Math Best Practices)
- Student talk reflects discipline-specific habits of thinking and ways of communicating.
- Vocabulary development is huge! Key vocabulary are identified and taught with intention (beginning in early grades).
- Pre-teach, teach, re-teach. Understand the power of the pre-teaching process!
- Support for teachers in chunking concepts / instruction to allow for sense-making. No long lectures for young children.
- Focus on generalization and application of skills. Progress is gained when it is evident in a variety of settings.
- Students should receive more intensive, targeted instruction if they are below grade level standards. This often means a double dose of mathematics instruction. (No replacement, or rarely.)
- Progress is monitored and instruction is adjusted frequently and appropriately.
- Increasing math fluency is important for some students. Mathematical fluency should always be connected to concepts. The methodology for improving fluency should match the needs of the student, and practice should be frequent and brief (no more than five minutes a day).

Core Instructional Resources	Core Assessments
• Investigations	• Investigations Unit Assessments • AIMsweb • SBAC • NWEA MAP • Successnet

Supplemental Resources	Supplemental Assessments
PRACTICE • Successnet (Investigations) • Pearson Focus Math (supplemental practice booklets) • Successmaker (study) • Math Steps (leveled problem solving; computation; Houghton-Mifflin) • IXL (problem practice in specific areas; allows for differentiation) FLUENCY • TouchMath (strategy/tool) • Math facts practice resources (that develop cognitive efficiency and focus on strengths) • STAR Curriculum (Program level of support) • FACTER Curriculum and Assessment (Program level of support)	Same assessments, but with increased frequency, and/or more discrete areas of measurement.

BEHAVIOR

High Leverage Strategies / Foundational Ideas

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The West Linn-Wilsonville School District focuses on this guiding question: **"How do we create learning communities for the greatest thinkers and most thoughtful people for the world? "** The character traits *honesty, integrity, respect, responsibility, kindness, compassion, and courage* are core ethical values that our community believes our children should learn and that all should strive to exemplify. We invest in supporting the **moral and performance character** development of all of our children as our universal approach. When children are strongly connected to their school community and being nurtured in character education, they work well together and create positive social relationships throughout their world.

Just as in academic learning, some children need additional instruction, support, encouragement, and motivation in the areas of social learning and behavior. We believe children want to do well, and will do so if they can. The principles of Collaborative Problem-Solving support us in thinking through the ways we interact with students who need additional behavioral or social instruction. Here are some of the principles and questions that guide us in providing additional support:

- **Encourage strengths** – if the student is struggling in one area, is there an area of strength that can be supported?
- **Clarify expectations** – some students need greater specificity
- **Teach expectations** – some students need additional practice
- **Examine the environment** – are there structures that the adults can adapt to help students be more successful?
- Consider what **excites or motivates** the students and provide more of that
- Do the **smallest amount of change** for the biggest result
- **Take data** (starting with the easiest ways to do so) and examine it regularly as you make changes
- Have some **school-based supports** in place for fairly common areas of need (such as Check-in/Check-out system)
- Provide more intensive, **individualized supports as needed**
- Individualized supports must be based on an **FBA**
- **Behavior Support Plans** (based on FBA) need to be developed with the people who will be implementing them
- **Communicate** with parents throughout the process

Core Instructional Resources / Methodology	Core Assessments & Data Tools
• Second Steps	• Short Form Functional Behavior Assessment • Observation • SchoolMaster Guidance Report • Behavior Monitoring Data • Goal sheets with data tracking
Supplemental Resources	**Supplemental Assessments & Data Tools**
• Collaborative Problem Solving • Individual Behavior Support Planning • Zones of Regulation • Social Thinking Curriculum • STAR Curriculum (Program level of support) • FACTER Curriculum and Assessment (Program level of support)	• Comprehensive FBA/BIP • Data tracking tool; spreadsheets • FACTER