

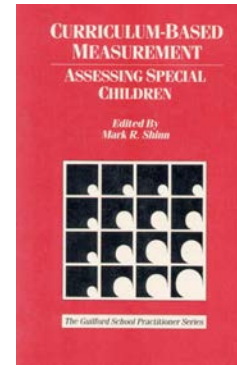
APPLES AND ORANGES ARE BOTH FRUIT:

THE RELATION OF THE COMMON CORE STATE STANDARDS TO RTI IMPLEMENTATION

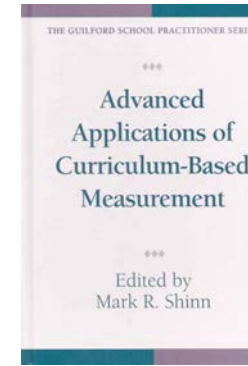
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CORE March 5th, 2013
March

MY AREA OF EXPERTISE



1 of 6 members of Technical Review Panel, National Center for Student Progress Monitoring, USDE/OSEP 2003-2007



Author of More than 75 Refereed Journal Articles and Book Chapters on the Topic of CBM, Progress Monitoring, and Screening

Editor and Contributor to 2 Major Texts on CBM

DISCLOSURE

Mark R. Shinn, Ph.D. Serves as a Paid Consultant for **Pearson Assessment** for their **AIMSweb** product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI. He provides technical support and training.

Mark R. Shinn, Ph.D. Serves as a Consultant for **Cambium/Voyager/Sopris** for their **Vmath** product, a remedial mathematics intervention but has no financial interests. He helped them develop their **progress monitoring system**.

Mark R. Shinn, Ph.D. Serves as a Consultant for **McGraw-Hill Publishing** for their **Jamestown Reading Navigator (JRN)** product and receives royalties. He helped them develop their **progress monitoring system**.

Mark R. Shinn, Ph.D. Serves as a Member of the **National Advisory Board** for the **CORE (Consortium on Reaching Excellence)** and receives a stipend for participation. He provides training and product development advice.

ACCESSING SOME MATERIALS

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Secondary Version

References for Professional Development for Multi-Tier System of Services and Supports

(Response to Intervention; RTI)

January 200, 2013

Compiled by Mark R. Shinn, Ph.D.

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Jackie Mowery, M.Ed., Editorial Assistant

I have tried to support professional development for more than 30 years. This list of resources consists of frequently used texts and some key articles and book chapters that I believe communicate some big ideas. It is not intended to be exhaustive and obviously reflects my biases. Together with Jackie Mowery, a current graduate student at National Louis University and former graduate assistants Jenni Cole and Lauren Dawes from National Louis University and Lyndsay Jenkins from Northern Illinois University, we are preparing a set of advance organizers (AOs) for each article or book chapter linked to these big ideas.

1. *Response to Intervention (RTI)*, an alternative method for use in the Specific Learning Disabilities (SLD) entitlement process was inserted into IDEA 2004 to *remedy* 30 years of (a) *complaints from practice* by educators and parents, and (b) *research on school-based SLD identification* practices.
2. RTI is *more than just SLD entitlement* and in most communities is geared to support implementation of a *multi-tier system of services and supports* based on *early intervention* and *prevention* for *all* students. A better conception is Multi-Tiered Services and Supports for ALL Students.
3. Secondary schools are not as prepared to implement MTSS due to years of staff development targeted almost exclusively to elementary schools. More background knowledge acquisition and leadership and planning is required.
4. Secondary implementation of MTSS is based on similar, although not identical big ideas. Paramount is supporting good pedagogy and behavior support in content area classes, and providing the intense basic skill interventions that some students still need.
5. *Early intervention* through *screening*, universal and individual, remains a key component of multi-tier models, but the purpose is modified to screen for those students who need intensive direct instruction basic skills treatment and those students with lower level basic skills but who need support for success in content area classes.
6. RTI implementation must be *considered an innovation* and therefore careful attention must be directed to the *challenges of the change* process.

The "Physician's Desk References" for RTI

These are the reference books that I refer to continuously to figure out what works and what to do. All are practice-friendly and designed to translate into things to do.

- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.
- Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.
- Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.). Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.

- Gambrill, E. (2005). *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Paul H. Brooks.
- Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. (2008). *POWERFUL Writing Strategies for All Students*. Baltimore, MD: Paul H. Brookes Publishing.
- Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2003). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston, MA: Allyn & Bacon.
- Shinn, M. R. E., Walker, H. M. E., & Stoner, G. E. (Eds.). (2002). *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches*. Bethesda, MD: National Association of School Psychologists.
- Shinn, M. R., & Walker, H. M. (Eds.). (2010). *Interventions for achievement and behavior in a three-tier model, including RTI* (Third ed.). Bethesda, MD: National Association of School Psychologists.
- Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Sprick, R. S., Booher, M., & Garrison, M. (2009). *Behavioral Response to Intervention (B-RTI): Creating a continuum of problem-solving and support* (2nd ed.). Eugene, OR: Pacific Northwest Publishing, Inc.
- Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing, Inc.
- Sprick, R. S., Garrison, M., & Howard, L. (1998). *CHAMPS: A proactive and positive approach to classroom management for Grades K-9*. Longmont, CO: Sopris West.
- Sprick, R. S., Howard, L. M., Wise, B. J., Marcum, K., & Haykin, M. (2006). *Administrator's Desk Reference of Behavioral Management*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., & McKale, T. (2006). *Coaching classroom management*. Eugene, OR: Pacific Northwest Publishing.
- Stein, M., Kinder, D., Silbert, J., & Carnine, D. W. (2006). *Designing effective mathematics instruction: A direct instruction approach* (4th ed.). Upper Saddle, NJ: Pearson Merrill Prentice Hall.

Scientifically Based or Evidence-Based Practices

A couple of resources that I believe are helpful for understanding evidence-based practices.

- Gambrill, E. (2005). The need for critical thinking in clinical practice. In *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Gambrill, E. (2005). Critical appraisal of practice-related research: The need for skepticism. In *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C. R., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.
- Stanovich, P. J., & Stanovich, K. E. (2003). *How teachers can use scientifically based research to make curricular and instructional decisions*. Washington, DC: National Institute for Literacy, National Institute of Child Health and Human Development, US Department of Education, US Department of Health and Human Services.

US Department of Education. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide*. Washington DC: US Department of Education, Institute of Educational Sciences, National Center for Education Evaluation and Regional Assistance.

Secondary RTI Resources

These are the readings that I believe do a nice job of providing some broad brushstrokes as well as specifics in implementing coordinated, early intervening services in a multi-tier model including RTI. These articles and chapters have a systems focus or secondary focus although some include K-12 content.

- Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to Intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.
- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.
- Conderman, G., & Petersen, T. (2007). Avoid the tutoring trap. *Intervention in School & Clinic, 42*, 234-238.
- Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Duffy, H. (Undated). *Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention*. Washington DC: National High School Center at the American Institutes for Research (AIR).
- Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.
- Ikeda, M. J., Paine, S. C., & Elliott, J. L. (2010). Supporting response to intervention (RTI) at school, district, and state levels. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative approaches to the definition of learning disabilities: Some questions and answers. *Annals of Dyslexia*.
- Frey, A. J., Lingo, A., & Nelson, C. M. (2010). Implementing positive behavior support in elementary schools. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Fuchs, L. S., & Vaughn, S. R. (2005). Response to Intervention as a framework for the identification of learning disabilities. *Forum for Trainers of School Psychologists*.
- Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Gresham, F., Reschly, D., & Shinn, M. R. (2010). RTI as a driving force in educational improvement: Historical legal, research, and practice perspectives. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision-making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions*. Washington DC: National High School Center at the American Institutes for Research (AIR).
- Pierson Yecke, C. (2005). *Mayhem in the middle: How middle schools have failed in America and how to make them work*. Washington DC: Thomas B. Fordham.
- Shinn, M. R. (2008). RTI at the secondary level. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide* (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice, 18*, 137-146.
- Walker, H. M., & Shinn, M. R. (2010). Systemic, evidence-based approaches for promoting positive student outcomes within an RTI framework: Moving from efficacy to effectiveness. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Ysseldyke, J. E. (2009). When politics trump science: Generalizations from a career of research on assessment, decision making and public policy. *NASP Communique, 38*(4), 6-8.

Universal Screening and Progress Monitoring

Not all measures are valid for screening, individual or universal, and frequent progress monitoring. One technology that has been validated and serves as the cornerstone of data-based decision making within RTI is Curriculum-Based Measurement (CBM).

- Fuchs, L. S., & Fuchs, D. (1999). Monitoring student progress toward the development of reading competence: A review of three forms of classroom-based assessment. *School Psychology Review, 28*(4), 659-671.
- Fuchs, L. S., & Fuchs, D. (2004). *What is scientifically based research on progress monitoring?* Washington, DC: National Center on Progress Monitoring, American Institute for Research, Office of Special Education Programs.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis. *Scientific Studies of Reading, 5*(3), 239-256.
- Shinn, M. R. (Ed.). (1989). *Curriculum-Based Measurement: Assessing special children*. New York: Guilford.
- Shinn, M. R. (Ed.). (1998). *Advanced applications of Curriculum-Based Measurement*. New York: Guilford.
- Shinn, M. R. (2008). Best practices in Curriculum-Based Measurement and its use in a Problem-Solving model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 243-262). Bethesda, MD: National Association of School Psychologists.

Shinn, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Reading and Content Area Literacy

Reading is essential for content area success. Too many secondary students struggle with basic skill deficits and even more students are challenged when learning requires reading and understanding informational or expository text. These articles and book chapters are targeted primarily toward secondary students.

Baker, S., Gersten, R., & Grossen, B. (2002). Interventions for students with reading comprehension problems. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 731-754). Bethesda, MD: NASP.

Biancarosa, G., & Snow, C. (2004). *Reading Next-A vision for action and research in middle and high school: A report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). Executive instruction for middle school students with reading difficulties: The reading teacher's sourcebook. Austin, TX: University of Texas System/Texas Education Agency.

Diamond, L. (2004). *Implementing and sustaining a middle and high school reading and intervention program*. Berkeley, CA: Consortium on Reading Excellence.

Feldman, K. (2006). Helping older kids who struggle with reading. San Francisco, CA: Charles and Helen Schwab Foundation. Retrieved from: <http://www.SchwabLearning.org>.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.

Heller, R., & Greenleaf, C. L. (2007). *Literacy instruction in the content areas: Getting to the core of middle and high school improvement* (pp. 1-48). Washington DC: Alliance for Excellent Education.

Honig, W., Diamond, L., & Gutlohn, L. (2007). *Teaching reading sourcebook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.

Howell, K. W. (2007). Best practices in curriculum based evaluation and advanced reading. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1-22). Bethesda, MD: National Association of School Psychologists.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Lenz, B. K., Ehren, B. J., & Deshler, D. D. (2005). The Content Literacy Continuum: A school-reform framework for improving adolescent literacy for all students. *Teaching Exceptional Children*, 37(6), 60.

Marchand-Martella, N.E., Martella, R.C., Modderman, S.L., Petersen, H., & Pan, S. (2013). Key areas of effective adolescent literacy programs. *Education and Treatment of Children*, 36, 161-184.

McPeak, L., & Trygg, L. (2007). *The secondary literacy instruction and intervention guide*. Mill Valley, CA: Stupski Foundation.

Moats, L. (2007). *Whole-language high jinks: How to tell when "scientifically based reading instruction" isn't*. Washington, DC: Fordham Foundation.

- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development, National Institute for Literacy, US Department of Education.
- Schumaker, J. B., Deshler, D. D., & McKnight, P. C. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for Achievement and Behavior in a 3-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.
- Tindal, G. A., & Germann, G. (1991). Mainstream consultation agreements in secondary schools. In G. Stoner, M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 495-518.). Bethesda, MD: NASP.
- Torgesen, J., Houston, D., & Rissman, L. (2007). *Improving literacy instruction in middle and high schools*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
- Torgesen, J., Houston, D., Rissman, L., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., & Rivera, M. O. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
- Walsh, K. (2006). *Supporting secondary literacy reform in a low-resource context: The Pasadena story* (pp. 1-21). Pasadena, CA: The Pasadena Unified School District.

Vocabulary

People are understanding that the key is language development, especially vocabulary, and reading volume as a mechanism for increasing vocabulary and knowledge.

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.
- Biemiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. *American Educator, Spring*, 1-10.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 8-15.
- Diamond, L., & Gutlohn, L. (2007). *Vocabulary Handbook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- Feldman, K., & Kinsella, K. (2005). Narrowing the language gap: The case for explicit vocabulary instruction. In Scholastic (Ed.), *Read About*. New York: Scholastic.
- Hirsch, E. (2003). Reading comprehension requires knowledge of words and the world: Scientific insights into the fourth-grade slump and nation's stagnant comprehension scores. *American Educator, Spring*, 10-19.
- Kame'enui, E. J., & Baumann, J. F. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. New York, NY.
- Lawrence, J. F., White, C., Snow, C. E. (2010). The words students need. *Educational Leadership, 68(2)*, 23-26.
- Stahl, S., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: National Education Association.
- Stahl, S. A. (1999). *Vocabulary development*. Brookline, MA: Brookline Books.

Mathematics

These resources are specific to evidence-based interventions for mathematics. They are not global. Other resources are located in my "great books" section.

- Allsopp, D. (2009). Mathematics and RTI. In S. L. Fernley, S.D., Norlin, J. (Eds.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Carnine, D., Jones, E. D., & Dixon, R. (1994). Mathematics: Educational tools for diverse learners. *School Psychology Review*, 23, 406-427.
- Harniss, M. K., Stein, M., & Carnine, D. W. (2002). Promoting mathematics achievement. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 571-588). Bethesda, MD: National Association of School Psychologists.
- Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education valuation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Kelly, B. & Carnine, D. (Undated). *Teaching problem-solving strategies for word problems to students with learning disabilities*. Unpublished Manuscript. University of Oregon, Eugene, OR.
- National Mathematics Advisory Panel. (2008). *Foundations for Success: National Mathematics Advisory Panel Final Report*. Washington, DC: US Department of Education.
- National Research Council. (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academy Press.
- Stein, M., Kinder, D., Zapp, K., & Feuerborn, L. (2010). Promoting positive math outcomes. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Thompson, L. J. (2006). *Repairing a broken foundation: Solutions to help middle school students who struggle with math* (Vol. Fall). Dallas, TX.
- Willingham, D. T. (2009). Ask the cognitive scientist: Is it true that some people just can't do math? *American Educator* (Winter 2009-2010), 14-19, 39.

Other Academic Areas

Interventions and background knowledge on things relevant to content area success. Other articles are included under secondary RTI.

- Anderson, D. H., Munk, J. A. H., Young, K. R., Conley, L., & Caldarella, P. (2008). Teaching Organizational Skills to Promote Academic Achievement in Behaviorally Challenged Students. *Teaching Exceptional Children*, 40(4), 6-13.
- Carnine, D. (1994). Introduction to the mini-series: Educational tools for diverse learners. *School Psychology Review*, 23(3), 341-350.
- Carnine, D., Miller, S., Bean, R. M., & Zigmond, N. (1994). Social Studies: Educational tools for diverse learners. *School Psychology Review*, 23, 428-441.
- Carnine, D., Crawford, D., Harness, M., & Hollenbeck, K. (1996). *Understanding US history Volume I: Through 1914*. Eugene, OR: Considerate Publishing.

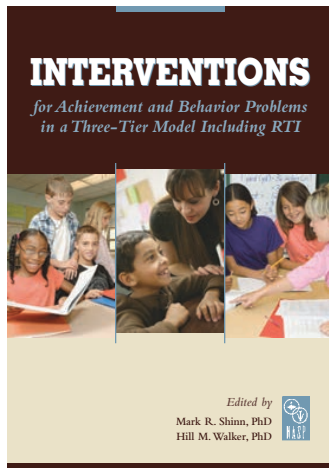
- Carnine, D., Steely, D., & Silbert, J. (1996). *Understanding US History Volume 2: Reconstruction to world leadership*. Eugene, OR: University of Oregon Bookstore
- Carnine, D. W., Crawford, D. B., Harniss, M. K., Hollendbeck, K. L., & Miller, S. K. (2007). Effective strategies for teaching social studies. *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 139-158). Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 651-680). Bethesda, MD: NASP.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2010). Interventions for improving study skills. In M. R. Shinn, and H. M. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 571-608). Bethesda, MD: NASP.
- Grossen, B., Romance, N. K., & Vitale, M. R. (1994). Science: Educational tools for diverse learners. *School Psychology Review*, 23, 442-463.
- Higgins, K., Boone, R., & Lovitt, T. C. (2002). Adapting challenging textbooks to improve content area learning. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 755-790). Bethesda, MD: NASP.
- Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) *Organizing Instruction and Study to Improve Student Learning* (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.
- Martella, A. (2010). *A High School Student's Perspective on Homework*. Eastern Washington University. Cheney, WA.
- Roth, J. (2005). *The strategic instruction model*. Washington DC: Alliance for Excellent Education.
- Schumaker, J. B., Deshler, D. D., & McKnight, P. (2002). Ensuring success in the secondary general education curriculum through the use of teaching routines. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (Vol. 791-824). Bethesda, MD: NASP.
- Schumaker, J. B., & Deshler, D. D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for Achievement and Behavior in a 3-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.
- Sprick, R. S. (2006). Grading: Design instruction and evaluation systems. In *Discipline in Secondary Classrooms: A Positive Approach to Behavior Management* (2nd ed., pp. 27-47). San Francisco, CA: Jossey-Bass, John Wiley & Sons, Inc.

Behavior

These resources are specific to evidence-based interventions for behavior. They are not global. Other resources are located in my "great books" section.

- Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Eugene, OR: Behavior Associates.
- Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review*, 30, 156-172.
- Sprick, R. S., & Borgmeier, C. (2010). Prevention and management of behavior in three tiers at the secondary level. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for Achievement and Behavior Problems in a Three-Tier Model including RTI*. Bethesda, MD: National Association of School Psychologists.

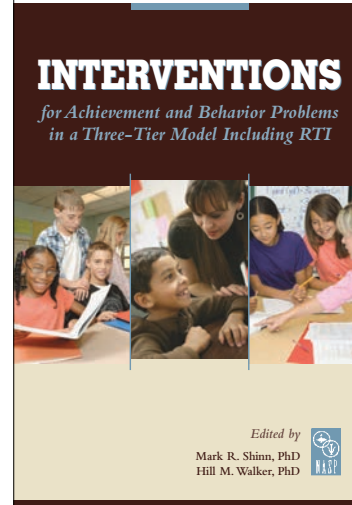
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, R., Wickham, D., Ruef, M., & Wilcox, B. (1999). *Applying positive behavioral support and functional behavioral assessment in schools*. Technical Assistance Guide 1 (Version 1.4.4). Eugene, OR: OSEP Center on Positive Behavioral Interventions and Support.
- Sugai, G., Horner, R. H., & Gresham, F. M. (2002). Behaviorally effective school environments. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems: Preventive and remedial approaches* (pp. 315-350). Bethesda, MD: National Association of School Psychologists.
- Walker, H. M. (2004). Use of evidence-based interventions in schools: Where we've been, where we are, and where we need to go. *School Psychology Review, 33*, 398-407.
- Witt, J. C. (1997). Talk is not cheap. *School Psychology Quarterly, 12*, 281-292.
- Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions: A systematic process for finding and eliminating problems. *School Psychology Review, 33*, 363-383.



If You Want To Understand Where We Were From a Practice Perspective....

Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

BACKGROUND READING ON CBM AND DECISION MAKING IN MULTI-TIERED MODEL/ RTI



Shinn, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Presentation is Based, In Part, on the Following White Paper

The Relation of Curriculum-Based Measurement to the Common Core State Standards

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 President, Data-Based Consulting, Inc
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Available in

- pdf format
- iBook format

REFERENCES ON COMMON CORE STATE STANDARDS

- Carmichael, S. B., Martino, G., Porter-Magee, K., Wilson, W. S., Fairchild, D., Haydel, E., . . . A. M. (2010). *The state of State Standards--and the Common Core--in 2010*. Washington, DC: Thomas. B. Fordham Institute.
- Carmichael, S. B., Wilson, W. S., Martino, G., Finn, C. E., Porter-Magee, K., & Winkler, A. M. (2010). *Review of the Draft K-12 Common Core Standards*. Washington, DC: Thomas. B. Fordham Institute.
- Chingos, M. M., & Whitehurst, G. J. (2012). *Choosing Blindly: Instructional materials, teacher effectiveness, and the Common Core*. Washington, DC: The Brookings Institution.
- Finn, C. E., Julian, L., & Petrilli, M. J. (2006). *2006 The state of State Standards*. Washington, DC: Thomas. B. Fordham Institute.
- Gamm, S., Elliott, J., Wright Halbert, J., Price-Baugh, R., Hall, R., Walston, D., . . . Casserly, M. (2012). *Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support*. Washington, DC: Council of Great City Schools.
- Moats, L. (2012). Reconciling the CCSS with the realities of learning disabilities. *New Times for Division of Learning Disabilities*, June, 1-3.
- Murphy, P., & Regenstein, E. (2012). *Putting a price tag on the Common Core: How much will smart implementation cost?* Washington, DC: Thomas. B. Fordham Institute.
- National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2012). *Common Core State Standards Initiative*, from <http://www.corestandards.org>.

Elementary Version

References for Professional Development for Multi-Tier System of Services and Supports

(Response to Intervention; RtI)

January 21st 2013

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Jackie Mowery, M.Ed., Editorial Assistant

I have tried to support professional development for more than 30 years. This list of resources consists of frequently used texts and some key articles and book chapters that I believe communicate some big ideas. It is not intended to be exhaustive and obviously reflects my biases. Together with Jackie Mowery, a current graduate student at National Louis University and former graduate assistants Jenni Cole and Lauren Dawes from National Louis University and Lyndsay Jenkins from Northern Illinois University, we are preparing a set of advance organizers (AOs) for each article or book chapter linked to these big ideas.

1. *Response to Intervention (RTI)*, an alternative method for use in the Specific Learning Disabilities (SLD) entitlement process was inserted into IDEA 2004 to *remedy* 30 years of (a) *complaints from practice* by educators and parents, and (b) *research on school-based SLD identification practices*.
2. RTI is *more than just SLD entitlement* and in most communities is geared to support implementation of a *multi-tier system of services and supports* based on *early intervention* and *prevention* for *all* students. A better conception is Multi-Tiered Services and Supports for ALL Students.
3. *Data-based decision making* is a key component of multi-tier models.
4. *Early intervention through screening*, universal and individual, is a key component of multi-tier models.
5. Use of *evidence-based practices for academics and behavior* support across all tiers is a key component of multi-tier service models.
6. *Scientifically based progress monitoring* across all tiers is a key component of multi-tier models.
7. RTI implementation must be *considered an innovation* and therefore careful attention must be directed to the *challenges of the change* process.

The "Physician's Desk References" for MTSS and RtI

These are the reference books that I refer to continuously to figure out what works and what to do. All are practice-friendly and designed to translate into things to do.

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*.

Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.). Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.

- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.
- Gambrill, E. (2005). *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Paul H. Brooks.
- Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. (2008). *POWERFUL Writing Strategies for All Students*. Baltimore, MD: Paul H. Brookes Publishing.
- Honig, W., Diamond, L., & Gutlohn, L. (2007). *Teaching reading sourcebook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- Hunter, P.C. (2012). *It's not complicated! What I know for sure about helping our students of color become successful readers*. New York, NY: Scholastic.
- Shinn, M. R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children*. New York: Guilford.
- Shinn, M. R. (Ed.). (1998). *Advanced applications of Curriculum-Based Measurement*. New York: Guilford.
- Shinn, M. R., Walker, H. M., & Stoner, G. E. (Eds.). (2002). *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches*. Bethesda, MD: National Association of School Psychologists.
- Shinn, M. R., & Walker, H. M. (Eds.). (2010). *Interventions for achievement and behavior in a three-tier model, including RTI* (Third ed.). Bethesda, MD: National Association of School Psychologists.
- Sprick, R. S., Booher, M., & Garrison, M. (2009). *Behavioral Response to Intervention (B-RTI): Creating a continuum of problem-solving and support* (2nd ed.). Eugene, OR: Pacific Northwest Publishing, Inc.
- Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing, Inc.
- Sprick, R. S., Garrison, M., & Howard, L. (1998). *CHAMPS: A proactive and positive approach to classroom management for Grades K-9*. Longmont, CO: Sopris West.
- Sprick, R. S., Howard, L. M., Wise, B. J., Marcum, K., & Haykin, M. (2006). *Administrator's Desk Reference of Behavioral Management*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., & McKale, T. (2006). *Coaching classroom management*. Eugene, OR: Pacific Northwest Publishing.
- Stein, M., Kinder, D., Silbert, J., & Carnine, D. W. (2006). *Designing effective mathematics instruction: A direct instruction approach* (4th ed.). Upper Saddle, NJ: Pearson Merrill Prentice Hall.

Scientifically Based or Evidence-Based Practices

Despite common claims, not all practices are supported by quality research. These resources can support educators to judge what is and what is not evidence-based.

- Gambrill, E. (2005). The need for critical thinking in clinical practice. In *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Gambrill, E. (2005). Critical appraisal of practice-related research: The need for skepticism. In *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C. R., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.

Stanovich, P. J., & Stanovich, K. E. (2003). *How teachers can use scientifically based research to make curricular and instructional decision*. Washington, DC: National Institute for Literacy, National Institute of Child Health and Human Development, US Department of Education, US Department of Health and Human Services.

US Department of Education. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide*. Washington DC: US Department of Education, Institute of Educational Sciences, National Center for Education Evaluation and Regional Assistance.

Elementary RTI Resources

These are the readings that I believe do a nice job of providing some broad brushstrokes as well as specifics in implementing MTSS. These articles and chapters have a systems focus or elementary focus.

Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to Intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

Ikeda, M. J., Paine, S. C., & Elliott, J. L. (2010). Supporting response to intervention (RTI) at school, district, and state levels. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative approaches to the definition of learning disabilities: Some questions and answers. *Annals of Dyslexia*.

Fuchs, L. S., & Vaughn, S. R. (2005). Response to Intervention as a framework for the identification of learning disabilities. *Forum for Trainers of School Psychologists*.

Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Gresham, F., Reschly, D., & Shinn, M. R. (2010). RTI as a driving force in educational improvement: Historical legal, research, and practice perspectives. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Matzke, L., & Lunde Neumiller, T. (2008). RTI in Title I. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI* (Vol. 1). Horsham, PA: LRP Publications.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice, 18*, 137-146.

Walker, H. M., & Shinn, M. R. (2010). Systemic, evidence-based approaches for promoting positive student outcomes within an RTI framework: Moving from efficacy to effectiveness. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Universal Screening and Progress Monitoring

Not all measures are valid for screening, individual or universal, and frequent progress monitoring. One technology that has been validated and serves as the cornerstone of data-based decision making within RTI is Curriculum-Based Measurement (CBM).

- Deno, S.L. (2003). Developments in Curriculum-Based Measurement. *The Journal of Special Education*, 37, 184-192.
- Deno, S.L. (2005). Problem-solving assessment. In R. Brown-Chidsey (Ed.), *Assessment for Intervention: A problem-solving approach* (pp. 10-40). New York, NY: Guilford.
- Fuchs, L. S., & Fuchs, D. (1999). Monitoring student progress toward the development of reading competence: A review of three forms of classroom-based assessment. *School Psychology Review*, 28(4), 659-671.
- Fuchs, L. S., & Fuchs, D. (2002). Progress monitoring, accountability, and LD identification. *Testimony to the president's commission on excellence in special education*. Washington DC: US. Department of Education
- Fuchs, L. S., & Fuchs, D. (2004). *What is scientifically based research on progress monitoring?* Washington, DC: National Center on Progress Monitoring, American Institute for Research, Office of Special Education Programs.
- Fuchs, L. S., & Fuchs, D. (2008). Best practices in progress monitoring reading and mathematics at the elementary level. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 2147-2164). Bethesda, MD: National Association of School Psychologists.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis. *Scientific Studies of Reading*, 5(3), 239-256.
- Shinn, M. R. (2008). Best practices in Curriculum-Based Measurement and its use in a Problem-Solving model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 243-262). Bethesda, MD: National Association of School Psychologists.
- Shinn, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Shinn, M. R., & Shinn, M. M. (2000). Writing and evaluating IEP Goals and making appropriate revisions to ensure participation and progress in general curriculum. In C. F. Telzrow & M. Tankersley (Eds.), *IDEA Amendments of 1997: Practice guidelines for school-based teams* (pp. 351-381). Bethesda, MD: National Association of School Psychologists.

Reading

I keep coming back to many of these articles and chapters when trying to address the issue of what works—and what doesn't—to improve reading achievement.

- Adams, M. J., & Henry, M. K. (1997). Myths and realities about words and literacy. *School Psychology Review*, 26, 425-436.
- Baker, S., Gersten, R., & Grossen, B. (2002). Interventions for students with reading comprehension problems. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 731-754). Bethesda, MD: NASP.
- Baker, S., & Stahl, S. (1994). Beginning reading: Educational tools for diverse learners. *School Psychology Review*, 23, 372-391.

- Carnine, D. & Silbert, J. (Undated). Defining district accountability: Ten components of the district, schools, and classrooms that support effective instruction in reading and math. Unpublished manuscript.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, winter, 8-15.
- Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Honig, W., Diamond, L., & Gutlohn, L. (2008) Comprehensive Reading Model. In *Teaching reading sourcebook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- Lenz, B. K., Ehren, B. J., & Deshler, D. D. (2005). The Content Literacy Continuum: A school-reform framework for improving adolescent literacy for all students. *Teaching Exceptional Children*, 37(6), 60.
- Moats, L. (1999). *Teaching reading is rocket science*. Washington, DC: American Federation of Teachers.
- Moats, L. (2007). *Whole-language high jinks: How to tell when "scientifically based reading instruction" isn't*. Washington, DC: Fordham Foundation.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development, National Institute for Literacy, US Department of Education.
- Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002). How Should Reading Be Taught? *Scientific American, Inc.*, 85-91.
- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.
- Simmons, D. C., & Kame'enui, E. J. (2003). A Consumer's Guide to Evaluating a Core Reading Program. Grades K-3: A Critical Elements Analysis.
- Stern, S. (2008). *Too good to last: The true story of Reading First*. Washington DC: Thomas B. Fordham Institute.
- Torgesen, J. K. (2002). Lessons learned from intervention research in reading: A way to go before we rest. *Learning and Teaching Reading*, 89-103.
- Torgesen, J. K. (2005). *A principal's guide to intensive reading interventions for struggling readers in Reading First schools*. Washington, DC: US Department of Education.
- Torgesen, J., Houston, D., Rissman, L., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., & Rivera, M. O. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
- Torgesen, J., Houston, D., Rissman, L., & Kovanovich, M. (2007). *Teaching all students to read in elementary school*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.

Vocabulary

People are understanding that the key to successful reading, and thus, school performance, is language development, especially vocabulary, and reading volume as a mechanism for increasing vocabulary and knowledge.

- Biemiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. *American Educator, Spring*, 1-10.
- Diamond, L., & Gutlohn, L. (2007). *Vocabulary Handbook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- Feldman, K., & Kinsella, K. (2005). Narrowing the language gap: The case for explicit vocabulary instruction. In Scholastic (Ed.), *Read About*. New York, NY.
- Kame'enui, E. J., & Baumann, J. F. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. New York, NY.
- Stahl, S. A. (1999). *Vocabulary development*. Brookline, MA: Brookline Books.
- Stahl, S., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: National Education Association.

English Learners

We know more than ever what works to reduce the gap for English Learners (EL), who, in the country, are usually burdened by low socio-economic status.

- Baker, S. K., Gersten, R., & Linan-Thompson, S. (2010). Early reading instruction and intervention with English learners: Key considerations in a multi-tiered approach. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 501-526). Bethesda, MD: National Association of School Psychologists.
- Francis, D. J., Rivera, M. O., Lesaux, N., & Rivera, H. (2006c). Practical guidelines for the education of English Language Learners: Research-based recommendations for instruction and academic interventions. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Francis, D. J., Rivera, M. O., Lesaux, N., Kieffer, M., & Rivera, H. (2006a). Practical guidelines for the education of English Language Learners: Research-based recommendations for serving adolescent newcomers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Francis, D. J., Rivera, M. O., Lesaux, N., Kieffer, M., & Rivera, H. (2006b). Practical guidelines for the education of English Language Learners: Research-based recommendations for the use of accommodations in large-scale assessments (pp. 1-64). Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. In U. S. D. o. Education (Ed.), *IES Practice Guide* (pp. 1-55). Washington, DC: US Department of Education.
- Shanahan, T., & August, D. (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. (pp. 1-8). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Written Expression

These resources are specific to evidence-based interventions for written expression. They are obviously heavily weighted by the research and writing of Steve Graham and Karen Harris.

- Graham, S. (2009). Want to improve children's writing? Don't neglect their handwriting. *American Educator, Winter 2009-2010*, 20-40.
- Graham, S., & Harris, K. R. (2002). Prevention and intervention for struggling writers. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems: Preventive and remedial approaches* (pp. 589-610). Bethesda, MD: National Association of School Psychologists.
- Graham, S., & Harris, K. R. (2006). It can be taught, but it does not develop naturally: Myths and realities in writing instruction. *School Psychology Review, 1997, 26*(3), 414-424.
- Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Moats, L. C. (2005). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator, Winter 2005-2006*, 12-43.
- Olinghouse, N. G., Graham, S., & Harris, K. R. (2010). Evidence-based writing practices for Tiers 1, 2, 3. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 553-570). Bethesda, MD: National Association of School Psychologists.
- Stein, M., Dixon, R. C., & Isaacs, S. (1994). Effective writing instruction for diverse learners. *School Psychology Review, 23*(3), 392-405.

Mathematics

These resources are specific to evidence-based interventions for mathematics. Other resources are located in my "great books" section.

- Allsopp, D. (2009). Mathematics and RTI. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Kelly, B. & Carnine, D. (Undated). Teaching problem-solving strategies for word problems to students with learning disabilities. Unpublished Manuscript. University of Oregon, Eugene, OR.
- National Mathematics Advisory Panel. (2008). *Foundations for Success: National Mathematics Advisory Panel Final Report*. Washington, DC: US Department of Education.
- National Research Council. (2001). Adding it up: *Helping children learn mathematics*. Washington, DC: National Academy Press.
- Stein, M., Kinder, D., Zapp, K., & Feuerborn, L. (2010). Promoting positive math outcomes. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Other Academic Areas

Interventions and background knowledge on things relevant to other academic area success.

- Carnine, D. (1994). Introduction to the mini-series: Educational tools for diverse learners. *School Psychology Review*, 23(3), 341-350.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 651-680). Bethesda, MD: NASP.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2010). Interventions for improving study skills. In M. R. Shinn, and H. M. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 571-608). Bethesda, MD: NASP.

Behavior

These resources are specific to evidence-based interventions for behavior. Other resources are located in my "great books" section.

- Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Eugene, OR: Behavior Associates.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). Reducing behavior problems in the elementary school classroom: A practice guide (NCEE #2008-012). *Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education*. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.
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BIG IDEAS

1. Common Core State Standards (CCSS) are making **some schools question their assessment and intervention methods that ensure quality implementation of RtI/MTSS.**
2. CCSS provide **end-of-high-school outcomes** and **end-of-year annual benchmarks** to guide **what students should learn.**
3. The **assessment implications** of CCSS are clearly related to **summative evaluation** and **accountability.**
4. The **intervention implications** of CCSS may or may not **lead to selection and use of S-B interventions of appropriate intensity**
5. One of the **Defining Features of MTSS/RtI** is **Data-Based Decision Making.** Especially **Screening** and **Progress Monitoring** and Use of **Evidence-Based Interventions of Increasing Intensity**
6. We need to continue to use S-B Screening and Progress Monitoring Tools. The tools of choice, **Curriculum-Based Measurement (CBM)**, are **consistent with the CCSS**, especially with the **K-5 Reading and Writing Standards.** They are **content valid.**
7. CBM tests are **complementary to attaining CCSS.** They have **consequential validity** for making **screening decisions** to facilitate early intervention and critically, for **frequent progress monitoring** one of the most powerful tools to increase achievement.
8. We need to be **careful in our selection of intervention programs**, whether they are aligned with CCSS, **they need to be S-B and of appropriate intensity.**

WHAT I'M NOT GOING TO TALK (MUCH) ABOUT

1. Whether the CCSS are **“Good.”**
2. Why CCSS **may be better** than state standards.
3. Whether the two efforts to assess CCSS, **Partnership for Assessment of Readiness for College and Careers (PARCC)** or **Smarter Balanced Assessment** will be **“good tests.”**
4. Address **ALL WAYS** that Simple, Efficient, and Scientific Basic Skills Progress Monitoring and Screening Tests (**Curriculum-Based Measurement**) is **Consistent** with and **Complementary** to CCSS

SAMPLE CCSS

Sample Language Arts "Anchor Standard"

10. **Read** and comprehend complex **literary** and informational **texts independently** and proficiently

Sample Language Arts "Foundational Standard"

4. **Read** with **sufficient accuracy** and **fluency** to **support comprehension** (Foundational Standard).

a. **Read on-level text** with purpose and understanding.

b. **Read on-level prose** and poetry **orally with accuracy, appropriate rate, and expression** on successive readings.

STATUS OF OUR MTSS IMPLEMENTATION

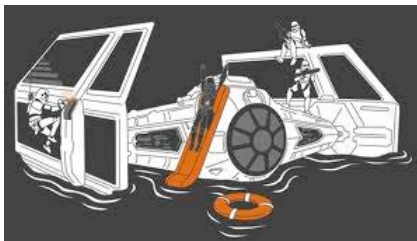
Our MTSS/Rtl Implementation Is:

Text a **CODE** to **37607**

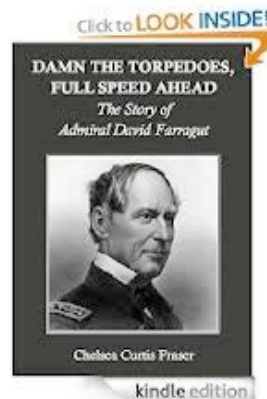
Submit responses at **PollEv.com/markshinn**

Deeply Entrenched: Teachers Implementing, Administrators Supporting	575060
More Than Putzing: Some Elements Solidly in Place	575061
Putzing: Smattering of Elements	575062
Widespread Passivity If Not Resistance	575063

SO WHAT DO WE DO?



Abandon Ship-
Abandon MTSS?



Full Speed Ahead?

IMPACT ON MTSS/RTI ASSESSMENT PRACTICES

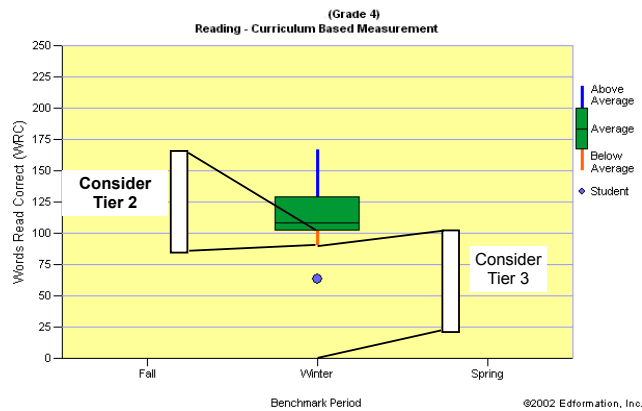
Impact of CCSS on Our Assessment Prac

Text a **CODE** to **37607**

Submit responses at **PollEv.com/markshinn**

Confident: We Are Still Moving Ahead with S-B Screening and PM	574273
Neutral: We May Be in Purgatory	598232
Vorried: We Are Moving Backward from S-B Screening and PM	574274
I Don't Know	574275

RTI REQUIRES EFFICIENT, ACCURATE, AND S-B SCREENING



OUR SCREENING PRACTICES

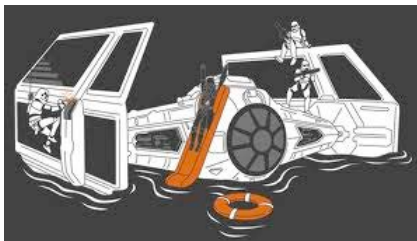
(Universal) Screening and Referral

Text a **CODE** to **37607**

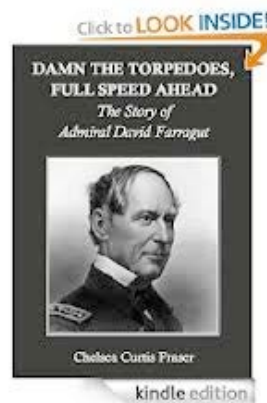
Submit responses at **PollEv.com/markshinn**

- No Universal Screening - Teacher Referral Driven **590611**
- Universal Screening But Teacher Referral Driven **590612**
- Universal Screening Followed By Tier 2 **590613**
- Universal Screening Followed By Intervention on Severity of Need **590614**

SO WHAT DO WE DO?



Abandon Ship-
Abandon MTSS?



Full Speed Ahead?

TYPE OF INTERVENTION

Our Reading Intervention Would Be

Text a **CODE** to **37607**

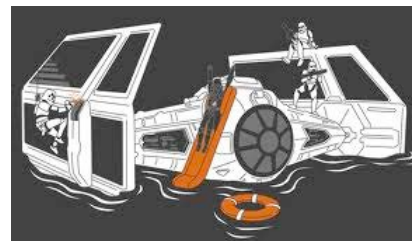
Submit responses at **PollEv.com/markshinn**

- Additional Time with Core Reading Program **218689**
- Individually Developed Intervention by PS Team **599761**
- Individually Developed Intervention ALIGNED TO CCSS **599762**
- ombination of Single Skill (e.g., "Fluency") Interventions **599763**
- Standard Comprehensive Multi-Skill Intervention **599764**
- Don't Know **599765**

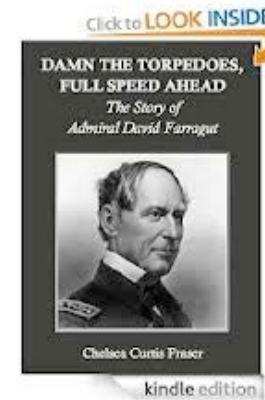
PREVIEW: MARK'S PERSPECTIVE

1. An Intensive, Comprehensive Reading PROGRAM
2. Additional Language Intervention, Especially Vocabulary
3. A Behavior Support Plan Emphasizing Effort and Motivation
4. Extensive "Guided Reading" with Corrective Feedback
5. Extensive Wide Reading of Suitable Difficulty Materials, Inside and Outside of School
6. Weekly Progress Monitoring Using CBM with Goal That Reduces the GAP
7. Consider Language Arts Assessment to Determine Spelling Discrepancy

SO WHAT DO WE DO?

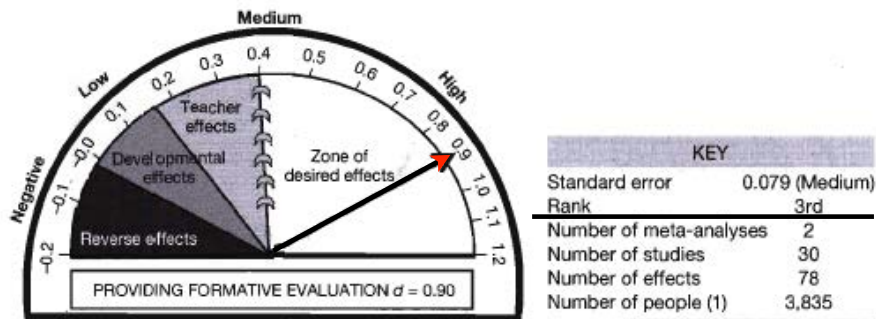


Abandon Ship-
Abandon MTSS?



Full Speed Ahead?

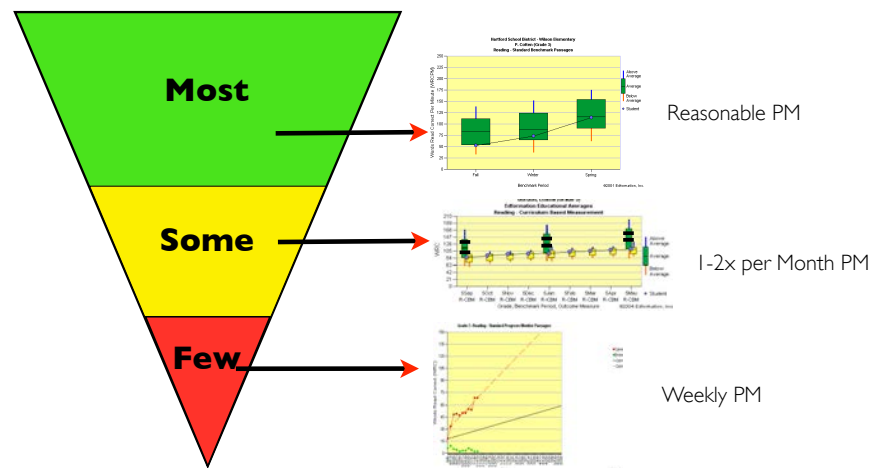
RTI REQUIRES EFFICIENT, ACCURATE, AND S-B FREQUENT (FORMATIVE) PROGRESS MONITORING



And the Number 1 Most Powerful TEACHING Variable

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

SIMPLE, ACCURATE, EFFICIENT, SCIENTIFICALLY BASED, SEAMLESS FREQUENT PROGRESS MONITORING



OUR FREQUENT PROGRESS MONITORING PRACTICES

Frequent Progress Monitoring (Reading)

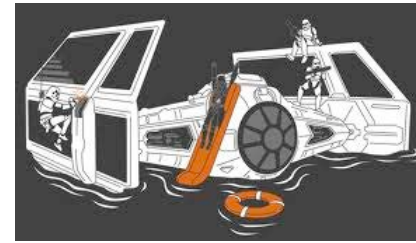
Text a **CODE** to **37607** Submit responses at **PollEv.com/markshinn**

Every Tier, Every Program, Every Grade, EVERYONE Does Their Own Thing **590439**

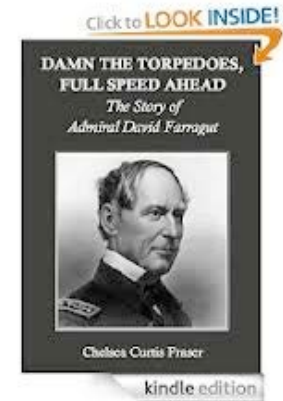
Standardized Frequent PM WITHIN a Tier/Program **590440**

Use SAME Standardized and S-B PM Tools Across Tiers, Grades **590750**

SO WHAT DO WE DO?



Abandon Ship-
Abandon MTSS?



Full Speed Ahead?

First Step:

Addressing the Assessment Issues Related to CCSS and MTSS/RtI

4 Recognized Major Assessment Purposes

- Screening
- Instructional Planning
- Progress Monitoring
- Program Evaluation and Accountability

BEST USE OF CCSS TESTS?

Primary Purpose of Tests Aligned with CCSS

Text a **CODE** to **37607**

Submit responses at **PollEv.com/markshinn**

Screening (Universal or Individual)	589747
Individual Student Instructional Planning	589748
Individual Student Progress Monitoring	589749
Accountability/Program Evaluation	589750

SCHOOLS ARE LOOKING FOR SWISS ARMY KNIFE OF TESTS

Tests that Can...

- Do EVERYTHING
- With Little to No Teacher Time
- Little Hassle



CCSS and Other Standards Assessments
Emphasis is On Program Evaluation,
Accountability,
Perhaps Screening,
But Quality PM is Not Their Strength!

WHAT ASSESSMENT DECISIONS ARE ESSENTIAL IN MTSS/ RTI

Decision	Purpose
Screening	Accurately and Efficiently Identify Students to Align with Interventions of Appropriate Intensity
Intervention Planning	Plan Instruction for Groups or Individual Students
Progress Monitoring	Figure Out Whether Intervention is Working or Needs Change
Accountability/Program Evaluation	Is What We Are Doing Working with the Target Audience

WHY CCSS TESTS

WILL NOT LIKELY BE USEFUL

IN MAKING IMPORTANT INDIVIDUAL STUDENT DECISIONS IN MTSS/RTI

The CCSS represent the “**what**” in terms of students’ learning.

According to the authors:

...standards are the foundation upon which almost everything else rests—or should rest. They should **guide state assessments and accountability systems; inform teacher preparation, licensure, and professional development; and give shape to curricula, textbooks, software programs, and more.**

Choose your metaphor: Standards are **targets, or blueprints, or roadmaps. They set the destination:**

what we want our students to know and be able to do by **the end of their K-12 experience, and the benchmarks they should reach along the way**

ASSESSMENT IMPLICATIONS:

Guide **States' Assessment** and **Accountability** systems

- **Summative Assessments**
- **Long-Term Outcomes (End-of-Grade 12) and Benchmarks (End-of-Grade, Beginning at Grade 3)**

The K–12 grade-specific standards define **end-of-year expectations** and a **cumulative progression** designed to enable students to meet **college and career readiness** expectations no later than the **end of high school**

WHY CCSS TESTS

WILL NOT LIKELY BE EFFECTIVE

FOR MTSS/RTI IMPLEMENTATION

Partnership for Assessment of Readiness for College and Careers (PARCC): PARCC is a 23-state consortium working together to develop next-generation K-12 assessments in English and math. **Computer-based, but “fixed format.”**

Smarter Balanced Assessment Consortium is a 24-state consortium. **Its Tests Are Computer Adaptive.**

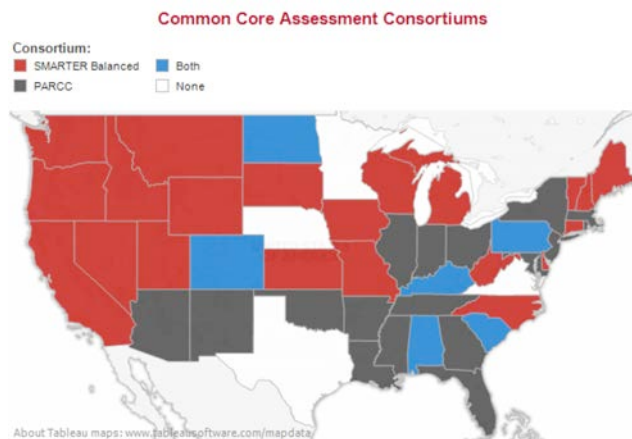
Some States Have Chosen to be Members of BOTH!

Both are Grades 3-12 and Both Begin in 2014-15

These assessments will provide educators, parents, and students with the information they need to **continuously improve teaching and learning and help ensure that students graduate high school college- and career-ready.** (Smarter Balanced)

NO MENTION IN EITHER ASSESSMENT DOCUMENTS OF SCREENING, PROGRESS MONITORING, MTSS, OR RTI

WHICH CONSORTIUM IS YOUR STATE IN?



NOTE: Alaska is not a member of a consortium. Hawaii is part of the SMARTER Balanced consortium.
<http://www.governing.com/blogs/view/two-paths-toward-common-core-standards-assessments.html>

CONCERNS

1. Use of “End-of-Year Performance Tests” Accountability Tests for Screening
 - Lots of Testing on Ending Grade-Level Standards BEFORE Instruction on Grade-Level Standards?
2. Targets End of Grade 3 as the Place to Begin
 - Wait to Fail Promised
3. Computerized Delivery
 - Sensitive to Kid Effects, Interest, Motivation?
4. Delivery Date of 2014
 - Delay Our MTSS Implementation

SOLUTION?

IF Schools Want to Engage in the High Quality (Efficient, Accurate, Scientifically Based) Screening and Progress Monitoring:

1. **Use Existing Tests and Instruments** That Have Been **Validated to Do the Job**

or

2. **Build Your Own Tests**

BUILD YOUR OWN TESTS: TEACHERS AS TEST INVENTORS

A recent review of **undergraduate and graduate teacher preparation programs** graded only **21%** institutions of higher education as preparing their educators as **Adequate for Assessment Literacy**, the **lowest** of their assessment knowledge hierarchies (See NCTQ; National Council on Teacher Quality, 2012).

Only **1%** of the preparation programs were rated **Adequate for Assessment Analytical Skills**, the **second** of their hierarchies, which they define as the ability to **“understand how to dissect, describe, and display the data that emerges from assessments”**(p. 14).

Similar results (i.e., only **1%** of programs rated as **Adequate**) were reported for **Instructional Decision Making**, the **highest** of the NCTQ hierarchy, defined as **“an understanding of how to derive instructional guidance from assessment data”** (p. 16).

USE PROVEN SCREENING AND PROGRESS MONITORING PRACTICES

Politically Challenging, Especially With Persons Who Lack Assessment Training

Politically Challenging, Especially With Persons Who Are Worried About “Compliance Issues”

**EDUCATION AND CONFIDENCE BUILDING IS
REQUIRED!**

LITTLE TRAINING

**I'M WORRIED THAT DECISIONS WILL BE MADE
BY PERSONS WITHOUT ASSESSMENT TRAINING**

 Text a **CODE** to **37607**

 Submit responses at **PollEv.com/markshinn**

True **589323**

False **589336**

PERSONS WORRIED ABOUT COMPLIANCE

I'M WORRIED THAT DECISIONS WILL BE MADE BY PERSONS WITH COMPLIANCE ISSUES

 Text a **CODE** to **37607**

 Submit responses at **PollEv.com/markshinn**

True | **590839**

False | **590840**

WE NEED TO CONTINUE FULL SPEED AHEAD:

IMPLEMENTING PROVEN PRACTICES IN THE BASIC SKILLS ASSESSMENT TO ENSURE ATTAINMENT OF CCSS

That Means Curriculum-Based Measurement (CBM)

WHAT IS CURRICULUM-BASED MEASUREMENT?

Time and **cost efficient** ways to **monitor progress frequently** and **formatively**, as well as **screen** students **universally** or **individually**.

Think: Testing “short and small” to make statements about something “big and general!”

Is the student an average reader?

Is the student becoming a better reader?

WHAT IS CURRICULUM-BASED MEASUREMENT?

Short, **standardized basic skills measures** validated as **general outcomes measures** (GOM).

General reading skill or ability:

R-CBM: Oral reading

Maze: Silent reading

General mathematics skill or ability:

M-COMP: General mathematics computation skills

M-CAP: General math concepts and application skills

General writing skill or ability:

WE-CBM: General written expression skills

General spelling skill or ability:

S-CBM: General written expression skills

Early Literacy:

Letter Names

Letter Sounds

Early Numeracy:

Number Identification

Missing Number

THE 5 “SS”

See It (Authentic)

Simple to Do and Understand

Sensitive to Improvement

Scientific

SEAMLESS

WHAT CURRICULUM-BASED MEASUREMENT IS NOT

Specific instructional targets or skills

It is not “oral reading fluency”

Tied to any specific curriculum

It does not measure everything

Less important for **instructional planning** and **program evaluation and accountability**

CONSISTENT WITH CCSS

...a clear **relation between what is assessed** when schools use CBM and what **academic skills are deemed important in the CCSS**

This is judged largely by an evaluation of **content validity**

Many CBM Tests are

CONSISTENT with CCSS

COMPLEMENTARY

Supports decisions that are related to attainment of the CCSS, but that **can’t be answered by assessing the CCSS**

Screening

Frequent Progress Monitoring

This is **construct validity** as indicators of basic skill general outcomes and **consequential validity**--can we make **efficient** and **accurate screening** and **frequent progress monitoring decisions?**

ALL CBM Tests are COMPLEMENTARY to CCSS

Especially in the **basic skills**--and **especially before the end of Grade 3!**

CCSS AWARENESS OF “SINGLE RICH TASKS”

CCSS authors express awareness of the interrelatedness of the standards and the corresponding implications for assessment.

...each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

CBM is **CONSISTENT** with CCSS in that many of the “tasks” are “RICH.”

R-CBM--Oral Reading

M-COMP--Writing Answers to Computational Problems

M-CAP--Writing Answers to Concepts and Application Problems

WE-CBM--Short Essay Writing

Spelling-CBM--Writing Orally Presented Regular and Irregular Words

A “RICH” TASK: READING CURRICULUM-BASED MEASUREMENT (R- CBM)

10. **Read** and comprehend complex *literary* and informational **texts independently** and proficiently (Anchor Standard p. 5)

4. **Read** with **sufficient accuracy** and **fluency** to **support comprehension** (Foundational Standard).

a. **Read on-level text** with purpose and understanding.

b. **Read on-level prose** and poetry **orally with accuracy, appropriate rate, and expression** on successive readings.

It was a pretty good composition. I felt proud knowing it was the best one at my school. After I'd read it five times, I was impatient to start reading it out loud. I followed the book's directions again. First I read the composition out loud without trying to sound impressive, just to hear what the words sounded like.

Billy, 4th Grader

RICH TASK FOR WRITTEN EXPRESSION

Writing Anchor Standards

At Grade 4, students are expected to:

3. Write **narratives** (my emphasis) to develop **real or imagined experiences** or events using **effective technique, descriptive details, and clear event sequences**.

a. Orient the reader by **establishing a situation** and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally**.

b. Use **dialogue and description to develop experiences and events** or **show the responses of characters** to situations.

c. Use a **variety of transitional words and phrases to manage the sequence** of events.

d. Use **concrete words and phrases and sensory details** to **convey experiences and events** precisely.

e. Provide a **conclusion that follows from the narrated experiences** or events.

RICH TASK FOR WRITTEN EXPRESSION

It was a hot dry day and I had been walking for an hour...

a man with a creepy smile was walking toward me and went in his big pocket and grabbed at least a pound of food and then came another man came up to me with a water fountain and in my amazement he left by snapping his fingers and he was gone. I couldn't believe my eyes that I just saw

STRUCTURE OF CCSS LANGUAGE ARTS

Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5

Reading: Text Complexity and the Growth of Comprehension;
 Writing: Text Types, Responding to Reading, and Research;
 Speaking and Listening: Flexible Communication and Collaboration; and
 Language: Conventions, Effective Use, and Vocabulary.

Standards for English Language Arts 6-12;

Reading: Text Complexity and the Growth of Comprehension;
 Writing: Text Types, Responding to Reading, and Research;
 Speaking and Listening: Flexible Communication and Collaboration; and
 Language: Conventions, Effective Use, and Vocabulary

Literacy in History/Social Studies, Science, and Technical Subjects 6-12.

Reading: Text Complexity and the Growth of Comprehension;
 Writing: Text Types, Responding to Reading, and Research;

CBM CONSISTENCY CCSS LANGUAGE ARTS

<p>K-5 Reading Writing Speaking and Listening Language</p>	<p>R-CBM; WE-CBM; S-CBM; and TEL Highly Consistent with A NUMBER of Anchor and Foundational Standards</p>
<p>6-12; Reading Writing Speaking and Listening Language</p>	<p>Less Consistent with CCSS; Basic Skills are Necessary, but Insufficient for CCSS Standards</p>
<p>6-12 Literacy in History/Social Studies, Science, and Technical Subjects Reading Writing</p>	<p>Less Consistent with CCSS; Basic Skills are Necessary, but Insufficient for CCSS Standards</p>

CBM IS HIGHLY CONSISTENT WITH K-5 READING ANCHOR STANDARDS

Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5

K-5 Anchor Standards

The K-5 Reading Standards include 10 **identical** Anchor Standards across grades, divided into four areas:

- (1) Key Ideas and Details
- (2) Craft and Structure
- (3) Integration of Knowledge and Ideas, and
- (4) **Range of Reading and Level of Text Complexity**

The BIG One



10. Read and comprehend complex literary and informational texts independently and proficiently.

CBM IS HIGHLY CONSISTENT WITH K-5 READING ANCHOR STANDARDS

Developmental Differences Among Grades

The **summative expected outcome** for **Grade 1 Literature** is:

*10. With prompting and support, **read prose** and poetry of **appropriate complexity for grade 1**.*

The **summative expected outcome for Grade 5 Literature** is:

*10. **By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of grades 4-5 text complexity band independently and proficiently.***

R-CBM SCORES CAN LINK DIRECTLY TO CCSS TEXT DIFFICULTY LEVELS



Class Instructional Planning Report
Common Core State Standards
Reading - Curriculum Based Measurement

Teacher: 01 Example Teacher - Homestead
Grade: 2 Example Elementary School
Subject: Example School District

Spring 2012-2013
Local Number: Example Elementary School
National Number: 2012-2013-456789-00000

Common Core Reading Text Recommendation
Above Grade Level: This student's Lexile [®] measure indicates that he/she will likely be successful on Common Core aligned reading material above grade level.
On Grade Level: This student's Lexile [®] measure indicates that he/she will likely be successful on Common Core aligned reading material at grade level.
Below Grade Level: This student's Lexile [®] measure indicates that he/she will likely be successful on Common Core aligned reading material below grade level.

Name	Score	Percentile Rank	Lexile Measure	Common Core Reading Material Level
Student Example 1	101	90	1010L	Above Grade Level
Student Example 2	102	89	1020L	Above Grade Level
Student Example 3	103	88	1030L	Above Grade Level
Student Example 4	104	87	1040L	Above Grade Level
Student Example 5	105	86	1050L	Above Grade Level
Student Example 6	106	85	1060L	Above Grade Level
Student Example 7	107	84	1070L	Above Grade Level
Student Example 8	108	83	1080L	On Grade Level
Student Example 9	109	82	1090L	On Grade Level
Student Example 10	110	81	1100L	On Grade Level
Student Example 11	111	80	1110L	On Grade Level
Student Example 12	112	79	1120L	On Grade Level
Student Example 13	113	78	1130L	On Grade Level
Student Example 14	114	77	1140L	On Grade Level
Student Example 15	115	76	1150L	On Grade Level
Student Example 16	116	75	1160L	On Grade Level
Student Example 17	117	74	1170L	On Grade Level
Student Example 18	118	73	1180L	On Grade Level
Student Example 19	119	72	1190L	On Grade Level
Student Example 20	120	71	1200L	On Grade Level
Student Example 21	121	70	1210L	On Grade Level
Student Example 22	122	69	1220L	On Grade Level
Student Example 23	123	68	1230L	On Grade Level
Student Example 24	124	67	1240L	On Grade Level
Student Example 25	125	66	1250L	On Grade Level
Student Example 26	126	65	1260L	On Grade Level
Student Example 27	127	64	1270L	On Grade Level
Student Example 28	128	63	1280L	On Grade Level
Student Example 29	129	62	1290L	On Grade Level
Student Example 30	130	61	1300L	On Grade Level
Student Example 31	131	60	1310L	On Grade Level
Student Example 32	132	59	1320L	On Grade Level
Student Example 33	133	58	1330L	On Grade Level
Student Example 34	134	57	1340L	On Grade Level
Student Example 35	135	56	1350L	On Grade Level
Student Example 36	136	55	1360L	On Grade Level
Student Example 37	137	54	1370L	On Grade Level
Student Example 38	138	53	1380L	On Grade Level
Student Example 39	139	52	1390L	On Grade Level
Student Example 40	140	51	1400L	On Grade Level
Student Example 41	141	50	1410L	On Grade Level
Student Example 42	142	49	1420L	On Grade Level
Student Example 43	143	48	1430L	On Grade Level
Student Example 44	144	47	1440L	On Grade Level
Student Example 45	145	46	1450L	On Grade Level
Student Example 46	146	45	1460L	On Grade Level
Student Example 47	147	44	1470L	On Grade Level
Student Example 48	148	43	1480L	On Grade Level
Student Example 49	149	42	1490L	On Grade Level
Student Example 50	150	41	1500L	On Grade Level
Student Example 51	151	40	1510L	On Grade Level
Student Example 52	152	39	1520L	On Grade Level
Student Example 53	153	38	1530L	On Grade Level
Student Example 54	154	37	1540L	On Grade Level
Student Example 55	155	36	1550L	On Grade Level
Student Example 56	156	35	1560L	On Grade Level
Student Example 57	157	34	1570L	On Grade Level
Student Example 58	158	33	1580L	On Grade Level
Student Example 59	159	32	1590L	On Grade Level
Student Example 60	160	31	1600L	On Grade Level
Student Example 61	161	30	1610L	On Grade Level
Student Example 62	162	29	1620L	On Grade Level
Student Example 63	163	28	1630L	On Grade Level
Student Example 64	164	27	1640L	On Grade Level
Student Example 65	165	26	1650L	On Grade Level
Student Example 66	166	25	1660L	On Grade Level
Student Example 67	167	24	1670L	On Grade Level
Student Example 68	168	23	1680L	On Grade Level
Student Example 69	169	22	1690L	On Grade Level
Student Example 70	170	21	1700L	On Grade Level
Student Example 71	171	20	1710L	On Grade Level
Student Example 72	172	19	1720L	On Grade Level
Student Example 73	173	18	1730L	On Grade Level
Student Example 74	174	17	1740L	On Grade Level
Student Example 75	175	16	1750L	On Grade Level
Student Example 76	176	15	1760L	On Grade Level
Student Example 77	177	14	1770L	On Grade Level
Student Example 78	178	13	1780L	On Grade Level
Student Example 79	179	12	1790L	On Grade Level
Student Example 80	180	11	1800L	On Grade Level
Student Example 81	181	10	1810L	On Grade Level
Student Example 82	182	9	1820L	On Grade Level
Student Example 83	183	8	1830L	On Grade Level
Student Example 84	184	7	1840L	On Grade Level
Student Example 85	185	6	1850L	On Grade Level
Student Example 86	186	5	1860L	On Grade Level
Student Example 87	187	4	1870L	On Grade Level
Student Example 88	188	3	1880L	On Grade Level
Student Example 89	189	2	1890L	On Grade Level
Student Example 90	190	1	1900L	On Grade Level

CCSS Reading Material Level

On Grade Level

Below Grade Level

CBM IS HIGHLY CONSISTENT WITH K-5 READING FOUNDATIONAL SKILL STANDARDS

K-5 Foundational Skills Standards

The K-5 Reading Standards include *also include four Foundational Skills that span literature and informational reading that are:*

necessary and important components of an effective comprehensive reading program designed to develop proficient readers” (p. 15):

(1) **Print Concepts**

(2) **Phonological Awareness**

(3) **Phonics and Word Recognition, and**

(4) **Fluency**

But Other CBM Tests Are Consistent

The BIGGEST One

4. **Read with sufficient accuracy and fluency** to support comprehension.

a. **Read on-level text** with purpose and understanding.

b. **Read on-level prose and poetry orally with accuracy, appropriate rate, and expression** on successive readings.

R-CBM PROVIDES EDUCATORS TO ADDRESS QUALITATIVE FEATURES IN CCSS FOUNDATIONAL SKILLS STANDARDS

- Reads Accurately?
- Reads Efficiently with Automaticity?
- Reads with Expression (Prosody)?
- Effective Strategy for Unknown Words?
- Errors Distort or Preserve Meaning?
- Self Corrects Errors (Comprehension Self-Monitoring)?
- Adjusts Pace When Text Difficulty Changes?

BUT CCSS CONSISTENT MEASURES NOT LIMITED TO R-CBM AND TO “FLUENCY” FOUNDATIONAL SKILL

Kindergarten Print Concepts Standards

are:

Demonstrate understanding of the organization and basic features of print.

a. *Follow words from left to right, top to bottom, and page by page*

b. *Recognize that spoken words are represented in written language by specific sequences of letters.*

c. *Understand that words are separated by spaces in print.*

d. **Recognize and name all upper- and lowercase letters of the alphabet.**

Solution: Letter Names

BUT CCSS CONSISTENT MEASURES NOT LIMITED TO R-CBM AND TO FLUENCY FOUNDATIONAL SKILL

Grade 1 Phonics and Word Recognition Standards:

- a. Know the **spelling-sound correspondences** for **common consonant digraphs**.
- b. Decode regularly spelled one-syllable words.
- c. Know **final -e and common vowel team conventions** for representing long vowel sounds.
- d. Use knowledge that **every syllable must have a vowel sound** to determine the number of syllables in a printed word.
- e. Decode **two-syllable words following basic patterns** by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. **Recognize** and read grade-appropriate **irregularly spelled words**.

Solution: Include Spelling CBM (S-CBM)

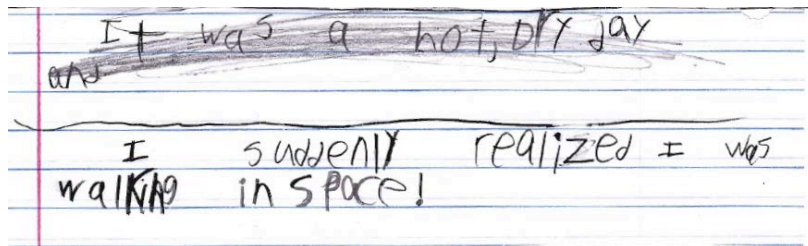
CONSISTENT WITH CCSS WITH OTHER K-5 STANDARDS

At Grade 4, students are expected to:

- 3. Write **narratives** (my emphasis) to **develop real or imagined experiences or events** using **effective technique, descriptive details, and clear event sequences**.
 - a. Orient the reader by **establishing a situation** and introducing a **narrator and/or characters; organize an event sequence** that unfolds naturally.
 - b. Use **dialogue and description to develop experiences and events** or show the responses of characters to situations.
 - c. Use a **variety of transitional words and phrases to manage the sequence** of events.
 - d. Use **concrete words and phrases and sensory details to convey experiences and events precisely**.
 - e. Provide a conclusion that follows from the narrated experiences or events.

APPLY THESE STANDARDS TO THIS WE-CBM GRADE 4 SAMPLE

It was a hot dry day and I had been walking for an hour...



EXAMINE THE OVERLAP WITH CBM-WE QUALITATIVE FEATURES

Communication

- Story communicates thoughts and ideas
- Story has a logical organizational structure or sequence
- Has effective strategies for sentence-to-sentence and word-to-word relationships

Mechanics

- Uses planning skills
- Observes spelling rules
- Uses appropriate sentence structure
- Uses correct syntax
- Writing is semantically correct
- Uses appropriate vocabulary accurately
- Observes punctuation rules

READ THE WHITE PAPER TO:

The Relation of Curriculum-Based Measurement to the Common Core State Standards

Mark R. Shinn, Ph.D.
 Professor of School Psychology, National Louis University, Skokie, IL
 Consultant, Pearson Assessment
 President, Data-Based Consulting, Inc.
 markshinn@icloud.com
 markshinn.org



See More Examples and Details of Consistency of CBM tests to:

Standards for English Language Arts K-5;

Standards for English Language Arts 6-12

Literacy in History/Social Studies, Science, and Technical Subjects 6-12

MOST EDUCATORS WILL JUDGE CBM BASED ON CONSISTENCY WITH CCSS

BUT:

The **Real Advantage** of CBM is Its **Ability to Complement** CCSS Summative Assessments

4 Recognized Major Assessment Purposes

- Screening
- Instructional Planning
- Progress Monitoring
- **Program Evaluation and Accountability**

This is What CCSS Assessments will REALLY Be About..Like Our CURRENT High Stakes Testing Systems



CBM DOES WHAT CCSS CAN'T DO

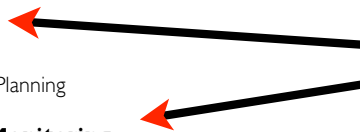
BUT:

The **Real Advantage** of CBM is Its **Ability to Complement** CCSS Summative Assessments

4 Recognized Major Assessment Purposes

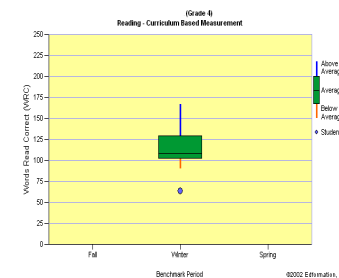
- **Screening**
- Instructional Planning
- **Progress Monitoring**
- Program Evaluation and Accountability

This is What CBM Can Do Very Well, if Not Exceptionally Well Early (as Early as K) Easily Efficiently Authentically



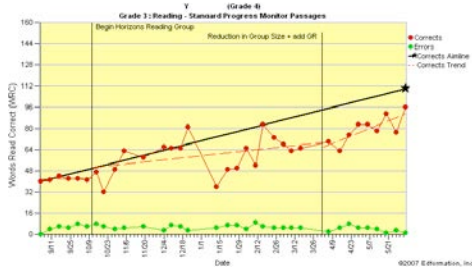
QUESTIONS I CAN ANSWER

At a Single Point in Time:



Is This Student a **Good or Poor Reader, gauged normatively or with standards?**

QUESTIONS I CAN ANSWER

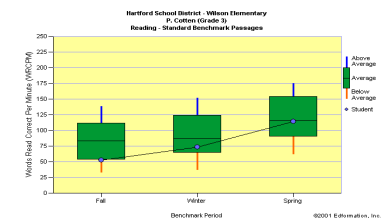


Is This Student **Improving in His General Reading Skill?**
Over Time--And a Short Period of Time at That!

SO WHEN YOU SEE THIS...



Frequent Tier 2 or Tier 3 or IEP PM



Frequent Tier 1 PM

KNOW That You Are Engaged in **Best Practices Efforts** to Support **ATTAINMENT of CCSS**

WHEN I SAY BEST PRACTICE...

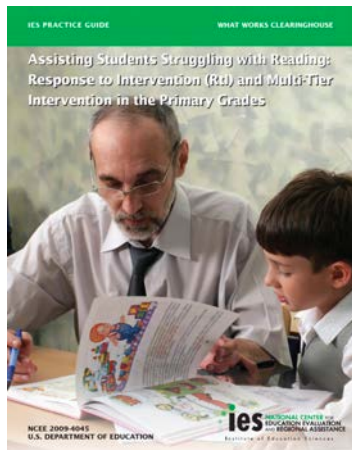
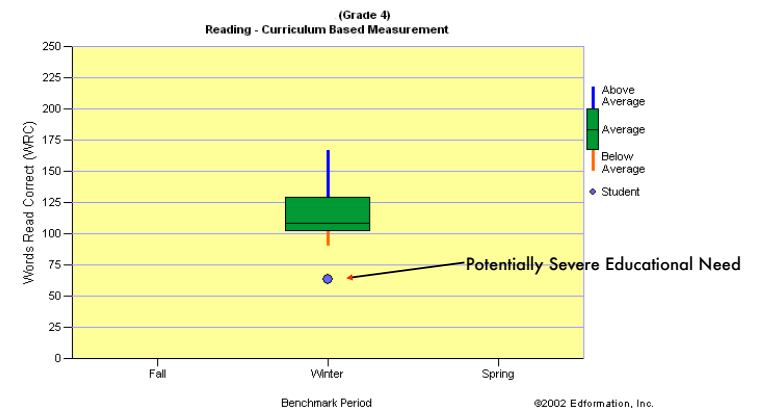


Table 2. Recommendations and corresponding levels of evidence

Recommendation	Level of evidence
1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities.	Moderate
Tier 1 intervention/general education	
2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.	Low
Tier 2 intervention	
3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	Strong
4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, schoolwide teams should design a tier 3 intervention plan.	Low
Tier 3 intervention	
5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).	Low

SO WHEN YOU SEE THIS...



KNOW That You Are Engaged in **Best Practices Efforts** to Support **ATTAINMENT of CCSS**

WHEN I SAY BEST PRACTICES...

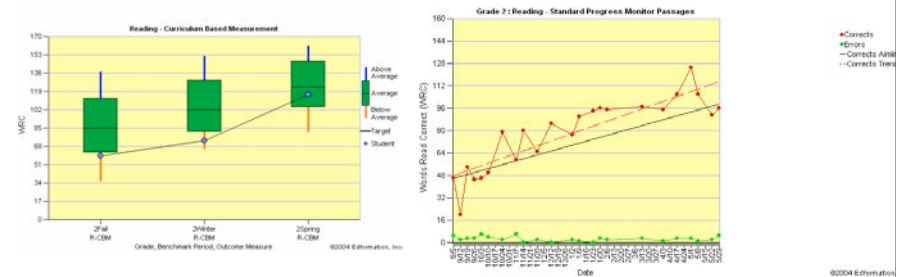
1. Increase the quality, consistency, and reach of instruction in every K-3 classroom
2. **Universal Screening** and **Timely** and **Valid Assessments** of **Reading Growth** for **Progress Monitoring**
3. Provide more intensive interventions to “catch up” the struggling readers

Torgesen, J. K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, Spring, 32-39.
 Torgesen, J. K. (2002). Lessons learned from intervention research in reading: A way to go before we rest. *Learning and Teaching Reading*, 89-103.
 Torgesen, J. K. (2005). A principal's guide to intensive reading interventions for struggling readers in Reading First schools. Washington, DC: US Department of Education.
 Torgesen, J. (2006). A comprehensive K-3 reading assessment plan: Guidance for school leaders. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
 Torgesen, J., Houston, D., Rissman, L., & Kosanovich, M. (2007). Teaching all students to read in elementary school. Portsmouth, NH: RMC Research Corporation, Center for Instruction.

Modified from J. Torgesen, www.fcrr.org

SO WHEN YOU SEE THIS THIS...

SPECIAL EDUCATION HAS OTHER DECISIONS LIKE ANNUAL AND 3 YEAR EVALUATIONS



Not Discrepant From Peers and Reducing the Gap

Benefiting from Appropriate Reading Instruction

KNOW That You Are Engaged in **Best Practices** Efforts to Support **IDEA and Rtl**

BOTTOM LINE

IF You Are Using CBM...

PART of Your Job in Attaining the CCSS is Done

You Can Feel **VERY Confident** that CBM Tests are **Consistent** with the Language Arts CCSS, **Especially for ALL Students K-5**

MOST IMPORTANTLY, You Can Feel **Very Confident** that CBM **COMPLEMENTS** Important Decisions for Attaining the CCSS by **Universal Screening** to **Identify Students for Multi-Tiered Intervention** and **Enabling Frequent Basic Skills Progress Monitoring** for **At Risk Students** in **ALL GRADES--**

Something(s) that CCSS Tests Cannot Do

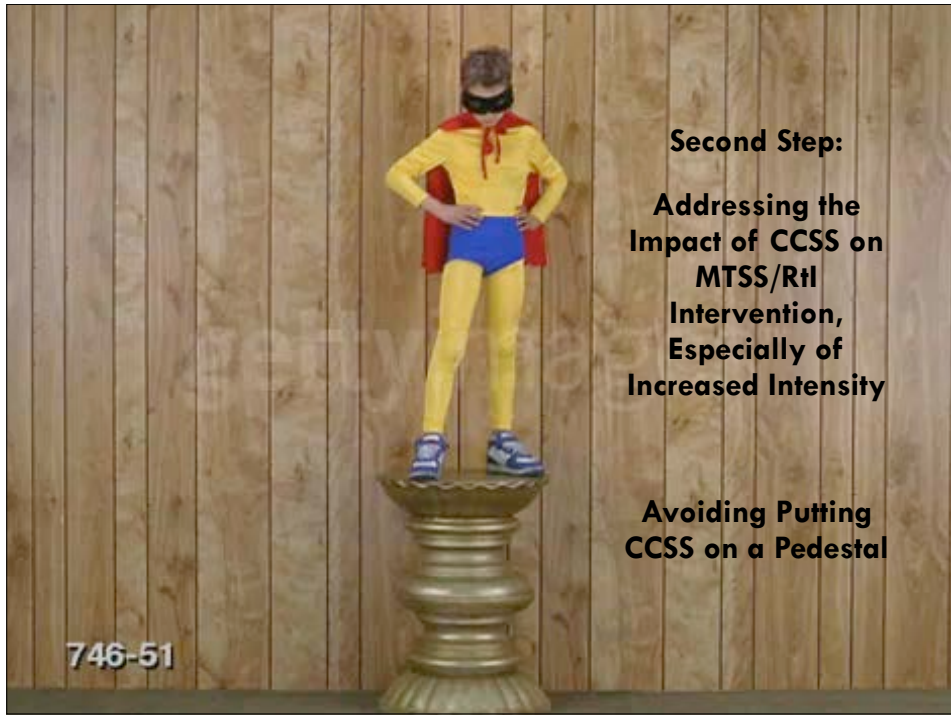
BOTTOM LINE

IF You Are **NOT** Using Curriculum-Based Measurement...

You WILL Be Faced with the Same Decision Making (and Service Delivery) Challenges that You Faced Before CCSS



The **Capacity** to **Routinely Employ Frequent Basic Skills Progress Monitoring Practices** that are **Time Efficient** and **Powerful--One of THE Single Most Important Things We Can Do to Increase Achievement Outcomes**

The **Capacity** to **Intervene Early** and **Consistently** Through **Universal Screening**, Avoid “Wait to Fail, and Inconsistent Teacher Referrals



CCSS AND INTERVENTION PROGRAMS

Impact of CCSS on Our Intervention Practices

 Text a **CODE** to **37607**
 Submit responses at **PollEv.com/markshinn**

Confident: We Are Still Moving Ahead with S-B Interventions of Appropriate Intensity	574370
Neutral: We Are in S-B Intervention Purgatory	604029
Worried: We Are Moving Backward from S-B Interventions	574371
I Don't Know	574376

I BELIEVE WE KNOW FEATURES OF INTERVENTIONS THAT REDUCE THE GAP



Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.



Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly III, V. D. (2009). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades*. In U.S. Department of Education, IES Practice Guide (pp. 1-60). Washington, DC.



Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2009). *Reducing behavior problems in the elementary school classroom*. In U.S. D. o. Education (Ed.), IES Practice Guide (pp. 1-87). Washington, DC: U.S. Department of Education.

EFFECTIVE CLASSROOM AND INTERVENTION PRACTICES: A PRACTICE GUIDE RECOMMENDATIONS

Table 2. Recommendations and corresponding levels of evidence to support each

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

FEATURES OF E-B TIER 2

- (More) **Time–Typically Supplemental**
- (More) **Explicit Teacher-Led Instruction**
- (More) **Language Support**, Especially **Vocabulary**
- (More) **Scaffolded Instruction**
- (More) **Opportunities to Respond** with **Corrective Feedback**
- (More) Intensive **Motivational Strategies**
- (More) Frequent **Progress Monitoring**

FEATURES OF E-B TIER 3

- (Most) **Time–MAY Be Supplanted**
- (Most) **Explicit Teacher-Led Instruction**
- (Most) **Language Support**, Especially **Vocabulary**
- (Most) **Scaffolded Instruction**
- (Most) **Opportunities to Respond** with **Corrective Feedback**
- (Most) Intensive **Motivational Strategies**
- (Most) Frequent **Progress Monitoring**

READING INTERVENTION FOR BILLY

Skill	Teaching Strategy	Materials	Arrangement	Time	Motivational Strategies
Comprehensive Reading Skills Tied to Phonics, Vocabulary, and Comprehension	Teacher-led instruction using scripted instructions	Corrective Reading C	Small Group 1:5	60 min	Group Contingencies, Friday Free Time for Effort
Vocabulary Development	Teacher-led instruction using scripted instructions	Grade 2 & 3 Words from Word Generation	Small Group 1:5	10 min	Teacher Praise
Guided Reading Practice	Choral Reading with Corrective Feedback	Student Selected Lexiled Readings from Phyllis C Hunter Library	Small Group 1:5	15	Chart with Reading Minutes
Wide Reading	Individual Student Reading	Student Selected Lexiled Readings from Phyllis C Hunter Library	Independent at School and Home	Outside of Class	Chart with Reading Minutes and Pages

WHAT ARE WE DOING?

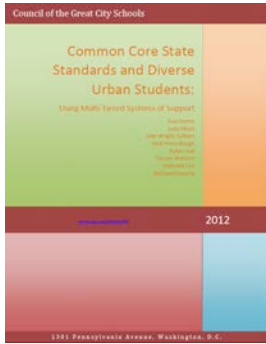
Impact of CCSS on Tier 2/3 Intervention Development: We

 Text a **CODE** to **37607**

 Submit responses at **PollEv.com/markshinn**

Have or Are Purchasing S–B Intensive Interventions	574628
Are Modifying S–B Intensive Intervention Programs to Align with CCSS	574635
Are Developing Our Own Intensive Intervention Programs to Align with CCSS	574636
I Don't Know	574637

THIS WORRIES ME A BIT



In **Tier 1** instruction, a **selected text**—in this case, the **Gettysburg Address**—and supplemental materials could be **used to teach any number of standards**, but a **teacher should focus on a few standards** in order to **better monitor student progress** toward mastery.

Tier 2 instruction is provided to **groups of students who are having difficulty with the standard** and accompanying activities. They may need additional instruction to facilitate mastery of the standard(s) (Language Standard 4).

...these students **may be able to decode most of the passage**, but have **difficulty with vocabulary, genre, and comprehension of the material without additional assistance**. Some students may **simply need preview, review, and/or re-teaching** of the core instructional activity.

In the case of **English-language learners**, students may need **instruction that focuses on vocabulary acquisition and the structure of the English language** used in the **Gettysburg Address** or other texts **rather than a decoding exercise**. Previews might include **leveled-readers**.

Gamm, S., Elliott, J., Wright Halbert, J., Price-Baugh, R., Hall, R., Walston, D., . . . Casserly, M. (2012). Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support. Washington, DC: Council of Great City Schools.

THIS WORRIES ME MORE



Tier 3

The intervention activities for these students **are more intensive and narrower in scope** than those designed for students receiving Tier 2 interventions.

...Tier 3 activities would include a **more focused concentration on the skills needed by each student to meet the standards being taught using the Gettysburg Address** lesson than those used in Tier 1 instruction alone.

Proactive instruction...would involve the remedial teacher's providing **more informational context, using texts with a lighter vocabulary load, and re-teaching or modifying instructional delivery** in a way that allows students with reading difficulties to **reach and master the standards** being taught.

Gamm, S., Elliott, J., Wright Halbert, J., Price-Baugh, R., Hall, R., Walston, D., . . . Casserly, M. (2012). Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support. Washington, DC: Council of Great City Schools.

THIS WORRIES ME A LOT!



...a teacher **about to design a literacy lesson** based on the Common Core State Standards in an MTSS framework would begin by **selecting a piece of reading** for its **rich use of language** at the **appropriate grade level—rather than at students' reading level**.

Have we learned NOTHING?

Gamm, S., Elliott, J., Wright Halbert, J., Price-Baugh, R., Hall, R., Walston, D., . . . Casserly, M. (2012). Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support. Washington, DC: Council of Great City Schools.

THIS WORRIES ME A LOT!



For many educators, it is **uncomfortable watching students struggle**, but we also know that **true learning emerges from wrestling with material that initially appears dense and difficult to understand**.

The tasks laid out by the standards are **demanding for both the teacher and student**, and can give rise to **anxiety**.

Teachers **need to overcome their own anxieties** and focus instead on **supporting students as they learn to independently overcome theirs**.

Have we learned NOTHING?

Educators often know that **student frustrations will only be temporary—a narrow gate** through which they **must pass if they are to truly grasp what it means to read and understand a difficult text**.

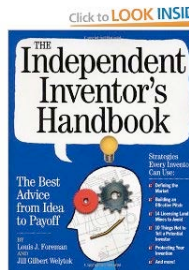
Gamm, S., Elliott, J., Wright Halbert, J., Price-Baugh, R., Hall, R., Walston, D., . . . Casserly, M. (2012). Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support. Washington, DC: Council of Great City Schools.

LACK OF QUALITY TRAINING IN READING

Do We Want to Rely (So Heavily) on Teacher's Knowledge and Skill in Instructional Design When....

...it's clear that there **really isn't an accepted body of literature to instruct candidates on the skill of teaching kids how to read.** To date we've reviewed over **1030 different reading textbooks** and new ones continue to pop up.

It seems like a **field**, be it science, math, education or any other, **should have consensus** at least on what's taught in its foundational courses, so the **sheer quantity of reading textbooks in use has always surprised us** (NCTQ).



AVOID BIAS AGAINST PROVEN PROGRAMS!

To achieve large scale reform you cannot depend on people's capacity to bring about substantial change in the short run, so you need to propel the process with...

High quality teaching and training materials (print, video, electronic)

There is still the problem of superficial implementation when new materials are in use, and even new practices in evidence, without the deeper understanding required for substantial and sustained implementation.

But you get farther, faster by producing quality materials and establishing a highly interactive infrastructure of pressure and support.

Finally, the materials do not have to be treated as prescriptive. Many judgments can and should be made during implementation as long as they are based on evidence linking teacher practices with student performance



Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.

BIG IDEAS

1. Common Core State Standards (CCSS) are making **some schools question their assessment and intervention methods that ensure quality implementation of RtI/MTSS.**
2. CCSS provide **end-of-high-school outcomes** and **end-of-year annual benchmarks** to guide **what students should learn.**
3. The **assessment implications** of CCSS are clearly related to **summative evaluation and accountability.**
4. The **intervention implications** of CCSS may or may not **lead to selection and use of S-B interventions of appropriate intensity**
5. One of the **Defining Features of MTSS/RtI** is **Data-Based Decision Making.** Especially **Screening** and **Progress Monitoring** and Use of **Evidence-Based Interventions of Increasing Intensity**
6. We need to continue to use S-B Screening and Progress Monitoring Tools. The tools of choice, **Curriculum-Based Measurement (CBM)**, are **consistent with the CCSS**, especially with the **K-5 Reading and Writing Standards.** They are **content valid.**
7. CBM tests are **complementary to attaining CCSS.** They have **consequential validity** for making **screening decisions** to facilitate early intervention and critically, for **frequent progress monitoring**, one of the most powerful tools to increase achievement.
8. We need to be **careful in our selection of intervention programs**, whether they are aligned with CCSS, **they need to be S-B and of appropriate intensity.**

SUMMARY

1. CCSS provide a **COMMON** basis for **expressing expectations** for **end-of-high-school outcomes** and **end-of-year annual benchmarks** to guide **what students should learn.** No state-to-state variability.
2. CCSS provide a **COMMON** basis for **evaluating outcomes** (sort of) to guide **IF THE CRITERION FOR SUCCESS IS HIGH.**
3. CCSS **should not be a basis** for **abandoning E-B time and cost effective assessment strategies for basic skills screening and progress monitoring** for **ALL students** and those **at risk** or with **severe achievement discrepancies.**
4. CCSS **should not be a basis** for **abandoning E-B intensive interventions** for **students at risk** or with **severe achievement discrepancies.**
5. CCSS **should not be a basis** for **putting more pressure and expectations on teachers for high quality instructional design.**
6. CCSS **should be a basis** for **putting more pressure and expectations on PUBLISHERS** for **high quality instructional design, using E-B Practices.**