

Day Four

Teacher Teams and Tier 2 Interventions

June 10th, 2021

Learning Goals

Content Goal: Staff will develop a common understanding of the role of teacher teams and tier 2 supports

Success Criteria:

- Staff will be able to articulate the essential parts of a tier 2 intervention
- Staff will be able to compare and contrast what they are currently doing and what they should be doing for tier 2 interventions

Language Goal: Staff will engage in readings, collaborative discussions, reflections and videos to support and enhance learning

Social Goal: Staff will assume positive intent as they engage in interdependent learning opportunities together



We Strongly Encourage You To.....

Take notes

Highlight what resonates with you

Challenge yourself to make connections

Be industrious - commit to trying new things from your learning to grow yourself

Your responsibility is to take this back to your teams to enhance your work



Working NORMs

Trust - Character and competence

Respect - Treating others the way you want to be treated

Integrity - Doing what you say and are supposed to do

Collaboration - Working interdependently towards a common goal

Dedication - Loyalty to making yourself better which in turn will support the betterment of our school community



Expectations for Learning

On-task behavior - Take your learning and professional development serious

Active participation (This is how we create a safe environment and learn from each other)

Ask Questions and seek to understand from your colleagues

All your learning should be connected to how you will develop as a team and impact student learning

Supportive



School Goals Move from a “C” to “A”

Increase interim assessment data scores by 10% for ELA and Math

Increase staff retention by 5% from 89% to 94%

Agenda

Affirmations

Tier 2 and Teacher Team Responsibilities - Mr. Atuahene

MLP, Final Reflection and Close

Tier 2 Reflective Question

How would you explain to someone what tier 2 team planning should look and sound like and what tier 2 execution in the classroom should look and sound like as a teacher?

Reflect in your IGP

Discussion Expectations:

On-task, Supportive of the conversation, Positive intent

Discussion Protocol

Three Levels of Reflection Protocol: This will help deepen the understanding of your reflections. Participants will respond to literal, interpretation and implications of the reflections. There is a **facilitator** that keeps the group on task and identifies the order, the **timekeeper** who tracks time and the **notetaker** who takes notes and shares with the whole group.

Procedure:

- The facilitator identifies the order.
- Member 1 has 2 minutes to share their reflection
- The each group member has to respond to what was shared, with in 45 seconds - organic thoughts
- This is repeated for all group members
- **One rule:** No members can pass or skip their turn.
- The notetaker will capture important information they will share with the whole group

Discussion Teams

Group 1 - *Valdez*, Hunter, **Segerman**

Group 2 - Plaza, **Romero**, *Sjaaheim*

Group 3 - *Puebla*, **Burke**, Spencer

Group 4 - **Thompson**, *Lockard*, Daite

Group 5 - Garza, *Alvarez*, **Billings**

Group 6 - *Middekar*, **Herrera**, Johnson

Armstrong - Floater

Bold - facilitator

Cursive - share whole group/notekeeper

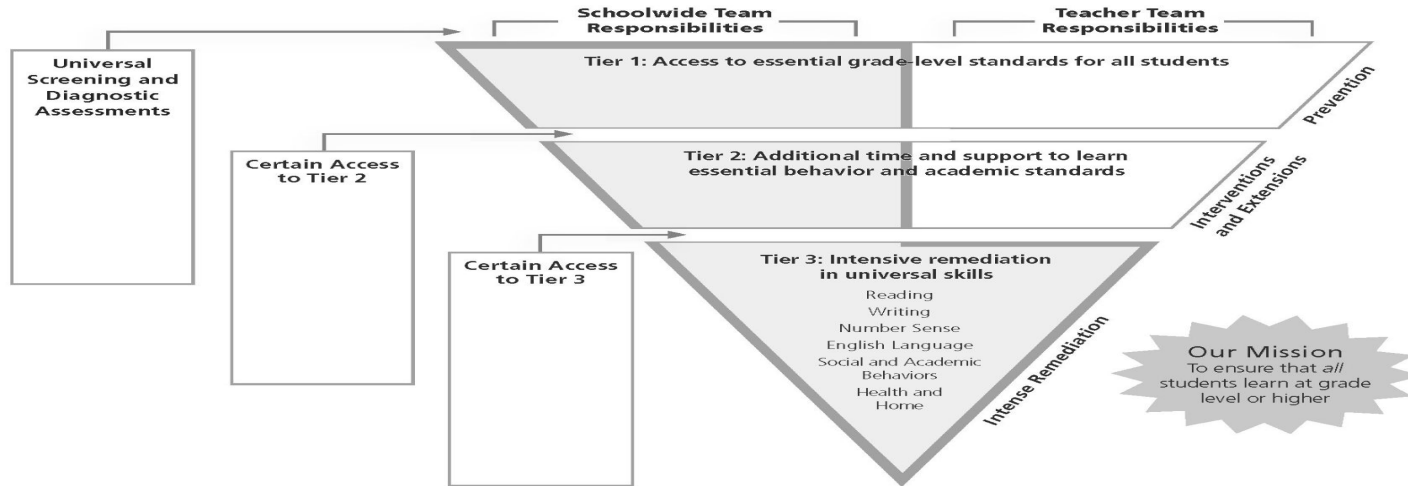
Normal - timekeeper

7-10 minutes



Whole staff share

RTI at Work Pyramid



Taking Action © 2018 Solution Tree Press • SolutionTree.com
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REPRODUCIBLE



Video

What resonates with you from the video?

Reflect in your IGP



Tier 2 Teacher Team Essential Actions

Action 1: Design interventions

Action 2: Screen for prerequisite skills

Action 3: Monitor Progress



Action 1 Design Interventions

Go to:

- Google Drive
- LNES Documents
- Firebird PD
- PLC Summer PD 21-22
- Day Four Folder

Read and reflect

Compare and contrast what you currently do to what you should be doing based on the reading? What is your new behavior moving forward?



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Procedure:

- The facilitator identifies the order.
- Member 1 has 2 minutes to share their reflection and why it resonates with them, new learning or existing strong practices
- The each group member has to respond to what was shared, with in 45 seconds - organic thoughts
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- **One rule:** No members can pass or skip their turn.
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Discussion Teams

Group 1 - Valdez, **Hunter**, *Segerman*

Group 2 - **Plaza**, *Romero*, Sjaaheim

Group 3 - **Puebla**, Burke, *Spencer*

Group 4 - *Thompson*, Lockard, **Daite**

Group 5 - *Garza*, **Alvarez**, Billings

Group 6 - **Middekar**, Herrera, *Johnson*

Armstrong - Floater

Bold - facilitator

Cursive - share whole group/notekeeper

Normal - timekeeper

10 minutes



Whole staff share

Action 1 Take-away

6 step process:

Identify Concerns

Determine Cause

Target desired Outcomes

Design Intervention Steps

Monitor Progress

Assign Responsibility



Action 2: Screening for Prerequisite Skills

Read and Reflect

What is new learning for you and how will it impact your work moving forward? Be specific.



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Discussion Teams

Group 1 - **Valdez**, *Hunter*, Segerman

Group 2 - *Plaza*, Romero, **Sjaaheim**

Group 3 - Puebla, *Burke*, **Spencer**

Group 4 - Thompson, **Lockard**, *Daite*

Group 5 - **Garza**, Alvarez, *Billings*

Group 6 - Middekar, **Mullins**, *Hauck*

Group 7 - Middekar, *Herrera*, **Johnson**

Armstrong - Floater

Bold - facilitator

Cursive - share whole group/notekeeper

Normal - timekeeper

10 minutes



Whole staff share

Action 2 Take-away

Pre-assessment focused on the skills students must have in order to be successful learning the standard



Action 3: Monitor Student Progress

Read and Reflect

What does monitoring progress look like for you with your tier 2 interventions?
How will you incorporate your new learning into your practice?



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Group 3 - *Puebla*, **Burke**, Spencer

Group 4 - **Thompson**, *Lockard*, Daite

Group 5 - Garza, *Alvarez*, **Billings**

Group 6 - Middekar, *Buckner*, **Johnson**

Group 7 - Herrera, Johnson, *Herrera*

Armstrong - Floater

Bold - facilitator

Cursive - share whole group/notekeeper

Normal - timekeeper

10 minutes



Whole staff share

Action 3 Take-away

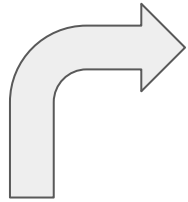
What data will you use to monitor progress?

Review data and discuss concerns and causes

Decide what teachers will teach what?

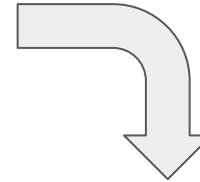


Team Teaching Assessing Cycle Tier 2 Graphic

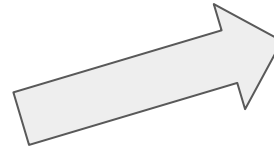


Analyze results and identify students that are in need of continued intensified supports

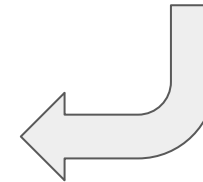
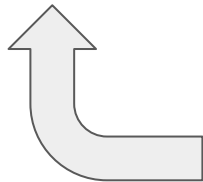
Identify the specific skills and knowledge that remains unmastered. Group students by target for intervention.



Introduce students to learning targets. Begin instruction, intervention and then identify how progress will be monitored.



Analyze results, modify the intervention if necessary or discontinue the interventions once they have been mastered



Summative

Formative

Final Tier 2 Reflection, MLP and Close

Put your learning together from today and Tuesday, reflect and state what your vision of interventions are for your team as you understand it to be now?

