

Implementing the Tiers:

Strategies for Extra Time and Support in Secondary Schools

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Today's Objectives

Using the three tier model, we will:

1. Understand the learning process
2. Gain clarity on what to intervene on
3. Utilize assessments to get down to the student/skill



Our Norms For Today

1

Be
present!

2

Be
engaged!

3

Be
thoughtful!

4

Be a
solver!

5

Be
awesome!

Teaching vs. Ensuring Learning



“With stakes this high, a quality education is no longer a privilege, but a moral responsibility we owe to every child.”

*Buffum, Mattos & Weber, Simplifying Response to Intervention:
Four essential guiding principles (2012) pg. xiv*

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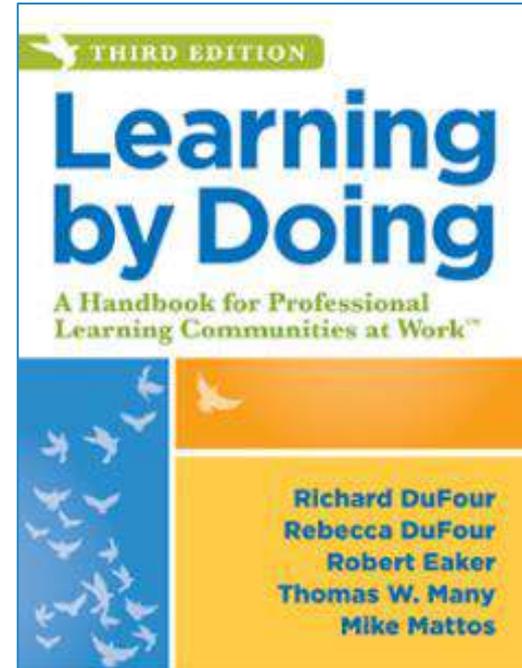
Big Idea #1

Understand the learning
process

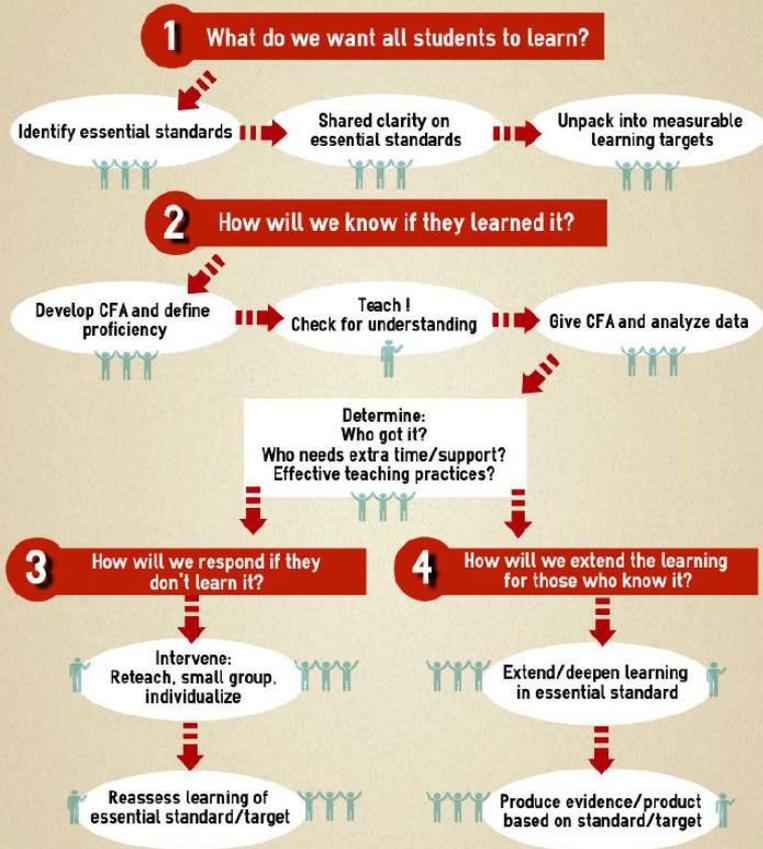


The Four Critical Questions

1. What is it that we want them to know?
2. How will we know if they learned it?
3. How will we respond if they don't?
4. How will we extend the learning for those who already know it?

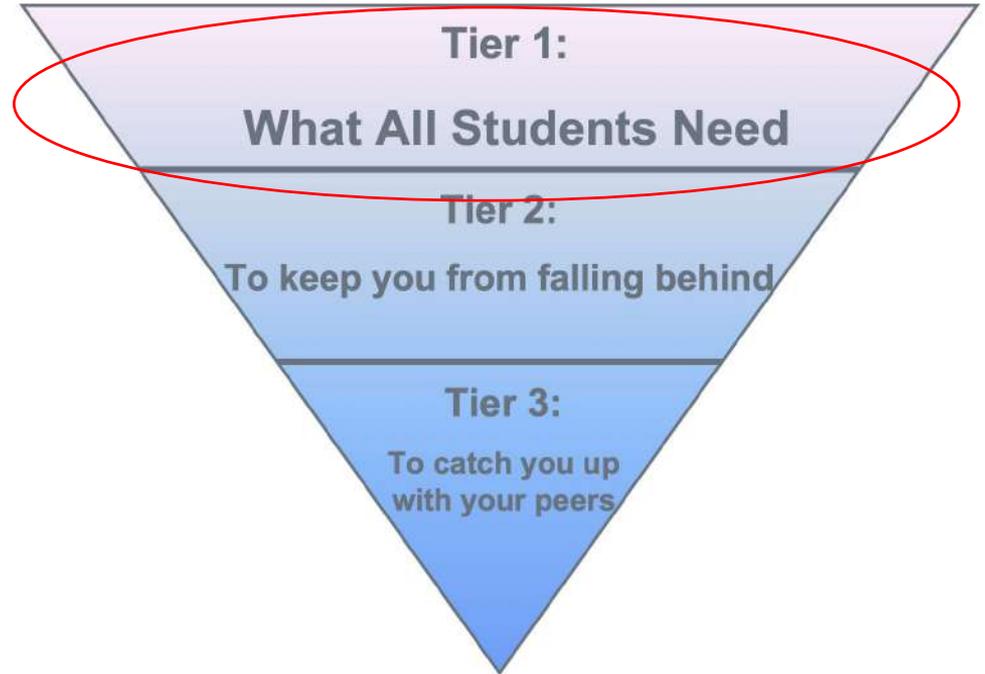


The TEAM Learning Process



ENSURE high levels of learning for **EVERY** student

Version 2.0, 2017



The TEAM Learning Process

1 What do we want all students to learn?



2 How will we know if they learned it?



Determine:
Who got it?
Who needs extra time/support?
Effective teaching practices?

3 How will we respond if they don't learn it?

Intervene:
Reteach, small group,
individualize

Reassess learning of
essential standard/target

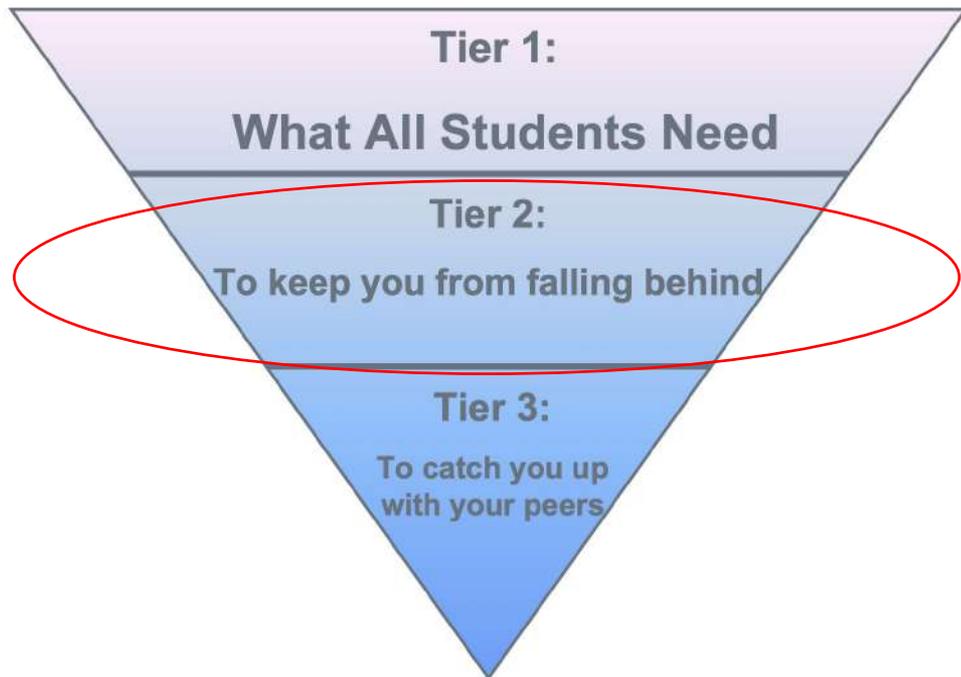
4 How will we extend the learning for those who know it?

Extend/deepen learning
in essential standard

Produce evidence/product
based on standard/target

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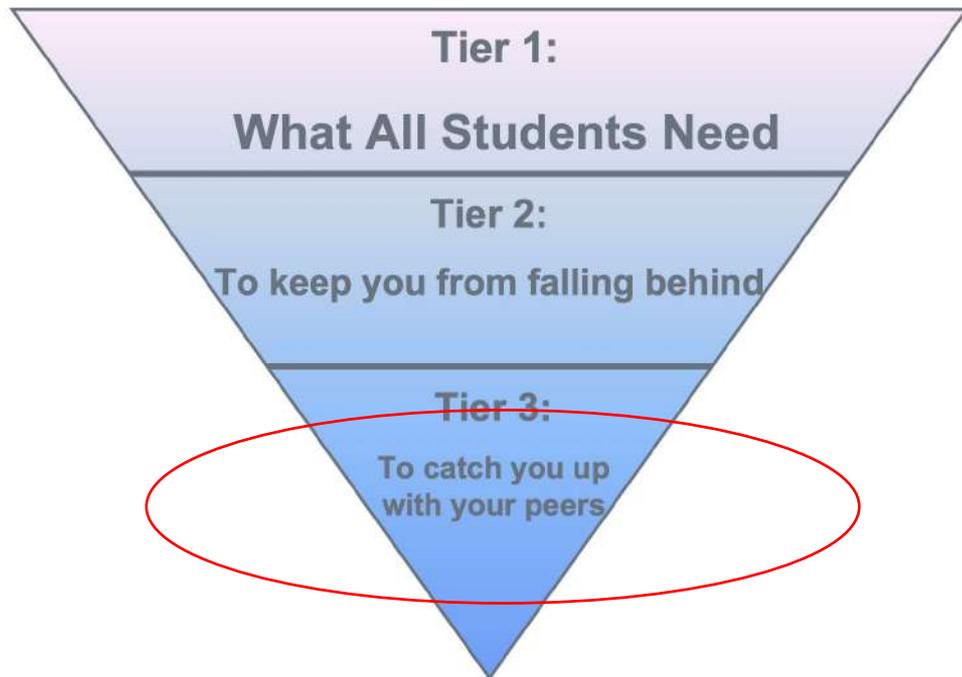
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Big Idea #2

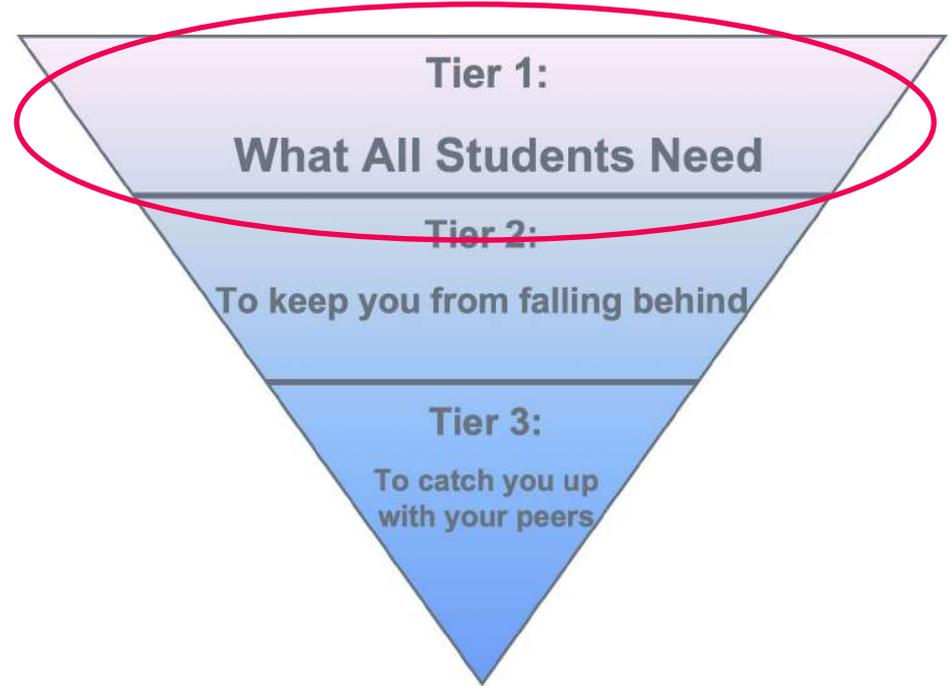
Gain clarity on what to
intervene on

The TEAM Learning Process

1 What do we want all students to learn?



2 How will we know if they learned it?



The Complexity of a Standard

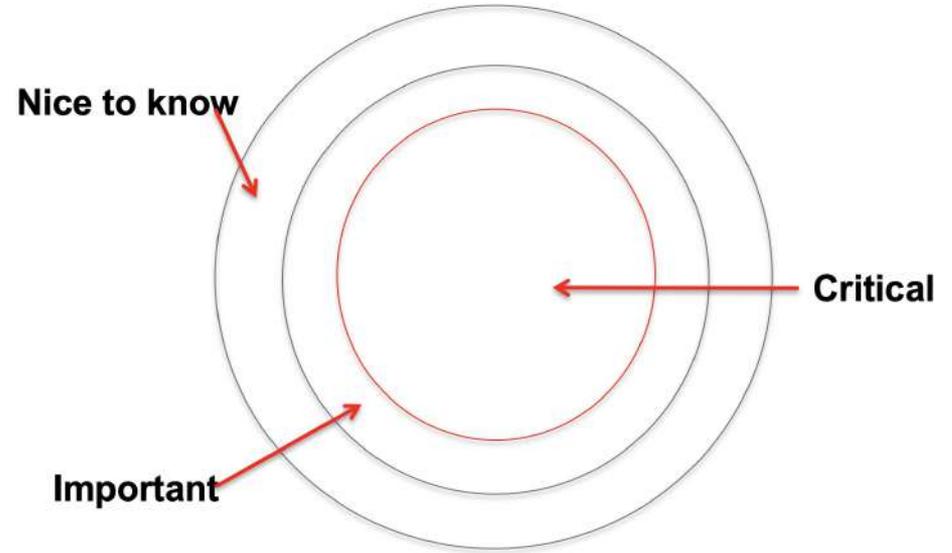
6RL St. 2: Determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct of personal opinions or judgments.

How many separate skills will a student need?

8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.



Curricular priority



The TEAM Learning Process

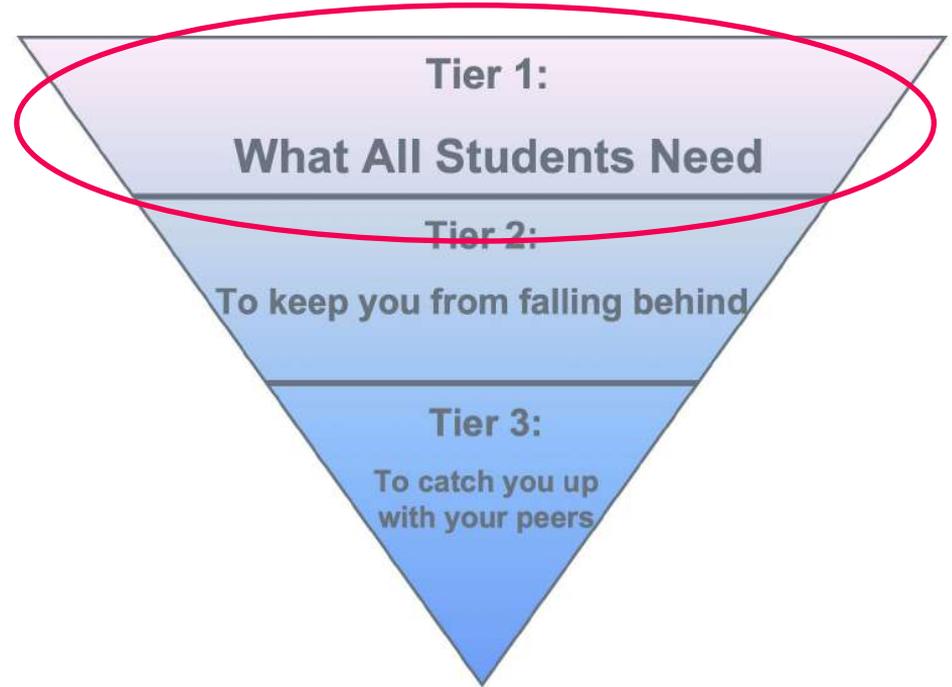
1 What do we want all students to learn?

Identify essential standards

Shared clarity on essential standards

Unpack into measurable learning targets

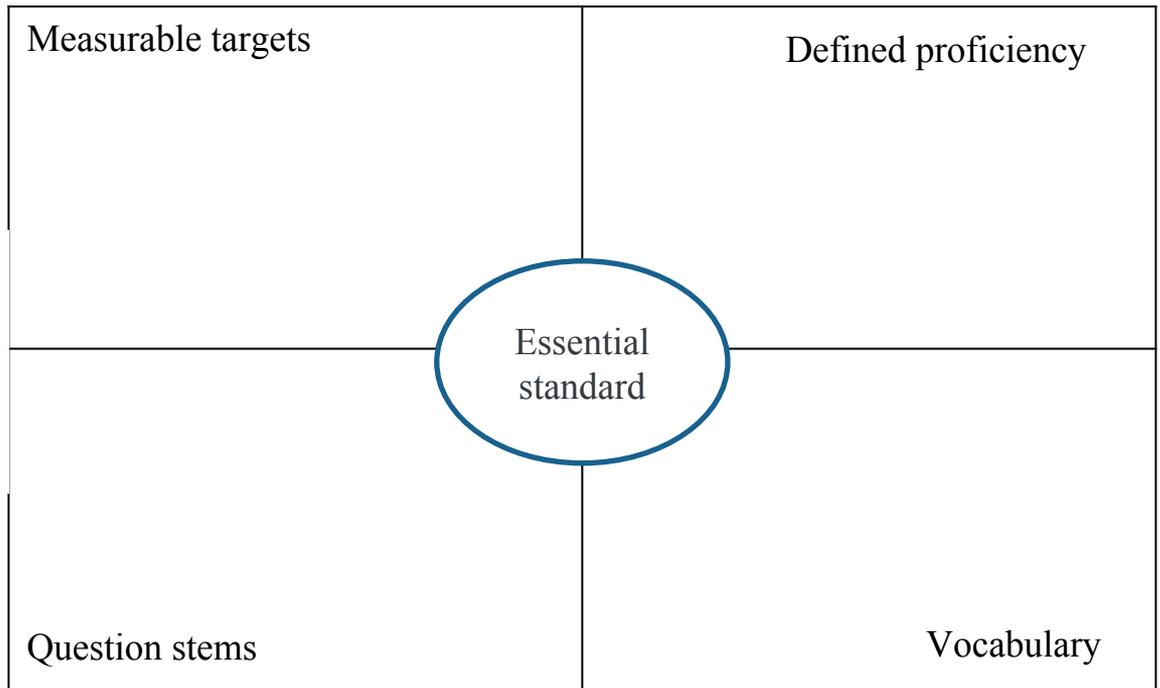
2 How will we know if they learned it?

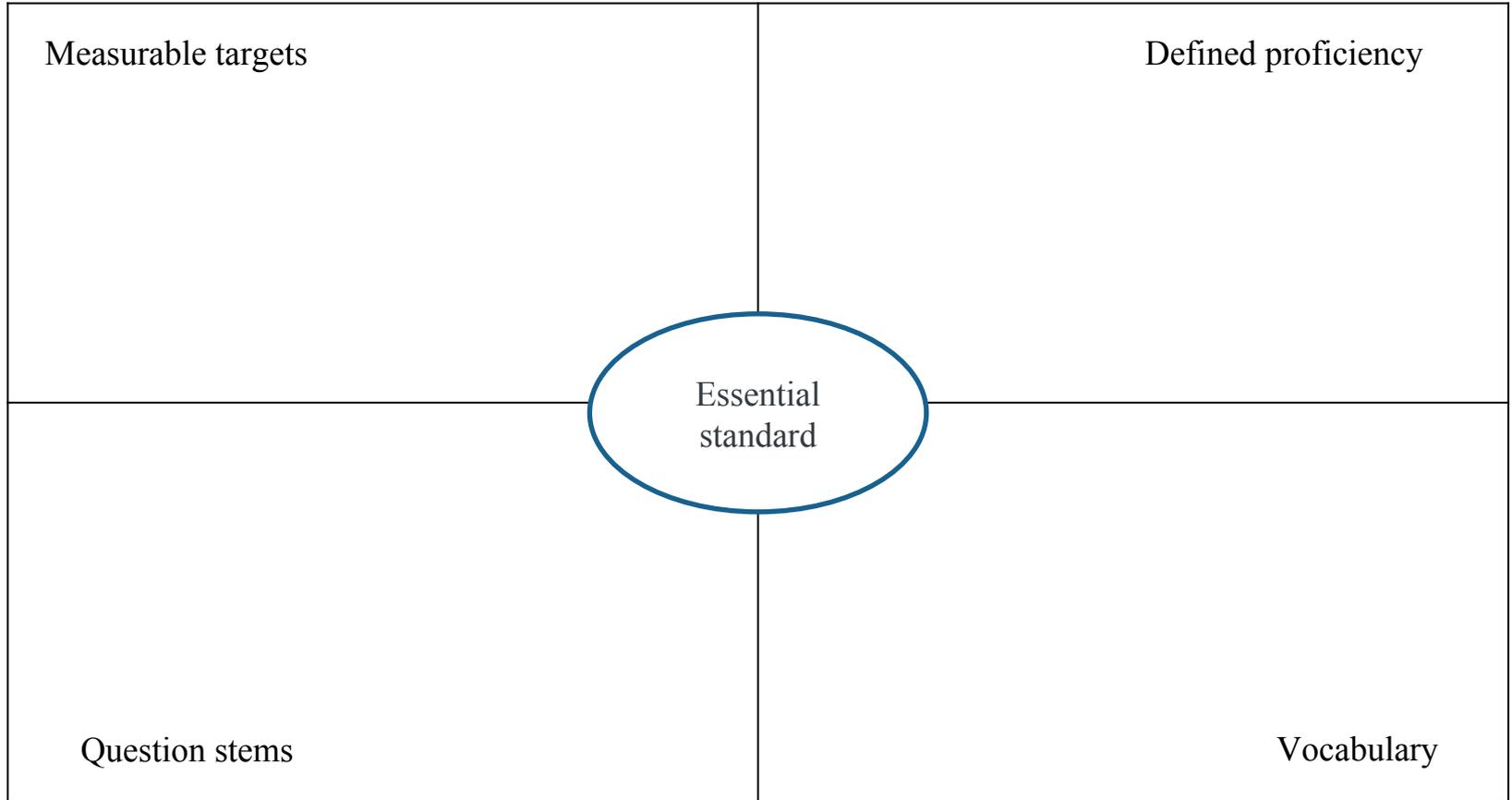


6RL St. 2: Determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct of personal opinions or judgments.



Shared clarity on essentials





ESSENTIAL STANDARD List the agreed upon essential standards including measurable targets .		KEY ACADEMIC VOCAB Provide the key academic vocabulary that students will need to know.	QUESTION STEMS Provide 2-3 question stems that can be asked during instruction to determine if a student is on track to be proficient in the standard.	PROFICIENCY RUBRIC Provide a description of what a proficient student will be able to know and do. Link proficiency rubrics	PACING Provide the month the essential standard will be taught.
7.1.1	Forces LT 1: I can investigate and gather evidence to show that an object's mass determines the motion of an object in any direction and within a collision. (7.1.1 & 7.1.2)	force, mass, weight, gravity, motion, balanced force, unbalanced force, rest, stability, energy, inertia, system, action, reaction, acceleration, force pair, speed, magnet, magnetism, magnetic field, electrical charge, positive, negative	What is the difference between a contact force and a noncontact force?	https://docs.google.com/document/d/1WNc0ANoMiL5_zvErAs54NOhMxYvfgRsk4-56JY5KPBU/edit?usp=sharing	August
7.1.2	Forces LT 2: I can develop and use a model that describes the idea that forces can exist that are not in contact. (7.1.3)		What is the difference between a contact force and a noncontact force?	https://docs.google.com/document/d/1WNc0ANoMiL5_zvErAs54NOhMxYvfgRsk4-56JY5KPBU/edit?usp=sharing	September
7.1.3	Forces LT 3: I can collect and analyze data to determine the factors that affect the strength of electric and magnetic forces. (7.1.4)		What factors affect the strength of electric and magnetic forces?	https://docs.google.com/document/d/1YrjAOZmlOdNCwfooEs1zLylkhQ1V-cdwm3Si2l-E5T4/edit?usp=sharing	September
7.1.4	I can collect and analyze data to determine the factors that affect the strength of electric and magnetic forces. (7.1.4)		What factors affect the strength of electric and magnetic forces?	https://docs.google.com/document/d/15JPTrxQFEKufQIBXfBnCNt_DNKrfYQH1nF2mfTnSa-8/edit?usp=sharing	September
7.1.5	I can use evidence to support the claim that gravitational force is dependent on an object's mass. (7.1.5)		How does mass affect the gravitational pull on an object?	https://docs.google.com/document/d/1Y74uw_-vH0UDJqmtR6ZSFhRwlKj5xgibLltuLW1nkJc/edit?usp=sharing	October

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Targeted proficiency rubrics

Forces LT 1: I can investigate and gather evidence to show that an object's mass determines the motion of an object in any direction and within a collision. (7.1.1 & 7.1.2)

SEP: Plan and carry out an investigation (7.1.1); Design a solution (7.1.2)

CCC: Stability and Change (7.1.1); Systems and system models (7.1.2)

1 - Minimal	2 - Approaching	3 - Proficient	4 - Above Proficient
<p>A student is able to define the concepts of mass, collision, inertia, motion, and force.</p>	<p>A student is able to analyze a <i>diagram</i> to determine the motion of an object using the concept of net force.</p> <p>A student understands that the mass of an object is directly related to the motion of an object.</p>	<p>A student is able to carry out an investigation to show that the laws of physics (Newton's laws of Motion) exist and govern the <i>movement of objects within a system</i>.</p> <p>A student is able to differentiate the <i>stability and change resulting</i> from unbalanced and balanced net forces.</p> <p>A student can design a solution to prove the concept of mass has a role in the directional motion of an object within a <i>system</i>.</p>	<p>A student is able to apply calculations when describing the laws of physics.</p> <p>A student is able to understand the concept of mass and its role in velocity and the acceleration of an object.</p>

Getting Crystal Clear



“It’s not until teams get to a deep **level of clarity** on their essential standards and shared agreement on proficiency will they be able to function as a highly effective team.

Unless teams can get down to the student and skill level, their instruction, collaboration, and assessment efforts will be underproductive and often frustrating.”

Reality Check

Are we clear on what students need to know?

Do we have shared clarity on what proficiency looks like?





Today's Objectives

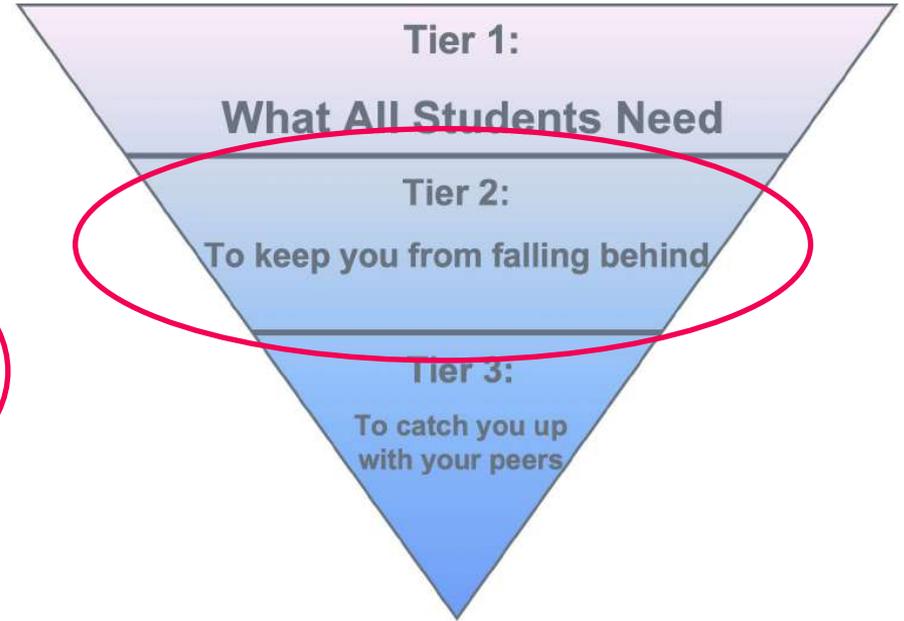
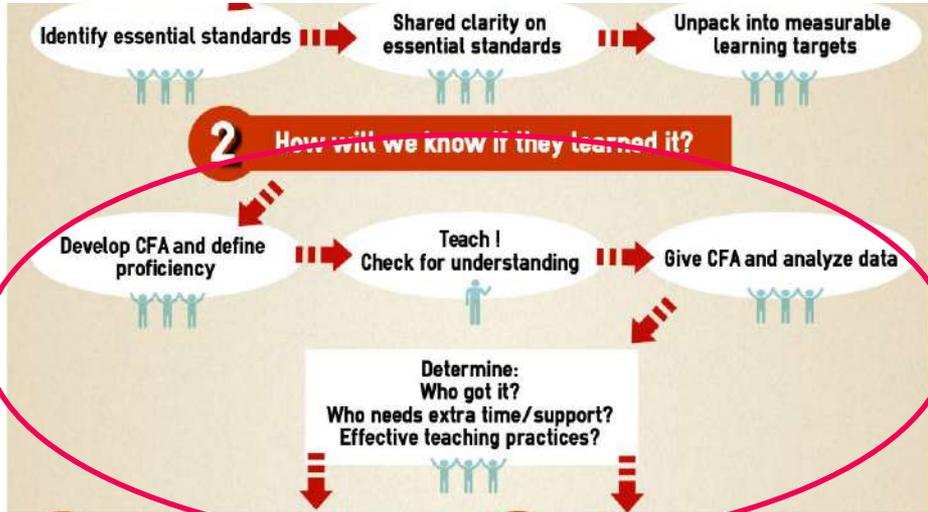
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Big Idea #3

Utilize assessments to get down to the student and skill



78%

Let's visit our medical professional!

Congratulations!
You're 78 percent
healthy!



Diagnosing and Treating

- 22 percent?
- With what exactly am I sick?
- Are you going to treat me?
- When?
- Is it going to work?
- What if it doesn't work?
- Have you collaborated with other professionals?



Diagnosing and Treating

- 22 percent?
- With what exactly am I sick?
- Are you going to treat me?
- When?
- Is it going to work?
- What if it doesn't work?
- Have you collaborated with other professionals?



6RL St. 2: Determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct of personal opinions or judgments.



Assessment to get to student/skill

Student	Identify theme	Theme or Details	Summarize	Notes
Charlie (80%)	5	5	2	
Juan	2	4	5	
Rex	4	5	2	
Rosia	5	5	5	
Brent (73%)	5	1	5	
Semaya	5	5	2	
Kathy	5	5	5	
Kajsia	4	4	4	
Donny	2	1	0	
Jim	4	5	5	
Bruno	5	4	4	
Kataysha	4	4	2	
Brad	5	4	3	
Ricardo (67%)	5	4	1	

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Reality Check

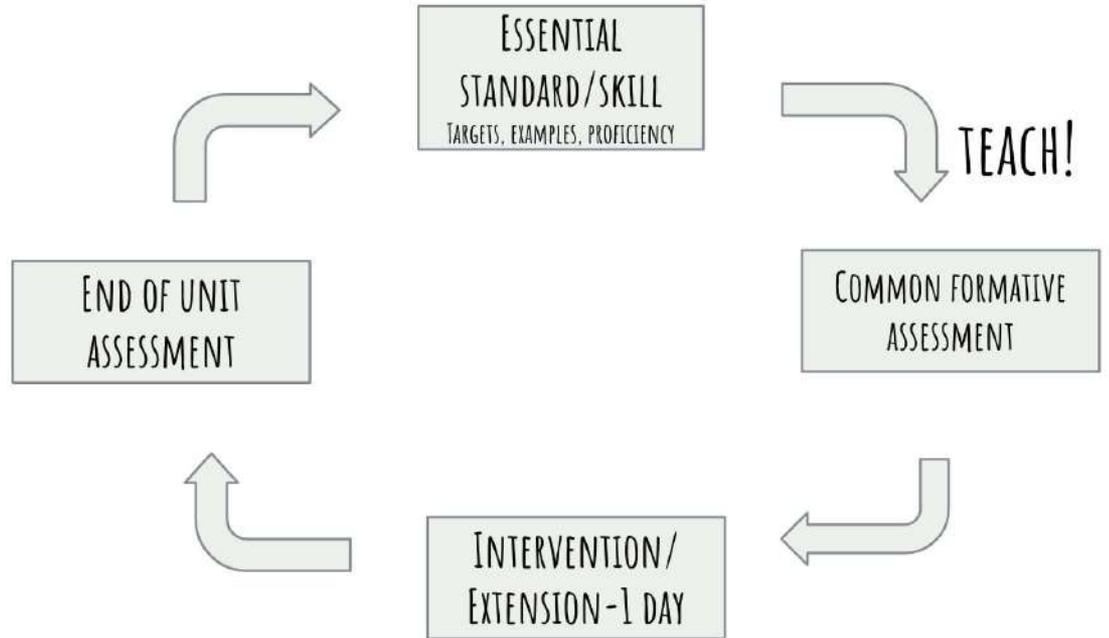
Are our assessments targeted?

Can we get down to the student and skill?





In-unit formative assessment





In-unit formative assessment

Name:

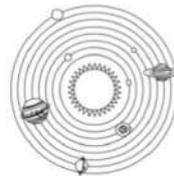
Period:

Knowledge Check: Gravity and Inertia

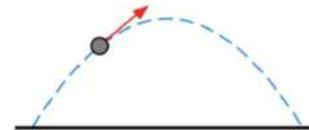
Learning Target: I can develop and use a model to describe how gravity and inertia keep objects in orbit.

Task 1: Which object in our Solar System has the greatest mass and gravitational force?

- Earth
- Mars
- Sun
- Mercury

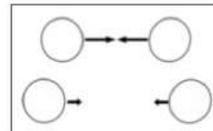


Task 2: Why does the ball move in an arc after being kicked?



- gravity pulls it straight down
- inertia makes it move in a straight line
- inertia makes it want to move straight, but gravity pulls it down.
- this movement is physically impossible

Task 3: As the distance between objects increases, the force of attraction:



- increases
- decreases
- stays the same

Task 4: What causes the Earth to orbit the Sun? Draw the **gravity** and **inertia** model.

1 - Minimal	2 - Approaching	3 - Proficient	Teacher Feedback
I am at the beginning of learning this. I have many questions and I am not sure what to do most of the time.	I am still learning this. I still have some questions and am unsure sometimes.	I feel like I know this pretty well. I get almost every task right the first time.	3: Proficient 2: Approaching 1: Minimal

3

How will we respond if they don't learn it?

Intervene:
Reteach, small group,
individualize

Reassess learning of
essential standard/target

4

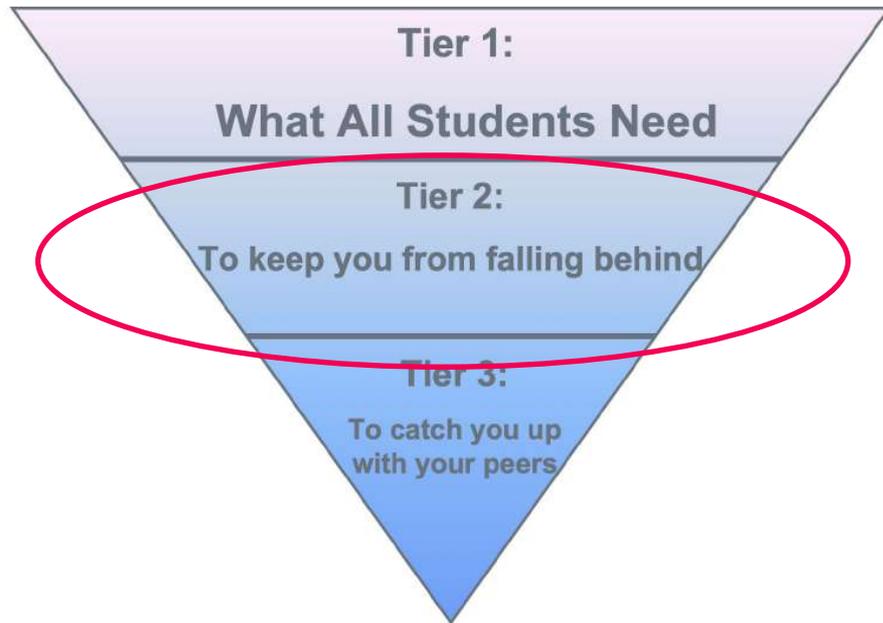
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ENSURE high levels of learning for EVERY student

Version 2.0, 2017



Tier 2 Academic Intervention

- ▷ Must be clear on what students need to know.
- ▷ Must be able to assess down to the student and skill.
- ▷ Must receive essential standard instruction AND intervention.
- ▷ Must have flexible time built into the school day for Tier 2 time and support.
- ▷ Must provide students with multiple opportunities to be successful.
- ▷ Must be immediate.
- ▷ Must NOT be optional.



Tier 1 instruction



Charger Time each Friday

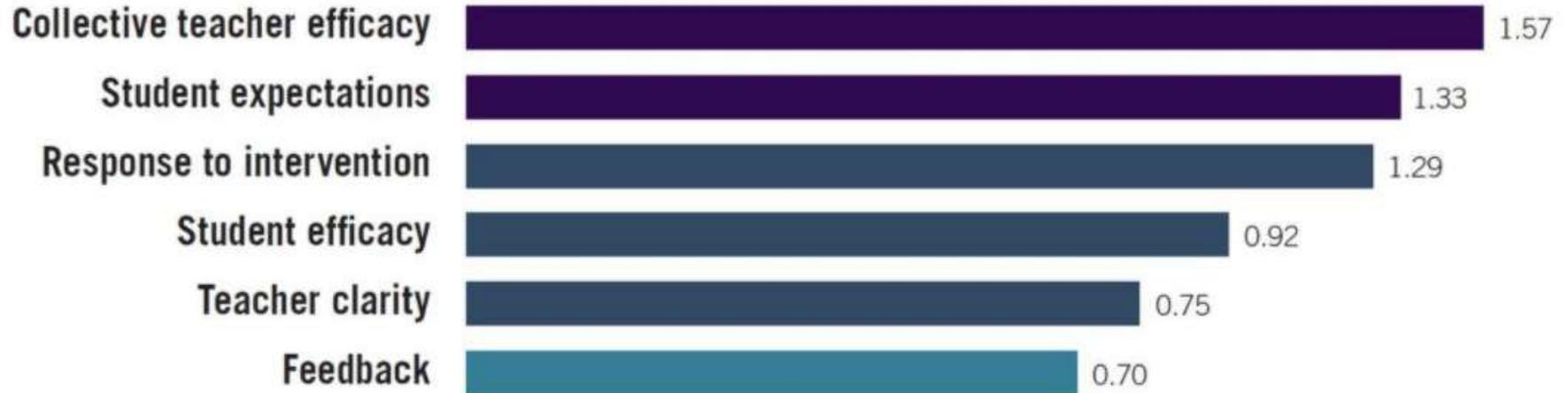


Tier 2 interventionist



Lunch and Learn





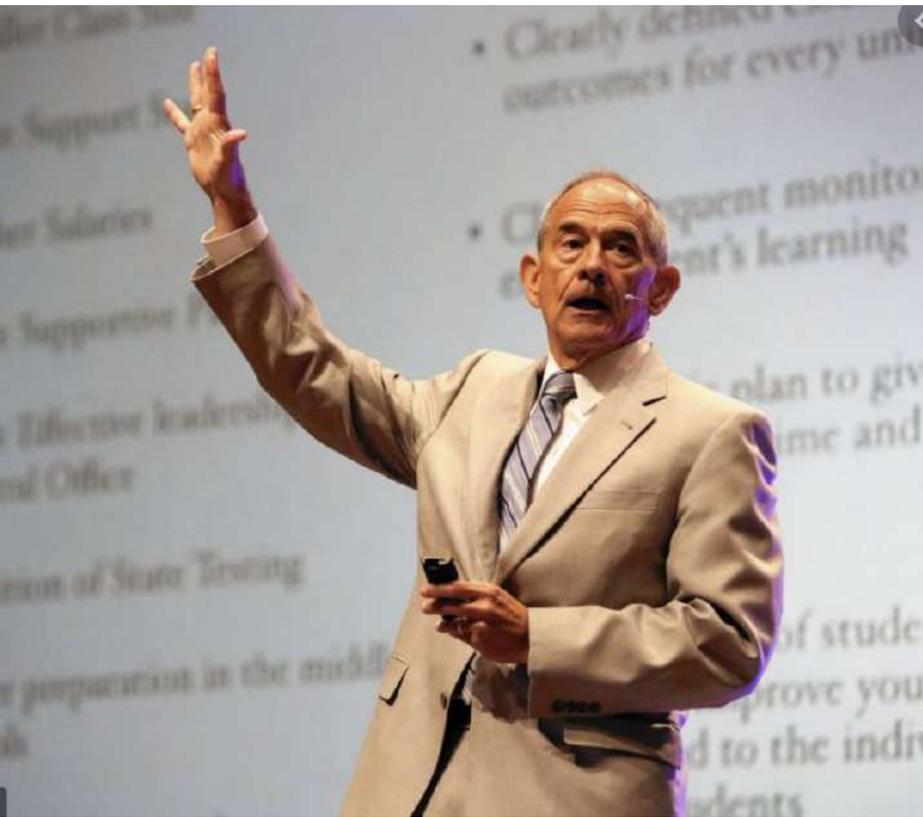
Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Student Achievement*, 2009

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“Will you act with a sense of urgency, as if the very lives of your students depend on your actions, because in a very literal sense, more so than at any other time, they do?”

Dufour, R. (2018) In Praise of the American Educator. Pg. 254

Thank you!

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