

# PROVIDING APPROPRIATE ACCELERATED INSTRUCTION

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## HB 5

**Limit on Absences for Test Prep:** Every school board must adopt and strictly enforce a policy limiting the removal of students from class for remediation or test preparation. Absent parental permission, a student may not be removed for this purpose if the removal would cause the student to miss more than 10 percent of the school days on which the class is offered. This applies with the 2013-14 school year. (SECTION 5)

## TEC 28.006

- ▶ Requires school districts to administer reading instruments to students in kindergarten through second grade to assess their reading development and comprehension. Then the school district will implement an accelerated reading instruction program for students who are determined, on the basis of their reading instrument results, to be at risk for dyslexia or other reading difficulties.

## TEC 28.0211

- ▶ Requires a school district to provide students in 3 – 8 who do not perform satisfactorily on a state assessment with accelerated instruction in the applicable subject area.

## TEC 28.0213

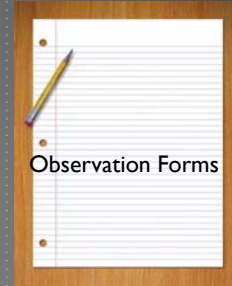
- ▶ Requires a school district to provide an intensive program of instruction to a student who does not perform satisfactorily on any state assessment instrument and to any students who are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the school district.

## TEC 28.0217, 29.081, 39.025

- ▶ Requires a school district to provide accelerated instruction in the applicable subject area to a student who does not pass an end-of-course assessment. The accelerated instruction must be provided before the next administration of the applicable assessment. In addition, accelerated instruction is to be provided for students at risk of dropping out of school.

## AN EFFECTIVE LEADER ALIGNS THE SCHOOL AROUND THESE RESEARCH-BASED COMPONENTS...

- ▶ Teaching to student success
- ▶ High expectations
- ▶ Realization of the potential of Rtl
- ▶ Improvement based on data
- ▶ Validation of curricula based on student success
- ▶ Effective interventions, implemented with fidelity



## ACCELERATED INSTRUCTION AND RTI

- ▶ RtI is a systemic strategy that combines data-driven problem solving with a focus on research-based practice, implemented with fidelity, to maximize the achievement of ALL students.

## LEADERSHIP

- ▶ RtI does not come from a place; it comes from a unified vision of effective teaching and leadership that demands high expectations for all students.
- ▶ frequent fidelity checks for curricula, interventions, and instruction to be certain that good intentions are translated into success.
- ▶ dedication to a simple premise that all decisions will be made based on the effect on student achievement.



## PROFESSIONAL LEARNING

- ▶ **Develop the skills needed to implement RTI with fidelity. Choose from a wide range of formats and offerings designed to increase your knowledge and fit your busy schedule.**

## EMPOWERING CULTURE

- ▶ **Involve the students and their families in the students' education; establish a problem-solving approach within the school; encourage collaboration**
- ▶ Empowerment that leads to student success is not simply flexibility. It is flexibility with accountability. The empowering leader encourages staff to do whatever they wish so long as those choices result in improved performance.
- ▶ DuFour et al. (2004) challenged schools to attend to two simultaneous strategies. The first is to develop a system of timely interventions. The second is to implement those interventions with fidelity in the context of a collaborative culture that focuses on student learning.
- ▶ Building a collaborative culture is the surest way to develop an environment that maximizes the chances that staff will choose to be empowered.

## CURRICULUM

- ▶ Select a Scientifically Based Core Curriculum for Tier I
- ▶ High-Quality Classroom Instruction
  - ▶ Teach essential skills and strategies.
    - ◇ *Effective reading teachers teach skills, strategies, and concepts.*
  - ▶ Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs.
    - ◇ *Effective teachers recognize that one size doesn't fit all and are ready to adapt instruction—both content and methods.*

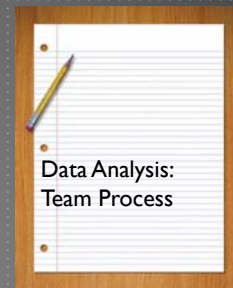
## CURRICULUM

- ▶ Provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, including cumulative practice over time.
  - ◇ *Students should not have to infer what they are supposed to learn.*
- ▶ Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support.
  - ◇ *Students need to be taught what to do when they get to a "hard word."*
- ▶ Don't just "cover" critical content; be sure students learn it—monitor student progress regularly and reteach as necessary.
  - ◇ *Effective teachers adjust their teaching accordingly to try to accelerate student progress.*

## INSTRUCTION

- ▶ Tier I
- ▶ Tier II
- ▶ Tier III

## DATA-BASED DECISION MAKING



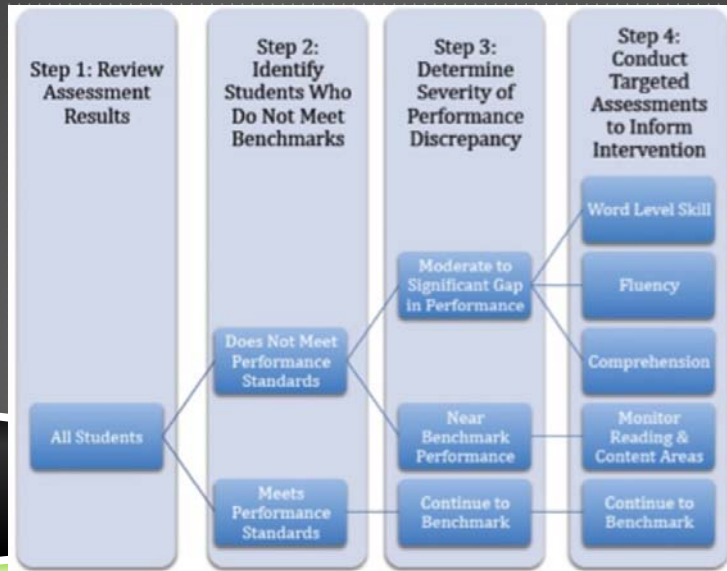


# ASSESSMENTS

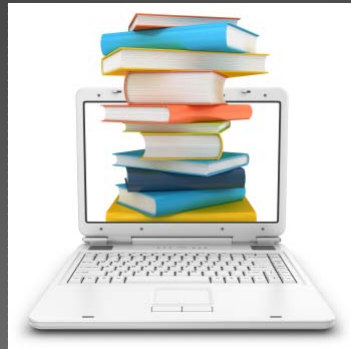
- ▶ Universal Screening
- ▶ Progress Monitoring



# UNIVERSAL SCREENER



- ▶ The bottom line IS that we must do whatever it takes to ensure that all students succeed. What it takes is personal commitment — personal commitment to evidence-based principles that ensure better results for ALL students, NO exceptions!



## RESOURCES

