

## Handout 1 A: Self-Reflection Worksheet

### Evidence-Based Practices for Multi-Tiered Systems of Support in Reading

This worksheet guides district and school teams to reflect on current implementation of their multi-tiered systems of support in reading (MTSS-R). Teams compare their current practices to evidence-based practices, acknowledge successful practices, and identify practices they would like to improve.

This worksheet focuses on four literacy-related components included in the Montana Office of Public Instruction's MTSS Essential Components (2022). Each component uses the original language, supplemented to reflect recommendations for best practices in literacy from the Institute of Education Sciences publications. References to this literature can be found at the end of the document, with a glossary of terms in an appendix.

### Recommendations for use

- Use the flowchart below to prioritize which component(s) to focus on first. The components are of equal importance, so be sure to consider all questions. Schedule one to four meetings depending on how many components the team needs to examine in depth.
- Individuals can complete the self-reflection worksheet on their own and then discuss with the team, or district and school literacy leadership team members can complete as a group and discuss simultaneously.
- Depending on current status of MTSS-R, teams should expect to spend about 40 minutes reflecting on a component. More suggestions about completing the self-reflection are contained in the related Facilitator's Guide.

## Prioritize your focus

<p>Does your team have concerns about literacy screening, diagnostic, or progress monitoring assessments?</p>	<p>Does your team worry about the effectiveness of your literacy Tier 1 core instruction?</p>	<p>Does your team have doubts about whether your literacy programs or materials are evidence-based?</p>	<p>Do educators need better systems and a stronger commitment to using literacy data for decisionmaking?</p>
<p>Does your team have concerns about decision rules for screening and progress monitoring data?</p>	<p>Does your team worry about the effectiveness of your literacy interventions?</p>	<p>Does your team have doubts about whether the literacy strategies your educators use are evidence-based?</p>	<p>Do educators need help using multiple types of literacy data effectively at multiple timepoints annually?</p>
<p><i>If you answer “YES” to either of the questions above, complete:</i></p>			
<p><b>Component 1:</b> Comprehensive Literacy Screening and Assessment System</p>	<p><b>Component 2:</b> Tiered Literacy Delivery System</p>	<p><b>Component 3:</b> Selection and Implementation of Literacy Instruction and Interventions</p>	<p><b>Component 4:</b> Continuous Data-Based Decisionmaking</p>

## Then, follow these steps:

1. Read through the overview for each component you reflect upon.
2. Orient yourself to the middle column—the effective practices. Consider each bullet describing the effective practice in more depth.
3. As you review each practice, make notes about your implementation in either the left-hand column, as an area for improvement, or in the right-hand column, as an area of continued success. You may make notes in both columns.

## Component 1: Comprehensive Literacy Screening and Assessment System

A comprehensive literacy **screening** and assessment system is a coordinated system of multiple **valid** and **reliable** assessments and measures designed to inform reading instructional and programmatic decisions. A comprehensive literacy **screening** and assessment system includes the following:

- A balanced assessment system (including **universal screening tools**, **diagnostic assessments**, and **progress monitoring**)
- A process and decision rules for using **screening** data to identify students at risk for reading challenges who may need further **diagnostic assessments**
- A process for administering and using **diagnostic assessments** to identify specific reading skill needs and place them into **interventions**
- A process and decision rules for **progress monitoring** of students placed in **interventions**

Areas for improvement	Effective practices	Areas of continued success
	<p>School staff members use <b>universal screening tools</b> and activities that</p> <ul style="list-style-type: none"> <li>• address reading skill development, including phonics, phonemic awareness, fluency, vocabulary, and comprehension;</li> <li>• are administered three times annually, with the first occurring within the first four months of the school year;</li> <li>• are appropriate for the learners in the setting;</li> <li>• are designed for the purpose of screening rather than assessment;</li> <li>• are monitored for the fidelity of administration and data entry (as applicable); and</li> <li>• are quick, efficient, valid, reliable, and predictive of future learner outcomes.</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>School staff members use diagnostic assessments that</b></p> <ul style="list-style-type: none"> <li>• address reading skill development, including phonics, phonemic awareness, fluency, vocabulary, and comprehension;</li> <li>• are monitored for <b>fidelity</b> of administration and data entry;</li> <li>• are <b>valid</b> and <b>reliable</b>, normed for the population, and are age appropriate;</li> <li>• include a process for choosing a <b>diagnostic assessment</b> (or section of an assessment) that is aligned to students' needs; and</li> <li>• produce data that are used systematically to evaluate the quality, <b>equity</b>, and efficiency of instruction, <b>interventions</b>, and supports to create a responsive system that enhances individual learner outcomes.</li> </ul>	
	<p><b>School staff members use progress monitoring tools that</b></p> <ul style="list-style-type: none"> <li>• address reading skill development, including phonics, phonemic awareness, fluency, vocabulary, and comprehension;</li> <li>• are designed for the intended purpose of <b>progress monitoring</b>;</li> <li>• are monitored for <b>fidelity</b> of administration and data entry;</li> <li>• are <b>valid</b> and <b>reliable</b>; and</li> <li>• produce data that are used systematically to evaluate the quality, <b>equity</b>, and efficiency of reading instruction, <b>interventions</b>, and support to create a responsive system that enhances individual learner outcomes.</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>School and district leaders ensure that</b></p> <ul style="list-style-type: none"> <li>• resources are allocated to support ongoing, effective professional learning for all selected literacy assessments; and</li> <li>• professional learning needs are evaluated by the school and district leaders at least annually to determine effectiveness and to identify future learning needs.</li> </ul>	
	<p><b>The literacy leadership team, school administrators, or district administrators establish an assessment calendar that includes</b></p> <ul style="list-style-type: none"> <li>• documented time for regular and systematic use of data from the screeners and assessment;</li> <li>• <b>diagnostic assessment</b> windows;</li> <li>• <b>progress monitoring</b> windows;</li> <li>• regular monitoring for <b>fidelity</b> of administration and data entry; and</li> <li>• universal <b>screening</b> windows three times per year that include all students for reading.</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>Teachers or administrators have processes in place as they notify learners and parents/families of the assessment information that include</b></p> <ul style="list-style-type: none"> <li>• protocols to support communication of assessment dates, frequency, and results to learners and parents/families using audience-friendly language and format are in place.</li> </ul>	

### Component 2: Tiered Literacy Delivery System

A responsive literacy framework provides Tier 1 core instruction, targeted Tier 2 **interventions**, and intensive Tier 3 **interventions**. All of which are intended to meet the reading needs and assets of the whole child. Based on an aligned curriculum, the instruction and interventions are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of reading supports as matched to learner need.

- Tier 1 core instruction is the research-based, classroom instruction that is available to all learners and effectively meets the needs of most.
- Targeted Tier 2 **interventions** are evidence-based supplemental, targeted **interventions** intended for some learners who require extra support.
- Intensive Tier 3 **interventions** are supports that provide intense individual **interventions** for a few learners with intensive reading needs.

Areas for improvement	Effective practices	Areas of continued success
	<p>The literacy leadership team, school administrators, or district administrators ensure student access to quality Tier 1 reading instruction that meets the literacy needs of most learners (e.g., 80% or more).</p>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>Teachers and administrators have access to a written process for monitoring the fidelity of reading instruction at all tiers that</b></p> <ul style="list-style-type: none"> <li>• describes how the <b>fidelity</b> data will be stored, visually displayed and aggregated at the school level;</li> <li>• identifies what the measure is assessing to determine <b>fidelity</b>;</li> <li>• names the <b>fidelity</b> measures;</li> <li>• names the individuals responsible for assessing <b>fidelity</b>;</li> <li>• outlines a schedule for when <b>fidelity</b> data will be collected and analyzed to inform next steps; and</li> <li>• provides a protocol for quality improvement to meet <b>fidelity</b> thresholds.</li> </ul>	
	<p><b>All staff participate in high-quality professional learning for reading instruction and interventions to support all student learning levels.</b></p>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>Staff providing interventions have access to additional implementation supports, such as curricular materials and scheduling assistance.</b></p>	

Areas for improvement	Effective practices	Areas of continued success
	<p>The school or district creates a process, which teachers and other intervention staff consistently apply, to provide learners with access to targeted Tier 2 interventions and intensive Tier 3 interventions that</p> <ul style="list-style-type: none"><li>• describes the continuum of reading progressions (i.e., targeted Tier 2 interventions provide instruction on specific skills in groups that are smaller than Tier 1, and intensive Tier 3 interventions provide that are either more frequent, or of longer duration, or both in groups smaller than those for Tier 2);</li><li>• describes the identification of learners for both targeted Tier 2 and intensive Tier 3 interventions to ensure accurate placement to meet the needs and assessment using a whole child approach;</li><li>• describes the process for how learners will be identified as needing both targeted Tier 2 and intensive Tier 3 interventions (what data will be collected, by when, by whom);</li><li>• notes how community partners should be engaged with the school and families to provide access to preventative and support services to improve learners' reading achievement; and</li><li>• provides protocols for communicating and collaborating with families and necessary stakeholders.</li></ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>Teachers have access to professional learning on how to best differentiate instruction at all tiers to meet the diverse reading achievement needs of learners that</b></p> <ul style="list-style-type: none"><li>• prioritizes the concepts/skills that need to be taught to mastery;</li><li>• outlines the curriculum materials that are needed to adequately teach the concepts/skills;</li><li>• establishes expectations for the instructional routines that should be used;</li><li>• addresses multiple modes of instruction; and</li><li>• pays attention to a range of learning levels that span from Tier 1 core instruction to intensive Tier 3 interventions.</li></ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>The literacy leadership team, school administrators, or district administrators provide guidance to educators on the continuum of strategies used to intensify targeted Tier 2 interventions and intensive Tier 3 interventions based on learner needs that</b></p> <ul style="list-style-type: none"> <li>• changes the intervention;</li> <li>• collaborates with community partners to address unmet reading; achievement needs that may be contributing to intensive academic challenges;</li> <li>• engages parent, family, and community organizations with opportunities to support learners during the school day and beyond;</li> <li>• increases practice opportunities;</li> <li>• provides additional educator modeling;</li> <li>• provides opportunities for assessment of the skills that need reteaching;</li> <li>• provides precise feedback on performance; and</li> <li>• re-teaches content based on learner response errors.</li> </ul>	

### Component 3: Selection and Implementation of Literacy Instruction and Interventions

Literacy materials or programs for Tier 1 core instruction, targeted Tier 2 **interventions**, and intensive Tier 3 **interventions** are chosen that are evidence-based and meet What Works Clearinghouse (WWC) standards. Literacy instructional practices are chosen that are evidence-based and have been recommended by IES’s practice guides. The selection process also considers a **whole child approach**, the population of learner(s) being served, and alignment with the district’s existing philosophy, programs, and initiatives. Selection also includes resources and capacity needed to support MTSS-R implementation with fidelity.

Areas for improvement	Effective practices	Areas of continued success
	<p><b>A school or district committee conducts a thorough selection process to assess the evidence base for the current literacy materials or programs for Tier 1 core instruction, targeted Tier 1 interventions, and intensive Tier 3 interventions. The review considers the extent to which literacy materials or programs</b></p> <ul style="list-style-type: none"> <li>• meet What Works Clearinghouse (WWC) standards (note that if materials or programs have not yet been reviewed by WWC, a review can be conducted by WWC-certified reviewers, such as staff members from Regional Educational Laboratories);</li> <li>• fit with existing practices and innovations throughout the district;</li> <li>• support instructional practices recommended in IES practice guides; and</li> <li>• support students’ strengths, needs, and cultural backgrounds.</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>The school or district committee engaged parents, families, and the community in the selection process for literacy materials or programs for Tier 1 core instruction, targeted Tier 2 interventions, and intensive Tier 3 interventions through</b></p> <ul style="list-style-type: none"> <li>• communications that described the purpose of materials and the at-home support needed in a language and format that they understand;</li> <li>• involvement in the selection process;</li> <li>• opportunities to give input and feedback to the selection process; or</li> <li>• parent workshops to enhance implementation of the selected literacy materials or programs.</li> </ul>	
	<p><b>Teachers and administrators use a school- or district-approved process to match students with the selected literacy materials or programs for targeted Tier 2 interventions and intensive Tier 3 interventions based on</b></p> <ul style="list-style-type: none"> <li>• review of <b>universal screening tools, diagnostic assessments</b>, and at least three additional sources of student data (achievement, demographic, process, and perception);</li> <li>• consideration of a range of learning needs and assets; and</li> <li>• consideration of fit with existing Tier 1 core instruction.</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>School staff members use literacy materials or programs for Tier 1 core instruction, targeted Tier 2 interventions, and intensive Tier 3 interventions that</b></p> <ul style="list-style-type: none"> <li>• meet WWC standards and have been selected through the previously described review process;</li> <li>• adopt instructional practices recommended by IES practice guides; and</li> <li>• show evidence of <b>cultural responsiveness</b> to the learner demographic population as they implement Tier 1 core instruction, targeted Tier 2 <b>interventions</b>, and intensive Tier 3 <b>interventions</b>.</li> </ul>	
	<p><b>The school or district allocates resources equitably to ensure all educators have access to the materials, time, and space necessary for implementation of Tier 1 core instruction, targeted Tier 2 interventions, and intensive Tier 3 interventions to fidelity (e.g., educators have access to materials, fidelity measures, and learner consumables).</b></p>	

Areas for improvement	Effective practices	Areas of continued success
	<p>The school, district, state, or other entities provide high-quality professional learning to educators in the use of literacy materials and programs for Tier 1 core instruction, targeted Tier 2 interventions, and intensive Tier 3 interventions that includes</p> <ul style="list-style-type: none"> <li>• checks to ensure <b>fidelity</b> of implementation;</li> <li>• coaching on the instruction or <b>intervention</b>;</li> <li>• coordination among all staff through formal planning and informal communication;</li> <li>• feedback to users;</li> <li>• modeling of key program components and lessons;</li> <li>• opportunities for educators to learn effective strategies for content area reading instruction;</li> <li>• opportunities for users to practice the use of the program components; and</li> <li>• ongoing support.</li> </ul>	

## Component 4: Continuous Data-Based Decisionmaking

All relevant literacy data is utilized to analyze, evaluate, and plan strategies that support sustainable systematic improvement and learner outcomes. Data-based decisionmaking includes efficient data collection practices for multiple data sets, and a formal improvement process to determine needs. Data used are timely, valid, reliable, accurate, and reviewed in ongoing cycles. The roles and responsibilities for data-based decisionmaking within the system are clearly defined and executed.

Areas for improvement	Effective practices	Areas of continued success
	<p><b>The literacy leadership team uses a collaborative inquiry-focused problem-solving process that</b></p> <ul style="list-style-type: none"> <li>• addresses individual or group literacy needs;</li> <li>• allocates time to collaboratively analyze and interpret literacy data in order to take appropriate action in grade-level or department-specific teams;</li> <li>• asks well-defined, consequential questions to create an inquiry focus;</li> <li>• collects and uses multiple measures and levels of data in user-friendly visuals; and</li> <li>• identifies student learning goals and action steps to support the implementation of the goals.</li> </ul> <p><b>The leadership team then</b></p> <ul style="list-style-type: none"> <li>• carries out the instructional changes identified to help improve teaching practices and raise student achievement in literacy;</li> <li>• evaluates effectiveness of practices; and</li> <li>• maps, aligns, and reallocates resources in response to outcomes (fiscal, staffing, time, facilities, etc.).</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>The literacy leadership team determines the impact that implementation is having on literacy outcomes and informs decisionmaking through multiple measures of data including</b></p> <ul style="list-style-type: none"> <li>• demographic and administrative data (e.g., attendance, ethnicity, gender, grade level);</li> <li>• <b>fidelity</b> data that measures how well educators implement literacy programs and strategies (e.g., staff selection, training, coaching supports);</li> <li>• literacy outcome data (e.g., <b>standardized tests, norm/criterion-referenced tests</b>, teacher observations);</li> <li>• <b>perception data</b> (e.g., perception of learning environment, values and beliefs, attitudes, observations, surveys); and</li> <li>• school process data (e.g., quality of instruction, programmatic).</li> </ul>	
	<p><b>The literacy leadership team and other responsible school and district leaders analyze data at least three times a year to determine</b></p> <ul style="list-style-type: none"> <li>• the effectiveness of schoolwide MTSS-R systems; and</li> <li>• the needs and progress of all learners, with explicit considerations for special populations.</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>The literacy leadership team and other responsible school and district leaders ensure strong culture of data use is established to ensure that</b></p> <ul style="list-style-type: none"> <li>• a clear vision and plan for schoolwide data use is established to ensure educators make data-based decisions frequently, consistently, and appropriately;</li> <li>• specific literacy data are shared, explained, and understood by learners and parents/guardians to assist them in regularly monitoring and establishing their own goals for learning; and</li> <li>• outcomes of aggregate literacy data and data analysis are communicated to all stakeholders (e.g., family, school board, community, staff).</li> </ul>	
	<p><b>The school, district, state, or other entities ensure internal capacity for data use by</b></p> <ul style="list-style-type: none"> <li>• providing the literacy leadership team, and other collaborative teams (e.g., grade level, Tier 2, Tier 3) with targeted professional learning in the use of literacy data for decisionmaking a minimum of twice per year; and</li> <li>• supporting the literacy leadership team, school administrators, and the appropriate staff members with continuous coaching and guidance on using literacy data to support the school’s vision.</li> </ul>	

Areas for improvement	Effective practices	Areas of continued success
	<p><b>The literacy leadership team, and other collaborative teams (e.g., grade level, Tier 2, Tier 3), meet at least once a month to monitor literacy progress and plan Tier 1 core instruction, targeted Tier 2, and intensive Tier 3 interventions.</b></p>	
	<p><b>Relevant team members use student literacy data to assess, adapt, and improve academic and behavior support practices at all tiers.</b></p>	

## References

References	Essential components related to reference
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<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp; Wissel, S. (2016). <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.  <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf</a></p>	<p><b>Component 3:</b> Selection and Implementation of Literacy Instruction and Interventions</p>
<p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2009). <i>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide</i> (NCEE 2009-4045). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.  <a href="https://ies.ed.gov/ncee/wwc/docs/practiceguide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/docs/practiceguide/rti_reading_pg_021809.pdf</a></p>	<p><b>Component 1:</b> Comprehensive Literacy Screening and Assessment System  <b>Component 2:</b> Tiered Literacy Delivery System  <b>Component 3:</b> Selection and Implementation of Literacy Instruction and Interventions  <b>Component 4:</b> Continuous Data-Based Decision Making</p>
<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; Wayman, J. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf#page=16">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf#page=16;</a></p>	<p><b>Component 4:</b> Continuous Data-Based Decision Making</p>

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<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices. A practice guide</i> (NCEE #2008-4027). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <a href="https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf</a></p>	<p><b>Component 1:</b> Comprehensive Literacy Screening and Assessment System</p> <p><b>Component 2:</b> Tiered Literacy Delivery System</p> <p><b>Component 3:</b> Selection and Implementation of Literacy Instruction and Interventions</p>
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<p>Montana Office of Public Instruction (2022). <i>MTSS essential components</i>. <a href="https://opi.mt.gov/LinkClick.aspx?fileticket=7dplqf5YOkY%3d&amp;portalid=182">https://opi.mt.gov/LinkClick.aspx?fileticket=7dplqf5YOkY%3d&amp;portalid=182</a></p>	<p><b>Component 1:</b> Comprehensive Literacy Screening and Assessment System</p> <p><b>Component 2:</b> Tiered Literacy Delivery System</p> <p><b>Component 3:</b> Selection and Implementation Literacy Instruction and Interventions</p> <p><b>Component 4:</b> Continuous Data-Based Decision Making</p>
<p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., &amp; Jayanthi, M. (2022). <i>Providing reading interventions for students in grades 4–9</i> (WWC 2022007). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf</a></p>	<p><b>Component 1:</b> Comprehensive Literacy Screening and Assessment System</p> <p><b>Component 2:</b> Tiered Literacy Delivery System</p> <p><b>Component 3:</b> Selection and Implementation Literacy Instruction and Interventions</p> <p><b>Component 4:</b> Continuous Data-Based Decision Making</p>

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<p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., &amp; Shapley, K. (2007). <i>Reviewing the evidence on how teacher professional development affects student achievement</i> (Issues &amp; Answers Report, REL 2007–No. 033). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf</a></p>	<p><b>Component 3:</b> Selection and Implementation Literacy Instruction and Interventions</p>

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## Appendix A. Glossary of terms

**Cultural responsiveness:** responding respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientations, and other diversity factors in a manner that recognizes, affirms, and values their worth.

**Diagnostic assessments:** a pre-assessment or a pre-test, often administered after a screening assessment, that helps teachers evaluate students' strengths, weaknesses, knowledge, and skills before their instruction.

**Equity:** students receiving the support they need in a manner that addresses the various barriers they may experience.

**Fidelity:** the degree to which instruction, interventions, assessment tools, or other education strategies are implemented as intended.

**Interventions:** literacy instruction that is in addition to what is provided to all students during Tier 1 core instruction and that addresses targeted students' needs (Tier 2 interventions) or intensive student needs (Tier 3 interventions).

**Learner consumables:** items or products that may only be used by a single student. (Example: reader-writer journals)

**Norm/Criterion-referenced tests:** the standardized tests that allow educators to compare the performance of a student, or group of students, to a previously tested reference group, which is often nationally representative, such as Intelligence Quotient tests.

**Perception data:** data provided in the form of personal opinions, beliefs, and/or attitudes.

**Progress monitoring:** a form of assessment in which a student is regularly evaluated on their progress toward a set goal or benchmark.

**Reliable:** the extent to which a test consistently measures learning.

**Screening:** a type of assessment that provides a snapshot of a student's development in order to determine whether additional diagnostic testing and/or interventions are needed.

**Standardized tests:** tests that require all test takers to answer questions from a standard bank of questions, which are scored in a regulated and consistent manner, and which are frequently produced and scored by a company rather than by educators, such as statewide achievement test.

**Universal screening tools:** brief, reliable, and valid assessments that are given to all students in a grade level in order to identify students at risk for learning difficulties.

**Valid:** the extent to which a test measures what it is designed to measure.

**Whole child approach:** a learning philosophy based on the tenet that students' education and life outcomes are dependent upon their access to safe and welcoming learning environments and rich learning experiences in and out of school. For more information, visit the **Learning Policy Institute**.

For more information, visit the website of the **Center on Multi-Tiered System of Supports**, which originally developed resources funded by the U.S. Department of Education, Office of Special Education Programs.