LDA

LEARNING DIFFICULTIES AUSTRALIA

2023 RTI Conference Handouts

Saturday 28th Oct

<u>Session 2</u> - Unlocking Effective Implementation by Karina Stocker

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Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.

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Karina Stocker

PhD Candidate, Monash University
Understanding the implementation of learning sciences within a multi-tiered system of support: Exploring the 'why', 'what', and 'how' of effective reading instruction in Australian schools

School Leader and Instructional Coach (MTSS)
Docklands Primary School

Education Consultant
Integrated MTSS – Literacy, effective instruction and behaviour support

Bio: Primary trained; 20 years experience in education; worked as a classroom teacher, interventionist (literacy and behaviour), instructional coach, school leader and educational consultant.

I have an unwavering commitment to the provision of equitable, evidence-based education for ALL students underpinned by my core values of social justice, equity, integrity, curiosity, and inclusion.
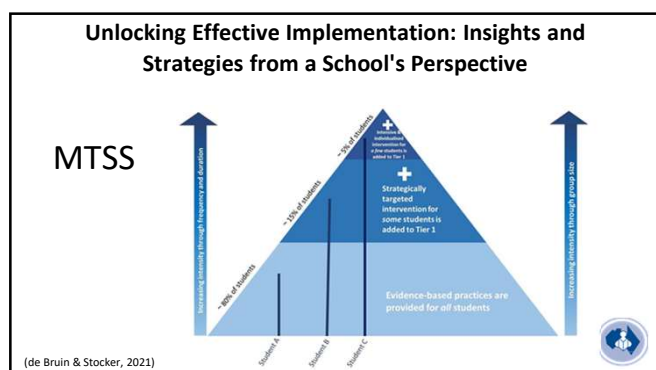
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Unlocking Effective Implementation: Insights and Strategies from a School's Perspective

MTSS

(de Bruin & Stocker, 2021)

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Why MTSS?

✓ Academic skills and behaviour are inter-connected

✓ Allows for accurate identification of the most appropriate supports

✓ Leverage consistent structures, practices and minimise competing priorities

✓ It's all learning! Behaviour is a curriculum, too!

✓ Effective instructional practices supports improved learning and behaviour

✓ Creates optimal conditions for learning to take place

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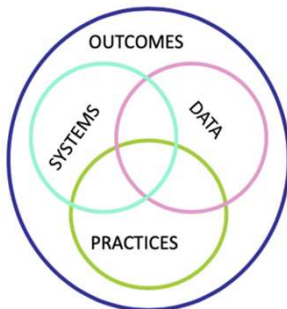| **What**	Evidence-informed curriculum, programs and resources
How	Evidence-informed instructional practices
When	High quality assessments and data-based decisions
Environment	Proactive, evidence-informed behaviour support practices

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MTSS

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What - Evidence-informed curriculum, programs and resources

✓Oral language

✓Phonemic awareness

✓Phonics

✓Reading fluency

✓Comprehension

✓Building of background knowledge

✓Vocabulary knowledge

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How - Evidence-informed instructional practices

- ✓ Explicit and direct instruction
- ✓ OTRs/Active participation
- ✓ Error correction procedures
- ✓ Visual prompts
- ✓ Prompt fading
- ✓ Modelling
- ✓ Checks for Understanding
- ✓ Backwards and forward chaining
- ✓ Daily review
- ✓ Self-monitoring

- ✓ Task analysis to support systematic instruction
- ✓ High praise to correction ratios
- ✓ Instructional routines
- ✓ Reinforcement – closing the loop!
- ✓ Manipulating stimuli
- ✓ Multiple exemplars and worked examples
- ✓ Cue the response
- ✓ Narrate your thinking

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Vocabulary

The mouse is on a mission to _____.

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How - Evidence-informed instructional practices

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When - High quality, evidence-based assessments and data-based decisions

✓Universal Screening

✓Progress monitoring

✓Formative assessment

✓Summative Assessment

✓Team-based problem solving and decision making

✓Coaching data

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Environment - **Proactive, evidence-informed behaviour support practices**

✓Seating plans
✓Strategically arranged
  furniture, displays and
  resources
✓Pre-corrections
✓Consistent classroom rules
✓Consistent fluent instructional
  routines

✓ Clear, consistent visual and
  verbal cues
✓ Positive framing
✓ Structured, cluttered free
  classroom environment
✓ Consistent fluent classroom
  routines

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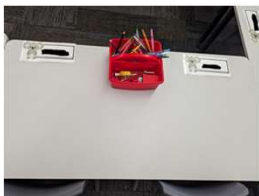
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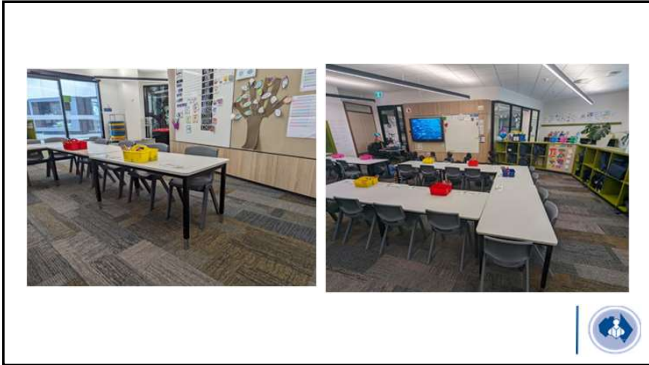
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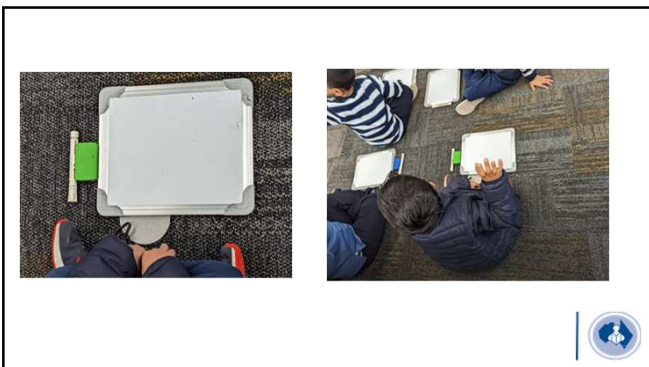
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Environment - Proactive, evidence-informed behaviour support practices

✓Seating plans

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MTSS

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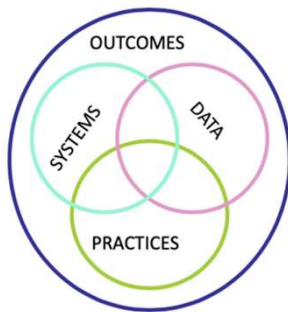# Systems for Planning

✓Centralised planning

✓Consistency in planning documentation

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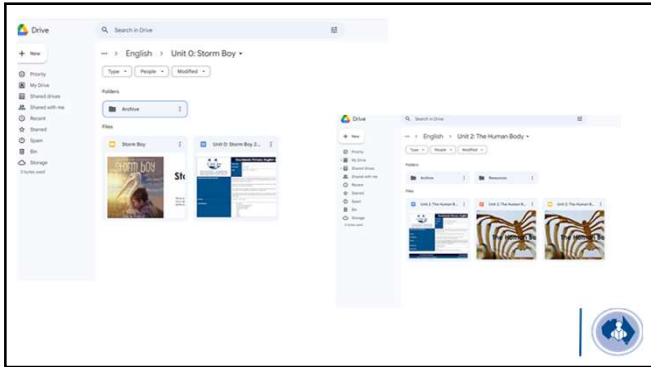
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Systems for Planning

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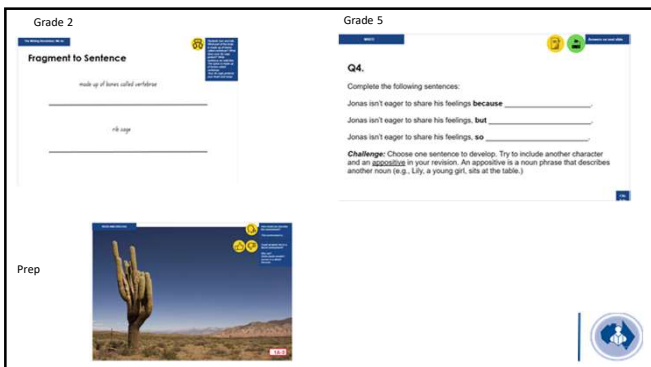✓Consistent instructional models

✓Consistent slide decks

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Systems for Planning

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✓Consistent instructional models

✓Consistent slide decks

✓Consistent terminology, scripts, verbal cues and visual cues

✓Consistent icons

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OTR/CFU Icons

WHITEBOARDS

COLD CALL

IN YOUR BOOK

TRUE/FALSE

LIVE MODELLING

MULTIPLE CHOICE

TURN AND TALK

CHORAL RESPONSE

EXAMPLE and NON-EXAMPLE

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Systems for Planning

✓Centralised planning

✓Consistency in planning documentation

✓Consistent slide decks

✓Consistent instructional models

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✓Consistent icons

✓Scope and sequence

✓Use evidence-informed programs

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Systems for Professional Learning

✓ Prioritise professional learning
✓ Codify school-wide instructional practices

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Systems for Professional Learning

✓ Prioritise professional learning
✓ Codify school-wide instructional practices
✓ Different models of professional learning
  ✓ Workshops
  ✓ External training
  ✓ Peer observation
  ✓ We film and review instructional practice

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Systems for Professional Learning

✓ Prioritise professional learning
✓ We document our school wide instructional practices and routines
✓ Different models of professional learning
   ✓ Workshops
   ✓ External training
   ✓ Peer observation
   ✓ We film and review instructional practice
   ✓ Learning walks
   ✓ Instructional coaching
   ✓ Curriculum coaching

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Systems for Coaching

An instructional coaching cycle

Typically, a coaching cycle will include **6 - 8 observations**, and will involve the following phases:

1. Select focus	The coach observes lesson implementation, to get a sense of the teacher's classroom practice and to provide inputs for possible focuses.
2. Set approach	Together, the coach and teacher discuss the kind of coaching approach they will engage with. (Read more below.)
3. Plan	The coach works with the teacher to establish a clear instructional focus that is manageable, incremental and valued by the teacher.
4. Observe	The coach observes the teacher in short bursts (e.g. 15 - 20 minutes, ideally weekly).
5. Review	The coach and teacher come together (20 - 30 minutes) to review the observation and to set future goals. The coach documents the process.

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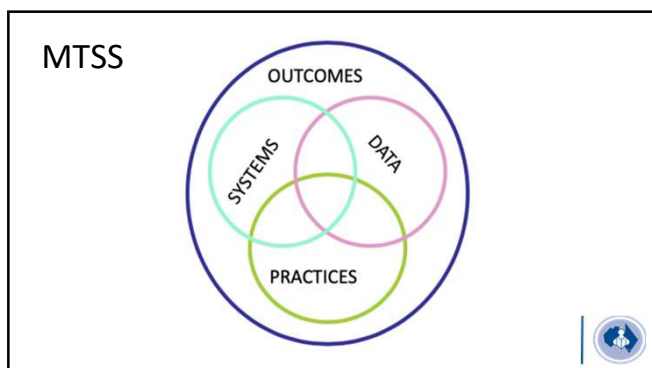

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What	Evidence-informed curriculum, programs and resources
How	Evidence-informed instructional practices
When	High quality assessments and data-based decisions
Environment	Proactive, evidence-informed behaviour support practices

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Recommended Resources and Books

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