

Kansas Multi-Tier System of Supports

- Implementation Supplement for
Preschool Reading

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Introduction to Document

The *Kansas Multi-Tier System of Supports: Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a guide for schools working with MTSS Trainers (a current list can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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MTSS IMPLEMENTATION SUPPLEMENT FOR PRESCHOOL EARLY LITERACY/ READING – REVISED 2014

This guide is intended to provide preschool specific information and directions to elementary leadership teams with preschool representation implementing MTSS reading (early literacy) at the preschool level. This guide addresses each of the MTSS reading implementation steps in terms of what the leadership team including the preschool representative will be doing/learning and/or ways to utilize data gathered at that specific step to inform decisions about preschool implementation and interventions.

Reading Implementation Preschool

GETTING STARTED: Building Leadership Team reviews similarities and differences.

When integrating preschool into the MTSS implementation of an elementary building, it is important for the Building Leadership Team (BLT) to review the similarities and differences of the overall process regarding preschool and elementary programs. While the process and methods for collecting and analyzing assessment data are similar, there are a few differences that warrant attention. The BLT and collaborative teams should review the table on page 3 of this guide titled “Comparison of Elementary and Preschool Implementation Process.”

As stated previously, this supplement provides information that is specific to preschool and outlines specific steps for preschool implementation to occur. This supplement should be used in conjunction with the steps outlined in the *Building Leadership Team Implementation Guide Reading* and the *Collaborative Team Workbook Reading*. Teams integrating preschool as a part of their elementary MTSS implementation should first read each step as it is written in the *Building Leadership Team Implementation Guide Reading* and the *Collaborative Team Workbook Reading*, and then refer to the corresponding preschool implementation steps provided in the supplement. In this way the team will have a better understanding of both the elementary and preschool process.

IMPORTANT REMINDER TO BLTs

It will be necessary for the BLT to create a realistic plan for carrying out preschool assessments that support the MTSS process. The administration of universal screening as well as the duties of supplemental (Tier 2) or intensive instruction (Tier 3) should *NOT* fall completely on the shoulders of the preschool teacher/staff. Steps should be taken for others to share the responsibilities of either the classroom or testing or both. Just as it is done with other grades in the elementary program, universal screening activities are often carried out in what some categorize as a “SWAT Team” approach. This “SWAT Team” includes two or more individuals who

are identified to perform specific roles in the process such as 1) administering universal screening assessments, 2) scoring completed assessments, 3) entering assessment scores into a database, 4) generating the assessment reports to be used in implementation, 5) analyzing the information, and 6) making recommendations based on the data. Using a team approach spares the classroom teacher from the additional duties required in the universal screening process. Many BLTs forget to spare preschool staff from the same burdens.

Too often preschool teachers are asked to administer, score, and record universal screening data on top of what they are already doing in the classroom. This practice may be in place because the preschool teacher has already established a positive rapport with the children in the classroom, and may therefore be in a position to conduct the testing in a way that will provide the most reliable and valid responses. The need to establish a positive rapport with individual children before testing is very important, and in cases where it is not feasible or desirable to create activities for rapport building between children and outside assessors, it makes sense for the testing to be conducted by the classroom preschool teacher. However, even in this circumstance the need for additional “SWAT team” support is necessary. If it is determined that the preschool teacher should administer the assessments, then the BLT should identify “SWAT team” members who will be responsible for carrying out classroom activities to allow the teacher to administer the assessments.

Before beginning preschool implementation, the BLT should identify the best possible approach for the overall system, while at the same time providing appropriate support to the preschool classroom teacher and utilizing approaches that recognize the unique needs of young children in the assessment process. In some cases it may be possible to identify individuals for the “SWAT team” that are routinely involved in preschool activities and/or can spend time in upcoming preschool activities, allowing a positive rapport to be established. Indeed utilizing other adults in the administration of preschool assessments strengthens the overall system by increasing the knowledge base of preschool practices among members of the BLT. Increasing the number of adults who have a working knowledge of the assessment tools provides an opportunity for a broader perspective on issues related to the preschool program, and may also be applicable to challenges identified in the kindergarten program as well. Regardless of who ends up identified to administer the assessments, the entire set of activities (e.g., classroom teaching, screening assessment administration, scoring of assessments, entering of data, etc.) should be conducted as a team, and should not be the primary responsibility of the preschool teacher alone.

Comparison of Elementary and Preschool Implementation Process

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
STEP 1: Review and Validate Universal Screening Data	Universal Screeners: <ul style="list-style-type: none"> • AIMSweb • DIBELS 	STEP 1: Review and Validate Universal Screening Data	Universal Screeners: myIGDIs Literacy + C-PALLS PELI
Step 2: Analyze Building Level Data	<ul style="list-style-type: none"> • Review building level data to determine if the building is “on track” in meeting specified MTSS implementation goals. 	Step 2: Analyze Building Level Data <i>Not Applicable</i>	Preschool data is not analyzed with the elementary building data and therefore this step is not applicable.
Step 3: Analyze Grade Level Data	<ul style="list-style-type: none"> • Review grade level data to determine if core curriculum is being implemented with fidelity, and to set MTSS literacy goals as identified. 	Step 3: Organize Data for Analysis of the Core Curriculum	Analyze classroom level data in comparison to national benchmarks to determine if the majority of children are at or above desired skill levels. In situations where more than 40% of the population is below benchmark consider adding a supplement to the core curriculum.
Step 4: Analyze Classroom Level Data	<ul style="list-style-type: none"> • Review grade level data to set MTSS literacy goals for the end of the year and evaluate the distribution of resources. 	Step 4: Analyze Individual Student Data: Identify students in need of Additional Support or Enrichment	Analyze classroom level data in comparison to national benchmark or local norms.
Step 5: Analyze Student Level Data Using the Initial Instructional Sort	<ul style="list-style-type: none"> • Sort student scores using appropriate grade level indicators using accuracy and fluency data (as described in detail in the guide) to identify students in need of supplemental/intensive support. • Identify students needing additional diagnostic information. 	Step 5: <i>Not Applicable</i>	<i>Not Applicable</i>

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
Step 6: Determine What Additional Information Is Needed and Complete Diagnostic Process If Necessary	Determine what additional information is needed to complete the diagnostic process	Step 6: Determine If Additional Information Is Needed and Identify and Instructional Focus	Review US data, teacher input, and other relevant assessment data to determine if additional information is needed to identify instructional focus. Review US data, teacher input, and other relevant assessment data to determine the instructional targets and materials to be used for supplemental and intensive instruction and mastery monitoring.
Step 7: Finalize Grouping by Determining Instructional Focus and Appropriate Materials	Using the diagnostic information gathered, identify the instructional focus and appropriate materials to be used for supplemental and intensive instruction and match students according to their instructional needs accordingly.	Step 7: Finalize Determining Instructional Dose and Frequency of Tier 2 and Tier 3 Interventions	Tier 2/3 interventions and enrichment activities will be identified through a collaborative problem solving approach
Step 8: Prepare for Progress Monitoring	Identify AIMSweb/DIBELS subtests matched to the instructional focus (as described previously) to be used for progress monitoring in supplemental (Tier 2) and intensive (Tier 3) instruction.	Step 8: Prepare for Progress Monitoring	Prepare for mastery monitoring materials and schedule.
Step 9: Determine the Instructional Level for Off Grade Level Progress Monitoring	Conduct Backwards Testing to identify the appropriate instructional level for individual students whose scores are significantly behind grade level peers.	Step 9: <i>Not Applicable</i>	This step is not applicable to the preschool population.
Step 10: Review Progress Monitoring Data for Instructional Decision Making	Identify if individual students are making adequate progress, and follow predetermined decision rules accordingly.	Step 10: Review Progress Monitoring Data for Instructional Decision Making	Review mastery of skill progress monitoring data for instructional decision making

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
STEP 11: Update Student Intervention/ Collaboration Logs	Update Student Intervention Log and Progress Monitoring Graph.	STEP 11: Update Student Intervention/ Collaboration Logs	Update Student Intervention Log and Progress Monitoring Graph.

Review of Instructional System – Early Literacy

Analysis of preschool universal screening information should be conducted at the same time as the analysis of elementary universal screening data. This information will be reviewed alongside the elementary data for general comparison.

Step 1: Review and Validate Universal Screening Data

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
STEP 1: Review and Validate Universal Screening Data	Universal Screeners: <ul style="list-style-type: none">• AIMSweb• DIBELS	STEP 1: Review and Validate Universal Screening Data	Universal Screeners: myIGDIs Literacy + C-PALLS PELI

Follow the general guidance provided in the main implementation guide provided for elementary/secondary buildings.

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Step 2: Analyze Building Level Data

Preschool data is not analyzed with the building level data and therefore this step is not applicable.

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
Step 2: Analyze Building Level Data	<ul style="list-style-type: none">Review building level data to determine if the building is “on track” in meeting specified MTSS implementation goals.	Step 2: Analyze Building Level Data <i>Not Applicable</i>	Preschool data is not analyzed with the elementary building data and therefore this step is not applicable.

Though preschool data is similar, it cannot meaningfully be incorporated into the elementary data as outlined for the elementary grades, and therefore this step is not applicable.

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Step 3: Organize Preschool Data for Analysis: Focus Core Curriculum

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
<p>Step 3: Analyze Grade Level Data</p>	<ul style="list-style-type: none"> Review grade level data to determine if core curriculum is being implemented with fidelity, and to set MTSS literacy goals as identified. 	<p>Step 3: Organize Data for Analysis of the Core Curriculum</p>	<p>Analyze classroom level data in comparison to national benchmarks to determine if the majority of children are at or above desired skill levels.</p> <p>In situations where more than 40% of the population is below benchmark consider adding a supplement to the core curriculum.</p>

The leadership team will review the data in comparison to national benchmark targets and determine if the majority of students are at or above the desired skill level within each subtest. In situations where more than 40% of the population is below benchmark the team will consider adding supplemental curriculum and/or evidence based instructional practices to the areas of need, and implement this will the entire program and/or specific classroom.

Step 4: Analysis of Individual Student Data: Identify Students in Need of Additional Support or Further Evaluation

**Note this step applies only to children age 4 years and older.*

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP Preschool	PRESCHOOL IMPLEMENTATION PROCESS
Step 4: Analyze Classroom Level Data	<ul style="list-style-type: none"> Review grade level data to set MTSS literacy goals for the end of the year and evaluate the distribution of resources. 	Step 4: Analyze Individual Student Data: Identify students in need of Additional Support or Enrichment	Analyze classroom level data in comparison to national benchmark or local norms.

Once the effectiveness of the core curriculum is determined (as outlined in step 3) the team will review the data and identify those students who are behind the desired learning benchmark, and significantly behind their classroom peers. These children will be identified as needing additional support through differentiated instruction and/or tier 2/3 interventions.

Students exhibiting skills well above target benchmarks, and well above the classroom average (mean score) may be identified for enrichment.

Step 5: Analyze Student Level Data Using the Initial Instructional Sort

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
Step 5: Analyze Student Level Data Using the Initial Instructional Sort	<ul style="list-style-type: none"> • Sort student scores using appropriate grade level indicators using accuracy and fluency data (as described in detail in the guide) to identify students in need of supplemental/intensive support. • Identify students needing additional diagnostic information. 	Step 5: <i>Not Applicable</i>	<i>Not Applicable</i>

Not applicable for preschool

Step 6: Determine if Additional Information Is Needed and Identify Instructional Focus

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
<p>Step 6: Determine What Additional Information Is Needed and Complete Diagnostic Process If Necessary</p>	<p>Determine what additional information is needed to complete the diagnostic process.</p>	<p>Step 6: Determine If Additional Information Is Needed and Identify Instructional Focus</p>	<p>Review US data, teacher input, and other relevant assessment data to determine if additional information is needed to identify instructional focus.</p> <p>Review US data, teacher input, and other relevant assessment data to determine the instructional targets and materials to be used for supplemental and intensive instruction and mastery monitoring.</p>

Once children are identified for Tier 2 or Tier 3 supports, the BLT or Collaborative Team must determine if any additional information is needed to identify the instructional focus for tiered interventions. Information gathered as part of ongoing curriculum based assessments, teacher generated checklists, and/or other assessment information can be utilized within this step. The team may also elect to gather additional diagnostic information if desired, although that decision is up to the Building Leadership Team to determine on a case-by-case basis.

Once the instructional target(s) have been selected, the team must then identify materials that will be used to monitor student mastery on a weekly or bi-weekly basis. The team may elect to add a curriculum for tiered instruction that complements the core curriculum such as one of the free curricula listed below:

- Developing Talkers: PreK, Children’s Learning Institute
<http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-school-ready/developing-talkers/>
- My Read It Again – PreK! : The Ohio State University
<http://www.myreaditagain.com/>

The *Developing Talkers* and *My Read It Again-PreK* programs are examples of evidence based curricula that can be used as Tier 2/Tier 3 interventions, and include progress monitoring checklists and other methods useful for determining

the effectiveness of the intervention for individuals or groups of students. Both programs use a “story book approach” where specific books have been identified from which explicit lessons have been developed and include lesson for teaching target vocabulary, phonological awareness, alphabet knowledge, and print awareness. For a complete review of these curricula please visit the websites listed above.

The following are examples of early literacy targets that may be considered for explicit instruction as a part of Tier 2 and/or Tier 3 interventions.

Oral Language/Vocabulary

- Build core vocabulary by selecting a few target words (3-5) per week.
- Teach words that can help lengthen communicative exchanges such as “open, big, build.”
- Identify target words that children use as a part of classroom activities such as “crayons, block center, paint,” or words that help follow routines such as “clean up, morning circle, etc.”
- Identify target words from storybooks used in Tier 1, focusing on more basic words, rather than the words identified as part of core instruction.
- Use vocabulary lists that identify the most frequently used words by children at various ages such as:
 - <http://teachmetotalk.com/2008/02/12/first-100-words-advancing-your-toddlers-vocabulary-with-words-and-signs/>
 - <http://www.momswhothink.com/reading/list-of-verbs.html>
 - www.aseba.org/research/language.html

Phonological Awareness

- Identification of sounds in the environment.
- Participation in saying, matching, and producing words that rhyme.
- Matching then producing initial sounds in words.
- Identifying how many words can be heard in short sentences.
- Dividing then blending words at the syllable level.
- Dividing then blending onset (initial consonant sound) and rime (vowel and remaining rest of the syllable), visually.

(Adapted from Project REEL; Sandefur, Warren, Gamble, and Hicks, 2006)

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Step 7: Finalize Determining Instructional Dose and Frequency of Tier 2 and Tier 3 Interventions

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
Step 7: Finalize Grouping by Determining Instructional Focus and Appropriate Materials	Using the diagnostic information gathered, identify the instructional focus and appropriate materials to be used for supplemental and intensive instruction and match students to their instructional needs accordingly.	Step 7: Finalize Determining Instructional Dose and Frequency of Tier 2 and Tier 3 Interventions	Tier 2/3 interventions and enrichment activities will be identified through a collaborative problem solving approach

Once instructional targets and accompanying material have been selected, the team will determine how often, how long, and within what contexts, specific activities will be implemented. Increased opportunities to engage in explicit instruction and receive constructive feedback have been proven to significantly improve the level of early literacy skills in young children (McConnell & Greenwood, 2013); however the context in which that instruction is carried out may vary depending on the preschool schedule, staffing patterns, and child related variables. Preliminary research supports the effectiveness of implanting targeted Tier 2 or Tier 3 interventions within the context of small group instruction. Such interventions can be conducted during a time that has been specially created for “small group work” and/or may be led during learning center time as a “learning center triad/dyad activity.” In either situation, the activity will be systematic and designed to explicitly teach the identified target skills to a small number of children at the same time.

In addition to small group work, the staff will design and intentionally embed additional opportunities for children to engage in and practice the newly learned targeted skills in routines or other activities that typically occur within that specific preschool classroom. Within these embedded opportunities, the adults will provide scaffolding and other mediating support by helping engage children’s attention or interest within the embedded activity in a manner that promotes additional learning or practice on the target skill(s). The combination of both small group explicit instruction and additional embedded learning opportunities will provide children with significantly more opportunities to learn and practice target skills.

The Difference Between Tier 2 and Tier 3 Instruction in Preschool

In most instances, Tier 2 and Tier 3 instructional targets will be the same, though Tier 3 activities will provide an opportunity for an additional “dose” of instruction. Tier 3 instruction may be carried out in small homogeneous groups or one-on-one

with an adult through embedded learning opportunities. Tier 3 targets represent a smaller list generated from Tier 2 goals. For example, if the Tier 2 group is working on vocabulary words “on, under, above, behind,” Tier 3 instruction may provide extra focus on the words “on and under.” It is important for the team to remember that the Tier 3 activities are carried out in addition to Tier 2 activities. In this way students receive many more opportunities for very explicit and targeted early literacy intervention.

The following are examples of the types of activities that target skills identified for Tier 2 or Tier 3 can be taught and/or practiced within:

Oral Language/Vocabulary

Increased Use of Language

- Intentional increase of communication exchanges between student and adult where interventions such as focused contrast, modeling, event casts, open questions, expansions, recasts are employed.
- Redirects and prompts to encourage increased communication exchanges between target student and peers.
- Scripted events (familiar routines such as arrival, circle time, and snack time).
- Scripted dramatic play.
- Telephone games (remembering and repeating) beginning with one word and increasing the number of words as the child is able to remember them.

Vocabulary

- Games, songs, stories, and embedded opportunities that identify target words, their meaning, and provide multiple opportunities (no fewer than 10 opportunities per student/per word) to respond to and engage in conversations that elicit modeling by the adult and other children, as well as opportunities to practice and receive corrective feedback.

Phonological Awareness

- Games, songs, and stories that focus on general sound discrimination.
- Games, songs, poems, and stories that focus on recognizing rhyming words (hearing) – Introduce one or two rhymes until each is fully mastered.
- Listening to everyday sounds in the environment (e.g., breathing, birds, or footsteps).
- Clapping out words in short sentences.
- Dividing/blending words at the syllable level.
- Dividing/blending onset (initial consonant sound) and rime (vowel and remaining rest of the syllable), visually.
- Activities focusing attention on initial sounds (phonemes) in words.

Print Awareness Activities

Additional print awareness activities may be considered as a means for providing phonological awareness instruction within a meaningful context. Research supports the use of writing and “print referencing” to strengthen code focused skills as well as support the development of alphabetic principle.

- Print referencing strategies: shared reading activities where the teacher reads from and brings attention to the print within the text, calling attention to particular letters and other characteristics of the text.
- Writing aloud: writing down words to illustrate what the teacher is thinking (e.g., writing out a list, note, set of directions, menu, etc.) similar to writing aloud; however, in this method the teacher writes down what the children say.
- Guided writing: scaffolding support to individual children as they attempt writing tasks or activities.
- Letter matching games: upper case to upper case; lower case to lower case; upper case to lower case.

Adapted from Project REEL; Sandefur, et al (2006) and Adams, et al. (1998).

Step 8: Prepare for Progress Monitoring

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
Step 8: Prepare for Progress Monitoring	Identify AIMSweb/DIBELS subtests matched to the instructional focus (as described previously) to be used for progress monitoring in supplemental (Tier 2) and intensive (Tier 3) instruction.	Step 8: Prepare for Progress Monitoring	Prepare for mastery monitoring materials and schedule.

The Building Leadership Team will review the Curriculum Protocol tool (created during Structuring and located in the Building Leadership Team Decision Notebook) to identify the materials and tools needed to carry out instruction in small groups and explicit instruction carried out in embedded activities.

If a supplemental curriculum is used as a part of Tier 2 or Tier 3 instruction, the Building Leadership Team will review and determine if the necessary materials are included for teaching and mastery monitoring. If a supplemental curriculum has not been identified and/or if the materials and tools are not included, the team must take steps to create or identify other materials and tools to be used.

In cases where a supplemental curriculum is not used as a part of Tier 2 or Tier 3 instruction, the team should identify the materials and methods to be used for teaching and monitoring the mastery of the specific target skills identified previously in Step 7. To review the research and evidence base regarding certain early childhood literacy curriculum, the team may wish to visit the What Works Clearing House website: <http://ies.ed.gov/ncee/wwc/>.

Information pertaining to the selected curriculum and/or specific intervention methods should be recorded and reported to the Building Leadership Team on the intervention log.

Step 9: Determine the Instructional Level for Off Grade Level Progress Monitoring

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
Step 9: Determine the Instructional Level for Off Grade Level Progress Monitoring	Conduct Backwards Testing to identify the appropriate instructional level for individual students whose scores are significantly behind grade level peers.	Step 9: <i>Not Applicable</i>	This step is not applicable to the preschool population.

Not applicable for preschool

NOTES:

Step 10: Review Progress Monitoring Data for Instructional Decision Making

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
Step 10: Review Progress Monitoring Data for Instructional Decision Making	Identify if individual students are making adequate progress, and follow predetermined decision rules accordingly.	Step 10: Review Progress Monitoring Data for Instructional Decision Making	Review mastery of skill progress monitoring data for instructional decision making

Using mastery of skill progress monitoring as a basis for discussion, follow the general guidance provided in the main implementation guide provided for elementary/secondary buildings.

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Step 11: Update Student Intervention/Collaboration Logs

IMPLEMENTATION STEP ELEMENTARY/ SECONDARY	ELEMENTARY/SECONDARY IMPLEMENTATION PROCESS	IMPLEMENTATION STEP PRESCHOOL	PRESCHOOL IMPLEMENTATION PROCESS
STEP 11: Update Student Intervention/ Collaboration Logs	Update Student Intervention Log and Progress Monitoring Graph.	STEP 11: Update Student Intervention/ Collaboration Logs	Update Student Intervention Log and Progress Monitoring Graph.

Follow the general guidance provided in the main implementation guide provided for elementary/secondary buildings.

NOTES:

Resources

Adams, M. J., Foorman, B. R., Lundberg, I., Beeler, T., (1998). *Phonemic awareness in young children*. Baltimore, MD: Paul H. Brookes Publishing Co.

McConnell, S.R., & Greenwood, C.R., (2013). General outcome measures in early childhood and individual growth and development indicators. In V. Buysse & E.S. Peisner Feinberg (EDs), *handbook of response to intervention in early childhood* (pp. 142-154). Paul H. Brookes Publishing Company Incorporated. Baltimore, MD.

Missall, K., Reschly, A., Betts, J., McConnell, S., Heistad, D., Pickart, M., Sheran, C., & Marston, D. (2007). Examination of the predictive validity of preschool early literacy skills. *School Psychology Review, 26*, 433-452.

Roseth, C. J., Missall, K. N., & McConnell, S. R. (2012). Early literacy individual growth and development indicators (EL-IGDIs): Growth trajectories using a large, internet-based sample. *Journal of School Psychology, 50*, 483-501.

Sandefur, S. J., Gamble, A., Warren, A. R., and Hicks, H.K., (2006). Project REEL: Resources for Early Educator Learning. U.S. Department of Education, DC. Available for download at www.utc.edu/REEL