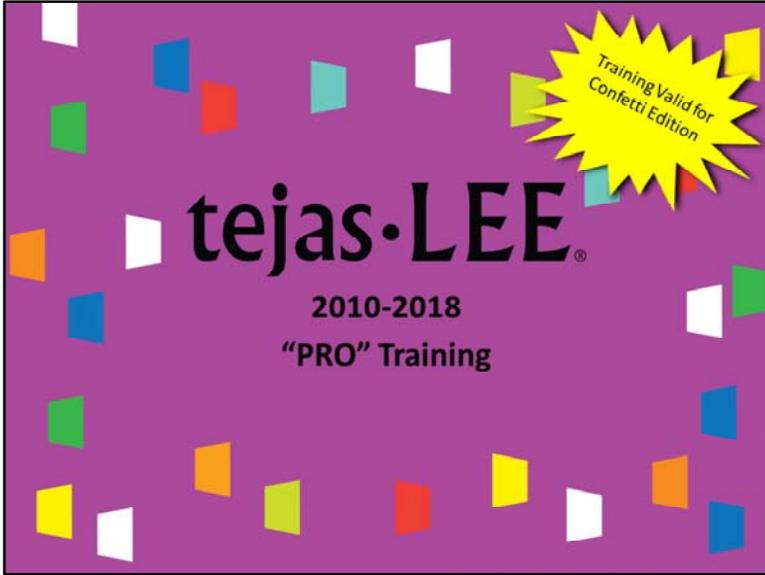


Key Points



Notes



Key Points



Notes

Copyright Notification

2

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Key Points



Notes

Contents 3

- Reading Comprehension Practice
- Available Training Modules
- Teacher Training Suggestions
- Experienced User Module
- Rtl Module
- School/District Data Analysis Module
- IAG Make and Take Module
- Questions and Answers

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Key Points



Notes

Reading Comprehension Practice 4

We have developed a Reading Comprehension practice administration based on field observations.

The practice is designed for 2 trainers. If you are training alone, you need to recruit a cohort for this portion or to ask for a volunteer from your audience

Materials include:

- Teacher and student script
- Blank comprehension answer sheets for participants
- Teacher Key for comprehension answer sheets
- Explanation for scoring student responses

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Key Points



Additional Information for Presenter:

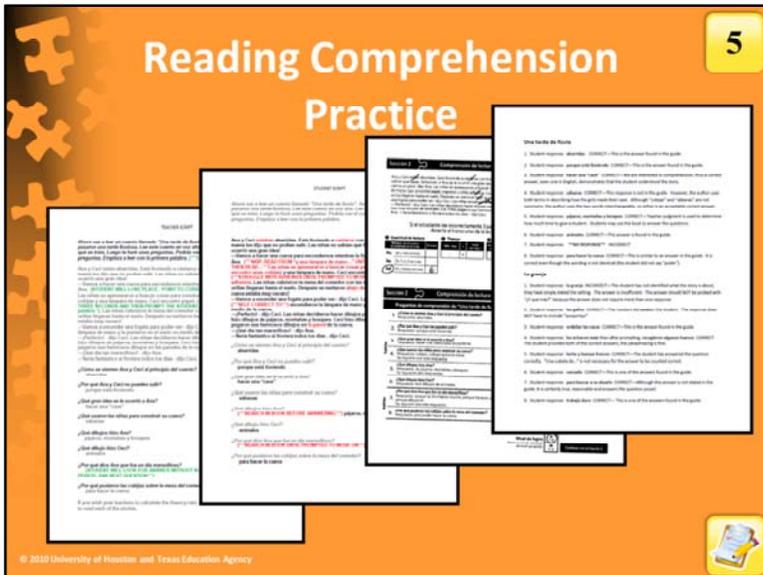
The Reading Comprehension practice allows your teachers to listen to a sample administration of a G2 MOY administration and score it as they would an actual Tejas LEE administration. This was originally developed for the Tejas LEE PRO training in 2011, but has also now been incorporated into the actual Tejas LEE Training of Trainers. We recommend that this be included in ALL Tejas LEE proper administration trainings. Although Tejas LEE assesses reading comprehension in Kindergarten only at EOY, we still recommend this practice administration for Kinder as it provides guidance on how to score student responses to questions (for both listening and reading comprehension).

The reading comprehension practice is, as you might expect, in Spanish. If you as a trainer do not speak Spanish, you will need to either recruit some bilingual cohorts to conduct this part of the training or ask for volunteers from your audience. Using cohorts is preferable as this exercise works best when the readers are familiar with and have practiced the text.

When the readers are making an un-practiced or “cold read”, they are more likely to not understand the directions or to inadvertently make errors that are not scripted.



Notes



Key Points

There are **3 ✓☆ CLICKS** of animation on this slide.

SAY:

*These are the reading comprehension documents I told you about. First we have the teacher script. What the teacher reads is presented in **BOLD**, black type. What the student reads is in gray type. Instructions to the teacher to do something are in **GREEN**. ✓☆ CLICK*

*The student script is similar--What the student reads is presented in **BOLD**, black type. What the teacher reads is in gray type. Instructions to the student to do something are in **RED**. ✓☆ CLICK*

*A blank copy and a **KEY** of the reading comprehension answer sheet is also provided. You should reproduce sufficient copies of the blank sheet for all your participants to use as you and your cohort read the scripts. Afterwards, you can either provide them with a copy of the key or use a document camera for them to check their scoring. PLEASE NOTE: The **KEY** only has the “planned” student reading errors on the student script. Occasionally, the person reading the script will make an unplanned error. Try to be aware if this should happen and validate your “eagle-eared” participants who caught those errors. ✓☆ CLICK*

Finally, an explanation for scoring each student answer is provided. Teachers should use their judgement to answer questions but the explanations help to set the boundaries of what are and are not acceptable answers.

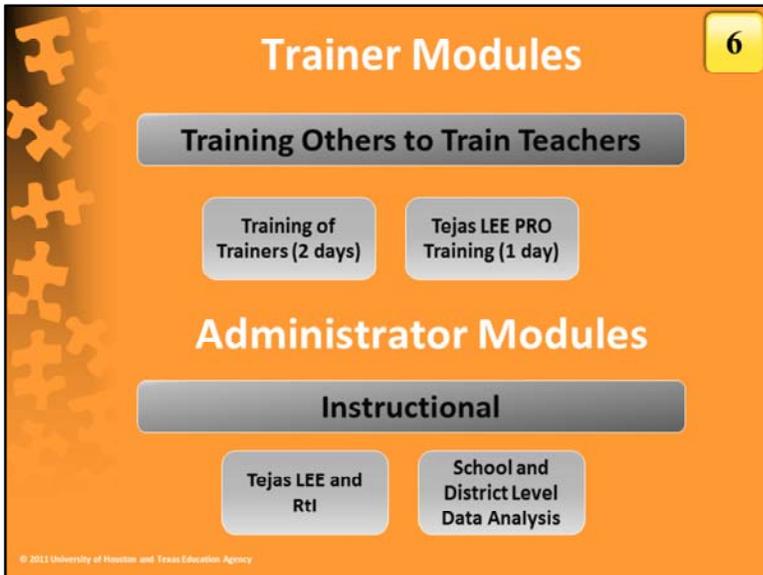
DO:



Have participants take out their comprehension handouts and practice administration of the reading comprehension.



Notes



Key Points

SAY:

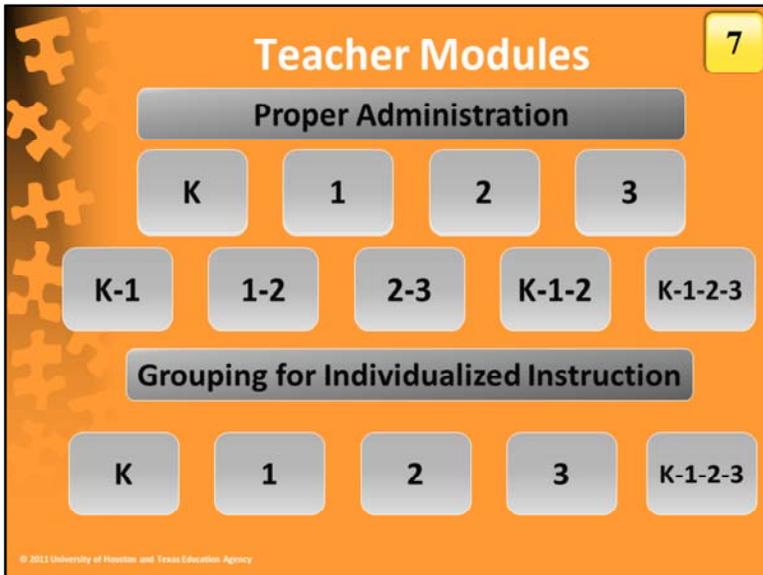
On this slide, we have listed the main modules that we have created to support the current version of the Tejas LEE.

We have two trainings specifically designed to train additional trainers: Our Training of Trainers (which you have already attended) and our PRO (which you are attending today). If you need to train others in your district to assist you in training your district, you can use these modules to prepare them.

We also have two modules designed for use with administrators: “Tejas LEE and RtI” and “School and District Level Data Analysis”.



Notes



Key Points

SAY:

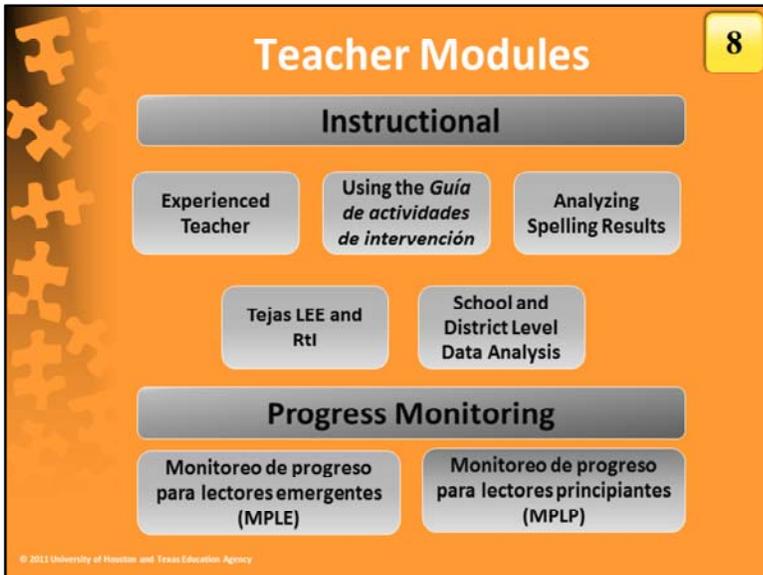
Not surprisingly, the vast majority of our trainings are designed for teachers. We have multiple “Proper Administration” modules to give you maximum flexibility in training your teachers.

We also provide a variety of “Grouping” trainings which allow you to train all of your bilingual teachers in one sitting or to train them individually by grade level.

TEA recommends that ALL teachers receive the “Proper Administration” and the “Grouping” modules.



Notes



Key Points

SAY:

We offer five different Instructional modules for teachers. Each of these helps your staff further develop their reading skills.

*The **Experienced Teacher Module** is designed for teachers that have administered the Tejas LEE in the past and who have already attended the Proper Administration and Grouping modules. Rather than repeating the same information these teachers know year after year, this module focuses in on common administration errors made by Tejas LEE users, features of our website, and providing a deeper understanding of the value of the phoneme level PA tasks assessed in Kindergarten and First Grade.*

*The **Using the Guía de actividades de intervención Module** shows teachers the many features and resources available to them in the IAG. TEA recommends that ALL teachers using the Tejas LEE be trained in this module.*

*The **Analyzing Spelling Results Module** shows teachers how to drill down into their Tejas LEE spelling results and improve student orthographic skills in Spanish. The module explains how to use the numerous spelling resources available on the Tejas LEE website. It even has a mini-lesson on Accenting which allows teachers to “brush-up” on their own spelling skills so that they are more confident in teaching these to their students.*

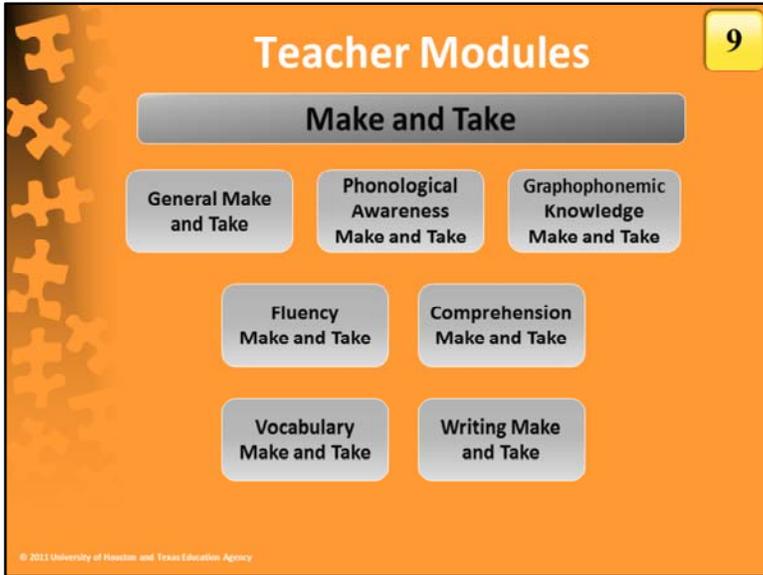
*Our **Tejas LEE and RtI Module** shows how Tejas LEE data can be integrated into reading intervention and RtI. The concept of RtI is also briefly reviewed so that all teachers share a common understanding of what RtI is and how it can be a crucial component of a coherent reading instruction program.*

*Finally, the **School and District Level Data Analysis Module** shows how to look at the bigger picture of Tejas LEE results and how to translate this analysis into improved reading results.*

We also offer two modules on Proper Administration of the proper administration of our Progress Monitoring tools—the MPLE (kindergarten) and the MPLP (Grades 1, 2 and 3).



Notes



Key Points

SAY:

*On this slide, we have listed the newly created Make and Take modules that are a great follow-up to the **Using the Guía de actividades de intervención Module**.*

There is one general Make and Take module that covers an activity from each of the five domains. In addition, we have created domain-specific make-and-take trainings to help teachers target their class' needs.



Notes

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How to Get the Trainings

Most Tejas LEE trainings are available on our website:
<https://www.tejaslee.org/Resources/trainer.html>

If you do not see a training on the website, you can request the materials by contacting:
ken.nieser@times.uh.edu
griselda.barcenas@times.uh.edu

SAY:

Most Tejas LEE trainings are available for you to download on our website, www.tejaslee.org. I will show you how to download these on the next few slides.

Some trainings may not be posted on the website. If this is the case, email/call either Ken Nieser or Griselda Barcenas. They can send you the files electronically.

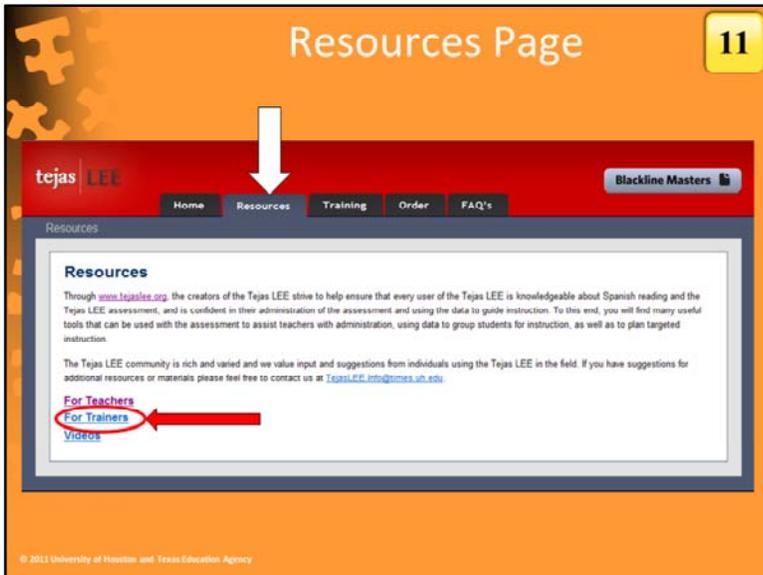


Key Points

- After attending the PRO training, you may request any of the these additional Tejas LEE modules.
- Any modules that are NOT available on the Tejas LEE website, must be requested via email.
- Contact Ken Nieser or Griselda Barcenas to request the trainings you need.



Notes



Key Points

This slide has 1 ✓ ☆ CLICK of animation

SAY:

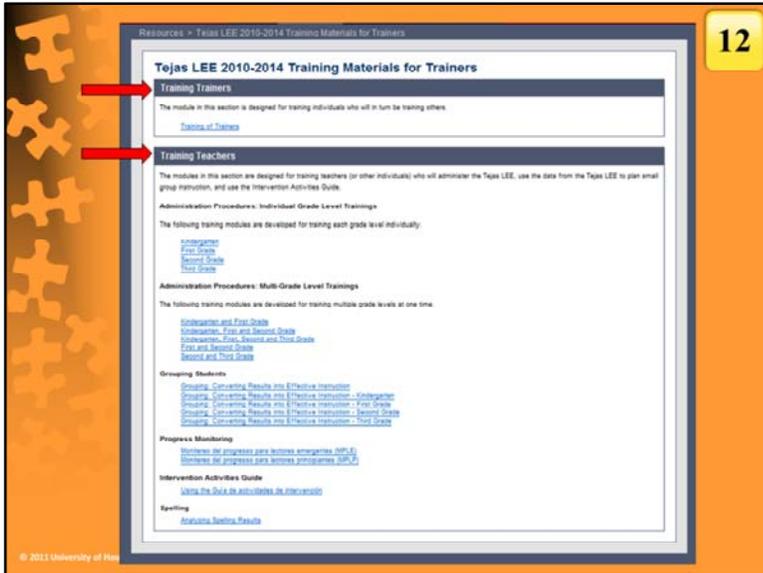
Go to our website, www.tejaslee.org and click on the Resources Tab (see the white arrow). Then click on the FOR TRAINERS button.

✓ ☆ CLICK

Let's first take a look at the training modules. Most of you are probably already familiar with this part of our website.



Notes



Key Points

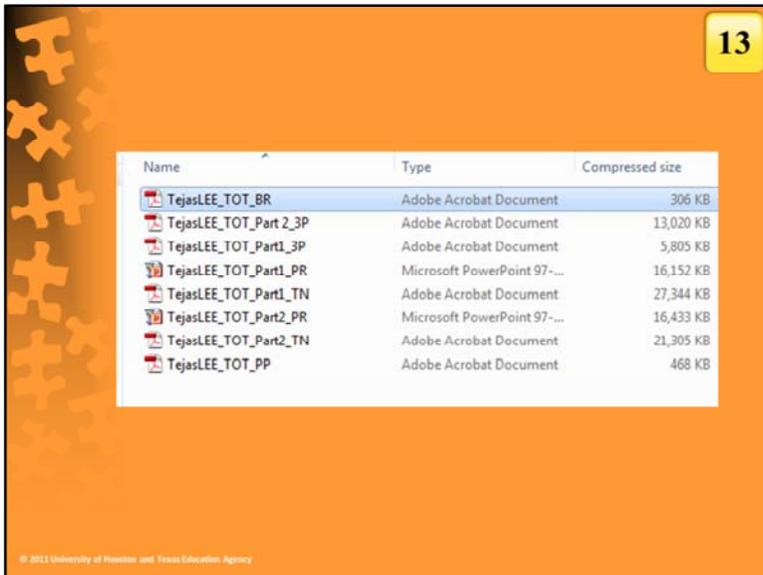
SAY:

The Tejas LEE Training Page lists all of the modules currently available for download. At the top of the page, there is a section for training trainers. This module is useful if you work at an ESC or if you work for a large school district and need to train trainers, rather than teachers.

Below this, you will find modules for training teachers. Here you will find our 8 main training modules: Proper Administration—Kinder; Proper Administration—First; Proper Administration—Second, Proper Administration—Third; Grouping: Converting Results into Effective Instruction; Using the Guía de actividades de intervención; Analyzing Spelling Results; and the modules for our two progress monitoring tools—the MPE (Kinder) and the MPLP (G1-G3). You will also find proper administration modules for multi-grade trainings and grade level specific grouping modules, giving you maximum flexibility in the delivery of trainings to your district.



Notes



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Key Points

SAY:

Clicking on one of the presentations will open a zip file containing all of the files you will need for your training. Shown here is the TOT training. The files are coded the same for all trainings to facilitate you finding the materials you need for your presentation. The abbreviations are as follows:

BR—Binder Resources (only on the TOT presentation)

3P—Three to a page notes pages

PR—Presentation (PowerPoint show)

TN—Trainer Notes

PP—Participant Packet (our interactive participant handouts)

AM—Ancillary Materials (not shown here, but available in some modules)



Notes

Teacher Training Recommendations 14	
Experienced Tejas LEE Teachers	Teachers New to Tejas LEE, Teachers Needing Review
<ul style="list-style-type: none"> ➤ Experienced Teacher module ➤ RtI Module ➤ NEW Make and Take Module(s) ➤ Any other modules not covered in previous year 	<ul style="list-style-type: none"> ➤ Proper Administration Procedures Module(s) ➤ Grouping Module ➤ IAG Module ➤ Spelling Module for G1, G2 and G3 teachers



Key Points

SAY:

We recommend differentiated training for your staff depending on their experience and competency with the Tejas LEE.. We have developed a new module for teachers that have already been trained on the current version and who are comfortable with the assessment. For these teachers, we recommend the following:

They should be trained on:

- *Tejas LEE Experienced Teacher Module (we will cover this today)*
- *The RtI Module (we will cover this today)*
- *One or more of our new Make & Take Modules and any other modules you were not able to cover with them last year.*

For teachers who are new to Tejas LEE or who require a more intensive review of the Tejas LEE, we recommend that they receive the modules critical for successful use of the Tejas LEE assessment:

- *Proper Administration Procedures*
- *Grouping Module*
- *IAG Module*
- *Spelling (G1-G3 only)*



Notes



Key Points

SAY:

Let's first discuss the new "Experienced User Module"



Notes

Content of this Module 16

- Common Administration Errors
- Comprehension Refresher
- Phonological Awareness Activities and Research
- Using Tejas LEE Results
- Available Tejas LEE Resources

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Key Points

SAY:

During the 2010-2011 school year, several districts around the state opened their doors to our development team and allowed us to watch teachers administer the Tejas LEE to their students. From this experience, we learned both what teachers administer well when giving the assessment and when they are most likely to make administration errors. This information will be used in making modifications to the administration guide and will also drive changes made to our trainings. Errors that were common on multiple campuses are addressed in the new Experienced User module as it is likely that a teacher in your district is making a similar error.

We also included some information on our reading comprehension section. This addresses how to score student answers not found directly in the suggested answers, discusses why there are two stories at each timepoint and discusses why listening comprehension is not part of the G1 and G2 assessments—questions posed to us frequently by the teachers we observed.

Another new part of the training is a discussion of Phonological Awareness. Some bilingual teachers feel that PA tasks should be limited to activities at the syllable level. We discuss why it is important that students dominate PA skills at the phoneme level and discuss the research that led the Tejas LEE to increase the number of phoneme level tasks on the current assessment. The debate between syllable and phoneme PA tasks may never be settled, but it is important for teachers to know why these tasks are included.

A quick review of grouping is included as the most important part of the Tejas LEE is what is done with the results. If your teachers are not using their Tejas LEE data to drive reading instruction in the classroom, they are not getting any benefit from the assessment.

Finally, we walk teachers through the Tejas LEE website, which was completely redesigned last fall. During teacher interviews, we found that very few teachers had actually been to our website. Many teachers confused the Tejas LEE website with those offered by Tango Liberty Source software and the m:Class website of Amplify/Wireless Generation.

During the interviews, as they found out about the numerous resources available to them free of charge, many said that they would check out our website. In order to get the word out to teachers about all of the wonderful tools available to them, we walk them through our website.



Notes

SAY:

One thing we found during observations was that the teacher guide was not always used to administer the Tejas LEE.

This is troubling for both pencil/paper and electronic administrations. The review presentation explains why we strongly recommend that ALL TEACHERS use the teacher guide DURING EVERY ADMINISTRATION.

For electronic users, only a very small part of the teacher guide can be on the handheld device at any time. Using the teacher guide leads to a much more efficient administration as the entirety of the instructions are at their fingertips without the need to tap through multiple screens.

For pencil paper users, using the teacher guide is essential to ensure valid and reliable assessment results. Although the teacher has given the assessment multiple times, for each student, it is their very first time hearing the directions. Not using the guide can lead to situations where examples and practice items are skipped or directions are paraphrased. In these cases, students may not understand the task at hand.

When training teachers, there are two sets of slides for using the Teacher Guide. Read the notes on this page carefully so that you present either the pencil/paper or the electronic slides and skip the others.



Key Points

- Always use the Teacher Guide when administering the Tejas LEE
- Using the teacher guide helps ensure that the instructions are read in their entirety and that all practice items are administered.



Notes

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To assist you with knowing whether a slide applies to pencil/paper or electronic administrations, we have included these icons in the presentation

 = pencil/paper

 = electronic

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Key Points

SAY:

Should you not remember which slides to bypass, you can always look in the lower right-hand corner. If you see a PDA, the slide applies ONLY to electronic versions of the Tejas LEE. If you see just the pencil cup, the slide applies ONLY to pencil paper administrations.

In some cases, you may see both and these slides will apply to both types of administration, as do those slides with no icons.



Notes

MOY and EOY Administrations

When a section is re-administered at MOY or EOY, administer the ENTIRE section

THIS

NOT THIS

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Key Points

- When re-administering a section during MOY or EOY, all items must be administered.

NOTE:



This slide only pertains to pencil/paper administrations. Electronic versions force teachers to re-administer entire selections.

SAY:

One error that we commonly saw out in the field was the improper administration of sections on which a student was NI or NE at the previous administrations. The entire section should be re-administered in these cases, not simply the test items that a student got wrong during the previous administration.

This is important because when a student has not yet mastered a particular skill, it is possible that they may regress or forget more about that skill than a student who has already mastered the skill. Re-administering the entire section will make certain that you do not accidentally inflate a student's score. If a score is inflated, a student may not be identified to receive an intervention that they would otherwise get.



Notes

“Repita según sea necesario.” 20

This sentence appears throughout the Teacher Guide.

- You may repeat only the sentence stem as needed, NOT the test items.
- Remember, test items may be repeated only if the student could not hear them the first time.

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Key Points

SAY:

This sentence appears throughout the Teacher Guide. It always appears next to the text question stem because that is the only thing that may be repeated to the student. Let's see how this works on the next slide.

This will apply to both Pencil/Paper and Electronic Tejas LEE users. Let's look at an example on the next slide.

DO:



Have participants complete the activity in their participant packet.

Answer: C



Notes

21

“Repita según sea necesario.”

Instrucciones: El estudiante debe identificar el sonido inicial de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre.
Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra.
 Por ejemplo, la palabra “teléfono” empieza con el sonido /t/. (Demuestre el ejercicio, según sea necesario.)

Práctica: Ahora vamos a practicar. Escucha la palabra que voy a decir, “pato”. ¿Con qué sonido empieza “pato”?

Si la respuesta no es correcta, dígame: La palabra “pato” empieza con el sonido /p/.

Preguntas: ¿Con qué sonido empieza “ ”? (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. tobillo /t/
2. zorro /s/
3. humano /u/
4. diamante /d/
5. planta /p/
6. jamón /j/
7. lluvia /y/
8. restaurante /r/

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Key Points

This slide has 1 ✓ ☆ CLICK of animation

SAY:

The red line shows where “Repita según sea necesario” appears. Let’s see what was intended.

✓ ☆ CLICK

You will note that the teacher read the entire question stem for questions 1 and 2. However, by question 3, the student understood what was expected so the teacher chose to only read the actual test item. This continued through item 6, when the teacher chose to again read the question (perhaps to ensure the student was paying attention, or simply for a change of pace).

Test items are not to be repeated unless the student could not hear them the first time.



Notes



Scoring Comprehension Questions

22

The answers in the Teacher Guide are the most common answers we received but NOT all possible correct answers.

Teachers should **ALWAYS** use their professional judgment in deciding whether or not any student response is correct.




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SAY:

Another common administration error noted in observations was how teachers scored student answers to listening and reading comprehension responses. We found that many teachers are reluctant to give students credit for obviously correct answers because the student response varies slightly from the printed responses found in the teacher guide. In the current version of the Tejas LEE, we have addressed this issue by including a sentence on each listening and reading comprehension page telling teachers that they may use their professional judgment to determine if a particular student response is correct and by adding a slide on this to the teacher trainings. However, more work needs to be done to get this word to teachers.



ADDITIONAL INFORMATION FOR PRESENTER:

Tejas LEE stories and questions were field tested with a minimum of 600 students. This means we received 600 different answers to each of the questions. If we had included all of the possible permutations, the Teacher Guide would be thousands of pages long and impossible for you to use.

Answers were collapsed based on how similar they were to one another. In addition, it is certainly possible that a student who is an “independent thinker” could come up with a perfectly reasonable answer to a question that is not among the answers provided. If the answer makes sense to you and does answer the question asked, count the student response as correct.



Key Points

- Reading and Listening Comprehension responses in the Teacher Guide are the most common answers given during pilot studies
- This list is not exhaustive so teachers should use their professional judgement to determine whether a student response should be scored correct or incorrect



Notes

23

“¿Y qué más?”

- Use this phrase **ONLY** with questions where more than one answer is required and the student has provided only a partially correct response
- If a student gives an incorrect answer, no prompt should be given. Mark the answer wrong and move on

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DO:

Read the bullets on this slide.

If participants have access to their Tejas LEE Administration Guides, show them where this phrase should be used and where it should not. Below are examples from all 4 grades (This is not a complete list, only samples). In each case, the response has a phrase stating “Se requieren (dos/tres/ambas respuestas.”

KINDER: EOY “Mario el mago”, the prompt would be appropriate for an incomplete response on Question #2, but not on any of the others.

FIRST: MOY Story 1, “El charco”, the prompt would be appropriate for an incomplete response on Question #3, but not on any of the others.

SECOND: BOY Story 2, “El Festival del Charro”, the prompt would be appropriate for an incomplete response on Question #5, but not on any of the others.

THIRD: BOY Story 2, “El temblor”, the prompt would be appropriate for an incomplete response on Question #5, but not on any of the others.



Key Points

- The phrase “¿Y qué más?” should only be used when a correct, but incomplete answer has been given.
- HINT: The Teacher Guide will have a phrase such as “Se requieren ambas respuestas” to indicate that more than one response is required and that the prompt may be used.
- If a student gives an incorrect answer, do not use this prompt.



Notes

24

Pausing an Administration

- Students do not need to complete Tejas LEE in one sitting
- However, breaks should occur only between sections.
- The two Reading Comprehension stories are in the same section and should be administered in the same sitting

DO NOT pause in the middle of sections even if your electronic device allows you to do so.

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SAY:

This information comes directly from the Tejas LEE General Administration Guidelines on p.3 of the Teacher Guide, which states:

Be aware of students who are losing interest, easily distracted or exhibiting frustration. These behaviors often invalidate results. The Tejas LEE does not have to be administered in once sitting. While most students are able to complete the Tejas LEE during a single administration, others are easily bored or frustrated and should be given a break or allowed to complete the Tejas LEE at another time. However, you should finish the section being administered before stopping the administration (e.g., the administration should not be stopped at item 3 of a task with 10 items).

Stress to your teachers that the two reading comprehension stories in grades 1 through 3 are ONE SECTION and should be administered in one sitting. If a student requires a break, suggest administering all sections but Reading Comprehension at one sitting, and Reading Comprehension by itself at a different time.



Key Points

- Students do not need to complete the entire Tejas LEE assessment in one sitting
- If you decide to divide the assessment, breaks should occur **ONLY** between sections
- In grades 1, 2, and 3, Reading Comprehension is considered two be **ONE** section. Thus, both stories should be administered in one sitting



Notes

25

Common Teacher Questions

Why are there 2 stories on the Tejas LEE?

Why does a student need to read Story 2 when they are frustrated on Story 1?

Why is there no Listening Comprehension in grades 1, 2 and 3?

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SAY: Let's answer these questions one at a time.

1. **Why are there two stories on the Tejas LEE?** *There are two stories on the Tejas LEE because multiple stories give a more accurate picture of a student's true fluency rate and comprehension. A single story is problematic for some students. They may lack the background knowledge or vocabulary of a particular story topic. They may simply lack interest in the story. In these cases, a student's fluency and comprehension may be negatively impacted. A second story offers students another chance to demonstrate their true reading ability.*
2. **Why does a student need to read Story 2 when they are frustrated on Story 1?** *The answer to this question is very similar to the first question above. Story 2 is not more difficult than story one, it simply has different content. While some students may have reading difficulties that will prevent them from reading both stories, others will simply lack the background knowledge and vocabulary mentioned above and may very well be able to read one story, but not the other. In addition, in some grades and timepoints, the two stories are different genres (narrative, expository). In these cases, a student may encounter difficulty reading one of those particular genres, but not the other.*
3. **Why are there no Listening Comprehension stories in grades 1, 2 and 3?** *There are several reasons why the Tejas LEE Development Team decided not to offer listening comprehension in G1, G2 or G3. In our previous version, we found that in some cases, when administering off-grade level stories (whether reading or listening comprehension), a "D" (for Desarrollado) was recorded and these students were not always targeted for intervention. If a student is reading an off-grade level story or must have listening comprehension, they certainly need targeted instruction and intervention. In addition, none of our G1 to G3 stories were field tested as listening comprehension, so there is no empirical evidence that administering the stories in this fashion would provide reliable or valid data.*



Key Points

Notes (Question 3 con't)

This is not to say that teachers should not give off level reading or listening comprehension to their students who are struggling. They should. We encourage teachers to administer a lower grade of the Tejas LEE to obtain the data they need to drive instruction in the classroom. This is why every K-2 Texas Tejas LEE kit contains off grade level contains instructions for all 3 grades and student record sheets for all three grades. If your teachers use electronic versions of the assessment, check with your provider to see how off-grade level assessments can be accessed.



Notes

Why is there a focus on phoneme activities in PA? 26

Teaching at the phoneme level has multiple benefits for students in Spanish reading...

1. Calling Spanish a syllabic language is a misnomer. Even at the very basic levels of PA, (ma, me, mi, mo, mu), students are manipulating phonemes.

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SAY:

We often get asked why the Tejas LEE focuses on PHONEME level tasks when Spanish is a SYLLABIC language. There are a number of good reasons as to why the Tejas LEE includes some phoneme level phonological awareness (PA) tasks in Kinder and many more in First Grade.

DO:

READ SLIDE

SAY:

Let's take a closer look at the example on this slide. In ma, me, mi, mo, mu; what students are truly manipulating is the vowel sound, as the consonant base remains constant. These are phonemes. Students are manipulating phonemes, not entire syllables.

When working with more complex syllables, these are most often not taught as syllabic units, but as decodable units, again going to the phoneme level. In other words, we don't teach "pas", "pes", "pis", "pos", "pus", but teach students to search out extra letters and to sound out the syllable (again working at the phoneme level). Other examples: diphthongs (mier, pie, ciudad); blends (plas—plástico), etc...



Key Points

- Calling Spanish a syllabic language is incorrect. Even at the most basic level (ma, me mi, mo, mu) students are manipulating phonemes (in this case vowel sounds)



Notes

27

Why is there a focus on phoneme activities in PA?

Teaching at the phoneme level has multiple benefits for students in Spanish reading...

2. Tejas LEE pilot studies indicate that student performance on phoneme tasks is a better predictor of reading success in Spanish for students in G1.

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SAY:

Another good reason for teaching at the phoneme level is that those students who are best at manipulating phonemes are the students most likely to have good success learning to read.

DO: READ SLIDE

SAY:

Our research has consistently indicated for over a decade that a student’s ability to manipulate (blend, segment, omit, substitute) syllables or phonemes are equal predictors of reading success in Kindergarten. However, by the time a student reaches first grade, student scores on syllable manipulation top out and phoneme manipulation becomes a superior predictor of reading success.

Syllable level tasks are not included on the G1 Tejas LEE because the vast majority of students in our field studies scored very high on these tasks. Teachers in Pre-K and Kinder have done wonderful work in developing these skills in students. As such, testing the students on these skills in first grade did not provide information that could drive classroom instruction. A much broader range of scores was achieved by assessing phoneme manipulation. These results provide information that can drive classroom instruction and help students master these important precursors to reading.

Yes, some students are still weak in syllable tasks in First Grade, but these students will be identified as needing intervention in PA on the G1 Tejas LEE in any case, as they will not perform well on the phoneme level tasks. If further information is needed on these students, teachers may give them the Tejas LEE Kindergarten assessment in addition to the G1 inventory. Off grade level assessments are included in every Texas state Tejas LEE kit.



Key Points

- Research indicate that student performance on phoneme tasks is a better predictor of reading success in G1 than are syllable level tasks
- In Kinder, student performance on syllable and phoneme tasks are equal predictors of student success



Notes

Why is there a focus on phoneme activities in PA? 28

Teaching at the phoneme level has multiple benefits for students in Spanish reading...

3. Student success in spelling is dependent upon their ability to hear and distinguish every phoneme in a word.

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SAY:

A third good reason for teaching at the phoneme level is that students must be able to identify all sounds in words in order to spell with accuracy.

DO: READ SLIDE

SAY:

Teaching only at the syllabic level leads some students to tend not to hear one of the sounds in multi-syllabic clusters and misspell words. These same students often encounter difficulties with diphthongs. Students with phoneme level phonological awareness skills tend to perform better when spelling these words. Here are some examples and common misspellings:

PINTA—spelled “pita” (Other examples—listo (lito); candado (cadado), etc...)

BAILA—spelled “bala”

This is, of course, not the only source of spelling difficulty that students learning to read in Spanish encounter. There are sounds with multiple possible graphophonemic representations, silent letters, etc...which also cause confusion.



Key Points

- Student success in spelling is dependent upon the student’s ability to hear and distinguish every phoneme in a word



Notes

Why is there a focus on phoneme activities in PA? 29

Teaching at the phoneme level has multiple benefits for students in Spanish reading...

4. Students in bilingual reading programs will transition into English reading. Teaching at the phoneme level facilitates that transition.

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Key Points

- Teaching at the phoneme level facilitates the transition from Spanish reading to English reading

SAY:

Sometimes teachers will maintain that reading programs in Spain and Latin America do not require students to work with phonemes. While that may or may not be true, the Latin American experience is not relevant to the bilingual education setting in the United States. Students in Latin America have 12 years or more of schooling to completely dominate the Spanish language. By contrast, the function of Spanish reading in the United States is to serve as a bridge to English reading.

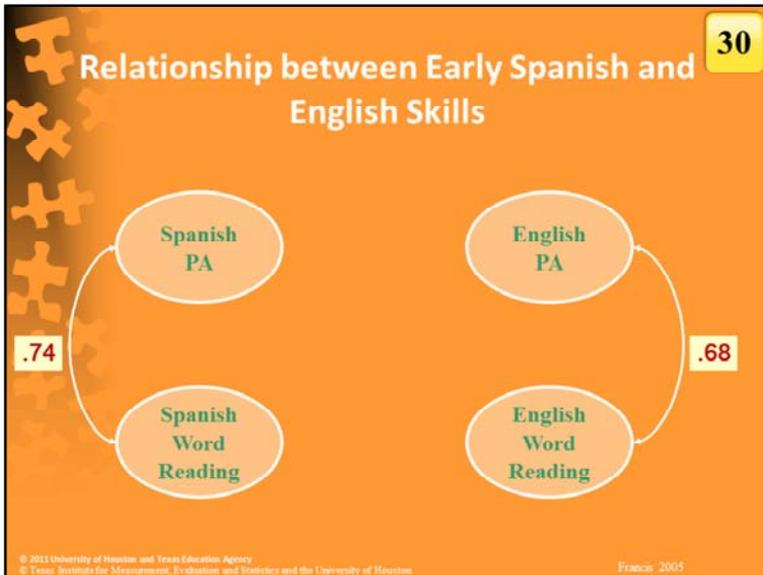
DO: READ SLIDE

SAY:

Thus, the most crucial aspect of a Spanish reading program in bilingual education is to provide students with a strong foundation from which they can transfer skills from their native language (L1) to English (L2). Research has consistently shown that students who have strong phonological awareness skills in Spanish almost inevitably have strong phonological awareness skills in English. Unfortunately, the converse of this is also true. Students who have poorly developed phonological awareness skills in L1 will tend to struggle with PA in English. The next slides show this relationship in more detail.



Notes



Key Points

- There is a **STRONG** correlation between a student’s knowledge of PA in Spanish and their Spanish word reading.
- There is also a strong correlation between a student’s knowledge of PA in English and their English word reading.

SAY:

Here is some data from a large project that examined English and Spanish language development in K-3 students from several language programs. All students were native Spanish speakers and all students were tested in both languages. Multi-state and urban/border locations were used.

This shows the relationships within language between PA and Word Reading (unconnected text).

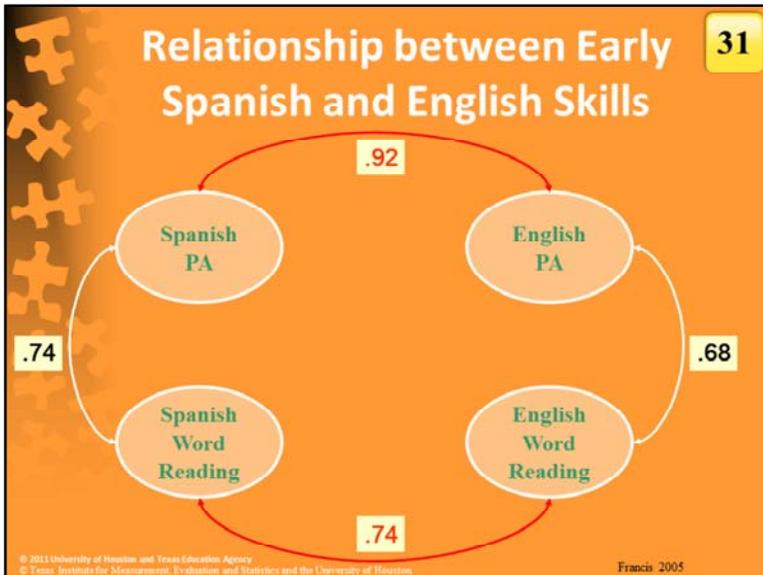
We can see that it is high in both languages – if you have high levels of PA in a language then you will be better able to decode words in the same language.

*There is a **STRONG** correlation between a student’s knowledge of PA in Spanish and their Spanish word reading. There is also a strong correlation between a student’s knowledge of PA in English and their English word reading.*

A strong correlation is one of .60 or greater. (the total scale is from 0 (no correlation) to 1.00 (a perfect correlation)).



Notes



SAY:

This adds the relationship across languages in similar skill domains.

PA across Spanish and English is very high. Think about this – this is auditory – most of the sounds are the same – there is a high level of overlap in the sounds of the Spanish and English language.

Word reading is slightly lower – because in written form – Spanish is more transparent than English. However, it is still very highly related.

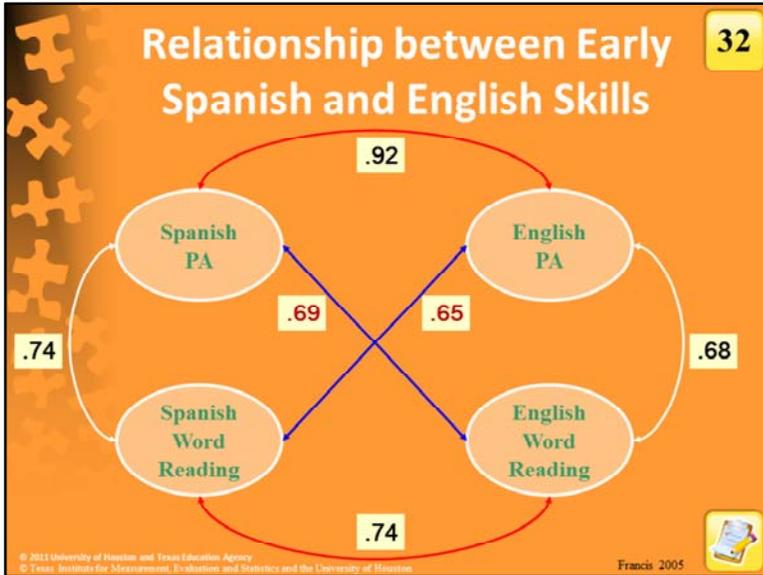


Key Points

- There is a **STRONG** correlation between a student’s knowledge of PA in Spanish their knowledge of PA in English.
- There is also a strong correlation between a student’s Spanish word reading ability and their English word reading ability.
- These skills transfer from one language to another



Notes



Key Points

- Strong correlations are also seen across languages and domains
- The correlations are bidirectional—from Spanish to English but also from English to Spanish

SAY:

This adds the relationships across languages and domains.

PA is related to Decoding in a bidirectional way -- Spanish PA is related to English decoding, and visa –versa.

DO:



Have participants complete phoneme activity in the participant packet and then review which statements were correct.

Answers: 2, 4, 5, 7, 8



Notes



Key Points

SAY:

The next section of the Experienced Tejas LEE User Training is using results. This is actually a very abbreviated version of our training module. We chose to include this because the real purpose for using Tejas LEE is to use the results to drive reading instruction in the classroom. If your teachers do not use the Tejas LEE results, giving the assessment is really pointless. Remember, the Tejas LEE is a diagnostic tool to identify reading deficits so that they can be addressed early on and not become chronic reading problems.

If your teachers already regularly use their Tejas LEE results to plan group and plan reading instruction, you may choose to skim over these slides or skip them. If by contrast, your teachers do not yet use their Tejas LEE results, you may wish to consider setting aside several hours of professional development time to go through our full grouping module and allow your teachers to group their class based on their BOY, MOY or EOY results.

Let's take a quick look at the grouping slides.



Notes

Grouping Review 34

- Prepare the Tejas LEE Data for Grouping
- Focus on a Specific Skill
- Form Instructional Groups
- Select Activities
- Implement

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Key Points

SAY:

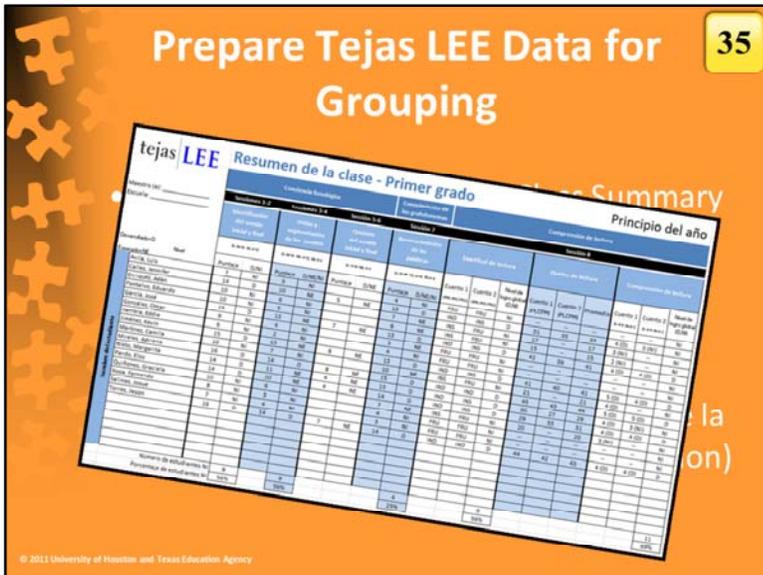
In the experienced user module, each of these steps is on a separate slide. This will enable you to walk your teachers through the steps to grouping systematically. Let's take a look at the steps.

DO:

Paraphrase the information on this slide. Provide additional details on each of the grouping steps and answer the questions your participants may have. Encourage participants to review the trainer notes in the Experienced User training and if necessary, to review the Tejas LEE Grouping module.



Notes



Key Points

- The first step in grouping is to complete and examine the Class Summary Sheet
- Use both the performance level scores (D, NE, NI) and the numerical scores
- The Class Summary Sheet is available as a Paper/Pencil document, as an automated version on the Tejas LEE website and as a printable document (for those teachers using an electronic version of the Tejas LEE)

This slide has 1 ✓★ CLICK of animation

SAY:

Examine the data from the Class Summary Sheet to determine strengths and weaknesses of students and the class. There are several different versions of the Class Summary Sheet. The one shown here is the pencil/paper version included in the Tejas LEE kit. Yours may look different if you use an electronic version of the Tejas LEE, a district or commercial tool to produce Tejas LEE results or our automated class summary sheet. However, in all cases, the basic information is the same.

Use both the numerical score and the performance level (D, NE, NI). Remember students scoring NI require intervention at all timepoints. Students scoring NE should be monitored, but do not require intervention. Looking at the numerical scores is important, as there can be a wide range of student scores that are NI, but the instructional needs of a student scoring 0 are very different from one who has a score of 18.

Calculate and look at the "Porcentaje de la clase NI" (% of class requiring intervention). This percentage will help you determine which skills to teach whole group versus small group.

DO: ✓★ CLICK

SAY:

Here is a screenshot of the pencil/paper Class Summary Sheet.



Notes

Focus on a Specific Skill

tejas LEE Resumen de la clase - Pri

Conciencia fonológica

Maestro (a): _____
Escuela: _____

Desarrollado? Nivel Esperado? Nivel de intervención-NI	Secciones 1-2		Secciones 3-4		Sección 5-6	
	Identificación del sonido inicial y final		Unión y segmentación de los sonidos		Omisión del sonido inicial y final	
	Puntaje	D/NI	Puntaje	D/NI/NI	Puntaje	D/NE
Avila, Luis	7	NI	3	NI		
Calles, Jennifer	14	D	10	NE	5	NE
Enriquez, Adán	10	NI	6	NI		
Fontalvo, Eduardo	10	NI	5	NI		
García, José	15	D	5	NE	7	NE
González, Omar	9	NI	4	NI		
Herrera, Eddie	6	NI	2	NI		
Jiménez, Kevin	15	D	15	NE	8	NE
Martínez, Camila	10	NI	7	NI		
Miralles, Adriana	16	D	14	D	8	NE
Nieto, Margarita	14	D	11	NE	4	NE
Pardo, Eloy	14	D	10	NE	4	NE
Quifónes, Graciela	10	NI	6	NI		
Rosa, Fernando	8	NI	3	NI		
Salinas, Josue	7	NI	4	NI		
Torres, Jason	16	D	14	D	7	NE
Número de estudiantes NI	9		9			
Porcentaje de estudiantes NI	56%		56%			

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Key Points

- Next, focus on a particular skill
- Identify students with an NI score
- Look at the Percentage of the Class NI (at the very bottom of the column)
- If you have more than 5-6 students NI in a particular skill, you will need to prioritize the students for small group instruction

This page has two ✓ ☆ CLICKS of animation.

SAY:

First, we focus in on a specific skill. For example, let's take a look at Section 1, Identificación del sonido inicial y final.

DO: ✓ ☆ CLICK

SAY:

As you can see from the Número de estudiantes NI at the bottom of the page, 9 students, 56% of our imaginary class, needs intervention on this skill.

DO: ✓ ☆ CLICK

SAY:

Nine is more than we can work with in a single small group so we will have to look at how best to group these students.



Notes

Form Instructional Groups

37

Categorías Instruccionales		Compartimiento de los grupos		Expositiva	Práctica	Comprensión	Final	Estadísticas de aprendizaje
Mejor desempeño	Mejor desempeño	Mejor desempeño	Mejor desempeño					
ALTO	Katrina (6) Luis (7) Jason (7) Fernando (8) Omar (9)	Luis (1) Omar (2) Jason (3) Fernando (4) Luis (5)	Jason (1) Luis (4) Eddie (4) Fernando (4)	HS/HS/HS Luis Omar Eddie Fernando Jason	HS Luis Omar Eddie Fernando Jason	HS Luis Omar Eddie Fernando Jason		
MEDIO	Adrian (10) Eduardo (10) Camila (10) Graciela (10)	Jennifer (10) Eloy (10) Margarita (11) Camila (11)	Oscar (5) Eduardo (9) Adrian (7) Graciela (7)	HS/HS/HS Adrian Eduardo Camila Graciela	HS/HS/HS Adrian (10) Eduardo (10) Camila (10) Graciela (10)	Eduardo 2/- Adrian 2/- Graciela 3/-		
BAJO	Jennifer (14) Margarita (14) Eloy (14) Kevin (14) Adriana (14)	Adriana (14) Jason (14)	Jason (13) Jose (13) Kevin (13) Margarita (13) Eloy (14) Jason (14) Adriana (15)	HS/HS/HS Adriana Jason	HS/HS/HS Jose (13) Kevin (13) Jason (13) Adriana (14)	Jose 4/4 Eloy 4/4 Jason 4/4 Kevin 5/4 Adriana 5/5		

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Key Points

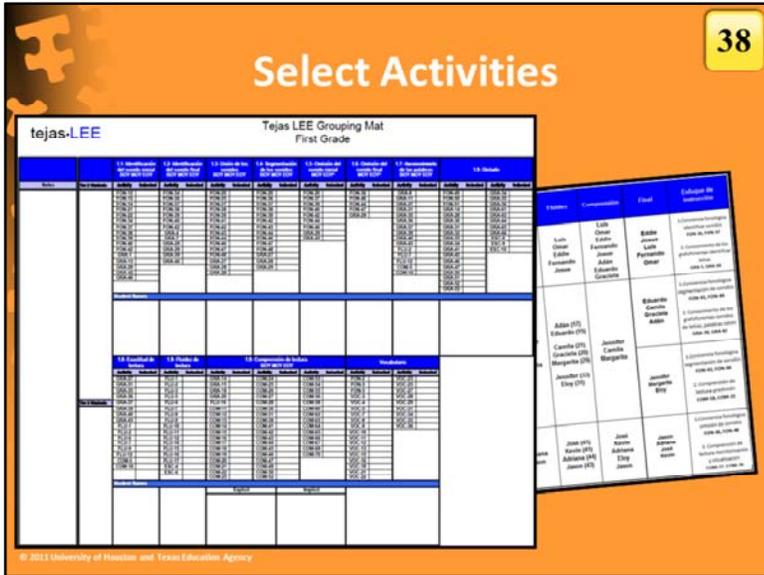
- The Tejas LEE Grouping Chart can serve to differentiate who should receive priority intervention for any particular skill.
- This tool is available on the Tejas LEE website

SAY:

The Tejas LEE Grouping Chart can serve to differentiate who should receive priority intervention for any particular skill. In our example, the 5 students who scored the lowest were grouped together into the low group, while the other 4 students were placed into the middle group. This homogeneous grouping will help better meet the specific instructional needs of all of these students.



Notes



Key Points

- The Tejas LEE Grouping Mat lists activities from the IAG that can be used for intervention (small group instruction).
- This tool is available on the Tejas LEE website

SAY:

Next, we turn to the Tejas LEE Grouping Mat. This resource lists all of the activities in the Intervention Activities Guide (IAG) appropriate for teaching or re-teaching each individual section of the Tejas LEE. You will remember that activities are ordered in level of difficulty within each subsection of the IAG, making it easier for your teachers to select an activity of the appropriate level for their particular needs. Checking off the activities also helps teachers document how they are working with their struggling students.



Notes

Select Activities

Conciencia fonológica | Ritmo y acentuación

FON-22 Extiende la frase fantástica (Add to the Fantastic Phrase)

Students will lengthen alliterative phrases or sentences.
Los estudiantes alargarán una frase u oración aliterativa.

MATERIALES: Frases u oraciones aliterativas pre-hechas

Diga una frase de palabras que comienzan con el mismo sonido. Los estudiantes deben prolongar la frase usando palabras que también comiencen con el mismo sonido.

Ejemplos:

el enorme elefante	(El enorme elefante es elegante.)
bien bonita ballena	(Bien bonita ballena busca buena búscula.)
feo fantasma	(Feo fantasma felicita a furioso felino.)
vaca valiosa	(Vaca valiosa vuela, vaca valiosa va de vacaciones.)
feliz foca fabulosa	(Feliz foca fabulosa forma fortuna fácilmente.)
tan triste tortuga	(Tan triste tortuga tararea temas tan tristes.)
serpiente sorprendida	(Serpiente sorprendida se sale sin su sandía.)
altiva ardilla asustada	(Altiva ardilla asustada avienta avellanas al avión.)
orangután orgulloso	(Orangután orgulloso oye osos optimistas.)

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Key Points

- Be sure to preview the activities to make sure they are of an appropriate level of difficulty for your students

SAY:

The second to last step is for teachers to go to the actual activity to ensure they have all the materials ready. Each activity lists any materials necessary. In many cases, blackline masters are available to assist with any necessary preparation and to minimize preparation time. Be certain that your teachers are aware of the over 100 activities on the Tejas LEE website that have associated blackline masters. We will cover the website resources in more detail a little later today.



Notes



SAY:

The final step is for your teachers to implement the activities chosen with their small groups.



Key Points

- The final step is to implement your small group instruction



Notes



Key Points

SAY:

One thing that surprised us during our observation and interview process was that most people we spoke to had never been to the Tejas LEE website and were unaware of all of the tools and resources available to them. So, we will spend some time today going over how the Tejas LEE website, www.tejaslee.org can help you.



Notes



SAY:

The Tejas LEE homepage webpage is found at www.tejaslee.org and should not be confused with the websites of our two electronic vendors, m:Class (by Amplify/Wireless Generation), the Tango/Liberty Source Tejas LEE website or on the website of our publisher, Brookes Publishing.

None of the content on the Tejas LEE website is found on any of the other sites. There are many tools which will be of invaluable assistance to your teachers—encourage them to visit our website and return frequently. Let's take a look at what the Tejas LEE website offers.

DO:



Have participants go to their participant packet and complete the activity for this slide.



Key Points

- The official website created by the developers of the Tejas LEE is www.tejaslee.org



Notes



Key Points

- This is the homepage of the Tejas LEE website

This slide has 1 ✓ ☆ CLICK of animation

SAY:

The Tejas LEE homepage has many features that allow you to navigate the site easily. Tabs across the top of the page allow users to locate resources, register for trainings, order Tejas LEE materials or find answers to commonly asked questions.

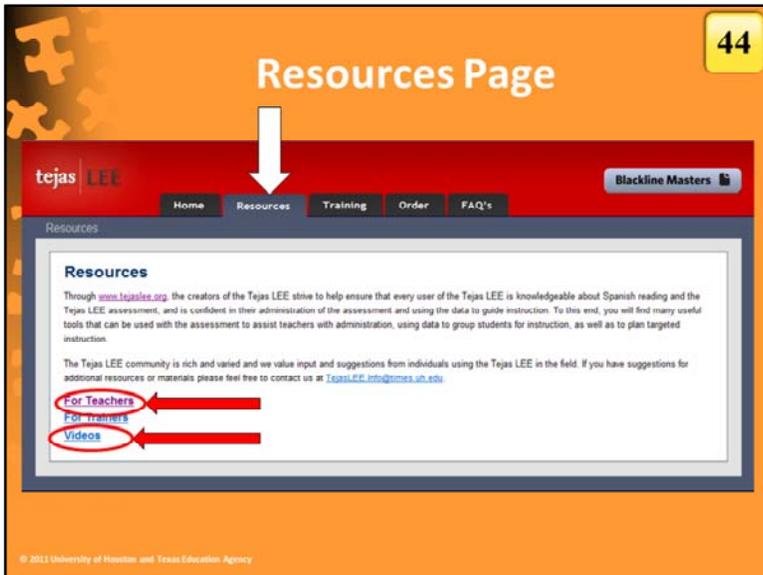
DO: ✓ ☆ CLICK

SAY:

You will find a direct link to our blackline masters particularly useful.



Notes



Key Points

- Under the resources tab, there are two sections for teachers
- One is labeled FOR TEACHERS
- The other is labeled VIDEOS

This slide has 1 ✓ ☆ CLICK of animation

SAY:

Also on the resources page, you will find two additional options of interest—"For Teachers" and "Videos"

DO:

✓ ☆ CLICK

SAY:

Let's first take a look at the Videos that are available.



Notes



DO:

At this time, access the internet and walk participants through the steps to get to the Tejas LEE videos. You should do the following:

Go to: www.tejaslee.org

Click on: the Resources Tab (top of the page)

Click on: Videos (link in the text box)

There you will see 5 different options: Kindergarten, First, Second, Third and Pronunciation.

At a minimum, play the following clips for participants:

Kinder

Section 3: Conocimiento de rimas

Section 4: Unión de las sílabas (point out the deliberate pauses between the syllables modeled by the teacher)

Section 5: Segmentación de las sílabas

First Grade

Section 3: Unión de los sonidos (point out the deliberate pauses between the sounds modeled by the teacher—state these could even be longer)

Section 4: Segmentación de los sonidos

Second Grade

Section 3: Dictado (or Third Grade Section 2 Dictado)

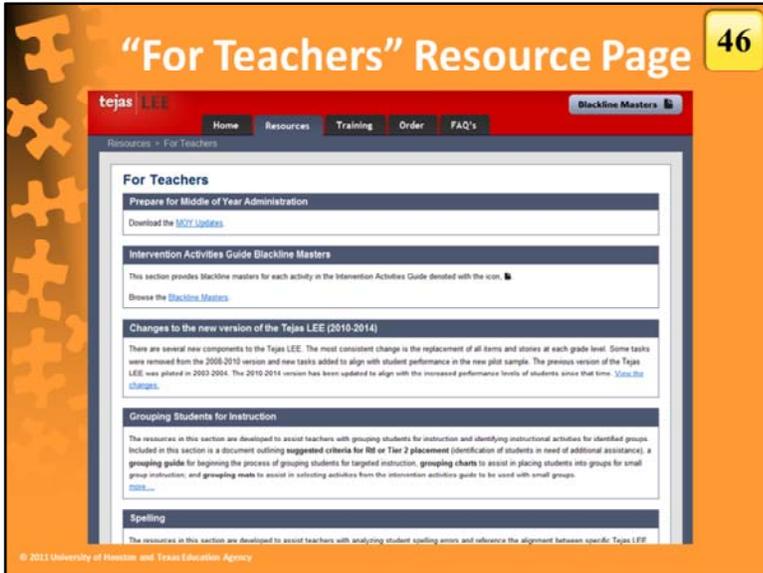


Key Points

- Video clips are available of an ideal administration of every section of every grade of the Tejas LEE assessment
- On the VIDEO page, teachers may select individual sections to view. They do NOT need to sit through an entire assessment
- Also available on the VIDEO page is the correct pronunciation of all of the phonemes in Spanish



Notes



Key Points

- On the FOR TEACHERS section, there are many resources available

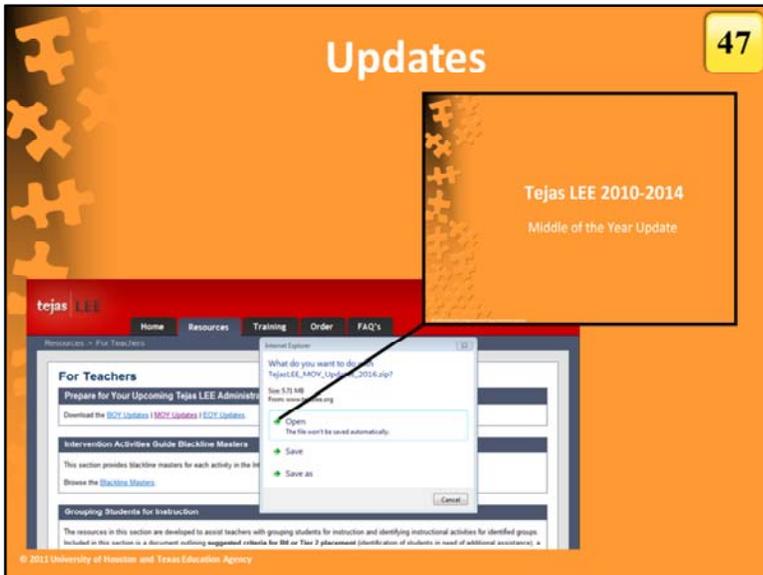
SAY:

Let's now take a look at the other part of the Resources page that will be of interest to you, the "For Teachers" page.

Shown here is a partial view of the "For Teachers" Resource page of the Tejas LEE website. We will look at each of the resources available to you.



Notes



SAY:

The first option available to you is the update area. This section has brief PowerPoint presentations that provide you with the latest information for upcoming Tejas LEE administrations.

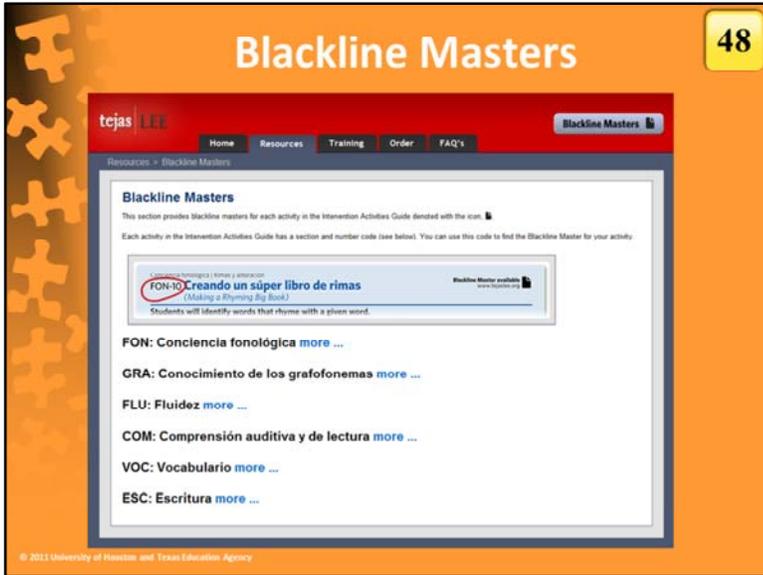


Key Points

- Under the UPDATES tab, you can view a brief PowerPoint presentation on key points to remember before administering your BOY, MOY or EOY benchmark assessment



Notes



SAY:

The next section of the “For Teachers” page is the Blackline Masters page. Remember, there is also a direct link to this page on the Tejas LEE homepage.

This page can be used in conjunction with your Intervention Activities Guide. Over 100 of the activities in your guide have associated blackline masters. The blackline masters are not found in the guide itself, but on this page of the Tejas LEE website. Taking them from the guide allowed us to expand the number of activities book and allowed us to post the “blackline masters” in full color, rather than in black and white.

In order to access the blackline masters, simply click on the “more...” link next to the reading domain of interest. For example, if you need the blackline masters for activity GRA-79, “Un acento se balanceaba”, you would click on the “more...” next to GRA which would bring up all of the blackline masters for Graphophonemic Knowledge.



Key Points

- The blackline master section can be used in conjunction with the IAG
- Over 100 activities in the IAG have associated blackline masters on the Tejas LEE website
- Many of the “blackline” masters are actually in full color



Notes

Blackline Masters		49
GRA-35	Juego con palabras de uso frecuente <i>(Game with Frequently Used Words)</i>	
GRA-36	Bingo de palabras <i>(Word Bingo)</i>	
GRA-37	Pareo el dibujo con la sílaba compuesta <i>(Match the Picture Card to Consonant Blend)</i>	
GRA-38	Combinar sílabas para formar palabras <i>(Combine Syllables to Make Words)</i>	
GRA-39	Rueda de palabras <i>(Word Wheel)</i>	
GRA-40	Unión de sílabas <i>(Blending Syllables)</i>	
GRA-55	Introducción de reglas de ortografía para g y c <i>(Beginning Spelling Rules for G and C)</i>	
GRA-59	Flameando la capa para deletear palabras con el sonido de /s/ final <i>(Waving the Cape to Spell Words with the Final /s/ Sound)</i>	
GRA-64	Tarjetas picabu para 'll' y 'y' <i>(Heekaboo Cards for ll and y)</i>	
GRA-69	Tarjetas coleccionables de homófonos <i>(Homophone Collector Cards)</i>	
GRA-70	Organigrama de hiatos <i>(Hiato Word Flowchart)</i>	
GRA-75	Pescando acentos <i>(Fishing for Accents)</i>	
GRA-79	Un acento se balanceaba <i>(An Accent Was Balancing (Song on Rules))</i>	
GRA-85	Diferenciar el sonido de gue, gui, güe, güi <i>(Differentiating gue, gui, güe, güi)</i>	

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SAY:

Clicking on the GRA link opens up all of the activities for which blackline masters are available, including the one of interest, GRA-79. If we click on that, the actual blackline master comes up.

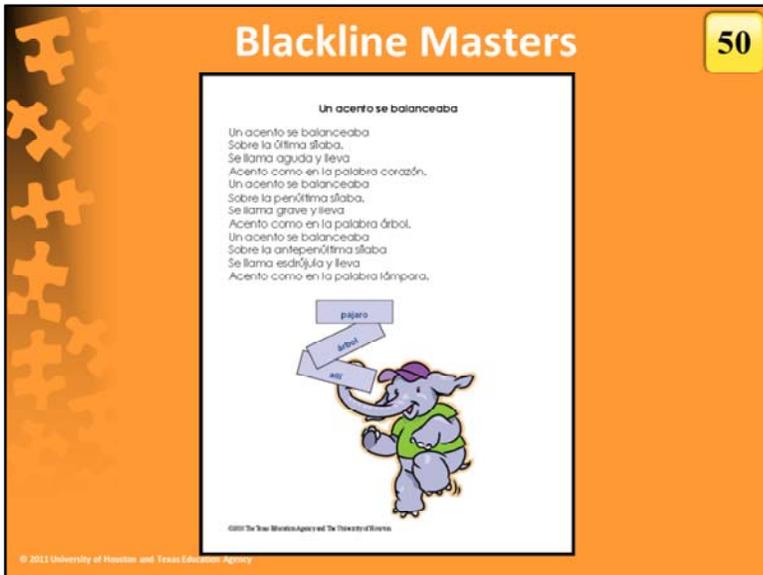


Key Points

- To access the blackline master you need, first **CLICK** on the reading domain.
- Then scroll through the available blacklines until you find the correct activity number from the IAG
- **CLICK** on the activity you want



Notes



Key Points

- This will bring up the blackline master for the associated activity

SAY:

This particular blackline master has the lyrics to the song for the activity and a full color illustration. You can distribute this to your students or blow it up to poster size and display it in your classroom.



Notes

Grouping Resources and Tools 51

Grouping Students for Instruction

The resources in this section are developed to assist teachers with grouping students for instruction and identifying instructional activities for identified groups. Included in this section is a document outlining **suggested criteria for RI or Tier 2 placement** (identification of students in need of additional assistance), a **grouping guide** for beginning the process of grouping students for targeted instruction, **grouping charts** to assist in placing students into groups for small group instruction, and **grouping mats** to assist in selecting activities from the intervention activities guide to be used with small groups.

Suggested Criteria for RI/Tier 2 Instruction

This document provides suggested criteria using Texas LEE data to identify students in need of additional instruction/assistance.

[RI/Tier 2 Suggested Criteria](#)

Grouping Guide

The grouping guide (from the Intervention Activities Guide) provides users of the Texas LEE with a valuable description of how to begin the process of grouping students for targeted instruction and provides useful examples.

[Grouping Guide](#)

Grouping Charts

Grouping charts are designed to help teachers place students into groups for instruction based on performance on the Texas LEE.

[Kindergarten](#)
[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Grouping Mats

Grouping mats are designed to help teachers identify and select appropriate instructional activities (from the Intervention Activities Guide) to be used with identified groups of students.

[Kindergarten](#)
[First Grade](#)
[Second Grade](#)
[Third Grade](#)

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SAY:

The next section has the Grouping Resources and Tools. The Texas LEE website offers you quite a number of different tools to assist you in grouping students for individualized instruction and intervention. Let's look at each in turn.



Key Points

- The teacher resources tab also has a section for Grouping students



Notes

Grouping Resources and Tools 52

tejas-LEE

SUGGESTED CRITERIA FOR TIER 2 SELECTION
2010-2014

Before using the suggested criteria for using the Tejas-LEE, all district members who have used additional cutpoints. This is just an additional collection. Districts/Compares must make independent decisions regarding identification according to their state, district, and/or campus requirements as well as each individual student's needs.

SPRING GRADE

BOY:

ANY ONE OF THE FOLLOWING

- "T2" on section 1
- "T2" on section 2
- "T2" on section 3 & 4
- "T2" on section 5

MOY:

ANY ONE OF THE FOLLOWING

- "T2" on section 1
- "T2" on section 2
- "T2" on section 3 & 4
- "T2" on section 5
- "T2" on section 6
- "T2" on section 7
- "T2" on section 8
- "T2" on section 9
- "T2" on section 10

EOY:

ANY ONE OF THE FOLLOWING

- "T2" on section 1
- "T2" on section 2
- "T2" on section 3 & 4
- "T2" on section 5
- "T2" on section 6
- "T2" on section 7
- "T2" on section 8
- "T2" on section 9
- "T2" on section 10

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tejas-LEE

SUGGESTED CRITERIA FOR TIER 2 SELECTION
2010-2014

Before using the suggested criteria for using the Tejas-LEE, all district members who have used additional cutpoints. This is just an additional collection. Districts/Compares must make independent decisions regarding identification according to their state, district, and/or campus requirements as well as each individual student's needs.

FIRST GRADE

BOY:

ANY ONE OF THE FOLLOWING

- "T2" on section 1 & 2
- "T2" on section 3 & 4
- "T2" on section 5
- "T2" on section 6: Essential de Section and/or Compensate de Section

MOY and EOY:

ANY ONE OF THE FOLLOWING

- "T2" on section 1 & 2
- "T2" on section 3 & 4
- "T2" on section 5 & 6
- "T2" on section 7 & 8
- "T2" on section 9
- "T2" on section 10: Essential de Section and/or Compensate de Section
- "T2" on section 11

SECOND GRADE

BOY, MOY and EOY:

ANY ONE OF THE FOLLOWING

- "T2" on section 1
- "T2" on section 2: Essential de Section and/or Compensate de Section
- "T2" on section 3

THIRD GRADE

BOY, MOY and EOY:

ANY ONE OF THE FOLLOWING

- "T2" on section 1
- "T2" on section 2

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Key Points

- The first grouping tool is the Suggested Tier 2/RtI criteria
- This has our suggestions for who should be placed into Tier 2 instruction for each grade and timepoint of the Tejas LEE

SAY:

The first item is the suggested Tier 2 (also known as RtI) criteria for each grade. The Tier 2 criteria lists the cutpoints at each administration (BOY, MOY, EOY) by individual section, below which intervention is recommended for students.

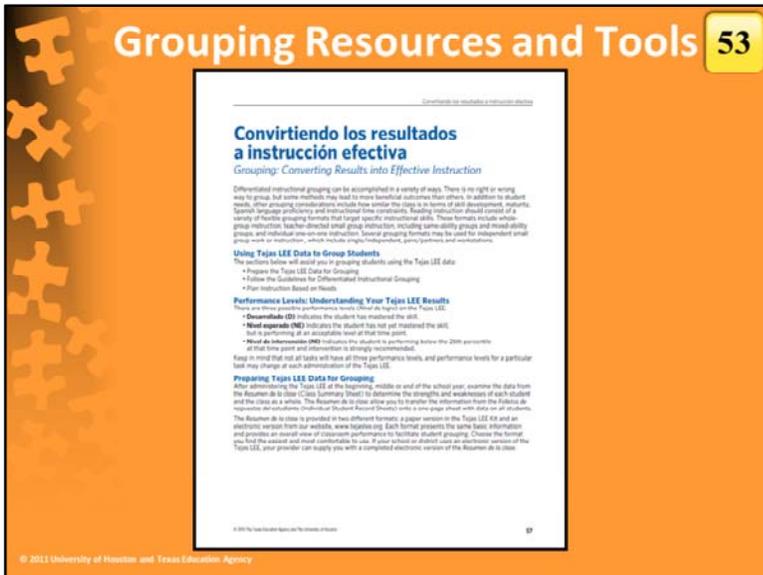


NOTES FOR PRESENTER:

The criteria listed are those of the developers of the Tejas LEE. If your district has criteria that differ from the ones posted on your website, ensure that you distribute those to your teachers and that they are aware that district criteria trump those we have posted.



Notes



Key Points

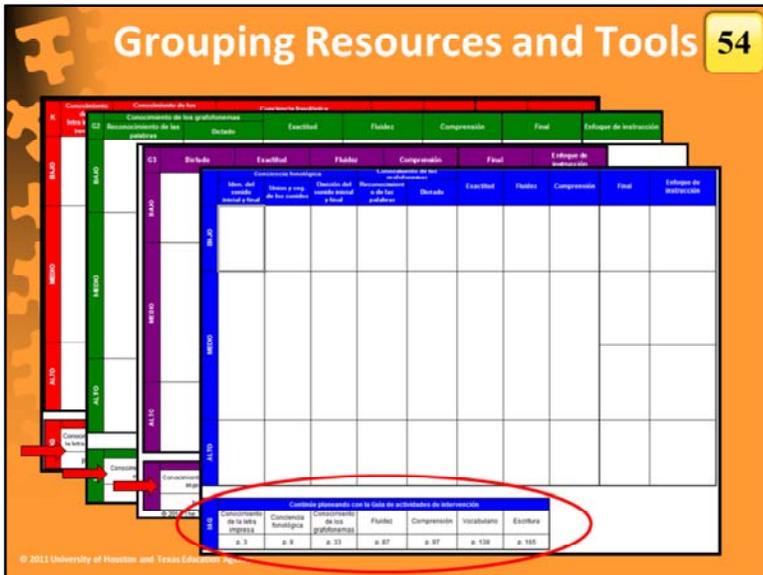
- The instructions for grouping document is a tool available on the website
- This is identical to the grouping section in your Tejas LEE Teacher Guide

SAY:

The next tool is the instructions for grouping students. This part of the website is identical to the grouping section in your Tejas LEE Teacher Guide. It is posted on the website as a convenience, so that you have all necessary grouping resources at your finger tips, even if you are working at home and do not have your teacher guide with you.



Notes



This slide has 1 ✓ ☆ CLICK of animation

SAY:

The next tool available for you on the website are the Tejas LEE grouping charts. This tool allows you to set intervention groups for your classroom by looking at your Tejas LEE results both by section and by overall performance on the assessment. Student names are listed based on performance for each section, and then final groups are established by looking at how the student performed across the test. The last column is titled, “Enfoque de instrucción”, which allows you to identify specifically which skills you would like to work on with that particular group.

✓ ☆ CLICK

The bottom left hand corner of each sheet then refers to your Intervention Activities Guide to find appropriate activities that can assist you in your interventions.

If you need more information on how to use grouping charts, you may wish to ask your presenter to set a training date to go over the Tejas LEE Grouping module.

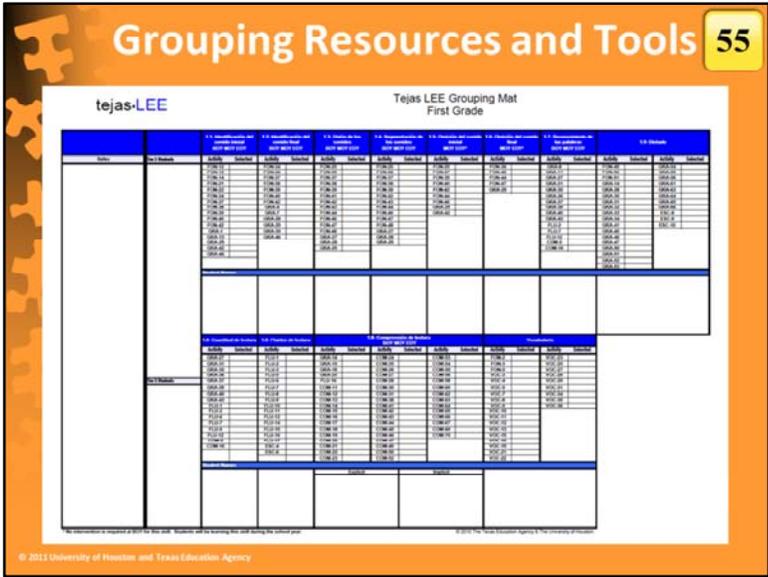


Key Points

- Grouping Charts for each grade level are available under the grouping tab
- This tool allows you to set intervention groups for your classroom by looking at your Tejas LEE results both by section and by overall performance on the assessment



Notes



tejas-LEE Tejas LEE Grouping Mat
First Grade

Skill	Intervention	L.1.1 Identify and write the number names for numbers 11-20.				L.1.2 Represent and compare numbers 11-20.				L.1.3 Read and write numbers 11-20.				L.1.4 Identify and write the number names for numbers 11-20.			
		11-12	13-14	15-16	17-18	19-20	11-12	13-14	15-16	17-18	19-20	11-12	13-14	15-16	17-18	19-20	
L.1.1.1	Counting																
	Number names																
L.1.1.2	Counting																
	Number names																
L.1.1.3	Counting																
	Number names																
L.1.1.4	Counting																
	Number names																
L.1.1.5	Counting																
	Number names																
L.1.1.6	Counting																
	Number names																
L.1.1.7	Counting																
	Number names																
L.1.1.8	Counting																
	Number names																
L.1.1.9	Counting																
	Number names																
L.1.1.10	Counting																
	Number names																
L.1.1.11	Counting																
	Number names																
L.1.1.12	Counting																
	Number names																
L.1.1.13	Counting																
	Number names																
L.1.1.14	Counting																
	Number names																
L.1.1.15	Counting																
	Number names																
L.1.1.16	Counting																
	Number names																
L.1.1.17	Counting																
	Number names																
L.1.1.18	Counting																
	Number names																
L.1.1.19	Counting																
	Number names																
L.1.1.20	Counting																
	Number names																

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Key Points

- Grouping Mats for each grade level are available under the grouping tab
- The Grouping Mats list activities from the Intervention Activities Guide appropriate for re-teaching each particular skill assessed on the Tejas LEE

SAY:

The final grouping tools on this part of the resources page are the grouping mats. Shown here is the First Grade Grouping Mat. There is a separate grouping mat for each grade level but they all work the same way. Each section of the Tejas LEE is listed separately. Below the section title, there is a list of activities from the Intervention Activities Guide that are appropriate for teaching that particular skill.

Again, for more details on using the grouping mat, please ask your presenter to schedule a training on the Tejas LEE Grouping Module.



Notes

Spelling Resources and Tools 56

Spelling

The resources in this section are developed to assist teachers with analyzing student spelling errors and reference the alignment between specific Texas LEE spelling words, spelling conventions, and TEKS requirements. The resources in this section include **spelling charts** to use for tracking individual student spelling errors, **spelling grouping mats** to assist in grouping students for instruction based on spelling error patterns, **spelling class summary sheets** that allow for tracking of spelling errors across all students in a class, and **spelling alignment** documents that provide a quick reference of the alignment of the Texas LEE spelling words and the TEKS.

Spelling Charts

Spelling charts can be used to track individual student spelling errors. One chart is completed for each student.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Spelling Class Summary Sheets

Spelling class summary sheets can be used to electronically track individual student spelling errors for your entire class on one page.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

Spelling Grouping Mat

The spelling grouping mat can be used to place students into instructional groups for spelling, and identify/select appropriate instructional activities to be used with identified groups of students.

[Spelling Grouping Mat](#)

Spelling Alignment

These documents provide the alignment between the Texas LEE spelling words, the conventions assessed, and the related Texas Essential Knowledge and Skills (TEKS) requirement.

[First Grade](#)
[Second Grade](#)
[Third Grade](#)

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SAY:

Also on the teacher resource page are spelling tools for grades 1, 2 and 3. Let's look at these in more detail.

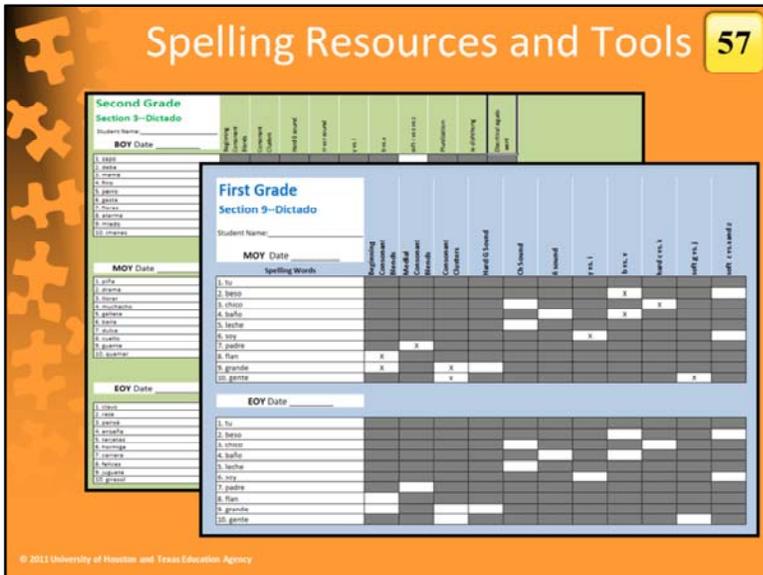


Key Points

- The next tab on the Teacher Resources page has all of the tools to assist with Spelling instruction



Notes



Key Points

- Spelling charts are designed for use with individual students
- Spelling Charts allow you to identify specific spelling skills that may require intervention

SAY:

The first tool are the Spelling Charts. There is a spelling chart for each grade and time point for which there are separate word lists. These are designed for individual students. These charts allow teachers to identify specific spelling skills that may require intervention.

These are discussed in greater depth in the Tejas LEE Spelling Module.



Notes

Spelling Resources and Tools

58

INSTRUCTIONS: Insert an "x" into each cell where a student has made that particular error. Do NOT enter a number as the spreadsheet will not calculate correctly.

**Grade 1
Spelling Class Summary Sheet**
MOY and EOY

Student Name	Number of Instances	Beginning Consonant Blends (bl, br, gr, pr)	Medial Consonant Blends (br, br)	Consonant Clusters (gr, br, pr, tr)	Hard O sound (gr, br)	Ch sound (ch, ck, ic, oc)	n sound (br, tr)	Common Letter Confusions									
								y vs. l (br, tr)	b vs. v (br, tr)	h vs. k (ch, ck)	g vs. j (gr, br)	S vs. x (br, tr)	z				
TYPE FIRST STUDENT NAME HERE																	
Number of students Missing Category		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage of students Missing Category		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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Key Points

- The Spelling Class Summary Sheet allows you to look overall at your class' performance on the specific spelling conventions assessed on the Tejas LEE
- The form is available as a self-calculating Excel spreadsheets to easily determine what percentage of your class requires re-teaching on each of the targeted spelling skills

SAY:

The next spelling tools are the Spelling Class Summary Sheets. These sheets allow you to look overall at your class' performance on the specific spelling conventions assessed by the Tejas LEE. The form is available as a self-calculating excel worksheet, that will inform you as to the percentage of the class having difficulty with each specific convention. There is a separate Spelling Class Summary Sheet for each different list of spelling words (1 in first grade, 3 each in second and third grade).

These are discussed in greater depth in the Tejas LEE Spelling Module.



Notes

Spelling Resources and Tools 59

tejas.LEE

Spelling Activity Reference Mat
First, Second, Third Grade

Spelling Strategy	Skill	Sound			Meaning			Structure			Context			Fluency			
		Initial	Medial	Final	Word	Phrase	Sentence	Paragraph	Text	Page	Book	Classroom	Home	Community			
...

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Key Points

- The Spelling Grouping Mat matches activities from the IAG to skills assessed on the Tejas LEE spelling assessment
- There is only 1 Spelling Grouping Mat. It is for use by first, second and third grade

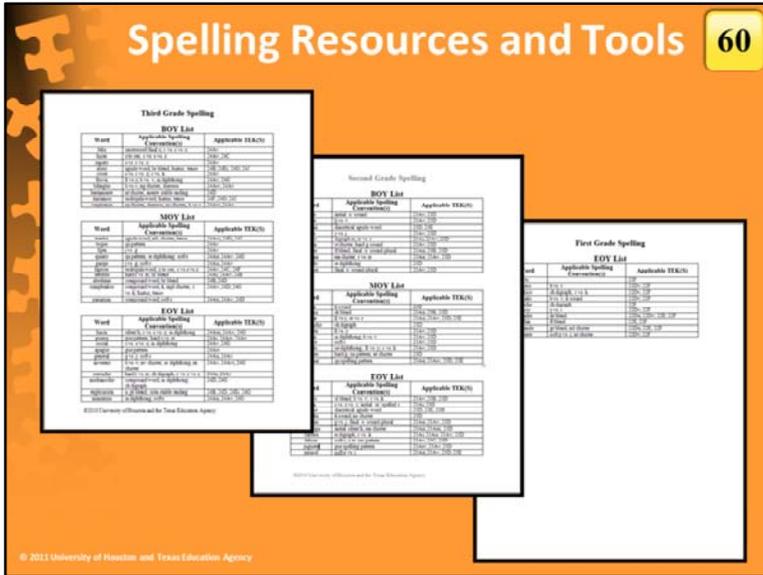
SAY:

Another spelling tool available is the Spelling Grouping Mat. There is a single grouping mat for 1st, 2nd and 3rd grade. They work just as the regular grouping mats, identifying activities appropriate for intervention on specific spelling patterns.

These are discussed in greater depth in the Tejas LEE Spelling Module.



Notes



Key Points

- For Texas users, the Spelling TEKS correlation sheets reference the applicable TEKS for each word on the Tejas LEE spelling assessment

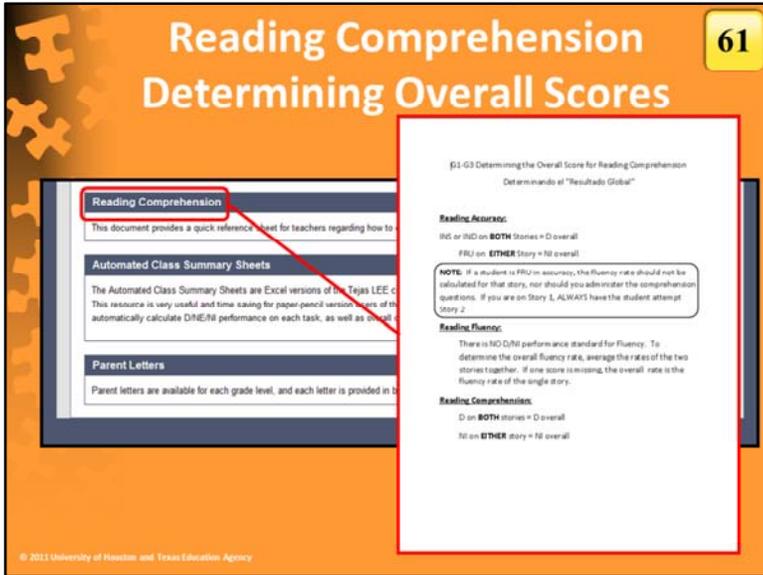
SAY:

The final spelling tools available are the TEKS correlations (useful for Texas educators). For each word assessed, the applicable TEKS is/are cross referenced, facilitating documentation of teaching required spelling skills.

These are discussed in greater depth in the Tejas LEE Spelling Module.



Notes



SAY:

During the editing process of the Puzzle Piece version of the Tejas LEE Teacher Guide, the method of determining the Overall Scores for Accuracy, Fluency and Comprehension were inadvertently left out. For this reason, all proper administration trainings for Grades 1, 2 and 3 include an explanation on how to calculate these scores and a copy of this document was included in the Participant Packet. However, should you no longer have it, you can download it from the Reading Comprehension section of the "For Teachers" resource page. We suggestion you staple this into your teacher guide.

The Confetti version of the Tejas LEE Teacher Guide was corrected to include the Overall Score information.

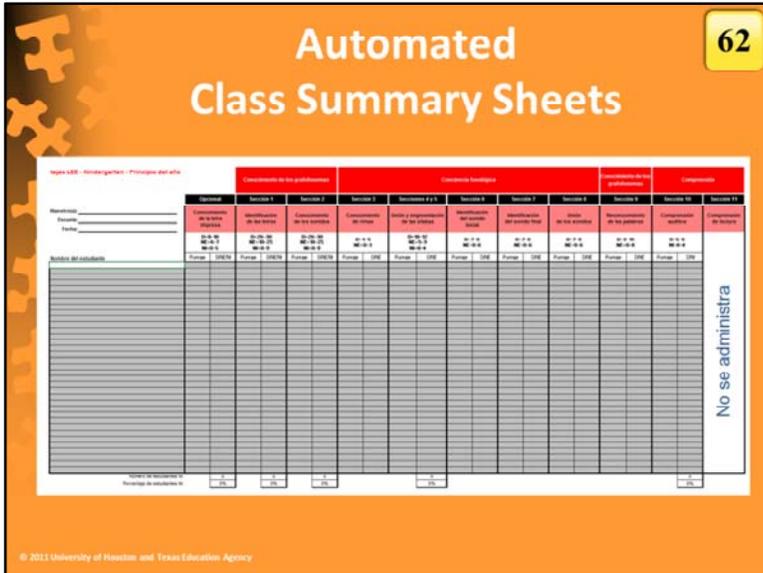


Key Points

- A Determining Overall Scores sheet is also on the Teacher Resource page
- This information was inadvertently omitted from the Puzzle Piece Teacher Guide
- The Confetti version of the Tejas LEE Teacher Guide was corrected to include the Overall Score information.



Notes



SAY:

Another useful tool on the “For Teachers” resource page are the Automated Class Summary Sheets, particularly if you use a pencil/paper format of the Tejas LEE. Shown here is the Automated Class Summary Sheet for Kindergarten, but the Tejas LEE has developed these for each grade level.

This tool allows you to enter the scores for your students. It then calculates whether the score is D, NE or NI and will indicate the proper branching rules for students. In grades 1, 2 and 3, it will calculate overall scores in Accuracy, Fluency and Comprehension. It will also carry forward scores from previous administrations and correctly apply Entry Point Rules. Graphical representations of scores are available with just one click.

This tool is discussed in more depth in the Tejas LEE Grouping Module.

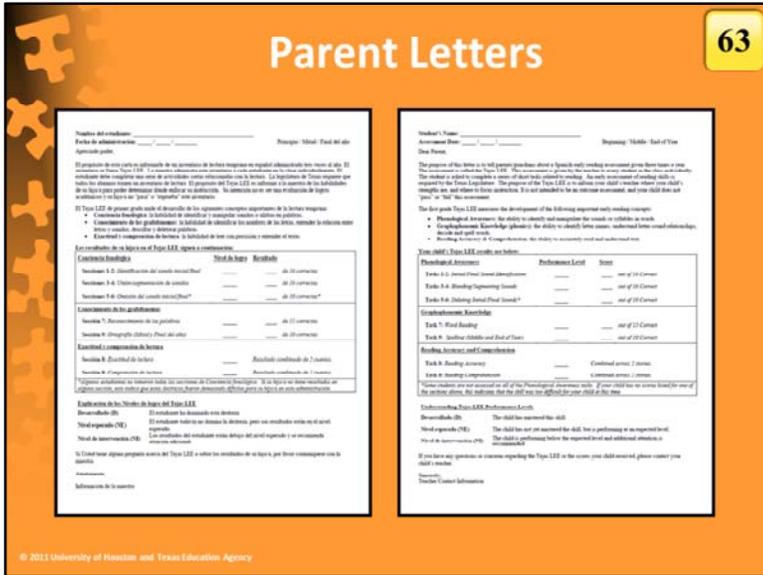


Key Points

- Automated Class Summary Sheets (ACSS) are available for each grade of the Tejas LEE
- The ACSS will automatically determine performance levels, calculate overall scores and fluency and will figure out the percentage of class NI



Notes



Key Points

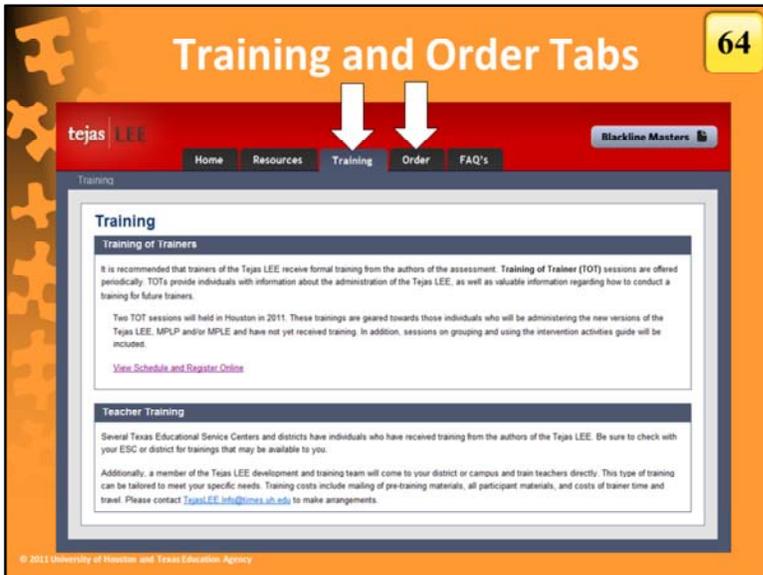
- Parent letters for each grade of the Tejas LEE are available both in English and in Spanish

SAY:

The final tools on the Tejas LEE Resources for teachers page are the parent letters. There are two letters for each grade level, one in Spanish and one in English. This gives you a simple way to comply with the TEA mandate that Tejas LEE results be shared with parents.



Notes



Key Points

- The training and ordering tabs are not geared toward teachers

SAY:

The next two tabs discuss training and ordering information. These are not geared toward teachers, so we shall not focus on them here. Instead we will look at the final tab, "FAQs" or "Frequently Asked Questions".



Notes

Frequently Asked Questions 65

General Questions

- What are the major differences between the 2006-2010 and 2010-2014 versions of the Tejas LEE?
- Is the Tejas LEE a translation?
- Should all Spanish speaking students be tested with Tejas LEE?
- When should a student be administered an English instrument?
- How should I select the level of the Tejas LEE to use with a student?
- Is it possible to use the Tejas LEE with secondary students?
- Can Tejas LEE be used for Special Needs students?
- What Reading Concepts are assessed in Tejas LEE?
- How is student performance scored?
- Is training necessary to administer Tejas LEE?
- How do I purchase Tejas LEE Materials?
- What is the relationship between the Tejas LEE and the TPRI?
- How do the Tejas LEE and the TPRI differ?

Assessment/Administration Specific

- How long will it take to administer the Tejas LEE to a student?
- In Grades 1-3 can I administer the "Dictado (Spelling)" section to the whole class at once?
- What should I do if a student misreads the same word more than once while reading a story for comprehension?
- If a student scores "Nivel Esperado", how do I interpret their performance to plan instruction?
- How do I calculate the Porcentaje de estudiantes NI (Percentage of class NI) on the class summary sheet?
- How do I calculate the Overall Score for Reading Comprehension in grades 1, 2 and 3?

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Key Points

- Many common questions about the Tejas LEE are answered on the FAQ page

This slide has 1 ✓ ☆ CLICK of animation

SAY:

Questions are grouped together for convenience. Many of your most common questions can be answered by looking at this part of the website. However, should you have a question not answered on the website, you may write to the Tejas LEE Development team. The email address is:

✓ ☆ CLICK

TejasLEE.info@times.uh.edu

DO:



Have participants complete the activity for this slide in their participant packet.



Notes

Tejas LEE Website Resources 66

With a neighbor, discuss:

- Which resources would be most valuable for the teachers in your district?
- How would these resources assist them in the classroom?
- How can we make sure the teachers are utilizing the Tejas LEE website?

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Key Points

DO:
Read slide.



Give participants some time to discuss these questions and write their thoughts in their participant packet.



Notes

1

Tejas LEE and RtI

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Key Points



Notes

Is Rtl...? 2

- Is it a new source of stress for already overworked teachers?
- The latest educational buzz word that will be replaced by the next school year?

OR...

- Is it something useful for meeting the needs of each student in our classrooms?

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DO:
Read slide.

SAY:
Teachers already have a lot on their plates. There are lesson plans, grades, curricula, scope and sequence TEKS, new textbook adoptions, PDAS, testing, budgetary issues and much more, all impacting their classroom and instruction.

Rtl is probably another source of apprehension. This training is designed to alleviate some of that stress and show that not only is Rtl, not an additional “thing to do” and source of stress, but is an effective tool for meeting the diverse needs of all the students in our classrooms.



Key Points

- Rtl is an effective tool for meeting the diverse needs of all the students in your classroom.



Notes

Training Goals 3

- Develop a common understanding of Rtl
 - What is Rtl?
 - What is the purpose for Rtl?
- Help alleviate common concerns which surround Rtl implementation
- Learn to use Tejas LEE data to identify which students should receive intervention

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SAY:

First, this training will help alleviate common concerns which surround an Rtl implementation. Whether you are a teacher, principal, district leader, or other instructional leader, you are likely aware of some anxiety surrounding Rtl implementation.

Some of this anxiety stems from a lack of understanding or agreement about Rtl. In some districts and schools, a clear definition of Rtl has not yet been agreed upon or clearly shared with all stakeholders in the district or school. To facilitate discussion throughout our presentation, we will take the first 30 minutes of this module to develop a common understanding of Rtl. We'll clarify what Rtl is, and what the purpose of Rtl is. Your district or school might further develop and clarify a definition and approach to Rtl.

The remaining portion of this module, will be allocated to thinking about Tejas LEE data and how it can be used to help identify students for intervention within an Rtl framework. As many of you are aware, the Tejas LEE team provides suggested criteria for placement in Tier II. We provide this information because we know it helps schools to plan criteria they may want to use. However, we provide suggested criteria with a reminder for schools that our criteria is simply that, a suggestion. Each school district or school may modify our suggested criteria to reflect available resources and needs of the population served.

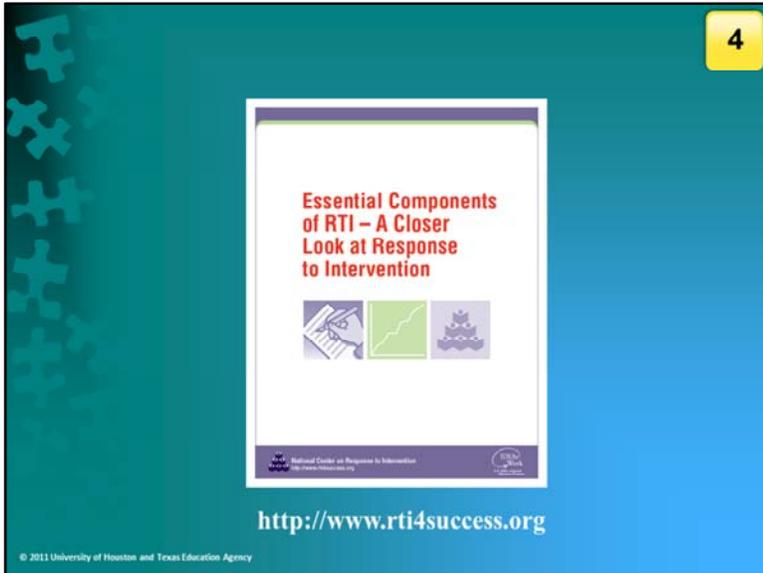


Key Points

- The key goals of this module are:
 - to develop a better understanding of Rtl
 - to lessen concerns regarding Rtl implementation
 - to learn to use Tejas LEE data and criteria to identify which students should receive intervention



Notes



SAY:

Let's begin our discussion by clearly defining what Rtl is. Most of the information we will share with you about Rtl, comes from this document produced by the National Center on Response to Intervention though funding from the U.S. Department of Education.

RTI is a system for working with students across the curriculum. However, in this training we'll consider Rtl just within the context of reading instruction.



Key Points

- Most of the information from today's training comes from the document "Essential Components of RTI- A Closer Look at Response to Intervention".
- RTI can be implemented across the entire curriculum.



Notes

What is Response to Intervention (RtI)?

5

- RtI is a school-wide, multi-level instructional system which includes both prevention and intervention to reduce the number of students with reading difficulties
- RtI uses data to make instructional decisions including the identification of students with Learning Disabilities

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SAY:

Response to intervention is a school-wide approach that integrates assessment and intervention within a multilevel prevention system to maximize student achievement in reading.

RtI is considered a preventative approach because it provides early identification of potential reading difficulties so that immediate support can be offered to students who are at-risk.

Providing intervention before students fail reduces the number of students with later learning difficulties.

DO:

Read second bullet.

SAY:

Another key component to RtI is data-based decision making. Data is used to make instructional decisions including who needs intervention, movement between levels of prevention, and when a referral for a special education evaluation may be warranted.



Key Points

- RTI is a school-wide, multi-level approach to instruction
- RTI is a preventative approach
- Assessment is a key component to an RTI approach
- RTI relies on data for decision making



Notes

6

RtI relies on assessments to inform instruction:

- benchmark assessments that helps teachers match students to instruction
- progress monitoring tools that assess how students responds to evidence-based intervention

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SAY:

A key component to RtI is assessment. In order to prevent reading difficulties, we must quickly and efficiently identify those students at risk of reading difficulties.

A benchmark assessment identifies the particular skills with which students struggle. Armed with this information, the classroom teacher can better match students to instruction.

Progress Monitoring tools allow teachers to evaluate how well interventions are working with students.

DO:



Give participants a few moments to complete the fill in the blank activity in their participant packet.



Key Points

- Assessment is a key component of RtI.
- Information from benchmark assessments help teachers identify the students at risk for reading difficulty and help match their instruction to meet their needs.
- Progress monitoring allows teachers to see if their interventions are yielding the desired results.



Notes

RtI and Students with Learning Disabilities 7

“IDEA 2004 allows states to use a process based on a student’s response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD).”

“In an RtI framework, a students’ response to or success with instruction and interventions received across the levels of RtI would be considered as part of the comprehensive evaluation for SLD eligibility.”

National Center on Response to Intervention, 2010, p. 12.

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DO:
Read slide.

SAY:
When teachers implement effective early intervention, the instruction provided is targeted to the specific needs of the student. If a student does not respond appropriately to the intervention program, then further evaluation for a learning disability may be required.

In other words, within an RTI approach, teachers can be sure that students have received quality instruction targeting their needs, and that the instruction itself is not the cause of any lack of progress.

It’s important to note that RTI is not a Special Education program. Rather, it is a program in which classroom teachers, special education teachers, school administrators and other instructional staff collaborate to ensure the needs of all students are met.

Within RTI, school staff work together to make decisions about the intensity and type of intervention at-risk students receive.



Key Points

- RTI helps to ensure that instruction is not the cause for a student’s lack of progress
- RTI is not a Special Education program



Notes

What's Different about RTI?

8

- RTI is a preventative model—we don't wait for students to fail
- A key in identifying students for Special Education services is whether the type and amount of instruction provided results in progress
- Teachers providing classroom and intervention instruction collaborate to provide coordinated instruction
- Helping struggling students is the responsibility of the whole school and parents, not just special ed teachers

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SAY:

Often in the past, students were referred for Special Education testing only after they fell far behind in the classroom. This is a wait to fail model. After a referral was made, it often took months to complete the process that determined students qualified for additional and specialized support. In the meantime students received only normal classroom instruction that wasn't effective for them. As a result, they fell further and further behind as time passed.

Once students were qualified for Special Education services, too often they were viewed as the responsibility of Special Education teachers, and too often these students received appropriate and meaningful support only outside their main classroom.

RTI provides a different model. Instead of waiting for students to fail, benchmark assessments and classroom monitoring lead to the early identification of students who may need intervention before they fall significantly behind.

When Special Education services are needed, a key factor in determining this need is students' response to effective instruction.

Finally, in an RTI model, students who struggle are the collective responsibility of the entire school, working in collaboration with the home. Emphasis is placed on the coordination and collaboration between classroom, intervention and Special Education teachers to ensure continuity and quality of the instructional program. Parents should be sought out to be active participants in this process.



Key Points

- In RTI, we don't wait for students to fail before providing additional support
- Response to instruction is a key to identifying students
- Classroom, intervention and special ed. teachers collaborate and coordinate instruction
- Struggling students are everyone's responsibility



Notes

What is Response to Intervention (RtI)?

9

What is RtI?
A multi-level prevention approach where assessment informs instruction so that teachers may respond quickly and effectively to students who are at risk for learning difficulties.

What is the purpose of RtI?
To provide support and intervention to reduce the number of students with learning difficulties and to assist with the identification of students with learning disabilities.

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This slide has 4 ✓☆CLICKS of animation

SAY:

This graphic represents a progression of support within a multi-level approach.

DO:



Click for animation.

SAY:

Think about what you have just heard. What is RTI?

DO:

Ask for volunteers to respond to the question on the slide. Then,



Click to bring up the answer.



CLICK to bring up the second question. Read the question, to your audience: What is the purpose of RtI?

Allow participants a few moments to discuss this question at their tables. Ask for a few volunteers to provide answers. Then,



CLICK to bring up the answer. Validate participants' responses and explain any points not mentioned as necessary.



Key Points

- RtI is a multi-level approach
- RtI uses assessment to inform instruction and emphasizes early intervention
- The purpose of RtI is to provide support and intervention to reduce the number of students with learning difficulties and to assist with the identification of students with learning disabilities.



Notes

Rtl: Prevention and Intervention 10

There are 3 levels of prevention which reflect the intensity of the services provided to students

	Tertiary	
	Secondary	
	Primary	

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Key Points

- There are three levels of prevention in an Rtl framework
- In Texas, educators have typically used the words tier and level interchangeably

SAY:

The National Center on Response to Intervention refers to intensity of the service provided as levels of prevention.

There are 3 levels of prevention: Primary, Secondary and Tertiary.

- *Primary is the regular classroom core instruction and curriculum.*
- *Secondary is in addition to primary and provides intervention targeted to students' needs.*
- *Tertiary is also supplemental to primary, but is more intense than secondary and is for students who did not adequately progress in secondary.*

Historically, educators in Texas have typically used the word "tiers" to refer to these three levels.

Throughout this presentation, we will use the term level and tier interchangeably as we discuss Rtl.



Notes

An Rtl Approach is a Whole-School Commitment 11

- A multi-level approach to prevention and intervention is complex
- A well-planned model must be in place if Rtl is to be successful
- Considerations:
 - Rtl leadership team (decision-making, planning, monitoring student progress ...)
 - Assessments (type, when/how often, data analysis ...)
 - Resources (staff, materials, location ...)
 - Daily/Weekly schedules (time for meeting, planning and instruction ...)
 - Highly skilled teacher-interventionists (professional development, specialist support ...)

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SAY:

An Rtl approach is a complex whole-school commitment. For a successful Rtl approach you need a well-planned model.

When planning implementation, there are many things to consider . A number of these considerations are not within the control of an individual classroom teacher. For a successful RTI Implementation, stakeholders should work together to make decisions.

Considerations include creating an RTI leadership team where team members help make decisions, plan, and monitor student progress. The team must also make decisions about assessments. Which assessments will be used in the school, when are they given, how often, and what are the expectations about data analysis and how data is used?

Available resources often contribute to decisions about the school's RTI framework. For example, providing intervention is dependent upon the number of trained staff available to provide instruction, the materials available to support intervention, as well as the physical location of where intervention will be offered.

Scheduling is a huge part of implementing an effective RTI approach. A teacher usually does not have extra time in the day to teach a small group for an additional 20-30 minutes. This additional small group time must be scheduled and time for planning must also be considered.

Another important consideration is ensuring that highly skilled teacher-interventionists are in place. This requires support and often additional professional development.

Fortunately, there are resources in place to help schools make these decisions. RTI4Success has many tools in place to help districts and schools effectively implement RTI.



Key Points

- Rtl is complex
- A whole-school commitment and planning is needed
- Important considerations include leadership, assessment, resources, schedules and skilled interventionists



Notes

Levels of Prevention 12

1

A. Primary
 B. All students in the class are served
 C. Whole group and small group
 D. High quality classroom instruction using a research-based curriculum
 E. 90 mins / day
 F. Classroom teacher
 G. Valid and reliable universal screening, benchmark assessments 3 times/year

A. Level of Prevention
 B. Which Students are Served
 C. Instructional Grouping
 D. Description of Instruction
 E. Duration of Instruction
 F. Provider of Instruction
 G. Assessment(s) Used

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This slide has 7 ✓☆☆ CLICKS of animation

SAY:

Let's reflect on what you've just heard. We will continue to use your RTI handout to help us reflect on our learning.

We'll do this first reflection together. As I model for you, you can fill in your graphic to match the graphic on the screen.

On the top right hand corner of your handout, there are labels that match the descriptors for each level of prevention. I'll use these labels, to fill in the bottom portion of the RTI graphic.

DO:



Click to reveal one descriptor at a time. Model with descriptor A. Then read the question for descriptors B through G and call on participants to answer.

- A. Level of Prevention. I will record Primary at the top of this portion of my pyramid.
- B. Which students in the class are served in the primary level of prevention?
- C. How are students grouped for instruction during the primary level of prevention?
- D. How might we describe the instruction or curriculum that is used?
- E. What is the duration of the instruction? How much time, and how often?
- F. Who typically provides the instruction at this level?
- G. What types of assessments are used at the primary level of prevention?



Key Points

- Use your handout to reflect on the primary level of prevention.



Notes

Levels of Prevention 13

2

A. Secondary
 B. Students identified as at-risk for reading difficulties
 C. Homogenous small group
 D. Evidence-based intervention(s)
 E. 20-30 minutes, 3-5 times / week
 F. Classroom teacher, interventionist, specialist
 G. Progress monitoring approximately every 2 weeks

A. Level of Prevention
 B. Which Students are Served
 C. Instructional Grouping
 D. Description of Instruction
 E. Duration of Instruction
 F. Provider of Instruction
 G. Assessment(s) Used

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SAY:

Now let's turn to the secondary level of prevention, which is sometimes called Tier 2. We will continue to use the RTI handout to help us reflect on our learning.

Remember, on the top right hand corner of your handout, you will notice labels that indicate descriptors for each level of prevention. Referring to these labels, let's fill in the middle portion of the RTI graphic together.

DO:



Read the question for each descriptor and call on participants to answer. Then *click* to reveal one descriptor at a time.

- A. Level of Prevention. What will you record at the top of this part of the graphic?
- B. Which students in the class are served in the secondary level of prevention ?
- C. How are students grouped for instruction during the secondary level of prevention ?
- D. How might we describe the instruction or curriculum that is used?
- E. What is the duration of the instruction? How much time, and how often?
- F. Who typically provides the instruction at this level?
- G. What types of assessments are used at the secondary level of prevention?

SAY: Progress monitoring is essential and should occur approximately every 2 weeks. So that appropriate instructional decisions are made, the teacher should ask the following questions:

- Are students meeting performance goals?
- Are they making progress at an acceptable rate?
- Does instruction need to be adjusted or changed?



Key Points

- Use your handout to reflect on the secondary level of prevention.



Notes

Intervention Should Adapt to Student Needs 14

“Progress monitoring data are used to determine when a student has or has not responded to instruction... Increasing the intensity of an intervention can be accomplished in a number of ways:

- Lengthening instructional time
- Increasing the frequency of instructional settings
- Reducing the size of the instructional group
- Adjusting the level (and focus)of instruction
- Providing support from a teacher with more experience and skill”

National Center on Response to Intervention, 2010, p. 7.

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SAY:

Progress monitoring is essential and should occur approximately every 2 weeks. So that appropriate instructional decisions are made, the teacher should ask the following questions:

- *Are students meeting performance goals?*
- *Are they making progress at an acceptable rate?*
- *If not, how does instruction need to be adjusted or changed?*

If students are NOT being successful during Tier 2 intervention, the first place to look is at our instruction. Here are some things to consider:

DO:

Read slide.



Key Points

When necessary, the intensity of the intervention may be increased in a number of ways:

- Length
- Frequency
- Group size
- Level and focus of instruction
- Experience/skill of teacher



Notes

Revisit your Instructional and Academic Strategies 15

- Another consideration is the effectiveness of the actual reading instruction.
- Lack of student progress should lead educators to reconsider the instructional strategies and modalities being used with students

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SAY:

When progress monitoring indicates that students are not making the necessary progress, teachers should look at how instruction is being delivered to students.

Ineffective strategies and modalities need to be modified or replaced with other proven methodologies. Collaboration between the intervention provider, the classroom teacher and other campus specialists (reading coach, instructional coordinators, special ed teachers and administrators) is key in making sound changes to the intervention program.



Key Points

- If progress monitoring shows that the student is not making any or sufficient progress, then their instruction needs to be altered
- Ineffective strategies should be replaced with other research based approaches
- Classroom teacher should collaborate with other campus specialists in making the necessary changes



Notes

Levels of Prevention 16

3

A. Tertiary
 B. Students not responding to secondary intervention
 C. Individual
 D. Individualized intervention
 E. 30-45 minutes daily
 F. Classroom teacher, interventionist, specialist
 G. Weekly progress monitoring

A. Level of Prevention
 B. Which Students are Served
 C. Instructional Grouping
 D. Description of Instruction
 E. Duration of Instruction
 F. Provider of Instruction
 G. Assessment(s) Used

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SAY:

Let's fill in the Tertiary Level of Prevention chart using the RTI handout and answering the questions at the top of the slide.

DO:

Walk participants through the questions one at a time, providing the answer to each and allowing for discussion of each in turn.



As you are ready, click for animation to review each descriptor.

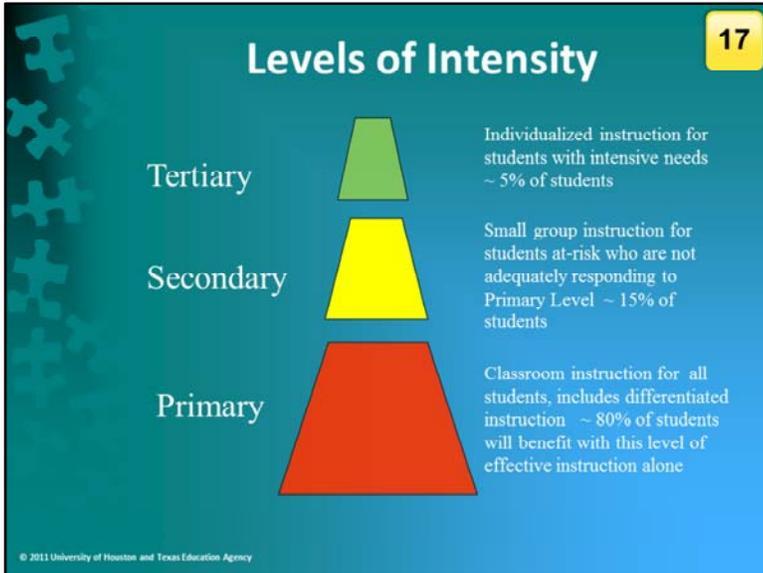


Key Points

- Use your handout to reflect on the tertiary level of prevention.



Notes



SAY:

How many students should we expect to serve in each level? While there is variability between classrooms of course, Rtl research provides some target levels for effective classrooms in effective schools.

In these classrooms, we expect most students in the class, about 80%, to benefit from the primary level of instruction alone.

Approximately 15% of students in these effective classrooms will benefit from the primary level of instruction, but also will require additional small group targeted intervention in order to be successful.

Approximately 5% of students struggle significantly. These students have not made adequate gains in reading in the primary or secondary level of prevention and we expect that this small number of students will not meet grade level expectations unless we provide very intensive targeted instruction.



NOTES FOR PRESENTER:

This graphic can help decision makers reflect on the effectiveness the instruction provided at each level . If more than 15% of students require instruction at the secondary level, then consider focusing on improving core instruction and curriculum. Likewise at the tertiary level. If more than 5% of students require this level of intensity, then the problem that has led to high numbers requiring tertiary support has not been addressed.



Key Points

In general, in effective schools:

- About 15% of students require instruction at the primary and secondary level of prevention
- About 5% of students require instruction at the primary and tertiary level of prevention



Notes

Activity 18

Discuss with a neighbor what you have learned about RtI.

- What is RtI
- What are the three levels of Intensity
- What do the three levels look like
- The concept of shared responsibility

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Key Points

DO:

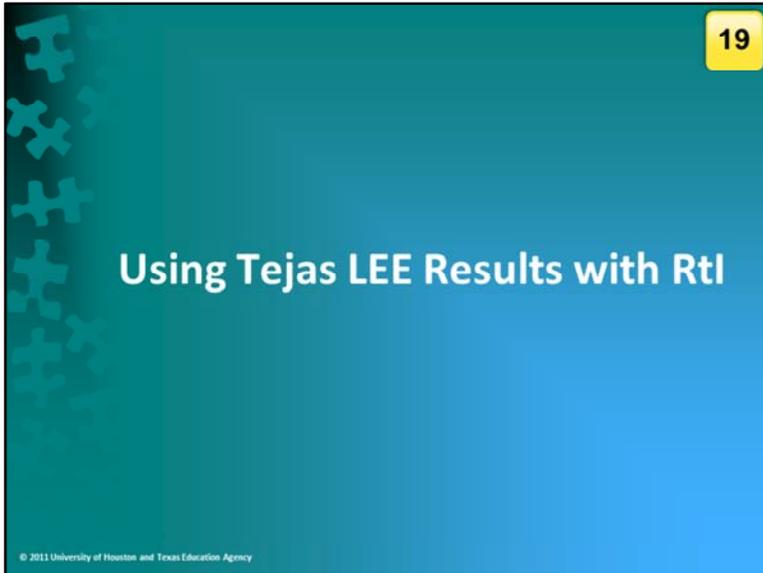
Allow participants to discuss what they have learned thus far about RtI. If necessary, help guide the discussions by suggesting veins of conversation. You might refer participants to the bullets on the slide or suggest they discuss who is served at each level, the length and type of instruction at each level, who might conduct the intervention and the assessments at each level.



If time allows, let participants share some of their learning and answer any questions about doubts they still have.



Notes



SAY:

There are several things to consider when making decisions about who will receive intensive support over and above the primary level of prevention. For example, we talked earlier about resources which include staffing, and materials.

Right now however, we are going to look only at student needs and how our data might help us to make decisions about who requires intervention.

The Tejas LEE provides teachers with hundreds of scores for a class of students over the year. You will need to prioritize which pieces of this data are most crucial based on the specific needs of each classroom. It's important to be thoughtful about this data when creating criteria for deciding who might receive intervention. First, let's think generally about the assessment.

The Tejas LEE is administered at each grade level 3 times per year. There are also three performance levels for Tejas LEE to consider when determining whether a student requires intervention. Let's look at each of these performance levels.



Key Points

- Using data will help educators make decisions about who requires intervention
- At times it will be necessary to prioritize and decide which pieces of the data are most crucial for deciding intervention



Notes

Performance Levels 20

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Desarrollado (D) = The student has mastered the skill.

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SAY:

On the Tejas LEE, "Performance Level" appears at the bottom of each task page in a box titled "Nivel de logro". There are 3 different performance levels on the Tejas LEE. The first is "Desarrollado" (Developed). Students who score Developed have mastered the skill assessed on the Tejas LEE.



Key Points

- There are 3 performance levels on the Tejas LEE.
- Desarrollado (D) means a student has mastered the skill.
- The cutpoints for the D level will remain constant throughout the entire year.



Notes

Performance Levels 21

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
→ NE	0-2	0-2	
NI			0-2

Nivel esperado (NE) = Indicates the student is performing at a level expected for that grade and time point. The student is expected to further develop this skill during the remainder of the school year. A score of NE is acceptable and should not be considered problematic.

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SAY:

The second performance level is “Nivel esperado” (NE), or Expected Level. Not all tasks on the Tejas LEE have NE scores. When a task has an NE score, it will only appear during Beginning of Year and/or Middle of the Year administrations.

Nivel esperado indicates that the skill being assessed on the Tejas LEE is one that is may be taught on an on-going basis. As such, it would not be reasonable to assume that a student would have mastered this skill at the beginning or middle of the school year.

However, NE scores always turn into NI (Nivel de intervención” scores by the End of Year. While the score should not be considered problematic, teachers should be providing on-going instruction and practice in these skills so that their students master them.



Key Points

- Nivel Esperado (NE) indicates that the student is performing at an expected level for that grade and time point.
- Not all tasks will have an NE level.
- There is no NE level at EOY as all students are expected to be Developed by the end of year.
- Teachers should still provide on-going instruction for students scoring NE, so that their students can master the skill (s).



Notes

Performance Levels 22

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
			0-2

Nivel de intervención (NI) = The student is performing well below the expected level for the grade level and time point; intervention is strongly recommended.

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SAY:

Note that the color of the NI box is different from D or NE. This is to draw teacher’s attention to scores in this range and to emphasize that the Nivel de intervención level requires teacher intervention with these students.

Note that a score of NI on the Tejas LEE differs from a score of SD on the TPRI. The SD scores are always EOY expectations on TPRI (with the exception of Comprehension). By contrast, the Tejas LEE NI scores apply to each time point, thus, a score of NI indicates a student requires intervention, regardless of the time of year.



INFORMATION FOR PRESENTER:

Since NI scores indicate a need for intervention at each time point, in some cases, there is no NI score at the beginning or middle of the year. These are skills that students are expected to develop during the school year, but there is no expectation that they will have mastered them at certain time points. The example below shows that for the skill shown, students are not expected to show mastery at BOY or MOY.



Key Points

- Nivel de intervención (NI) indicates that the student is performing below the expected level for that grade and time point and intervention is strongly recommended.
- Not all tasks will have an NI level at each time point.



Notes

23

Use the Numerical Score

- Instructional needs of students can vary greatly, even within the NI performance level.
- Always look at numerical scores, not just NI, NE or D

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SAY:

When looking at Tejas LEE results, it is important to note that within NI scores, there may still be a wide variety of student ability.

For example, in Kindergarten, on the letter name and letter sound tasks, the needs of a student who has a score of 3 will be very different from a student who has a score of 18 at MOY, even though both scores would be NI.

In second grade spelling, a student scoring 1 on this task will have very different instructional needs than one who has a score of 8, even though, again, both students will be NI on this task.

For this reason, when recording student results on the class summary sheet or printing student Tejas LEE results that you ensure that you are looking at the numerical results.

Use item level results to determine where your instructional focus should be. For example, in Kindergarten, look at which letters and sounds a student does know. De-emphasize these and focus efforts on those letters and sounds the students have not yet mastered.

In addition, teachers should monitor those students scoring NE on a task. Keep in mind that a score of NE becomes a score of NI at a later administration. NE students have yet to master these skills.



Key Points

- It is important to look at the numerical score in addition to the performance level
- Even within the NI performance level, there can be wide range in student ability
- Use item level analysis to really pinpoint where your instruction focus should be
- Teachers should also keep an eye on students who scored NE, to help prevent future NI scores.



Notes

Who Should Receive Intervention?

24

The ultimate decision for placement in intervention is a district/campus decision based on the needs of students in the district/campus, and the resources available to provide intervention.

Considerations:

- What are the instructional strengths of the district/campus?
- What are the instructional weaknesses of the district/campus?
- Have any changes occurred that might affect these patterns?
- What are the instructional goals/priorities for the district/campus?
- What resources are available for intervention?

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DO:
Read slide.



Key Points

Intervention placement decisions consider:

- Instructional strengths and weaknesses of school(s)
- Instructional goals/priorities for school(s)
- Resources available for intervention



Notes

Suggested Tejas LEE Tier 2 Criteria 25
(Secondary Level of Prevention)

tejas-LEE
SUGGESTED CRITERIA FOR TIER 2 SELECTION
2010-2011

Be sure use the suggested criteria for using the Tejas LEE to identify students in the most need additional instruction. This is not a district criterion. District's Computer must make independent decisions regarding identification according to their own criteria, and to program requirements as well as each state's local student's needs.

GENERALIZED

NOT

ANY ONE OF THE FOLLOWING

- * TEJ no answer 1
- * TEJ no answer 4.1
- * TEJ no answer 10

YES

ANY ONE OF THE FOLLOWING

- * TEJ no answer 1
- * TEJ no answer 2
- * TEJ no answer 4.1
- * TEJ no answer 4.2
- * TEJ no answer 4.3
- * TEJ no answer 4.4
- * TEJ no answer 5
- * TEJ no answer 6
- * TEJ no answer 10

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tejas-LEE
SUGGESTED CRITERIA FOR TIER 2 SELECTION
2010-2011

Be sure use the suggested criteria for using the Tejas LEE to identify students in the most need additional instruction. This is not a district criterion. District's Computer must make independent decisions regarding identification according to their own criteria, and to program requirements as well as each state's local student's needs.

GENERALIZED

NOT

ANY ONE OF THE FOLLOWING

- * TEJ no answer 1
- * TEJ no answer 4.1
- * TEJ no answer 10

YES

ANY ONE OF THE FOLLOWING

- * TEJ no answer 1
- * TEJ no answer 2
- * TEJ no answer 4.1
- * TEJ no answer 4.2
- * TEJ no answer 4.3
- * TEJ no answer 4.4
- * TEJ no answer 5
- * TEJ no answer 6
- * TEJ no answer 10

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Key Points

- The sample criteria provided by Tejas LEE serve as a reference when making intervention placement decisions
- Sample criteria may be modified
- Final tier designations are made by districts and schools

SAY:

Look at pages 11-12 in your Participant Packet. These pages have the Suggested Tejas LEE Criteria for Placement in Tier 2 for all four grades (Kinder through 3rd).

The “Suggested Tejas LEE Criteria for Placement in Tier 2” may be used as the sole identifier of students needing additional instruction. They also may be modified, and may be used in conjunction with other district criteria.

The ultimate decision for Tier designation is a district decision based on the needs of students in the district, and the resources available to provide intervention.



Notes

Adjusting Tier 2 Criteria

26

- In some cases, your Tier 2 Criteria may identify more students than you can possibly serve or identify very few students for intervention
- In these cases, you will want to adjust your criteria upwards or downwards

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SAY:

The suggested Tejas LEE Tier 2 criteria or district criteria will not always identify 20% of a class as requiring intervention. Each classroom is unique as are the particular sets of skills, strengths and weaknesses that students bring.

If a teacher is working with a class that has weaker skills, it is quite possible that Tier 2 criteria will identify more students than can possibly be served in RtI. In this case, you will want to adjust your criteria to reduce the number of students identified to a more manageable number.

If a teacher has the fortune to work with a class with strong skills, it is possible that very few students will be identified for intervention. In this ideal situation, the teacher should bump up the criteria to work on higher level skills.

The amount of adjustment you will make will depend on the resources available in your building for intervention. The more resources, the more students you can serve.



Key Points

- The suggested Tier 2 criteria might not always identify 20% of students as needed intervention
- Sample criteria may have to be adjusted to reduce or increase the number of students needing intervention
- The amount of adjustment needed will depend on the personnel and resources available on your campus



Notes

Tejas LEE Suggested Criteria 27
Grade 2

SECOND GRADE

BOY, MOY and EOY

ANY ONE OF THE FOLLOWING

- “NI” on section 1
- “NI” on section 2: Exactitud de lectura and/or Comprensi3n de lectura
- “NI” on sections 3

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SAY:

This slide shows the Suggested Tier 2 criteria for second grade. Let’s look at some sample results.

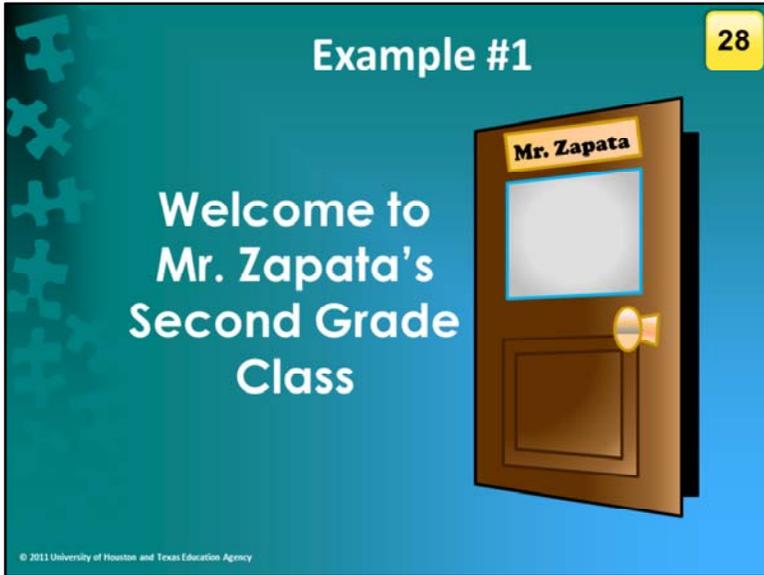


Key Points

- This screenshot shows the suggested criteria for second grade



Notes



SAY:

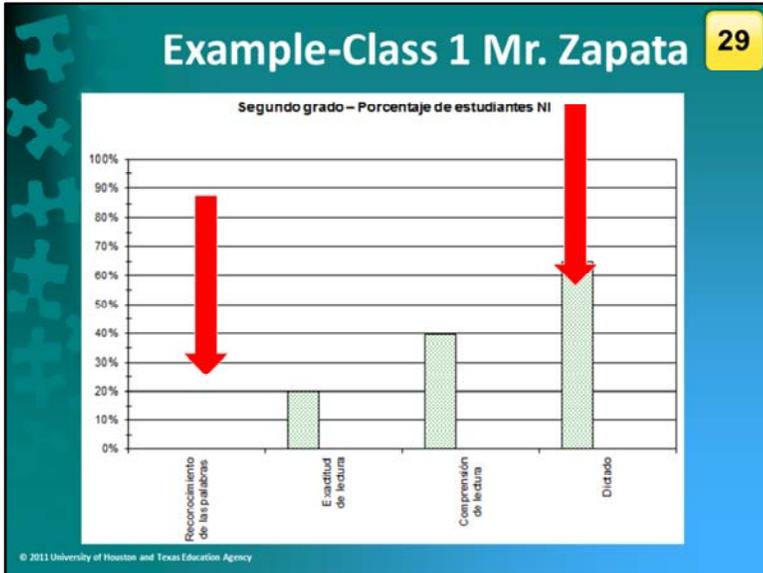
Let's take a look at an example where it might be necessary to adjust criteria.



Key Points



Notes



SAY:

This slide shows the BOY results for Mr. Zapata’s second grade class. When identifying students for intervention, Mr. Zapata found that for Section 1, Word Reading, no one needed intervention, but for Spelling, 65% of the class required intervention. Clearly, Mr. Zapata would not be able to serve 13 if his 20 students in Tier 2. The Tejas LEE suggested criteria has over-identified the number of students that can effectively be served in an Rtl program. He will have to prioritize the students who have the greatest need.

He also noted that 20% of his class was struggling with reading accuracy and 40% with comprehension. So, in order to determine how to prioritize his Rtl intervention, Mr. Zapata realized he needed to look at the numerical scores.



Key Points

- 65% of Mr. Zapata’s class was NI in spelling
- 40% were NI in comprehension
- 20% were NI in accuracy
- Students need to be prioritized to determine the ones with greatest need



Notes

**Example #1
Summary** 31

- Suggested criteria **over-identified** students for intervention
- Need to prioritize students in order to effectively serve them in intervention
- Look at raw scores to determine students' with greatest needs

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DO:
Paraphrase slide.



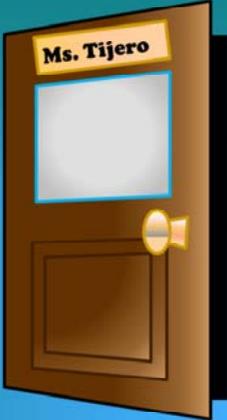
Key Points



Notes

Example #2 32

**Welcome to
Ms. Tijero's
Second Grade
Class**



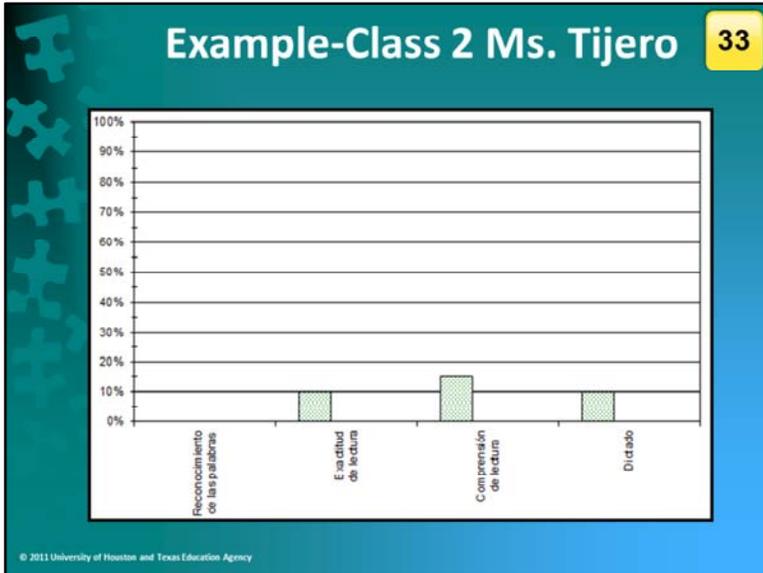
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Key Points



Notes



SAY:

Ms. Tijero's results are quite good for BOY. In this case, the suggested criteria have under-identified students who could benefit from Rtl. Ms. Tijero realized that the available resources to serve more students than those identified by the criteria. She decided to dig deeper into her Tejas LEE data.



Key Points

- In this example, the criteria has under-identified students needing intervention.
- Resources are available for additional students, so Ms. Tijero must dig deeper into her data to determine which students would benefit most from this extra help



Notes

Example #2 35
Summary

- Suggested criteria **under-identified** students for intervention
- There are available resources to serve more students than those identified by the criteria
- Look at additional skills to determine which students would benefit from preventative intervention that would help thwart future difficulties

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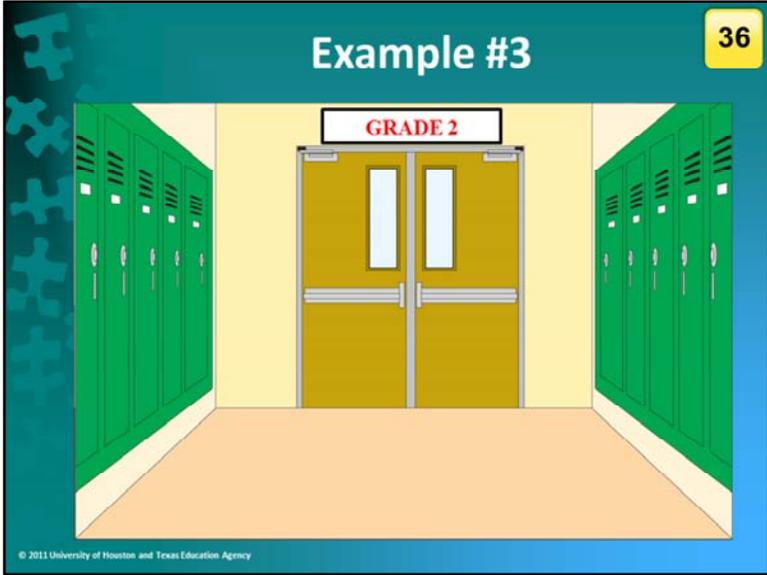
DO:
Paraphrase slide.



Key Points



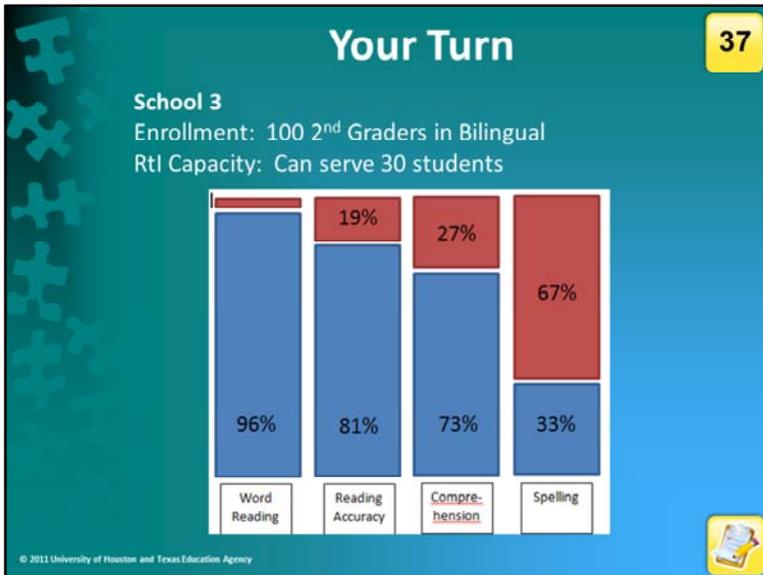
Notes



Key Points



Notes



SAY:

Now it's your turn to take a look at some sample data and to decide how you might use the results to determine your RtI groups. In this case, let's look at results from a school-wide perspective rather than a single classroom. The BLUE represents students who were NE or D in the particular skill. RED represents students who scored NI.

DO:



Have the participants work in groups to decide how this sample school might adjust their RtI criteria to best serve the students needs. They can jot down their thoughts in the Participant Packet. Let them know that one participant from each group will share an idea they had. Then, have groups share their ideas.

If the following are not mentioned, point these out as ways to deal with the high need in spelling.

1. Since 2/3 of the grade level requires intervention, this could be done through whole class in each classroom
2. The school could use the Tejas LEE Spelling tools available on our website to identify specifically which spelling skills need to be addressed for the entire grade and which could be taught during intervention/small group instruction.
3. The school could look at the individual numerical scores of students to see who needs the most assistance in spelling and to see how well these students map on to those needing intervention for word reading, reading accuracy and comprehension. Those struggling with spelling will probably have weaknesses with other foundation skills.
4. Teachers may require Professional Development in teaching spelling in Spanish



Key Points

- Blue represents students who were D or NE on a particular skill
- Red represents the number of NI students on a particular skill
- Does the criteria need adjusting in this scenario?



Notes

Considerations for Identifying Students for Intervention 38

When classifying students using any criteria, four results are possible:

	Students At-Risk	Students NOT At-Risk
Criteria Identifies At-Risk	At-risk students receive intervention	Students not at-risk receive intervention
Criteria Misses Some At-Risk	At-risk students DON'T receive intervention	Students not at-risk don't receive intervention

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Key Points

- Four classification results are possible
- Failing to identify students who should be identified is the most dangerous identification error

DO:

Review slide.

SAY:

In a perfect world, all decisions would fall into either green category above. However, accepting that some errors in classification will occur, the errors described in the yellow category are preferable to the errors described in the red category.

When students who are not at risk are incorrectly classified as being at-risk, the result is that they receive extra support (yellow).

However, when students who are at-risk are incorrectly classified as being not at-risk, it means we may fail to provide them the assistance they require in order to be successful (red).

As schools finalize their criteria, remember that the goal is to set criteria that will make it less likely that any student will “fall through the cracks” and miss important early reading instruction.

DO:



Have participants fill in the colors on the table in their participant packet with green, yellow, and pink highlighters.



Notes

A Successful RtI Program...

39

- Is a collaborative effort between administrators, classroom teachers and others providing assistance
- Identifies students for intervention based on criteria
- Serves an appropriate number of students as school resources will allow
- Is flexible and is updated as students demonstrate mastery of skills through progress monitoring

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SAY:

There are several important points to re-emphasize about RtI.

FIRST, teachers cannot implement RtI completely on their own. The process needs to be collaborative. Administrators should work with classroom teachers to coordinate the efforts of interventionists, reading coaches, teacher aides, special-ed teachers and others who will provide support to students receiving intervention. The administrator and the teacher should establish the priority skills to be worked on and may need to provide training and materials to those assisting in the effort.

SECOND, the criteria used must identify those students at risk of reading failure (Your Texas LEE data are an excellent source) to avoid having students who are at risk overlooked by the selection criteria.

THIRD, the number of students in intervention must not exceed the capacity of the structures and resources in place. Quality instruction is much more important than the quantity served. If large numbers of students require remediation on a particular skill, consider providing that support during regular reading instruction (whole or small group) rather than in RtI time.

FOURTH, RtI programs need to be flexible. Once students have mastered skills, they can be exited from RtI to make room for others. On-going progress-monitoring using the MPLP and MPE can assist teachers and administrators with these critical decisions.



Key Points

- Implementing RtI should be a collaborative effort
- RtI identifies students needing intervention based on pre-determined criteria
- Number of students served is based on school resources, personnel, and materials
- RtI is flexible



Notes



SAY:

Reflect on what you have learned about Rtl today and where your school is in the Rtl process. Are you right on target and hitting the bulls-eye? Are your intervention arrows close to the center? Or do you have more work to do?

Take out your participant packet and go to the last page. Work through the check list and define a set of next steps to take at your campus/district.

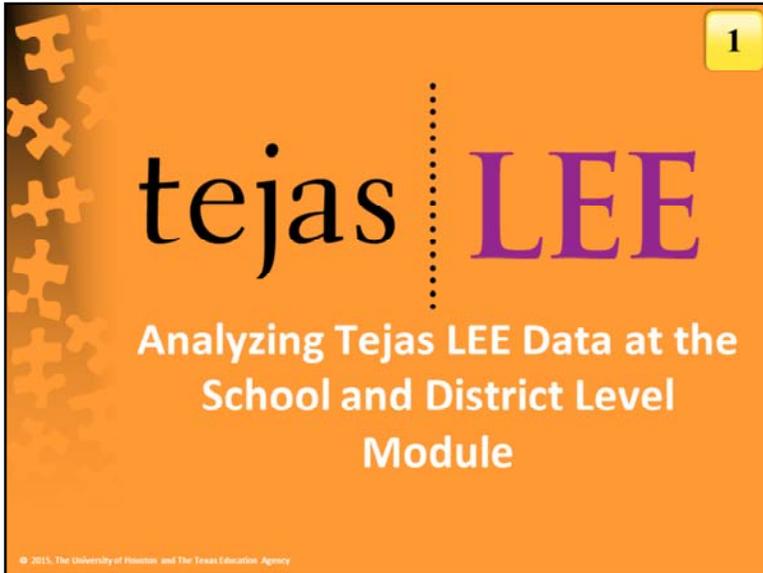


Key Points

- Where is your school in regards to Rtl implementation?
- Use checklist in participant packet as a starting point for determining next steps



Notes



Key Points



Note For Presenter

- Before this training prepare Tejas LEE results aggregated by grade level and/or district
- Also have previous year(s) results if available.
- Allow at least ½ day for this training



NOTES FOR PRESENTER:

*****NOTE: Allow a minimum half day for this training*****

This presentation is designed for principals and teacher leaders. Participants should bring the following to this training or should have the following prepared for them:

- Their latest Tejas LEE results aggregated by grade level. You may aggregate results on the Tejas LEE_Grade_and_School_DataGrid_FINAL (available by contacting the Tejas LEE staff; tejaslee.info@times.uh.edu) or you may use a similar grid provided by your electronic Tejas LEE vendor.
- Tejas LEE results from previous year(s) if available, also aggregated by grade level
- If your district has more than one bilingual elementary campus, consider also providing aggregated district level Tejas LEE results for comparison.
- Spanish Planning Template.

For this presentation, encourage participants to look at their own data as you explain and clarify using the sample data in this presentation. If possible, provide district level data for each slide so schools can compare their performance to the entire district. Allow schools to add to their Planning Templates as they have insights.

If your audience has ample experience looking at Tejas LEE data, you may wish to shorten or skip over the sample data slides. If you face time constraints, consider splitting up this presentation and presenting grade levels on different dates. There is so much detail that even your most knowledgeable Tejas LEE users are likely to gain multiple new insights into our assessment.



Notes

2

Purpose

Augment data analysis efforts:
Work toward a replicable and regular process for analyzing and using data to improve student learning and performance

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SAY:

One purpose of today's training is to make this process a regular part of your campus' data analysis. The more regularly you do this type of analysis, the more familiar you will become with the intricacies of the Tejas LEE assessment. This intimate knowledge will translate into better insights and the data meetings will take less time.

DATA = Info!



NOTES FOR PRESENTER:

Make grade and school data analysis a regular part of your data analysis.

Regular data analysis will have the benefit of more familiarity with the Tejas LEE assessment, better insights into your data and more efficient use of valuable data analysis time.



Key Points



Note For Presenter

Make grade and school data analysis a regular part of your data analysis.

Regular data analysis will have the benefit of more familiarity with the Tejas LEE assessment, better insights into your data and more efficient use of valuable data analysis time.



Notes

Outline 3

- Review Tejas-LEE results
- Analyze district & campus level data:
 - BOY to MOY
- Summarizing observation data
- Instructional planning
- Next steps, Questions, Wrap-Up

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SAY:

We strongly recommend that your audience have their K-3 Reading Instructional Plans & latest Tejas LEE results in front of them when your turn around this training to your district or school. You will want them to get those materials out.

You will review Tejas-LEE results section by section to help them understand how to read changes in the number of students NI.

You should also analyze district & campus level data:

- *For the current benchmark*
- *Comparing this timepoint to previous ones (if after MOY or EOY)*
- *Across grade levels (are there common strengths or weaknesses vertically)*
- *Across school years (if data is available)*

Then, as a team, they will have time to summarize y observation data and conduct Instructional planning – to refine and further develop their K-3 Instructional Plans. Provide teams with a chance to share their insights and planning, discussing next steps. During your training be sure to provide an opportunity for questions and then a wrap-up.

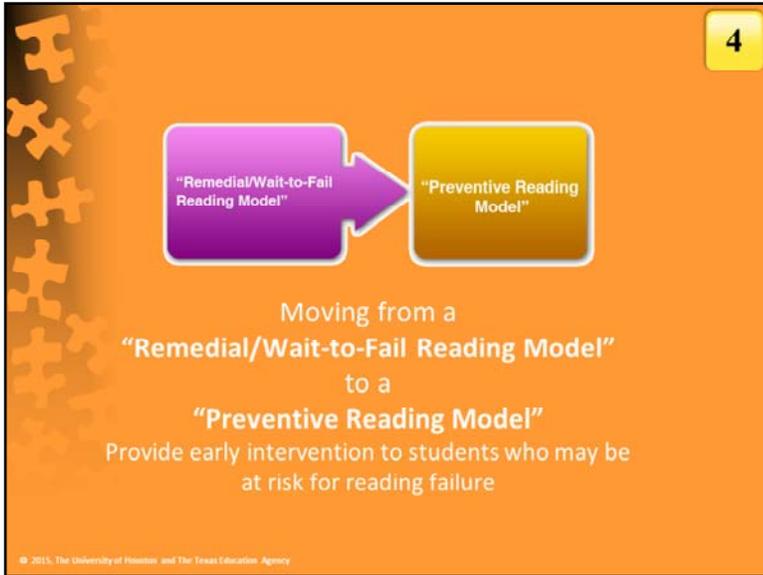


Key Points

- Review the main objectives of today’s training.
- Stress that the most important part of the day is the opportunity to plan using their latest Tejas LEE data.



Notes



Key Points

- Previously, schools used a "Wait to Fail Remediation Model".
- A "Preventive Reading Model" is much, more effective.

SAY:

Traditionally, schools have followed a Wait-to-Fail reading model. In this model, no intervention occurs until after a child has failed tests or been retained. It is an old school model that has not served us well.

Instead, we need to move to a "Preventive Reading Model" that identifies students at risk of reading failure, who are then supported by intensive and individualized remediation.



Notes

5

Early Intervention Matters

The poor first-grade reader almost invariably continues to be a poor reader (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Torgesen & Burgess, 1998).

74% of children who are poor readers in 3rd grade will remain poor readers in 9th grade (Francis, D., Shaywitz, S., & Fletcher, J. 1996).

Later intervention requires greater intensity and longer duration and will not have a strong impact on a student's fluency rate (Torgesen et al., 2001; Torgesen, 2002).

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DO:

Paraphrase or read the quotes on this slide.

SAY:

*Then what happens when the children get to 9th grade?
(They drop out)*



Key Points

- Without early intervention, reading difficulties can become chronic and very difficult to overcome.
- Early intervention matters. It is much more effective and costs less than later intervention.



Notes

On Tejas LEE, Who is at Risk? 6

- In any grade level, students who are performing at or below the NI cut points are in the lowest 15th percentile based on the performance levels of the pilot samples.
- Students who score NI on one or more of the sections at any given time point are significantly more likely to be in the bottom 25th percentile on the Basic and/or Broad reading clusters of the Woodcock Johnson Language Proficiency Battery.

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DO:

Paraphrase the information on this slide



ADDITIONAL INFORMATION FOR PRESENTER:

During our pilot studies, students also took several sections the Woodcock Johnson (Woodcock Munoz) reading assessments. The fact that both assessments identified the same students demonstrates the reliability and validity of the Tejas LEE assessment.



Key Points

- Students who are NI on the Tejas LEE were in the bottom 15th percentile of those taking the pilot samples.
- NI students perform poorly on other reading tests, showing that the Tejas LEE is a reliable and valid assessment.



Notes

7

“An ounce of prevention is worth a pound of cure.”

Reflect on the last few years:

- What has it meant to individual students who have been identified as struggling readers and received early intervention?
- What are you doing differently this year to meet the individual needs of students?

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SAY:

Think about one thing you are doing differently this year.

(Possible examples)

-Adjust PDs according to Teachers’ needs in addition to Students’ needs

-Identifying what in Core can be used as Intervention

-Consistency w/ GK instruction, no excuses

-Willingness to change, adapt Teaching style. Campus instructional coaches adjusting to Teachers.

-lower Teacher/Student ratio. Another adult in room for 90 min block = NOT doing bulletin boards = helping.



Key Points

- Participants reflect on things they are already doing differently to address the needs of their struggling readers.



Notes

Tejas LEE Inventory 8

- Target = less than 20% NI at each Benchmark (BOY, MOY, and EOY)

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SAY:

On the Tejas LEE: Target is not end of year – expect less than 20% to be NI at all time points tasks with performance expectations.



ADDITIONAL INFORMATION FOR PRESENTER:

For participants familiar with the TPRI, the Tejas 20% any timepoint standard is very different than the TPRI expectations. TPRI expects higher percentages of students to be SD at BOY and MOY on most skills. TPRI targets are END OF YEAR, while Tejas LEE targets are established separately for each timepoint.



Key Points

- AT ALL TIMEPOINTS, less than 20% of students should be NI on any section.
- If your participants use both the TPRI and Tejas LEE, ensure that they understand this important difference between the two instruments.



Notes

9

Why 20%???

The Tejas LEE was developed such that *at least* 80% of students performed above the NI cut-points and *no more than* 20% performed below.

No more than 20% of the pilot sample's students were unable to meet this criteria by the end of the school year and this percentage was much smaller for many skills.

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DO:

Read or paraphrase the information on this slide.



Stress to your participants that 20% NI is NOT the expectation for each section. Rather they should consider the 20% to be the maximum for any particular skill at any timepoint. For many, more basic skills (particularly on the Kinder and G1 assessments), the percentage NI should be much less than 20%.



Key Points

- The 20% NI expectation set by the developers of the Tejas LEE were based on the results of the pilot studies conducted.
- The 20% NI is NOT the expectation, but the MAXIMUM NI percentage for any skill at any timepoint



Notes

Tejas LEE Kindergarten: 10
Optional Section:
Students & Book and Print Awareness

Grade Level	Assessment Period	Book and Print Awareness (Optional)	
		Number of Students	%NI
K	BOY		≤20%
	MOY		≤20%
	EOY		≤20%

	Principio	Mitad	Final
D	8-10	8-10	8-10
NE	6-7		
NI	0-5	0-7	0-7

Students
Book & Print Awareness

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Key Points

- For Book and Print Awareness, the NI cutoff score increases between BOY and MOY.
- As this is a basic skill, expect significantly less than 20% of students to be NI by EOY.

SAY:

Let's start by looking at the optional Book and Print Awareness section. As you can see, our expectations are that less than 20% of the class will be NI at any time point. However, as Book and Print Awareness is a basic skill, we would hope that by End of Year, the percentage NI would be significantly below this amount.

Also, keep in mind that the NI cutoff increases between BOY and MOY. So, even though it is unlikely, it is possible to see an increase in the number of students NI at MOY. (Point to Performance Level Box for this section)



Notes

Tejas LEE Kindergarten:
Sections 1-2: Graphophonemic Knowledge
Letter Name/Letter Sound (GK)

11

Graphophonemic Knowledge (Sections 1-2)				
Number of Students	Letter naming		Letter/sound knowledge	
	#NI	%NI	#NI	%NI
		≤20%		≤20%
		≤20%		≤20%
		≤20%		≤20%

	Principio	Medio	Final
D	26-30	26-30	26-30
NE	10-25	19-25	
NI	0-9	0-18	0-25

	Principio	Medio	Final
D	26-30	26-30	26-30
NE	10-25	19-25	
NI	0-9	0-18	0-25

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SAY:

For the Kinder Letter Name/Letter Sound sections, you will note that the expectations (less than 20% NI) doesn't change from BOY to MOY to EOY.

However, (point to the Nivel de logro table) what a student must know to score above the NI threshold at each time point changes. At BOY students are expected to know a minimum of 10 letter names and letter sounds to score above NI. By middle of the year, this increases to 19 and by end of year, to a minimum of 26 sounds/letters.

Thus, since the bar is raised at each administration, it is possible (however unlikely) that the NI numbers/percentages can rise from BOY to MOY or from MOY to EOY.

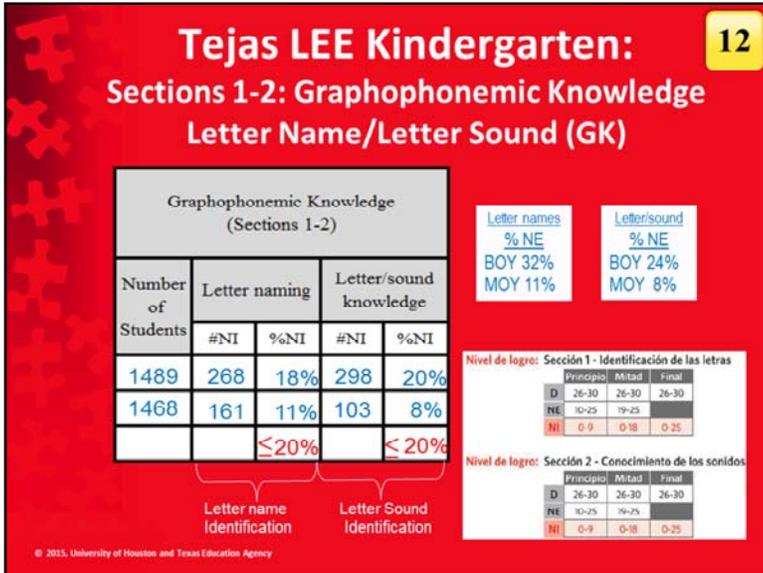


Key Points

- For Kinder, Sections 1-2, Letter Name/Letter Sound, the minimum score to avoid an NI score changes at each timepoint.
- Thus, while the % NI remains constant at 20% or less, the expectations rise at each administration.
- Because a higher score is required to avoid NI at MOY and EOY, it is possible that the % NI could increase from one administration to the next.



Notes



This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Let's look at some real data for some insights. A Texas district generously allowed us to use their real 2014-2015 district level data to help us show how you can look at your own school and district level data, which we will show in BLUE.

As you can see, approximately 1500 Kindergartners took Sections 1 and 2. There is good news here for this district. At BOY, this district was already at or below the 20% threshold. However, work on Letter Names and Letter Sounds is NOT finished. Remember that at BOY, this only means students know a minimum of 10 letter names or sounds.

✓ ☆ CLICK

In this district, another 32% at BOY were NE on letter names and 24% were NE on letter sounds. However, the GK instruction appears to be working as at MOY the percentages of the class NI has dropped to 11% and 8% respectively. Even better news is that the combined NI and NE percentages for MOY (not shown here) are already less than 20% (19% for letter naming and 15% for letter sounds). We certainly don't want to forget about those students who have not yet mastered these skills and would like to see the NI numbers drop even further at EOY.



Key Points

- At BOY, district data shows the % NI is already less than 20%
- At MOY, % NI is even better despite an increase in the number of letters needed to score NE
- By MOY, the combined NE and NI scores are less than 20%, so good instruction in Letter Name/Letter Sounds is occurring district wide.



Notes

Tejas LEE Kindergarten: 13

Section 3:
Phonological Awareness--Rhyming (PA)

Phonological Awareness (Section 3)		
Number of Students	Rhyming	
	#NI	%NI
		≤ 20%
		≤ 20%

Examine at MOY and EOY

	Principio	Mitad	Final
D	4-5	4-5	4-5
NE	0-3		
NI		0-3	0-3

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Key Points

- For BOY, students are not expected to know how to rhyme. For this reason there is no NI score for this section at BOY.
- Students are expected to have mastered this skill by MOY.

SAY:

We do not expect Kindergartners to enter Kinder knowing how to rhyme. For this reason there is no expected score for this section and no NI performance level. (Point to the checkerboard square over the BOY %NI box on the table.)

However, by MOY, we do expect that Kindergartners will be able to generate rhymes.



Notes

Tejas LEE Kindergarten: 14
Section 3:
Phonological Awareness--Rhyming (PA)

Phonological Awareness (Section 3)		
Number of Students	Rhyming	
	#NI	%NI
1489		
1468	352	24%
		≤ 20%

Examine at MOY and EOY

	Principio	Mitad	Final
D	4-5	4-5	4-5
NE	0-3		
NI		0-3	0-3

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Key Points

- MOY rhyming results at 24% are a little higher than we would like to see. Teachers should direct more of their PA instruction to ensure that all their students can rhyme.

SAY:

Looking now at our real data, you will note that no students are NI at BOY. Not shown here, but their data showed that at BOY, 59% of their students were NE in rhyming. Clearly, some excellent instruction in rhyming occurred during the fall semester as the percentage NI at MOY was 24%. While this is close to the 20% expectation, teachers should direct more of their PA instruction to ensure that all their students can rhyme.



Notes

15

Tejas LEE Kindergarten: Sections 4-5: Syllable Tasks (PA)

Phonological Awareness: Syllables (Sections 4-5)		
Number of Students	Blending and Segmenting Syllables	
	#NI	%NI
		≤ 20%
		≤ 20%
		≤ 20%

	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

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SAY:

Blending and Segmenting Syllables tasks are combined when looking at the performance level. There is an NI standard at BOY, MOY and EOY, so you want to look to see if your campus' performance meets the 20% or less NI expectation. The number of items that a student must get correct to score NI will change on each of these sections from BOY to MOY so it is possible that the %NI will increase between these two benchmarks.



Key Points

- The Kinder blending and segmenting syllable tasks (sections 4-5) are combined when looking at the performance level.
- The % NI may increase at MOY as the score required to avoid NI increases from 5 correct to 10 correct between these two benchmarks.



Notes

16

Tejas LEE Kindergarten: Sections 4-5: Syllable Tasks (PA)

Phonological Awareness: Syllables (Sections 4-5)		
Number of Students	Blending and Segmenting Syllables	
	#NI	%NI
1489	104	7%
1468	59	4%
		≤ 20%

	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

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Key Points

- District results on this skill show that high quality instruction in this PA skill is occurring throughout the district.

SAY:

Looking at our real data, we continue to have very good news for PA scores. Even at BOY, the percentage NI was well below 20% and impressively, it stood at 4% at MOY. Clearly, high quality PA instruction at the syllable level is occurring throughout the district.



Notes

**Tejas LEE Kindergarten:
Sections 6-8: Phoneme Tasks (PA)**

17

Phonological Awareness: Sounds (Sections 6, 7 and 8)								
Number of Students	Initial Sound Identification		Number of Students	Final Sound Identification		Number of Students	Sound Blending	
	#NI	%NI		#NI	%NI		#NI	%NI
		≤ 20%			≤ 20%			≤ 20%
		≤ 20%			≤ 20%			≤ 20%

Principals	Mid	Final	
D	7.8	7.8	7.8
NI	7.8	7.8	7.8

Principals	Mid	Final	
D	0-6	5-6	5-6
NI	0-6	5-6	5-6

Principals	Mid	Final	
D	7.8	7.8	7.8
NI	0-6	4-4	0-6

Examine at MOY and EOY

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This slide has 1 ✓ ☆ CLICK of animation.

SAY:

There is no expectation for BOY on the phoneme level PA tasks— students are not yet expected to know these skills at BOY.

The number of items that a student must get correct to score NI will change on each of these sections from MOY to EOY.

Students who do not score well on sections 4 & 5 will not take these sections due to branching rules. Students who skip these sections due to branching rules are assumed to have a score of ZERO on these sections. Since the expected performance increases at each timepoint, it is possible that that %NI could increase from BOY to MOY and/or MOY to EOY.

Let's take a closer look...

✓ ☆ CLICK

...at section six. At BOY any score is acceptable as there is no NI standard. By MOY, students most score above a 4 to avoid NI and by EOY, the minimum score to avoid NI is 7. Sections 7 and 8 work similarly.

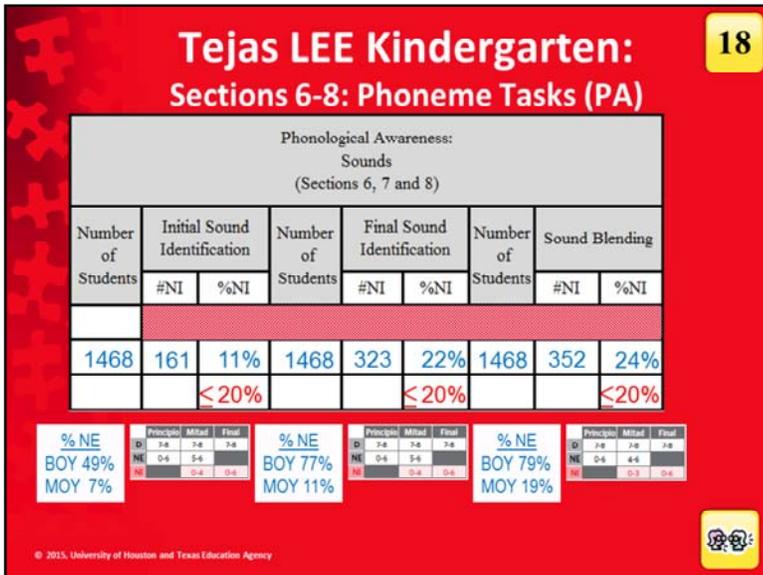


Key Points

- On phoneme level PA Kinder tasks, there is no NI performance level at BOY as students are not expected to know these skills.
- By MOY students are expected to have partial knowledge of these skills.
- NOT all students take this section. If a student is NI on the syllable level tasks (Sections 4-5), students skip these sections. In these cases, students should receive a score of ZERO (0) and the performance level for zero applies (NE for BOY; NI for MOY & EOY)



Notes



Key Points

- The phoneme tasks show both good and bad news for the district results.
- On Initial Sound Identification, only 11 % are NI (with 8% more NE)
- The % NI on the Initial and Final Sound Identification tasks are too high at 22% and 24%.
- Since large numbers of students are still NE on these tasks (11% and 19%), more work needs to be done in Initial and Final sound Identification.

This slide has 3 ✓ ☆ CLICKS of animation.

SAY: Here again we can see our real district data. Let's have you analyze the results this time. As you can see, none of these sections have a BOY NI standard. However, I can provide you with the percentage of students NE.

Let's start by looking at section 6.

✓ ☆ **CLICK** (Give participants time to discuss, answer any questions.)

Now let's look at section 7.

✓ ☆ **CLICK** (Give participants time to discuss.)

And now, section 8.

✓ ☆ **CLICK** (Give participants time to discuss)



NOTES FOR PRESENTER:

If participants do not identify the following, please be sure to highlight:

Section 6: The combined NE and NI score at MOY would be 18%, so the district has already bettered the EOY target of less than 20%

Section 7: The district went from 77% NE at BOY to a combined NE/NI score at MOY of 33%. The NI percentage is above 20% which should be of concern but the district is close to the 20% NI or less target.

Section 8: The district went from 79% NE at BOY to a combined NE/NI score of 43% at MOY. The NI percentage is above 20% which should be of concern but this is close to the target. There has been an improvement of 36% (BOY to MOY) and a similar improvement between MOY and EOY would have the district meeting the less than 20% target. However, with 43% still not D at MOY, recommend that teachers target more resources toward sound blending.



Notes

Tejas LEE Kindergarten:
Section 9: Single Word Reading Task (GK)

19

Grade Level	Assessment Period	Graphophonemic Knowledge (Section 9)	
		Number of Students	Word Reading
			#NI
K	BOY		
	MOY		≤20%
	EOY		≤20%

	Principlo	Mited	Final
D	9-10	9-10	9-10
NE	0-8	4-8	
NI		0-3	0-8

Single Word Reading

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K
1
2



Key Points

- There is no NI performance level for Word Reading at BOY.
- At each subsequent administration, students are expected to read an increasing number of words.

SAY:

For the Word Reading task, there is no expectation at BOY that Kindergarteners will be able to do this. However, by MOY, students are expected to be able to read 4 of the 10 words on the list. By EOY, students are expected to be able to read a minimum of 9 of the words. As the NI bar is raised each time, it is possible for the %NI to increase from BOY to MOY and/or MOY to EOY.



Notes

Tejas LEE Kindergarten: 20
Section 9: Single Word Reading Task (GK)

Grade Level	Assessment Period	Graphophonemic Knowledge (Section 9)		
		Number of Students	Word Reading	
			#NI	%NI
BOY		1489		
K MOY		1468	470	32%
EOY				≤20%

	Principlo	Mited	Final
D	9-10	9-10	9-10
NE	0-8	4-8	
NI		0-3	0-8

%NE	
BOY	88%
MOY	23%

Single Word Reading

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Key Points

- On the GK skill of word reading, MOY results are troubling.
- 32% of students are NI (meaning they could not read at least 4 very simple words) and another 23% are NE (reading between 4 and 8 of the 10 words)
- Much more focus needs to be placed on word reading

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Let's look at our real district data for single word reading. At BOY, there is no NI standard. Looking at our NE score...

✓ ☆ CLICK

...we find that 88% of BOY Kindergartners cannot read 9 out of 10 single words. This should not be surprising or of concern. By MOY, 32% of students cannot read at least 4 words. In addition, 23% more students are reading between 4-8 words and scored at the NE performance level. This is very troubling. Kinder teachers will need to focus much more on this skill during the second half of the school year and will need to intervene with the significant portions of students who are already behind in this skill.



Notes

21

Tejas LEE Kindergarten: Section 10: Listening Comprehension

Listening Comprehension (Section 10)		
Number of Students	#NI	%NI
		≤ 20%
		≤ 20%

	Principio	Mitad	Final
D	5-6	5-6	5-6
NI	0-4	0-4	0-4

Listening Comprehension

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Key Points

- All Kindergarteners take Listening Comprehension at each timepoint. The story is different each time, so NI scores can increase or decrease at each administration.

SAY:

For the Listening Comprehension section, at each benchmark (BOY, MOY, EOY), the expectation is that less than 20% of students will be NI. The stories change at each benchmark, so all students retake this section of the Tejas LEE at each administration. As such, the % NI scores can rise between BOY and MOY and/or MOY and EOY.



Notes

22

Tejas LEE Kindergarten: Section 10: Listening Comprehension

Listening Comprehension (Section 10)		
Number of Students	#NI	%NI
	1489	1057
1468	602	41%
		<20%

	Principio	Mitad	Final
D	5-6	5-6	5-6
NI	0-4	0-4	0-4

Listening Comprehension

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Key Points

- There is a serious deficit in listening comprehension evident in the district results

SAY:

Let's now look at the Listening Comprehension results from our real school district. At your tables, discuss the results you see. Discuss what the data means and how you might address any problems indicated in the data.

DO:

If your groups do not mention the following, be sure to point out that

1. There is a serious deficit in listening comprehension evident throughout the district which must be urgently addressed. While there is evidence that progress is being made, the BOY 71% is especially troubling since this number should have been less than 20%.
2. Strategies to address this deficit should include multiple daily read-alouds with planned stopping points and questioning; teacher think alouds to model how good readers reflect upon what they are reading/hearing and direct and systematic instruction in listening comprehension strategies.



Notes



NOTES FOR PRESENTER:

If your audience is administrators (principals, superintendents, etc...) ask them how they might address the listening comprehension problems clearly evident in the data with their teachers and what other steps they would take to help their kindergarten students.

23

Tejas LEE Kindergarten: Section 11: Reading Comprehension

Reading Comprehension (Section 11)		
Number of Students	EOY Only	
	#NI	%NI
		< 20%

Final	
D	3
NI	0-2

Reading Comprehension
EOY ONLY

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SAY:

Reading Comprehension is ONLY assessed in Kindergarten at EOY and ONLY for those students scoring Developed on sections 4 and 5 (blending and segmenting syllables). This makes sense since a student who is unable to manipulate syllables is unlikely to be able to read words. Students who skip this section due to branching rules have an assumed score of ZERO and are assumed to be NI on this task. They should be counted in the “Number NI” total.

We do not have the school district data for this reading comprehension as Section 11 is only administered at EOY.



Key Points

- Reading Comprehension is only assessed at EOY.
- Not all students take Reading Comprehension, only those scoring D on sections 4-5.
- Students who do not take this section have an assumed score of ZERO and a performance level of NI.



Notes

Tejas LEE 1st Grade: 24

Sections 1-6: Phonological Awareness (PA)

Grade Level	Assessment Period	Phonological Awareness: Sounds								
		Number of Students	Initial and Final Sound Identification (Sections 1 & 2)		Number of Students	Blending and Segmenting Sounds (Sections 3 & 4)		Number of Students	Initial and Final Sound Deletion (Sections 5 & 6)	
			#NI	%NI		#NI	%NI		#NI	%NI
1	BOY			≤20%			≤20%			
	MOY			≤20%			≤20%			≤20%
	EOY			≤20%			≤20%			≤20%

Principlo	Midad	Final
D	14-16	14-16
NE	0-3	0-3

Principlo	Midad	Final
D	9-10	9-10
NE	0-4	0-4

Principlo	Midad	Final
D	9-10	9-10
NE	0-4	0-4

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Key Points

- Students should enter first grade knowing how to identify initial and final sounds (Sections 1 & 2)
- By MOY, students should have mastered blending and segmenting sounds (Sections 3 & 4).
- By EOY, students should also be able to delete initial and final sounds.

SAY:

All of the PA Tejas LEE performance levels in first grade are at the phoneme level and are comprised of two related tasks. Sections one and two are initial and final sound identification. This score remains constant throughout the school year as students are expected to have mastered this skill in Kindergarten. Sections 3 and 4 are blending and segmenting phonemes. Students should begin 1st grade with some knowledge of this skill and the performance level for BOY requires some knowledge to score NE or D. By middle of year, students are expected to master this skill. So the %NI could increase between BOY and MOY as expectations are higher at MOY. Sections 5 and 6 are phoneme deletion tasks. Since these are the highest level PA tasks assessed, there is no expectation at BOY that students will be able to do these tasks. Also, since students who cannot blend, segment and identify are not likely to be able to delete phonemes, branching rules will have students unsuccessful with simpler PA tasks to skip this section through branching rules. As such, the %NI could increase between BOY and MOY and between MOY and EOY.



Notes

Tejas LEE 1st Grade: **25**
Sections 1-6: Phonological Awareness (PA)

Grade Level	Assessment Period	Phonological Awareness: Sounds								
		Initial and Final Sound Identification (Sections 1 & 2)			Blending and Segmenting Sounds (Sections 3 & 4)			Initial and Final Sound Deletion (Sections 5 & 6)		
		Number of Students	#NI	%NI	Number of Students	#NI	%NI	Number of Students	#NI	%NI
1	BOY	1504	496	33%	1504	361	24%			
	MOY	1483	119	8%	1483	208	14%	1483	267	18%
	EOY			≤20%			≤20%			≤20%

<table border="1"> <tr><th>Principle</th><th>Mid</th><th>Final</th></tr> <tr><td>D</td><td>14-16</td><td>14-16</td></tr> <tr><td>NI</td><td>0-13</td><td>0-13</td></tr> </table> <p style="text-align: center;">% NE BOY 25%</p>	Principle	Mid	Final	D	14-16	14-16	NI	0-13	0-13	<table border="1"> <tr><th>Principle</th><th>Mid</th><th>Final</th></tr> <tr><td>D</td><td>14-16</td><td>14-16</td></tr> <tr><td>NE</td><td>0-13</td><td>0-13</td></tr> <tr><td>NI</td><td>0-8</td><td>0-13</td></tr> </table> <p style="text-align: center;">% NE MOY 9%</p>	Principle	Mid	Final	D	14-16	14-16	NE	0-13	0-13	NI	0-8	0-13	<table border="1"> <tr><th>Principle</th><th>Mid</th><th>Final</th></tr> <tr><td>D</td><td>9-10</td><td>9-10</td></tr> <tr><td>NE</td><td>0-8</td><td>5-8</td></tr> <tr><td>NI</td><td>0-4</td><td>0-8</td></tr> </table>	Principle	Mid	Final	D	9-10	9-10	NE	0-8	5-8	NI	0-4	0-8
Principle	Mid	Final																																	
D	14-16	14-16																																	
NI	0-13	0-13																																	
Principle	Mid	Final																																	
D	14-16	14-16																																	
NE	0-13	0-13																																	
NI	0-8	0-13																																	
Principle	Mid	Final																																	
D	9-10	9-10																																	
NE	0-8	5-8																																	
NI	0-4	0-8																																	

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Key Points

- Sample district results indicate that effective PA instruction is occurring throughout the district as MOY NI % are all below the 20% threshold.

This slide has 3 ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at the district results for G1 Phonological Awareness.

(✓ ☆ CLICK) Starting with sections 1 and 2, we can see that the BOY results are disappointing, with 33% of students NI. I actually find this result surprising. If we go back a few slides to the MOY Kindergarten results for this same skill (sections 6 & 7), the combined NI and NE percentages is 33%. As we would assume EOY results would show additional progress, this indicates either a regression in student skills or that Kinder teachers are making a stronger push in phoneme level tasks in the current school year compared to last year. It would be productive to compare this first grade cohort to their results on Kinder Sections 6 and 7 last year to see where the disconnect is occurring.

(✓ ☆ CLICK) Sections 3 and 4 are assessed only in G1. The BOY results, while above the 20% level, are only marginally so. An additional 25% of students were NE at BOY, but by MOY, only 14% are NI (the NE performance level disappears), indicating very good PA instruction on these skills.

(✓ ☆ CLICK) On sections 5 and 6, the NI results are encouraging for MOY. Only an additional 9% are NE in this skill. As already, 73% of all G1 students are developed in this skill, it appears that G1 teachers districtwide are right on target to have virtually all their students developed in these skills.



Notes

Tejas LEE 1st Grade:

**Section 7: Graphophonemic Knowledge-
Word Reading (GK)**

26

Graphophonemic Knowledge		
Number of Students	Word Reading (Section 7)	
	#NI	%NI
		≤20%
		≤20%
		≤20%

	Principlo	Mitad	Final
D	13-15	13-15	13-15
NE	5-12	9-12	
NI	0-4	0-8	0-12

Word Reading

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Key Points

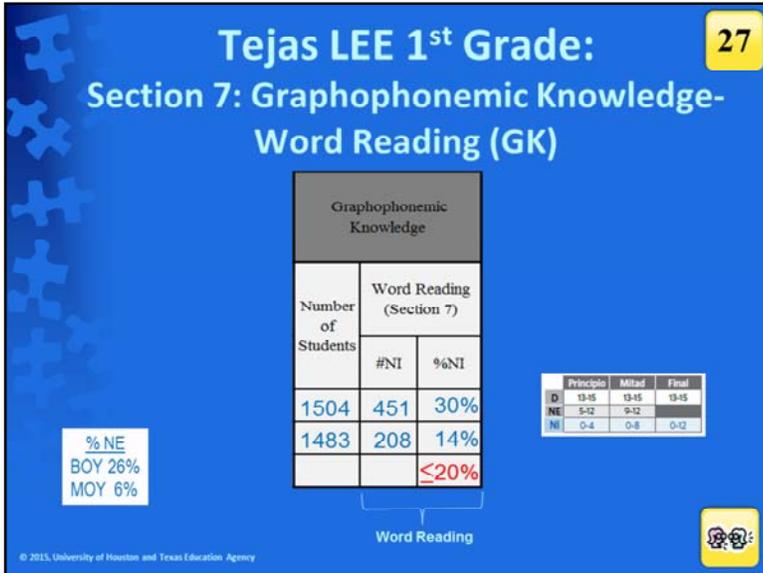
- The student expectations for word reading increase at each benchmark.
- As such, the % NI can either increase or decrease from time point to time point.

SAY:

For the Word Reading task, the BOY expectation is that first graders will be able to read at least 5 words. However, by MOY, students are expected to be able to read at least 9 of the 15 words on the list. By EOY, students are expected to be able to read a minimum of 13 of the words. As the NI bar is raised each time, it is possible for the %NI to increase from BOY to MOY and/or MOY to EOY.



Notes



Key Points

- Participants discuss the results shown here.
- Participants should mention that good GK instruction is occurring as the % NI has fallen from 30% to 14% despite the fact students need to read more words at MOY
- The combined NI and NE scores at MOY is 20% so 80% of the district's first graders are already D in this skill

SAY:

Here are the actual district results for the word reading section. Take a few moments to discuss the BOY and MOY results with others at your table. How do you see them?



NOTES FOR PRESENTER:

If participants do not mention the following, be certain to highlight the most salient insights:

1. G1 teachers clearly demonstrated very good GK instruction from BOY to MOY, as despite the fact that the bar for an NI result was raised from 4 to 8 between BOY and MOY, the percentage of students NI dropped by more than half.
2. The results are even more striking when the NE results are added. A full 80% of G1 students are already D in this skill by MOY. Good quality GK decoding, word attack and sight word instruction is occurring throughout the district.



Notes

**Tejas LEE 1st Grade:
Accuracy**

28

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frust		Instruct.		Indep.		Frust		Instruct.		Indep.		#NI Overall	%NI
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND		
														<20%
														<20%
														<20%

Story 1
Story 2
Overall

1
2
3

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Key Points

- Reading Accuracy should have a %NI of less than 20% at any timepoint.
- Stories read change and become more difficult at each timepoint.
- Students always take this section of the Tejas LEE regardless of results from the previous benchmark.

SAY:

The Tejas LEE Accuracy table is set up to show both the individual stories and the overall score. You will first want to look at the overall %NI score. The goal is for this to be less than or equal to 20% at any timepoint. An overall NI score is triggered by an NI score on either story so the overall score will always be either equal to or higher than FRUSTRATIONAL score on either of the individual stories. However, we do also want to look at the individual story scores as well as they provide additional information. A consistent lower score on Story 2 could indicate that students are tiring and need longer periods of reading practice. You should also check to see if there is some feature of a story with higher than normal %NI scores that could account for the lower success rate. This could be the type of story (expository vs. narrative; it could be vocabulary or the topic of the story.)

The stories change at each timepoint and do get more difficult as the school year progresses. Students always take this section regardless of their performance on the previous benchmark.



Notes

**Tejas LEE 1st Grade:
Accuracy**

29

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frust		Instruct.		Indep.		Frust		Instruct.		Indep.		#NI Overall	%NI
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND		
1504			Individual story results not available										722	48%
1483			Individual story results not available										296	20%
														<20%

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Key Points

- BOY results for Accuracy in this district are troubling, but effective intervention is evident as the % NI drops from 48% to 20% from BOY to MOY.
- More work will need to be done on Reading Accuracy as the EOY stories will be more difficult.

SAY:

We have partial results for the reading comprehension section for our real school district. You will have much more information when you look at your own district's results. However, even with these partial results, we can gain some insights that will help you in analyzing your own results.

The BOY results indicate a full 48% of G1 students NI in reading accuracy. This probably means that a large number of first graders are still non-readers at the beginning of the school year. The MOY results indicate an adequate response and intervention with struggling readers as the percentage NI has been reduced to 20%. Remember, however, that all students will be assessed again at EOY in accuracy and that the EOY stories will be more complex. Teachers will need to continue to work on this skill.



Notes

**Tejas LEE 1st Grade:
Fluency**

30

Fluency											
TIME	TYPE	STUDENTS	FRU	Story 1				Story 2			
				ENS and END				ENS and END			
				0-19	20-49	50-59	60+	0-19	20-49	50-59	60+
BOY	NS	* Students									
		% Students									
MOY	SE	* Students									
		% Students									
EOY	EN	* Students									
		% Students									

Average Fluency											
TIME	TYPE	STUDENTS	FRU	ENS and END				Fluency Rate is only one measure of fluency. Prosody, expression and phrasing should also be considered when making determinations of a student's general fluency.			
				ENS and END				Fluency should always be looked at in conjunction with decoding skills and comprehension.			
				0-19	20-49	50-59	60+	While the EOY fluency rate (60 words per minute) is a useful standard, it should never be used as the sole criterion for determining a student's level of skill/risk.			
BOY	NS	* Students									
		% Students									
MOY	SE	* Students									
		% Students									
EOY	EN	* Students									
		% Students									

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1 2 3



Key Points

- For Fluency, the Tejas LEE does not have a specific word per minute (WPM) expectation nor is there an NI performance level.
- Students should be reading ABOUT 60 WPM by EOY
- Fluency rates should never be looked at in isolation but in conjunction with comprehension.
- There should be a general trend of students moving toward the higher fluency rates during the school year.

SAY:

The Tejas LEE does not have specific word per minute expectations for BOY or MOY administrations. However, in general, administrators should be looking for BOY numbers that will be skewed toward the FRU and lower fluency ranges at BOY and significant improvement by MOY. At EOY, the expectation is that students will be reading approximately 60 PLCPM. This is not a FIRM target, but an approximation of the rate at which most EOY first graders tend to read when they also have good comprehension.

I want to draw your attention to the text regarding fluency. This is the same text that is on the TPRI data grid. Fluency is not only comprised of rate, but also of automaticity, phrasing, expression and prosody. All of these should also be taken into consideration. In addition, fluency should never be looked at in isolation, but rather it should be looked at in conjunction with comprehension. Reading at a high rate is not particularly useful if it is not accompanied by an understanding of the text.

As there is no NI performance level for fluency, we did not provide you with the real district fluency results. We will discuss fluency in the comprehension district results.

For this training we have deleted similar slides for G2 and G3. For these grades, the general trend is identical, but the WPM categories and EOY targets are different. In G2, the lowest WPM category is 0-39 WPM and in G3 it is 0-49 WPM. The end of year targets are approximately 90 WPM in G2 and 110 in G3.



Notes

32

Tejas LEE 1st Grade: Comprehension

31

Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
1	BOY						≤ 20%
	MOY						≤ 20%
	EOY						≤ 20%

	Principio	Mitad	Final
D	4-5	7-8	7-8
NI	0-3	0-6	0-6

Story 1
Story 2
Overall

1 2 3

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Key Points

- For Comprehension, look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.

SAY:

Comprehension should be looked at in a similar way as we did with Accuracy. Look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.



Notes

**Tejas LEE 1st Grade:
Comprehension**

32

Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
1	BOY					902	60%
	MOY					712	48%
	EOY					<20%	

	Principio	Mitad	Final
D	4-5	7-8	7-8
NI	0-3	0-6	0-6

Story 1 Story 2 Overall

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Key Points

- Sample District results show weakness in comprehension.
- Participants should discuss what they would recommend if these were the results for their school/district.

SAY:

Turning our attention back to the actual district results, here we have the comprehension scores. Clearly, there is still a lot of work to be done in comprehension. The percentage of students NI is significantly above what we would expect to see at both BOY and MOY. Despite the gains in accuracy, this has not translated into improved comprehension.

Let's take a few moments to discuss at our tables what could be done to address this identified weakness.

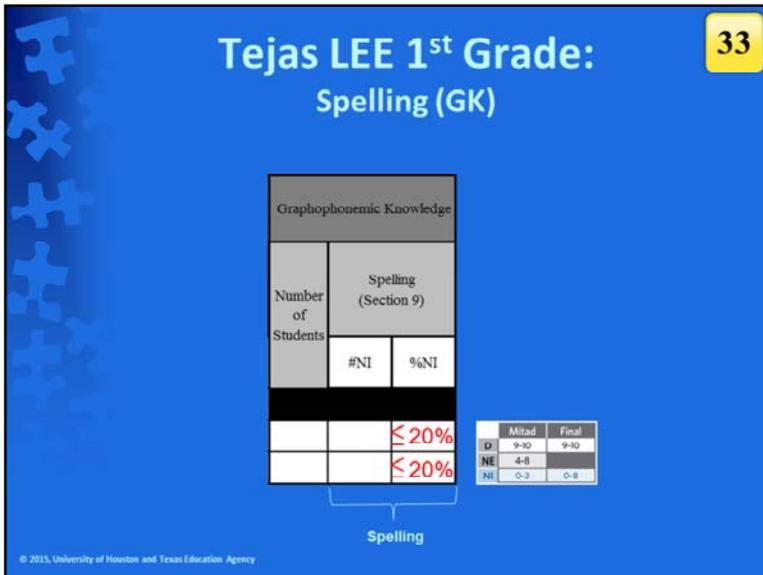
DO: (Give participants a few minutes for discussion). Allow several participants to share what their table discussed. If not mentioned, also make the following recommendations: teaching reading comprehension strategies; using think-alouds to show how good readers look at text; examine the stories themselves to see if students have adequate vocabulary and background knowledge to be successful; address accuracy and fluency deficits in students who struggle with these skills; and provide foundation skills supports for those students who need these precursors to reading success.

SAY:

FLUENCY When looking at comprehension, we should also look at how fluency can impact these results. Students who read haltingly (without phrasing or automaticity) will almost inevitably struggle with comprehension. Students who read at a very slow rate may also struggle with comprehension. Students who read with no affect, ignoring punctuation, may miss key parts of passages where intonation and prosody are key.



Notes



SAY:

At BOY first grade, students are not expected to be spellers, so the spelling section of the Tejas LEE is not administered.

Spelling is a complex task and students are not likely to be successful if certain foundation skills are not in place. For this reason, if students score NI on the phoneme blending and segmenting tasks (Sections 3 and 4), they do not attempt the spelling section. The words on the first grade spelling test are very basic and the same words are assessed at MOY and EOY.

For those who do take this section, at MOY, students are expected to spell at least 4 of the words correctly. By EOY, they should spell a minimum of 9 of the words correctly. As usual, students who skip this section due to branching rules should have an assumed score of ZERO and will be NI in this task. Also, as the performance level for NI increases between MOY and EOY, you might see an increase in the percentage of students NI.

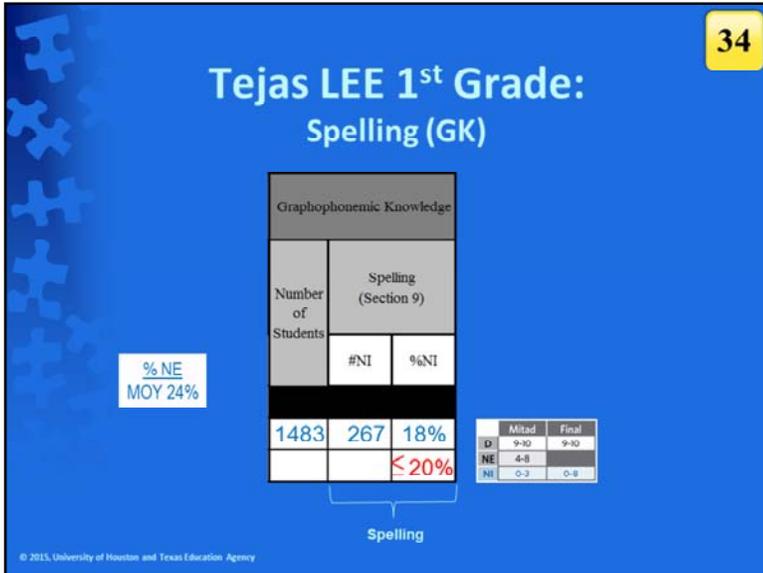


Key Points

- In G1, Spelling is not assessed at BOY.
- Students ONLY will take the spelling section if they score NE or D on sections 3 and 4.
- At MOY, students are expected to spell 4 or more words, at EOY 9 or more.
- As expectations increase from MOY to EOY and more students take this section the % NI can either increase or decrease.



Notes



Key Points

- Even though the MOY results look quite good for spelling (only 18% NI), an additional 24% of first graders did not take this section due to branching rules on Sections 3 and 4.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

The actual district spelling results are quite good for MOY.

✓ ☆ CLICK

However, there is an addition 24% of students who scored NE (not yet mastered this section) so there is still additional work to be done.

Remember that the % NI includes both students taking this section and getting less than 4 words correct and students who skipped this section due to branching rules.



Notes

**Tejas LEE 2nd Grade:
Graphophonemic Knowledge
Word Reading (GK)**

35

Grade Level	Assessment Period	Graphophonemic Knowledge		
		Number of Students	Word Reading (Section 1)	
			#NI	%NI
2	BOY			<20%
	MOY			<20%
	EOY			<20%

	Principio	Mitad	Final
D	13-15	13-15	13-15
NE	5-12	10-12	
NI	0-4	0-9	0-12

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Word Reading



Key Points

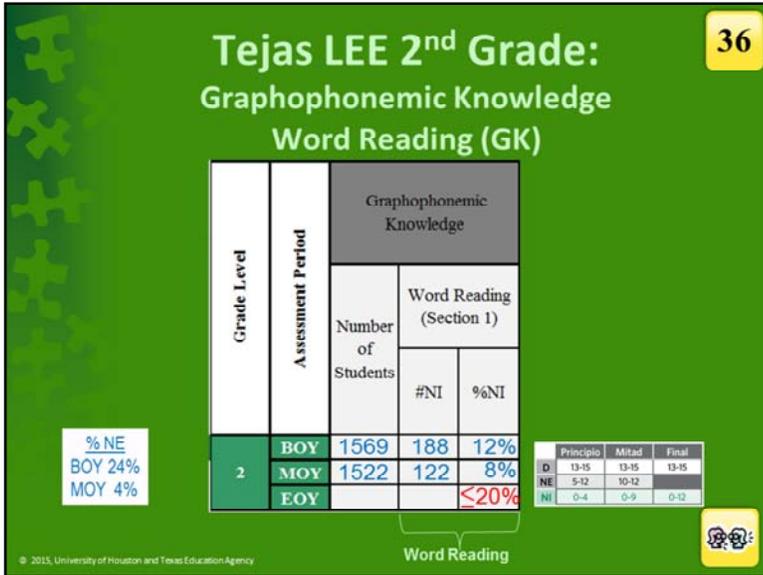
- Just like in G1, the student expectations for word reading increase at each benchmark.
- As such, the % NI can either increase or decrease from time point to time point.

SAY:

For the Word Reading task, the BOY expectation is that second graders will be able to read at least 5 words. However, by MOY, students are expected to be able to read at least 10 of the 15 words on the list. By EOY, students are expected to be able to read a minimum of 13 of the words. As the NI bar is raised each time, it is possible for the %NI to increase from BOY to MOY and/or MOY to EOY.



Notes



Key Points

- Participants will discuss the Word Reading results shown here.
- Be certain that participants mention that the results are excellent.
- By MOY 88% of students districtwide have already mastered this task.

SAY:

Here are the actual results for our sample district. Discuss at your table how you view these results and what actions, if any, should be taken by the G2 teachers in this district.



NOTES FOR PRESENTER:

If not mentioned by participants, compliment the G2 teachers districtwide as the results shown are commendable. There was reduction in both the number of students NI and NE, and by MOY, 88% of students districtwide have mastered this task.



Notes

**Tejas LEE 2nd Grade:
Accuracy**

37

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frust		Instruct.		Indep.		Frust		Instruct.		Indep.		#NI Overall	%NI
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND		
1569			Individual story results not available										345	22%
1522			Individual story results not available										122	8%
														<20%

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SAY:

Here are the actual G2 accuracy results for our sample district. Take a few minutes to discuss these results with your neighbor.



NOTES FOR PRESENTER:

If not mentioned, be sure participants see the following:

Compared to G1 results, accuracy results in G2 are much more positive. At BOY, the 20% or less target has almost been achieved and at MOY, students are doing extremely well in this skill. More work will need to be done as the EOY story will be different and more complicated than the BOY or MOY one. However, clearly teachers are doing a good job of teaching the skills reflected in reading accuracy (decoding, sight words, single word reading)



Key Points

- Participants will discuss the accuracy results shown here.
- Compared to G1, accuracy results in G2 are much more positive. At BOY, the 20% level has almost been achieved and at MOY it is well below 20%.
- This clearly indicates teachers are doing a good job of teaching decoding, sight words and single word reading.



Notes

**Tejas LEE 2nd Grade:
Comprehension**

38

Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
2	BOY					1177	75%
	MOY					533	35%
	EOY						<20%

Story 1 Story 2 Overall

	Principio	Mitad	Final
D	7-8	7-8	7-8
NI	0-6	0-6	0-6

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Key Points

- Sample District results show weakness in comprehension.
- Participants should discuss what they would recommend if these were the results for their school/district.

SAY:

Here are the results for the G2 sample district reading comprehension section. Discuss at your table these results and what you would recommend if these were your district's results.



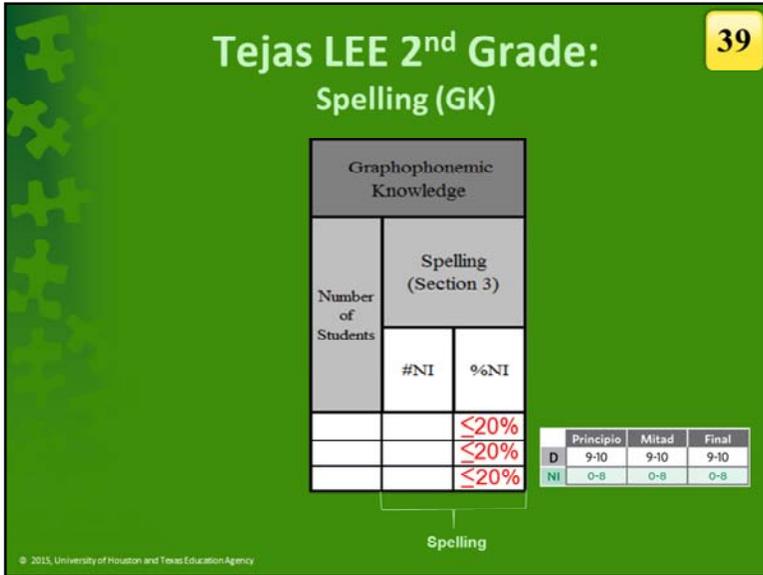
NOTES FOR PRESENTER:

If not mentioned by participants, highlight the following:

1. Reading comprehension results are far below what is expected at both timepoints. While there has been significant improvement from BOY to MOY, the results are still far less than what is expected. Comprehension will need to be a major focus of intervention and regular classroom instruction.
2. Teachers should determine if the weaknesses in comprehension result from weaknesses in foundation skills, such as PA or GK. The results from the word reading section (Section 1) indicate that GK is probably OK, but PA weaknesses are a possibility.
3. Look at student fluency results. Poor comprehension is often a result of poor fluency. Fluency includes rate (words read correctly per minute), automaticity, chunking text into meaningful phrases and reading text with proper intonation and expression.
4. Students would benefit from direct in explicit instruction in comprehension strategies such as "Making Connections:", "Creating Mental Images", "Making Inferences and Predictions, "Asking and Answering Questions", and "Determining Importance and Details"



Notes



SAY:

On the second grade Tejas LEE, the words assessed changes at each administration. For this reason students always take this section and the %NI can increase over time. Teachers should not only examine the results at the macro level as we have here, but they should examine student performance on each individual spelling word to see which spelling patterns are causing problems for large numbers of students. Teachers should also look ahead to see which spelling patterns are coming up in subsequent administrations so that they can be taught (following the district’s scope and sequence of course). However, note that I said PATTERN and not word. The words to be assessed should not be pre-taught, only the general spelling rules.

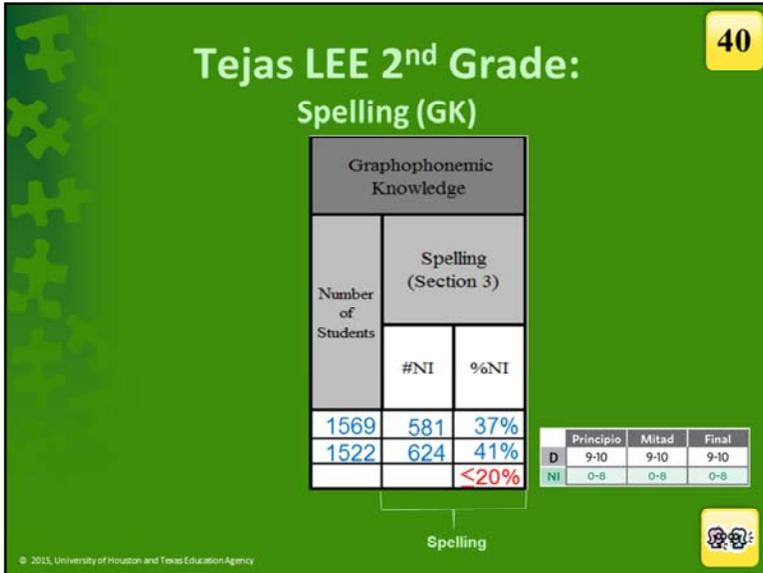


Key Points

- Spelling words in G2 change at each administration so students always take this section.
- When analyzing spelling results, teachers should look the specific spelling patters that are causing students problems and target these for intervention.



Notes



SAY:

Our sample district results for G2 spelling show quite a bit of weakness. Discuss at your table what you feel should happen to help these second graders with this critically important early reading skill.



NOTES FOR PRESENTER:

If not mentioned by your participants, highlight the following:

1. Remember, there is a different set of spelling words at each timepoint. While some of the targeted spelling conventions are the same from timepoint to timepoint, others are not. Teachers need to look both backwards (at the results of the benchmark just taken) and ahead (to see which spelling conventions are addressed at the next timepoint)
2. Looking backwards, use the Tejas LEE Spelling Class Summary Sheet Tool to see which spelling problems were problematic. Prioritize those to be addressed based on student results.
3. Look forward to the next benchmark and compare the skills assessed to your spelling scope and sequence. Ensure that the pattern will be taught before the next benchmark. If not, be sure to supplement the scope and sequence. **DO NOT TEACH** the words on the TejasLEE, but rather the spelling convention so that the spelling generalizes.



Key Points

- Participants are asked to discuss what the district can do to address the clear weaknesses apparent in the results.
- Be sure participants mention the need to look “backwards” and remediate those patterns on which students struggled at BOY and MOY.
- Participants should also mention the need to look “forward”—look what which patterns will be assessed at EOY and pre-teach the patterns, not the specific words assessed.



Notes

**Tejas LEE 3rd Grade:
Accuracy**

41

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frust		Instruct.		Indep.		Frust		Instruct.		Indep.			
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND	#NI Overall	%NI
1462												117	8%	
1430												71	5%	
													≤20%	

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Key Points

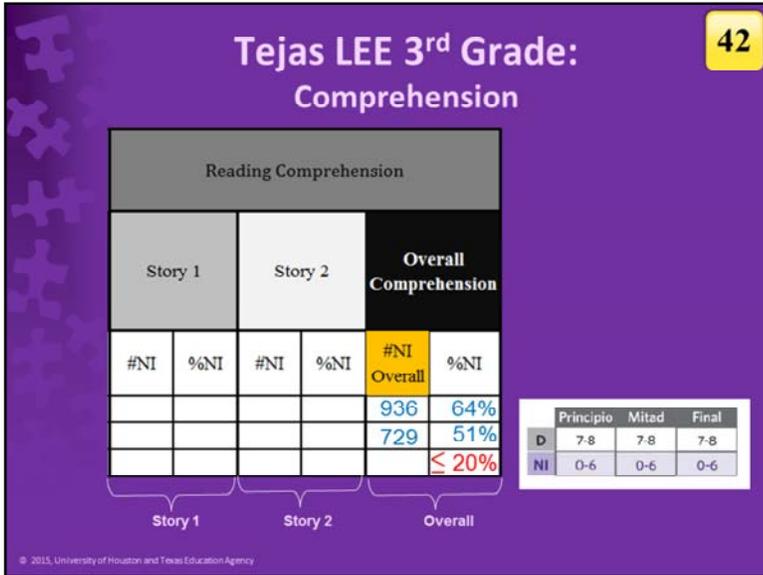
- G3 Accuracy results are excellent.

SAY:

The accuracy results for the G3 students in our sample district are excellent.



Notes



SAY:

In our sample district results, we again see weaknesses in comprehension. We have seen this weakness at every grade level. Given that there are issues with comprehension at every grade level, this may become a focus for professional development for teachers in this district, because clearly the instruction that is occurring in comprehension is not sufficient for students to be successful. When you are looking at your data, be sure to look vertically for common strengths and weaknesses.

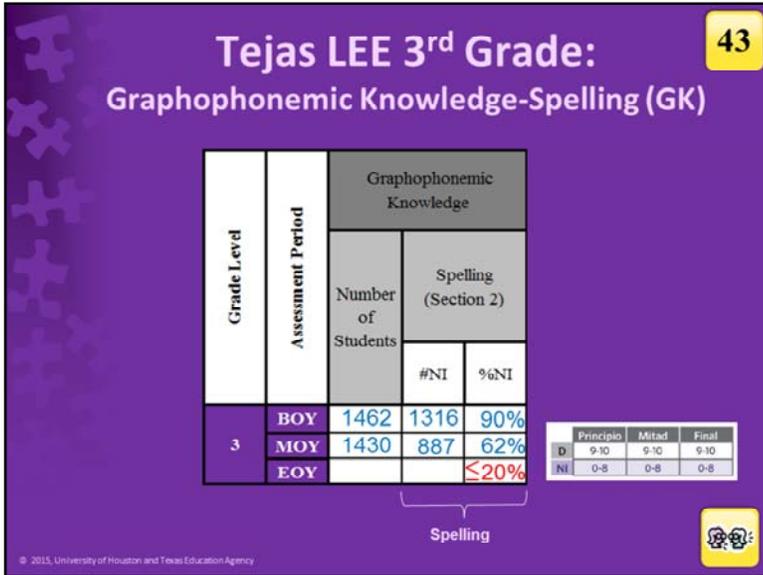


Key Points

- Sample District results show weakness in comprehension.
- This weakness is evident in the results for all grade levels.
- The district should consider PD in comprehension for the district’s teachers
- This shows the importance of looking at results across grade levels.



Notes



Key Points

- G3 spelling results show a severe weakness.
- Participants should discuss what they would recommend if these were the results for their school/district.

SAY:

Here are the spelling results for our sample district for G3. Spelling difficulties have gone from moderate in G1 (18% NI, 24% NE at MOY) to bad in G2 (37% NI at BOY, 41% at MOY) to SEVERE in G3.

How might this school district address this weakness? Discuss at your table.



NOTES FOR PRESENTER:

If not mentioned by participants, tell them:

1. Teachers should make full use of spelling tools provided by the Tejas LEE (individual student error charts, spelling class summary sheets, spelling grouping mat, spelling alignment)
2. Look both forward (to the next benchmark) and backward (to the results of the last assessment) to prioritize spelling patterns and conventions to be taught
3. Are the teachers in the district poor spellers in Spanish? If so, teachers need to seek out professional development and the district should provide PD in spelling



Notes

End of Module Analysis 44

At the end of this module, participants:

- Plan using their own campus' data
- Collaborate by working at tables of 2-3 campuses to share ideas and insights

Participants are asked to specifically look at:

- MOY results as compared to BOY
- Trends in results vertically K-3
- Trends in results across school years
- How their campus compares to the district as a whole
- Results across languages (TPRI & Tejas LEE)

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SAY:

At this point in the training, participants will have had a chance to look at their own data, comparing to Tejas LEE expectations and to a sample district's results.

Now we want teams to begin planning more deeply using their own data. Specifically, teams should compare:

- *MOY results compared to BOY*
- *Trends in results vertically K-3*
- *Trends in results across school years*
- *How their campus compares to their district as a whole*
- *Results across languages (should TPRI results be available)*



Key Points

- Reviewing the sample district results allow participants to look at their own results with fresh eyes.
- When training with this module, participants would now break into teams to discuss their campus' results and begin to plan reading intervention
- Participants should look specifically at the last 5 bullets on this slide.



Notes

45

End of Module Analysis

ISD SPANISH PLANNING TEMPLATE Campus: _____

Grade/ Domain of Need	Specific Needs	Initial Planning Steps	Area of Action Plan to Address Need
			Leadership Assessment Core Reading Program Instructional Framework Sustainability Other _____
			Leadership Assessment Core Reading Program Instructional Framework Sustainability Other _____
			Leadership Assessment Core Reading Program Instructional Framework Sustainability Other _____
			Leadership Assessment Core Reading Program Instructional Framework Sustainability Other _____

SAY:

As teams look at their data, they will be completing an action plan (shown above) to address weaknesses they identify. As they complete this grid, teams should be asking themselves two key questions...

DO:

Advance to the next slide.



Key Points

- Participants will complete the action plan shown here to drive their reading intervention between benchmark assessments.



Notes

End of Module Analysis 46

For each category, participants answer the following two questions:

- What stands out?
- What needs to happen?

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DO:
Paraphrase slide

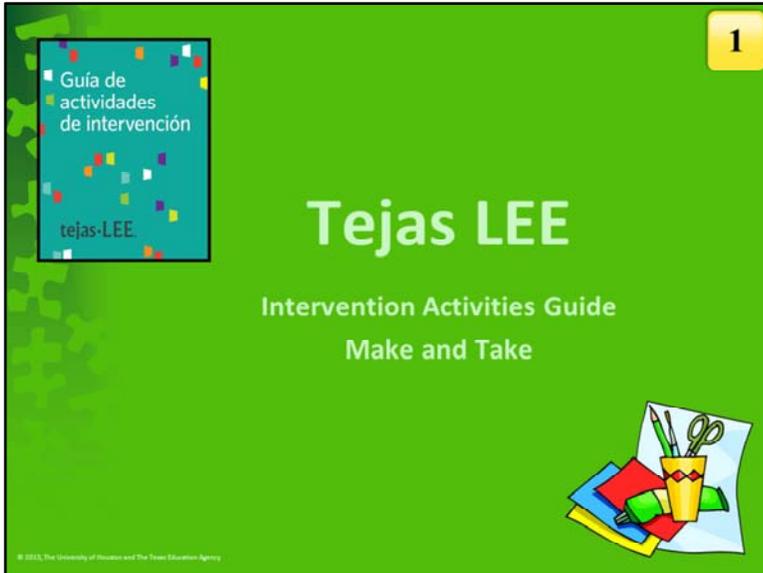


Key Points

- Participants should ask themselves two key questions:
- What stands out?
- What needs to happen?



Notes



SAY:

The last module we will be covering today is our IAG Make and Take. We will make as many of the 6 folder games that we can in our remaining time. We will provide you with the materials to make any activities which we are unable to complete during our training today.

We will be making the activities from the general Make and Take (the one with activities from several different reading domains). However, you will remember from this morning that we have separate make and take modules for PA, GK, Fluency, Comprehension, Writing and Vocabulary.



NOTES FOR PRESENTER:

Before the training, you will need to gather the materials for your make and take. For this module, for each participant, you will need:

- 2 --Printable Magnet Sheets (8 ½ x 11) ****PRE-PRINTED****
- 4 --Letter Sized File Folders (color)
- 2 --Legal Sized File Folders (color)
- 23--Library Cards Pockets
- 3 --CD Holders (clear, self-adhesive)
- 12--3 x 5 index cards (any one color)
- 13--Rubber bands (small)
- 4 --6 x 9 manila folders
- 2 --sheets red construction paper
- 1 --sheet white construction paper (cut on long side into 1 inch strips)

You will need to print the handouts for this training in COLOR.

In addition, each table will need the following sharable materials:

- Scissors, several pairs
- Glue or rubber cement
- Color markers (washable or permanent)
- Black Sharpie Markers
- Extra rubberbands



Key Points

- Multiple Make and Take Modules are available for your school district.
- There is a general make and take module with activities from several domains.
- There are also six other make and take modules that address only one reading domain (PA, GK, Fluency, Comprehension, Writing, and Vocabulary).

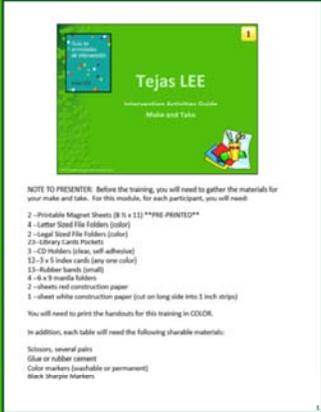


Notes

Pre-Training Preparation

2

Page 1 of the Trainer Notes contains important information about the required materials and quantities needed for each of your participants



NOTE TO PRESENTER: Before the training, you will need to gather the materials for your make and take. For this module, for each participant, you will need:

- 2 - Printable Magnet Sheets (8 1/2 x 11) ***PRINT***
- 4 - Letter Sized File Folders (color)
- 2 - Legal Sized File Folders (color)
- 23 - Library Cards (white)
- 3 - CD Holders (blue, self-adhesive)
- 13 - 3 x 5 index cards (any one color)
- 15 - Rubber bands (various)
- 4 - 6 x 9 manila folders
- 2 - sheets of construction paper
- 1 - sheet white construction paper (cut on long side into 3 inch strips)

You will need to print the handouts for this training in COLOR.

In addition, each table will need the following sharable materials:

Scissors, several pairs
 Glue or rubber cement
 Color markers (washable or permanent)
 Black Sharpie markers

SAY:

Make and Take modules require more preparation than other modules. All necessary materials for each module are listed on page 1 of the trainer notes.

For any module you turn around for your teachers you will need to purchase the necessary materials; make both black and white and color photocopies—some on regular paper and some on cardstock and you will need to have general materials available for each group of teachers to make the folder games.

Be sure to review the lists with sufficient time to be able to order and print all materials.



Key Points

- Make and Take modules require more material preparation than other modules.
- Materials necessary to turn around the training are listed on page 1 of each module’s trainer notes.
- In addition, you will need to print materials and have available general materials (glue, scissors, etc.) so teachers can make the folder games.



Notes

Pre-training Preparation 3

The Printing folder for each of the Make and Take modules lists exactly how to print each of the handouts for your participants

Name	Date modified	Type	Size
Make_and_take_Black_white_Cardstock	7/6/2015 12:51 PM	Adobe Acrobat D...	238 KB
Make_and_take_Black_White_MagnetSheets	7/6/2015 12:45 PM	Adobe Acrobat D...	38 KB
Make_and_take_Black_white_Paper	7/6/2015 12:35 PM	Adobe Acrobat D...	340 KB
Make_and_take_Color_Cardstock	7/6/2015 12:40 PM	Adobe Acrobat D...	1,271 KB
Make_and_take_Color_Cardstock_DoubleSided	7/6/2015 1:02 PM	Adobe Acrobat D...	1,375 KB
Make_and_take_Color_MagnetSheets	7/6/2015 12:46 PM	Adobe Acrobat D...	464 KB
Make_and_take_Color_Paper	7/6/2015 12:30 PM	Adobe Acrobat D...	2,245 KB

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Key Points

- The printing folder for each module contains files that tell exactly how to print each
- Re-organize these by activity number after they are printed

SAY:

For each Make and Take module, there will be a PRINTING folder. This folder will contain materials for the training that will be organized by how they need to be printed.

DO:

Point out the variety of files shown on the screen shot and how each is printed.

SAY:

Once you receive these materials and before your training date, you will need to re-sort them by activity.



Notes

Tips for your Make and Take Training 4

- Sort all printed materials by activity # before your training date. Use the cover sheet to identify each set
- Have completed folders of each activity available for your teachers to view
- Have materials list slide up for participants as they gather materials. Once all participants have their materials, advance to the "Hints" slide
- Have teachers gather materials for only one activity at a time

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DO:

Paraphrase the information on this slide.

Bullet one is a re-statement of the information on the previous slide. Participants can use the packets you have prepared for this training to see how they can organize printed materials.



Key Points

- Re-organize materials by activity number.
- Have completed folders ready to show teachers
- Keep material slide up for each activity when teachers gather the items they need for each folder
- Distribute materials for only one activity at a time



Notes



SAY:

Each activity also comes with a schematic of how we envisioned that the folder game should look. Teachers do not have to follow this schematic, but it will provide an outline of one way a completed folder can look.



Key Points



Notes

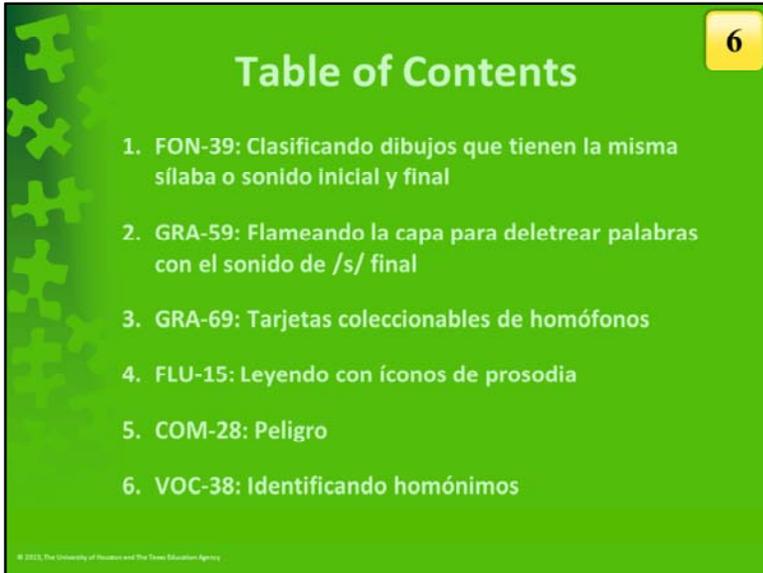
A green slide titled "Table of Contents" with a yellow box containing the number "6" in the top right corner. The slide lists six items: 1. FON-39: Clasificando dibujos que tienen la misma sílaba o sonido inicial y final; 2. GRA-59: Flameando la capa para deletrear palabras con el sonido de /s/ final; 3. GRA-69: Tarjetas coleccionables de homófonos; 4. FLU-15: Leyendo con íconos de prosodia; 5. COM-28: Peligro; 6. VOC-38: Identificando homónimos. A vertical strip of puzzle pieces is on the left side. A small copyright notice is at the bottom left.

Table of Contents

1. FON-39: Clasificando dibujos que tienen la misma sílaba o sonido inicial y final
2. GRA-59: Flameando la capa para deletrear palabras con el sonido de /s/ final
3. GRA-69: Tarjetas coleccionables de homófonos
4. FLU-15: Leyendo con íconos de prosodia
5. COM-28: Peligro
6. VOC-38: Identificando homónimos

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Key Points

SAY:

This slide shows the folder games we will be making today.

DO:

Give participants a moment to read through this list.



Notes

FON-39: Clasificando dibujos que tienen la misma sílaba o sonido inicial y final 7



The thumbnail shows a worksheet titled "FON-39 Clasificando dibujos que tienen la misma sílaba o sonido inicial y final". It features a grid with several small images (a moon, a sun, a flower, a tree, a house) and a hand holding a card with a picture of a house. The copyright notice at the bottom reads "© 2020 The University of Houston and The Texas Education Agency".



Key Points

SAY:

Let's start with activity FON-39, "Clasificando dibujos que tienen la misma sílaba o sonido inicial y final". Please take out packet FON-39.



Notes

FON-39: Clasificando dibujos que tienen la misma sílaba o sonido inicial y final 8

For this activity, please get the following materials:

- 2 magnetic sheets
- 1 regular size folder
- 1 clear adhesive plastic CD holder
- FON-39 Packet

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SAY:

This is the material list for the FON-39 activity. Before I advance this slide, would each of you please gather your materials for FON-39?

DO:

Have this slide up for participants as they gather materials so they know which and how many items they will need to create this folder game.

Have participants gather only the materials they need for one activity at a time. Once all participants have their materials, advance the PowerPoint to the next slide.



Key Points

- Have this slide up for participants as they gather the materials to make the folder game.
- Once all participants have materials, advance to the hints slide.



Notes

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FON-39: Clasificando dibujos que tienen la misma sílaba o sonido inicial y final

Helpful Hints

Activity: FON-39

- Trim the cards a little inside the dotted lines so that they will fit on the graph
- Carefully attach the paper to the magnetic sheets so that it is straight and does not wrinkle

We used:
Avery printable inkjet magnetic sheets 8 1/2 x 11 white, 5 pack

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DO:

Read through the HINTS with your participants.

Have them note where we obtained the printable magnets and the clear storage pockets. These are in the trainer notes of the modules but do not appear on the slides.

SAY:

The HINTS for each slide will differ. There may be suggestions on how to cut something (as on this slide); additional information on making materials for your students and even “things to avoid” when creating your own materials.

DO:

Advance to the next activity (slide) once most participants have completed this folder. Have those who finish early help neighbors so that all participants are finished or nearly so.



Key Points

- The Hints for making this activity may have a variety of information:
- Ideas for assembling the games better;
- Ideas for variations;
- Helpful ideas for your students to be more successful with the games; and
- Suggestions on how to play the games



Notes

GRA-59: Flameando la capa para deletrear palabras con el sonido de /s/ final

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Key Points

SAY:

Now we will begin making our second folder. Please find your packet of photocopies labelled GRA-59

Once I advance to the next slide, you may gather the necessary materials.



Notes

11

GRA-59: Flameando la capa para deletrear palabras con el sonido de /s/ final

For this activity, please get the following materials:

- > 2 sheets red construction paper
- > Rubber band
- > 1 6 x 9 manila envelope
- > 1 clear, adhesive CD sleeve
- > 1 regular size folder
- > GRA-59 Packet

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SAY:

If you are not able to find exactly the same materials we used for each folder game, feel free to improvise.

DO:

Advance to the HINTS slide once participants have their materials.



Key Points

- Feel free to improvise materials on any folder game should those items we used not be available to you.



Notes

12

GRA-59: Flameando la capa para deletrear palabras con el sonido de /s/ final

Helpful Hints

Activity: GRA-59

- Cut out 2 red capes for each student in your small group (one for S and one for Z)
- You may wish to make a poster of the final /s/ rules for display in your classroom
- When making your own cards, be careful when selecting words (Ve_ is not a good choice as vez and ves are both correct spellings—unless you provide usage—*tú form, unaccented word*)

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SAY:

Note that the HINTS for this activity are quite different than for the previous game. The first is about the “capes” that each student will need (show the capes from the folder you created before the training). The second is a recommendation to enlarge the rules sheet--included in your packet—to poster size and the third is a suggestion to use care in selecting additional words for this game as some—such as VES and VEZ—have two equally valid spellings.



Key Points

- Each child will require 2 capes, one with S and one with Z.
- If possible, enlarge the RULES sheet to poster size and display in your classroom
- If you create additional words, be careful with words that have two valid spellings such as VEZ/VES.



Notes

13

GRA-69: Tarjetas coleccionables de homófonos

 <p>sumo</p>	<p>sumo—poner dos números juntos para sacar un total</p> <p>Si sumo uno y uno el resultado es dos.</p>
 <p>zumo</p>	<p>zumo—jugo</p> <p>Quiero un vaso de zumo de naranja.</p>

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Key Points

SAY:

Now, please take out the packet for activity GRA-69.

NOTE: Remember that “homófonos” are words that have different spelling but which are pronounced the same.



Notes

14

GRA-69: Tarjetas coleccionables de homófonos

For this activity, please get the following materials:

- Rubber band
- 6 x 9 manila envelope
- 1 regular size folder
- GRA-69 Packet

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SAY:

Here is the list of materials you will need for this activity. If you think it is too time consuming or disruptive to have your participants go to a supply table to gather materials, you may wish to consider having all necessary materials at each table to create individual envelopes containing all the materials they will need.



Key Points



Notes

15

GRA-69: Tarjetas coleccionables de homófonos

Helpful Hints

Activity: GRA-69

- When cutting your pocket from the manila envelope, make it at least 3 inches deep to comfortably hold the cards
- You may wish to enlarge the master cards so that your students can easily copy the information
- You may wish to have a quantity of blank cards ready in your classroom for your students to use

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Key Points

DO:

Review this information with participants as they create their folder game.



Notes

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FLU 15: Leyendo con íconos de prosodia



Muy aliviado

Como si hubieras ganado \$100

Con vergüenza

Como un chef francés

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Key Points

SAY:

Now take out your packet for activity FLU-15.



Notes

17

FLU 15: Leyendo con íconos de prosodia

For this activity, please get the following materials:

- > 2 Rubber bands
- > 2 library card pockets
- > 2 6 x 9 manila envelopes
- > 1 regular size folder
- > FLU-15 Packet

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DO:

After participants get their materials, have them glue the two 6 x 9 manila envelopes to the inside of the folder, one on each side. We labeled these “Oraciones favoritas” (those that have already been practiced and can now be done independently) and “Oraciones nuevas para practicar” (ones your teachers want to practice with the group in small group). Your teachers can choose to label the inside folders differently.

These inside folders are optional and do not need to be included. The inside of the folder can also be used to spread out the “Íconos” cards faced down for students to choose.



Key Points



Notes

FLU 15: Leyendo con íconos de prosodia 18

Helpful Hints

Activity: FLU-15

- Model reading a selection using the cards before asking your students to try
- Use the center part of your folder for placing the cards face down.

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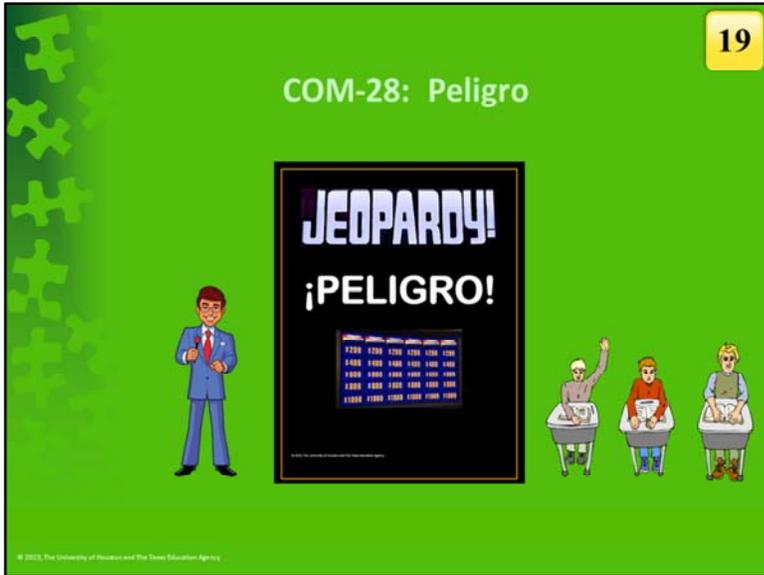
Key Points

DO:

Review this information with participants as they create their folder game.



Notes



Key Points

SAY:

Now, please take out the packet for activity COM-28.



Notes

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COM-28: Peligro

For this activity, please get the following materials:

- > 12 blank 3 x 5 cards
- > 12 library card pockets
- > 1 legal size folder
- > 2 strips of white construction paper (cut 1 inch wide, using long side of paper)
- > COM-28 Packet

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Key Points

DO:

Have participants gather the materials they need for this activity.

They should arrange the twelve library pocket cards into 4 columns of three leaving space at the top for the 1" strips of white construction paper. We have added the point value to each of the pockets (100 for the first row, 200 for the second row and 300 for the third row). Teachers can modify this as they want. Having a completed example available for teachers to see is very helpful.



Notes

21

COM-28: Peligro

Helpful Hints

Activity: COM-28

- Choose round numbers for the points so that it is easy for you to keep score
- You may wish to laminate at least the white strips at the top of the folder. This will allow you to change the categories using an erasable marker.

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Key Points

DO:

Review this information with participants as they create their folder game.



Notes

22

VOC-38: Identificando homónimos

palma

Identificando homónimos

vela

blanco

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Key Points

SAY:

The last activity we will make today is VOC-38. Please take out your packet for this activity.



Notes

23

VOC-38: Identificando homónimos

For this activity, please get the following materials:

- > 9 library card pockets
- > 1 clear, adhesive CD pocket
- > 1 legal size folder
- > VOC-38 Packet

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DO:

Have participants gather the materials and create their folders. Have them label each pocket as “Serie 1”, “Serie 2”, etc. through “Serie 9”. They should arrange these pockets on the inside of the legal folder leaving space for the clear folder as well. They can then glue them into place. Then have them cut the individual cards, one series at a time, rubberband each set and place them into the corresponding pocket. We labeled the clear pocket folder “Variación: Tarjetas “Pesca”.



Key Points



Notes

24

VOC-38: Identificando homónimos

Helpful Hints

Activity: VOC-38

- Label library card pockets "Serie 1" through "Serie 9"
- Use the clear self-adhesive pocket for the second set of blue vocabulary cards (for the Go Fish game)

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Key Points

DO:

Review this information with participants as they create their folder game.



Notes

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Download this training from:
www.tejaslee.org/Resources/trainer.html
Tejas LEE Make and Take

Also available:

- Tejas LEE Phonological Awareness Make and Take
- Tejas LEE Graphophonemic Knowledge Make and Take
- Tejas LEE Fluency Make and Take
- Tejas LEE Comprehension Make and Take
- Tejas LEE Vocabulary Make and Take
- Tejas LEE Writing Make and Take

If not available on our website, please email tejaslee.info@times.uh.edu to request the files.

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DO:

Paraphrase the information on this slide.



Key Points

- This training will be made available on our website, www.tejaslee.org. Click on the resources tab, then on for trainers and look for the Make and Take training
- If you do not find the training on the website, email the Tejas LEE team to request the materials



Notes

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End of
Training

Thank you!

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Key Points



Notes