

The Middle/High School Teacher as 'First Responder': RTI/MTSS & Struggling Learners

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Handout



RT/MTSS Classroom Teacher Toolkit

The Teacher as Classroom First-Responder: Resources

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Scarsdale, NY

Email: jimw13159@gmail.com

Workshop Materials: <http://www.interventioncentral.org/edgemont>

Classroom Support Plan Writer: <https://interventioncentral-vue.firebaseio.com/>

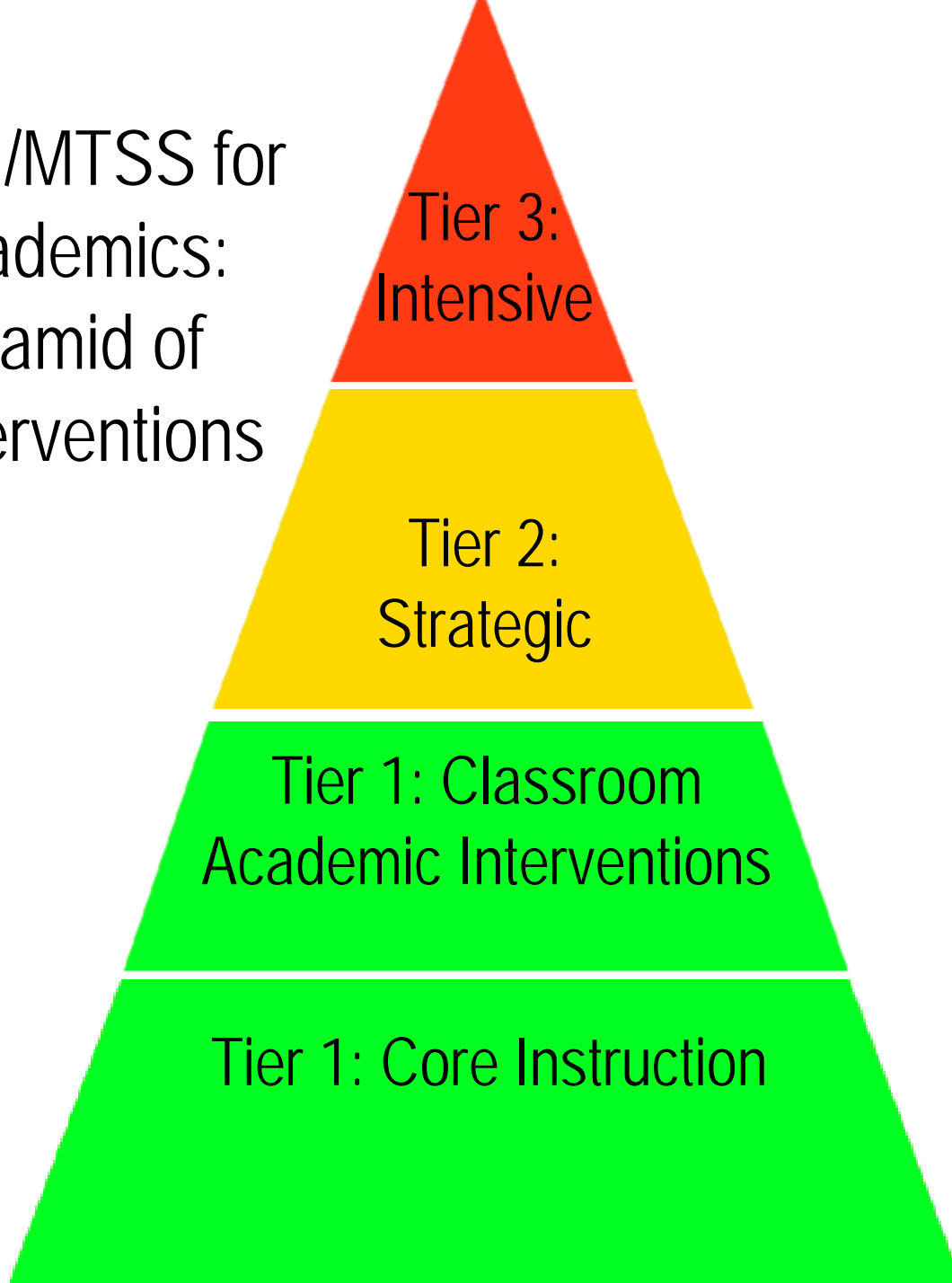
RTI/MTSS for
Academics:
Pyramid of
Interventions

Tier 3:
Intensive

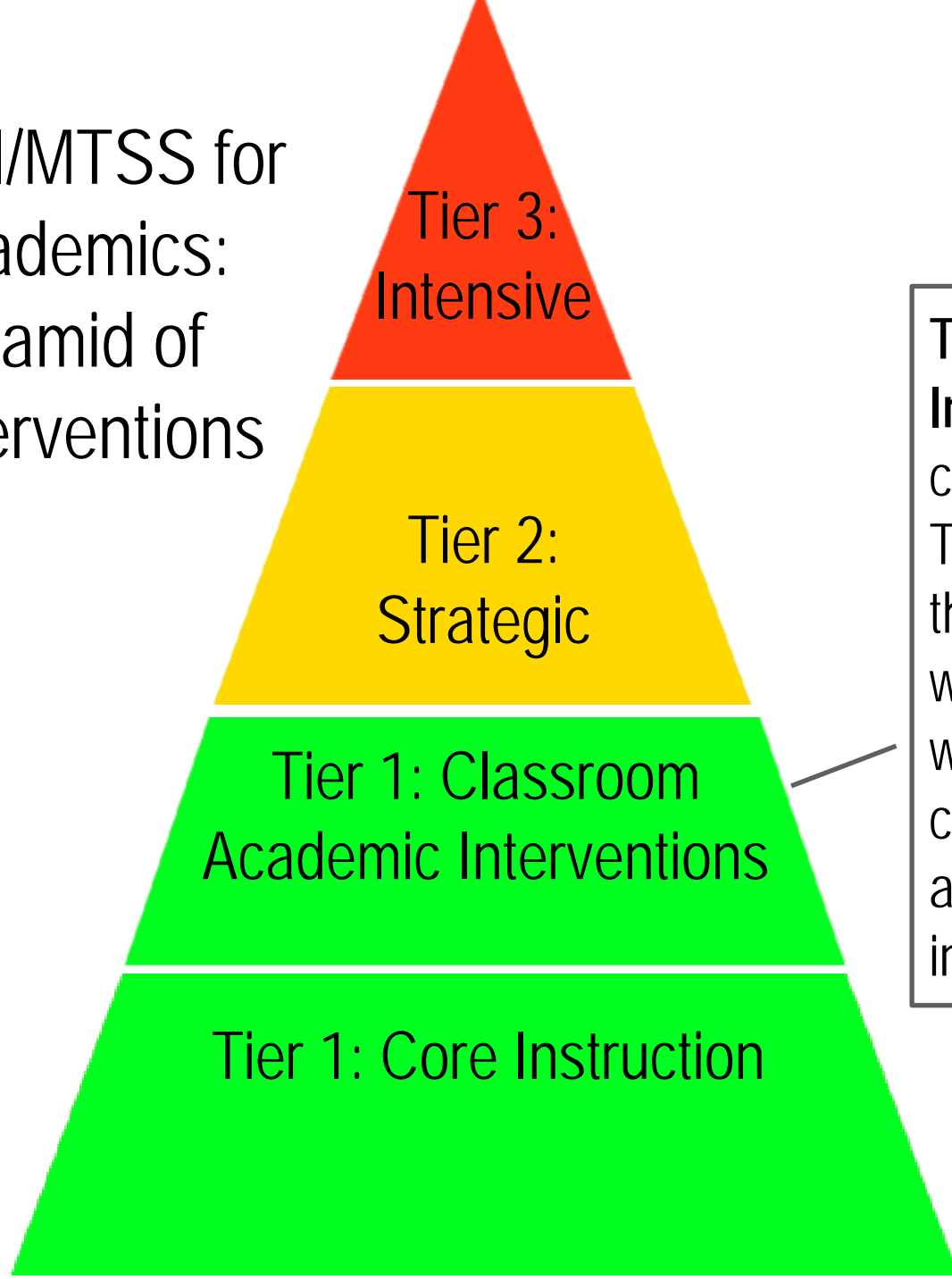
Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction



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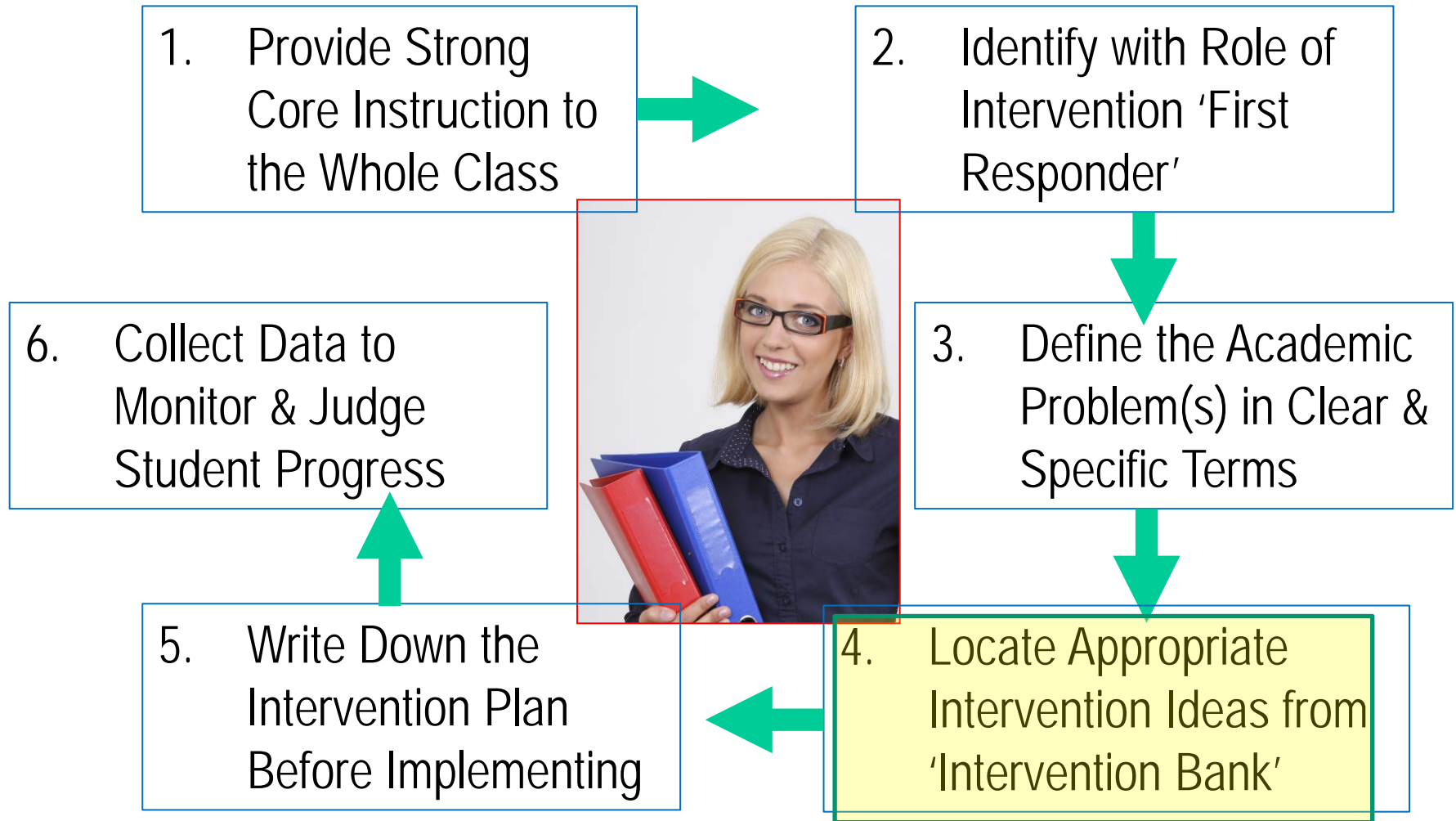
Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

Tier 1/Classroom Intervention: The Teacher Can:



Workshop Agenda

 1. ***Sample Academic Interventions.*** We

will review examples of interventions suitable for MS/HS classrooms:

- Class Participation*
- Reading Comprehension*
- Homework and Other 'Survival Skills'*
- Oversensitivity to Teacher Feedback*
- Anxiety with Academic Tasks*
- Passivity Toward Academic Performance*

 2. ***Free Intervention App.*** We will check out the *Classroom Support Plan Writer*.





CHALLENGE: *Sara is reluctant to participate in class discussion.*

SOLUTION:

-Numbered Heads Together





Motivating Students Through Collaboration: Numbered Heads Together p. 6

1. Create student teams of 4. The group counts off so that each student is assigned a number 1-4.
2. At teacher discretion during large-group instruction, pose a question to the teams.
3. Allow wait-time for discussion.
4. Elicit student responses.



CHALLENGE: *Cameron does not retain key ideas from course readings.*

SOLUTIONS:

- Read-Ask-Paraphrase pp. 14-16*
- Linking Pronouns to Referents p. 17*
- Mark It/Jot It p. 18*
- Double Entry Journal pp. 19-20*



Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Reading Comprehension: Text Summarization

Read-Ask-Paraphrase:

During independent reading, the student will:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Delivering 'Classroom' Academic Interventions: Options...

Tier 1: Classroom: Whole Class.

Because many students need the intervention, the teacher trains the entire class to use RAP and assigns it as homework for challenging readings.

Tier 1: Classroom: Small Group.

The teacher conducts a group training for several students who need the RAP strategy.

Tier 1: Classroom: 1:1. The teacher trains a single student to use RAP.

Read-Ask-Paraphrase



Tier 1/2: Cross-Age Peer Tutoring. Older students are assigned as tutors/mentors to younger learners. One item in their tutoring toolkit is RAP. Teaching staff supervise these tutors.

Tier 2: Small Group. The RTI Tier 2 provider creates a 6-week mini-course in applied reading comprehension strategies, including RAP. Students are recruited based on school-wide screening data and teacher nominations.

Tier 2: Adult Mentor. A teaching assistant 'checks in' with select Tier 2 students at the the start and end of the school day about their school work. The TA trains students to use RAP, monitors their use of it, and informs classroom teachers as well so they can support its use.

Reading Comprehension: Tween Tribune

- Text samples used in the next few slides are from Tween Tribune (www.tweentribune.com).
- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.
- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage older students with reading delays.

Reading Comprehension: Annotation

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). The student circles circle in the reading, explicitly identifies each pronoun's referent, and writes next to the pronoun the name of its referent.

Exploring the amazing world of lichens

By: Maggy Benson, [Q2rius](#)

Lichens are a symbiotic relationship between algae and fungus. They have been on earth for millions of years, living on rocks, trees, and soil in all different

fungus come together to form this house, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group,

when algae and fungus come together, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group, meaning they do not all come from a single common ancestor, in other words, lichens have many origins. Currently there are almost 20,000 species of lichenized fungi known.

Reading Comprehension: Annotation

- Mark It/Jot It prompts text interaction by marking up & annotation.

Would you eat soup made from crickets?

By: Jocelyn Gecker, *Associated Press*

Bugs in a gourmet kitchen are usually something to be squashed or swatted. But at Le Cordon Bleu, the esteemed French cooking school, chefs and food scientists spent a week simmering, sauteing and grilling insects to extract innovative flavors they say could open a new gastronomic frontier.

As a finale to their research, the school's Bangkok branch held a seminar called "Edible Insects in a Gastronomic Context," which booked up weeks in advance. The event in Thailand included lectures and a tasting menu for 60 open-minded participants, a mix of student chefs, scientists, professors and insect farmers.

First came a vial of ant-infused gin, followed by a shot glass of warm cricket consomme, then an hors d'oeuvre of cockchafer butter and herb crisp. A cockchafer could be mistaken for a water bug but is in fact a giant beetle.

?

How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

!

It's weird to have insects in a fancy meal.

Reading Comprehension: Annotation

- **Double-Entry Reading Journal** directs students to select relevant quotes from the reading, write reflective comments.

Double-Entry Reading Journal

Student: Tim S. Date: Feb 24, 2021

Reading Assignment: Would You Eat Soup Made from Crickets?

Passage from My Reading	My Thoughts About This Passage
<i>It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.</i>	I would not want to eat insects if they are not safe as food.
<i>In Thailand alone, there are 200 species of insects eaten as food.</i>	This reminds me of how people eat shrimp in the USA.

Sentence Starters: This reminds me of _____.
 This makes me think of _____.
 This is important because _____.
 I think this means _____.

The reason I picked this is _____.
 What confuses me about this is _____.
 This is interesting, because _____.
 Somebody who reads this might believe that _____.



CHALLENGE: *Ainsley is haphazard in doing & turning in homework.*

SOLUTION:

*-Academic Survival Skills
Checklists pp. 21-23*



The Problem That This Tool Addresses: Academic Survival Skills Checklist

Students who would achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

Source: DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. Psychology in the Schools, 43, 7-17.

Academic Survival Skills Checklist: What It Is...

- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.

Academic Survival Skills: Homework

1. Write down assignments correctly.
2. Assemble all necessary homework materials.
3. Use available school time to get started on homework.
4. Create an optimal homework space.
5. Schedule a regular homework time.
6. Develop a daily homework plan....

Study Skills Checklist Example: p. 23

TABLE 1: ACADEMIC SURVIVAL SKILLS EXAMPLE: STUDY SKILLS

- MAINTAIN A STUDY SCHEDULE.** Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.
- AVOID DISTRACTERS.** When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.
- CREATE AN ORGANIZED STUDY SPACE.** Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.
- SET STUDY GOALS.** Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).
- MAKE A STUDY AGENDA.** If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and the time allocated for that review.
- DO THE TOUGH STUDY WORK FIRST.** Tackle the most difficult or challenging study objectives first during study sessions, when energy levels and ability to concentrate are at their peak.
- VARY ACTIVITIES.** Mix up study activities during a study session (e.g., alternating between reading and writing) to maintain engagement and interest.
- CHUNK A LARGE STUDY TASK INTO SMALLER UNITS.** If studying a large amount of material in a single session, 'chunk' the material into smaller units and take short breaks between each unit to maintain focus.
- TEACH CHALLENGING CONTENT.** When studying complex or challenging material, assume the role of instructor and attempt to explain or describe the material to a real or imagined listener. Teaching study material is an efficient way to verify understanding.
- HIGHLIGHT QUESTIONS.** When reviewing notes or completing course readings, use highlighters, margin notes, sticky notes, or other notation methods to flag questions, unknown vocabulary terms, or areas of confusion for later review with teacher or tutor.
- SEEK HELP WHEN NEEDED.** Approach the teacher or tutor for help as needed to answer questions or clear up areas of confusion identified during study sessions.

Academic Survival Skills Checklists: 5 Uses

1. Create consistent expectations among teachers.
2. Allow for proactive training of students.
3. Encourage students to self-evaluate and self-manage.
4. Monitor progress in acquiring these 'survival skills'.
5. Can guide parent conferences.



Academic Survival Skills Checklist Maker

(Posted on workshop page)

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.

If you have any suggestions or comments about this tool, please mail me.

Save

Start New Checklist

Academic Survival Skills Checklist Maker

Success in school depends on the student acquiring effective 'academic survival' skills such as study skills, time management, and homework completion. The **Academic Survival Skills Checklist Maker** is a free application that allows teachers, students, and parents to assemble 'how to' checklists that can be used to train students in essential academic-support skills. These checklists are a great way to promote student independence and accountability! (For suggestions on how to use these checklists, download Jim Wright's [Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners.](#))

Select Checklist: Study Skills

Selected Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and items on this list are editable.

Your Checklist

MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.

AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.

CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.

SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).

MAKE A STUDY AGENDA. If studying multiple subjects in one

New Item

Study Skills

Study Skills relate to the systematic, purposeful review, practice, and mastery of academic material.

Format Checklist as

- Checkboxes
- Bulleted List
- Numbered List
- No Formatting



CHALLENGE: *Trevor is not receptive to constructive teacher feedback about his writing.*

SOLUTION:

-Wise Feedback p. 13



Wise Feedback. Increase Acceptance of Academic Feedback

- **What It Is.** Wise feedback follows a specific structure to signal to the student that the critical feedback is well-intentioned and appropriately matched to the student's abilities.

Critical Feedback. The Problem...

The intention of teachers' instructional feedback is often ambiguous, leaving learners free to impose their own interpretations.

Students already sensitive to being stereotyped (e.g., because of race, gender, or economic class) may construe teacher feedback in a negative light—as a sign of stereotyping or bias (Cohen, Steele, & Ross, 1999; Yeager et al., 2013). So the student 'tunes out' that adult feedback—resulting in the 'mentor's dilemma'.

Sources: Cohen, G. L., Steele, C. M., and Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin*, 25(10), 1302-1318.

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., & Williams, M. E. (2013). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143, 804-824.

'Wise' Feedback. Formatting Critical Feedback to Promote Student Acceptance

'Wise feedback' prevents the student from taking criticism about their work personally. Written or verbal feedback about a student's academic performance follows this format:

- HIGH STANDARDS. The teacher emphasizes and explains the high standards used to evaluate the student work.
- ASSURANCE OF ABILITY. The teacher states explicitly his or her confidence that the student has the skills necessary to successfully meet those standards.

Wise Feedback Example



High Standards

"I'm giving you these comments because I have very high expectations..."

Assurance of Student Ability

"...and I know that you can reach them."

Wise Feedback: Additional Suggestions...

- *Do not pair grades with wise feedback.* When possible, teachers should avoid attaching grades to any student work that contains wise feedback.

Students tend to view a summative number or letter grade as the 'real' evaluation of an assignment and are therefore likely to ignore comments that accompany them (Yeager et al., 2013). So grades can 'short-circuit' the positive impact of wise feedback.

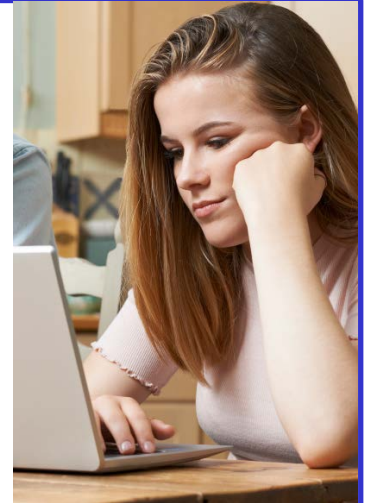
One strategy to keep wise-feedback and grading separate on an assignment is to return the first draft of the assignment ungraded with wise feedback. The student is then directed to use the feedback to revise the assignment and submit for a grade.



CHALLENGE: *Anxiety affects Madison's performance on math tests.*

SOLUTION:

-Antecedent Writing Activity p. 24



Managing Academic Anxiety Through an Antecedent Writing Activity

Description. Students may become anxious when faced with academic tasks such as test-taking—to the point at which the anxiety seriously interferes with work performance.



Being barraged with anxious thoughts while trying to complete academic tasks is a negative form of multi-tasking and taxes working memory (Beilock & Willingham, 2014). Anxious thoughts divert attention and thus degrade student performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

Description (Cont.) One strategy that can help students to minimize the intrusion of anxious thoughts during a stressful test or assignment is to have them first complete a brief (7- to 10-minute) writing exercise in which they write about their anxiety (Park, Ramirez, & Beilock, 2014).

This activity can lower anxiety levels and thus allow the student to complete the academic task without interference.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure. Before an individual student or larger group begins an academic task likely to trigger anxiety, the teacher hands out a worksheet with these (or similar) instructions:

Writing Exercise: This Assignment: How Are You Feeling?

I would like you to write honestly about what you are thinking and feeling as you prepare to take this exam/start this assignment.

Because everyone is unique, there is no 'correct response' to this writing task. You should just describe as fully as you can your thoughts and feelings about the exam/assignment. You can also write about how your current thoughts and feelings might be the same as—or different from—those you experienced in similar past situations.

You will have __ minutes to write. Please keep writing until you are told to stop. I will not collect this assignment.

Managing Academic Anxiety Through an Antecedent Writing Activity

Procedure (Cont.) The instructor gives students 7-10 minutes to complete the writing assignment.

Students are then instructed to put their compositions away (they are not collected).

The class then begins the high-stakes academic task.

Managing Academic Anxiety Through an Antecedent Writing Activity

Tips for Use. Here are suggestions for using this antecedent writing exercise:

- *Administer to the entire class.* Certain academic tasks, such as important tests, will trigger anxiety in many, if not most, students in a classroom. Teachers can use this writing exercise with the entire group as an efficient way to 'take the edge off' this anxiety for all students and potentially improve their test performance.

Managing Academic Anxiety Through an Antecedent Writing Activity

Tips for Use (Cont).

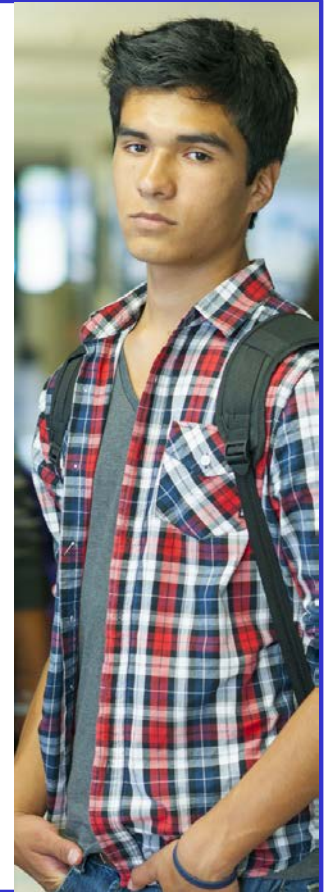
- *Teach students to use independently.* Some students experience significant levels of anxiety even during independent work – such as math homework. This writing exercise can be a good warm-up activity that students can use to allay anxiety and improve their academic focus.



CHALLENGE: *Ryan does not take an active role in improving his academic performance.*

SOLUTIONS:

- Change Talk p. 11*
- Learning Contract pp. 7-10*



Using Motivational Teacher Tools

Teacher communication strategies are a powerful means to motivate students. In this segment, we look at four methods for increasing student motivation and academic engagement:

- **change talk**
- praise
- growth mindset statements
- wise feedback

Change Talk. Draw attention to change-oriented student talk.



Change Talk. Highlight Change-Oriented Talk

- **What It Is.** Change talk (Miller & Rollnick, 2004) is *any statement (or partial statement) that expresses hope, interest in making positive changes, a willingness to try new strategies, or other positive attitudes.*

Elements of student change talk are often intermixed with expressions of uncertainty, frustration, and doubt.

Change Talk. Focus on Positive Change

When people talk about taking on the challenge of changing their behavior to achieve desired outcomes, their comments can veer between:

- 'Change Talk': Exploring the desired change, and
- 'Obstacles Talk'. Highlighting obstacles to change.

Change Talk

*I want to get
more exercise...*

Obstacles Talk

*but I am so busy with
work!*

Change Talk. Focus on Positive Change

An effective way to encourage others to make beneficial changes in their lives is to listen...and to single out and respond to the positive 'change talk' elements in their responses.

Change Talk

*I want to get
more exercise...*

Obstacles Talk

*but I am so busy with
work!*

Change Talk. Focus on P
An effective way to encourage
changes in their lives is to
respond to the positive 'c'
responses.

*Less Effective
Response: "Well, if
you spent less time
watching Netflix, you
would have more time
to work out!"*

Change Talk

*I want to get
more exercise...*

Obstacles Talk

*but I am so busy with
work!*

*More Effective
Response: "Yes, you
might have more
energy if you
increased your
exercise."*

on Positive Change

...others to make beneficial
...and to single out and
'elements in their

Change Talk

*I want to get
more exercise...*

Obstacles Talk

*but I am so busy with
work!*

Change Talk. The Power of Differential Attention



By listening carefully, the educator can draw attention to elements of change talk shared by the student, reinforce them, have the student elaborate on them, and thus increase that learner's optimism and confidence (Miller & Rollnick, 2004).

"I want to do better in this course..."

"...but the work is so hard!"

"Sure, it would be great if I could bring my grades up ..."

"...but I am not smart in math."

Conferencing with Students: Two Suggestions

When you conference with students, the motivational interview literature (Miller & Rollnick, 2004) suggests 2 important strategies:

1. **AVOID** an authoritarian tone. The goal is to motivate the student to take responsibility for positive behavior change—not to win a debate.
2. **DO** use your comments to draw attention to instances of student 'change talk' -- statements expressing interest in making positive changes. Encourage the student to explore further.

Comments to Encourage Change Talk: Examples

STUDENT: "I want to do better in this course, but the work is so hard."

- *"So, if you could find a way, you would like to [do better in this course], right?"*
- *"What does it mean to you to [do better in this course]?"*
- *"How would school improve for you if you [were doing better in this course]?"*
- *"Can you think of ways that I could help you to [do better in this course]?"*

Learning Contract

Learning Contracts: Put Student Promises in Writing...

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.
- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. *Middle School Journal*, 39(5), 13-22.

Learning Contract: Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

- 1 I will arrive to class on time.
- 2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
- 3 I will keep my desk organized during independent work.
- 4 I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
- 3.
- 4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport

Russell B.

Mr. Rappaport
Teacher

Russell B.
Student

[Parent Name]
Parent

Learning Contracts: Put Student Promises in Writing...

Benefits. Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

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Sign-Offs

<i>Mr. Rappaport</i>	<i>Russell B.</i>	
Mr. Rappaport Teacher	Russell B. Student	[Parent Name] Parent

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I am taking part in this learning contract to improve my grades and pass the course.

Contract: Science 10

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Mr. Rappaport	Russell B.	
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Mr. Rappaport Teacher	Russell B. Student	[Parent Name] Parent
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Learning Contract

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

Learning Contract: Example

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Russell B: Success Contract: Science 10

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Mr. Rappaport

Russell B.

Mr. Rappaport
Teacher

Russell B.
Student

[Parent Name]
Parent

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Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

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- 2 I will bring my work materials to class, including paper, notes, and assignments.
- 3 I will keep my desk organized during independent work.
- 4 I will submit any current homework at the start of class.

Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course.

Sign-Offs-----

Mr. Rappaport

Russell B.

Mr. Rappaport
Teacher

Russell B.
Student

[Parent Name]
Parent

Learning Contract: Example

Name: Russell B. Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

- 1 I will arrive to class on time.
- 2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
- 3 I will keep my desk organized during independent work.
- 4 I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
- 3.
- 4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport

Russell B.

Mr. Rappaport
Teacher

Russell B.
Student

[Parent Name]
Parent

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Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

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Mr. Rappaport Teacher	Russell B. Student	[Parent Name] Parent
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<i>Mr. Rappaport</i>	<i>Russell B.</i>	
Mr. Rappaport Teacher	Russell B. Student	[Parent Name] Parent

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or end this learning contract.

Sign-Offs

Mr. Rappaport

Russell B.

Mr. Rappaport

Russell B.

[Parent Name]

Teacher

Student

Parent

Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

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<i>Mr. Rappaport</i>	<i>Russell B.</i>	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contracts: The Take-Away

- **Learning Contracts** are a great tool to record the outcome of parent conferences.

The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as 'RTI plans'—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.



CLASSROOM SUPPORT PLAN WRITER

Handout



RT/MTSS Classroom Teacher Toolkit

The Teacher as Classroom First-Responder: Resources

Jim Wright, Presenter

2 September 2021
Edgemont UFSD
Scarsdale, NY

Email: jimw13159@gmail.com

Workshop Materials: <http://www.interventioncentral.org/edgemont>

Classroom Support Plan Writer: <https://interventioncentral-vue.firebaseio.com/>

Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.
- select specific intervention ideas matched to particular groups or individuals.
- add personal notes to the plan to clarify implementation.
- label, download, and print the resulting customized 'Classroom Support Plan'.

The Classroom Support Plan Writer.
Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

Classroom Support Plan Writer

This free online tool contains **214** research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals.

Get Started

URL: <https://interventioncentral-vue.firebaseio.com/>



Activity: RTI/MTSS Questions?

What additional RTI/MTSS questions do you have?

