New Jersey
Department of Education
New Jersey Tiered System of Supports for Early Reading (NJTSS-ER)

5-year federal grant
Partnership with Rutgers Graduate School of Applied and Professional Psychology
30 school districts implementing in about 60 schools
Goal to Scale Up and Expand to Mathematics and Behavior
Includes Family Engagement and Leadership

https://www.nj.gov/education/njtss/
Welcome to NJTSS Webinar #3
Developing Effective Schedules for Instruction and Planning

Jackie Frangis
July 15, 2020
Your Presenter – Jackie Frangis

- Founder - Elevate Educators- Professional Learning
- FEA Consultant, NJPSA – EXCEL Instructor, NJ Leader 2 Leader Mentor
- Field Specialist – Elementary Education- Fordham University
- Adjunct- GSE Educational Leadership Depart. Montclair State Univ.
- Early Childhood Teacher, Principal and Administrator, Bergen County, New Jersey
- 10 years in private sector
- Educational Evangelist and Learner
Today’s Goals

- **Outline** the “Big Picture” for creating and planning effective scheduling
- **Provide** creative ways to integrate personnel in RtI scheduling
- **Identify** priorities for schedule creation and intervention time allotment
- **Consider** additional distance learning options
- **Examine** schedule exemplars from NJTSS Schools
Essential Question

Why might thinking about schedules be an important component of any systemic framework?
Set schedules before the start of the school year

1. Create a 12 month calendar
2. Utilize the RtI Fidelity of Implementation Rubric for Administrators
3. Include all assessments - universal screener, progress monitoring, benchmark and NJSLA
4. Plan for Professional Learning
5. Identify Core Instruction blocks
6. Allot Intervention blocks in the master schedule
7. Scheduling is different than ever before-Bussing, Sanitizing, Classroom Assignments etc...
Multilevel Instruction—The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).

<table>
<thead>
<tr>
<th>Measures</th>
<th>Needed</th>
<th>Partially Met</th>
<th>Fully Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention Focus</td>
<td>• Successfully implements 1 condition identified in column 3</td>
<td>• Successfully implements 2-3 conditions identified in column 3</td>
<td>Meets all of the following conditions:</td>
</tr>
<tr>
<td></td>
<td>• Highlight condition met.</td>
<td>• Highlight each condition met.</td>
<td>Communicates to all staff members the purpose of NJTSS is to provide high quality core instruction that meets the needs of 80% or more of students.</td>
</tr>
<tr>
<td>Schedules</td>
<td>• Successfully implements 1 condition identified in column 3</td>
<td>• Successfully implements 2-3 conditions identified in column 3</td>
<td>Meets all of the following conditions:</td>
</tr>
<tr>
<td></td>
<td>• Highlight condition met.</td>
<td>• Highlight each condition met.</td>
<td>Creates (in concert with others) a master schedule to reflect time for multiple levels of intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creates (in concert with others) a master schedule to reflect time for collaborative PLC’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creates (in concert with others) a master schedule that reflects common planning time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creates (in concert with others) a master schedule to reflect time for regular data team meetings.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Labor Day — No School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Benchmark Data Collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>7:45am Grade Level Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Start intervention groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Start progress Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Teacher Inservice — Swap Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Benchmark Data Collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Data-decision making team meeting (students placed in tiers &amp; groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scheduling Core Instruction - In Person

- Prioritize Instruction
  - Schedule instructional time first, with other activities after
- Develop blocks devoted to instructional time
  - 90-120 minutes for ELA
  - Uninterrupted time (desirable)
Teacher Tips for Virtual Learning Instruction

Shaelynn Farnsworth & Steven Anderson

- Whole Group via video conferencing, open office times, OR taped video
- Telephone call OR Letter
- Every other day, at least once a week

5 to 15 mins. Grades K–5

- Whole Group via video conferencing, open office times, OR taped video
- Use to maintain relationships, check-ins, short instruction, connect to peers socially
- Everyday or every other day

15 to 20 mins. Grades 5–8

- Whole Group via video conferencing, open office times, OR taped video
- Use to maintain relationships, check-ins, short instruction, connect to peers socially
- Everyday or every other day

25 to 30 mins. Grades 9–12

Equity, Access, and Specifications provided by district should be considered first. Professional recommendations as a place to start when transitioning to online learning.
Advantages Of Hybrid Schedules

Students attend school for English, math, science, social studies, and some states prioritize foreign languages.

Children who are English-learners, in special education, or come from low-income families receive priority for live school attendance.

Remote and in-person blend

Combine best practices from virtual and in-person instruction to create robust teaching and learning experiences in both environments.
Building a Schedule Around Student Rotations
Hybrid Scheduling Options

HALF DAYS
- A.M. Group
- Lunch Break
- P.M. Group

SHIFT SCHEDULING

Alternate days
- Group A: Monday
- Group B: Tuesday
- Group A: Wednesday
- Group B: Thursday
- Either Planning Day
- Friday

One day a week
- Group A: Monday
- Group B: Tuesday
- Group C: Wednesday
- Group D: Thursday
- Teacher Planning Day
- Friday

CORE SUBJECTS ARE FOCUS FOR IN-PERSON INSTRUCTION
Students remain in one room for the day, as core teachers shift rooms. Electives are left for remote learning.

Science Teacher
Math
English/Language Arts
Social Studies

NOTE: Foreign languages may be considered core subjects in some states.

SOURCE: Education Week reporting
Option 1: Split Schedule AM/PM

**Pros:**
- All students receive daily, in-person instruction.
- Smaller groups of students make it easier for schools to adhere to social distancing protocols in buildings and on busses.

**What it would look like:**
- Students are divided into two groups—one group attends school in the morning, the other group comes in the afternoon.
- Keep groups heterogenous.
- Provide Tier 2 and Tier 3 Interventions in school.
Cons:

- Some risk of exposure and transmission of the virus.
- Working parents will need alternative child-care during parts of the day when children are engaged in remote learning.
- Logistically challenging to align schedules for families with children at different grade levels and in different schools.
- Managing the master schedule will be a herculean task, especially at the high school level.
- May require negotiating collective bargaining agreements with teacher and other employee unions.
- Multiple bus runs to drop off and pick up students at irregular times could be difficult, especially the need to disinfect buses during the quick turnaround.
- Requires cleaning and disinfecting between morning and afternoon shifts.
Option 2: In-Person Attendance for Students With Specialized Needs

What it looks like:

In-person instruction and other services will be provided to:

- Special Education Students
- English Language Learners
- Title 1 and students who are vulnerable-homeless/ foster care
- Full-time remote learning will continue for all other students.
Pros:

- The numbers of students and staff members inside buildings are limited, making it easier to comply with social distancing practices.
- Students most in need of academic and special supports receive them in face-to-face interactions.

Cons:

- Some risk of exposure and transmission of the virus.
- Working parents of students who continue with remote learning may object to their children missing out on in-person attendance and find it incompatible with their work schedules.

Is it EQUITABLE and ACCESSIBLE for ALL STUDENTS?!!?
Option 3: Core Subjects Only for In-Person Sessions

What it looks like:

- All students attend school for core courses—math/science and language arts/social studies.
- Interventions are in person.
- Everything else is remote.
- Teachers in other content areas can be recruited to support interventions.
Pros:
- All students receive face-to-face instruction for the main subjects.
- Children get regular interactions with their peers and their teachers.
- More compatible with parents' work schedules.

Cons:
- Some risk of exposure and transmission of the virus.
- Adhering to social distancing practices is more difficult with students and staff in the buildings.
- Other content areas—which often tap into students' interests and passions and help with engagement—remain online.

Is it equitable and accessible for all students?!!
Integration of Personnel

- Coordinate personnel based on intervention skill needs at each tier, not siloed programs
- Important to integrate BSI, Title 1, SpEd, and ESL programs
- Include para-professionals as another support for small group work
- Special Education is **not** Tier 4
  - Students with IEPs receive support within the same 3 tiers with accommodations and modifications provided, if needed
Integration of Personnel
Personnel can divide and conquer daily as interventionists to support all students’ skill needs

Title 1 Teachers
- Any at-risk students (targeted program) or
- All students (schoolwide program)

SPED Teachers
- Students without IEPs (up to 15% of IDEA, Part B funds)
- Students with IEPs

Bilingual/ESL Teachers
- ELL students within each tier

Homeroom Teachers & Aides
- Interventionists when not providing whole group instruction
Reflect and Connect

★ Reflect on how you can best utilize your human resources to serve the needs of students best.

★ What questions do you have? (Ask them in chat)
Importance of Designated Intervention Time

- Enables educators to improve academic performance for students requiring additional support

- Scheduled intervention time allows for:
  - Students to receive extra support without missing whole group instruction in the general education classroom
  - Targeted instruction based on specific skills
  - Frequency: Times per week and duration – minutes during block
    - Tier 2, 2-3 times per week 20-30 minutes (no more than 5-6 students)
    - Tier 3, 4-5 times per week 30-40 minutes (no more than 1-3 students)
Sample Schedules with Intervention Blocks
Fixed Intervention Block

Fixed Daily Intervention Period

- Remediation period was created to address a need for addressing foundational skill gaps.
- Periods were reduced from 47 minutes to 40 minutes. Because of travel time, the intervention period (period 9) is 30 minutes.
- The expectation is for teachers to work on specific skills not mastered in ELA (i.e. Fundations, FCRR (Florida Center of Reading & Research, PRESS community lessons a double dose)
- Specials teachers and support staff push into the intervention block. Their prep times are scheduled during another time in the day.
# Fixed Intervention Block Sample

### Charles Olbon School
### Class Schedule 2018 - 2019

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:52 - 9:06</td>
<td>Homeroom / Morning Meeting</td>
<td>Homeroom / Morning Meeting</td>
<td>Homeroom / Morning Meeting</td>
<td>Homeroom / Morning Meeting</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td>Period 1 9:07 - 9:47</td>
<td>Fundations</td>
<td>Fundations</td>
<td>Fundations</td>
<td>Fundations</td>
<td>Fundations</td>
</tr>
<tr>
<td>Period 2 9:49 - 10:29</td>
<td>Reading Workshop</td>
<td>Reading Workshop</td>
<td>Reading Workshop</td>
<td>Reading Workshop</td>
<td>Reading Workshop</td>
</tr>
<tr>
<td>Period 3 10:31 - 11:11</td>
<td>Writing Workshop</td>
<td>Writing Workshop</td>
<td>Writing Workshop</td>
<td>Writing Workshop</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Period 5 11:55 - 12:42</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Kdg. Lunch</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Social Studies</td>
<td>Character Ed</td>
</tr>
<tr>
<td>Period 6 12:44 – 1:31 4 &amp; 1 &amp; 2 Lunch</td>
<td>L</td>
<td>U</td>
<td>N</td>
<td>C</td>
<td>H</td>
</tr>
<tr>
<td>Period 9 2:55 – 3:25</td>
<td>Remediation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:25 – 3:28</td>
<td></td>
<td>Homeroom / Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intervention within ELA block (two teachers)
Newark - Harriet Tubman School

- Students are grouped based on S.P.I.R.E Placement test
- Intervention time is fit into guided reading center rotation time.
- Guided reading teacher supports centers while teacher provides direct instruction to on-level guided reading groups and Tier 2 intervention groups.
- S.P.I.R.E resource are used for intervention lessons.
### Intervention within ELA block (two teachers)
Newark - Harriet Tubman School

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mins</td>
<td>Tier 1 – Whole Group (all)</td>
<td>Teacher 1</td>
</tr>
<tr>
<td>20 mins</td>
<td>Independent On-level</td>
<td>Teacher 2</td>
</tr>
<tr>
<td></td>
<td>Group 1 Center 1</td>
<td>Teacher 2</td>
</tr>
<tr>
<td></td>
<td>Tier 2 Direct Instruct.</td>
<td>Teacher 1</td>
</tr>
<tr>
<td></td>
<td>Group 2</td>
<td>Teacher 2</td>
</tr>
<tr>
<td>20 mins</td>
<td>Independent On-level</td>
<td>Teacher 2</td>
</tr>
<tr>
<td></td>
<td>Group 1 Center 2</td>
<td>Teacher 2</td>
</tr>
<tr>
<td></td>
<td>Tier 2 Center</td>
<td>Teacher 1</td>
</tr>
<tr>
<td></td>
<td>Group 3</td>
<td>Teacher 2</td>
</tr>
<tr>
<td></td>
<td>Tier 2 Direct Instruct.</td>
<td>Teacher 1</td>
</tr>
<tr>
<td></td>
<td>Group 3</td>
<td>Teacher 2</td>
</tr>
</tbody>
</table>
Walk-to-Read Model

• Includes the same number of skill groups as in the previous model.

• All grade level teachers and teacher support personnel are engaged to work with specific groups across grade levels.

• During small group time, students transition to their respective teachers for skill-based instruction.

• Each group can be met with daily.
## Walk-to-Read Intervention within ELA Block (shown within a grade level)- All teachers

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:35-9:35 (60m)</strong></td>
<td>Guided Reading with Tier 2 skill-based intervention)</td>
<td>Guided Reading with Tier 2 skill-based intervention)</td>
<td>Guided Reading with Tier 2 skill-based intervention)</td>
<td>Guided Reading with Tier 2 skill-based intervention)</td>
<td>Guided Reading with Tier 2 skill-based intervention)</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>Group 1 Guided Reading</td>
<td>Group 1 Guided Reading</td>
<td>Group 1 Guided Reading</td>
<td>Group 1 Guided Reading</td>
<td>Group 1 Guided Reading</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Group 2 Skills</td>
<td>Group 2 Skills</td>
<td>Group 2 Skills</td>
<td>Group 2 Skills</td>
<td>Group 2 Skills</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>Group 3 Skills</td>
<td>Group 3 Skills</td>
<td>Group 3 Skills</td>
<td>Group 3 Skills</td>
<td>Group 3 Skills</td>
</tr>
<tr>
<td>Interventionist</td>
<td>Group 4 Skills</td>
<td>Group 4 Skills</td>
<td>Group 4 Skills</td>
<td>Group 4 Skills</td>
<td>Group 4 Skills</td>
</tr>
</tbody>
</table>
Fixed ELA Blocks/Intervention Across Grade Level Classes (Walk-to-Read)

**Benefits**
- Can effectively utilize *all* available teacher resources
  - Addresses the needs of multiple skill groups
  - Easier for teachers to manage, develop, and track skill development across one group
  - More teacher-table time per group

**Considerations**
- Organizing quick and efficient transitions between classrooms
- Maintaining consistent communication with home room teacher on student development
  - Home room teachers can lose track of content connections
- Maintaining comprehensive parent communication
<table>
<thead>
<tr>
<th>Benefits</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| ● Can enlist *more* teacher resources for interventions:  
  ○ All grade-level teachers  
  ○ All support staff  
● Can address the needs of multiple skill groups  
● Potential to group skill needs with multiple grade levels  
● Interventionists can pull skill-specific groups at different times throughout the school day  
  Allows interventionists to teach different grade levels  
| ● Scheduling and operationalizing consistent, cohesive intervention and progress monitoring protocol  
● Less instructional time in other content areas  
● Maintaining consistent communication with home room teacher on student development  
  ○ Home room teachers can lose track of content connections  
● Maintaining comprehensive parent communication |
## Staggered ELA Blocks/
Staggered Intervention Blocks Outside ELA

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>HR</th>
<th>Lunch 20</th>
<th>REST</th>
<th>R 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>HR</td>
<td>Math 75</td>
<td>ELA 30</td>
<td>I/E 25</td>
</tr>
<tr>
<td>Grade 2</td>
<td>HR</td>
<td>ELA 135</td>
<td>R 20</td>
<td>Lunch 20</td>
</tr>
<tr>
<td>Grade 3</td>
<td>HR</td>
<td>I/E 40</td>
<td>Math 45</td>
<td>Encore</td>
</tr>
</tbody>
</table>
Putting it all together

- Look at the Big Picture first
  - Prioritize Instruction
- Develop calendars & schedules ahead
- Maximize resources
  - What do we have?
  - Who do we have?
- Don’t be afraid to make changes
  - Change is not bad, just different!
- Team process, there will need to compromise
- Be flexible and patient
Reflect and Connect

★ What thoughts, ideas, questions?

★ How might you leverage your resources to best schedule your students in a way that’s flexible enough to be ready for any contingency that comes along?
THANK YOU for choosing professional development with NJPSA

Visit the NJPSA website for more courses that can support your work

If you have any questions about this webinar or suggestions for future webinars, please send an email to: bgantwerk@njpsa.org
Resources

www.nj.gov/education/njtss - New Jersey Department of Education

KSDE TASN - Kansas Technical Assistance Network (TASN)

https://rti4success.org - Center on Response to Intervention

https://www.schoolclimate.org/ - National School Climate Center


https://www.edweek.org/ew/articles/2020/06/25/hybrid-school-schedules-more-flexibility-big-logistical.html

https://intensiveintervention.org National Center on Intensive Intervention