

# Dig Deeper

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### Tools and Strategies to Explore Root Causes: General

#### Can't Do/Won't Try Matrix

[Can't Do Won't Try PowerPoint](#)

Teams can use this simple, yet powerful matrix to understand the nature of where student support is needed, whether it's an academic need, a behavioral need, or both. This process will help teams more accurately define the type of support that will be most effective for students.

#### Driving Factor Identification Protocol

[http://www.mindtools.com/pages/article/newTMC\\_5W.htm](http://www.mindtools.com/pages/article/newTMC_5W.htm)

The *5 Whys* or *Driving Factor Identification* protocol guides teams through a process to generate a series of hypotheses as to why students may be experiencing difficulty/success, moving closer to the precise root cause at each level of analysis. This analysis tool can be used for both system- and student-level conversations.

#### **NEW** Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction

<http://www.intensiveintervention.org/resource/informal-academic-diagnostic-assessment-using-data-guide-intensive-instruction-dbi-training>

This four-part module shows educators how to conduct a miscue and skills analysis to effectively identify target skills for instruction in reading and math. Modules are comprehensive and include presentation slides, speaker notes, and coaching materials to support learning.

#### Root Cause Analysis: A SBLT Example

<https://www.youtube.com/watch?v=UpQ-saw6HNE&feature=youtu.be> (video from Madison Metropolitan School District)

This video was developed to assist schools based leadership teams with conducting root cause analysis.

#### Fishbone Analysis Tool

[http://www.mindtools.com/pages/article/newTMC\\_03.htm](http://www.mindtools.com/pages/article/newTMC_03.htm)

The Fishbone Analysis tool can be used to guide discussion around potential root causes within the system (e.g., practices, programs, policies, and environment) that contribute to/inhibit student learning success. In this process, teams should consider: "Of the factors we can control, what are the potential reasons our students are experiencing success? Difficulties? Which reasons are most likely?" This analysis tool can be used for both system- and student-level conversations.

#### Evidence- Based Intervention (EBI) Network

[http://ebi.missouri.edu/?page\\_id=402](http://ebi.missouri.edu/?page_id=402)

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The University of Missouri Educational Psychology Department has developed this site, providing a set of questions to help teams pinpoint the type of problem the student is experiencing (i.e., academic, behavior, or both) and then develop a hypothesis as to the most likely reason students are having the problem (e.g., the task is too difficult, the student needs help learning the appropriate behavior). From there, teams can develop an informed plan of action.

### Five Steps for Structuring Data-Informed Conversations and Action in Education

[http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL\\_2013001.pdf](http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf)

This US Department of Education facilitation guide provides teams with a framework, vocabulary, and tools (e.g., guiding questions, activities, forms) to lead informed conversations around data. The first three sections are most useful in the digging deeper process, developing team understanding of issues prior to creating solutions.

- Setting the stage (*What is the question? What information is needed to answer the question? Is this information available?*)
- Examining the data (*Looking for patterns and making observations. Exploring data limitations.*)
- Understanding the findings (*Choosing a key challenge. Brainstorming possible driving factors for strengths and challenges.*)

### Instructional Decision-making Procedures for Ensuring Appropriate Instruction for Struggling Students in Grades K-3

[http://resources.buildingrti.utexas.org/PDF/Instructional\\_Decision-making\\_Procedures.pdf](http://resources.buildingrti.utexas.org/PDF/Instructional_Decision-making_Procedures.pdf)

A Texas Education Agency booklet guides teams through a series of questions to help teams investigate which/whether *system practices* are contributing to meeting/not meeting student learning needs. Guiding questions examine practices for students struggling with reading, mathematics, and behavior, and for students who are English language learners (ELL), including questions around assessment practices, curriculum and instruction, and administrative support. Though written for K-3 Texas schools, many of the guiding questions can be used as is or modified to apply to other settings/grade levels.

### Problem Analysis within an RtI Framework at a Secondary School

<http://rtinetwork.org/learn/rti-in-secondary-schools/problem-analysis-within-an-rti-framework-at-a-secondary-school>

Most problem-analysis processes have been developed for use by elementary school teams. This RtI Action Network article describes a process for use at the secondary level. To ensure that secondary-level teams select interventions for students that correctly address underlying needs, the author recommends that they begin by reviewing academic engagement data. He gives suggestions for which existing data sources to use (e.g., *high rates of absenteeism and office discipline referrals, low number of credits accrued*) along with providing links to more specific measures of student engagement (e.g., *IES Guide: Measuring Student Engagement In Upper Elementary Through High School, available [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2011098.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf)*). The article also provides a

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suggested sequence for secondary teams to then further analyze academic needs in reading and mathematics.

### RIOT/ICEL Matrix

[http://www.interventioncentral.org/sites/default/files/rti\\_riot\\_icel\\_data\\_collection.pdf](http://www.interventioncentral.org/sites/default/files/rti_riot_icel_data_collection.pdf)

The RIOT – ICEL Matrix tool gives teams a framework and strategy for considering the range of possible reasons for student learning success (or lack thereof) and then investigating those reasons in an intentional way. Using this process increases the likelihood that the team correctly understands the underlying issue(s) before moving to action. RIOT (*Review-Interview-Observe-Test*) represents the multiple ways teams might obtain information; ICEL (*Instruction – Curriculum – Environment – Learner*) considers factors that may contribute to the issue of concern.

The intersection of *RIOT* and *ICEL* helps teams efficiently collect data in ways that will help address hypotheses they have developed. As an example, the team hypothesizes that a group of students is struggling with reading because of classroom management concerns. From the matrix, they determine they will collect data through observation in the classroom environment. The article provides further detail on each component, examples of use, and a blank matrix.

### School Improvement Planning Basics: Root Cause Analysis

<http://ccsd.net/resources/aarsi-school-improvement/pdf/planning/school-improvement-planning-basics-root-cause-analysis.pdf>

The *Criteria for Narrowing Explanations* page of this guide provides teams with a three-step process to critically examine the hypotheses (i.e., root causes) they develop:

1. Eliminate explanations that are not within your control.
2. Evaluate the quality of your explanations and achieve consensus on priorities.
3. Clarify the language used in your explanations.

This process will help teams move more successfully on to the *matching supports to needs* process.

### St. Croix River Educational District (SCRED) Problem-Solving forms

[http://www.scred.k12.mn.us/rt\\_i/problem\\_solving/](http://www.scred.k12.mn.us/rt_i/problem_solving/)

SCRED has developed a number of useful forms to use for team problem-solving when students are not meeting benchmarks. The *Problem Analysis Form* and *Hypotheses List* forms may be of use to guide team discussion in the *digging deeper* process.

### Wisconsin's Specific Learning Disabilities (SLD) Rule: A Technical Guide for Determining the Eligibility of Students with Specific Learning Disabilities

<http://sped.dpi.wi.gov/files/sped/pdf/sld-guide.pdf>

Wisconsin DPI developed this guide to assist schools in the implementation of the SLD rule. It includes the requirements and criteria for initial SLD evaluations and reevaluations; definitions associated with the new rule; and how to apply the SLD rule, including ideas for Individualized Education Program (IEP)

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team discussions. For the purposes of this module, teams will want to consult this guide to understand requirements for identifying the specific area of need in order to appropriately match intensive interventions.

### Tools and Strategies to Dig Deeper for Advanced Learners

#### Determining Advanced Learning Needs: Potential Growth Domains

[Determining Advanced Learning Needs/Growth Domains Handout](#)

This WI RtI Center-developed matrix supports teams in identifying potential areas of growth for students who exhibit advanced learning needs. The matrix includes considerations for academic, social and personal goals.

#### National Association for Gifted Children Programming Standard: Assessment

<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-0>

The resources accompanying the NAGC standard, *Assessment*, provide teams with guidance in determining the types of measures and considerations to be used as part of the process for identifying and understanding the needs of advanced learners.

#### Ohio Department of Education Mathematics Learning Progressions

<http://ohiorc.org/for/math/commoncore/?section=cai>

The Ohio Department of Education developed this reconfiguration of the Mathematics standards as learning progressions. Teachers can use these progressions along with regular classroom formative assessment, to assist in identifying student gaps in understanding for struggling learners as well as to guide discovery of the top range of understanding for students excelling.

#### Oregon School District Referral Process for Identifying Advanced Learning Needs

[Oregon School District Referral Process Handout](#)

This Oregon School District document provides a flow chart for how students are identified as having learning needs outside the range of the universal level. The document includes potential measures and existing data used in the review process of digging deeper for next step planning.

#### Wisconsin State Standards – ELA Vertical Articulation

[http://dpi.wi.gov/sites/default/files/imce/ela/resources/CCSS\\_Vertical\\_Articulation\\_ELA.pdf](http://dpi.wi.gov/sites/default/files/imce/ela/resources/CCSS_Vertical_Articulation_ELA.pdf)

The State Standards Team has developed a set of documents that display a Vertical Articulation of the State Standards for English Language Arts, how the standards change from grade to grade. Teachers can use these progressions along with regular classroom formative assessment, to assist in identifying student gaps in understanding for struggling learners as well as to guide discovery of the top range of understanding for students excelling.

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### **Wisconsin DPI: RtI and Gifted Education - Identify Student Needs**

[http://cal.dpi.wi.gov/cal\\_identify-student-needs](http://cal.dpi.wi.gov/cal_identify-student-needs)

The Wisconsin DPI consultant for gifted education, Chrys Mursky, provides a suggested process beyond universal screening for honing in on the needs of advanced learners. The site also includes a link to a listing of targeted screeners that may be used go beyond the ceiling effects of grade-level assessments.

### **Tools and Strategies to Explore Root Causes: Mathematics**

#### **NEW Achieve the Core: Focus by Grade Level**

<http://achievethecore.org/page/774/focus-by-grade-level>

A collection of PDFs detailing the mathematical content emphasized in the Standards by grade level. These can be used as guides to inform instructional decisions regarding time and other resources.

#### **NEW Add+VantageMR® assessments**

<https://www.mathrecovery.org/how-it-works/addvantage>

Assessments from Math Recovery include K-gr 3 assessments to gauge the development of grade level standards with understanding and strategy development. Grade 4-5 assessments identify strengths and areas of mathematical misunderstandings to develop in order to understand more advanced grade level content.

#### **Assessing Mathematical Understanding: Diagnostic Assessment (K-1)**

<http://educationnorthwest.org/content/2228>

This NWREL-developed assessment is an in-depth diagnostic interview, providing detailed information about students' mathematical knowledge for a range of concepts tied to the State Standards for Mathematics. Materials are available in English, Russian, and Spanish. Administration guides, assessments, and supporting videos are provided at no cost.

#### **Dynamic Mathematics Assessments**

<http://tinyurl.com/bb42hgu>

Assessment strategy that provides teachers with an in-depth, instructionally relevant picture of any student's mathematical understandings. Combines CRA Assessment, Error Pattern Analysis and Flexible Mathematics Interview. Also see IRIS Center: Applying Learning Strategies to Beginning Algebra at <http://tinyurl.com/mbx48y8>

#### **Models of Intervention in Mathematics: Reweaving the Tapestry (book)**

In this book, mathematics education expert Catherine Twomey Fosnot provides interview processes for teachers to uncover student thinking in order to understand appropriate instructional starting points for intervention.

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### Huron Intermediate School District: Mathematics Sorting Sheets

<http://huronisd.schoolinsites.com/?DivisionID=7949&DepartmentID=7861&SubDepartmentID=3472&ToggleSideNav>ShowAll>

These district-developed sorting sheets can be used following universal screening to help teams consider underlying needs as a preliminary step before identifying supports. Sorting sheets are available for kindergarten through Algebra I.

### Math Reasoning Inventory (Intermediate/Middle School)

<https://mathreasoninginventory.com>

The *Math Reasoning Inventory*, developed by mathematics expert Marilyn Burns, helps teachers and teams explore student thinking in the areas of mathematical understanding that are critical for success with middle school math, including computation with, and reasoning strategies for, whole numbers, decimals and fractions. The site includes assessment interview protocols, paper and pencil assessments, scoring guides, and videos to help teachers interpret results and identify learning needs. The site is underwritten by a Bill and Melinda Gates Foundation grant and is available at no cost to schools.

### Math Screening—Identifying Students at Risk: Literature review

<http://tinyurl.com/onvyqrt>

While research around reading difficulties is decades deep, comparable research for mathematics is still in the emerging stage. This EPS publication summarizes research that investigates common underlying difficulties that students from k-12 may experience in mathematics learning. Teams may find this information useful in understanding areas of number sense difficulties for students.

### Number Knowledge Test (Elementary)

[http://clarku.edu/numberworlds/nw\\_TestInfo.htm](http://clarku.edu/numberworlds/nw_TestInfo.htm)

The *Number Knowledge Test* is an interview assessment that compares a student's number sense to that of the average child at 4, 6, 8 and 10 years old. These foundational understandings have been linked through research as foundational for basic and higher mathematics learning. The *Number Knowledge Test* helps teams understand students' current developmental level of number sense understanding, in order to more accurately pinpoint where to begin intervention or additional challenge. The site provides the administration and scoring guide for this assessment and is available at no cost.

### Ohio Department of Education Mathematics Learning Progressions

<http://ohiorc.org/for/math/commoncore/?section=cai>

The Ohio Department of Education developed this reconfiguration of the Mathematics content standards as learning progressions. Teachers can use these progressions along with regular classroom formative assessment, to assist in identifying student gaps in understanding for struggling learners as well as to guide discovery of the top range of understanding for students excelling.

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### Uncovering Student Thinking About Mathematics in the Common Core (Book Series)

This EDC book series (K-2, 3-5, 6-8 and 9-12) provides assessment probes designed to quickly uncover common student misconceptions tied to sub-concepts within the Common Core Standards for Mathematics. Extensive teacher notes and sample student responses help teams pinpoint students' current level of understanding in order to determine next best steps.

### Tools and Strategies to Explore Root Causes: Reading

#### Center on Instruction: A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards

<http://www.centeroninstruction.org/building-the-foundation---a-suggested-progression-of-sub-skills-to-achieve-the-reading-standards-foundational-skills-in-the-common-core-state-standards>

The Center on Instruction developed this document of sub-skills students need to achieve in each of the Foundational Skills (K–5) in the Common Core State Standards for Reading. It contains five sections, each targeting one grade level in: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. Teachers can use these progressions along with regular classroom formative assessment, to assist in identifying student gaps in understanding for struggling learners as well as to guide discovery of the top range of understanding for students excelling.

#### Comprehensive Reading Assessments

Many Wisconsin schools have an inventory of existing, high quality comprehensive assessments, such as the Developmental Reading Assessment (DRA), Fountas & Pinnell Benchmark Assessment System (BAS), and Qualitative Reading Inventory (QRI). These individually administered assessments provide a rich, full profile of the student as a reader. To preserve instructional time, schools currently using these assessments for Universal screening may consider using these time-intensive tests instead as part of a digging deeper process to learn more about a smaller population of students who are struggling or excelling.

#### Crandon School District Diagnostic Reading Sequence

[Crandon Diagnostic Reading Process](#)

Crandon School District developed this graphic to depict the sequence and specific assessments used in k-12 to dig deeper into the root cause of reading concerns for students. Note: this assessment sequence was derived from L. Diamond and B. Thorsnes, (2008). *Assessing reading: Multiple measures*, 2nd edition. Navato, California: Consortium on Reading Excellence.

#### Instructional Sort: Comprehension

[Reading Instructional Sort](#)

[Sample Instructional Sort Template](#)

When screening data show that students struggle with *comprehension*, teams can use this Wisconsin RtI Center-developed resource to more precisely pinpoint students' existing strengths and skill use and

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where to provide additional support. The process, developed by Howell and cited by Harken and Fay, begins with administering a fluency/accuracy assessment, then sorting students in a quadrant according to results (e.g., inaccurate and slow, accurate and slow). Further direction is provided to dig deeper within each quadrant to get to the underlying need for support. A continuum of skill use (from *accuracy* up to *transfer*) is also provided to help teams understand the most useful form of support (e.g., skill development vs. additional practice).

### Instructional Sort: Phonological Awareness

#### [Phonological Instructional Sort](#)

When screening data (e.g. PALS) show that students are struggling with *phonological awareness*, teams can use this Wisconsin RtI Center-developed resource to more precisely pinpoint students' existing strengths and skill use - and where to provide additional support. To aid in this *digging* deeper process, the resource provides a progression of skills and sub skills under the broad umbrella of Phonological Awareness (from *rhyme* up to *phonemic awareness*) and a continuum of skill use (from *accuracy* up to *transfer*).

### Reading Rockets: Target the Problem

#### <http://www.readingrockets.org/helping/target>

The *Target the Problem* tool was developed to help parents and classroom teachers pinpoint specific problems grade school children may have when struggling with reading. Questions begin with related processes (e.g., vision, auditory processing, attention, memory) and progress to broader categories (e.g., from phonological awareness to comprehension). Each problem area includes a description of how it affects reading and what it might look like in action at home and at school.

### SEDL Reading Assessment Database for Grades PreK-3

#### <http://www.sedl.org/reading/rad/database.html>

This database provides information for about 80 reading assessment tools that can be used to dig deeper into a range of 15 cognitive strategies/knowledge domains for beginning readers (e.g., Concepts of Print, Linguistic Knowledge, Language Comprehension).

### **NEW** Wisconsin DPI Literacy Webinar: Beyond Collecting Data: Applying Data in a Multi-Level System of Support

#### <https://sites.google.com/a/dpi.wi.gov/lituncon2014/using-data-to-inform-instruction>

This session, presented by DPI Literacy consultants, leads participants through a process of analyzing data in order to inform instruction. The middle section includes ideas for digging deeper to learn more about underlying causes of reading difficulty. Brief scenarios are provided to foster collaborative discussion and practice using this data analysis and decision-making process.

### Wisconsin State Standards – ELA Vertical Articulation

#### [http://dpi.wi.gov/sites/default/files/imce/ela/resources/CCSS\\_Vertical\\_Articulation\\_ELA.pdf](http://dpi.wi.gov/sites/default/files/imce/ela/resources/CCSS_Vertical_Articulation_ELA.pdf)

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The DPI State Standards Team has developed a set of documents that display a Vertical Articulation of State Standards for English Language Arts, how the standards change from grade to grade. Teachers can use these progressions along with regular classroom formative assessment, to assist in identifying student gaps in understanding for struggling learners as well as to guide discovery of the top range of understanding for students excelling.

### **Wisconsin PALS: Phonological Awareness Literacy Screening**

<http://www.palswisconsin.info>

The Phonological Awareness Literacy Screening (PALS) is a required research-based screening, diagnostic, and progress monitoring tool. Wisconsin K-2 teachers use PALS to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. Student data collected from PALS provides a direct means for digging deeper to identify specific literacy needs.

The Wisconsin Department of Public Instruction has also created a document on the uses and misuses of PALS data. See <http://tinyurl.com/pesqcvp>

### **Wisconsin State Statute 121.02 Standard C: Remedial Reading**

<http://dpi.wi.gov/sites/default/files/imce/common-core/pdf/pals-and-standard-c.pdf>

Standard (c), remedial reading, requires school districts to provide a program to identify and help underachieving students in kindergarten through grade 4. The department views this standard as the opportunity to prevent reading failures by building upon what the child already knows about oral language, reading, and writing and by attending to deficiencies in that knowledge not met solely through the regular reading program. See the standard to identify the students affected by this standard and staff requirements to oversee the diagnostic process.

## **Culturally Responsive Practices and Family Engagement**

### **Classroom Family Engagement Rubric**

[http://www.hfrp.org/var/hfrp/storage/fckeditor/File/file/FINE%20Newsletter/Winter2011/FINE-Flamboyant\\_Rubric.pdf](http://www.hfrp.org/var/hfrp/storage/fckeditor/File/file/FINE%20Newsletter/Winter2011/FINE-Flamboyant_Rubric.pdf)

Harvard Family Research Project developed this rubric to create a clear picture of what effective family engagement looks like within conversations and daily practice in the areas of educator beliefs and mindsets, relationships and communication, and investing families in student goals and helping them monitor progress and support learning. These descriptions include how to effectively help families to learn more about students in order to provide more responsive supports.

### **Frederick County Public Schools (VA) Culturally Responsive Student Services Team Reference Guide**

[http://ea.niusileadscape.org/docs/FINAL\\_PRODUCTS/LearningCarousel/FCPS\\_Culturally\\_Responsive\\_Services\\_Guide.pdf](http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/FCPS_Culturally_Responsive_Services_Guide.pdf)

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This handbook provides deep background knowledge and processes for teams to use in exploring the impact of culture on student learning, particularly for students whose culture does not match traditional U.S. school culture. The following sections will be particularly useful for teams in the *digging deeper* process: *Assessment of Classroom Environment*, *Cultural Self-Assessment and Case Studies*, and the *Self-Assessment Checklist for Culturally Responsive Practices*.

### Guiding Questions: Responding to Cultural Mismatch in Schools

<http://sped.dpi.wi.gov/sites/default/files/imce/sped/doc/ebd-bardon-questions.doc>

Developed by Dr. Lisa Bardon, UW-Stevens Point, this set of guiding questions helps school teams dig deeper to examine the degree to which mismatches between aspects of the school culture and the student's home culture contribute to limiting student outcomes. While the document was originally designed to examine mismatches in behavioral expectations, questions can be used to consider the learning environment overall. These guiding questions can help school teams demonstrate cultural competence in the *digging deeper* process, putting the onus on the school to examine how its own practices contribute to struggles as opposed to placing the problem within the child.

### Instructional Decision-making Procedures for Ensuring Appropriate Instruction for Struggling Students in Grades K-3

[http://resources.buildingrti.utexas.org/PDF/Instructional\\_Decision-making\\_Procedures.pdf](http://resources.buildingrti.utexas.org/PDF/Instructional_Decision-making_Procedures.pdf)

This Texas Education Agency booklet guides teams through a series of questions to help teams investigate which/whether *system practices* are contributing to meeting/not meeting student learning needs. The first set of guiding questions examines practices for English language learners (ELL), including questions around assessment practices, curriculum and instruction, and administrative support. Though written for K-3 Texas schools, many of the guiding questions can be used as is or modified to apply to other settings/grade levels.

### Parent Interview

<http://resources.buildingrti.utexas.org/PDF/StudentEval.pdf>

Engaging families in the problem-analysis process lends a deep and personal perspective that is often not available to school personnel. The parent interview script in this resource guide provides a structured, pre-planned conversation schools can adapt/use to learn more about student strengths and needs.