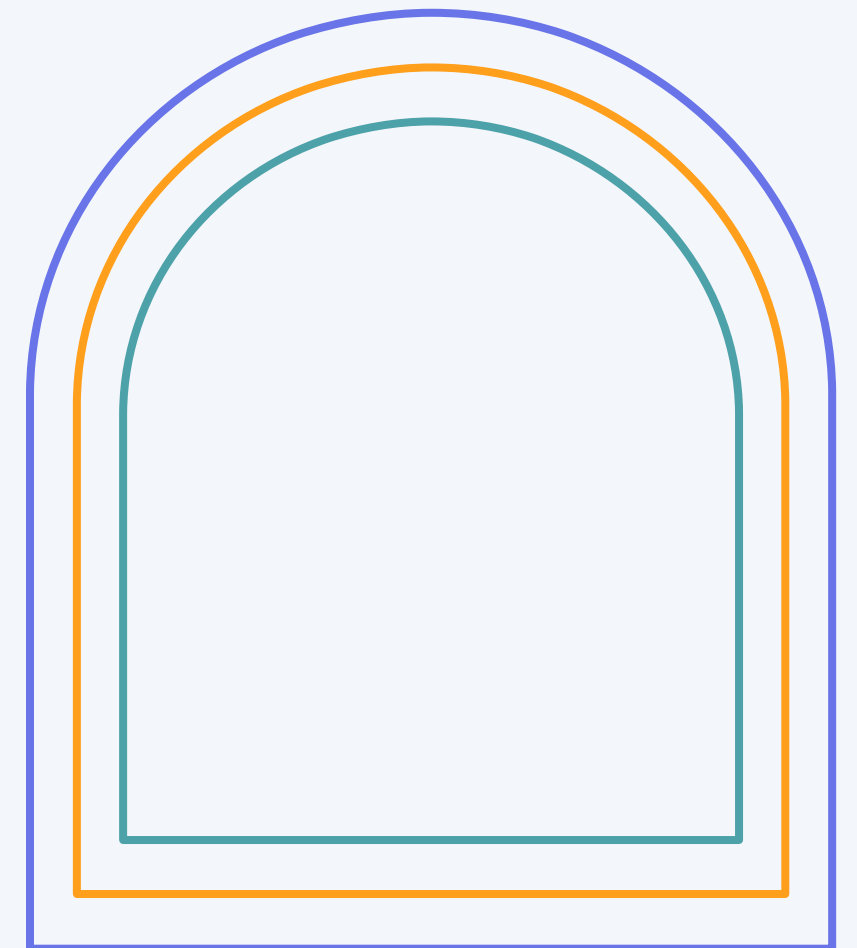



Instructional Specialist

Roles

Responsibilities

Impact



Kristin Fery, Chrissy Terwilliger, Emily White

01. ELD
(English Language Development)

02. MTSS
(Multi-Tier Level Support)

03. Principal/Teacher
Support

04. Additional
Roles/Responsibilities

05. Challenges

06. Goals &
Considerations

**focus
areas**



ELD



- **ELPAC (English Language Proficiency Assessment for California)**
 - Train ELPAC testers
 - Site ELPAC support - planning, scheduling, administering
 - Individually testing of all students with assessment accommodations
- **GLAD (Guided Language Acquisition Design)**
 - Certified GLAD coaches
 - Demo, consultation, GLAD refreshers at staff meetings
- **DELAC/ELAC (District English Learner Advisory Committee)**
 - Attend District English Language Advisory Committee meetings
 - Disseminate information and collaborate during site ELAC meetings
- **Tier 2 ELD (English Language Development)**
 - Use data to determine placement in Tier 2 ELD
 - Coordinate and support students/staff through the Elementary HELLO! ELD program, and Middle School Designated ELD
- **RFEP (Reclassified Fluent English Proficient) and RFEP Progress Monitoring**

MTSS: PLC

Providing a space for teachers to use data to critically reflect, reevaluate, and collectively align their efforts to improve instructional practices.



- **TOSAs Attend trainings with University of Minnesota: The FAST for Success-Reading (FFS-R)**
 - Screening all students three times per year using FastBridge informs how we allocate resources within our MTSS framework to support student learning and achievement
 - Our PLCs provide improved use of the screener by allowing teachers to effectively collect, interpret & use the data to inform their reading instruction
 - Support a culture of continuous improvement (evidence, practices, collective efficacy and systems) at our schools
- **Data Driven Decision Making**
 - Identify skill gaps, support teachers to meet the needs of each student, and monitor progress
 - Evaluate the impact of strategies, and adjust practices as needed
 - Align individual student needs with prescribed Tier 1 interventions
 - Fail fast and scale successes

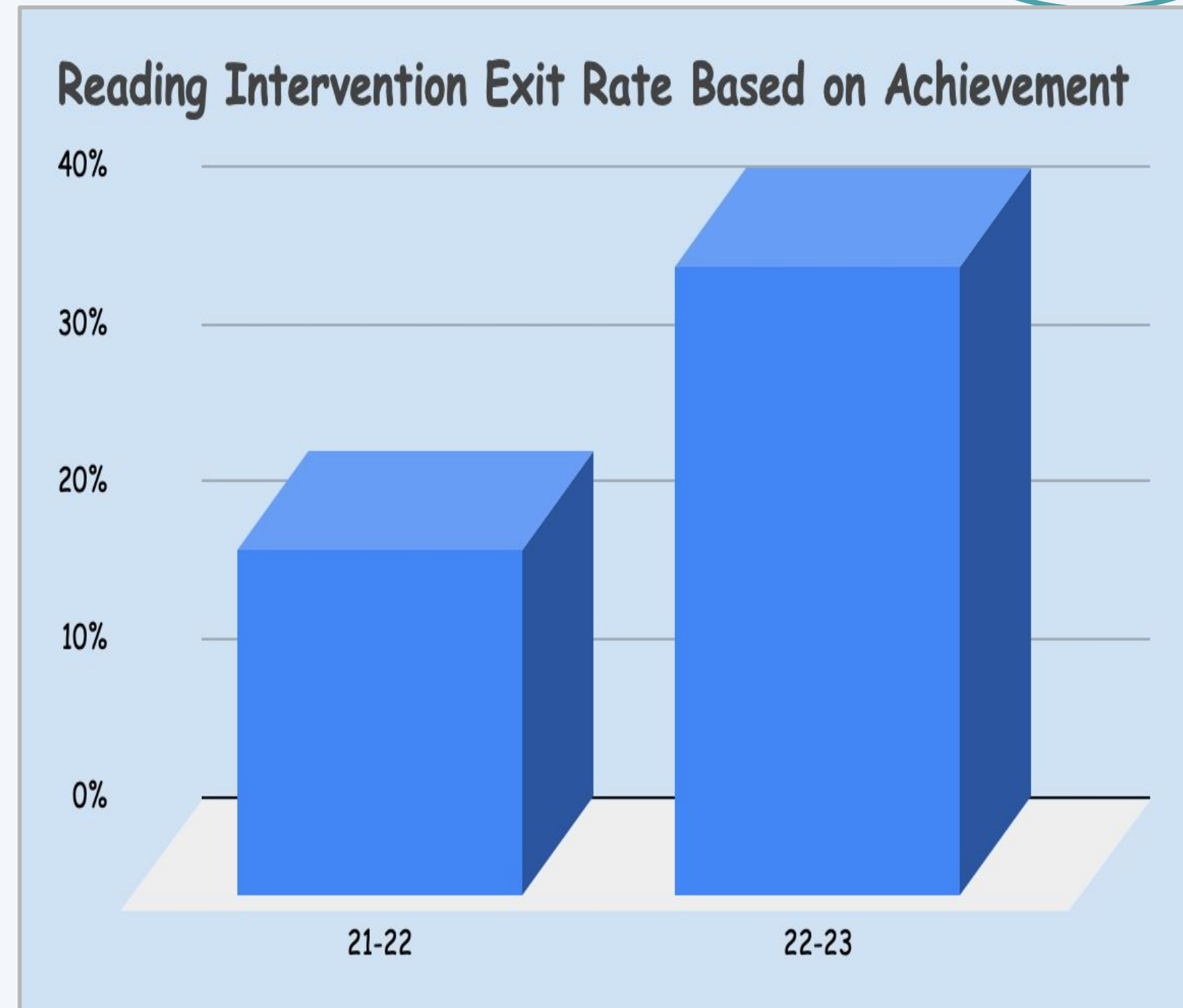


Our TOSA played a crucial role in facilitating the PLCs by providing her valuable expertise and insight to support the teachers. Through her deep understanding of instructional strategies, curriculum, and the Fastbridge program, she helped our teachers enhance their teaching practices and promote collaboration among colleagues, resulting in the students' overall success. - RSP teacher

MTSS: Tier 2 Elementary

LLI (Leveled Literacy Intervention) & Benchmark Phonics Intervention

- Analyze data
- Work closely with site principal and teachers to determine best placement for students
- Coordinate targeted interventions
- Monitor progress and placement using data; adjust as needed
- Lead implementation of the programs















































For LLI, our TOSA has helped with onboarding new intervention specialists, collaborating to design schedules that meet teacher, student, and LLI staff needs. Her leadership has helped us expand to serve more grade levels, subject matter, with appropriate materials. As a GLAD trainer, she has also modeled GLAD lessons and supported teachers as they try new GLAD strategies. She also helps teachers with overall lesson design, ensuring fidelity to standards, and classroom management. As a TOSA she has earned the trust of our teachers and paraeducators. We rely on her in healthy and productive ways to improve educational practices. - Principal



MTSS: Tier 2 Middle School

Read 180 Intervention and ASD ELA

- Use data to determine placement in Intervention Tier 2 classes
- Provide curriculum support through unit/lesson plans, and training on program implementation and data analysis
- Digital platform rostering and troubleshooting
- Monitor progress and placement using data; adjust as needed

GRADE	FIRST TEST		LAST TEST		GROWTH IN LEXILE®*
	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	
8	08/31/22	 907	01/18/23	 1195	288 
7	08/31/22	 575	01/18/23	 819	244 
7	 08/31/22	 659	01/17/23	 805	146 
8	08/31/22	 913	12/12/22	 1041	128 
7	08/31/22	 885	01/18/23	 1012	127 
7	 08/31/22	 709	 01/17/23	 825	116 
8	08/31/22	 659	01/17/23	 758	99 
7	 08/31/22	 542	01/18/23	 637	95 
7	08/31/22	 674	01/18/23	 768	94 
8	08/31/22	 847	01/17/23	 930	83 
7	08/31/22	 618	 01/17/23	 698	80 
8	08/31/22	 424	 01/17/23	 504	80 



Our TOSA is an invaluable part of our Price team. She has joined me in supporting all of our 6th- 8th grade intervention classes. From ELD I/II to ASD Math and R180, she helps analyze incoming data and creates lists for our scheduling. Our TOSA has led our R180 Intervention program in set up, teacher training and successful implementation of the program here at Price. We couldn't have gotten the program going without her support and expertise. She also coordinates the ELPAC testing here on campus and works to determine eligibility for our ELD 1 and ELD 2 programs for both current students and incoming 6th graders. All of our TOSA's help and support has allowed us to support students and teachers better.

-Counselor





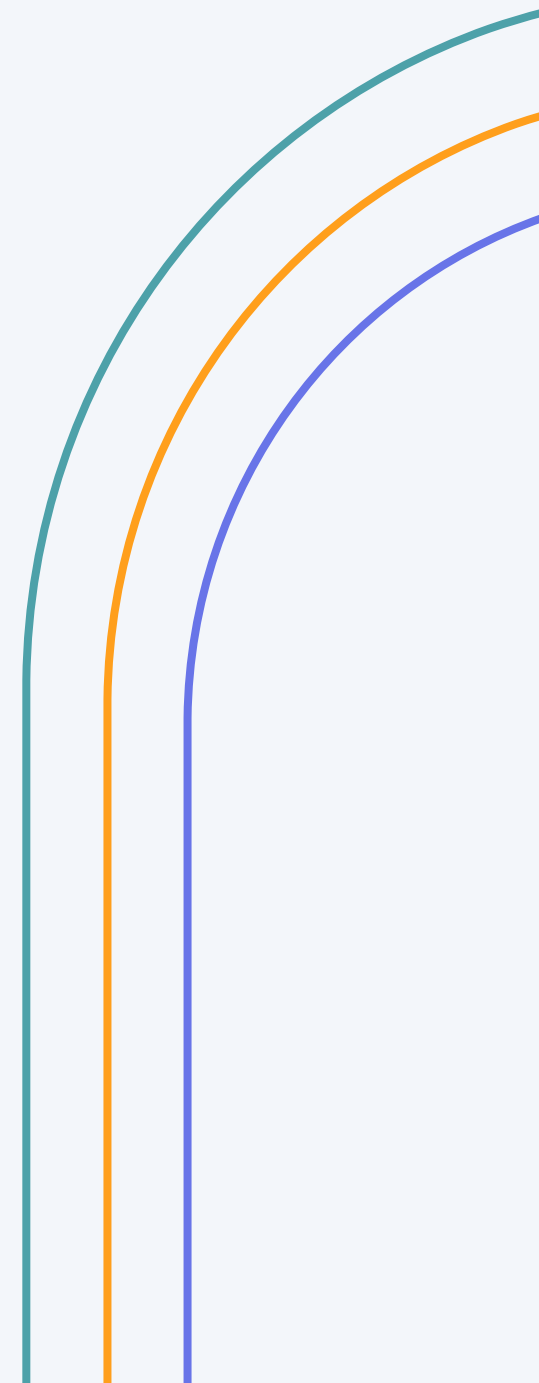
principal & teacher support

- **Teachers**

- Classroom setup
- Curriculum mapping and planning
- Student engagement
- Support with planning for assessment and grading periods
- EL support
- Digital program troubleshooting
- Growing Great Teachers



- **Principals**

- Thought partner
 - Data analysis
 - Tier 2
 - PLC follow-up
 - ELD programs and practices
- 



Our Growing Great Teachers meetings have been an awesome way for me, as a first year teacher, to not only collaborate with others, it's been crazy helpful for me to have the extra in-person help with specific areas that I was brand new to.

I loved the GGT meeting where we learned and talked about how to include successful small group learning into my ELA & Math instruction. I was also grateful to have had a GGT meeting about the ins and outs of Fastbridge testing. This was a huge help for me as we were able to walk through and practice before I tested my students.

Truly, the help from the TOSA's and the Growing Great Teacher time together has been an incredible support for me. I was given confidence, coaches and was able to successfully survive this first year of teaching!! It was also a fun way to learn with fantastic folks:) - 3rd Grade Teacher

Our TOSA was an excellent thought partner when working through any issues with positive problem-solving ideas. She went above and beyond to be a part of two school sites. Her presence was felt (even on the two days we had her) and missed when she was not there the other three. She was always available to our teachers, ISS Team, and students when needed. We are looking forward to having one TOSA (Instructional Specialist) on our site full-time to continue the collaborative work we have started. - Principal

* **Professional Development: District and Site**

- Coordinating, planning, delivering, follow up

* **Core Curriculum**

- Resource guides, training, model lessons

* **Summer School**

- Data collection and rostering
- Curriculum and assessment planning and development

* **Committees**

- District and Site

* **Professional Learning**

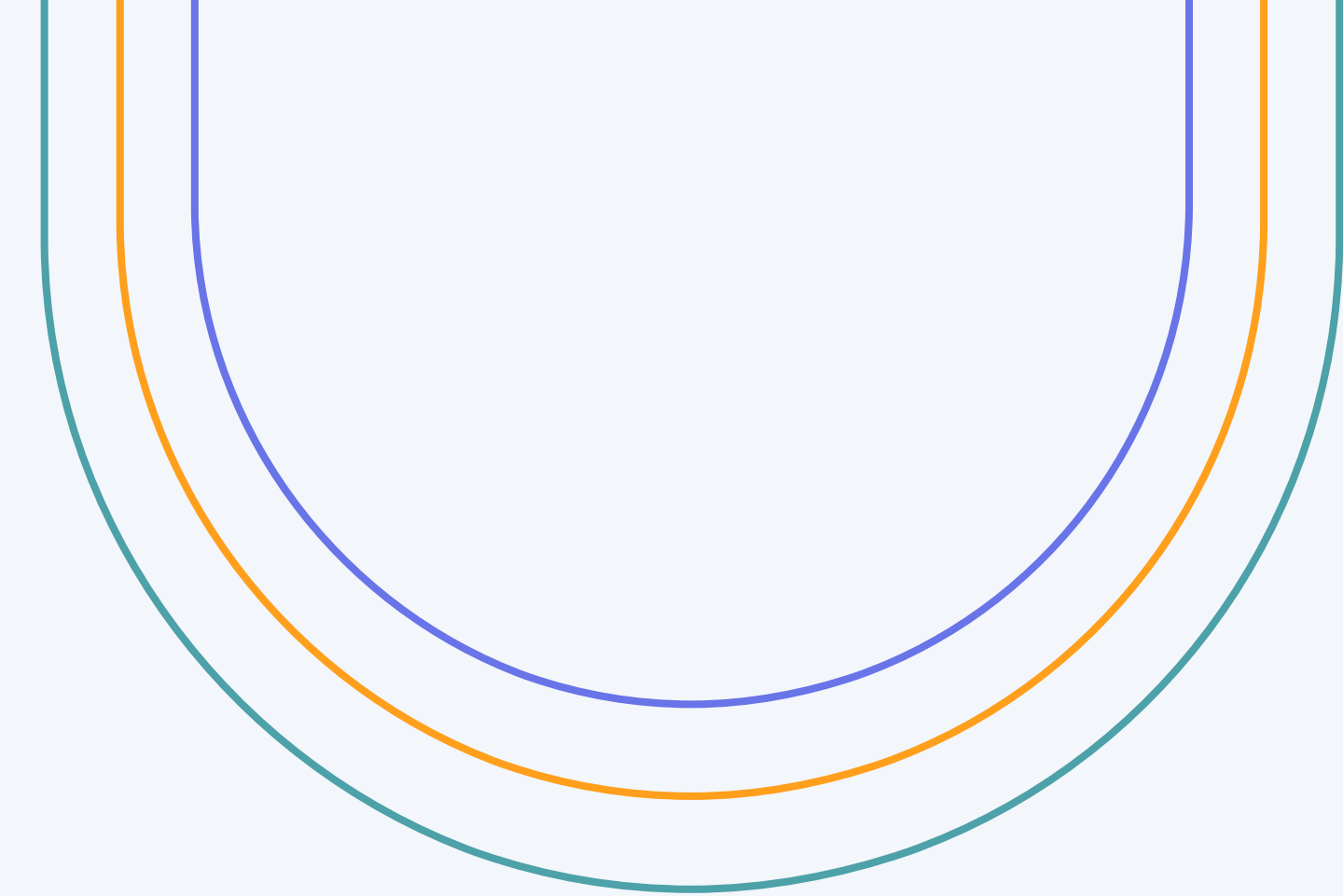
Additional

Roles/Responsibilities



Challenges

- **Supporting multiple sites made it harder to provide the level of support necessary to deepen implementation of district and site initiatives**
- **Attending site level meetings across multiple sites**
- **Timely follow up between meetings and requests**
- **Flexibility in daily schedule to meet needs of teachers and students as they arise**



- **Consistent presence at one site will allow for more meaningful collaboration, including new teacher support**
- **Bridge the gap between PLC work and classroom implementation to foster continuous improvement**
- **Support the SST process through MTSS and data driven decision making**
- **Aligning best practices between SPED and General Education**
- **Model Designated and Integrated ELD strategies**
- **Family Engagement**



Goals & Considerations

**Thank you for your
continued support.**

Questions?

