

Tier 2 Checklist for Literacy

NH RESPONDS
RtI for Literacy

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Corresponding Handout

- This powerpoint supports understanding the corresponding handout:
 - NH RESPONDS RTI for Literacy Tier 2 Checklist

The problem starts at the secondary level, not with the originator or developer of the idea, but with the people who are attracted by it, who adopt it, who cling to it until their last nail breaks, and who invariably lack the overview, flexibility, imagination, and, most importantly, sense of humor, to maintain it in the spirit in which it was hatched. Ideas are made by masters, dogma by disciples, and the Buddha is always killed on the road.

• *Robbins, 1980*

Common Language: DI SI TI

- Differentiated Instruction
- Supplemental Instruction – more of the same
- Targeted Interventions -

Common Language

- Differentiation of instruction
- Supplemental instruction
- Intervention

Definition of Differentiated Instruction

Differentiated instruction consists of a set of classroom attitudes and practices that create multiple options for how students take in information, make sense of information and ideas, and show what they know.



C. Jorgensen from the work of Carol Ann Tomlinson (www.ascd.org)

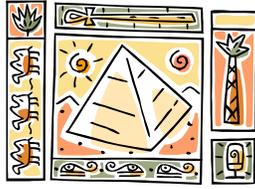
Differentiation of Instruction

Based on students':

- READINESS/SKILLS
- INTERESTS
- LEARNING PROFILE

Teachers differentiate:

- CONTENT
- PROCESS
- PRODUCT



C. Jorgensen from the work of Carol Ann Tomlinson (www.ascd.org)

What is the difference between supplemental instruction and intervention?

When is supplemental instruction appropriate?

- Student is new to the school and you are still assessing their needs
- Student has missed significant amount of school
- The younger the student is the more likely they need an additional 'dose' of the classroom Tier I instruction.

Tier 2 Checklist

- Monitor Tier 1
- Communication, Consensus, and Commitment
- Supplemental Instruction and Targeted Interventions
- Identify & Match Students
- Expert SI & TI Providers
- Progress Monitor
- Efficacy
- Stakeholder Communication

Tier 2: Monitor Tier 1

The Big "BIG" Idea of RtI

1. Decide what is important for students to know
2. Teach what is important for students to know
3. Keep track of how students are doing
4. Make changes according to the results you collect

- *Dave Tilly, Heartland AEA; 2005*

Communication, Consensus, and Commitment

Factors That Seem to Influence Sustainability of High-quality Implementation

- Teachers' acceptance and commitment to the program; the presence of a strong school site facilitator to support them as the teachers acquired proficiency in its execution
- Unambiguous buy-in on the part of all staff at the school; empower teachers to take ownership and responsibility for the process of school change; schools or districts must agree to follow procedures designed to ensure high-fidelity implementation and agree to collect data on implementation and student outcomes.
- Feelings of professionalism and self-determination among teachers; teachers are provided with professional development (training, in-class coaching, and prompt feedback) that leads to proficiency.
- Programs are perceived by teachers as practical, useful, and beneficial to students.
- Administrative support and leadership; instructional practice is valued by the school leaders; administration provides long-term support for professional development to teachers and assessment of implementation and student performance.

Denton, Vaughn & Fletcher, 2003

Shared Mission, Vision, Values, and Goals

Three Critical questions:

1. What is it we want all students to learn—by grade level, by course, and by unit of instruction?
2. How will we know when each student has acquired the intended knowledge and skills?
3. How will we respond when students experience initial difficulty so that we can improve upon current levels of learning?

• *DuFour, et al., 2004*

By elevating privacy and isolation in the name of professionalism, we have allowed teaching to acquire an outsized aura of mystique and complexity, a sense that effective teaching is primarily personal and therefore beyond scrutiny.

• *Schmoker, 2006*

Supplemental Instruction and Targeted Interventions

Scientific Research-based Interventions

- **Instructional**
 - Rigorous research design that shows intervention is effective with large numbers of students
 - Explicitly teaches the deficit skill
- **Behavioral**
 - Rigorous research design, but may also include case studies/single subject
 - Explicitly teaches expectations
 - Proactively prevents behavior problems

NCLB Requirements

- School-wide programs operate according to a plan that contains proven, research-based strategies designed to facilitate school-wide reform and improvement.
- Any strategies the school considers should be research-based and likely to produce the desired results.

U.S. Department of Education (2006)

Research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e., high probability) of working well with students.

Individual classroom teachers must determine which strategies to employ with the right students at the right time. In effect, a good part of effective teaching is an art—hence the title, *The Art and Science of Teaching*.

• Marzano, 2007

Relentless Intervention Teachers

- Believe that all children can and deserve to learn to read and write.
- Good organizational and management skills
- Willing to try new methodology and content
- Work well with struggling students
- Able to accept coaching
- Reflect about teaching and work to refine their practice
- Continually monitor student progress
- Good communication skills

© 2004, Joanne Allain; Logistics of Literacy Intervention

Identify & Match Students

Establishing the Process – Tier Two

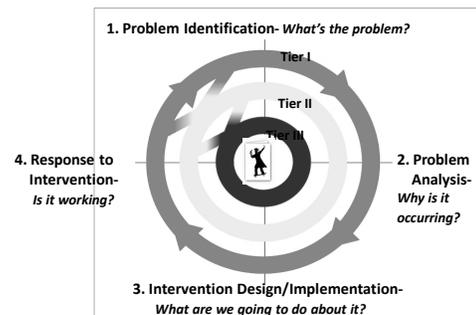
Standard Protocol

- Determine needs
- Establish intervention structure
- Schedule
- Allocate resources
- Define interventions
- Train staff in interventions
- Establish progress monitoring tools and procedures

Problem Solving

- Establish team
- Train staff in decision making model
- Establish logistics
- Allocate resources
- Establish bank of interventions
- Train staff in interventions
- Establish progress monitoring tools and procedures

Problem Solving: Vital to School Improvement!



Expert SI & TI Providers

The single greatest determinant of learning is not socioeconomic factors or funding levels.

It is instruction.

A bone-deep, institutional acknowledgement of this fact continues to elude us.

- *Schmoker, 2006*



How well you teach
=
How well they learn

- *Anita Archer, 2006*

We are faced with the paradox of non-evidence-based implementation of evidence-based programs.

Drake, Gorman & Torrey, 2002

The problem starts at the secondary level, not with the originator or developer of the idea, but with the people who are attracted by it, who adopt it, who cling to it until their last nail breaks, and who invariably lack the overview, flexibility, imagination, and, most importantly, sense of humor, to maintain it in the spirit in which it was hatched. Ideas are made by masters, dogma by disciples, and the Buddha is always killed on the road.

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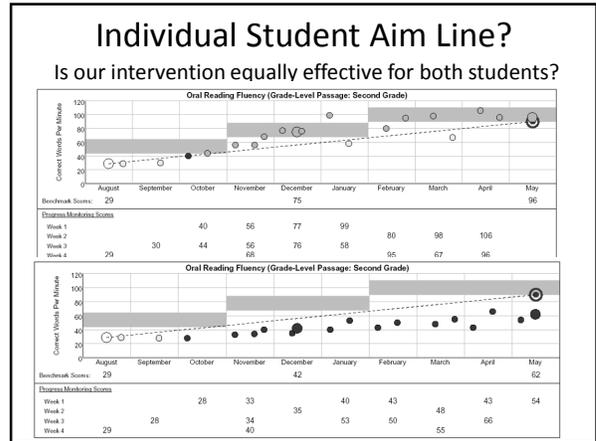
Training & Coaching

After a few decades of research on training, teachers, Joyce & Showers (2002) began to think of training and coaching as one continuous set of operations designed to produce actual changes in the classroom behavior of teachers.

One without the other is insufficient.

Fixsen, et al., 2005

Progress Monitor



Data-based Decision-making

- **Assessment is used to determine:**
 - Where *all students are functioning*
 - Which students are *at risk*
 - How much *progress students are making*
- Assessment is useful only when it is ***used to adjust instruction***

Assessment Literacy

We include ***assessment literacy (not literacy assessment) in our*** training with school and district teams. Assessment literacy is a high yield strategy that increases the collective capacity of educators:

- **To gather/access student performance data**
- **To critically analyze (disaggregate, interpret) such data**
- **To develop action plans for improvement**
- **To discuss and debate the meaning of data in public fora**

Fullan, 2003

Efficacy

How effective should Tier 2 be?

- Tiers 2 is judged to be ***effective if 75 – 80% of students who receive interventions return to Tier 1.***

Stakeholder Communication

Courage to Teach

Parker Palmer, 1998

Why did I become a teacher in the first place?
What do I stand for as a teacher?
What are the gifts I bring to my work?
What do I want my legacy to be?
What can I do to “keep track of myself” —
To remember my own heart?

Considerations for Literacy Interventions

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Why Early Intervention?

- A child who completes **second grade without** being able to read has only a **25% chance of** reading at grade level (*Gettinger & Stoiber, 2007*).
- The majority of **4th grade children with reading** problems will have them in high school and have a higher probability of dropping out of school (*Scarborough, 2001*).

Beginning Your Intervention Plan: A Check on Two Evidence-based Principles of General Instruction

Adapted from
What Really Matters in Response to
Intervention: Research –Based Designs
Richard L. Allington
2009

Bad/Good News

- ...[To close their achievement gap] most struggling readers need to double or triple their rate of reading acquisition.
- Few struggling readers get enough expert, intensive reading instruction to double or triple their rate of reading development.
- RtI efforts that close the achievement gap and turn struggling readers into achieving readers are possible in the schools that we have.
 - Allington, 2009, p.v-vi

- Using the available data, it is reasonable to expect that almost all of the students who initially struggle can be caught up by third grade. And of those, about half of the students served will remain on level with no added services.

Allington, 2009, p.6

- In each of these studies 97% or more of all students were reading in the average achievement range after the intervention effort.
- Rate of reading acquisition was doubled or tripled for participating students.
- Hiebert, Colt, Catto, & Gury (1992) Reading and writing of first-grade students in a restructured Chapter 1 program. *American Educational Research Journal*, 29(3), 545-572
- Mathes, Denton, Fletcher, Anthony, Francis, & Schatschneider (2005) The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40(2): 148-182
- Pinnell, Lyons, Deford, Bryk, & Seltzer (1994) Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly*, 29(1), 8-39.
- Vellutino, Sipay, Small, Pratt, Chen, & Denckla (1996) Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88(4), 601-638.

Allington, 2009, p.8

The Achievable Ultimate Goal

- children become active and engaged readers and that all develop the proficiencies needed to be strong independent readers.
- active, strong, independent readers who read with understanding.

Two Supports/Barriers

- Only when students have books they can read in their hands all day long can we expect supplemental interventions to make any difference.
- Once we have more differentiated set of curriculum materials, then we might expect a better balance of whole-class, small group, and side-by-side lessons.

- Struggling readers need a full day, at least, of high-quality lessons if they are to match or even exceed the reading growth patterns observed in their higher-achieving peers
- If struggling readers spend their days in classrooms where only grade-level texts (or higher) are used, they will not make the needed progress.

Allington, 2009, p.3-4

Enormous gains ↔ more than 1 text!

- When planning lessons, use more than 1 text (substandard practice = matched to the average or higher-achieving students)
- “One of the key findings of our work studying some of the nation’s best first- and fourth-grade teachers was their regular use of what we dubbed the “multi-text, multi-level” curriculum design (Allington & Johnston, 2002; Pressley et al., 2001). In these classrooms teachers selected a variety of texts to teach whatever they were required to teach. They selected some texts that even the struggling readers could read.”

Allington, 2009, p.5

Reading gap grows larger every year (need for 2 models/ways of thinking)

- The first-grader who is half a year behind his on-level classmates needs far less extensive intervention than the fourth-grader who is two years behind or the ninth-grader who is four years behind. Younger students can catch up faster, or with less extensive and less expensive efforts, than is the case for older readers.

Allington, 2009, p.6

What to do?

Teacher-guided small groups

- Most successful first-grade teachers created classrooms where early in the year the students who had developed fewer literacy-related skills spent as much as 70% of their reading instructional time in teacher-guided small group lessons. Students with better early skills development spent only about 30% of their instructional time in such groups and the remaining time in student-directed reading.
- However, gradually decreasing the percentage of teacher-directed instruction for the students who arrived with few skills was the instructional strategy that worked absolutely the best.

Allington, 2009, p.10

Fairness

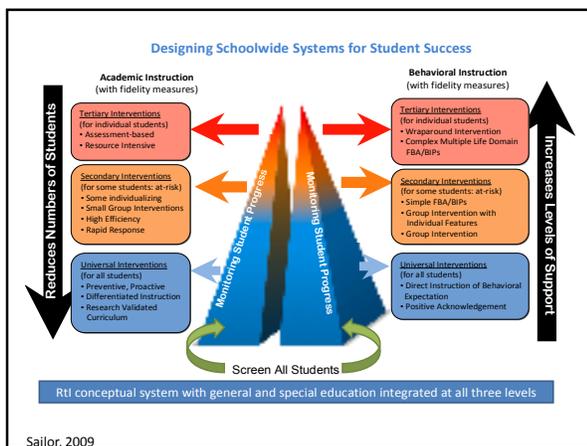
- Distributing instruction equally to all students
- Vs.
- Working in ways that evened out differences between students

Allington, 2009, p.10-11

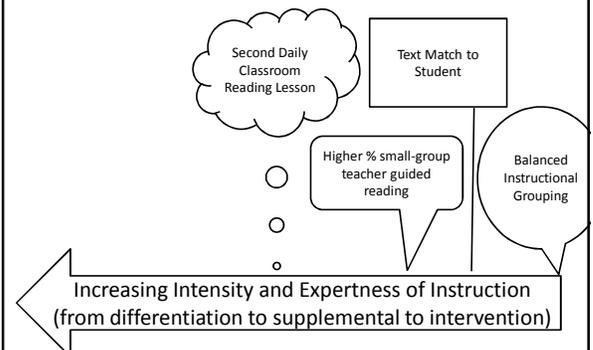
2nd Daily Reading Lesson for struggling readers

- Early Intervention in Reading (Taylor, Short, Shearer, & Frye, 2007)
- After Lunch Bunch (Cunningham and Allington, 2007)
- Higher-achieving students are largely left to read independently while the struggling readers work with the classroom teacher for a second reading period every day.

Allington, 2009, p.13



Not Tiers? Intensity & Expertness!



An Evidence-Based Intervention Effort Is Not Enough

- All kids need books they can read – accurately, fluently, and with strong comprehension – in their hands all day long in order to exhibit maximum educational growth.
- Implication: cannot rely on one-size-fits-all curriculum plans and a daily, single period, supplemental intervention if accelerating academic development of struggling readers is the goal.

Allington, 2009, p.32

Beginning the Intervention Plan

- The most powerful intervention designs begin by focusing on the match between the student and curriculum material, all day long.
- How classroom instruction is organized is also important. The more effective classrooms have a distribution of whole-class, small group, and side-by-side instruction (Pressley, 2006; Taylor, Pearson, Clark, & Walpole, 2000) ... The more whole-class teaching offered, the lower the academic achievement in that school.

Allington, 2009, p.34-35

Reader/Text Matching Tool

PREPARATION:

- Gather needed materials (notebook, ruler, pencils, sticky notes, calculator, timer)
- Make Chart (see example)
- Create a list of all the struggling readers
- Select a 10% random sample – print list, check every 10th student

IMPLEMENTATION:

- Meet with each student for 15-20 min
- Select four instructional texts per student from their desk (e.g., core reading anthology, science book, social studies book)

School: _____ Date: _____

Student	WCPM		Accuracy		Fluency		Appropriate Books %

School: James Elementary Date: January 8

Student	WCPM		Accuracy		Fluency		Appropriate Books %
Malik 2	31	40	88	91	P	P	0
	39	44	92	94	P	F	
Simone 3	48	49	92	92	P	P	0
	51	43	93	87	P	P	
Rodney 3	62	44	94	89	F	P	0
	52	51	91	92	P	P	
Darrell 4	63	71	88	93	P	P	0
	80	77	94	92	F	F	
RaShonda 5	69	73	90	92	P	P	0
	81	76	93	92	F	F	

Reader/Text Matching Tool: WCPM and Accuracy

- Student reads aloud for one minute from each text
- Select where they begin/end (mark with slash)
- Count number of words misread or skipped; put the number on a sticky note
 - Later, calculate WCPM and Accuracy (Mercer & Mercer, 2001)
 - Words Correct per Minute:
 - Subtract words mispronounced from total words read
 - Accuracy:
 - Divide words read correctly by total words read (x100=%)

Reader/Text Matching Tool: Fluency

- Fluency: simple scheme
 - *Good* = student read in phrases with expression
 - *Fair* = student read in phrases but without much expression
 - *Poor* = student typically read word-by-word with little phrasing or expression

**Reader/Text Matching Tool:
Appropriate Books %**

- Appropriate Books %: How many of the struggling readers have classroom text appropriate to their level of reading development?
 - How many books could be read at an appropriate wcpm, the average rate for typical reader at each grade level (Hiebert & Fisher, 2006), and with a 99 percent accuracy and with Fair to Good fluency?
 - Hiebert & Fisher (2006) Fluency from the first: What works with first graders. [Rasinski, Blachowicz, & Lems (Eds) Fluency instruction: Research –based best practices]
 - Traditional Independent Level – the level of difficulty where students can typically be expected to read a text and understand, or learn, its content with little teacher support
 - (Walker, 2004 – *Diagnostic Teaching of Reading*)

School: James Elementary

Date: January 8

Student	WCPM	Accuracy	Fluency	Appropriate Books %
Mark 2	31 40 39 44	88 91 92 94	P P P F	0
Simone 3	48 49 51 43	92 92 93 87	P P P P	0
Rodney 3	61 44 52 51	94 89 91 92	F P P P	0
Darrell 4	63 71 80 77	88 93 94 92	P P F F	0
RaShonda 5	69 73 81 76	90 92 93 92	P P F F	0

**Based on the data
in the previous chart:**

- “Few of these struggling readers are likely to exhibit accelerated reading development, regardless of the nature of the supplemental reading intervention programs they participate in.”

Instructional Routines Walk-Through

- 2 times in a week
- Quick
- Vary the time of the day

- Research indicates that all student, but especially struggling readers, benefit greatly from balanced instructional delivery approach (Allington & Johnston, 2002; Pressley, 2006; Taylor et al., 2000).

School: James Elementary

Date January 5-9

Classroom	Whole Class	Small Group	Side-by-Side (teacher)	%
Ka	XXX XX	XX XX	X	50
Kb	X	XXX XX	XXX X	10
1a	XXXXX XXXXX			100
1b	XX	XXXX X	XXX	20
2a	XXX	XXXX X	XX	30
2b	X	XXXX	XXX XX	10
3a	XXXXX XXX	XX		80

Some Reflection & Guidance

- Struggling readers need *additional* reading instruction; replacing part of the classroom reading lesson does not add any more reading lesson time.
- If we schedule them out of the room, which instructional segment of the day will they miss?
 - If missing science or social studies, for example, the reading materials used in the intervention should be linked to grade-level content in those subject areas.
- If we add on to the day, how will we create a motivating culture and minimize the perception of this as punishing time?

Web Resources

- <http://nhrti.pbworks.com/>
- <http://miblsi.cenmi.org/>
- <http://www.kansasmtss.org/>
- <http://ies.ed.gov/ncee/wwc/>
➤ (features of interventions)

Beyond First Grade

- Longer intervention periods usually necessary
 - Because they've fallen further behind
 - 4th grade; two full years behind
- Double or triple the growth rate
- If larger gap for a 4th grader, may consider a two- or three- year intervention plan

- Only when students have books they can read in their hands all day long can we expect supplemental interventions to make any difference.
- Once we have more differentiated set of curriculum materials, then we might expect a better balance of whole-class, small group, and side-by-side lessons.

Dancing

My gift as a teacher is the ability to “dance” with my students, to teach and learn with them through dialogue and interaction.

Palmer, 2000

