Using Your RTI Model to Differentiate and Support the ELA CCLS

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2014 RTI-TAC Webinar Series

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Part 3-Differentiation in the Tier 1 Setting

Today's Focus

- Instructional Components in Tier 1

- Grouping Practices in Tier 1

- Differentiation Approaches in Tier 1

Audience: School personnel who are directly responsible for implementing and supporting core instruction and supplementary intervention within an RTI model

RESPOND
Who Are You?

	Elementary	Secondary
Classroom Teacher	1	8
Interventionist	2	9
Special Education	3	10
ELL	4	11
Literacy Coach	5	12
School Principal	6	13
School Psych	7	14

Getting Acquainted

- Who are you?

- Who am I?

  27 years in Gr. 1-6 classrooms

  NYU Associate Professor

  Director of NYU Literacy Clinic
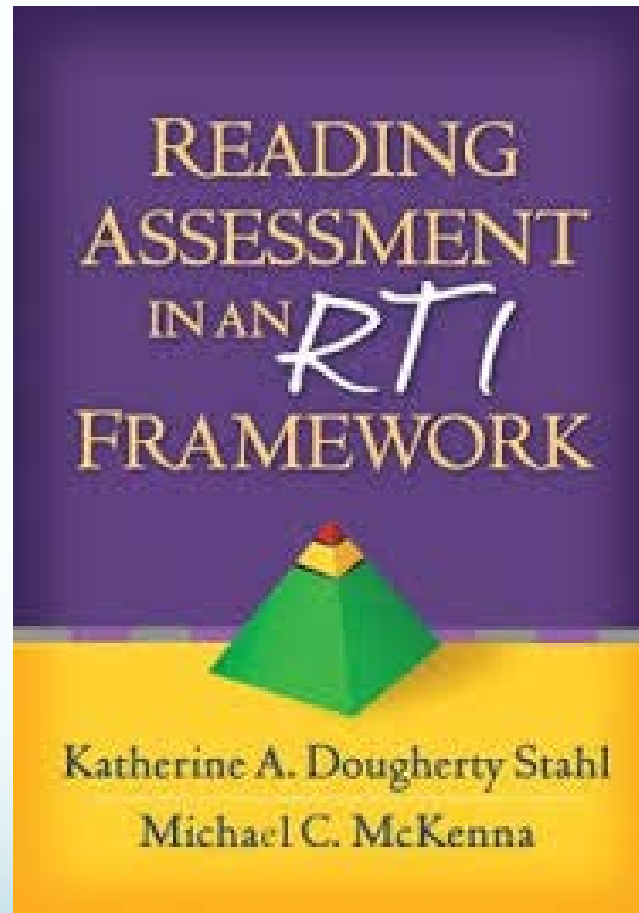
  Member of NYS RTI TAC Consortium

  Member of NYS ELA Content Advisory Panel

Assessment Audit
(Stahl & McKenna, 2013; Also www.nysrti.org)

- This is a crucial process.

- Does your school use assessments haphazardly or systematically?

- Do new faculty know all of the pieces of your schoolwide assessment system?

- How are you avoiding "drift?"

- How have you aligned your informal/formative assessments and your decision tree to CCLS?

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For More Information:

READING ASSESSMENT IN AN *RTI* FRAMEWORK

Katherine A. Dougherty Stahl
Michael C. McKenna

Formulate and Formalize Assessment System

- Training yearly and boosters 3X/year

- Clearly defined role delineation

- Formation of decision trees

- Scheduled data meetings

- Alignment with CCSS

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Developing a Tiered Model of Assessment Roles

	Tier 1	Tier 2	Tier 3 and Sp. Ed.
Screening			
Formative assessment			
Progress Monitoring			
Diagnostic			
Other			

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Explicitly Specify Tiered Interventions
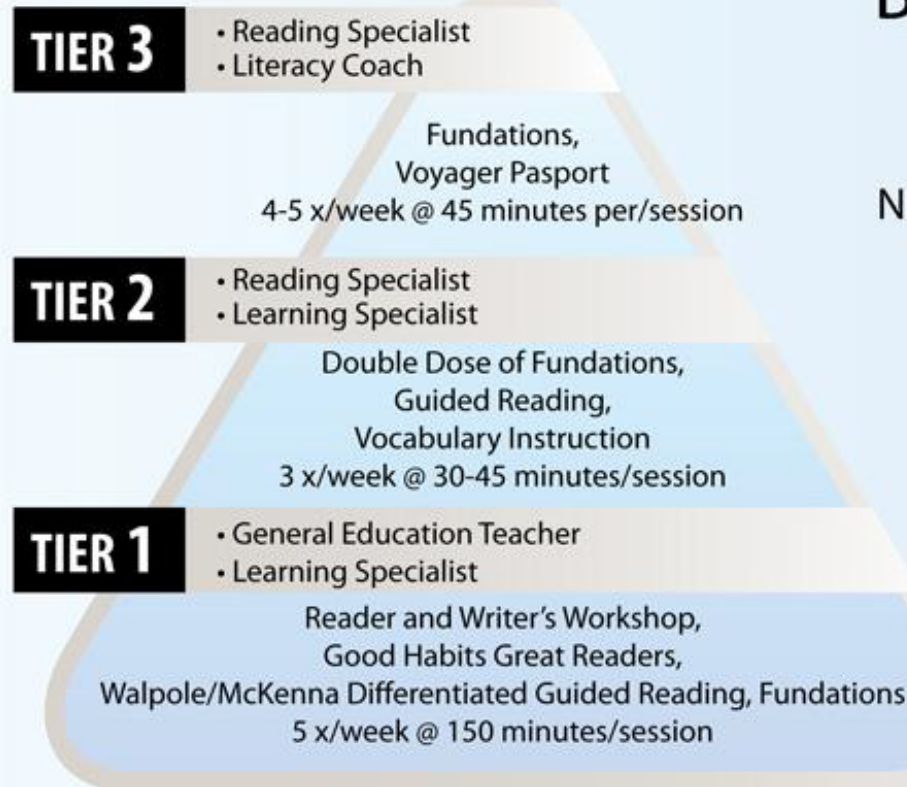
Be mindful of chosen practices and materials

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                    ┌─────────────────────────┐
                    │  Categories of Practice  │
                    └─────────────────────────┘
           ┌──────────────────┼──────────────────┐
┌──────────────────────┐ ┌─────────────────┐ ┌──────────────────────┐
│ Research-validated   │ │ Research-based  │ │ Journal Description  │
│ Scientiifically-     │ │                 │ │ Book Description      │
│ validated            │ │                 │ │                      │
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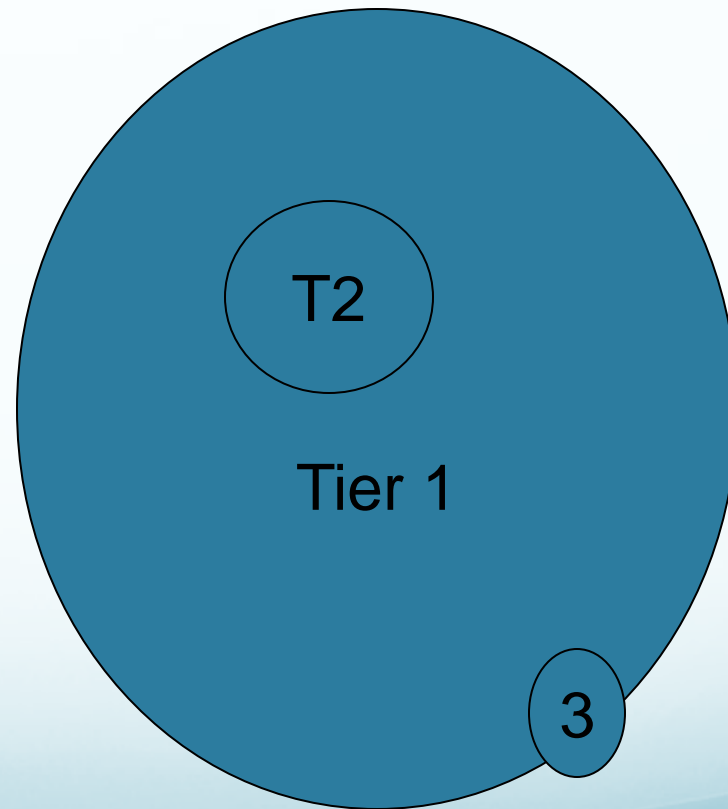
Construct a Decision Tree
## (See Pilot Schools:www.nysrti.org)

- Determine tests and cut-off scores that will inform placement in each tier.

- Base decisions on data and services available in your school. Update yearly.

- Use data meetings at BOY, MOY, EOY with all involved teachers to discuss decisions.

- Use PD to expand and improve services.

Define the parameters of a research-based tiered model

- Tier 1 (80%)
  - General Education
  - All students

- Tier 2 (15%)
  - Additional support
  - *Standard Protocol

- Tier 3 (5%)
  - Problem solving model

Applying a Tiered Model

Tier 3
5%

Tier 2 15%

Tier 1
80%

NYS ELA
Not Proficient
69%

Proficient 31%

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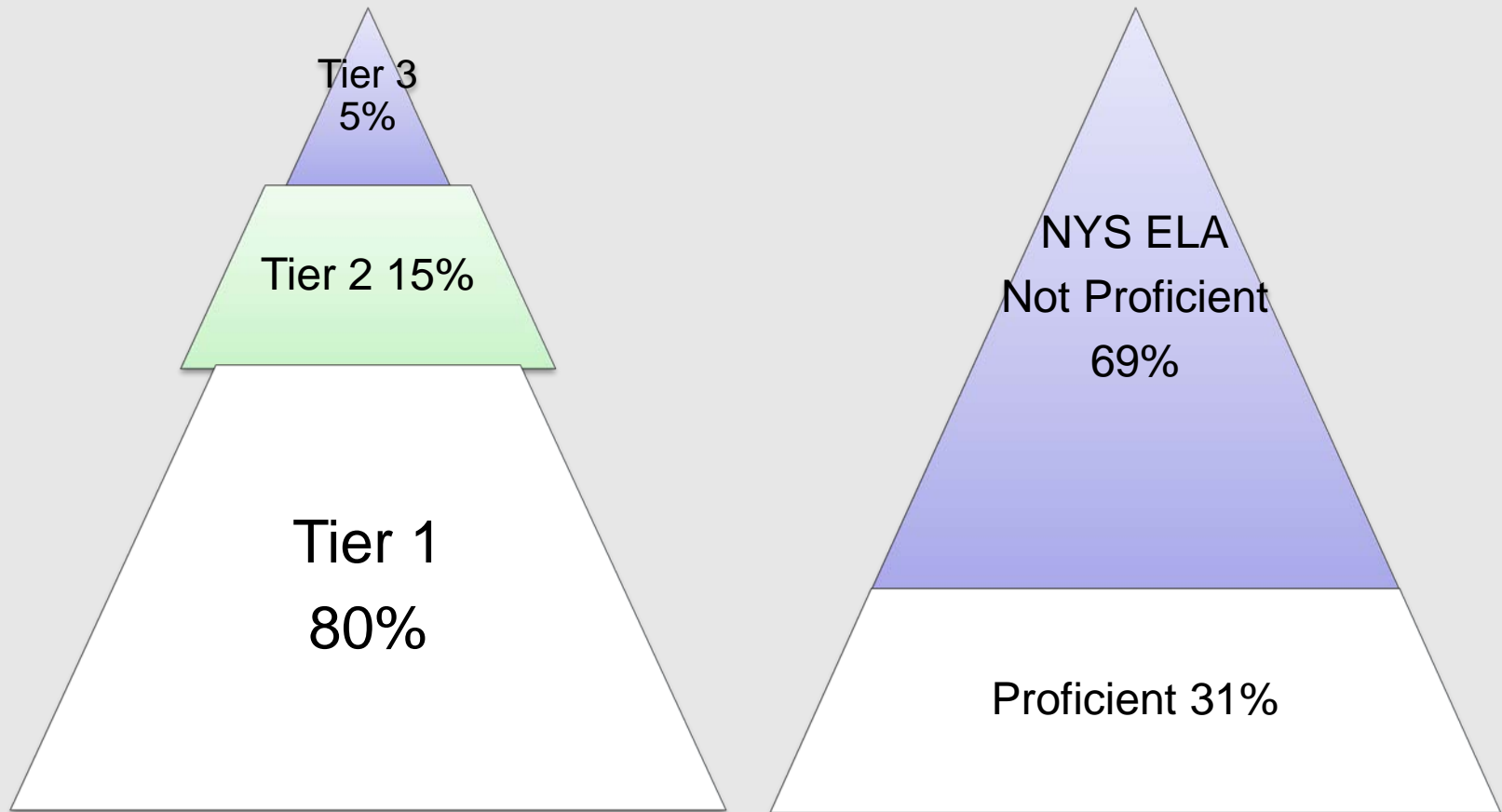
Instructional Components for A Healthy Text Complexity Diet

	Text Type	Primary Purpose
Teacher Read-Aloud (WC)	Complex Text	Comprehension Vocabulary
Shared Reading (WC)	Grade level text/complex (supported)	Comprehension Vocabulary Fluency
guided reading (STLG)	Instructional level text	Orchestration of the reading process, decoding, fluency
Independent (I/SSLG)	Easy or pre-taught	Fluency Engagement

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Where does Tier 1 differentiation fit in a multi-tiered RTI framework?

- <u>All</u> children in Tier 1 receive some differentiation to help them move toward their next developmental benchmark.

- In Tier 2, a subset of children receive supplementary support to narrow the achievement gap.

- SMALL, HOMOGENEOUS TIER 2 and TIER 3 groups benefit everyone.

A Primary Level Example

- Screening tests may identify particular children who have challenges in word recognition.

- Tier 2 and Tier 3 teachers intensely and explicitly teach to these foundational skills in ways that a classroom teacher can't during a 120-minute instructional block with 25 kids.

- Tier 1 teacher coaches kids in GR groups to apply these isolated skills during connected text reading in the differentiated GR group.

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An Intermediate Example

- RaShawn is a 4th grader who scored a 2 on ELA, and was in the HIGH risk category based on ORF and DAZE.

- After 1 round of Tier 2 intervention, his screening levels are just barely proficient on ORF and DAZE. However, his ORF PM was consistently close to, on, or above aim line.

- Decision tree determines that he is discontinued from Tier 2.

- He continues in a classroom fluency station during differentiated instruction, GR with teacher supports fluency with deliberately scheduled oral reading, and assisted reading procedures are incorporated with complex text. PM occurs biweekly.

Where does Tier 1 differentiation fit in a multi-tiered RTI framework?

- Differentiation in Tier 1 is also the key setting for preventing the YO-YO Syndrome.

- Progress monitoring at the Tier 2 level (every other week) continues for 8-12 weeks in Tier 1 after a child is discontinued from Tier 2.

- Monitoring and adjusting classroom instruction for delicate students increases the likelihood of a successful, sustained transition.

Can there be too much differentiation in Tier 1?

- Taylor et al. (2000) found that the most effective schools and teachers had grouping practices that balanced WG (30m), SG (60m), and independent (28m) work .

- The least successful schools and teachers spent less time having kids engaged in small group learning.

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Can there be too much Tier 1 differentiation?

- Least effective teachers left their kids on their own doing independent R& W activities more than effective teachers (Taylor et al., 2002; Taylor, 2013).

- If instruction is spread too thin because of differentiation at too small a grain of difference, it is cause for concern.

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What might a schedule look like?

	Time	Grouping	Text
T Read Aloud	15-30 min.	WC Mixed	Complex Text
Shared Reading & Writing	30-45 Min.	WC Mixed	Complex Text
Small group & independent	60 min	Small group-Differentiated	Inst. Level Text
Word Study-Spell/phonics	15-30 min	Differentiated	Ability level

Theme-based

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Common Programs: Resources Provided

	RA/S W	SR/IW	Gr/gw	IndR&W	Word Study
Basal	✓ w	✓ w	✓ w		✓
TC R/W WS	✓			✓ w	
GR			✓ w		
Core Kn	✓ w			w	✓
Exped	✓	✓		✓ w	
Cafe	✓		✓	✓	

Theme

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Shifting to a developmental word study model is one of the most powerful things you can do to differentiate instruction.

Developmental Differentiated Word Study

- Children will learn how words work, not memorize unrelated lists of words for a test.

- Both the above grade level children and the below grade level children will see the most significant gains.

Foundational Skills

- Do it well.

- Everyone can learn these when they are explicitly taught, including ELLs.

- Don't let it dominate (30 minutes/day in K-2), but do it explicitly and systematically in primary grades. THINK NRP.

- Decodable books fit here, not in GR.

- Assessment is easy.

All tiers: Differentiate Decoding Instruction

- By developmental level (Bear, Invernizzi, Johnston & Templeton; NRP)

- Constrained skills require hitting an instructional target that is clearly defined.

- Think darts, not *Pin the Tail on*

  the Donkey or the *piñata*.
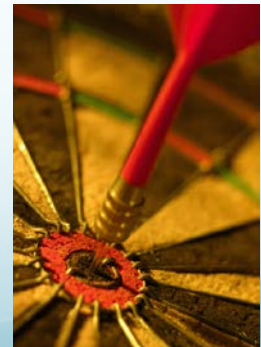
Guided Reading Groups

"Guided reading is a context in which a teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty" (Fountas & Pinnell, 1996, p. 2).

Gradient Texts

- The use of text that decreases in predictability as children increase their knowledge of the alphabetic system is a successful way of meeting **DECODING** challenges through Grade 2 (or Level K).
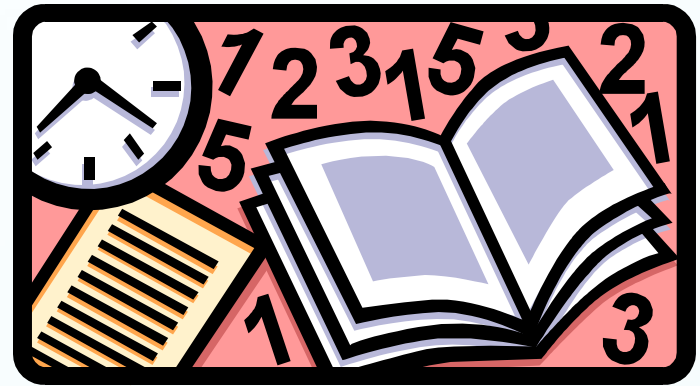
Advantages of Gradient Texts

- Provide opportunities for students to read meaningful text while learning more about the alphabetic system

- Gradual increase in difficulty enables reading fluency to be maintained

  Allows for novice readers to orchestrate decoding and reading for meaning

- Student accountability

- Context for coaching

- It should not be the primary text used for comprehension instruction in K-2.

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Disadvantages of Gradient Text
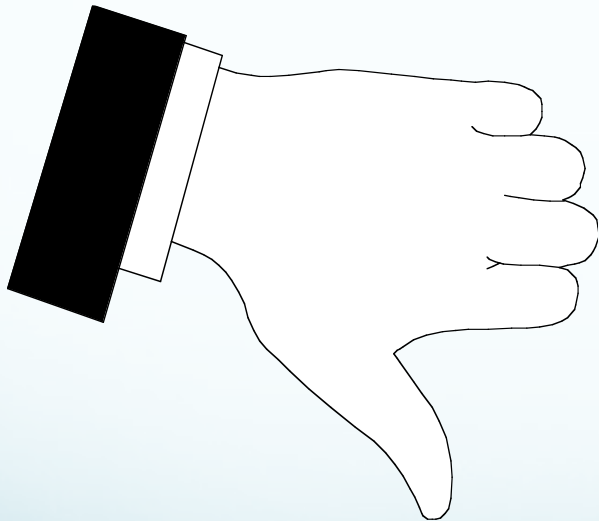
- Not as sensitive to comprehension challenges as Lexiles beyond Level K.

- Lack of complexity

- Missing rich vocabulary

- Lack the fodder for comprehension strategy instruction, extensions in research and critical literacy

- Can't provide a community experience

Monitor Text Levels in K-2

Form x.x   Progress Monitoring Chart for Grade Levels K-2

TEXT LEVEL																													
M																													
L																													
K																													
J																													
I																													
H																													
G																													
F																													
E																													
D																													
C																													
B																													
A																													

DATE

Running Records in K-2 Keep Instruction on an Upward Trajectory

- Benchmark Kits 3X/year

- Regular "day 2" running records for Progress Monitoring (PM)

- Levels A-H = Accuracy trumps retelling and q/a in level determination

- PM-On/Above Level 1X/month

- PM-Below level weekly

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Guided Reading in K-1

- K-1: 15 minutes/ group

- Primary goal: Integration and orchestration of isolated foundational skills into the fluent, meaningful reading of increasingly difficult texts.

- At this level, increasingly difficult means increasing dependence on visual cueing system (how words work, automatic word recognition). These are your Teaching Points.

Purposeful K-1 Stations

- <u>Familiar rereading station</u> (previously read books and poems-by level and shared; alone or in partners)

- <u>High frequency word station</u> (reading automatically, not writing)

- <u>Listening station</u>-MUST be 2-3 levels ABOVE instructional level and accompanied by activity

- <u>Word study</u>: Phonological awareness, Letter Identification, Phonics (decodable books, computer activities, practice activity)

- <u>Handwriting practice</u>

Guided Reading in Grade 2

- Level I-M: 20 minutes/group

- NO Picture Walks

- Consider the DRTA (Stahl, 2008; Stauffer, 1969), especially for informational texts

- Teaching points will relate to comprehension.

- TP-retelling, writing a 3 minute summary, generating questions.

Guided Reading in Gr. 3-5

- Format completely changes
  - 25-30 minutes/group (Level M and above)
  - Readability –Lexiles, not F&P levels

    (Hiebert & Pearson, 2010; Appendix A & B)
  - May not meet daily if grade level and beyond performance
  - Comprehension focus---no reading at the table
  - Strategy application
  - Strategy differentiation
  - May take book club format
  - May take research study format

Fluency Station (Gr. 2-5)

- Repeated Reading of Familiar Texts

- Partner Reading

- Timed-Charted Reading

- Book on tape

Reading Station (Gr. 2-5)

- Choice Reading
  - Independent choice
  - Book club choice

- Assigned Reading- next section of lengthier texts for older readers

Writing Station (Gr. 2-5)

- Writing in response to text

- Research (Embedded differentiation)

- Writing skills

- Writing workshop (craft or skill) supportive of writing for the themed unit

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Your School Ecology Will Determine Your Tier 2 and Tier 3

- Your Tier 2/Tier 3 structure depends upon:
  - Expertise of your staff
  - Budget: # of support staff and their expertise
  - Your decision tree
  - Your school demographic

QUESTIONS?