Using Your RTI Model to Differentiate and Support the ELA CCLS

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2014 RTI-TAC Webinar Series

Strand 3

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Part 4-Tiered Interventions and CCLS

Today's Focus

- Instructional Focus in Tier 2 and Tier 3
- Determining Groups
- Assessments in Tier 3

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

RESPOND
Who Are You?

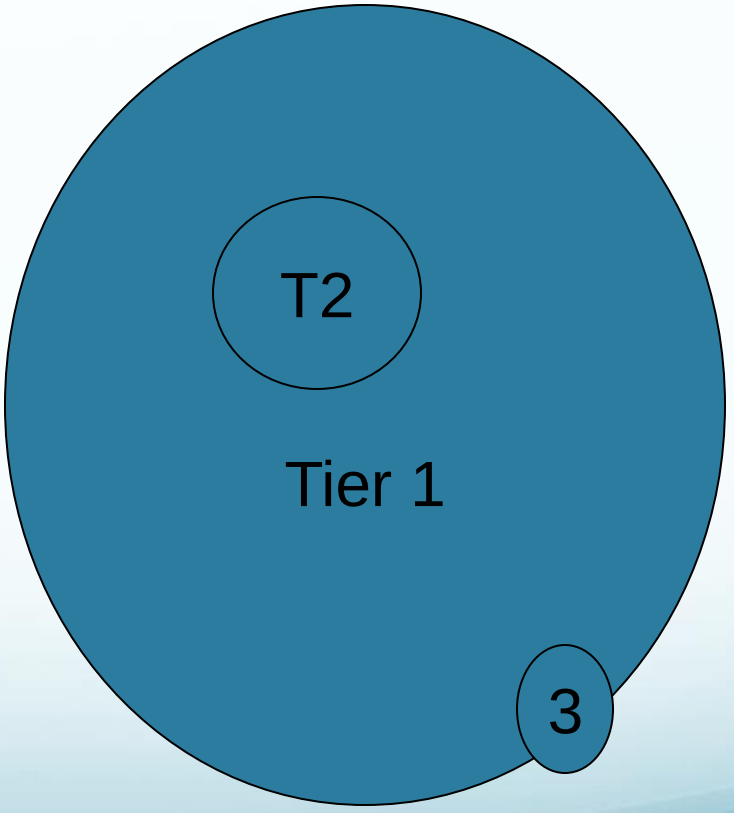
	Elementary	Secondary
Classroom Teacher	1	8
Interventionist	2	9
Special Education	3	10
ELL	4	11
Literacy Coach	5	12
School Principal	6	13
School Psych	7	14

Getting Acquainted

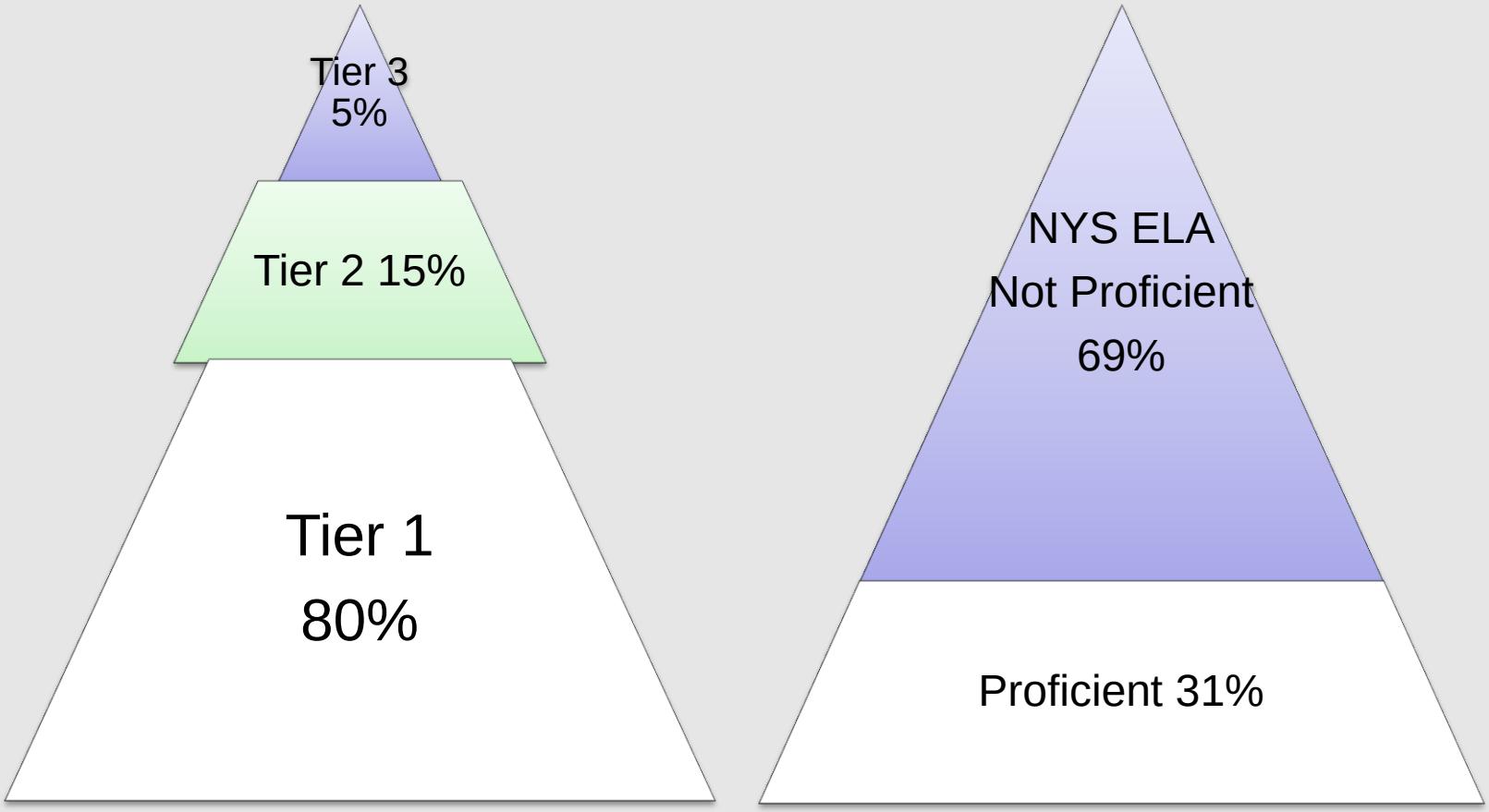
- Who are you?
- Who am I?
  - 27 years in Gr. 1-6 classrooms
  - NYU Associate Professor
  - Director of NYU Literacy Clinic
  - Member of NYS RTI TAC Consortium
  - Member of NYS ELA Content Advisory Panel

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



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

Approaches to Tiered Instruction

- Standard protocol: a “specialized, scientifically- based reading program/curricula (Vaughn & Denton, 2008, p. 53) designed to meet specific students’ needs
- Problem-solving Approach: A school team evaluates student performance data to identify and define learning problems, to develop interventions to solve those problems, and to evaluate the effects of the interventions on the defined problems. (http://www.rtinetwork.org)

Resources

- Where will you find the time and human resources for Tier 2 and Tier 3? Remember it must SUPPLEMENT the 90-minute literacy block.
- Do you have the resources for a problem-solving approach in Tier 2 and Tier 3?
- How will you meet student needs within each of the reading domains-word recognition, fluency, language, comprehension, writing?

Principles Regardless of Ecology

- Select and keep your eye on the target
- Progress monitor frequently using standardized, sensitive assessment
- Use research-validated practice
- Keep groups small & homogeneous
- Meet 3-5X a week, from 30-60 minutes.
- Use data to adjust intensity: Time, group size, frequency, content refinement

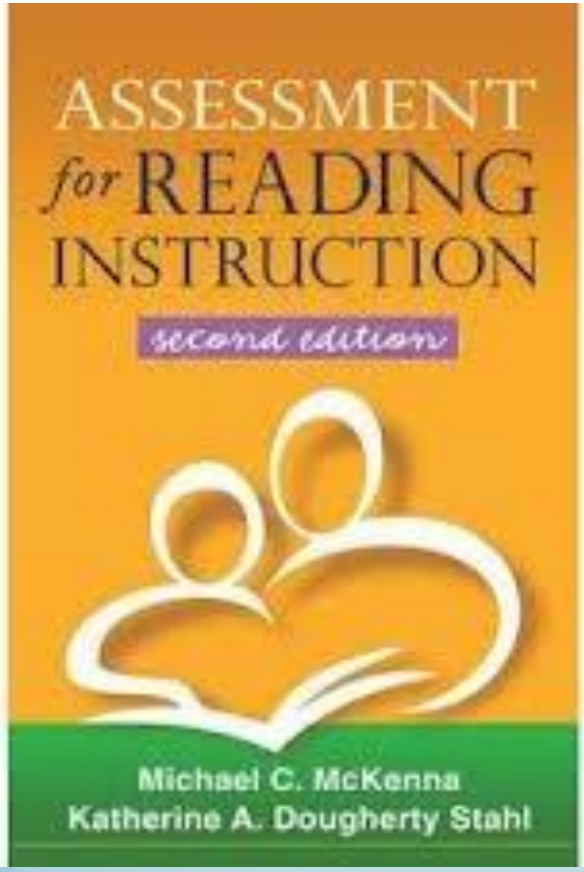
K. Stahl, 2014

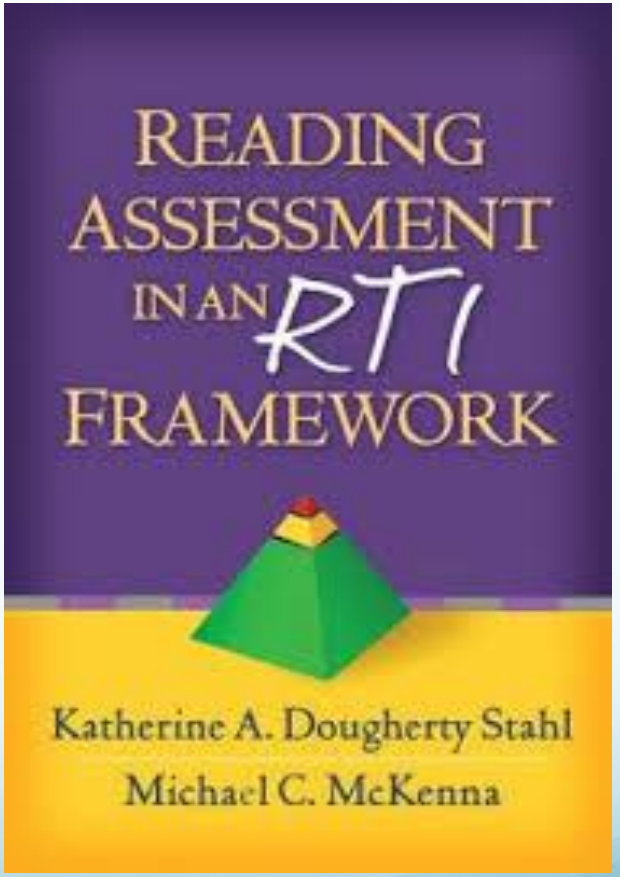
FOR MORE INFO:

PLEASE REFER TO WEBINAR #3 to learn more about:

- Assessment Audit Process
- How to Build a Decision Tree
- Defining Roles for Each Tier
- Tiered Program Descriptors (clear Identification of programs used in each tier)

Two Books that I Will Reference





The Cognitive Model (McKenna & Stahl, 2009)

Phonological Awareness

Print Concepts

Decoding and Sight Word Knowledge

Fluency in Context

Automatic Word Recognition

Vocabulary Knowledge

Background Knowledge

Knowledge of Text and Sentence Structures

Language Comprehension

Reading Comprehension

Strategic Knowledge

General Purposes for Reading

Specific Purposes for Reading

Knowledge of Strategies for Reading

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*.

Role of Tier 2 in Primary Grades (K-2)

- Foundational skills are the priority for Tier 2 teacher in K-2.

- Classroom teacher is responsible for all themed instruction and moving children forward in levels of increasingly difficult text (guided reading).

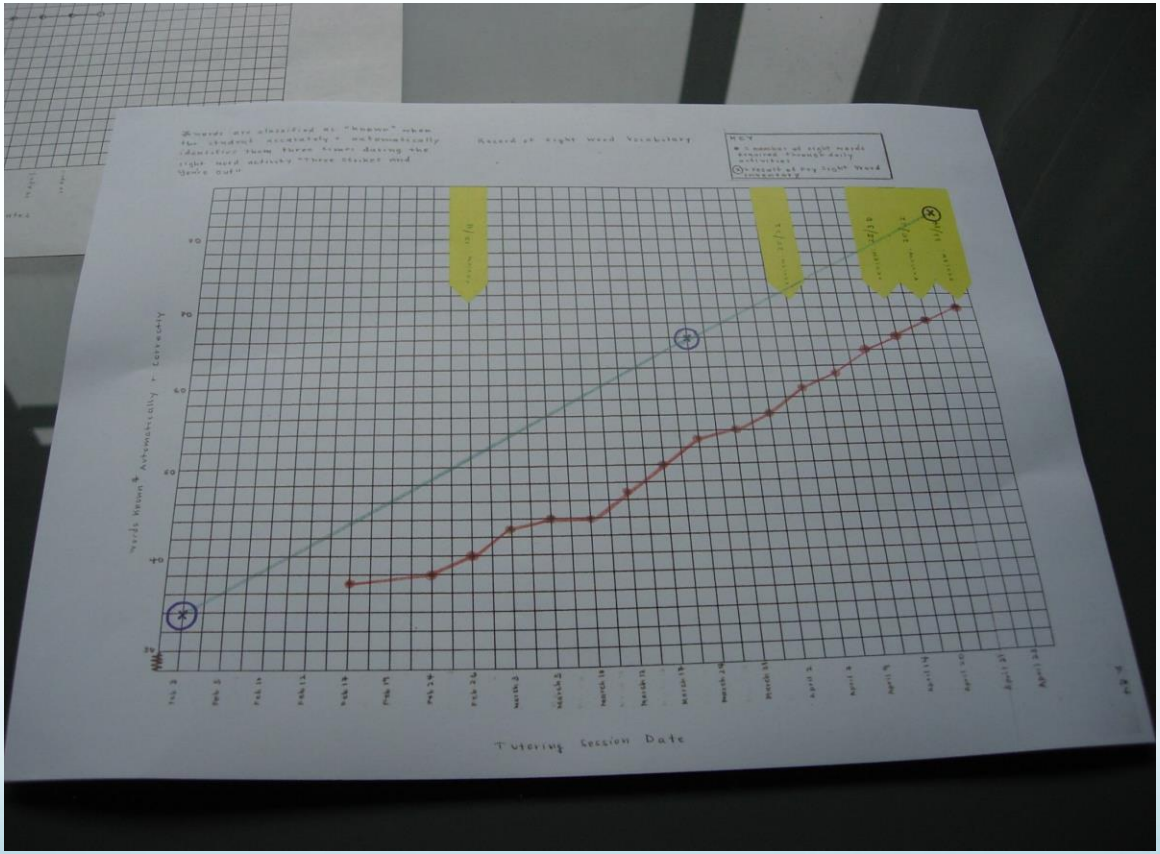
Components of Tier 2 (K-2)

- Intense, targeted instruction in foundations in homogeneous groups
- High frequency words, phonics at developmental level---explicitly, systematically, intensely
- Reading and writing (spelling/phonics) explicit, systematic instruction following developmental continuum (Bear et al., 2011)
- Read texts, including decodable (10 min.)

Assessment is Easy

- CBM screening (DIBELS/AIMSweb)
- WTW Spelling Inventory (Tier 1-a must for grouping; 3X year)
- Phonics Inventory (optional)
- High-Frequency Word (Tier 1, PM)
- K-2 F&P (or similar) determination of text level (Kit-3x year, Running Records- Use Progress Monitoring (PM) schedule)

High Frequency Words



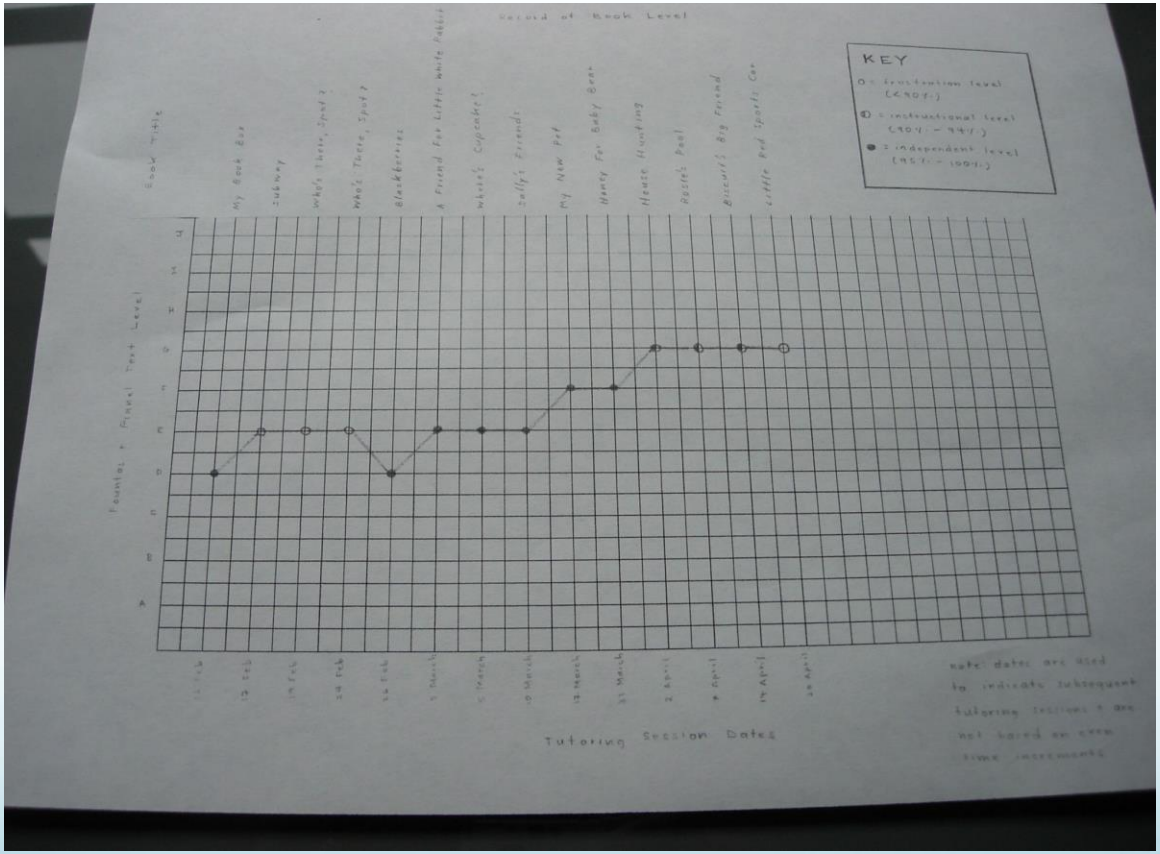
Primary Level: Tier 2

- Consider Standard Protocol
- Include ELs. Research indicates their progress in foundational skills is comparable to English Only speakers.
- Language Pathway: Most schools simply don't have the staff or expertise to have an adequate program in the comprehension pathways in the primary grades other than speech and language.

Primary Level: Tier 3

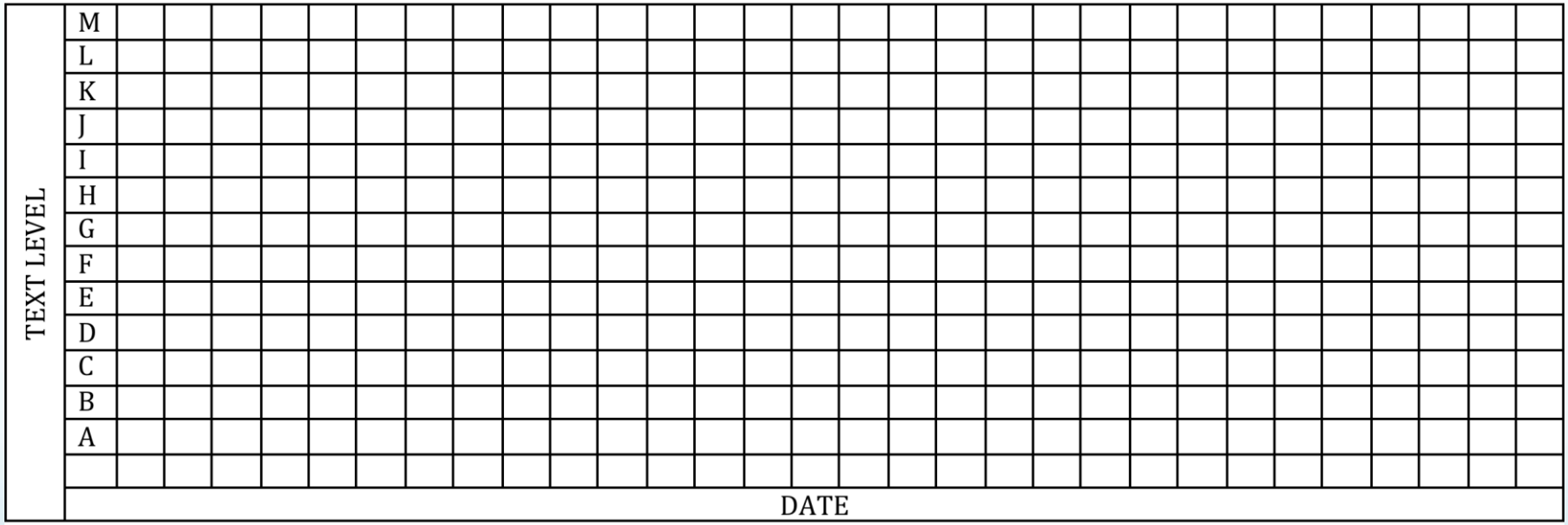
- Problem-solving model
- Individualized or max. 3 with exact same diagnostic needs
- Reading Recovery or Fake Reading Recovery (e.g. Interactive Strategies Approach, Reading Rescue): More comprehensive approach that includes orchestration of foundational and reading connected text
- Fine-grained differentiation, daily progress monitoring
- Master teacher

Book Level


Record of Book Level
KEY
Book Title
My Book Box
Subway
Who's There, Spot?
Who's There, Spot?
Blackberries
A Friend For Little White Rabbit
Where's Cupcake?
Sally's Friends
My New Pet
Honey For Baby Bear
House Hunting
Rosie's Pool
Biscuit's Big Friend
Little Red Sports Car
Fountas + Pinnel Text Level
Tutoring Session Dates

Monitor Text Levels in K-2

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



Supplemental Support ESL Teacher

- Share content in first language
- Build bridges to language and comprehension using the same thematic units and content (This is a non-negotiable related to the CCLS.)

Intermediate Grades: Determining Groups for Tier 2

- GROUPING all kids who are “not proficient” in the same group doesn’t work.

- NO ELA TEST ITEM ANALYSIS!!!

Continuum: Constrained to Unconstrained Abilities

(Paris, 2005)

Phonemic Awareness

Fluency

Vocabulary

Phonics

Comprehension

Constrained

Unconstrained

Why is this important?

- Constrained abilities are fairly linear and with instruction children develop mastery within a few years. They are easy to assess.
- Unconstrained abilities are multidimensional, incremental, context dependent and develop across a lifetime.

Paris, S. (2005). Reinterpreting the development of reading skills. Reading Research Quarterly,40, 184-202.

Why is this important?

- Comprehension is difficult to assess because it is acquired across a lifetime and is “never all or nothing.”
- Context, purpose, genre and content *(context and text factors)* **PLUS**
- Decoding, fluency, vocabulary, prior knowledge, metacognition, interest, working memory, and self-regulation *(reader pulse points)* interact to yield comprehension thresholds.

Intermediate Grades (Gr. 3-5): Determining Groups for Tier 2

- Application of diagnostic assessments are required to determine weak pulse points that are contributing to comprehension challenges.
- Remember our pulse points? Role of Tier 2 is to raise comprehension threshold by focusing on weak pulse points.

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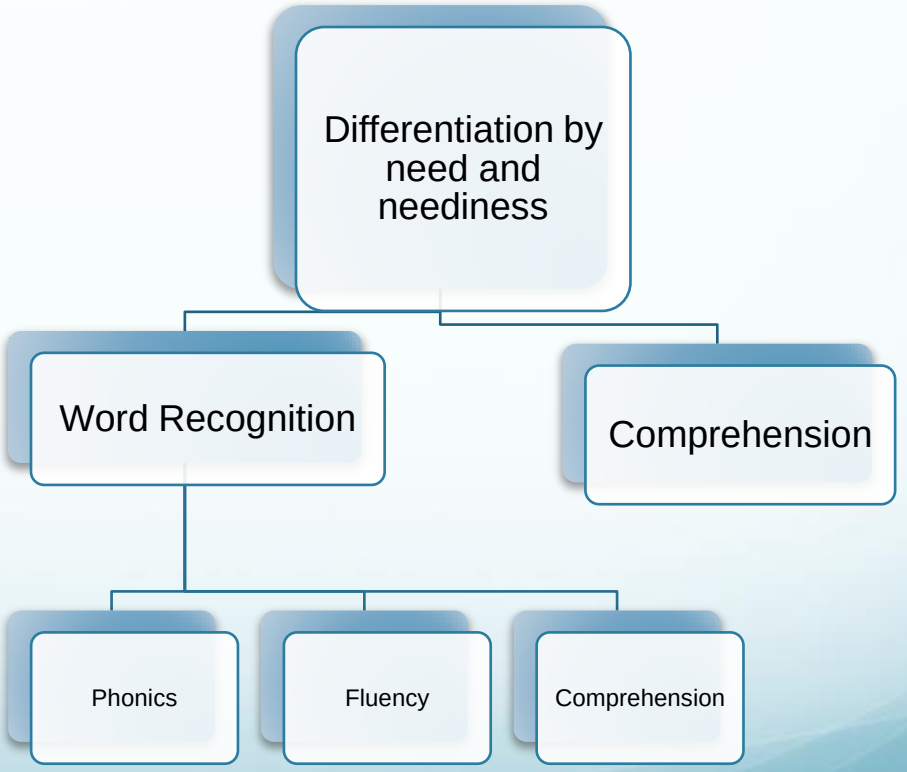
General Purposes for Reading

Supplemental Support: Tier 2-3

- Focus on the intense development of pulse points (build skills that raise thresholds-foundational skills, self-regulation, metacognition)
- Constrained skills or focused subskills of comprehension and writing
- HOMOGENEOUS GROUPS
- Focused targets to provide intense practice.

Identifying and Grouping for Instruction

- Use triangulation of ELA, CBM ORF, WTW Elementary Spelling Inventory and IRI (retelling and questions/Lexile correlated) to identify needs and the neediest.



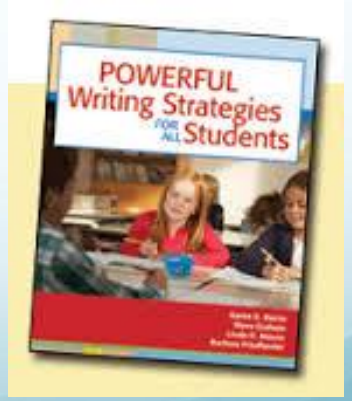
For Students Who Need Word Recognition Support

- Group students together who still have common foundational needs.
- 15-20 minutes of 45-minute intervention period needs to be devoted to foundational pulse points for indicated students.
- Support Tier 1 focus on comprehension strategies and written responses to text.

Supplemental Support: Tier 2

- Focusing on the comprehension strategies that support themed texts.
- Reading additional texts on the theme
- Supporting writing strategies needed for unit (inc. Graham & Harris)
- Providing repeated reading

of stretch texts.



Did you know?

- Torgesen (1985) found that greater overlap among words, or redundancy across practice passages, increased transfer to new texts.
- O'Connor et al.(2002) determined that struggling readers in grades 3-5 performed equally well on general reading posttest regardless of whether grade level or instructional level materials had been used in intervention.
- In this study, 60 wpm seemed to be an important threshold.
- In struggling readers in grades 3-5, fluency is still the strongest contributor to comprehension outcomes.

Cohesive,Targeted Intervention in Gr. 3

Unit	Strategy Focus	Writing Focus	Tier 2 & 3
Stories Worth Telling	Story Structure Character Dev. & Contrib. to Plot	Narrative	See Strategy Focus & Writing Focus
Frogs	Text features as signals to pred. Key ideas w. sup. details	Info/Explanatory	See Strategy Focus & Writing Focus
Freshwater	Summariz, Quest. Gen.	Explanatory/Opinion	See Strategy Focus & Writing Focus
Explorers/countries	Key idea-details Quest. Gen.	Hist. Narr.	See Strategy Focus & Writing Focus

Skilled Diagnostics for Tier 3 and Special Ed.

- McKenna & Stahl (2009)- Cognitive Assessment Model
  - Automatic Word Recognition Pathway
  - Language and Prior Knowledge Pathway
  - Strategic Processing Pathway

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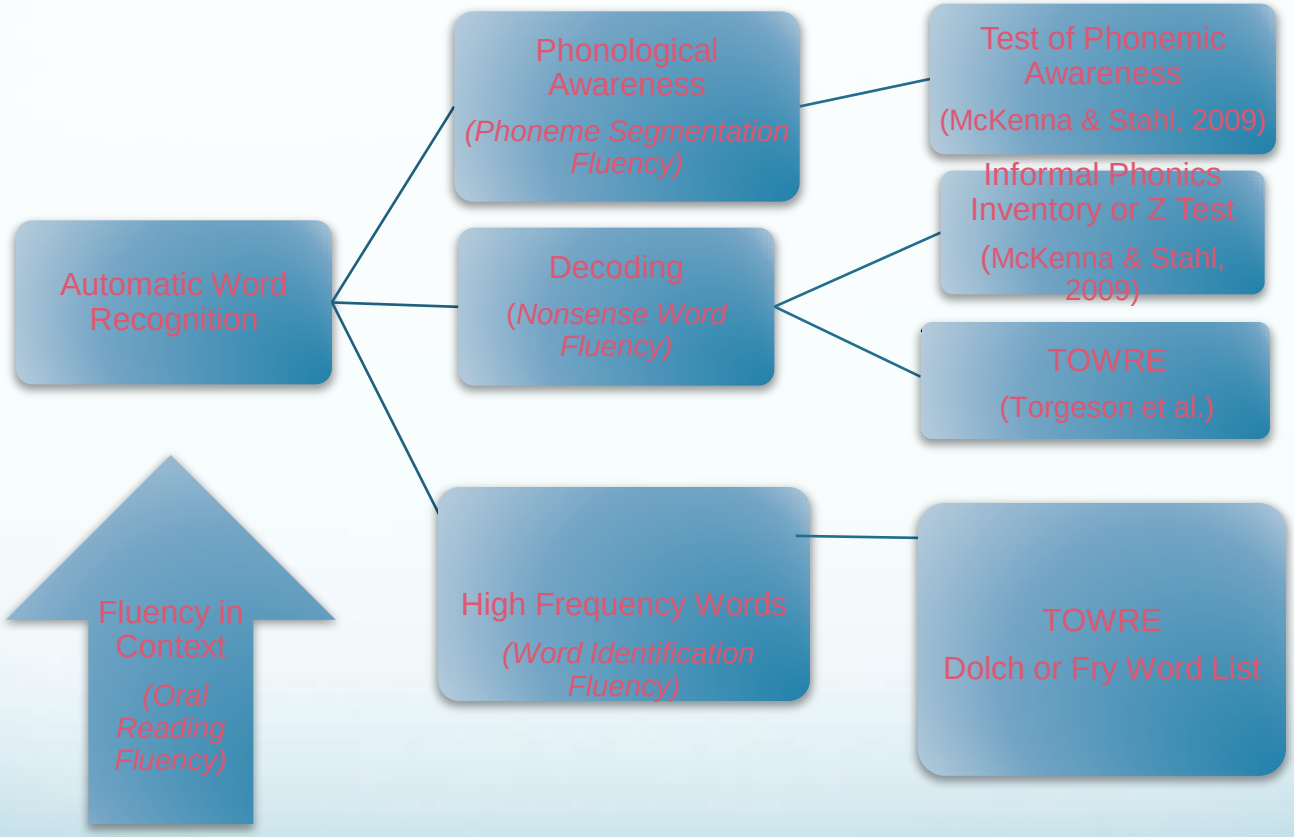
Assessing for Tier 3 (Stahl & McKenna, 2013)



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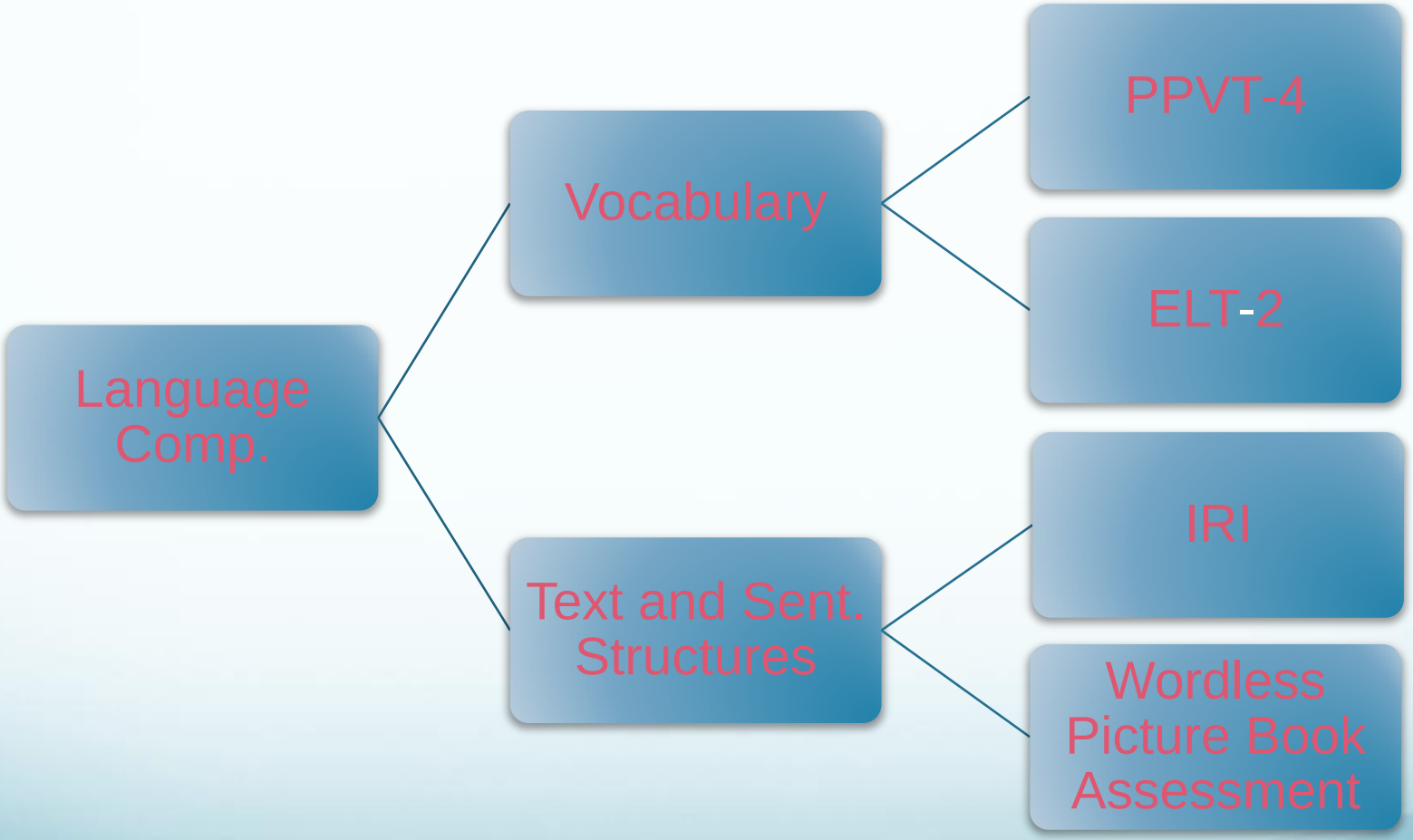
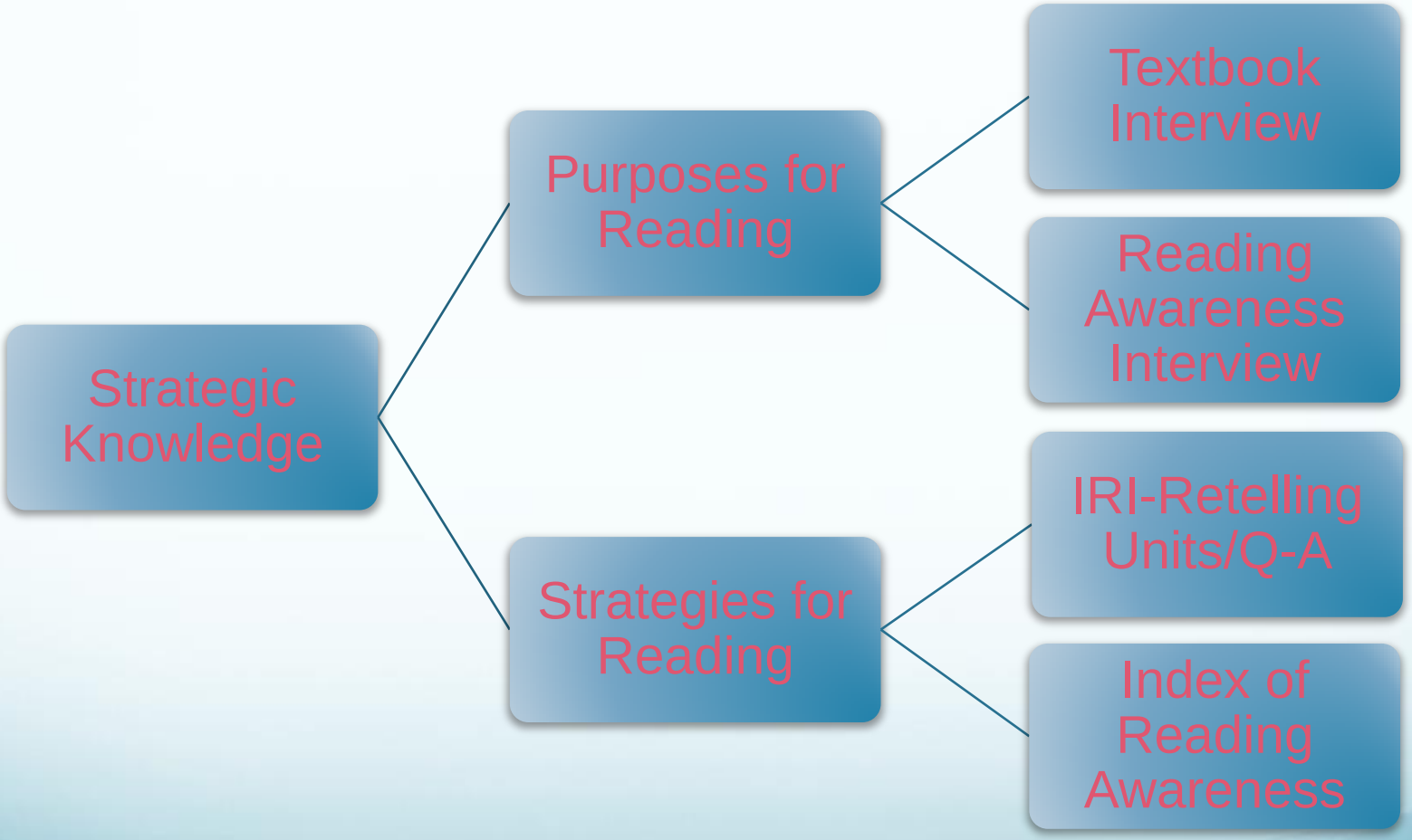


Assessing for Tier 3

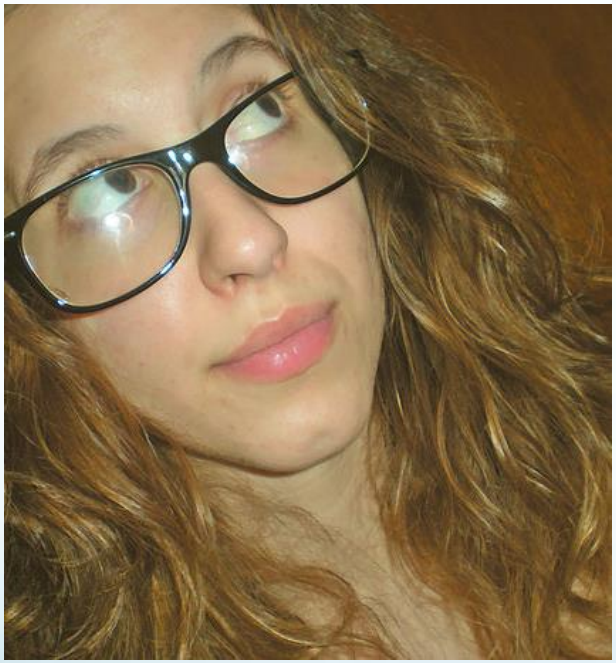


Progress Monitoring in Intermediate Grades

- Word Recognition Pathway: CBM ORF
- Comprehension Pathways (unconstrained, multifaceted, complex)
  - CBM: Daze

  Assessments with Construct Validity:
  - Idea Units, Standardized Scoring of Story Grammar Elements in Retelling (narrative)
  - 10 minute written response to text: Combine word count and ELA Rubric

Differentiation in PD



"I'm the RTI teacher, whatever that means."

(Unnamed Teacher at Unnamed School, 2012)

- Is your RTI framework an evolving, organizing infrastructure?
- How is RTI framework adapting to demands of CCSL?

Professional Development: Differentiated for Specialized Instruction

- Children with reading difficulties require teachers with expert knowledge of diagnosis, interventions and materials.
- We can't rely on: teacher education, personal professional development values.
- Provide unique opportunities for growth for special ed. and literacy specialists.
- Professional conferences, book clubs, study groups

Questions?

Thank You!

Smooth and happy sailing until we meet again. Thank you for joining me in my first webinar experience. It has been wonderful to meet you and to see your comments.

Please feel free to contact me if I can support you or your school in any way.

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