

*Powerful Reading Instruction in a
Response-to-Intervention Framework*

Diane Haager, Ph.D.

California State University, Los Angeles

- *"We believe that the public school system must meet the comprehensive learning needs of each student to reach high expectations. Equity of access to quality public education is the right of every student and the responsibility of the State of California."*

- California Department of Education, 2008

Instruction: The Core of RTI

- *“Teachers have one universal wish that influences almost every instructional decision they make— to maximize their students’ learning. Many factors influence teachers’ ability to teach effectively. Contextual factors are often outside of teachers’ direct control... What the students bring to the classroom in terms of prior knowledge, culture, experience, and skills also influences the end result. As teachers, we may have direct control only over **what we bring to the classroom: our own knowledge, skills, experience, and beliefs about teaching.**”*

Haager, Klingner & Aceves

How to Teach English Language Learners: Effective Strategies from Outstanding Educators,
2010

Goals for Today

- Understand the importance and rationale for high-quality, research-based reading intervention in a Response-to-Intervention framework
- Understand how to determine the specific reading needs of struggling students
- Understand how to design and implement effective reading intervention focused on targeted student needs
- Learn instructional strategies focusing essential reading skills

Along the path to RTI implementation

- Where you have been...
 - Foundations of RTI
 - Instructional core of literacy
 - Tiers of instruction
- **Where we are headed...**
 - **Essential components of a successful RTI model**
 - **Ways to support and maintain infrastructure**
 - **Continuous improvement process**
 - **Keeping the focus on student learning**

Where we are now...

- Team Discussion of homework assignment:
 - Summarize your team's major accomplishments
 - Identify one or two areas where you need more work

What should we focus on?

- A **responsive system** of providing high-quality, differentiated instruction to meet varying student needs
- An **assessment system** that provides information about who is struggling and why, and monitors day-by-day progress
- A system of **professional collaboration** to support teachers and students through the process of early identification and supplemental instruction

Consider the case of Marty



No RTI model in place

Marty has struggled for four years. In third grade, he is 2 years behind his peers in reading and has little hope of leaving the nonproficient category of state testing. His 3rd grade teacher is considering a referral for special education. By the end of 3rd grade, he may be tested and placed into SpEd services, which will provide modifications and accommodations to his core curriculum throughout his K-12 career. However, he must face high stakes standardized tests every year and, eventually, he must pass a test to graduate with a diploma. At this point, he is at great statistical risk of experiencing academic failure throughout school, and even dropping out by the age of 16.

An Alternative Scenario for Marty



RTI Model in Place

Marty's school has been involved in establishing a sound, research-based core reading program. Despite excellent core instruction, Marty struggled with basic reading skills. In kindergarten, Marty's teacher used standards-aligned assessments that pinpointed Marty's difficulty with learning letters, sounds and phonological skills. He received 15-20 minutes of supplemental instruction, 3 times per week for ten weeks. Though he made progress, his struggles continued in first grade. Using first-grade curriculum-based assessments, his teacher was again able to identify specific areas of need and provide supplemental instruction, 30 minutes a day, 5 days a week. By the second half of first grade, Marty is scoring at grade level on oral reading fluency assessments. The school continues to monitor his progress through third grade to make sure he stays on track. Marty does not need SpEd services.

Consider the case of Andrew



No RTI model in place

In kindergarten, Andrew had difficulty with acquiring basic early reading skills and seemed immature; he repeated kindergarten. In first grade, his teacher recognized his serious difficulties with learning basic sight words, decoding, and comprehension. She took his case to the Student Study Team, where she was advised to provide extra support and modify his work. She had several conferences with his mother who worked with him at home. By the end of first grade, he was so far behind that the teacher recommended to his second grade teacher that she consider a referral for special education. In second grade, the testing showed that there was no significant discrepancy between his capacity and academic performance. He did not qualify. When he was referred again in fourth grade, he qualified for special education with a designation of Specific Learning Disability. After five years, Andrew was reading at a beginning first grade level. He had no interest in learning to read; the system failed him for five years during the critical developmental period for acquiring reading

An Alternative Scenario for Andrew



RTI Model in Place

Andrew's school has worked to implement a solid core reading program with periodic curriculum-embedded assessments to monitor student progress. In kindergarten, Andrew's teacher found that he had significant difficulty with acquiring vocabulary and phonological skills. He participated in an extended-day intervention program 3 days a week. However, he continued to have serious difficulty. The first-grade assessments showed that he was behind in basic decoding and phonological skills. His teacher confirmed a significant overall reading difficulty as she worked with him in a small-group setting. Though he received supplemental instruction, 30 minutes a day, 5 days a week, he showed minimal response to the whole-class and small-group instruction he received. By the second half of first grade, Andrew was considered for special education. His teachers had adequate documentation of his lack of response to the best of instruction. Because of strong collaboration between general and special education teachers, Andrew made a smooth transition to special education services. By fourth grade, he was less than a year below grade level.

RTI: Why is it important?

- For students like Marty and Andrew- students with and without disabilities
- To create a seamless system that focuses on high-quality instruction, not rules and labels
- To reserve costly special education services for those who truly need them
- To avoid disproportionate representation of minorities in special education



"The Feds have authorized me to leave your child behind."

SHAN

Why RTI? How did we get here?

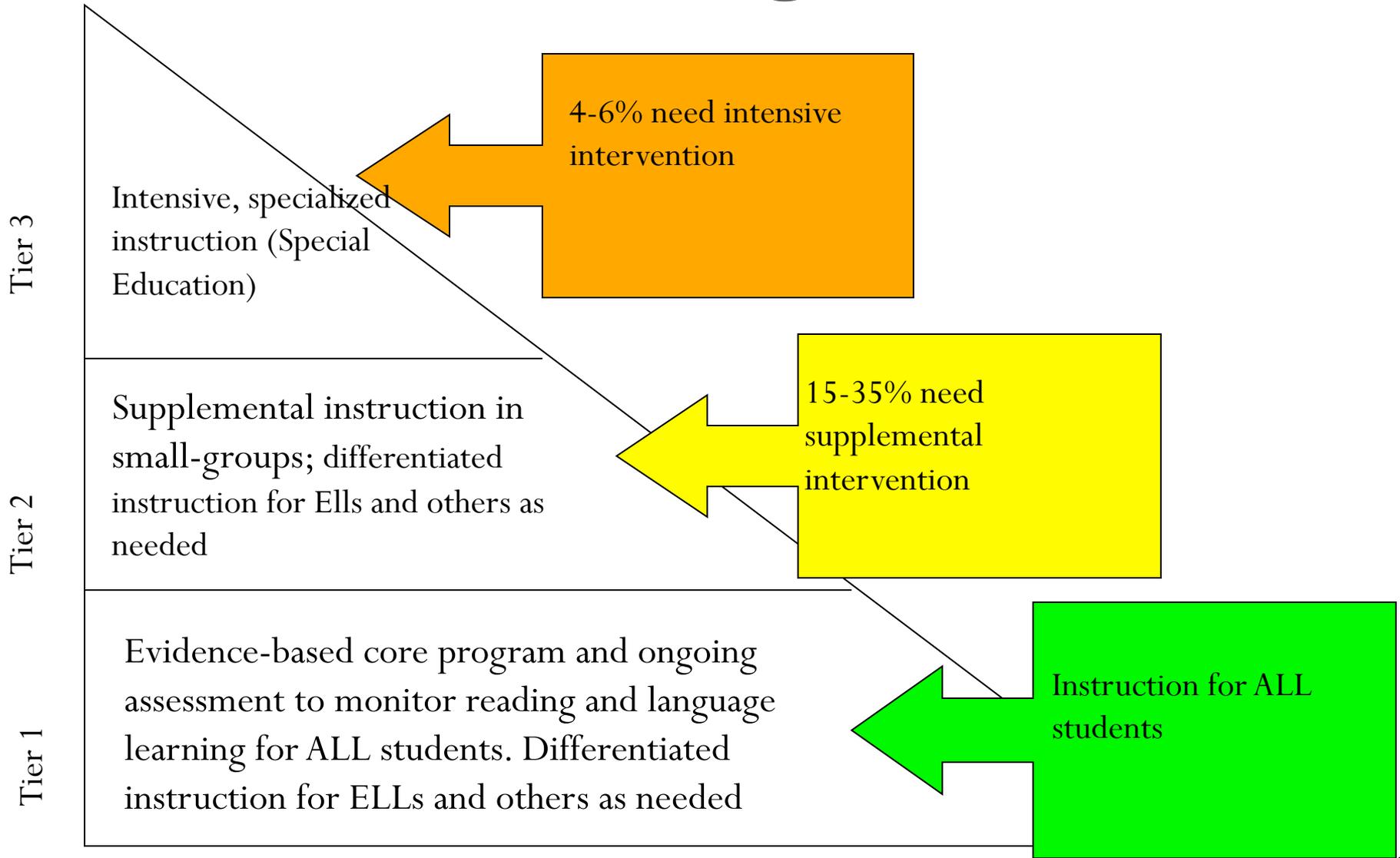
- Problems with the current system of identifying learning disabilities are well documented:
 - Teacher subjectivity in referral process
 - Inaccuracies and bias in assessment practices and tools
 - Lack of high quality and differentiation of instruction in general education setting for students experiencing difficulty
 - A wait-to-fail phenomenon leads to years of experiencing failure
 - The President's Commission on Excellence in Special Education

Think about what you have learned about RTI. How does a systematic RTI approach counteract these problems?

So, what does this mean?

- “if the child does not achieve adequately”
 - based on
- “data,”
- “after an appropriate period of time when provide appropriate instruction” in
- “routine classroom instruction and monitoring of the child’s performance”
- ... there must be a systematic process that includes: high quality instruction, progress monitoring data collection, and intervention options

Three Tiers of Reading Instruction



Three Tiers of Reading Instruction

Tier 3

Intensive and specialized instruction

5-10% need intensive intervention

Tier 2

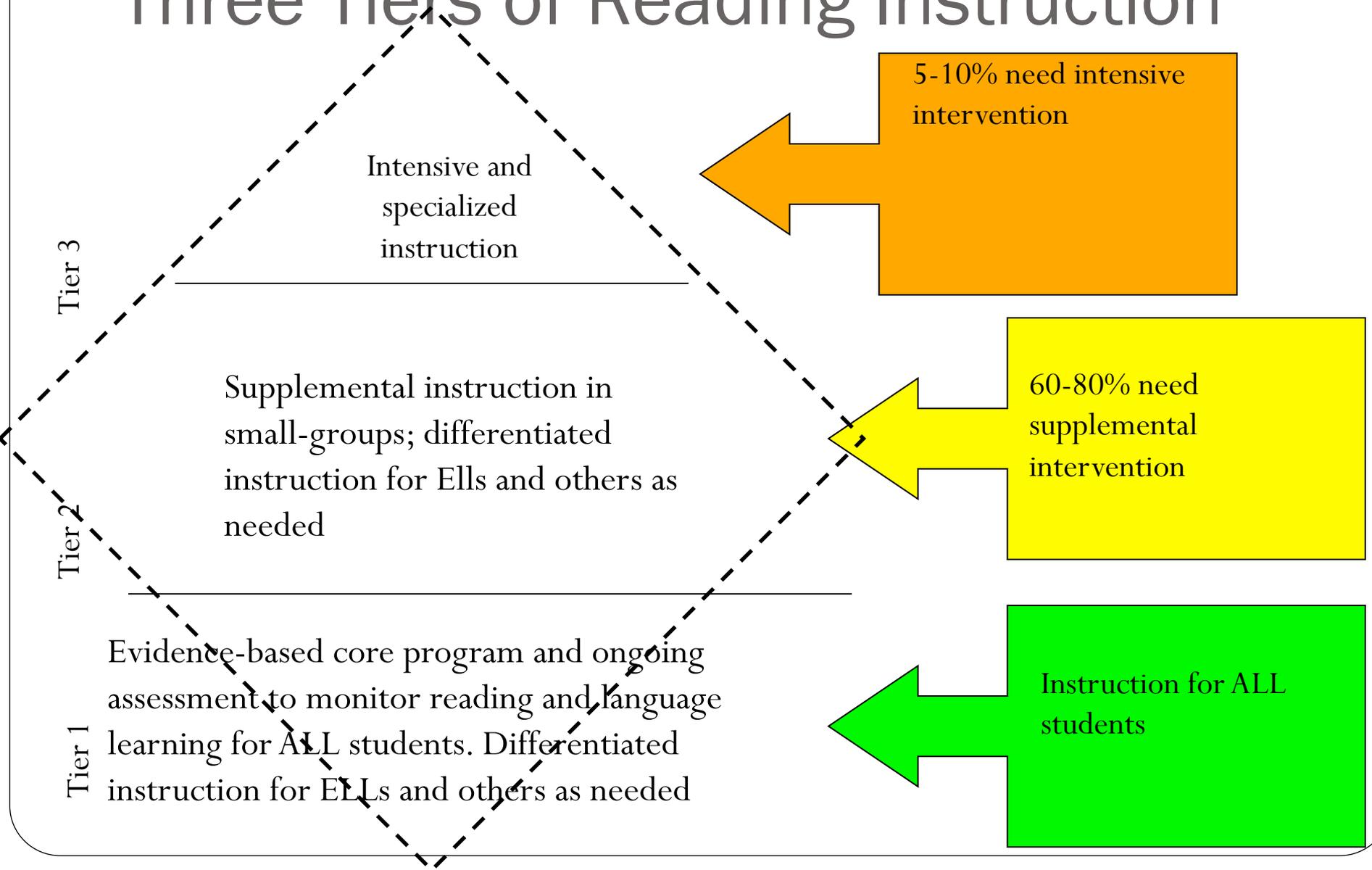
Supplemental instruction in small-groups; differentiated instruction for Ells and others as needed

60-80% need supplemental intervention

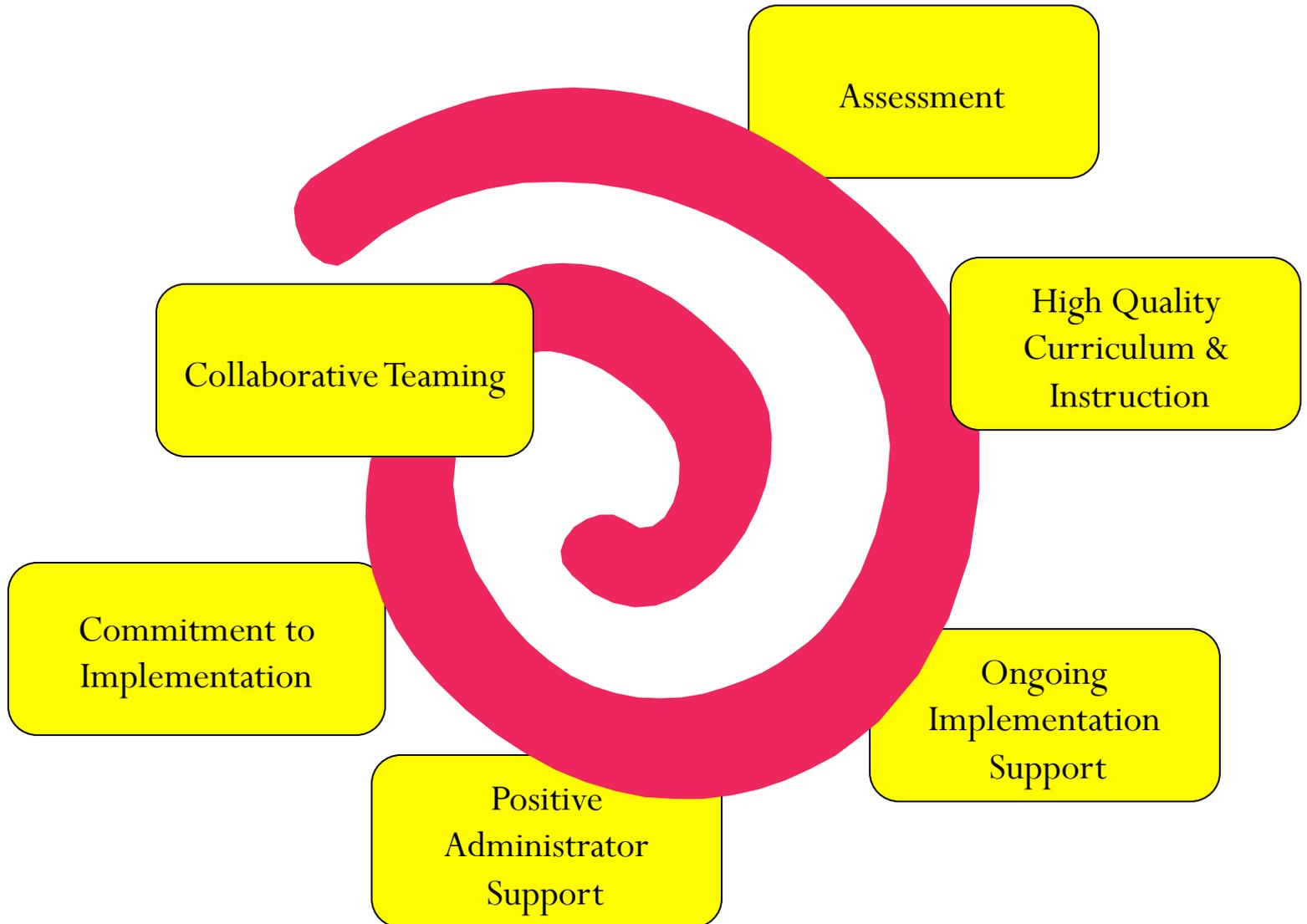
Tier 1

Evidence-based core program and ongoing assessment to monitor reading and language learning for ALL students. Differentiated instruction for ELLs and others as needed

Instruction for ALL students



Essential Components



Stop and Think!

- Discuss with your team:
- What is already in place? What needs to be strengthened:
 - Assessment
 - Curriculum & High Quality Instruction
 - Implementation Support
 - Administrator Role
 - School-wide commitment
 - Collaborative Teaming



Determining Student Needs

Refining Our Data Analysis

First Grade Screening Results

Red = At Risk Green = Strategic Blue = Benchmark

First Name	LNF1	LNF2	LNF3	PSF1	PSF2	PSF3	NWF1	NWF2	NWF3	ORF2	ORF3	WSF1	WSF2	WSF3
Melissa	35	60	53	48	71	72	24	49	59	17	40	26	51	46
Angelica	16	32	43	14	70	71	0	26	38	5	13	0	28	23
Luis	40	49	60	6	68	71	27	33	53	14	40	17	48	67
Blanca	49	37	69	32	77	71	39	66	100	39	26	40	57	73
Karina	17	62	64	45	68	71	16	32	65	13	34	7	38	59
Jose	58	72	64	60	72	70	40	62	81	28	37	33	52	69
Jose	8	14	8	6	72	70	1	19	27	2	2	22	50	57
Emma	25	52	46	29	70	71	23	36	43	12	39	20	49	52
Sergio	34	40	37	22	53	63	41	43	40	14	19	32	53	74
Richard	23	35	41	0	52	51	14	40	41	27	13	21	63	72
Dario	44	57	66	8	71	74	0	48	68	20	40	19	44	63
Jesus	68	70	52	41	73	69	33	69	65	38	59	15	58	57
Eduardo	31	50	68	42	71	74	23	34	47	22	43	29	46	54
Adrian	62	79	80	7	67	70	41	50	95	17	43	23	70	65
John	46	83		10	62		33	47		22		24	51	
Elizabeth	35	49	67	11	67	71	18	34	57	2	21	26	53	65
Antonio	47	49	58	5	69	67	18	40	45	10	33	33	51	59

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First Grade Data

Look at specific skills

First Name	LNF1	LNF2	LNF3	PSF1	PSF2	PSF3	NWF1	NWF2	NWF3	ORF2	ORF3	WSF1	WSF2	WSF3
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First Grade Data

Who is a responder? Non-responder?

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Skills assessment to identify student needs after screening indicates a need

- Diagnostics

- Skills inventories
- Placement tests
- Phonics screener
- Informal Reading Inventory
- Formal diagnostic tests

These tools provide further insight into what to emphasize

- Progress Monitoring

- Measuring students' response to instruction provides further insight into their specific needs
- CBM is essential for ensuring student progress and individualizing instruction

Informal diagnostics: the interventionist's toolkit

- For each student, teachers need info about
 - Phonemic awareness
 - Letter-sound knowledge and decoding
 - Oral reading fluency
 - Sight word acquisition
 - Vocabulary
 - Comprehension
- Possible tools- DIBELS, phonics inventory, sight word inventory, maze or other comprehension tasks, portfolio of accumulated work, IRI

What to do with all that data?

- Teachers who **use** data to guide instruction have better student outcomes
- Teachers who **discuss** student data with *colleagues*, *administrators*, and *parents* have a better understanding of their students' specialized learning needs.
- Teachers who **track** data have better opportunity to accelerate learning

Stop and Think!

- Discuss what you have learned about determining students' individual learning needs.
 - How are we using data?
 - How are we discussing data?
 - How are we tracking data?





Case Study: ROBERT

5th grader with significant reading difficulty

TEST 1: SAN DIEGO QUICK ASSESSM OR GRADED WORD LIST (GWL)

GRADED WORD LIST (GWL) SCORING SHEET

Name _____

Date 1-15-08

School Maverigo Elementary Tester _____



see ✓
play ✓
me ✓
at ✓
not ✓
go ✓
and ✓
look ✓
can ✓
here ✓



you ✓
come ✓
not ✓
with ✓
jump ✓
help ✓
to ✓
work ✓
are ✓
this ✓



road ✓
live ✓
thank ✓
when ✓
bigger ✓
how ✓
always ✓
night ✓
spring ✓
today ✓

independent
-1

independent
-1



our or ✓
please ✓
myself ✓
town ✓
early ✓
send ✓
wide ✓
believe ✓
quietly quit/quickly ✓
carefully ✓

Instructional

-2



city ✓
middle ✓
moment ✓
frightened frowned ✓
exclaimed examined ✓
several ✓
lonely ✓
drew grew ✓
since ✓
straight ✓

Frustration

4



decided ✓
served ✓
amazed ✓
silent ✓
wrecked ✓
improved ✓
certainly ✓
entered ✓
realized ✓
interrupted ✓

San Diego Quick Graded Word List

Misread Words

- are-our
- how-wow
- our-or
- quietly-quickly
- frightened-frowned
- exclaimed-examined
- drew-grew
- straight-strange

Possible Difficulties

- Vowel digraphs, diphthongs
 - (ou, ow, ew, ai)
- Relying on onsets
- Multisyllabic decoding
- Letter sounds, reversals
 - (d-g)
- silent consonant clusters
 - (igh)

Bob and his father like to work on old cars. His father has five old cars that belong to him. One of them is black with a white top.

Bob is very young, so ^{no car} none of the cars belong to him. He would like to have his own car when he gets big.

Sometimes Bob and his father go to a car show. At the car show there are many old cars.

One time Bob's father took his black and white car to the car show. One of the men looked at the cars to see which one was best. He gave Bob's father a prize because his car was so pretty.

(112 Words) (Number of word recognition errors 1) (79 Dolch Words)

Questions:

- F 1. What do Bob and his father like to do? (Work on old cars)
- F 2. How many old cars does Bob's father have? (Five)
- F 3. What color is one of his cars? (Black and white, or black with a white top)
- F 4. Why do none of the cars belong to Bob? (Because he is young, or because he is too young)
- F 5. What would Bob like to have when he gets big? (His own car)
- F 6. Where do Bob and his father go sometimes? (To a car show)
- F 7. What is at the car show? (Many old cars, old cars, or many cars)
- F 8. What did Bob's father take to the car show? (His car, or His black and white car)
- F 9. Why did the man look at the cars? (To see which one was best, or prettiest)
- F 10. Why did the man give Bob's father a prize? (Because his car was so pretty)

Number of Questions Missed	Number of Word Recognition Errors						Reading Level		
	0-1	2-3	4-6	7-8	9-10	11			
0	+	-	*	*	*	x	+	Independent	<input checked="" type="checkbox"/>
1	+	-	*	*	x	x	*	Instructional	<input type="checkbox"/>
2	*	-	*	x	x	x	x	Frustration	<input type="checkbox"/>

Kathy ^{had} always wanted to go for a ride on an airplane. One day her father told her that she could ride on an airplane to visit ^{the} her grandmother and grandfather. She ^{was} very happy and could hardly wait to get started.

When the time came to go, her father went to the ticket ^{computer} counter and paid for the airplane ticket. Her mother helped her get on the airplane. Then a lady told her to buckle her seat belt and she even helped her with it.

Soon the airplane was going very fast ^{down} the runway. Kathy was afraid at first but soon the airplane was in the air. Kathy ^{peeked} peered out of the window at the ground below, where the houses and cars looked very small. The lady gave Kathy (something) to drink and a sandwich to eat.

(139 Words) (Number of word recognition errors 7) (90 Dole's Words)

Questions:

- F 1. What had Kathy always wanted to do? (Go for a ride on an airplane)
- F 2. Who told Kathy that she could ride on an airplane? (Her father) (90% correct)
- F 3. Who was Kathy going to visit? (Her grandmother and grandfather)
- F 4. How did Kathy feel about going? (She was very happy, happy, and/or she could hardly wait to get started)
- F 5. Who helped Kathy get on the airplane? (Her mother) (+the lady)
- F 6. What did the lady tell Kathy when she got on the airplane? (To buckle her seat belt)
- F 7. How did Kathy feel when the airplane started going very fast? (She was afraid)
- V 8. What did the word *peered* mean when it said, "Kathy peered out of the window"? (She looked, or she looked out of the window)
- I 9. Why did the houses and cars look small below? (Because they were up in the air, far away, or high up in the air)
- F 10. What did the lady give Kathy? (A drink and a sandwich) (Student must get both)

Number of Questions Missed	Number of Word Recognition Errors						Reading Level															
	0-2	3-4	5-7	8-10	11-13	14																
0	+	•	•	•	•	×	<table border="1"> <tr> <td>+</td> <td>Independent</td> <td></td> </tr> <tr> <td>•</td> <td>Instructional</td> <td></td> </tr> <tr> <td>×</td> <td>Frustration</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	+	Independent		•	Instructional		×	Frustration							
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•	Instructional																					
×	Frustration																					
1	+	•	•	•	×	×																
2	•	•	•	×	×	×																
3	•	•	×	×	×	×																
4	•	•	×	×	×	×																

pauses

was pronounced by the computer

Reading Passages

2nd gr-independent level (misread 1 word phrase)

3rd gr-frustration level

Misread Words

- had-omission
- her-the
- was-saw
- counter-computer
- down-up
- peered-peeked

Possible Difficulties

- Omission, tracking words
- Reading accuracy
- Reversal
- Diphthongs
- Multisyllabic words
- Logical substitution
- Vocabulary difficulty

Reading Passages

Pauses before

grandmother, grandfather, sandwich

[multisyllabic words]

Did not read

something [multisyllabic word]

Passage Reading

Comprehension

- 2 Factual Questions are missed
- 1 Vocabulary Question is missed

Fluency

- 2nd grade passage
- Reading speed 65 wpm (within norms for 2nd grade reading level, but slow for 5th grade)
- Instructional Level
- ELL consideration: fluency can slow down when students begin to read for meaning

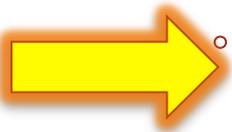
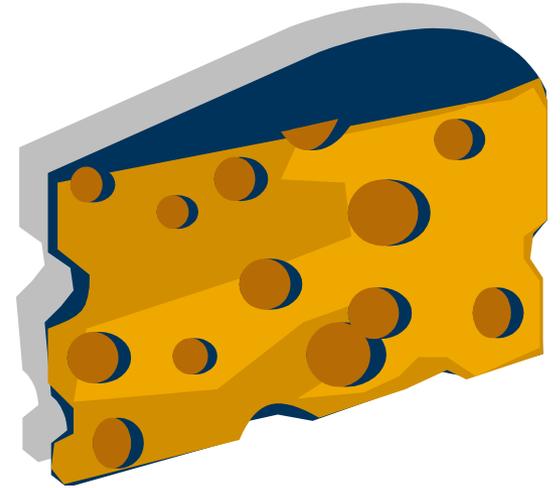


Further Recommended Investigation

- Assessment needed for:
- Basic Sight Words
- Complete phonics inventory, including multisyllabic words
- Oral reading fluency (timed reading)

Further Assessment Results

- Basic Sight Words
 - 90% on high frequency words
- Phonics inventory
 - CVC 100%
 - Long vowel patterns, 75%
 - Vowel diphthongs, 30%
 - Multisyllabic nonsense words, 20%
- Oral reading fluency
 - 5th grade benchmark passage, 35 WCPM, 60% accuracy
 - 3rd grade passage, 38 WCPM, 75% accuracy



Instructional Plan: Intervention

- Instructional level is 2nd grade. It is possible to move Robert to a 3rd grade level within 8 weeks
- Decoding (8-week plan)
 - 2 weeks: Intensive instruction in long vowel patterns (review short)
 - 6 weeks: Intensive instruction in vowel diphthong patterns
 - 8 weeks: Intersperse multisyllabic decoding, simultaneously with vowel work
 - Study words in isolation and in context of sentences, passages
- Fluency (8-week plan)
 - Paired fluency activities, repeated reading, timed reading 2 X week
 - monitor at GOAL level of 3rd grade
- Reinforce reading for meaning, even when doing timed readings

Instructional Plan: Core Program

- Full participation in core program, with significant support for word study work.
- Comprehension
 - Group passage reading and strategies instruction
 - Focus on reading for meaning and avoiding guessing
- Vocabulary
 - Group passage reading
 - Preteach words with daily review of words taught
 - Establish vocabulary section of students' reading journals with opportunities for word use in reading & writing

Robert's intervention plan

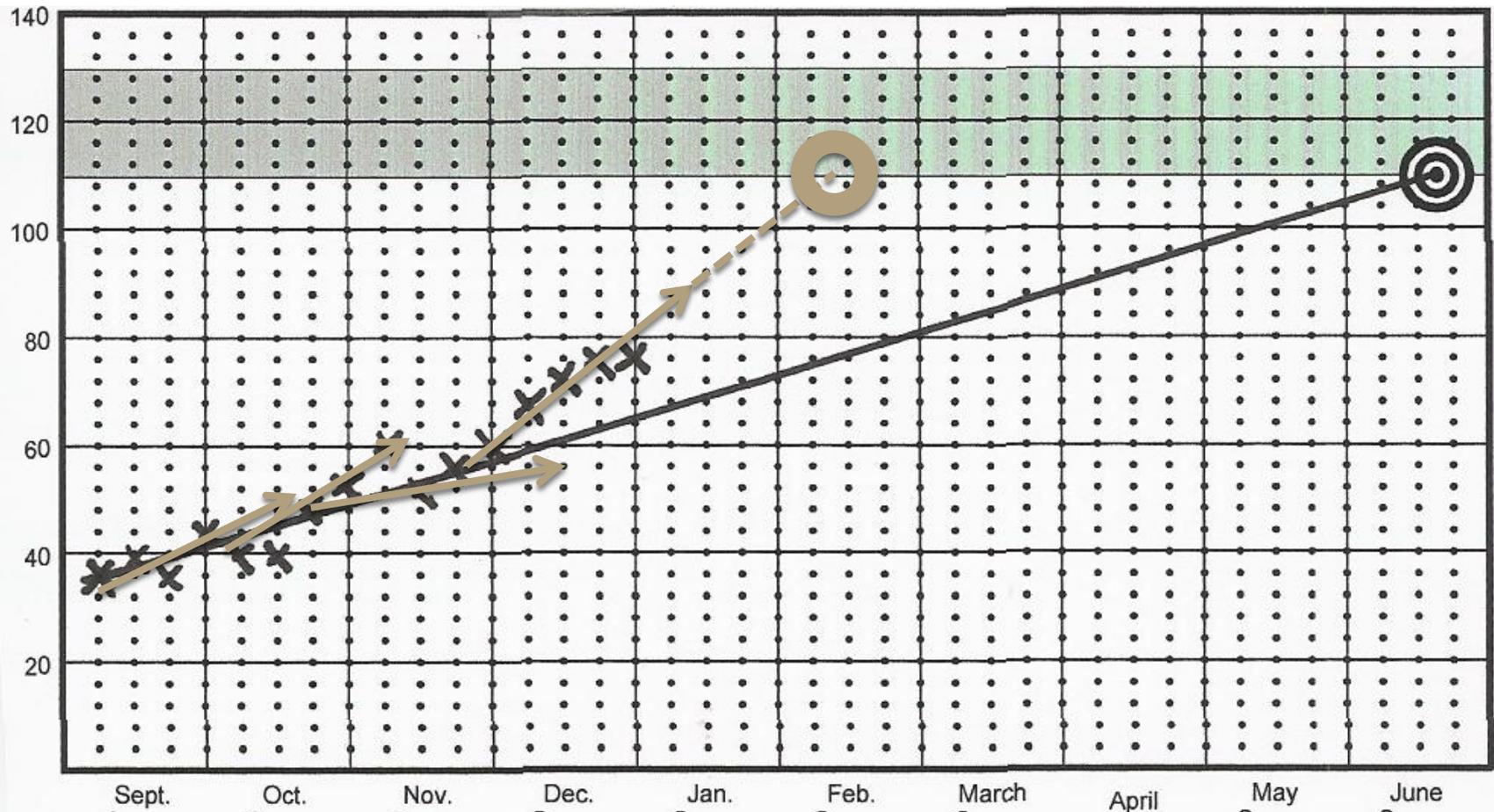
- 30 minutes per day in intervention
 - Focus: word study and fluency
 - Preteach vocabulary from core
 - Reinforce English language development through listening comprehension, language use in small group
 - Reinforce interest and motivation for reading
- 90-120 minutes per day in Tier 1 with differentiation
 - Focus: Grade level standards
 - Assistance with passage reading, word study tasks
 - Small group, peer-assisted vocabulary, comprehension instruction
 - Writing instruction

Intervention Lesson Planning Tool

Big Idea	Time	Intervention	Materials	Students
Phon Aw/ Decoding	<hr/> mins.			
Fluency	<hr/> mins..			
Vocab/ Comp	<hr/> mins..			
ELD	<hr/> mins..			

Robert's DIBELS Progress Monitoring Graph

Monitor at Goal Level of 3rd Grade



Compiling data

- For example— using CORE Phonics Survey

CORE Phonics Survey – Record Form

Name Gregory P. Grade 4 Date 9-6-11

SKILLS SUMMARY

Alphabet Skills

 /26 Letter names – uppercase
 /26 Letter names – lowercase
 /23 Consonant sounds
 /5 Long vowel sounds
 /5 Short vowel sounds

Reading and Decoding Skills

10/10 Short vowels in CVC words
9/10 Short vowels, digraphs, and -tch trigraph
19/20 Consonant blends with short vowels
7/10 Long vowel spellings
3/10 Variant vowels and diphthongs
4/10 R- and l-controlled vowels
12/24 Multisyllabic words

Spelling Skills

5/5 Initial consonants
4/5 Final consonants
5/5 CVC words
3/5 Long vowel spellings

Skills to review: Long vowel patterns,

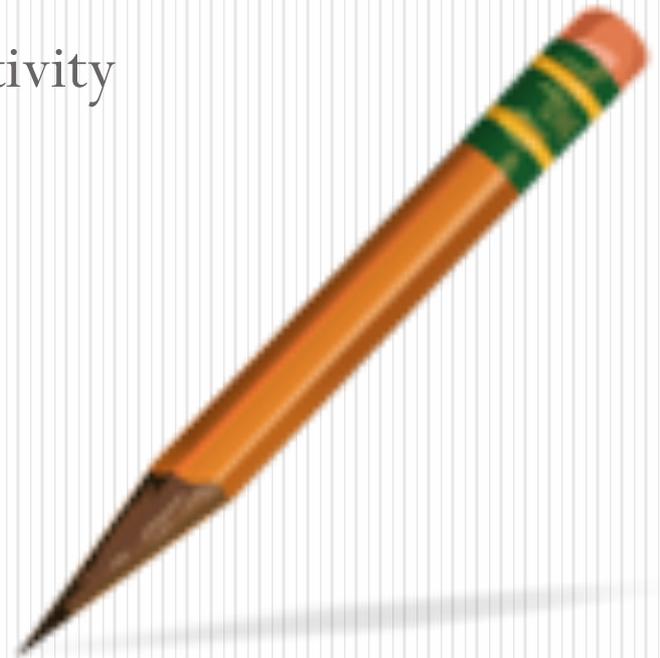
Skills to teach: Diphthongs, Multisyllabic

What groupings emerge?

	Greg	Maria	Tomas	Andrew	Brandi	Christian
CVC	100	100	100	100	80	100
Digraphs	90	80	100	100	80	80
Cons blends	95	85	100	100	80	95
Long Vowels	70	70	90	80	60	80
Diphthongs	30	10	40	60	20	70
R-controlled	40	30	60	70	20	90
Multisyllabic	50	20	50	40	0	60

ACTIVITY 1

Case Analysis Activity



Stop and Think!

- Discuss your use of data to inform your RTI process.
Consider the following issues:
 - Common tools across classrooms, schools, personnel
 - Tools for screening, progress monitoring, diagnostics
 - Systematic and consistent use of data to make decisions
 - Data awareness becomes part of the school culture
 - Balance accountability to and shared responsibility for outcomes

High Quality Curriculum & Instruction

Tier 1: Differentiating Instruction in the Core Reading Program

Differentiating Instruction through Enhanced Content

- Standards-aligned instruction: maintain high expectations
- Focus on five essential components, with consideration for how ELLs may progress differently
 - Phonological awareness
 - Alphabetic principle
 - Fluency with connected text
 - Vocabulary
 - Comprehension
- Enhance the content to fill knowledge gaps in students based on classwide and individual needs

Marlene's Classroom: Enhancing Phonemic Awareness for Some

- During whole-class phonemic awareness instruction, substituting sounds in words, Marlene fully captured and maintained student interest and engagement. She followed up the PA lesson with a small group of 4 struggling students. In 15 minutes, these students had multiple opportunities to further engage in the same task and receive specific feedback. Additionally, she spent 5 minutes drilling sight words while she had them in a small group.

Deborah's Classroom: Enhancing Vocabulary for All

- Pre-teaching
 - Each day, Deborah identified 3-5 words from the day's lesson. She introduced the words with pictures and examples of their use. She gave a fill-in-the-blank prompt for students and asked them to turn to their neighbor and give a sentence with the word.
 - Example: purchase: to buy something with money
 - I *purchased* a _____ at the _____.
 - (Note: pictures or realia could be used here)

- During Lesson:
- When the word came up in decoding, she stopped and asked one student to define it, one to use it in a sentence, and one to use it in a different sentence. She then showed students how it could have different endings (-s, -ed, or -ing)
- During passage reading, she stopped and pointed out how the word was used in the story.
- Follow up: Focus words were listed on a chart and frequently reviewed. Often, she praised students for using the words in spontaneous speech.

Word and Picture	Definition	Quote from Text	My Sentences
<p>recycle recycling recycled</p> 	<p>To <u>recycle</u> means to use something again</p>	<p>"People in cities across America are learning to <u>recycle</u> paper, glass and plastic."</p>	<p>I <u>recycle</u> soda bottles at home.</p> <p>We have a <u>recycling</u> bin in our classroom</p>
<p>unlock unlocks unlocking unlocked</p> 	<p>To <u>unlock</u> something means to open something held shut.</p> <p>Antonym: <u>lock</u></p> <p>A gate is held shut by a lock. You can unlock a gate.</p>	<p>"Scientists are <u>unlocking</u> the mysteries of renewable energy."</p>	<p>Every morning, Mr. Whitney <u>unlocks</u> the school gate.</p>

High Quality Intervention Instruction

Tiers 2 and 3

What are the components of high quality intervention instruction?

- ◆ Focus on essential skills
- ◆ Appropriate pacing of instruction
- ◆ Setting high expectations
- ◆ Maximizing time on task
- ◆ Small group size
- ◆ Sufficient time





FOCUS ON ESSENTIAL SKILLS

What does each student know and need to know?

Focus on Essential Skills

- Typical reading needs for struggling readers
 - Very specific needs in phonemic awareness, decoding, fluency
 - For ELLs, contextualized vocabulary and comprehension
- One-size-fits-all does not optimize learning for all; generally, it optimizes learning for none
- Diagnostic assessment and data analysis are critical!



PACING INSTRUCTION FOR ALL

How can I accelerate student learning?

Pacing of Instruction

- Three Bears approach:
 - Not too fast
 - Not too slow
 - Just right!

Discussion: How can we get the pacing right for *all* students?



SETTING HIGH EXPECTATIONS

How can I make sure each student reaches full potential?

Setting High Expectations: Ambitious but Realistic Goals

- Teachers use CBM to:
- Describe students' academic competence at a single point in time
- Quantify the rate at which students develop academic competence over time
- Build more effective programs to increase student achievement

“The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

Michelangelo



MAXIMIZING TIME ON TASK

Given my setting and my students, how can I increase students' engaged reading time?

Ensuring Access

- *All* students should have access to the core program in addition to supplemental intervention support
 - Struggling readers: strategically plan intervention time so they do not miss essential components of core
 - Students with disabilities: IDEA requires, to the extent possible, that students have access to the general education curriculum, work toward grade level standards, and be educated alongside their nondisabled peers.
 - Sitting in the room is not access. Students with disabilities must be meaningfully engaged, with support from both GE and SE teachers.
- Teachers' attitudes, demeanor, and words influence students dramatically and can make-or-break successful access.

Scheduling Intervention

- If it is not scheduled, it may not happen
- Schedule at times when you can maximize use of support personnel
- Schedule models:
 - Share time across classrooms; students move to intervention groups
 - Stagger time across classrooms; support personnel rotate
 - Each teacher on her own; administrator/ support personnel always knows when intervention occurs and comes in to support

Maximizing Time On Task

Within-Class Intervention

- Form small groups, max of 2, to fully implement core and intervention
- Target needed skills, aligned with core program

Pull-Out Intervention

- Keep group size 3-6
- Co-plan with classroom tchrs
- Align pull-out and core
- Target skills identified in assessment

Inclusion/ Blended with Special Ed

- Form groups within GE classroom for intensive instruction
- Coordinate SpEd and intervention groups
- Build in supports during whole group, independent time



MANAGING GROUP SIZE

What can I do to ensure that students receive intensive, small-group reading instruction every day?

Why small groups?

Homogeneous Groups

- 3-5 students
 - Instruction at individual level
 - Students to learn from each other
 - More attention from the teacher than if whole class

-Elbaum et al., 1999

Length

- 30 minutes
- 5 times per week



SUFFICIENT INSTRUCTIONAL TIME

How much time is enough for my students to reach optimal achievement?

What is sufficient duration?

- Students with reading difficulties need:
 - More time, not less, in high quality reading instruction
 - Sufficient opportunities for practice
 - Minimum of 60 minutes suggested for access to core
 - Minimum of 30 minutes for Tier 2
 - Minimum of 60 minutes per day for Tier 3
 - Research shows: 100 sessions of 50-60 minutes for significant gain in reading
- (Vaughn, et al.)

Where does intervention fit into your schedule?



- Greatest challenge is finding *time*
 - ❖ 20-30 minutes per day devoted to intervention
 - ❖ Use time when students work in groups or complete seatwork
- *Consistency* is important. Intervention time must be planned into the routine and occur regularly.
- Find 20-30 minute blocks of time

Efficiency Aids Intervention

- Conduct swift and seamless transitions
- Be well prepared for activities
- Average amount of time spent in transition
 - ❖ 30 minutes a day in transition
 - ❖ 2.5 hours per week
 - ❖ 10 hours per month
 - ❖ 15 days per year

Explicit Instruction

- State the objective for the activity.
- Give clear directions. (For EL define words that may not know-copy, compare-to assist with academic language)
- Model each activity
- Break activities down into steps for students.
- Provide corrective feedback
- Provide verbal praise for correct responses.
- Give students many opportunities to respond.

Stop and Think!

- Discuss the essential features of high quality intervention below. What do you need to focus on in moving forward with your RTI model?
 - ◆ Focus on essential skills
 - ◆ Appropriate pacing of instruction
 - ◆ Setting high expectations
 - ◆ Maximizing time on task
 - ◆ Small group size
 - ◆ Sufficient time



Supporting Implementation

Ongoing Evaluation and Refinement of your RTI model

Collaborative Problem-Solving Teams: Sharing the Responsibility

- Use grade-level planning meetings for examining, interpreting and sharing data
- Create a culture of sharing data, thinking objectively about struggling students; discussing quality of instruction in each tier
- Create a problem-solving perspective: These students are not *problems*, they are *responsibilities*
- Facilitate sharing of research-based strategies and materials
- Keep the focus on students- revisit student cases regularly to discuss progress and options for further action
- Role of site administrator is *critical* for supporting teamwork!

Administrator Support: The Make-or-Break Factor

- Active involvement in designing the school's RTI model and selecting practices
- Active involvement in providing logistical support (organization, materials, time, data collection, professional development, collaboration)
- Frequent communication with teachers, students and parents about student progress
- Active involvement in sharing data, addressing needs, and celebrating successes
- Having a “can-do” attitude and problem-solving approach
 - “Let’s not complain that we can’t do something, let’s figure out how to make it happen.”

Lessons Learned from Successful RTI-Focused Schools

- Ford Elementary
- Miller Elementary- principal's perspective
- Pleasant Hills Elementary- district-wide effort

Collaborative Teams: Examples from Successful Schools

- RTI Planning Team
 - Oversee schedule, planning, materials, assessment
 - Collect data and annually evaluate the model
 - Lead discussions in grade level team meetings or PLCs
- Assessment Team
 - Rotate through classrooms and conduct assessments
 - Teachers represented on teams
 - Consult with classroom teachers
 - Gather and report data in meetings and small groups

The Benefits of Collaboration

- Increased support for students
- More options for intervention when working together
- Professional support for teachers
- Collaboration in lesson planning and assessment
- Flexibility to try new things one teacher could not do alone: increase in teaching methodologies
- Another set of eyes to observe and help with problem solving



- MUSA -

School-Wide Commitment: Defining Roles and Responsibilities

- What is the role of:
 - Site administrator
 - Student Study Team
 - School psychologist
 - Special education teacher
 - ESL teacher
 - Other support personnel
- Who has primary responsibility for student success?

Keeping the Momentum Going

- Use data to revisit and refocus your efforts
- Keep learning...
 - Research on RTI
 - Research on ELLs
 - Research on reading intervention
- Establish opportunities for sharing and learning together
- Share what you are doing. Present your school's model to parents, other schools, and district personnel. The more you talk about it, the more you “own” it.

Fostering a School-Wide Commitment

- Keep the focus on student success
- Use data objectively and wisely
- Maintain open and constructive lines of communication
- Take a problem-solving approach
 - Solutions, not complaints!

Team Discussion: Putting it All Together

Wrap Up

- Questions and Discussion

- Contact Info:

Diane Haager, Ph.D.

California State University Los Angeles

5151 State University Drive

Los Angeles, CA 90032

323/343-6158