

Improving Reading Achievement: A Sample Application of the RtII Framework within a Standards Aligned System

Planning Documents



Tier 2 – Strategic Instruction Planning Guide

Tier 2 – Strategic Instruction (name/description of program/grade level to be implemented):

Students (Who are the students participating in this Tier 2 intervention?):

Screening (What screening measure(s) are used to identify students? What is the criteria for identification?)

Intervention Planning and Implementation Team

Lead(s):

Team Members:

Alignment

Standards-Aligned (How does Tier 2 align within the standards-aligned system?):

Core-Aligned (How does Tier 2 align with the core – Tier 1?):

Participation in the Core

Whole Group (How do Tier 2 students participate in the whole group components of the core?):

Instructor(s)	Group Size	Activities	Time (Minutes)

Small Group (How do Tier 2 students participate in the small group components of the core?):

Instructor(s)	Group Size	Activities	Time (Minutes)

Partner Work (How do Tier 2 students participate in partner work activities during core instruction?):

Activities	Time (Minutes)

Independent Work (How do Tier 2 students participate in independent work activities during core instruction?):

Activities	Time (Minutes)

In-Program Tests (What in-program tests will be used to evaluate performance and progress?):

Tier 2 Instructional Focus (WHAT)

Reading components/Big Ideas (What reading components or big ideas are addressed?):

Phonological Awareness	Phonics/Word Study/Spelling	Fluency	Vocabulary	Text Comprehension	Writing
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Foundational Skills (What foundational skills are addressed?):

Structure (Note any structural, pacing, routines, or scope and sequence features of the intervention):

Observation/Self-Reflection Tool(s) (Note and/or attach a fidelity of implementation observation or self-reflection tool. Is such a tool already provided by the program?):

Tier 2 Instructional Design Features (HOW)

Systematic Instruction (Note how skills will be scaffolded or built gradually, what error correction procedures will be used, and how/when review will be incorporated):

Scaffolding:

Error Correction/Feedback:

Judicious Review:

Observation/Self-Reflection Tool(s) (Note and/or attach an observation or self-reflection tool that could be used capture the inclusion of the above instructional design features during instructional implementation).

Instructional Delivery Features (HOW)

Explicit Instruction (Note how the following will be provided - high levels of teacher-student interactions; frequent opportunities for students to respond and practice; use of teacher think-alouds):

Observation/Self-Reflection Tool(s) (Note and/or attach an observation or self-reflection tool that could be used capture the nature of instructional delivery).

Intervention Implementation

Guidelines: Implement the program 3 to 5 times per week, for approximately 20 to 40 min.; Implement for at least 5-weeks; Use homogenous groups of approximately 3 to 4 students.

Instructor(s)	Students Served	Group Size	How	Time
			[] w/in reading block [] in addition to reading block	Minutes: Days per Week:
			[] w/in reading block [] in addition to reading block	Minutes: Days per Week:
			[] w/in reading block [] in addition to reading block	Minutes: Days per Week:
			[] w/in reading block [] in addition to reading	Minutes: Days per Week:

			block	
			[] w/in reading block [] in addition to reading block	Minutes: Days per Week:

Progress Monitoring (When planning below, consider the progress monitoring assessments that will be used for Tier 2 only –not the benchmark and outcomes assessments already in-place at a school-wide level. In other words, what will this Tier 2 group receive for assessment?)

Guidelines: Monitor on a regular basis (every other week/2 x per month at a minimum); consider the purpose (global outcomes? specific skills? mastery assessment from program?); use progress monitoring data to identify students needing additional instruction; consider using progress monitoring data to re-group students every 6-weeks.

Assessment(s)	Purpose	Frequency

Resources (Identify resources, materials, professional development, etc. need to implement the intervention.)



Tier 2 Reading Action Plan (RAP)

Name of School, District

City, State

Goals and Priorities

1. What: _____

Who: _____

When: _____

2. What: _____

Who: _____

When: _____

3. What: _____

Who: _____

When: _____

Team Members

_____	_____	_____
_____	_____	_____
_____	_____	_____

Adopted by Team on: _____

Date

Instructional Practices for an Effective Classroom

Read each item on the checklist and consider the degree to which you implement it in your classroom. For each item, circle the number that corresponds to your overall implementation of that item.

- 1 = Not observed: You do not implement this item in your classroom.
- 2 = Inconsistent: You implement this item sometimes, with some content areas or students.
- 3 = Established: You implement this item consistently across all areas of the curriculum and across students.

Add the numbers circled in each column and place the sum in the box at the bottom of the column. Add the sums of the three columns to calculate your total points.

1	2	3	Classroom rules are clearly displayed.
1	2	3	A system is in place for praising and acknowledging students' academic and behavioral accomplishments.
1	2	3	Routines are clearly defined and posted in the classroom.
1	2	3	A process is in place for quick recording of both academic and behavioral data.
1	2	3	Classroom organization and structure allow for smooth transitions between groups, classes, and activities.
1	2	3	Procedures are in place for dealing with severe/dangerous behaviors.
1	2	3	Instruction is explicit, interesting, varied, age appropriate, and individually appropriate.
1	2	3	The teacher ensures that prerequisite skills are mastered before continuing.
1	2	3	The teacher assures predictability and provides transitional warnings.
1	2	3	Instruction is provided in a variety of formats: one to one, small group, and large group.
1	2	3	The pacing of instruction maintains student attention.
1	2	3	Instructional materials are designed to meet varying student performance levels.
1	2	3	Time is provided for corrective feedback and error correction.
1	2	3	Independent activities are designed to provide instructionally relevant practice.
1	2	3	A process is in place to assess the effectiveness of instruction.
			TOTAL

Interpreting Results

- 36-45 points is indicative of a classroom with strong evidence of strategies characteristic of effective classrooms
- 22-35 points is indicative of a classroom moving toward effective instructional practices
- 21 or fewer points is indicative of a classroom that requires more emphasis on effective instructional practices

Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). Instructional Classroom Management. Canada: Pearson Prentice Hall.

Content Engagement Checklist

Before Reading	During Reading	After Reading
<input type="checkbox"/> Introduce the Text (preview) <input type="checkbox"/> Identify Book Type (S or I) <input type="checkbox"/> Set the Purpose <ul style="list-style-type: none"> ○ S-to entertain/ I-to inform <input type="checkbox"/> Predict (S)/ Prime Background (I - KWL) <input type="checkbox"/> Introduce Critical Vocabulary <input type="checkbox"/> Make Connections <ul style="list-style-type: none"> ○ Text to Text ○ Text to Self ○ Text to World <input type="checkbox"/> Provide a Focus for Reading <ul style="list-style-type: none"> ○ Story Focus Questions (S) ○ KWL Focus Questions (I) <input type="checkbox"/> Prompt Self-Monitoring <ul style="list-style-type: none"> ○ Stop! If you don't know, ask a question! 	<input type="checkbox"/> Read the Text with Pauses for Clarification and Discussion <input type="checkbox"/> Discuss and Clarify Text Related to the Focus Questions <ul style="list-style-type: none"> ○ Story Elements (S: Story Elements Chart) ○ KWL Focus Questions (I: KWL Chart) <input type="checkbox"/> Make and Confirm Predictions (S)/ Use Text Features (I) <input type="checkbox"/> Discuss Vocabulary <input type="checkbox"/> Make Connections <ul style="list-style-type: none"> ○ Text to Text ○ Text to Self ○ Text to World <input type="checkbox"/> Ask Different Types/Levels of Questions <input type="checkbox"/> Make Inferences <ul style="list-style-type: none"> ○ Figure out unstated meaning of the text 	<input type="checkbox"/> Personal Response (S) <input type="checkbox"/> Review Focus Questions <ul style="list-style-type: none"> ○ Story Elements Chart (S) ○ KWL Chart (I) <input type="checkbox"/> Model/Guide Students to Complete Part/All of Retell Sheets <input type="checkbox"/> Model Partial/Full Retell <input type="checkbox"/> Student Retell Practice ("Book Club" Partners) <input type="checkbox"/> Review Vocabulary <ul style="list-style-type: none"> ○ Deep Processing ○ Student Generated Examples
Talk Routines	Talk Routines	Talk Routines
<input type="checkbox"/> Different Types/Levels of Questions <input type="checkbox"/> Wait Time (4 seconds) <input type="checkbox"/> Follow-ups for No Responses <input type="checkbox"/> Follow-ups for Incorrect Responses <input type="checkbox"/> Follow-ups for Correct Responses <ul style="list-style-type: none"> ○ Expanding ○ Elaborating ○ Language Building ○ Rephrasing/Repeating 	<input type="checkbox"/> Different Types/Levels of Questions <input type="checkbox"/> Wait Time (4 seconds) <input type="checkbox"/> Follow-ups for No Responses <input type="checkbox"/> Follow-ups for Incorrect Responses <input type="checkbox"/> Follow-ups for Correct Responses <ul style="list-style-type: none"> ○ Expanding ○ Elaborating ○ Language Building ○ Rephrasing/Repeating 	<input type="checkbox"/> Different Types/Levels of Questions <input type="checkbox"/> Wait Time (4 seconds) <input type="checkbox"/> Follow-ups for No Responses <input type="checkbox"/> Follow-ups for Incorrect Responses <input type="checkbox"/> Follow-ups for Correct Responses <ul style="list-style-type: none"> ○ Expanding ○ Elaborating ○ Language Building ○ Rephrasing/Repeating
Making Talk Work	Making Talk Work	Making Talk Work
<input type="checkbox"/> Group Responses <ul style="list-style-type: none"> ○ Verbal (everybody says it together) ○ Non-verbal (thumbs up/down) <input type="checkbox"/> Partner Responses <ul style="list-style-type: none"> ○ Sharing (turn to your neighbor) <input type="checkbox"/> Academic Language/Talk Terms	<input type="checkbox"/> Group Responses <ul style="list-style-type: none"> ○ Verbal (everybody says it together) ○ Non-verbal (thumbs up/down) <input type="checkbox"/> Partner Responses <ul style="list-style-type: none"> ○ Sharing (turn to your neighbor) <input type="checkbox"/> Academic Language/Talk Terms	<input type="checkbox"/> Group Responses <ul style="list-style-type: none"> ○ Verbal (everybody says it together) ○ Non-verbal (thumbs up/down) <input type="checkbox"/> Partner Responses <ul style="list-style-type: none"> ○ Sharing (turn to your neighbor) ○ Retelling <input type="checkbox"/> Academic Language/Talk Terms