The Content Literacy Continuum: A Tiered Framework for Secondary Schools

Don Deshler
University of Kansas

PaTTAN
June, 2010

KU-CRL *mission* is to markedly improve . . .

- The performance of struggling adolescent learners
- How teachers instruct academically diverse classes
- How secondary schools can be structured to improve outcomes
- How our validated practices reach tens of thousands of practitioners in the field
- How public policy initiatives are crafted to support struggling learners

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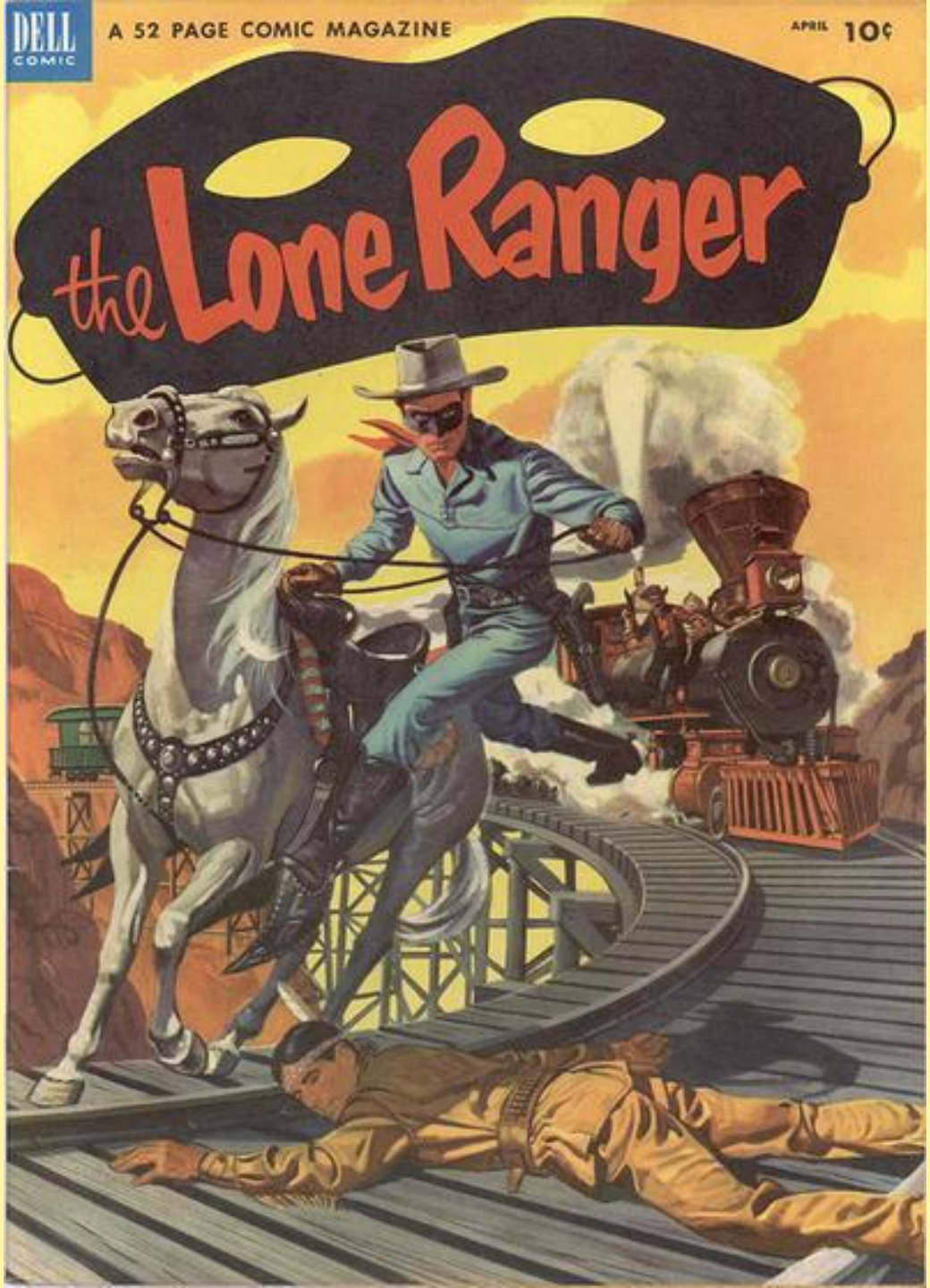
Bottom Line:

The **only way** the needle moves on is through an **integrated school-wide approach** in which **everyone owns** part of the problem and **believes** big changes in achievement can happen


DELL
COMIC
A 52 PAGE COMIC MAGAZINE
APRIL 10¢
the Lone Ranger

ROADMAP

- Challenges: The Students
- Challenges: The Curriculum
- Challenges: The System
- Pieces of the Puzzle
- Effective instruction w/ adolescents
- Findings from a new study
- Exemplary program
- Responses from principals

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Student Learning Profiles

How many words a year do 5th graders read who read at the 50th percentile?

(A) 250,000

(B) 400,000

(C) 600,000

(D) 900,000

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How many words a year do 5th graders read who read at the 10th percentile?

(A) 60,000

(B) 100,000

(C) 180,000

(D) 250,000

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How many words a year do 5th graders read who read at the 90th percentile?

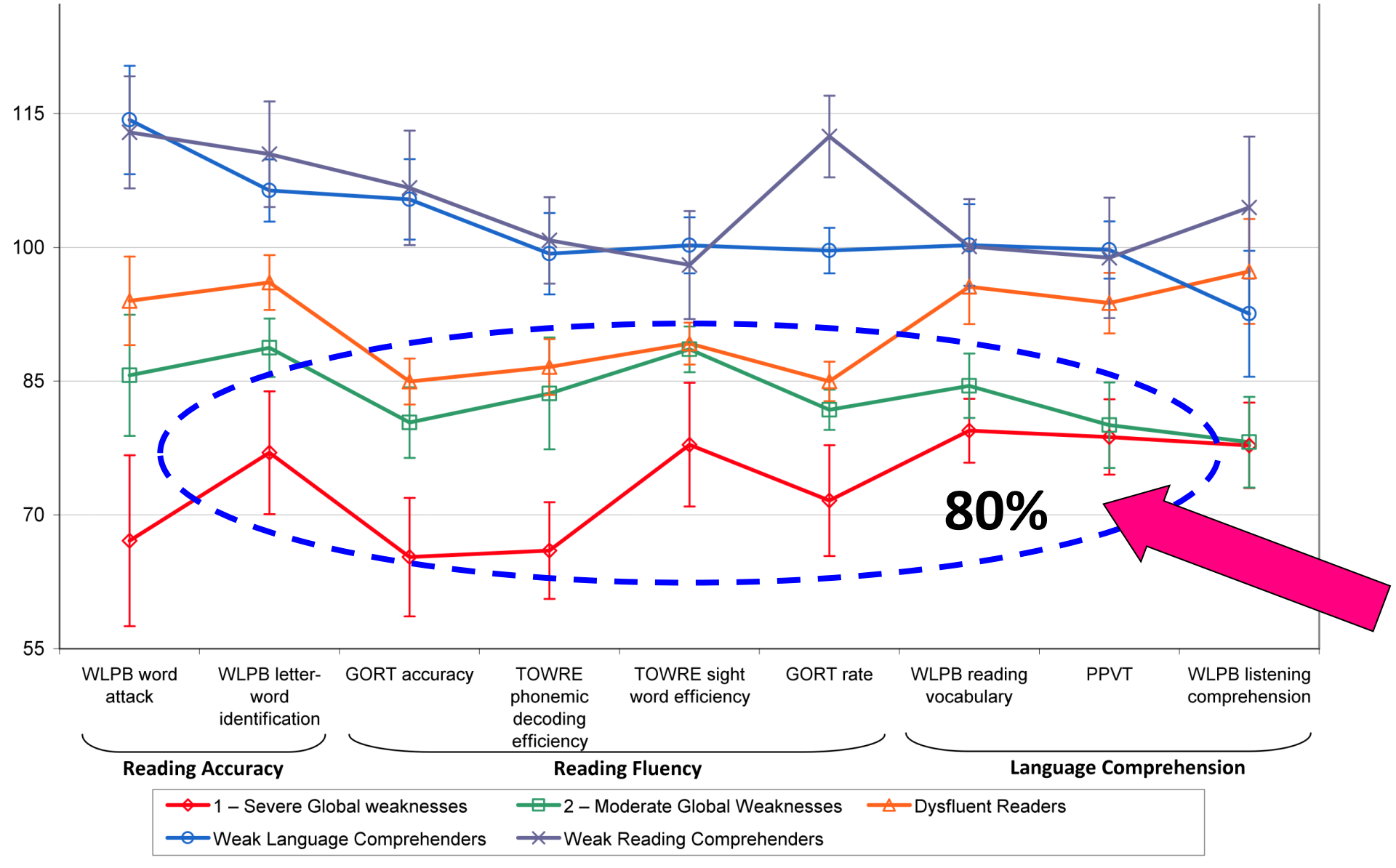
(A) 1,800,000

(B) 2,500,000

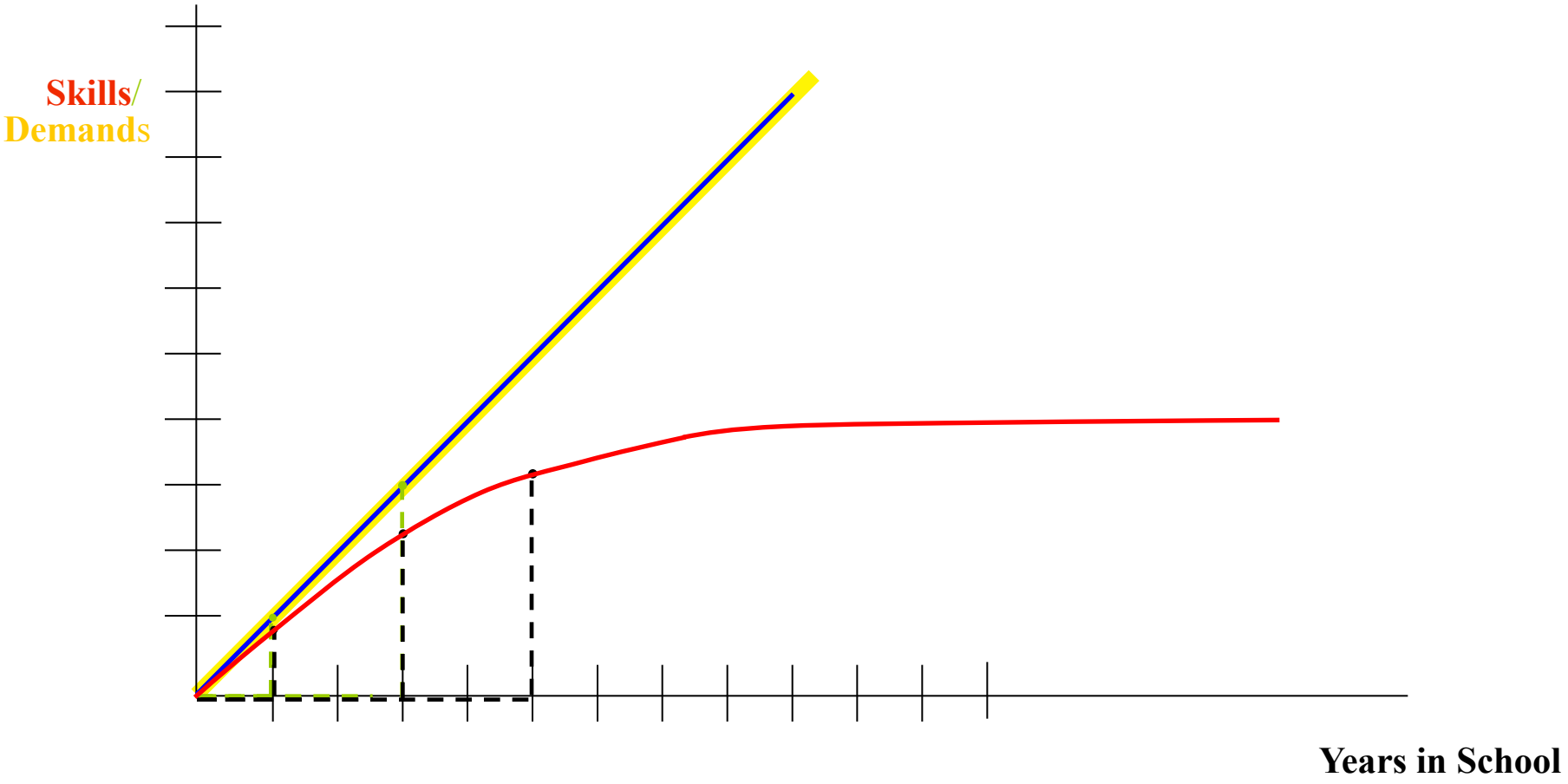
(C) 3,000,000

(D) 4,000,000

“Clusters” of Poor Comprehenders



The Performance Gap



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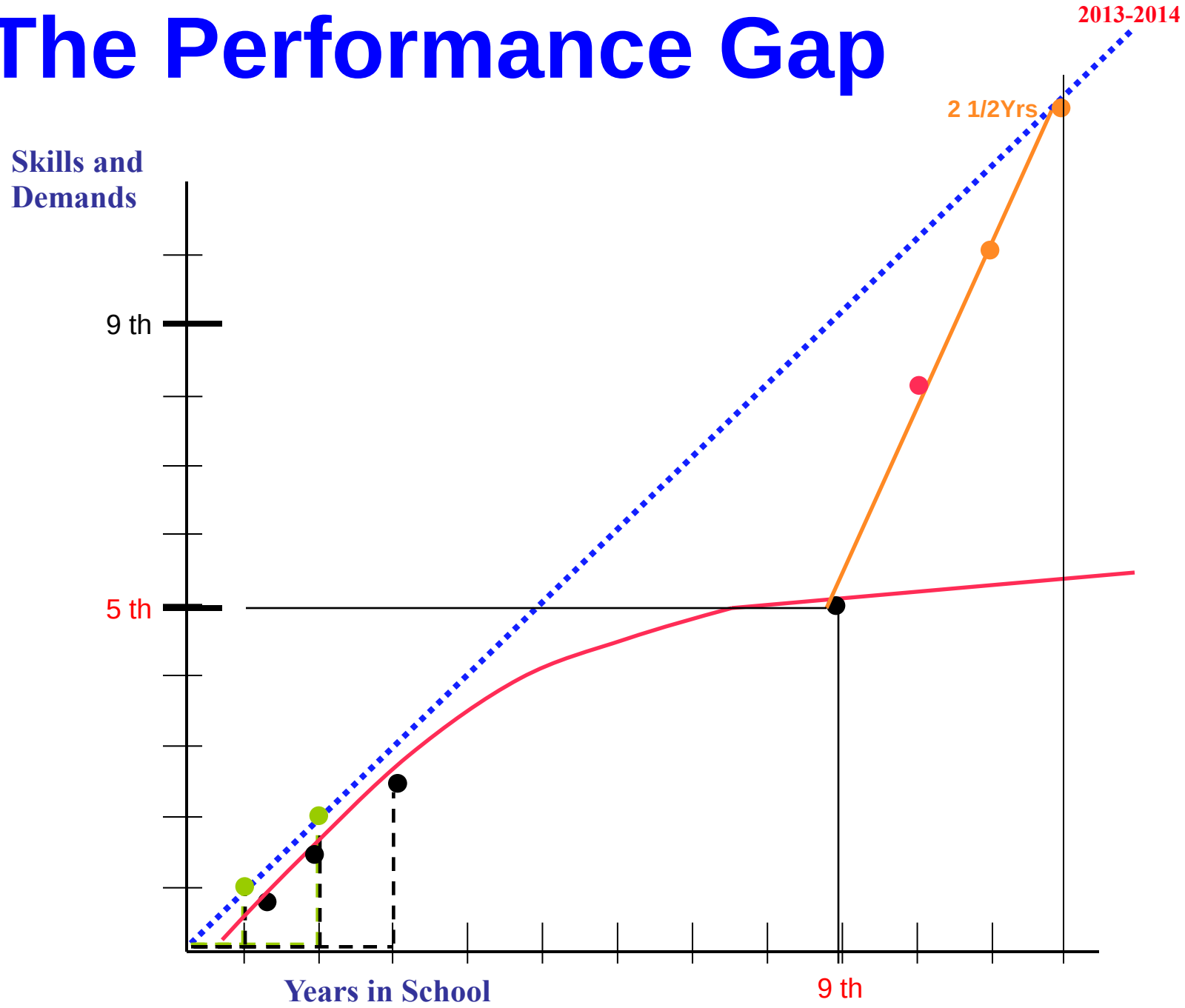
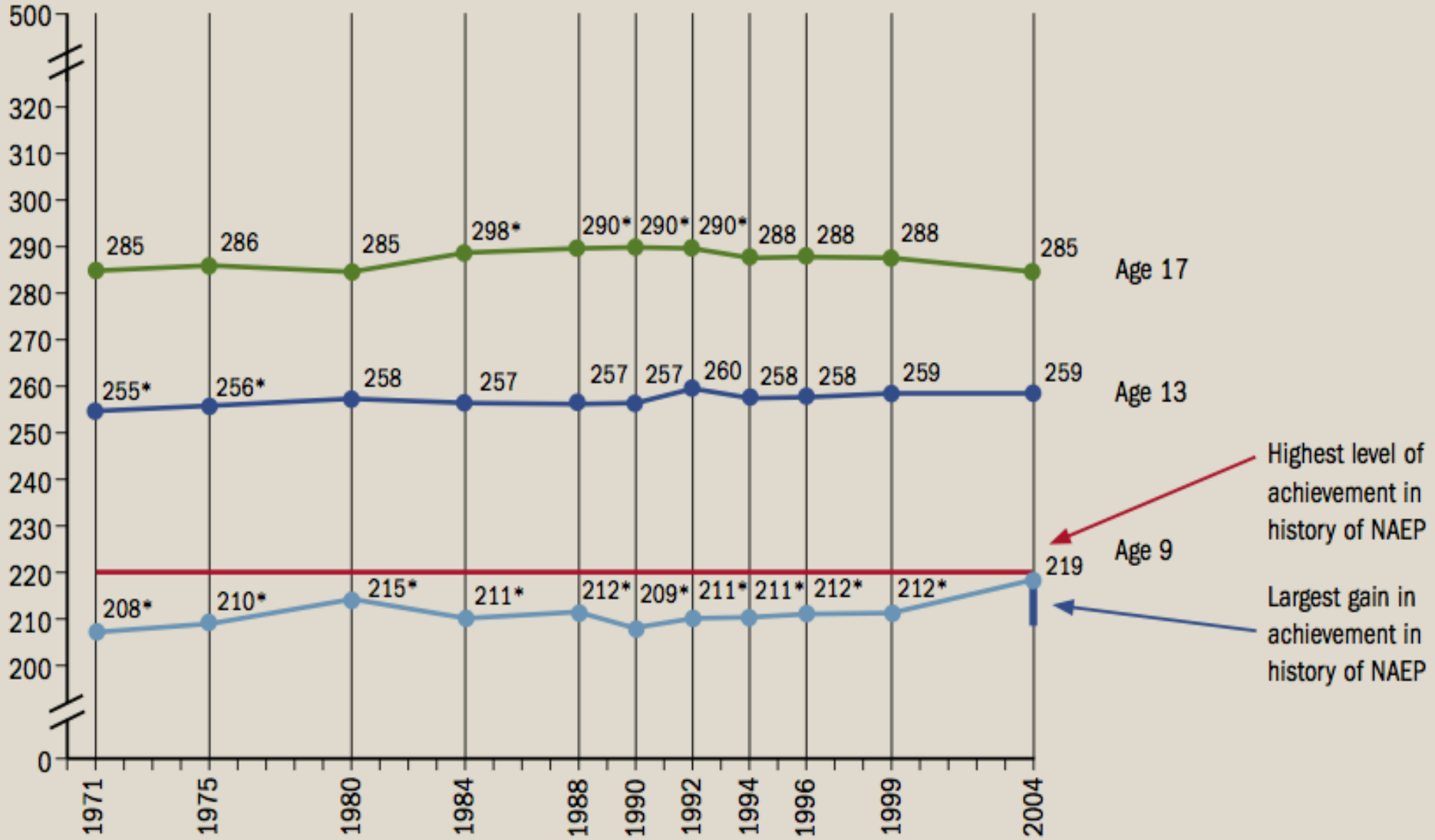


FIGURE No. 1. | ***Trends in average reading scale scores for students ages 9, 13, and 17: 1971-2004 (adapted from Perie et al., 2005, Figure 2-1).***



*Significantly different from 2004

2007 NAEP Reading Results

Below Basic	Basic	Proficient	Advanced

- Below the Proficiency level
  - 69% of 4th graders
  - % of 8th graders
  - % of 12th graders (2002)

Only 30% of all secondary students are proficient readers

- Below the Basic level
  - 37% of 4th graders
  - 27% of 8th graders
  - 26% of 12th graders (2002)

89% of Hispanic & 86% of African American students read below grade level

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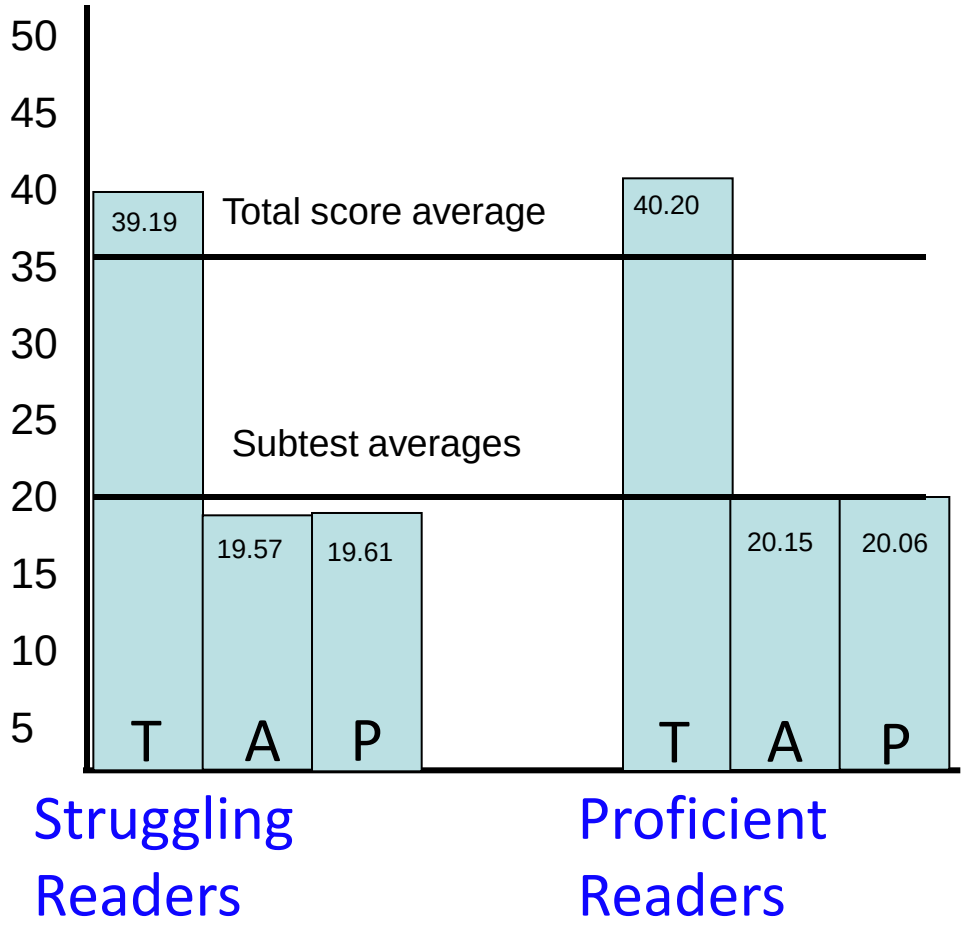
The Nature of Student Hope?

- What is the difference in level of Hope between poor readers and good readers?
- The Hope Scale (Snyder, et. al 1991)

- T= Total score;
- A= Agency score;
- P= Pathways score



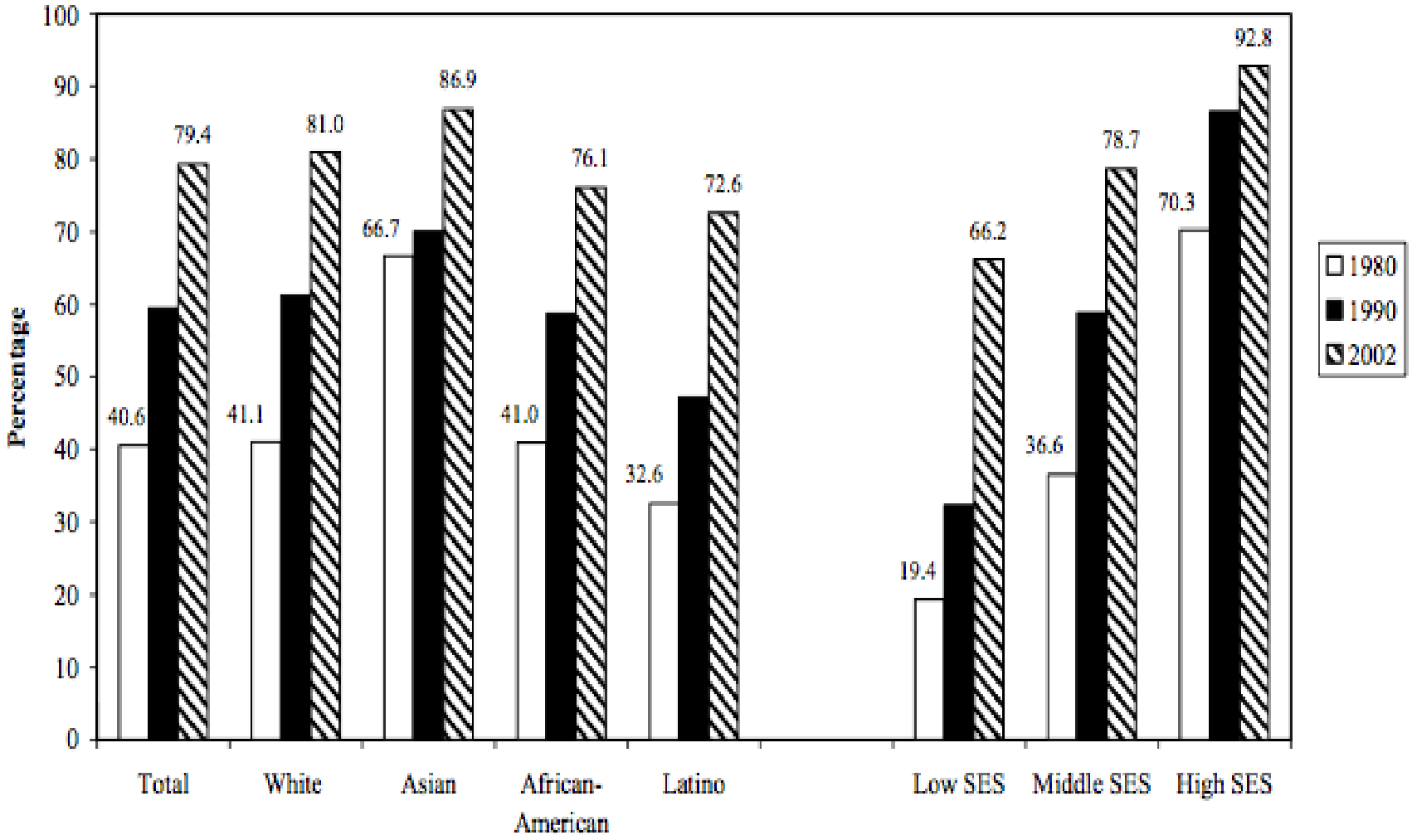
Motivation for Reading Questionnaire

(Scale of 1 to 4 with 4 being most positive) Guthrie, 2006

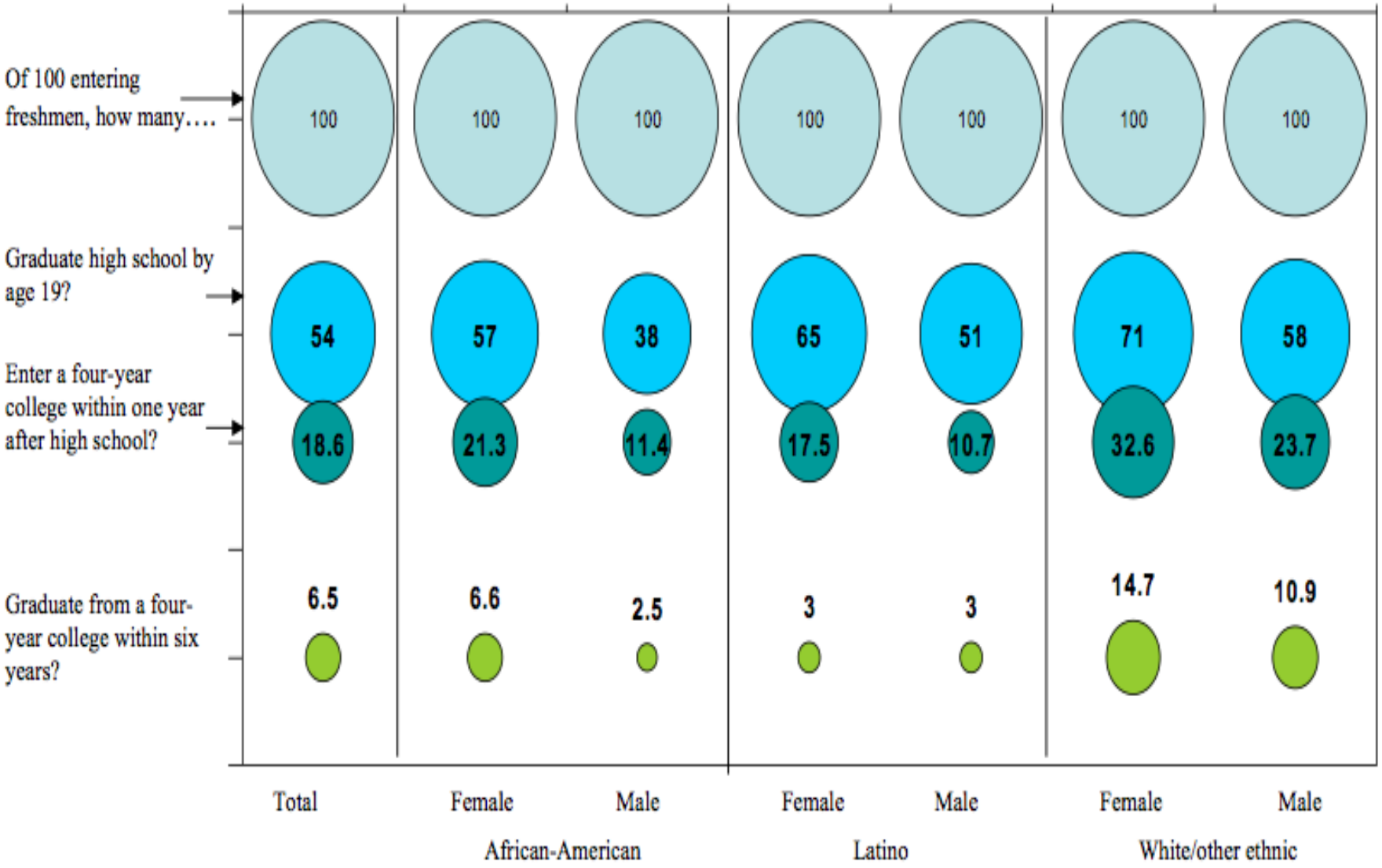
- …important for me to be a good reader
  - Poor = 3.23
  - Good = 3.11
- I like it when my teachers say I read well..
  - Poor = 3.31
  - Good = 3.29
- Important to see my name on list of good readers
  - Poor = 3.12
  - Good = 2.99
- I look forward to finding out my reading grade
  - Poor = 3.40
  - Good = 3.21
- I like reading questions that make me think hard
  - Poor = 2.75
  - Good = 3.17
- I like challenging books
  - Poor = 2.54
  - Good = 3.19
- I enjoy long, hard fiction..
  - Poor = 2.75
  - Good = 3.32
- I make pictures in my mind ..
  - Poor = 3.03
  - Good = 3.41
- I am a good reader
  - Poor = 2.97
  - Good = 3.61

Rising Aspirations

Percentage of U.S. 10th-Graders Who Expect to Attain a Bachelor's Degree or Higher, 1980, 1990, 2002, by Race/Ethnicity and Socioeconomic Status



Aspirations-Achievement Gap

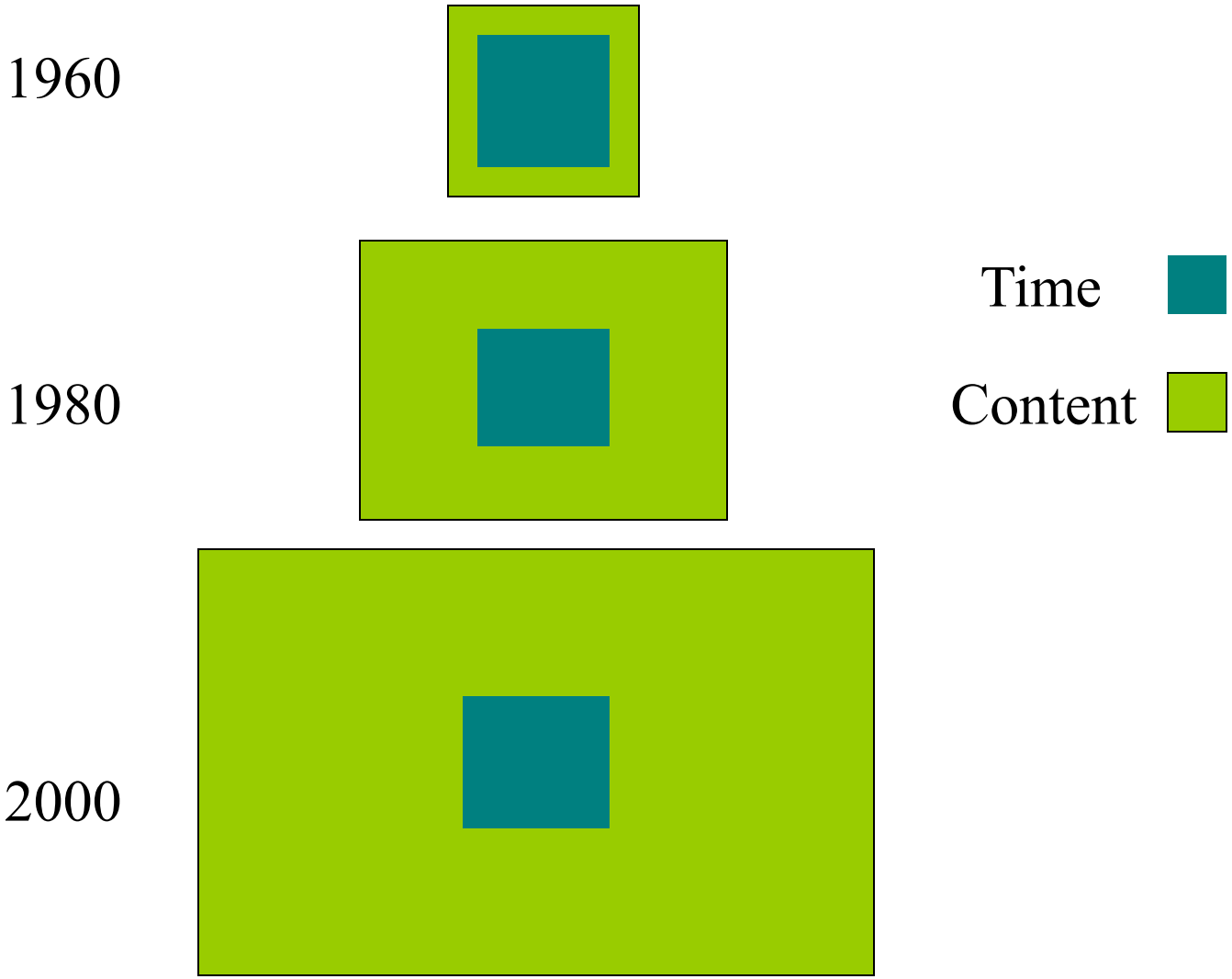


Question

Why is closing “the gap” so difficult in secondary schools?

- List the 3 biggest barriers to closing the gap.
- With a neighbor, designate an “A” and a “B”
- “A” share your 3 factors with “B”
- “B” share your 3 factors with “A”
- Discuss the 6 factors and select the top one

Information Explosion/ Instructional Time Dilemma



ADOLESCENT LITERACY?!

Understanding the role of "human sense-making"

Successful implementation of complex policies usually necessitates substantial changes in the implementing agents' schemas. Most **conventional theories of change fail to take into account the complexity of human sense making……**

Sense-making is not a simple decoding of the policy message, in general, the process of comprehension is **an active process of interpretation that draws on the individual's rich knowledge base of understandings, beliefs, and attitudes.**

Spillane, Reiser, & Reimer, 2002

Spillane, J., Reiser, B. & Reimer, T. 2002. "Policy Implementation and Cognition: Reframing and Refocusing Implementation Research." *Review of Educational Research* 72(3): 387-431.

Curriculum Demands

- **Much more** content
- Right hand and left **aren’t coordinated**
- **Fragmented** learning

The Battle of Thermopylae from Mathematical and Historical Perspectives

The Battle of Thermopylae is often cited as the epitome of the Greek spirit. In the end, a mere 300 Spartans faced off against a reputed three million Persians.

What were the odds that the Spartans would defeat the Persians?

For the statistician, the answer is clear: 300 to 3,000,000, or 1:10,000. For the historian, the answer is much more complicated and the mathematical answer somewhat beside the point.

True, the straight mathematical odds were quite small, but from the historian's standpoint, the Spartans' odds were improved by superiority of terrain and training, as well as the strategic and emotional advantage of defending their homeland against an invading army. The details that "count" differ depending on the discipline. So, even though a mathematician might contend that information about key variables that could be calculated into the odds is missing from the above paragraph, the mathematician is primarily interested in assigning numerical values to those variables, whereas the historian is interested in social and economic explanations.

Texts become longer

- More sophisticated learning strategies to get through assignments
- Good “reading stamina” required

Word complexity increases

- Dense technical vocabulary (e.g., gametophytes, vascular)
- More academic vocabulary (e.g., ancestors, elongated)
  - Instruction in segmenting & pronouncing

Sentence complexity increases

- Longer sentences must be parsed automatically for fluency
- Recognize and use simple cohesive devices & connective words to understand relationships (e.g., but, if, or, that)

Structural complexity increases

- Elementary: structures signaled explicitly.
  - One relationship explained at a time.
- HS: structures not signaled explicitly
  - Several logical relationships between ideas
  - Interrelationships of section headings not apparent

Graphic representations become more important

- Elementary: Text stands on own w/o graphic
- HS: Graphics critical to understand interrelated ideas or synthesize info across sections

Conceptual challenge increases

- Abstract concepts relying on sophisticated knowledge & previously learned concepts
- Build relationships across a conceptual domain

Texts vary widely across content areas

- Each content area demands a different approach to reading, thinking, writing
  - Norms of evidence & logic can vary
  - Different details are valued
  - Different values assigned to precision of reporting
- Cope with primary sources

System Roadblocks

(Somewhat hidden)

Optimal use of instructional time

“It’s only 14 minutes”

14 minutes/period X

5 periods/week X

36 weeks/year =

2,520 minutes/year

42 hours

7 school days

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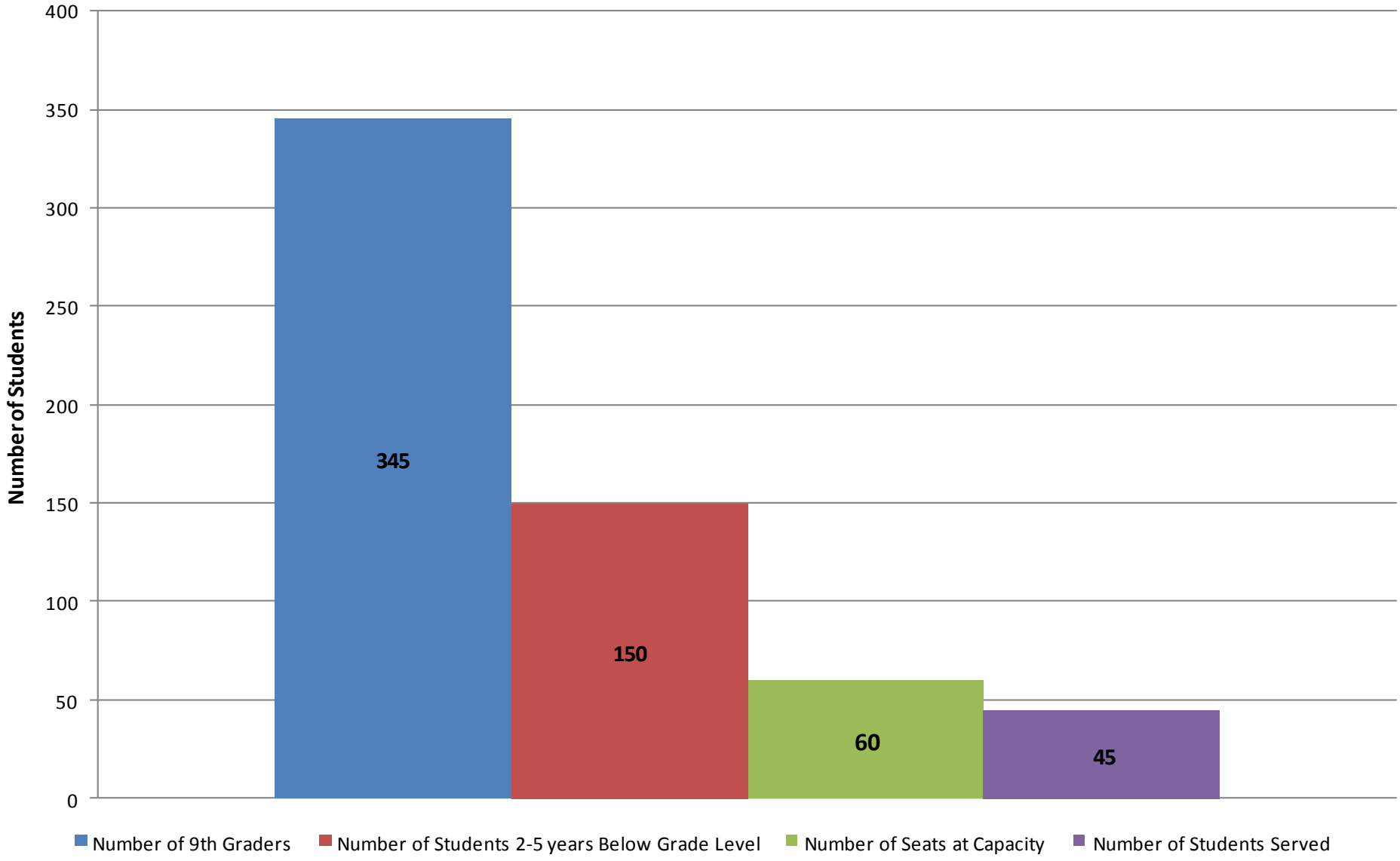
Fully tapping available resources

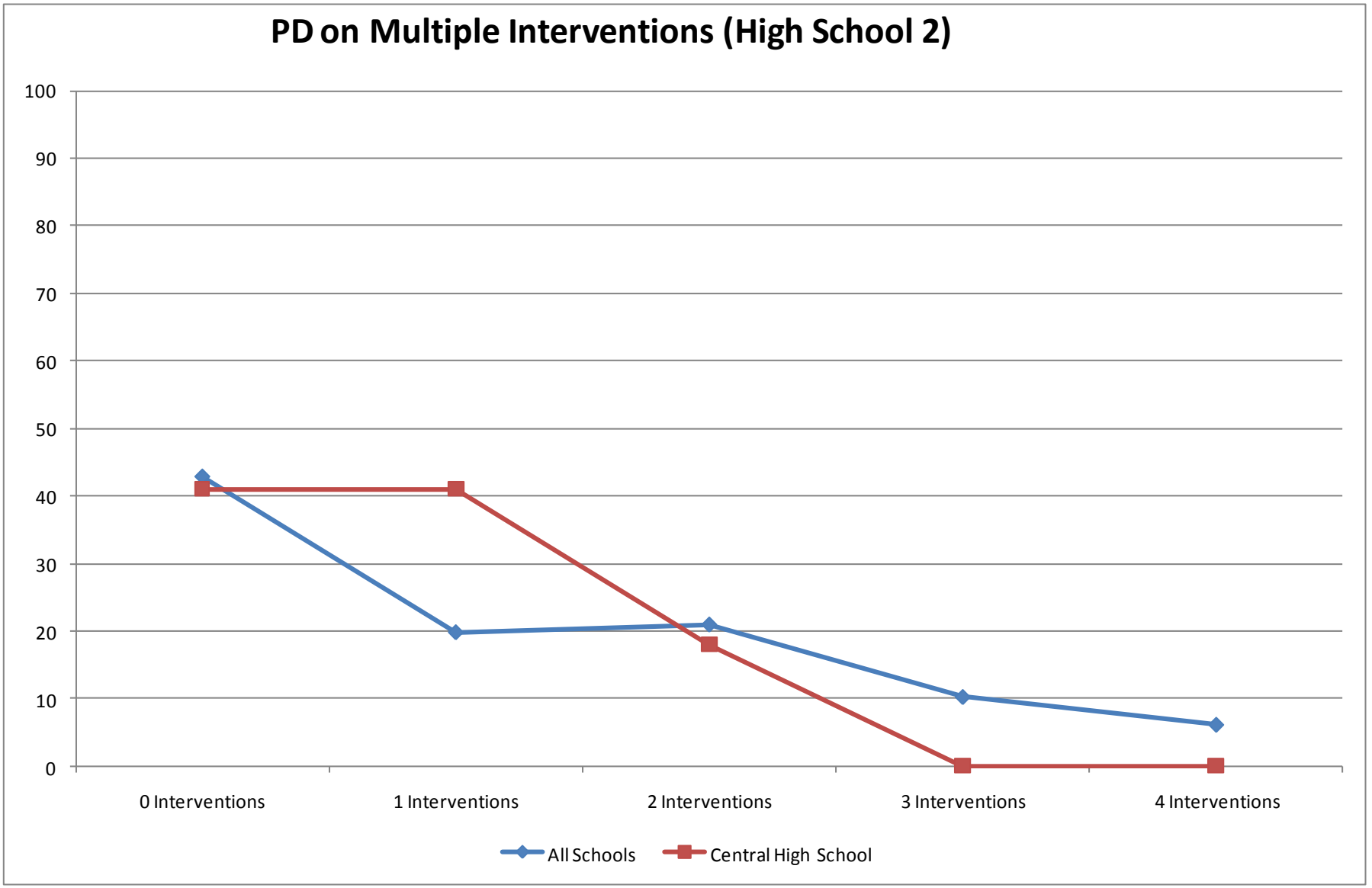
Central High School, Central USA
Fusion Need, Capacity and Utilization of Available Seats
Data as of December 31, 2009



Student absenteeism

Date Student Enrolled	Absences 1st 9 weeks	Absences 2nd 9 weeks	Absences 3rd 9 weeks	Absences 4th 9 weeks	Total Absences	Notes
10/14/08	3	10	20	21	54	Missed 54 days!!!
9/8/08	9	11	8	21	49	Missed 49 days!!!
10/13/08	1	7	19	10	37	
10/13/08	0	10	6	18	34	
11/7/07	0	21	15	31	67	Missed 67 days!!!
10/31/08	0	7	7	16	30	
11/3/08	0	16	6	12	34	
10/31/08	0	16	15	17	48	Missed 48 days!!!
10/31/08	0	11	14	16	41	
10/13/08	0	13	13	14	40	
10/31/08	0	7	17	35	59	Missed 59 days!!! Moved from
10/31/08	0	15	15	12	42	
10/31/08	0	7	15	16	38	
11/12/08	0	14	7	17	38	
10/13/08	2	15	5	10	32	Moved from 4 to 7 on 2/16/09
10/31/08	0	24	19	16	59	Missed 59 days!!!
10/31/08	0	14	16	26	56	Missed 56 days!!!
10/31/08	0	11	18	28	57	Missed 57 days!!!
10/30/08	0	31	27	25	83	Missed 83 days!!!

Number of teachers prepared to address literacy needs



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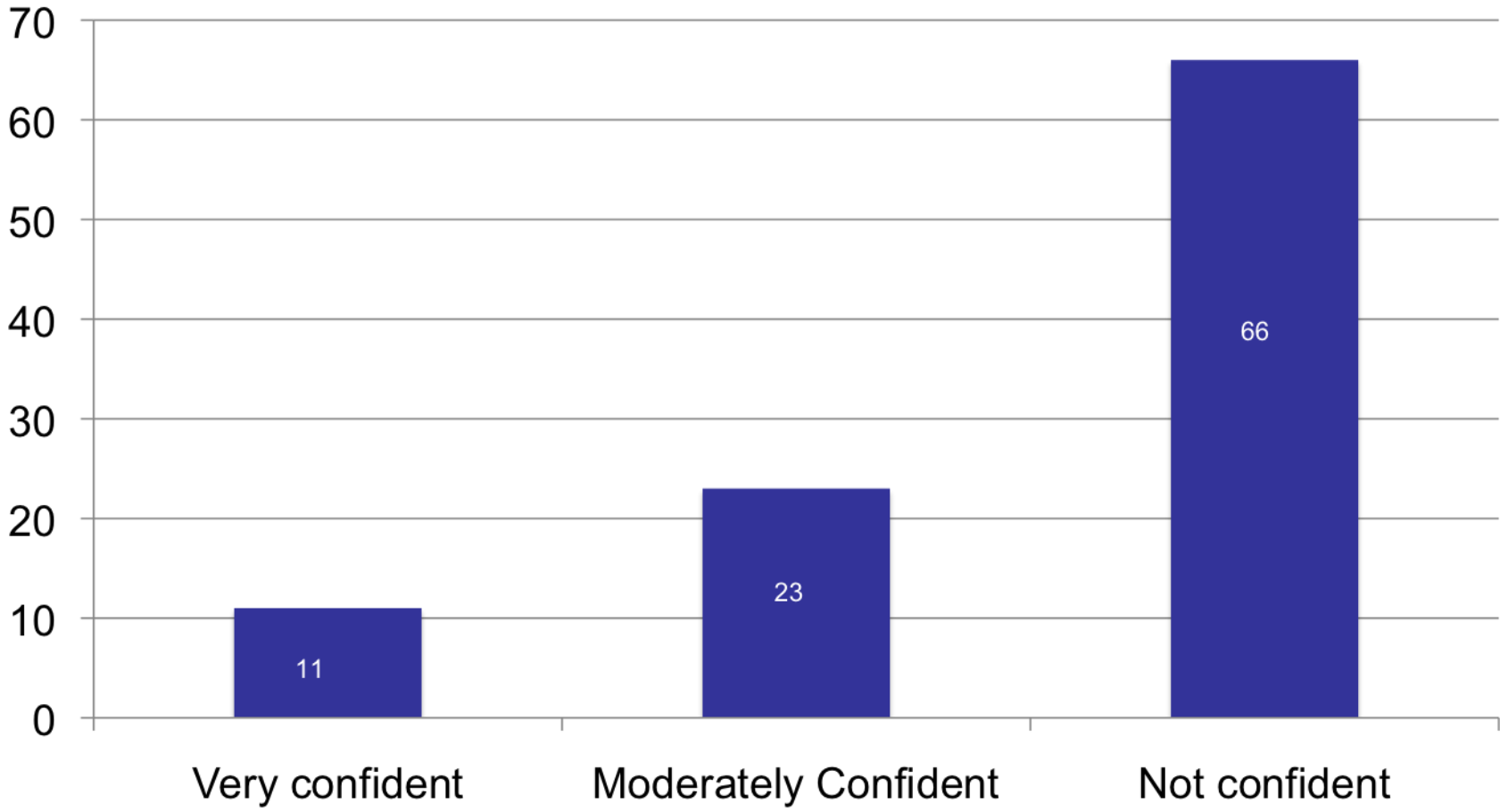
Teacher beliefs that struggling learners can be successful

Given high quality instruction, how confident are you that struggling adolescent readers can read close to grade level?



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Teachers' Expectations & Explanations

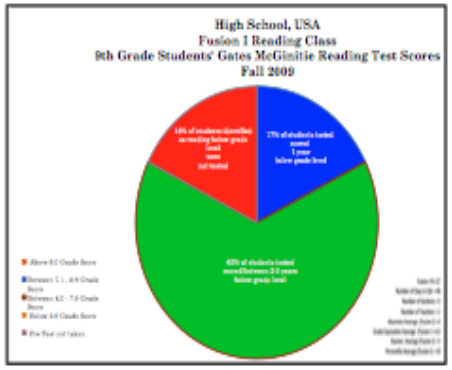
- Satisfied if 50% of students master 50% of content

- Struggling learners fail because
  - Attitudes & goals
  - Skills & abilities

Teachers' Explanations

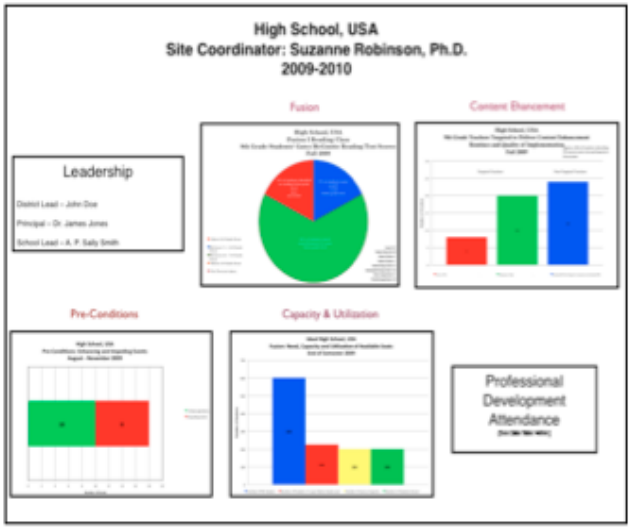
- Biggest barrier to struggling learner success
  - Student attitudes
  - Students neglect of work
  - Low ability
  - Poor attendance
  - Unsupportive parents

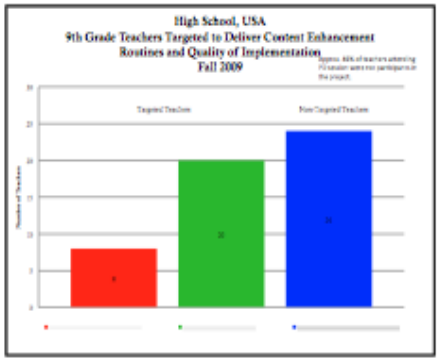
Data Dashboard



Fusion Reading

- What is the range of students' reading levels served in Fusion Reading?
- Did students in Fusion Reading improve their reading levels after one year of instruction?
- What do improvement scores look like for each student?
- How does attendance impact student improvement?





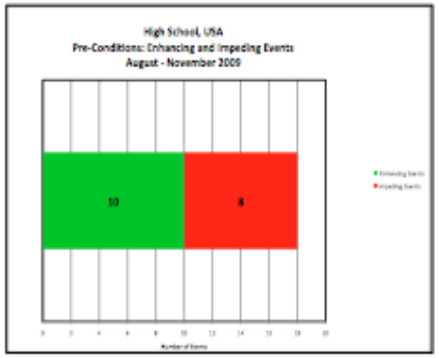
Content Enhancement

Approximately **46%** of teachers who attended PD were NOT targeted to deliver the intervention.

- How does this effect the quality of a PD session?
- What is the best way to address the problem?

Of the teachers targeted to implement the Content Enhancement Routine, approx. 30% delivered the instructional method with low quality.

- What would you do to support teachers' and improve quality of implementation?



Preconditions

- What are the actions/events that impede the progress of program implementation?
- Does this data help you to identify actions/events that support or impede implementation of a school-wide literacy initiative?
- How can leadership teams use the data to improve school infrastructure?

Examples of Enhancing Events

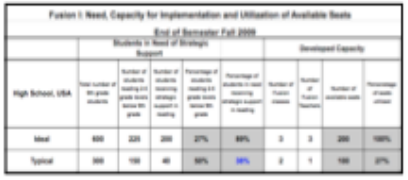
Assistant principal met an additional half hour with site coordinator to confirm site visit date and minimize conflicts with other district events and calendars.

A parent who is a member of site leadership team and district school board, as well as a pediatric physician, prepared and modeled a Frame Routine for faculty on a topic unknown to most of the participants. She created and co-constructed FRAME with high fidelity.

Examples of Impeding Events

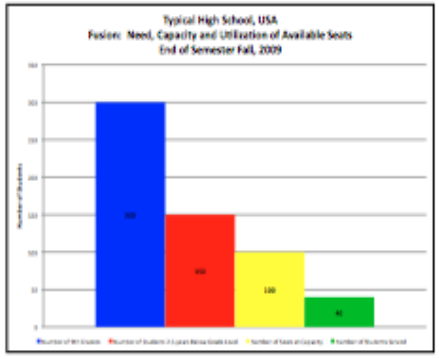
Approximately 40 additional participants [non-targeted teachers] attended PD on the Course and Unit Organizer Routines. Therefore, there were not enough handouts, the room was crowded, and with a group of 75+ participants it was difficult to provide individual and differentiated attention.

One Fusion teacher is overwhelmed with students who are chronically absent or disruptive.



Capacity and Utilization

- Are these schools adequately serving students in need of strategic reading support?
- How can this data be used to create a sense of urgency in the school community?



Capacity and Utilization

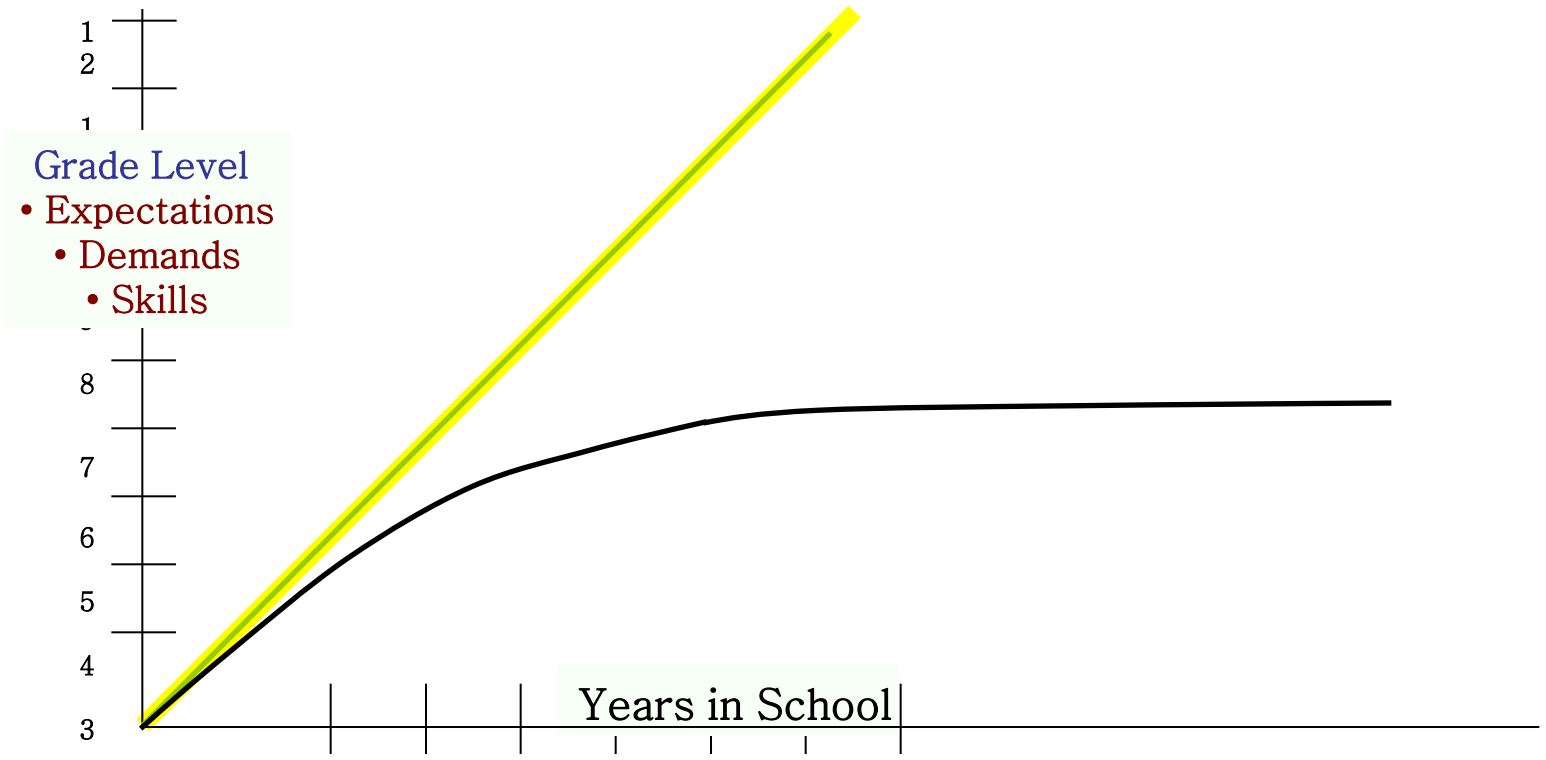
Number of students in need of strategic support in reading: **150**

Number of seats available: **100**

Number of students served: **40**

- How can data collection and analysis inform school leaders on whether they have maximized available resources?

The Performance Gap



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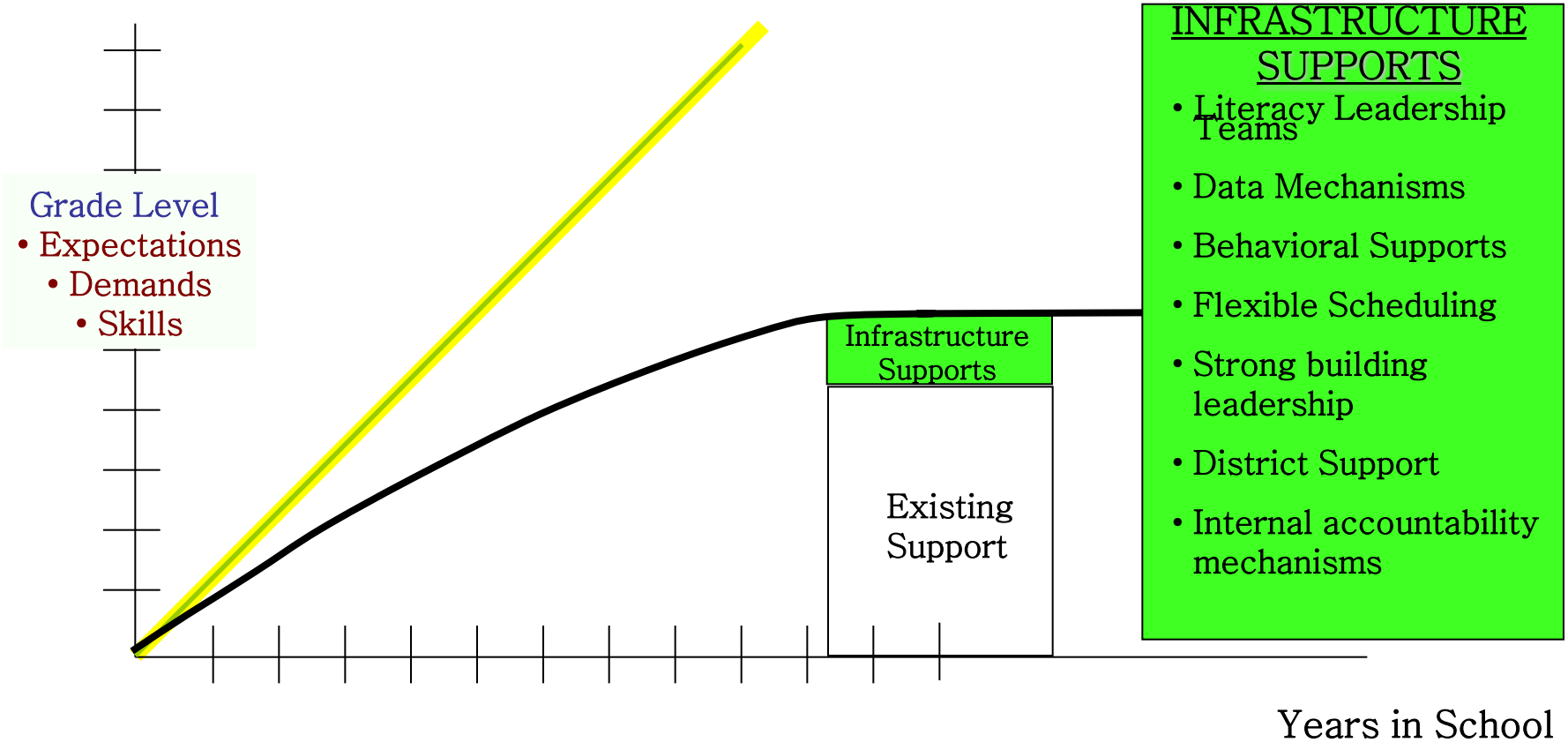
The Performance Gap



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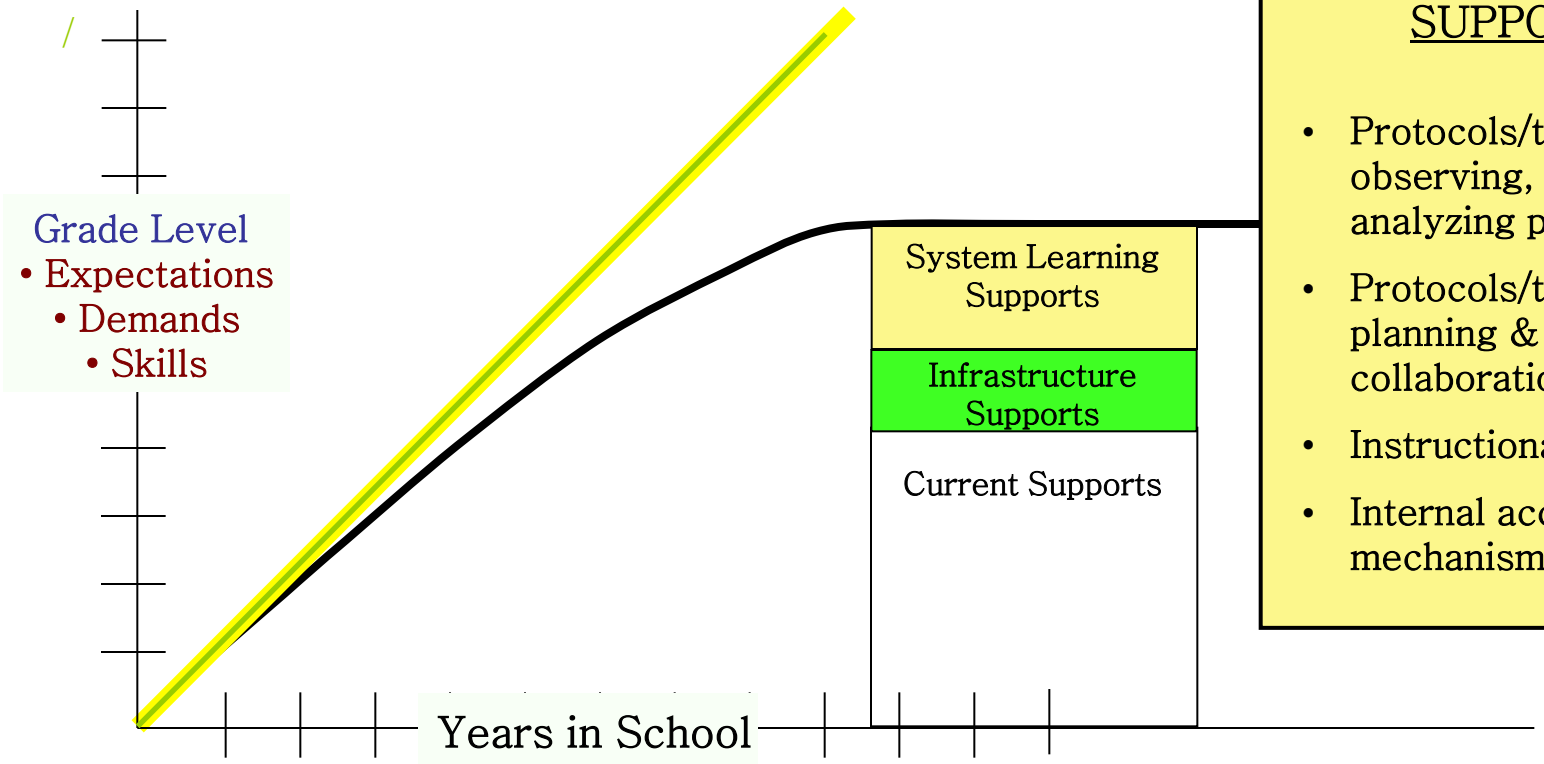

SYSTEM LEARNING SUPPORTS

- Protocols/time for observing, describing, analyzing practice
- Protocols/time for co-planning & collaboration
- Instructional Coaching
- Internal accountability mechanisms

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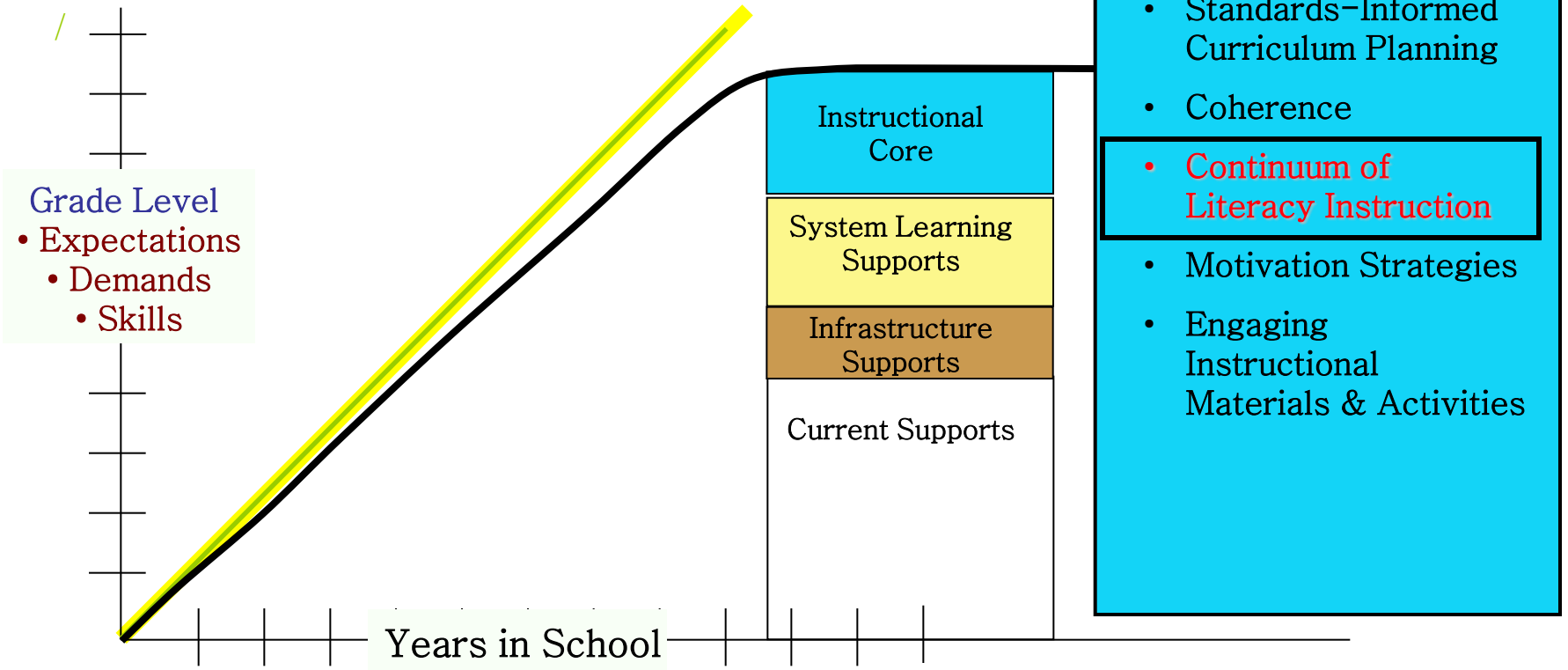
The Performance Gap



Pieces of the Puzzle

Bottom Line:

The **only way** the needle moves on is through an **integrated school-wide approach** in which **everyone owns** part of the problem and **believes** big changes in achievement can happen

Content Literacy Continuum

Begin by....

Getting a profile of the literacy performance of students in your school

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Screen for…..

- **Word analysis skills**
- **Fluency**
- **Comprehension**
- **Vocabulary**

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Possible Tools

- *Group Reading Assessment & Diagnostic Evaluation* (GRADE)
- *Gates-MacGinitie Reading Tests*
- *Test of Silent Word Reading Fluency*

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What are the implications?

- **Jefferson HS**
  - 3+ Yrs below grade
    - Word Recognition 5%
    - Comprehension 22%
- **Prairie View HS**
  - 3+ Yrs below grade
    - Word Recognition 27%
    - Comprehension 43%

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Then ask.....

Five questions about literacy supports

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5 Questions

1. What's in place in core classes to ensure that students will get the "critical" content in spite of their literacy skills?
2. Are powerful learning strategies embedded in courses across the curriculum?
3. What happens for students who know how to decode but can't comprehend well?
4. What happens for those students who are reading below the 4th grade level?
5. What happens for students who have language problems?

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Finally....

Use a "content literacy" framework to determine an action plan

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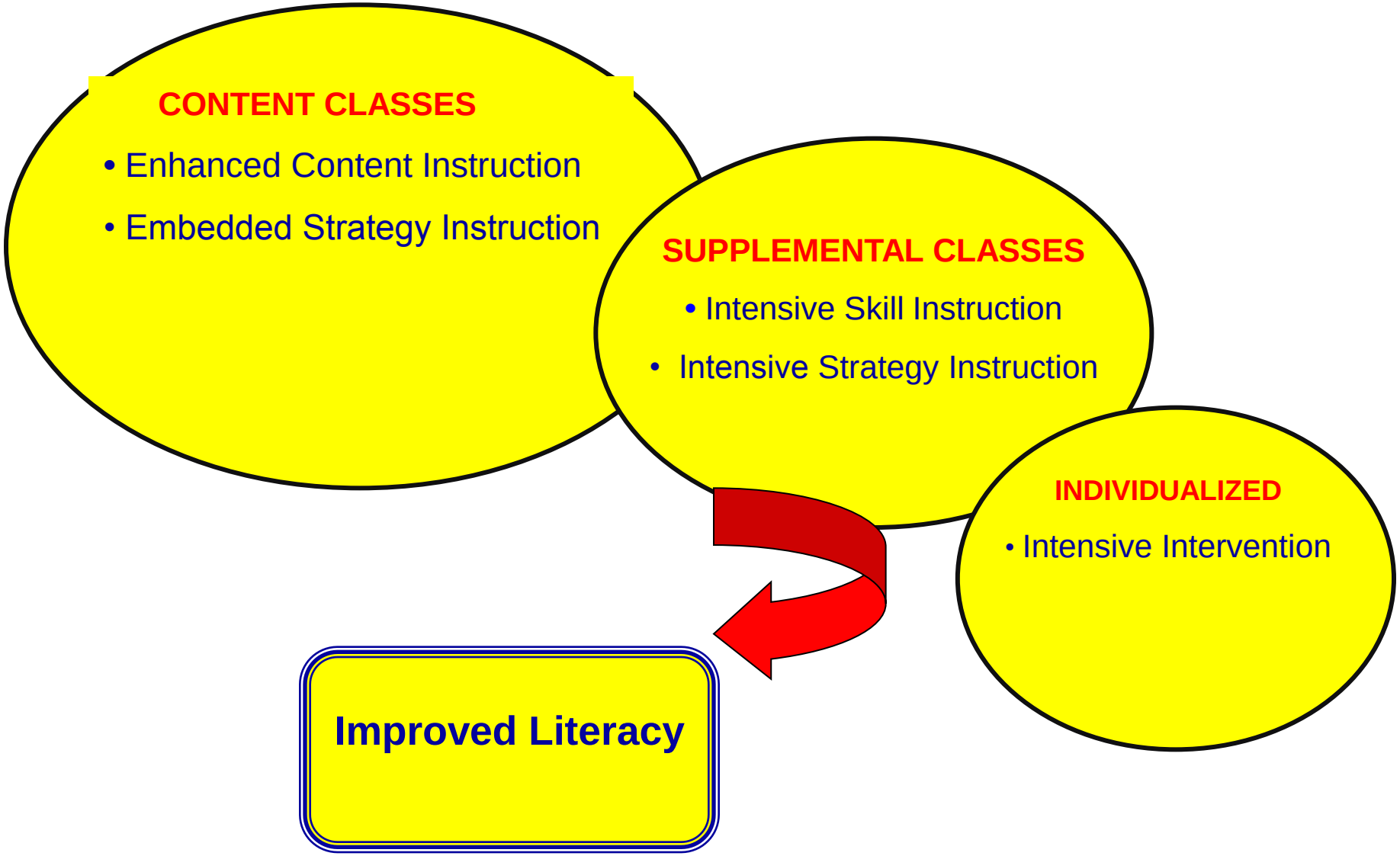
Continuum of Literacy Instruction



So….What's Content Literacy

The listening, speaking, reading, and writing skills and strategies needed by students to learn in each of the academic disciplines

The Content Literacy Continuum (CLC) says…

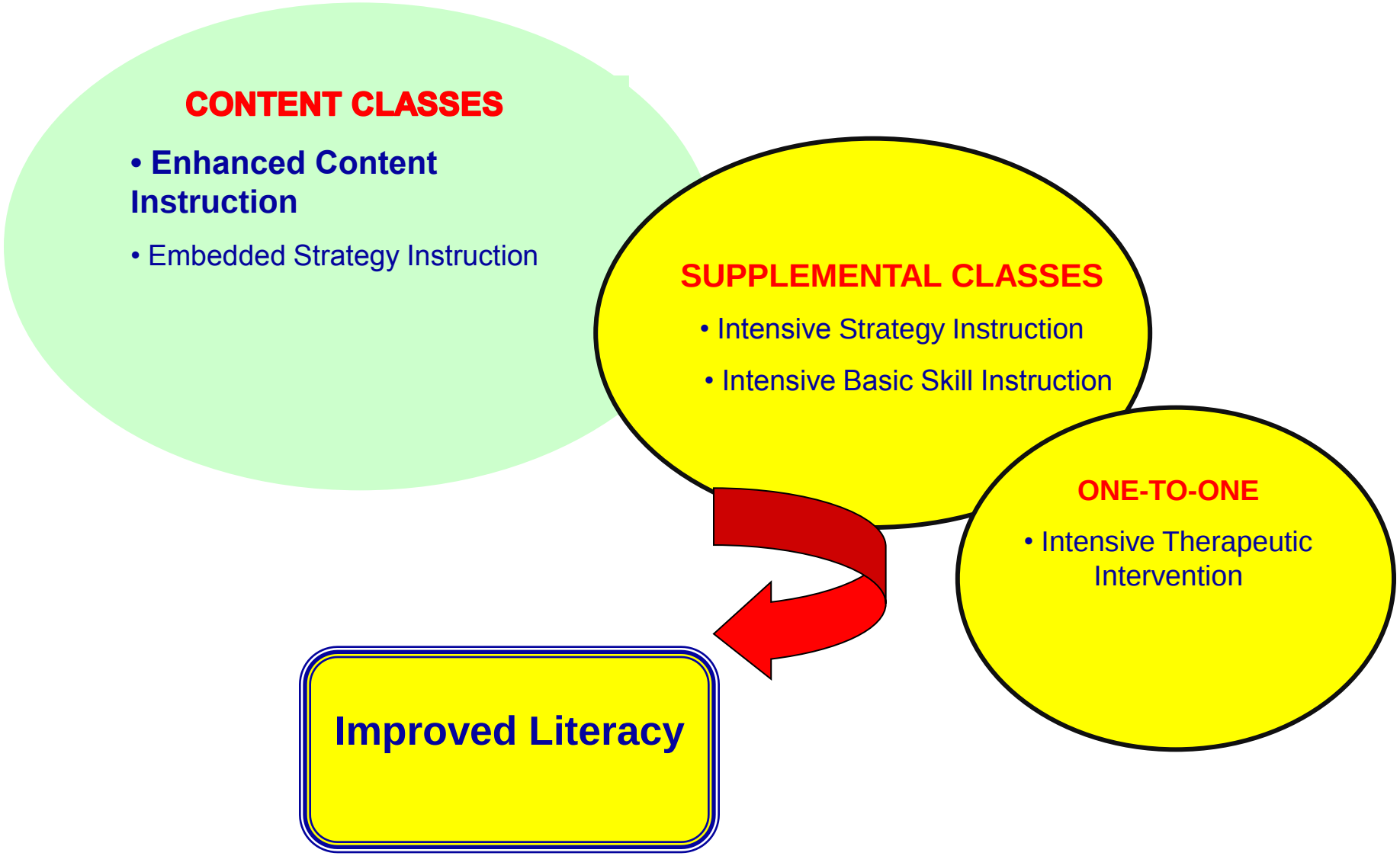
- **Some students require more intensive, explicit instruction of content, strategies, and skills**

- **There are unique** (but very important) **roles for <u>each</u> member of a secondary staff relative to literacy instruction**

  – While every content teacher is <u>not</u> a reading teacher, every teacher needs to teach students in how to read content.

Sample interventions

Continuum of Literacy Instruction



Key Instructional Principles

- **Transparent** – Students see the link between instruction and assessments, standards, & expectations at course, unit, & lesson levels. (S)
- **Coherent** – Students see the organization of critical content within and between courses. (M)

Key Instructional Principles

(continued)

- **Triage –** Planning reflects that the content has been analyzed to respond to academic diversity/difficulties so that learning of the critical content is assured. (A)
- **Supported –** Teaching devices, learning strategies, accommodations, interaction strategies, are used to lead and model learning to compensate for learning difficulties and to teach students how to learn and meet critical content learning demands. (R)

Key Instructional Principles

(continued)

- **Strategic** – Demonstrate the ability to move instruction to the needed level of informed and explicit required to insure learning of critical content. (T)
- **Data Driven** – Checks mastery of critical content throughout the lesson, unit, and course to ensure learning has occurred before summative assessments are given. (E)

Key Instructional Principles

(Continued)

- **Revisted, Retaught, Revised. -** Content is revised and retaught when learning of critical content is not demonstrated or the links between standards are revisited and confirmed or revised. (R)

SMARTER Planning around critical content is essential!

SMARTER Planning

Selecting the critical questions.

Mapping content structures.

Analyzing learning difficulty based on:

- ☐ Quantity
- ☐ Interest
- ☐ Relevance
- ☐ Abstractness
- ☐ Complexity
- ☐ Background
- ☐ Organization

Reaching enhancement decisions by selecting powerful...

Teaching Devices

Teaching strategically through explicit...

Teaching Routines

Evaluating enhancements

Revaluate outcomes

ORGANIZATION

KNOWLEDGE STRUCTURE

GUIDING QUESTIONS

The Unit Organizer

NAME
DATE

④ BIGGER PICTURE

The roots and consequences of civil unrest.

② LAST UNIT /Experience
Growth of the Nation

① CURRENT UNIT
The Causes of the Civil War

③ NEXT UNIT /Experience
The Civil War

⑧ UNIT SCHEDULE

1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personalities" projectdue
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test

⑤ UNIT MAP

is about...

Sectionalism
pp. 201-236

was based on
- Areas of the U.S.
- Differences between the areas

emerged because of
- Events in the U.S.

became greater with
- Leaders across the U.S.

was influenced by

⑦ UNIT SELF-TEST QUESTIONS

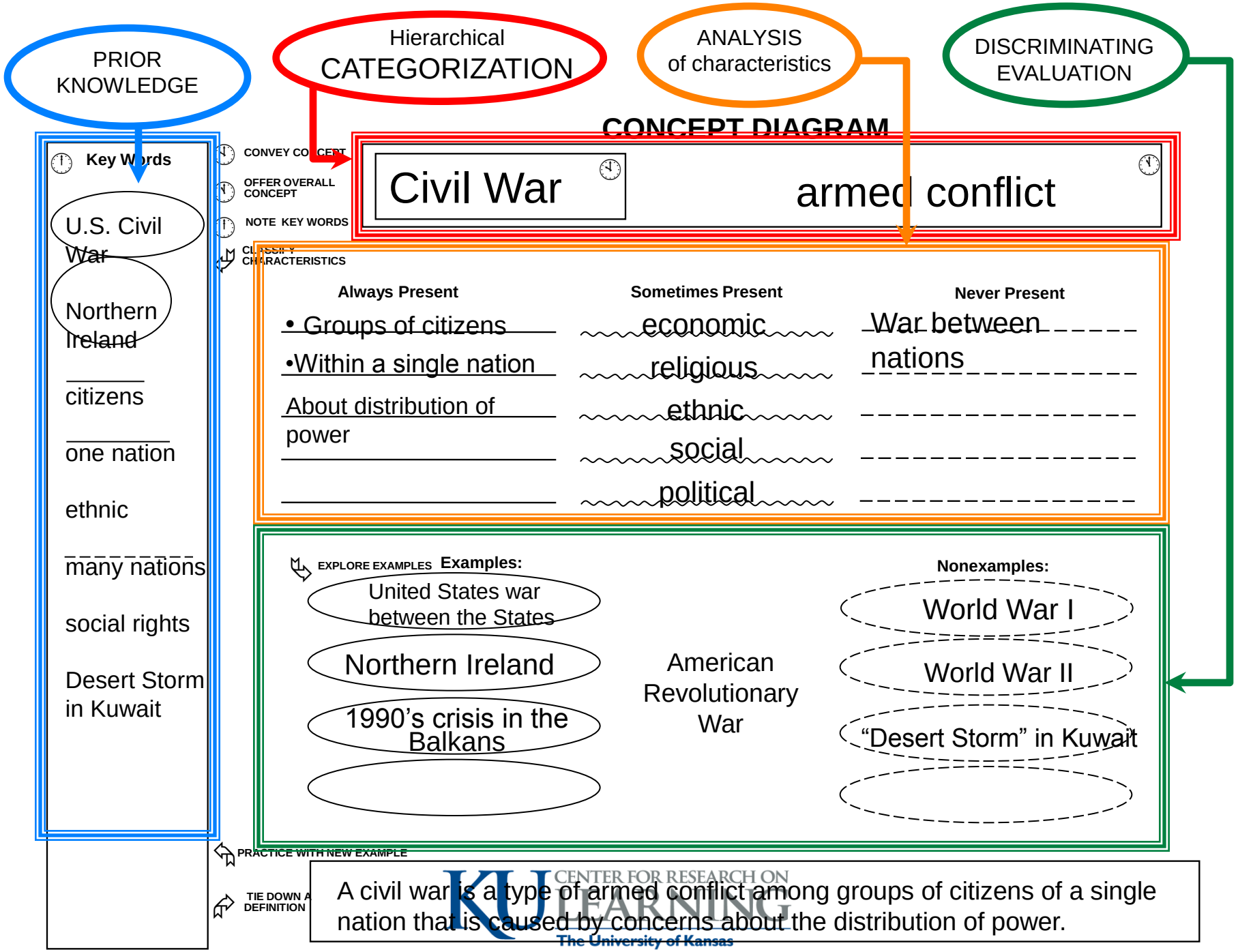
What was sectionalism as it existed in the U. S. of 1860?

How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?

What examples of sectionalism exist in the world today?

⑥ UNIT RELATIONSHIPS

- descriptive
- compare/contrast
- cause/effect


PRIOR KNOWLEDGE
Hierarchical CATEGORIZATION
ANALYSIS of characteristics
DISCRIMINATING EVALUATION
CONCEPT DIAGRAM
Key Words
U.S. Civil War
Northern Ireland
citizens
one nation
ethnic
many nations
social rights
Desert Storm in Kuwait
CONVEY CONCEPT
OFFER OVERALL CONCEPT
NOTE KEY WORDS
CLASSIFY CHARACTERISTICS
Civil War
armed conflict
Always Present
• Groups of citizens
•Within a single nation
About distribution of power
Sometimes Present
economic
religious
ethnic
social
political
Never Present
War between nations
EXPLORE EXAMPLES
Examples:
United States war between the States
Northern Ireland
1990's crisis in the Balkans
American Revolutionary War
Nonexamples:
World War I
World War II
"Desert Storm" in Kuwait
PRACTICE WITH NEW EXAMPLE
TIE DOWN A DEFINITION
A civil war is a type of armed conflict among groups of citizens of a single nation that is caused by concerns about the distribution of power.
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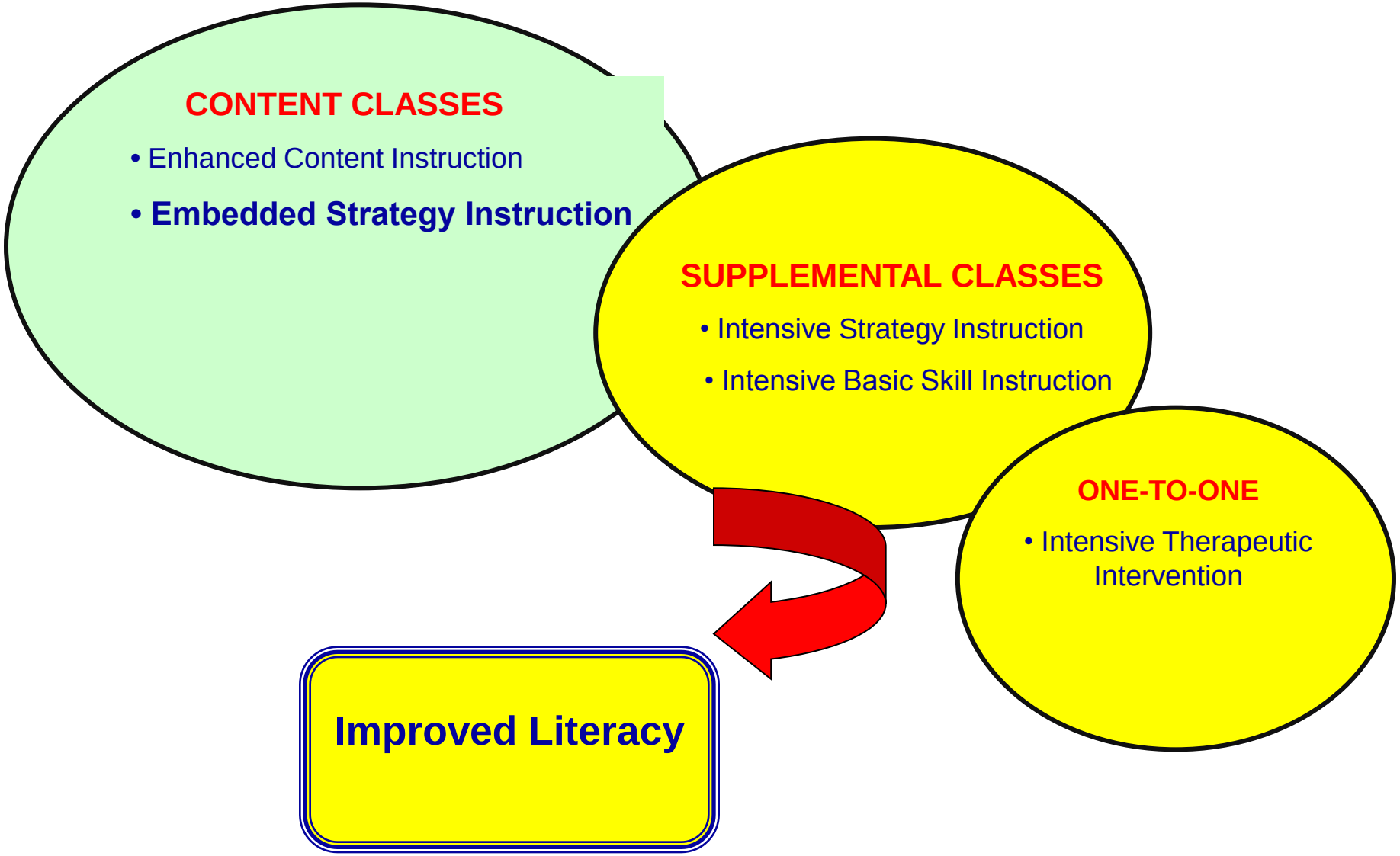
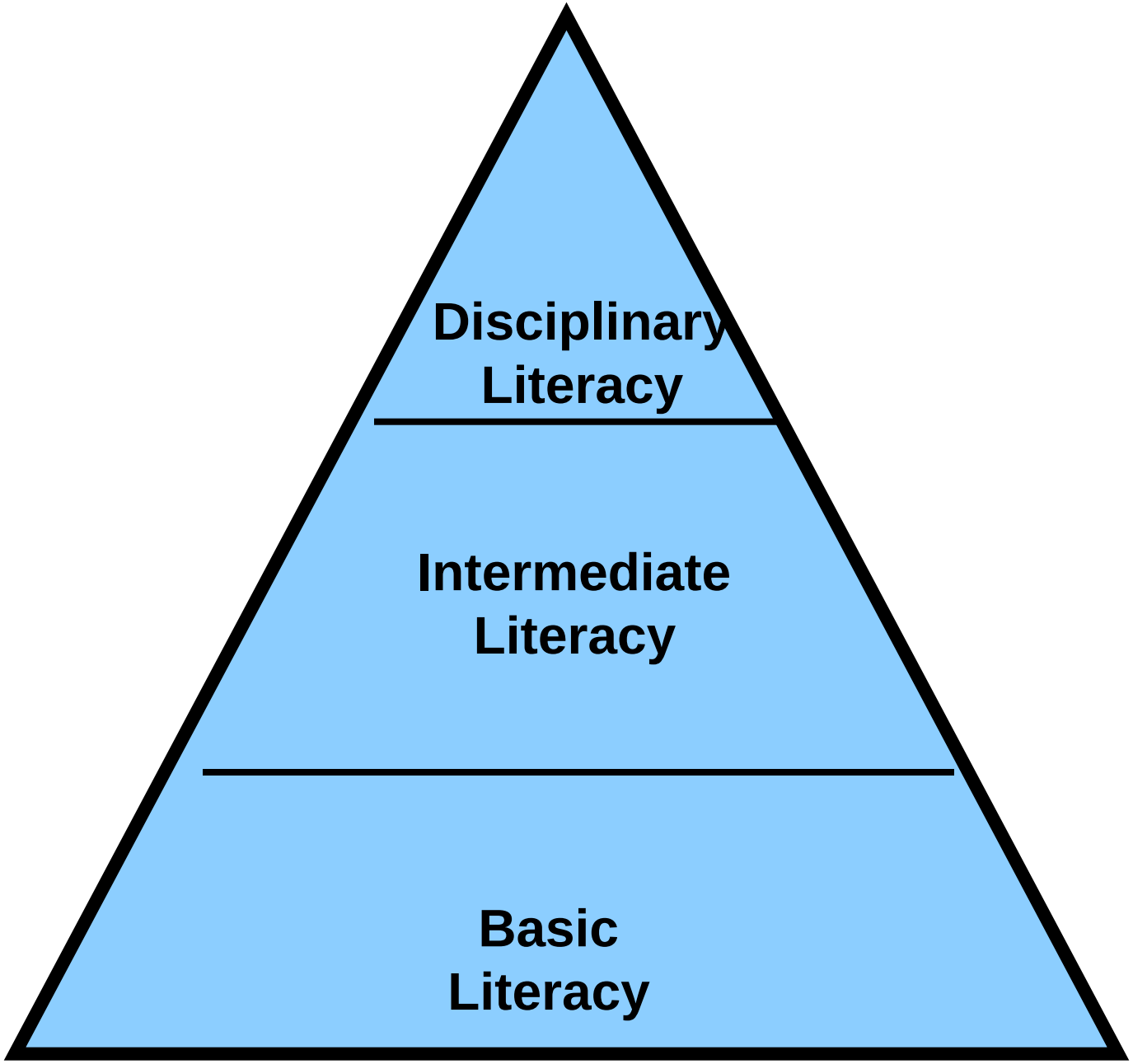
Continuum of Literacy Instruction

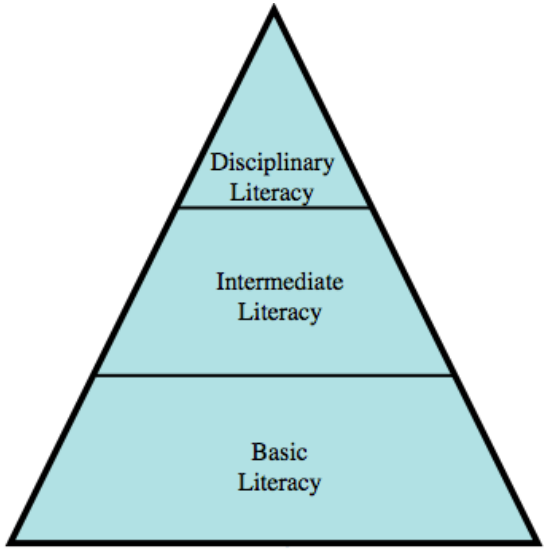




Shanahan & Shanahan (2008)

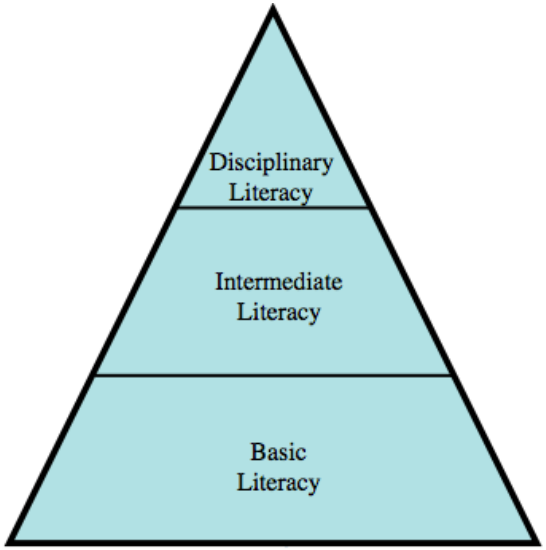
Basic Literacy

Basic decoding skills, understanding various print and literacy conventions (print versus illustrations), recognition of high frequency words, some basic fluency routines – Mastered in primary grades.



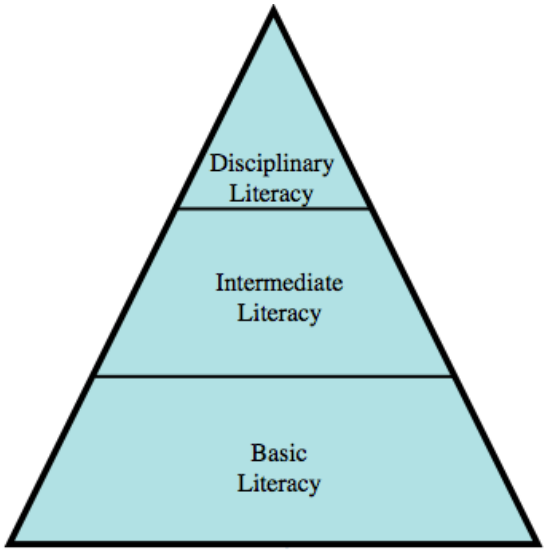
Intermediate Literacy

More sophisticated routines and responses….
Read multisyllabic words quickly and easily, respond with low frequency words with some automaticity. Generic comprehension strategies, cognitive endurance, monitor comprehension, mostly by end of middle school.



Disciplinary Literacy

More specialized reading routines and strategies --powerful for specific situations but not necessarily generalizable.



Disciplinary Literacy

"**The disciplinary experts approached reading in a very different ways**. We are convinced that the nature of the disciplines is something that must be communicated to adolescents, along with the ways in which experts approach the reading of text. **Students' text comprehension benefits when students learn to approach different texts with different lenses**."

Shanahan & Shanahan (2008)

History

- Sourcing
- Corroboration
- Context

English

- Interpreting figurative language
- Recognizing symbols
- Irony
- Satire
- Different social, cultural & political contexts

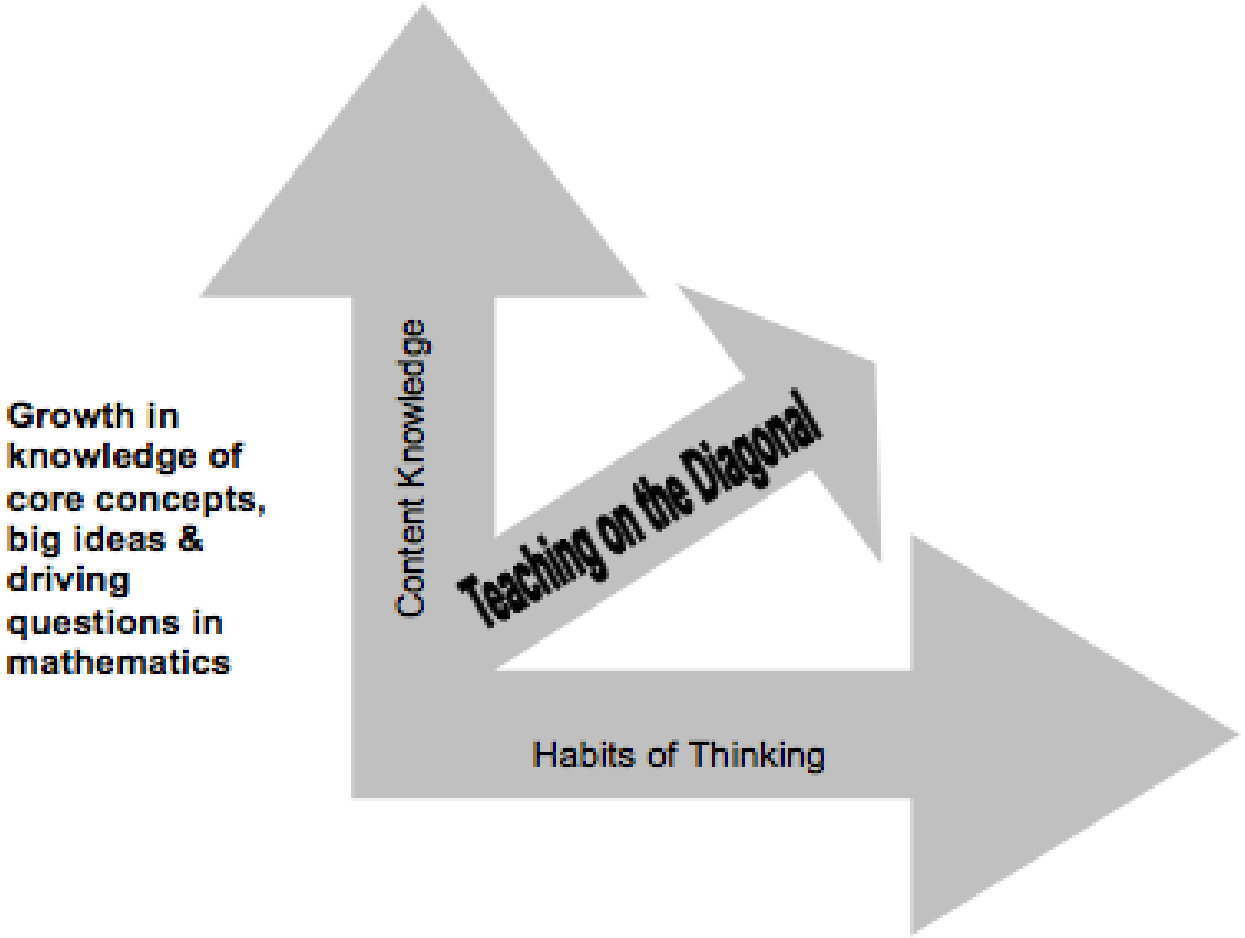
Science

Prediction
Observation
Analysis
Summarization
Presentation

Teachers in *"literacy rich"* classes…….

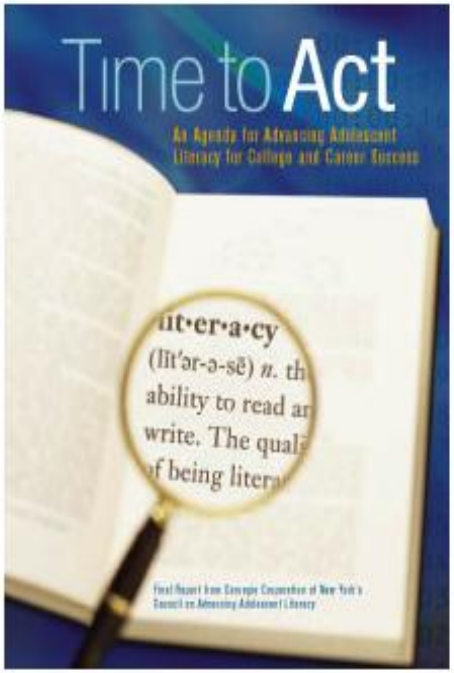
- Understand the literacy demands of their texts
- Provide guidance to students *before, during, after* reading
- Provide multiple teacher models of how to process discipline specific text
- Focus classroom talk on how to make sense of text

“Teaching on the Diagonal”



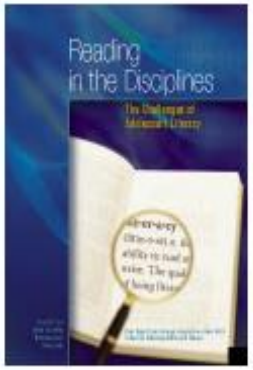
TIME TO ACT AND FIVE CORRESPONDING REPORTS

[Click each image to download a PDF.]



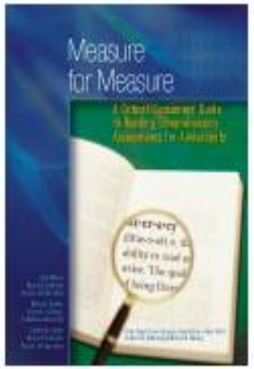
Reflecting years of research, *Time to Act* is a watershed report on adolescent literacy from Carnegie Corporation of New York's Council on Advancing Adolescent Literacy. The Council also authored five corresponding reports, which delve deeper into how to advance literacy and learning for all students.

A print copy of Time to Act (one per customer) may be ordered from Cavanaugh Press, 8960 Yellow Brick Road, Baltimore, MD 21237, (410) 391-1900 X218 or via email at Mleizear@cavanaughpress.com. The corresponding reports are available online only. For hard copies of Reading Next or Writing Next please send an email request

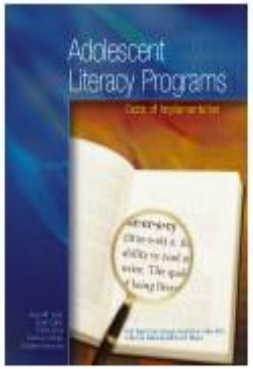


Reading in the Disciplines: The Challenges of Adolescent Literacy, by Carol D. Lee Ph.D. and Anika Spratley, Northwestern University

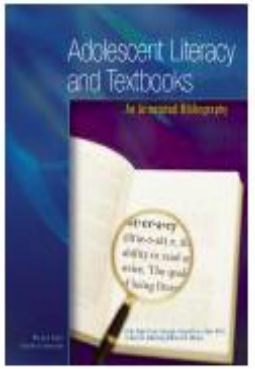
Adolescent Literacy Development in Out of School Time: A Practitioner's Guide, by Elizabeth Birr Moje and Nicole Tysvaer, University of Michigan



Measure for Measure: A Critical Consumer's Guide to Reading Comprehension Assessments for Adolescents, by Leila Morsey, Harvard Graduate School of Education; Michael Kieffer, Teachers College, Columbia University; Catherine Snow, Harvard Graduate School of Education

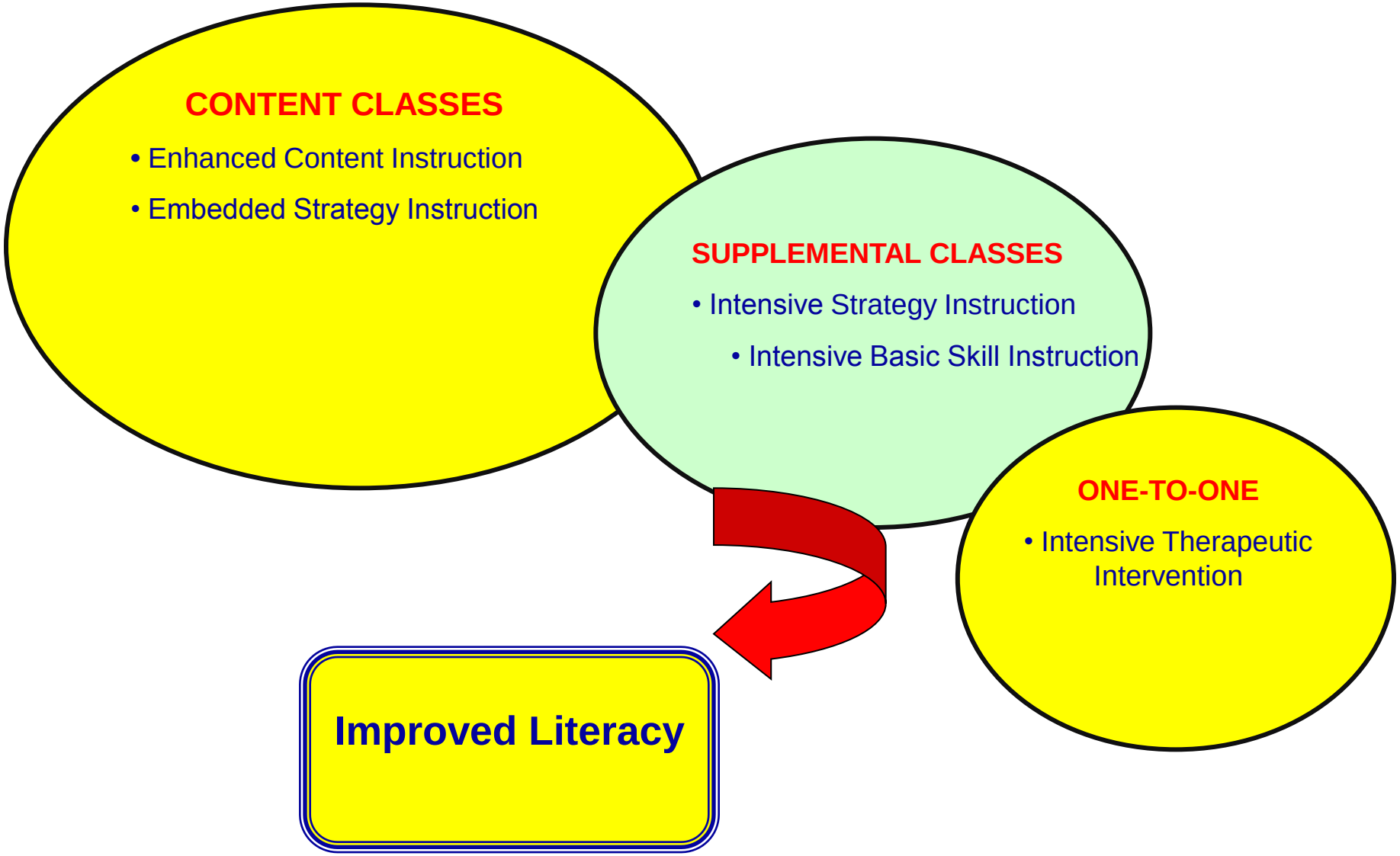


Adolescent Literacy Programs: Costs of Implementation, by Henry M. Levin, Doran Catlin, and Alex Elson, Teachers College, Columbia University



Adolescent Literacy and Textbooks: An Annotated Bibliography, by Michael Kamil, Stanford University

Continuum of Literacy Instruction



Self-Questioning Strategy

- **A**ttend to clues as you read
- **S**ay some questions
- **K**eep predictions in mind
- **I**dentify the answer
- **T**alk about the answers

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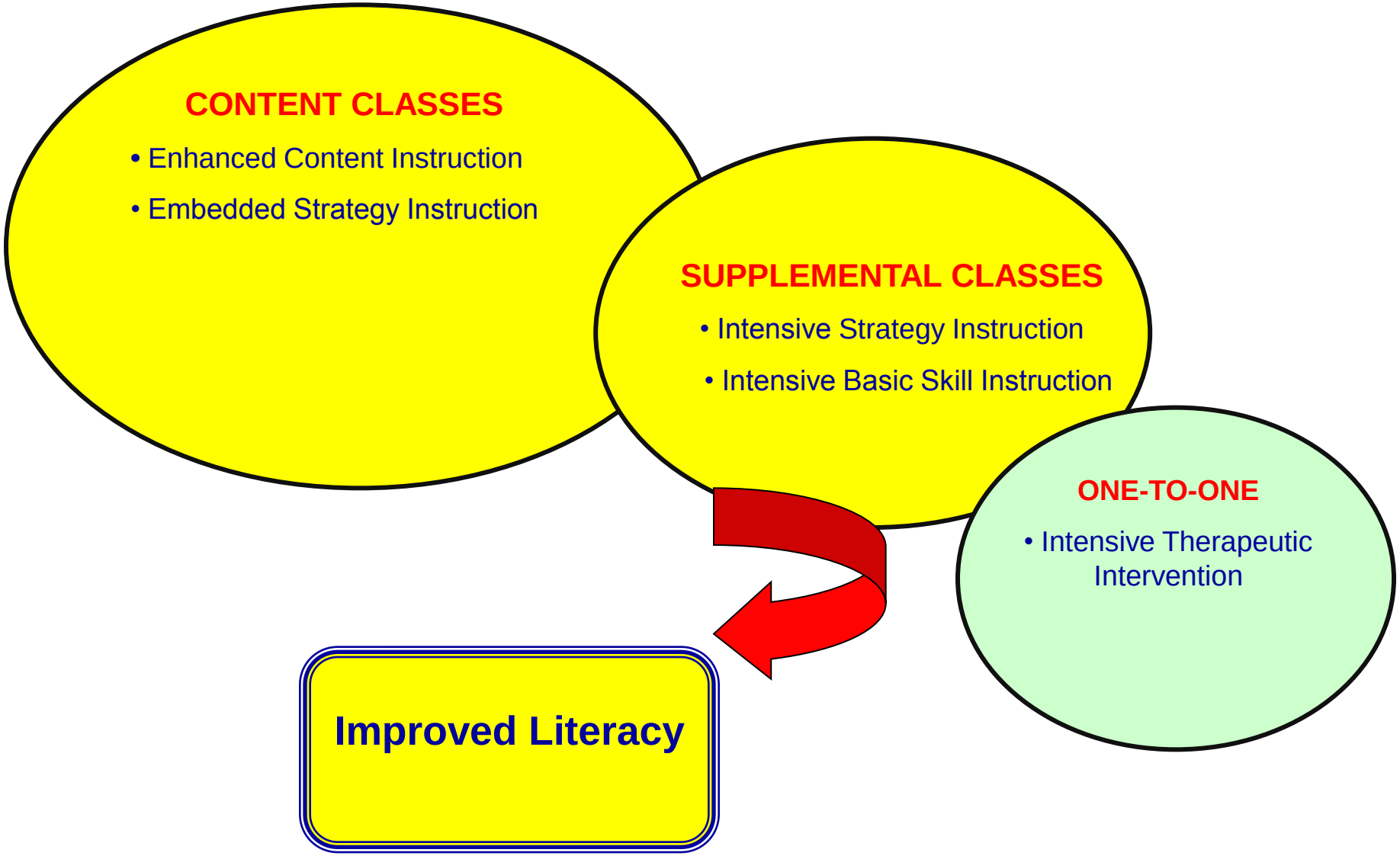
Summarizing

- Read a paragraph (chunk)
- Ask yourself what was the main idea and key details
- Put the main idea and details into your own words

Week at a Glance

Minutes	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Advance and Unit Organizer				
10	**Guided Practice** in Multiple Strategy Integration				
2	Transition to Small Group/Partner Practice Extensions				
30	**Partner/Independent Practice Extensions** with Literature/Text Anchors Teacher **Mastery Checks** of Partner Teams				
2	Class Feedback - **Book Study** Assignments - Highlight Key Points				
Total = 45 Minutes					

Continuum of Literacy Instruction



Intense-Explicit Instruction (RTI)

Tier 1

- Cue
- Do
- Review

Tier 1

- "I do it!" (Learn by watching)
- "We do it!" (Learn by sharing)
- "You do it! (Learn by practicing)

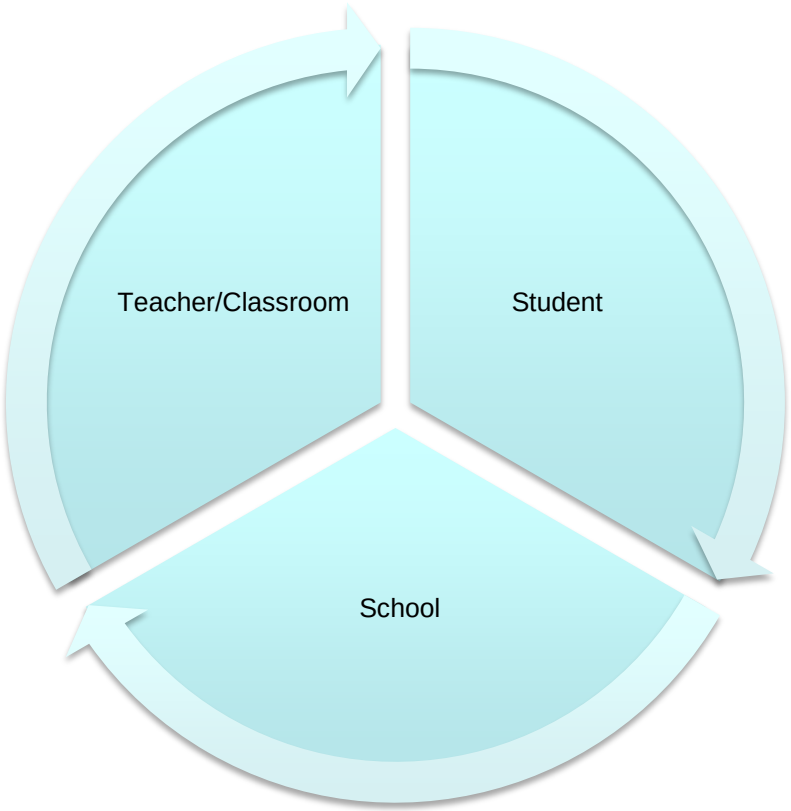
Tier 2 & 3

- Pretest
- Describe
  - Commitment (student & teacher)
  - Goals
  - High expectations
- Model
- Practice and quality feedback
  - Controlled and advanced
- Posttest & reflect
- Generalize, transfer, apply

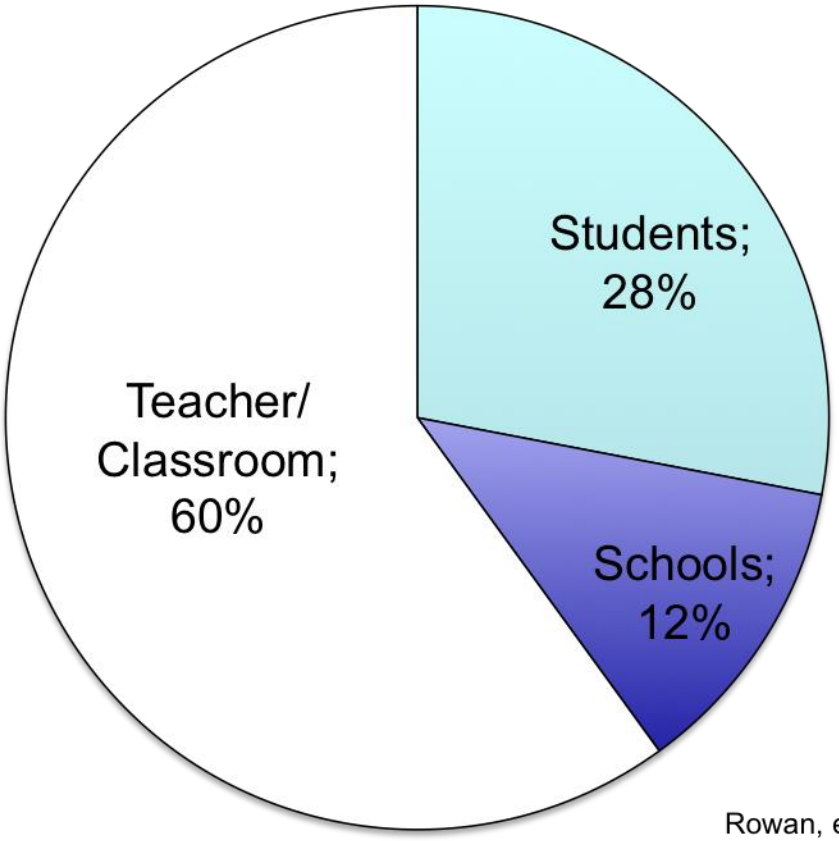
The most effective literacy interventions

Proportion of Variance in Student Reading Gain Scores

What do you think are the biggest contributors to student achievement gains?



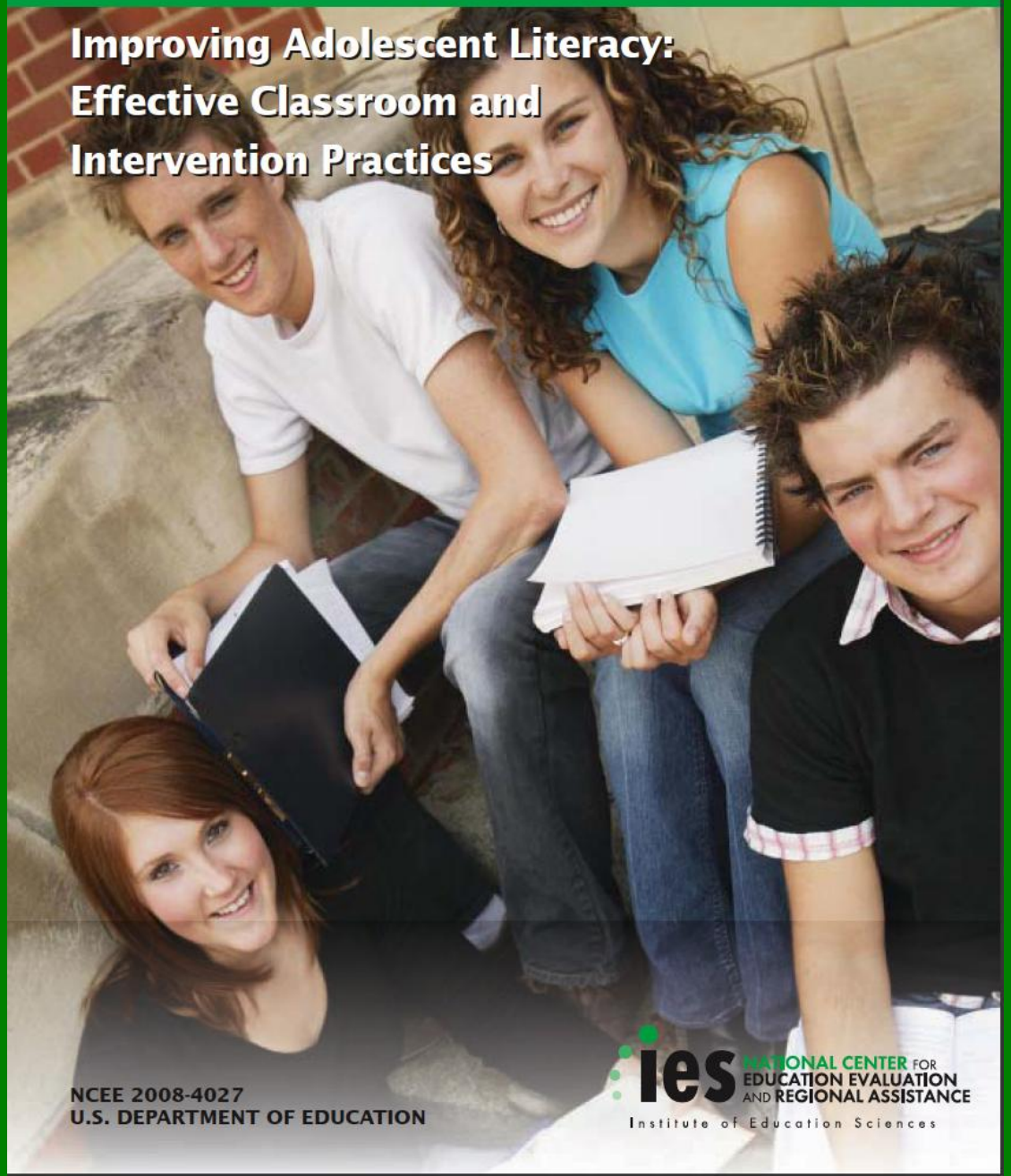
Proportion of Variance in Student Reading Gain Scores



Rowan, et. al., (2005)

IES PRACTICE GUIDE

Improving Adolescent Literacy: Effective Classroom and Intervention Practices



NCEE 2008-4027
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

IES Recommendations

- Explicit **vocabulary** instruction
- Direct, explicit **comprehension strategy** instruction
- Discussion of **text meaning** & interpretation
- Increase student **motivation & engagement** in literacy learning
- Qualified specialists for **intensive, individualized** interventions

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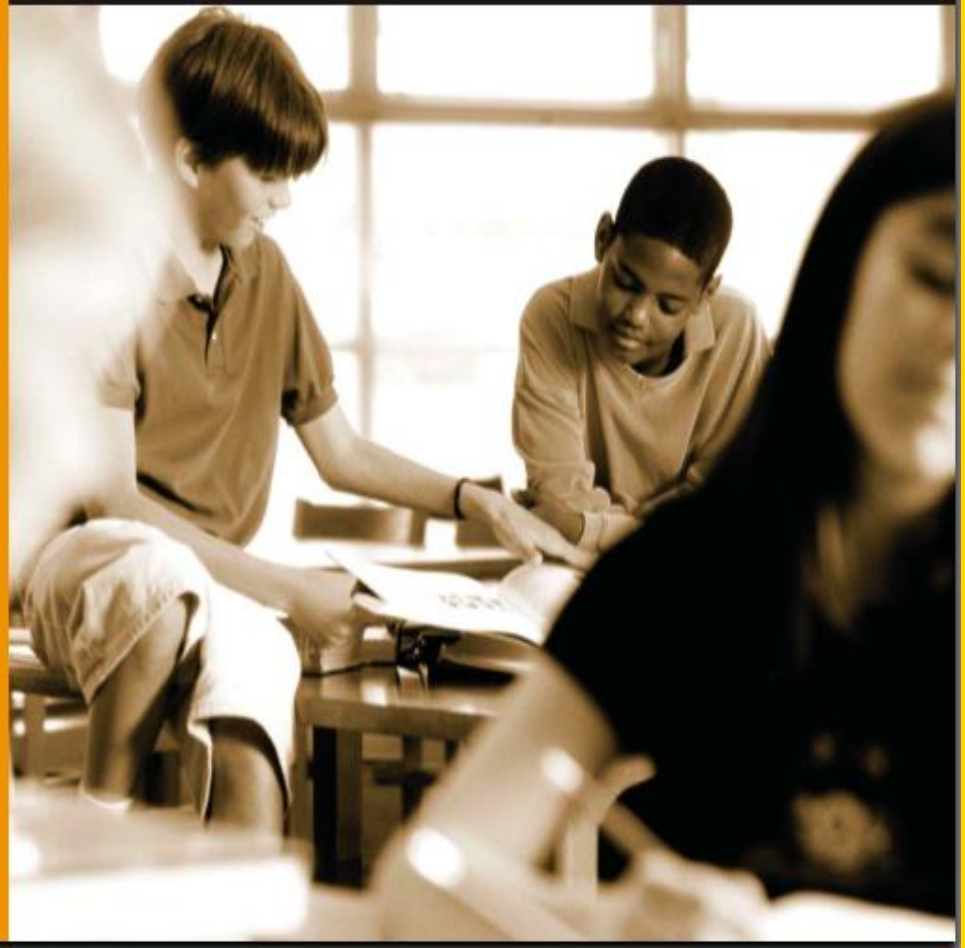
ACADEMIC LITERACY INSTRUCTION FOR ADOLESCENTS

A Guidance Document from the Center on Instruction



COI Recommendations

- Explicit instruction and practice to use **comprehension strategies**
- Increase the amount and quality of open, **sustained discussion of content**
- Set high standards for text, **conversation, questions, and vocabulary**
- Increase students' **motivation and engagement** with reading and knowledge engagement
- Teach **essential content** knowledge and critical concepts

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Findings from a New Study

Initial Results (N=24)

- Screening
  - 13 screen 3 times each year. Responses ranged from 1 to 6 times each year.
  - 18 screen all grades in school.
  - 13 screen only for reading and math. Other subjects mentioned: writing, science, social studies.
  - Tools used varied; 13 used multiple screening measures.
  - Some screening tools used:
    - AIMSweb, MAP testing, CBMs

Initial Results (N=24)

- **Progress Monitoring**
  - Most respondents use multiple measures (10 of 24). AIMSweb is used most frequently (9 of 24).
  - Tier 1
    - Bimodal response: 6 of 24 do not progress monitor in Tier 1 and 6 of 24 progress monitor 3x per year.
  - Tier 2
    - Most frequently reported: 4 of 24 progress monitor 1x per month, 4 of 24 progress monitor 1x per week, and 4 of 24 progress monitor bi-weekly
  - Tier 3
    - Most frequent response: 7of 24 progress monitor 1x per week.

Initial Results (N=24)

- **Tier 2 intervention**
  - Delivery: General education teachers most frequently (7 of 24) deliver Tier 2 interventions. An additional 6 schools responded that delivery could be administered by a combination of general educators, special educators, and specialists.
  - Frequency: Half of respondents (12 of 24) said students receive Tier 2 interventions daily.
  - Duration: Times ranged from 15 to 180 minutes; mode is 60 minutes (7 of 24).

Initial Results (N=24)

- **Tier 3 intervention**
  - Delivery: Special educators most frequently (8 of 24) deliver Tier 3 interventions.
  - Frequency: Half of respondents (12 of 24) said students receive Tier 2 interventions daily. Range was “two days per week” to “daily.”
  - Duration: Mode is 30 minutes (4 of 24). Most respondents indicated that duration is dependent upon multiple issues (e.g., problem severity, subject, intervention method).

Case Study - X Middle School (XMS)

General RTI Development

- XMS has been implementing RTI for 3 years.
- RTI started in elementary schools as a district initiative.
- Once RTI was in place in elementary, middle schools began implementation.
- XMS uses a 3-tiered model that includes both academics and behavior.

Case Study - X Middle School
Screening

- Screening occurs for all grades (6th, 7th, and 8th) in reading, math, and writing.
- School uses a CBM maze tool for reading, mixed basic facts for math, and correct writing sequence for writing.
- Each tool has pre-determined cut scores that team uses to identify at-risk students.

Case Study - X Middle School

Screening

- Screening is administered 3x per year by a three-person team (principal, school psychologist, and a general education teacher).
- When screening results indicate a student may be struggling, peer coaching is provided in Tier 1, and the student is progress monitored weekly.

Case Study - X Middle School
Progress Monitoring

- Progress monitoring occurs in each tier.
  - Tier 1: students receiving interventions are progress monitored weekly.
  - Tiers 2 and 3: students are progress monitored daily.
- Progress monitoring data is used to determine tier placement.
  - Interventions are applied on a 15-day cycle. If, after 15 days, progress monitoring data show no improvement, the student is moved to a higher tier.

Case Study - X Middle School

Academic Interventions

- Tier 1
  - Synonymous with general education. At risk students receive interventions for a 15-day cycle.
    - Peer coaching
    - 10-20 additional minutes of direct instruction
  - Co-teaching model. Both general educators and special educators provide instruction.

Case Study - X Middle School
Academic Interventions

- Tier 2
  - Daily 45-minute interventions
  - Students are in an elective class focused on their problem area
  - Interventions are based on problem solving and are specific to each student
  - General education teachers provide instruction

Case Study - X Middle School
Academic Interventions

- Tier 3
  - Daily intervention of at least 45 minutes
    - Some students receive up to three class periods of intervention (140 minutes)
  - Co-teaching and elective class periods
    - Special educator works with small groups during regular class period
    - Special educator teaches elective classes on basic skills

An exemplary program

Response to Intervention Implementation @ the Secondary Level

A Recipe for Success

Lori Smith, Principal
(719) 475-6120
smith@cmsd12.org
Cheyenne Mountain Junior High School

PROBLEM-SOLVING TEAM STRUCTURE

CORE TEAM: Administrators, Special Education Teachers, Counselors, District Intervention Specialists

TEACHER TEAM: All teachers on staff rotate on the PST team each year (2 teachers per meeting)

COUNSELORS: Primary facilitators of the RtI process (primary data collection, screening, and referrals)

Data Collection: What do we already do?

USE WHAT YOU HAVE…IDENTIFY NEEDS...ADD SLOWLY

1st Year Implementation:

- **Focus on basic information/Summative assessments as screening tools**

2nd Year Implementation:

- **Addition of pre-screening tools for G/T & math placement**

3rd Year Implementation:

- **Addition of objective pre-screening tool for all incoming 7th grade students completed by 6th grade teachers**

What are the Goals of Interventions?

- **They should focus on individualized instruction in a whole group setting (classroom) – Tier 1**
- **They should address the main student learning issues in your building (motivation, organization, and reading deficits) - Tier 2**
- **They should provide individualized, intensive support – Tier 3**

Progress Monitoring
A Systematic Practice

- **Must be measurable (goals/outcomes)**
- **Must be prescriptive**
  (defined intervention(s) with timeline)
- **Must include feedback**
  (student/teacher/counselor/parents)
- **If/then statements defined by team**

Leadership Role in Progress Monitoring

- **Facilitator – A Leadership Opportunity**

  (analyze data (intervention results) much like you would school-wide data looking for gaps and make data-based decisions)

- **Systematic, Systematic, Systematic**

- **Focus on student goals and outcomes and if they measure the intent of the intervention**

WHAT HAVE WE DISCOVERED?

- **RtI IMPROVEMENT IS CONTINUOUS SCHOOL IMPROVEMENT**
- **WE'LL NEVER BE DONE EVOLVING OUR PROCESSES AND COMPONENTS OF RtI**
- **THE PERCEIVED "GRAY" OF RtI IS A PARADIGM SHIFT FOR OUR SCHOOL THAT CONTINUES TO BE AN ADJUSTMENT**
- **WE ARE CONSTANTLY REFLECTING ON BEST PRACTICE AS A BUILDING – EMBEDDED PROFESSIONAL DEVELOPMENT**
- **OUR SPECIAL EDUCATION MODEL IS GOING TO HAVE TO BE RESTRUCTURED OVER TIME**

Our RTI Successes

Office Referrals

- **In 2004, there were 125 referrals**
- **In 2007, there were 42 referrals**

Students with F's on Eligibility Reports

- **In 2004, 46 students had 2 or more F's**
- **In 2008 (fall semester), 6 students**

Interventions

- **In 2004, we had 10 interventions to use with all student groups**
- **In 2008, we have over 25 interventions in the form of courses, curriculum, and supplemental instruction or assessment for students**

Responses from principals

Vital Behaviors (Leader's Perspective)

- Modeling, hands on, providing time and resources
- Flexibility, open-minded, belief in system, passionate leader
- Strong, consistent, supportive, provide time and resources, involved

Vital Behaviors (Leader's Perspective)

- Communication, data-based planning, hands-on, flexible
- Up front honesty, lead by example, model, follow through

Core Dispositions (Leader's Perspectives)

- Passion to see kids succeed, passion to learn new things to help kids
- Passionate that all kids can learn, even the low 10%
- moral obligation, real children behind the numbers, passion for kid's success, tenacity and not giving up

Core Dispositions (Leader's Perspectives)

- Believe in the program, set high expectations, be involved at every step, be supportive
- Good working relationships, open communication, shared responsibilities

Skill Set (Leader's Perspectives)

- Understand the process, theory, curriculum and instruction, and assessment
- Have a knowledge base, competency in content and instruction, flexibility
- Understand research and data (collect, use, analyze)

Skill Set (Leader's Perspectives)

- Data-minded, deep understanding of content and instruction
- Understand research and data (collect, use, analyze)
- Fluent and creative in the use of data

Getting Buy-in

- Active involvement, be part of RTI, let teachers be managers
- Started with good staff, didn't sugar coat ugly data, came to conclusion together after recognizing the need, encourage questions, sharing info all of the time

Probability w/o “extraordinarily strong leadership”

- Slim
- 100% no, would be a scheduling nightmare
- It won't happen
- It can't, leadership is crucial

Thank You!