

LANA SANTORO: it's my pleasure to be with you this morning to talk about RTI and the framework of RTII, and how it applies to reading. Just so you know, I got a couple sessions today. This morning, we're talking more generally. So what are the main components of the RTI model as it applies to reading? And I have a session this afternoon called Application. And if you see that, the application gets more specific, and it's really about how to do it, how to do some supplemental planning more from translating Tier-1 instruction, the core, to Tier-2 instruction supplemental. So those are the differences in these sessions, if you're kind of looking at the agenda or if you're scheduled for multiple sessions. A couple of things I just want to share with you. I have some mobility changes, and use both. My slow walking skills, as well as a wheelchair, and I had hoped to have some breakouts, some short breakouts today for you to talk in small groups and circulate, and I'm looking like it might be a traffic jam for my wheeling. So please, if I can't get around you, come talk to me, come and ask me some questions during the breaks. I'll be around tomorrow with you for your breakout work. So write your questions down. And if I can't circulate and get to you, let me know. I want to acknowledge some colleagues who've helped develop the work I'm going to present today. I was trained out at the University of Oregon model on schoolwide reading. That was been--that's my background and my kind of launch point, and has been my framework in my consulting with schools and districts. And so, I'm working from that model today. I'll try to make sure that when I talk about things, I translate it in different terminology. 'Cause I think if you've heard a lot about response to intervention or response to instruction and intervention, you've probably heard some different terminology used. And to just think of them meaning the same things, but it depends on what model or framework you're kind of applying that work. So I wanted to acknowledge the colleagues at the University of Oregon, and also, site that I have permission to use some of our developed materials this morning. The other thing I'm pretty cautious about too is I want to use some examples for you today with this framework. And when you use examples, I've gotta talk sometimes about a published curriculum or a published assessment tool, for example. And because I selected some things for my examples, doesn't necessarily mean I'm endorsing it or I'm tied to it. They are just examples. If you have any questions about specific reading programs, assessment tools, any published or commercially available things, please talk to me offline. I'm happy to share ideas and work with you if you're in the process of selecting programs. We'll just--I just prefer to do that work offline, and so that it meets your individual needs of the program you're thinking about. We've got a busy two hours, and there are two important documents that will help you follow the agenda. The first is the PowerPoint. If you're trying to follow along today, having a copy of that either electronically or if you have a print out of that, it's wonderful. The second tool is a Word document. And that Word document is in its final name planning documents. That's an essential tool to have along with this session. I will be referring to it throughout, and it's an important one. If you don't have it accessible, do make some notes about it, because it's going to hopefully be your planning document that will segway into the work that you're here to do with your colleagues. In the planning document, there are a variety tools, and they've been designed to fit the needs of kind of a diverse application, from a more global instrument or planning document to something that's much more specific. And I'll tell you about that. But that is an

important one to have. And you may come back and reference this table of contents for that document. So you can see its components are listed there on the PowerPoint. So like I said, we have so much to talk about with reading instruction. And to do that within our planned amount of time, I'm going to tell you how you're going to chunk the content this morning. What I'm going to do is talk about the first two things within now, about our first 20 minutes of time, until about 8:30. I want to just mention the core characteristics of response to instruction intervention and the context of reading and link it to reading goals, objectives, and priorities. And I want to set the framework for you. So the big conception model, what is going to anchor reading instruction within response to intervention? Then I'm going to go into assessment for our next 30 minutes and talk to you about a way to think about assessment within reading instruction, because you know, assessment, as you're familiar, is a very important of the RTI model and framework. So next 30 minutes will be on the two bullets listed here, instructional programs, materials and time, and differentiate an instruction. That's where I'm going to talk more about the intervention piece and the instruction piece. So let's spend up 30 minutes with an overview there. And then finally, I'll wrap up with the last two bullets, and that is talking about leadership, thinking about the professional development needs you might have or might be considering if you're supporting work with RTI, and some tools to let you leave kind of pulling this all together. That's the agenda and plan. You'll notice in our slides we have a lot of PowerPoint slides and materials. And that's intentional on my part. I want to show you the pieces of this model that will allow you to leave today with the components. But I also have included the details. I like to give you the materials that you could go back to and look at later as you're working through this content. So you have the examples and you have the details. So as I present, I might skip chunks and just tell you kind of what I'm skipping, and those were designed, those sections, to let you kind of take content away--take away examples. So I'll buy you through it. So we're going to start with RTII, Response to Instruction and Intervention, and the core characteristics. This will be a brief overview, probably review a little bit, maybe even something very familiar for you. But we've got, in the State of Pennsylvania, our model align to the Standards Aligned System. So everything within Pennsylvania is aligned to the core standards, and that would be for reading. So immediately now, this puts us in the reading, writing, speaking, listening standards for reading instruction in the state. So because you're interested in reading or you're representing reading today, you are here, immediately, we turn to those standards as our anchor or our footprint. And here, the instruction, you know that. And the model students receive different levels of instructional support based upon their needs. And in the base tier, Tier-1 or the core, sometimes, it's called benchmark instruction, that base, we're going to be talking about that base as a core reading program, commercially published core reading program. And then the tiers that support the levels of intervention that supports students within reading will be the supplemental programs that enhance and align with the core. Sure, sure. Yeah, thank you for helping me. Okay. Hopefully, we'll get this down. Alright. Our next component, it's a universal screening. So we need to figure out who needs what level of intervention. And so, in reading, that will involve screening in terms of what we have talked about as big ideas or the core components of reading. So the screening measures you'll be thinking about align with things within the reading content. Same for benchmark and outcome in assessment, same for the progress monitor, and I'll get into the details there. So, you've got these details kind of outlined with foundations. But more importantly, I want to talk to you about what's in your planning document. If you have that, you can go to it. And I'm going to toggle here and show you an example. So in your planning document, which looks like that--

[Pause]

And I just paginate down and let you see here, at least what it looks like. The first part of your planning documents is labeled guided note sheet. And if you look, it is aligned with the core foundations of RTI that we just talked about.

There is the instructional part in the tiers. And then here, I just mentioned the universal screening benchmark outcome assessments into the progress monitoring. And then the RTI foundations parallel the slide I just showed you, mentioning teaming and professional development and some other things. So this document that spans the first few pages of your planning document through page four is--here is an overall global kind of planning sheet. So if you're here representing leadership, if you're here as a consultant, if you're here representing higher ed, for example, this is perhaps the planning guide, maybe you work from, to get the overall kind of scope of the model. Not that it wouldn't work for everybody. It--you could use it for examples of way to take notes throughout. But it's something you could use to plan at a more global level. I just wanted to let you know where we started with that.

[Inaudible Discussion]

Thanks. Thanks. It's [simultaneous talking] okay. Okay, great. So I'm going to pick this up again right here and you can find it. It's a triangle, your pyramid. Slide 11.

[Pause]

So with primary--with reading in the primary grades, your overall objective with response to intervention is to have a core foundation, a core reading program. I like to think of it as healthy. So it's a healthy reading program that meets the needs of students in your particular setting, which is different depending on where you are. So that's why there are different core programs across just different districts, different regions, for example. That core has to fit the needs and reflect what you're seeing in data that you are collecting about the needs of your students. And when that core is healthy, when it's healthy, about 80 percent of your student should be successfully meeting what the benchmarks are in reading instruction. So that's your basis. And then from there, the different tiers of intervention build as you've been learning from there. And as they build, the support increases in intensity. Many of you who have been working in education, I know, have seen faces of reform come in and out and kind of merge and flow like the tides. And I wanted to connect response to intervention with some of the more recent

initiatives in education, like for example, Reading First, No Child Left Behind. Others have thought about this in the context of what's called schoolwide reading, if you've heard that before, schoolwide reading models. So how does, for example, the schoolwide reading model, which has been attached to things like No Child Left Behind, Reading First, in some capacity or another, depending on where you've been and where you've been implementing, how does that differ from response to intervention? If you are here thinking and having exposure to this content, perhaps wondering, well, how is this any different than what we've heard about before? Or maybe this is new. So what exactly are the features of response to intervention? I wanted to show you through the use of this table that response to intervention is based on a good schoolwide reading model. So if response to intervention--I don't know if the language is challenging or if it seems daunting in terms of complexity, back out at that and think from a reading perspective, let's embrace it and implement from the perspective of putting a schoolwide reading model into place. And by doing that, if you look at the thumbs up marks, you'll see that a good schoolwide reading model meets a lot of the criteria for response to intervention. It's implemented with a strong core and SVRR, Scientifically Based Reading instruction. It has different tiers of support for students that might be called something different, like benchmark strategic intervention versus Tier-1, Tier-2, Tier-3 thing kind of thing. It has some assessment components with universal screening to figure out which kids need the additional reading instruction. It has progress monitoring. The difference now with response to intervention is that we're really starting to get at the individual student within this model. So it's not just for putting this in place and using the data to adjust instruction. Now, we're paying attention to it at an individual student level. And that's why with response to intervention, there's a strong assessment component in place. And though I won't get into this today, it's also starting to set us up. Not now, but setting us up for potentially--looking at this is an early intervention way to approach special education referral. So basically, what I was going up and saying making reading healthy for kids through strong instruction, if that is healthy, we'll have fewer referrals potentially, if all sort of is working in the system. The main thing to point out about response to intervention for reading individual student is what response to intervention begins to get at. So how does this align with reading? Now, I'm going to get specific to reading with you. The framework, the big picture of response to intervention and reading, is totally driven by research-based reading instruction that is founded on big ideas or core components of reading instruction. So this system is absolutely aligned with what research is sewn to be effective pieces in the big puzzle of what we talk about as reading. And so, the big ideas--I like that term, the big ideas, core components, scientifically-based reading instruction kind of all, and my thinking is sort of saying cluster of things, is what's going to drive your assessments, your selection of what assessments to use, and it also drives your intervention, your selection of your core program, and how you think about interventions for students. So this is my conceptualization of it. And I love this because it's a Pennsylvania quilt, if you can kind of envision it. So we're--it's appropriate that we're in Hershey, Pennsylvania and can talk about how things are sewn together in a quilt. So these are your big ideas, this is what drives the framework, this drives your core program for healthy reading system, this drives your selection of assessments, this is the framework. So start this, or really mark this as a coming back to point. So within reading instruction, the main quilt itself, the---with the red background, the main quilt itself represents the big ideas, the core components of reading. So the field had taken stock. The researchers in reading sort of got to a point where they wanted to say, "What does our research say?" And out of that big question came a lot of sources,

investigating what does the research say, what's the bottom line, what does high quality good and effectively implemented research say about reading, and what's effective for a range of learners, not just average kids, but students in the general education program as well. And when that review happened, and by multiple counsels and committees and sources, what the trend kind of outcome, pull together this? So that good reading instruction, the primary grades, has an emphasis on phonological awareness, has something where we're looking at how words work, phonics and word study, it also has an emphasis on spelling and writing, also an emphasis on getting kids to be fluent readers, also an emphasis on comprehension, and also an emphasis on vocabulary, understanding words and using words expressively in spoken language. Your reading, writing, speaking and listening--Pennsylvania standards, if you look at them in detail, plug into the big ideas of reading. So we're aligned there. And so, you are thinking of the--our response intervention, also aligns here too. I like to think of that red quilt as the what. So what is the framework, what's the content of the framework in reading? If you were to look at a classroom reading instruction, if you were to review your kind of current core reading program to determine if it's working or healthy, or you're going to look at student data.

But you could also look to see if it's got these components in place. That's what, what it is. Now, in the blue sort of the link part, in the blue on the far right hand column, I'm going to talk just a little bit about because this part is important too, and it's the how. I think often, you probably have heard of the big ideas a bit about reading before. Sometimes, we focus there and never get away from it. We've got a--equally important, and this would be particularly essential for implementation of response to instruction and intervention, is how it happens, how it's delivered, is it systematic, what do the groups look like, how does an instructor or a teacher engage kids when they are learning. All those great--and we call it right instructional design details, instructional design and delivery details. That is just as important. So walking away, what drives the reading framework, big ideas, and the how part is equally important. That's why it's here. Obviously, there is more to it than their deeper effective instruction guidelines. But that's there. And I just have some good sources if you're digging around for where the research sources were that informs that quilt, what was scientifically based, you've got those there. So take away. So another critical piece and why the big idea set this framework, they are important for successful outcomes for student reading, but here is another take away that I think is just important, either as aha for you, or a reinforcement of something you've already sort of had a sense about. Is that the big ideas change emphasis. They change emphasis across the early grades. And so, for example, let's take chronological awareness, which again, I've seen it instructionally kind of come in and out as a fad. But it is critical for early reading instruction. Absolutely. Students needs to understand the sounds of spoken language. But if you're just talking about right now, good core instruction for students, good core instruction, it's emphasized early and then it drops away. So where I was starting to visit some first grade classrooms, and even second grade classrooms, and saw teachers incorporating not necessarily for a core, maybe necessary for a supplement, right, to help students who might be at risk. But notice for a core, the fluctuation changes. Even with comprehension and vocabulary, it can begin very early on in a listening context, and then fifth to the reading context. So equal--that's why that quilt--I like the model, is that everything is sewn together and linked up and are important components of reading. So

don't--even though the beginning reading might emphasize the alphabetic principle phonics decoding, you're still emphasizing vocabulary and comprehension along the way. So we've got this, that core, big ideas, are your platform, your framework for how programs will be selected, how the Tier-1 is in place. And here, I've tried to show you that the language is really parallel and overlapping with schoolwide beginning reading, where we talk about Tier-1 often as that benchmark, sort of the benchmark or the core. The supplemental programs are your Tier-2 often, and sometimes are called strategic, 'cause they are strategically designed interventions. And then your Tier-3, your interventions, really true interventions for the most at risk and struggling students are individually designed, and they are intensive. Sometimes, you've heard maybe intensive used in this model before. And those tend to represent the tiers in reading. So what about the data side of it? So the big ideas in reading, we kind of talked about that. But here, we're going to start to post them in the models as questions that will drive your assessment and you're thinking about the model. So for example, asking what are the important skills and strategies at each grade level? So if you're here taking an audit and making a curriculum map for each grade level, what skills do students need to know what that grade level in reading, all big ideas aligned with state standards. Then through assessment, what did they already know. And for what they don't know, what is it and how do I teach it. And then from there, how you're going to collect that data and use it to plan your instruction. So the model is determine what measures we're going to use, collect and examine it, and here is--just think of it. Now, you've got data. And so now, it can--you can use it to sort it out. So coming in, identify children who will need it screening, master screening who will need it, now, we sort it out as part of the model. And at that point in time, you can set goals for your different levels of intervention. And this--the two are basically linked. Imagine that there's a big old chart. Then you can come down and think about what is your Tier-3, Tier-2, Tier-1 and planning. Additionally, the big idea is linked to those out to the assessments too. So the outcomes you select are going to be indicators of overall reading health. So when you select an outcome measure, or you're using an outcome measure, say, the state assessment, that state assessment is standards based and linked to big ideas, I mean, in various ways. Screening measures, what are you selecting for screening students? Think about it? Or if you've got something in place, take an audit with yourself and say, "Well, how does it align with those big ideas? Can we streamline it? Are we covering too many big ideas as their overlap here?" And I wanted you to walk away knowing some great sources to find out some information about assessments. One great sort is--and link you have here, you can cut and paste, is the IES practice guide, Institute for Education Sciences practice guide. And within that practice guide, they talk about the different levels of assessment, and give examples of what might work at each grade level. Come back for that. They talk about screening specifically. So other sources of information that help you diagnostic assessments are useful in terms of planning those interventions. They're not as, you know, practical, for example, for progress monitoring in using those tools on an ongoing basis, but they have their place and then you've got your progress monitoring measures that you use overtime. But again, all of it is aligned to the big ideas of reading. So let me show you another tool that you can use, and I'm going to give you a short breakout just to digest this look the materials, and then we'll move forward. So in your planning document again, and this is in the document after the guided note sheet on the global components of RTI, you have something called the planning and evaluation tour. I believe in starts on page five. If you are here working with a school team or a group, and you're working in terms of taking stock of where you are in response to intervention planning, this is a great document. It can be filled out by you

individually, or it can--you can make copies of it and pass it out to a core team of individuals from your school and ask them to complete it. But I like it because look at that, it aligns very well with the components of response to intervention and the framework we're talking about this morning, and it allows you to compute some scores. So let me just show you what it looks like. You can compute an individual score. So for example, you fill that out individually today in your own reflection. You can think about, from your opinion, know what percent of, you know, goals, objectives, and priorities, are aligned with schoolwide reading in response to intervention, from your perspective of what either you're evaluating a program as a consultant, doing some outreach, or maybe you're in a school program here representing some change in work-related to response intervention, what is it in terms of your opinion. You can create an individual score. Or like I said, if you want to make copies and hand it out to other members of your team, you can sort of fill out your name--I've got by grade level. So for example, this--you can have somebody from each grade level fill it out. And then with everybody's score going across the first row--or excuse me, the first grade, so that would me, Lana Santoro, filling it out across the first row. Somebody else, my colleague, Susan Patterson [phonetic], number two, filling her information out, and then you can just tally some means and get an overall sense of how your program or school is doing. So, great as an evaluation document if you're supporting a program. Also great if you're doing your own internal audit.

At the end of the document on page 18, there is an action plan. So based on--then you've got something concrete. So based on your own self reflection or team reflection, how are you doing in various components? And I know it sort of a superficial, but it gets you a place to start and focus, which is why I like it. Come up with an action plan for that school team, or for your evaluation team, based on that. So I might look down and say, "Oh, my goodness. We--our goals aren't aligned with response to intervention right now. We have our first grade focusing on this. We've got our third grade focusing on something totally different. We're all over. Let's get everybody on board from a schoolwide perspective or a district wide perspective." Or you might run down that list and see that you're weak in assessment, or the impression is from your colleagues, that assessment might be weak. Then you can focus your energy there and design your action plan accordingly. So when I talk about goals and priorities, which is your breakout focus, goals, priorities, what are they? So if you're evaluating a program as an external evaluator, what are your--what are the program's goals and priorities? Do--are they articulated? Are they in document some place? If you were to interview this staff at that building, if--would they say that everything is aligned with the core big ideas in reading? Will they say the assessments are aligned globally--we're still talking globally--or yourself If you're within a school program, or you're here as part of a work group for response to intervention, what's your impression? So I'm going to give you a few minutes to go to the tool, the planning and evaluation document we just looked at. And I'll show you here. Let me toggle. You go to your planning and evaluation document--or if you don't have it here, you can just talk with your colleagues. And you're going to go to just page seven, it's just page seven. And you're going to stop. Seven--page seven only, and you've got some props here that you can ask yourselves and think about. So right now--this is going to be short, just five minutes only, and help me call you back. Five minutes only, talk with each other about just the global framework now based on big

ideas and reading the what--so don't forget the what--and the how. Five minutes and I'll call you back. I'm going to move forward into the next segment, but my colleagues from patent are helping me out. They passed out some index cards around to you. So if you do have questions at our next five minute breakout and you don't want to approach me or it's hard for you to get up here to ask your question, write them on the cards and I'll collect them at the next break point. So we'll try to make sure your questions are answered too. And the next break point will come up fairly shortly. We're going to look at assessment now which is the next sort of piece of the reading model.

[Pause]

If you're following along with me, maybe make a note somewhere that the assessment content in the PowerPoint spans slide 34 to 94, because they're not going to cover it all, and I just want you to know where that chunk is if you are looking for assessment information. 34 to 94 are the assessment content. 34 to 94. I'll tell you how it's organized so you can come back into it later. Yet during the quick side bar, we're talking--I was talking with one of your colleagues about their efforts to pilot a reading program. One of the things within assessment--sometimes, assessment is overlooked--is to pile it and try assessment tools, assessment measures, before embracing a whole system. I know sometimes, we think about it, and I did when we talked instructionally. I don't know, for me--sure, I would want to try a program before investing the money and adopting it. But the same holds true for your--kind of how your assessment might work as well. You have this tool in your planning documents as a take away for your work groups. Just like you do with reading programs, the response to intervention model requires you to really streamline an assessment system that works purposefully for different reasons, right. It works purposely for screening, which means assessments that are going to be quick that you can use with all the kids, that's part of its purpose, and that gives you valid information about who might be at risk. May not confirm it for you, but it gives you the quick sort to--so you at least have a way to plan. You need some diagnostic tools in there. They're more time consuming to administer often, but they might help you then once you've identified, maybe your strategic and more intensive kids, what the nature of their instruction should be at the Tier-2 and Tier-3 level. They're often called diagnostic assessments, criterion reference assessments. They're going to really--they tell you what you can teach and what should be in an intervention. Teachers like them because they are more instructionally relevant. Progress monitoring are tools that will allow you to monitor that growth over time in progress. Sometimes, they're the same as the screening tool. Sometimes, they're the same as a diagnostic tool like something from your core reading program, a unit test or the unit, you know, thematic quizzes or something within the reading program. They're diagnostic, but they also are there for--since there is overlap in grade between the purpose. And then your outcome, that's your global outcome where we end. So what you can do with something like this is for each area, or big idea area, do an assessment audit. And so, list your assessments, your--maybe your current assessment, what's its purpose. So can you identify? You might think, "But why do we have this in here anyway? Only the speech and language people use it. Or maybe that's good because they are the ones who are going to plan the intervention for some of your Tier-3

students who need speech and language." If that's the case, it's a diagnostic tool, not administered to everybody. That's its purpose. Now, this is a part of response to intervention is aligning things more scientifically-based, not just using things, you know, off the shelf, might be poorly designed, not have good validity. So a quick check of--are this valid and reliable measures and what's your source. Pennsylvanian patent have provided, I know, even as just part of the response to intervention, some links and references for you. I've got some others, other quick places to check that I can recommend. Then how are you going to use that data. And then you can just note strengths and weaknesses for your own. So just know, you can take this away--I listed here on this example, reading in math, you can use this for anything. We're talking about reading, so we're going to focus there. And you do have a copy of this in your documents or planning documents. For example, what about that validity and reliability information, where can you go quickly? Here is a great link. I like the Just Read Florida and Florida Center for Reading Research. They have done, similar to Pennsylvania, a lot of high quality work in reading. They have tools like this. I know it's tiny, teeny-tiny, but they have developed a max based on the type of assessments--see in the black rows as diagnostic. On the left hand side, they list the tools they reviewed as a team. And then cutting across, they talk about what grade levels is the instrument design for, what are the major components. So over on the far right in the little gray box, is it says, PA for Phonological Awareness, phonics, fluency, vocabulary, in the far, far right comprehension. So they've looked to see what big ideas the measures align to. It's just a great source. They talk in there about a little bit with validity and reliability too. So there's places like that you can look. And then you can see how I just spelled it out as an example, for example. So I'm not going to go very far with assessment. I just want to show you how this is setup, so you can use the materials. I'm going to use phonological awareness as the example. For every single big idea, between slides 34 and 94, setup the same way. You will come to a slide that has the big idea listed, phonological awareness, phonics and word study as one, then you'll have one related to comprehension, another relates to vocabulary, another to fluency, look the same. On the left, I talked about the what. So what is it, what is the content? And so, within each of the big ideas, there is a what, there is research-based content that is important to be in there. And the what is important to look for when you audit your, you know, program materials, as well as you audit you assessments.

Important that they align, so phonologic for awareness, for example, big skill that students work on in the early grades is that segmenting. So the word is cat, what are the sounds in cat? "At". So it's presented verbally, orally, and then identifying sounds, syllables, rhyming. And that what is identified in the left pink box. And on the right is the how. So don't forget the how. You'll notice a trend across the how, a lot of explicitness, a lot of systematic. Basically, thoughtfully designed instruction, because there is nothing worse in teaching reading than coming up on a new lesson in your core program, reviewing it before you teach it, and then seeing there that your students haven't had half of the background information required for that particular lesson. That would mean to me, not systematic enough that core program if there are a lot of moments like that in teacher's experience. So you've got the how. Then for each big idea, I identify it. I just wanted to find it. I think we're--it sends us a lot of us today with reading or coming on the same page now with this background and the big ideas. But I've got it defined

according to scientifically-based reading research. I'll give you examples, just in case maybe you're here as leadership and you're reading is sort of getting back to something again. I've got examples for you. So here are some examples of what phonological awareness is and what it looks like. It's rhyming, it's blending, it's doing some phonemic segmentation, like I gave you an example, it might be what word doesn't belong here, or something like this, tell me if this is the same or different, hat, bat, same or different, that would be a phonological awareness task. It's deleting. So if I say, for example, cat, I want you to take away the "k", "k", what do you have left? "At". So that--it's all manipulation of sound. Notice I don't have any print. For--and I was wondering I might show a picture of a cat to get them to say, "Oh, that's what it is." But it's still no print. So examples, then I've got some prompts on when it should be assessed. And just a note in your content materials, but when it should be assessed is based on your typical program progression. Now, if I'm working with that, whereas kids and the other tiers of instruction, I might need to assess a second grader in some phonological awareness. But just know, when you're coming to the way that a content is divided, this is guiding me on what should be guiding that assessment through the core reading. What should students be able to do? So to give you a picture of what should they be doing, how do--what does that look like. And here, we really want students by the end of kindergarten to be fluent in that segmenting, identifying at that sound bubble the individual phonings, because it steps them up for regular word reading, consonant, vowel, consonant words is kind of what they come into first when they become readers, like the cat and the bat, and Pam and Sam. Progress monitoring, I talked about what are some phonological assessments. One of the most widely used sort of systems of assessments, I'm sure you've heard of it or may even be using it is the DIBEL system. The DIBEL system has progress monitoring and phonological awareness. And if you want--if you don't--aren't familiar, or you want to look more into it, the link is here 'cause it includes some phonological awareness, and so does the AIMSweb system online. And then I listed just some, you know, diagnostic measures. So if you're taking that assessment audit and you feel like maybe you've got the DIBEL's but you don't have a lot a the diagnostic level to help plan those Tier-2 or Tier-3 groups, come back and think, "Alright. We've gotta do--maybe we have to order a few sample assessments." And you do pilot them out a little bit and see what gives you the information that you need. Then I want to show you what it looks like in an assessment. And so, for example, I pulled this from the DIBEL's, but you can see how this totally aligns. That's why it's an aligned system, Standards Aligned System, scientifically-based reading aligned system. And we talked about how important it was for kids to be able to identify phonings. And so, look at this task. This would be something like I tell kids what these pictures are, so that's not a secret. I tell them that's a road and that's a barn, those are grapes and this is a hand. And then I ask them which picture begins with, and I'll prompt and they'll point. And so, this is a very, very early assessment of phonologic awareness, phonemic awareness, and what it looks like. Here is another example. This is the DIBEL's phonemic segmentation fluency. And so, this would be presented, like I sit with the student, some of you might know or have seen this before, and as an individual student, and I'll present a word, and I'll say I'm star. Tell me the sounds in star. And they have to identify up there, "s", "t", "ar". And I've got the check list, and I'll mark the phonings on my administrator list. Then I say, give, and they do the sounds, and I'll mark what they get or don't get. And it's individually administered, it's quick, this is from the DIBEL's, it's used for screening students. It can also be used for progress monitoring. So that one is in there, just as what does it look like. Okay. Important highlight, for each of your progress monitoring measures, the purpose is very important in

reading. I just showed you this example from the DIBEL's. That is used often as what we call a global outcomes measure. It's sort of the global phonemic segmentation, you know, thing to monitor overtime. Something like this--and look at my little chart there with the child's name, what they are working on two syllable, three syllable, four syllable words, and then I've got the days, I have my instructional group. This could be a progress monitoring assessment tool for my core program that I setup and use to monitor phonologic awareness. This kind of thing is what you would say as specific skills related progress monitoring. It's really down at the skill level. So you've got kind of both the work as examples. So every section now for the big ideas, phonics and word study, we're going to see vocabulary comprehension, kind of setup like that for you, where you've got what is it, some examples, what do assessments look like, what are some actual assessments. I'm giving you some references and links for them, diagnostic assessments and then some examples, just what they look like. So at this point in time, let me be really clear. You've got five minutes to do a variety of things, your choice based on your needs and planning. One, if you're a global planner, you can go back to the guided note sheet from the very beginning of the document. Number 2, you can take a look at the assessment taking stock tool and think about how you might use that in assessment audit activity at your building to--you want it--your goal is to develop a streamlined assessment system. So where each assessment has a specific purpose, there might be a slight overlap for streamlining, but you want everything very clear. So maybe going back to that document and finding the holes in where you want to work. that's the second choice. Choice three is go back to your PETR, your planning evaluation and assessment tool, and I'll show you that in a minute, and do the--take the assessment questionnaire, work on the questionnaire in that tool. The page after your goals objectives one and just do that page and stop. Just do that page and stop. Of course, if you have any questions, come up. Come up and see me because I like to talk to you individually. If not, cards is good too. So five minutes, I'll call you back at 9:05. So let me address a few questions that came through the index card system. This is about a program, and I--from my understanding, there might be several others out there where you're piloting and seen a lot of growth. And I believe as a second, kind of secondary--yeah, secondary, which is wonderful. But I know realities happen, and there is a scheduled change. And so, they have to start to fit in interventions. And the central question here is that they've got students who are in the language reading program, LAN you know, language exclamation part--reading program, and those students have that program for 90 minutes, which is a great intervention, great language intervention, without any core, without any core, reading instruction because of the scheduled change.

And the question is, is that okay to keep them in that strong intervention only? Or do they need to change so that the students have the core instruction. And yeah, the challenge--I'm going to say from a model--from the reading model perspective, the framework is yes. The concept is, and sort of out of research-based reading instruction, is that all students are exposed to that core content to the core reading program, all of them somehow. And for those that need support, you might have push in services, you call that, right, push in into the core where they would get the scaffolding, the structure, and the support within the core, and then wonderful things like the sort of kind of that added intervention. And there are certainly things you can do in--within the core reading instruction, which I'm

going to get to in a minute actually, talking about, you know, the core, obviously, isn't going to work for all kids even though it's the core. What do you do during core time? And I'm going to get to that a little bit in a minute. But here, the answer is I--you know, no, I don't have an easy answer on the scheduling part at all, it's the real--I mean it's hard stuff, grapple with it, you know--I have a thing, concentrated time, obviously, is ideal. But if that--if you just can't do it, at least start with maybe having that split up--start with, you know, a session and then another, and divide that instructional time if you can't make that cohesive block. We start there so they'd get some of that core. And hold those questions about the core and what making it work for those students until I present some content. And then if I have any answers, that--you can come talk to me. So, yeah. Yeah. Answer is yes. How has DIBEL's change--yeah, DIBEL's has changed the name of the assessment. So you see that I've used, if you're real familiar with the DIBEL's, my terminology might be slightly outdated. That measure that I showed you, first sound fluency, sometimes, it's called initial sound fluency or historically. And even prior to that, it was called onset, onset fluency. It's pretty much the same there. It's the same measure. It's just gone through iterations of improvement related to pictures, for example, the same thing. And the planning document, is it available online? Oh, I'd love it if you share it and disseminate with colleagues. I know it's available online, it's part of the--is it part of the patent RTI institute? Is it available online? So it's available. It's as part of this institute. So just go to the institute content and materials and you can find it there, and please disseminate it and use it.

[Inaudible Remark]

Yeah, thanks. So let's move into the instruction part now, guided you a little bit through some things related to assessment. But let's really talk about this. Here is something that might help you think about the tiers in reading--in this reading framework. You know, very clearly in response to instruction and intervention, often, the model is presented as a three-tiered model where you've got benchmark, Tier-1, core, strategic, which is your Tier-2, and then your intervention, your intensive. Technically tough, RTI response to instruction and intervention is a multi-tier model. Multi-tier model. And within those tiers, there is definitely an anchor point, a Tier-1, a Tier-2, Tier-3. But there are some--there is some gray area as you go through the spectrum through this model. It's a multi-tier intervention. So keep that perspective in mind when I talk about potentially pushing services for that core, or how to make that core work for students who might struggle with some of that content. For the multi-tier, more fluid model, which could--I hope could potentially help with scheduling rather than make it more challenging to address student needs. So we talked about the changing emphasis across grades 3, K-3. But as those of you who moved up into middle school and secondary, your emphasis--and this was a great breakout question I had--starts to shift more towards the automaticity and fluency and comprehension. So that shift should definitely be as your middle school and into secondaries, making sure fluent reading is established and maintained, and then that the comprehension piece has to be there. Vocabulary, certainly, too. And what I wanted to tell you about vocabulary, and it's referenced in the assessment note you're taking away, is that with vocabulary, researchers are still working on it on

assessments in that area. The researchers who look at developing assessment tools for kids are still working on what a good vocabulary assessment should be about. For those of you who teach reading, you know, that's very difficult. What--how do you select words, what does it mean to know a word, how do you measure a word--not--I mean, a lot to grapple with. So though a very, very important thing, it doesn't come up at the level of, you know, say, the big progress monitoring measures that you might consider. You can certainly create, you know, unit tests or unit assessments around the vocabulary words kids need to know. Absolutely. But it's not going to come up and bubble up to the level of fluency right now and comprehension in terms of your assessment at middle school and secondary. Little note on assessment and instructional priorities. Now, when we come to program content, this is where you start. The ground zero, ground--where you start is with a core. It becomes your priority because if you can get the core right, if you can pick and select good core program that's healthy, ideally, it's going to keep the students 80 percent of your kids there in that core reading instruction, and then you can have your emphasis in your more focused planning beyond the other tiers of instruction. So, some of you are piloting things. This is wonderful to hear. How do you go about that if you're not piloting or interested in piloting assessments? Another way, just like I said, you could do an assessment audit, which I think is a valuable task. You can do a program on it. There are--I have one tool here that I have referenced because it came out this--my--the model that I'm most familiar with, the University of Oregon model, and this is online, this website, you can cut it and paste it from this document right into Google, search, and it will go right to the consumer slide. It's a document that was developed by some colleagues at the University of Oregon's assist states and programs schools in doing an individual program on it, of core reading programs. So the document is there, and this document is aligned with big ideas, so it would cover all of the critical skills kids need, and it's also--what I like about it--it includes the how. It doesn't ignore the importance of the instructional design. And as one of you had said during our breakout conversation, it's in the details. Selecting the core sometimes is in the details of the instructional design, or that how it's delivered level. So one tool to assist you is go look at that tool, just check it out and see if it would meet your needs. They have also done their own review. So program, you know--so group slide--this have gone through the process and reviewed programs already. So by going to that link, not only do you have their document, but you can see the results of their own review, and you can just see where things kind of line up, and then maybe in addition to your own review, maybe use their list to guide you. Florida, just you know, my link to the Florida assessment information, that same kind of group that kind of research group, same groups. If you get directed to that Florida site, they also have a tool list similar. So, another source to look for. And I think I've got some more--yeah, that basically talks about whether the programs meet or exceed this criteria. Another place to get--to go and look at for programs is more at the supplemental level, however, is the What Works Clearing House. You can--it's called the What Works Clearing House, and they have reports based on research done with their own programs. And you would--I--unfortunately, I think they've emphasized beginning reading. But if you are looking for beginning reading at the Tier-2, Tier-3 level, What Works Clearing House might have some good content for you.

So we're at the core though, and the core we talked about is the base, the healthy kind of foundation in the program, on making sure that you do an audit or some kind of review using tools like the consumer's guide or the Florida document was also very good. And what you're looking for is that that passage, its place in terms of focused instructional time, all students have that level of support and intervention or instruction, and then that's how your progress monitoring or assessment lines out with it. My sense is you are all moving towards this and are here for that reason, response intervention. One of the things that happens with the adoption of a core, and through this idea of going through the hard work of streamline in a selecting measures, is that you more cohesively link your reading program to goals and objective like we started it out. The core more cohesively starts to link your program. Everybody is on the same page. It starts to streamline it. I wanted to emphasize that as a part of this process. With that core program, what you're looking for in addition to the big ideas, absolutely pay attention to how. And so, the how is the explicitness, it's the systematicness, it's the opportunities the program has provided for practice and review. Is there just one review activity or--in the index or appendix, are there other options for review? That's very critical. Look at that. Is the review cumulative, how are big ideas integrated? So pay attention that the program just doesn't isolate those big ideas, but they are meaningful in terms of how they are combined. Another important take away is just don't audit for the core program. Or if you have a core program currently in place, start to think about fidelity of implementation. So put this kind of on your checklist, fidelity of implementations. You--maybe you're piloting things. You go to this hard work of piloting, you invest the resources for piloting, include some kind of fidelity document that ensures that it's implemented. So something that maybe your reading coach, your reading specialist, could use, or supervisor could use, or leadership, a principal if you do walkthroughs, could use, attic lamps, do I see some vocabulary, do I see some phonological awareness, do I see fluency? That fidelity of implementation is an important piece to now line up in your planning. Make sure that it's implemented because the first thing to check when you see that 80 percent of your students may not be meeting the benchmark to evaluate whether your core is healthy, well then, I wouldn't necessary go ride in to the work--what is going with the students. I would take the easy route and say across the program, people are implementing it. Do we need more training from the publisher on how to use these tools? Maybe it's a great program, but it's so complexed that we need that additional enhancement. So come back to fidelity. And with fidelity, fidelity means the what and the how. So look at your core program and find out well, how--you know, what it is doing to address the big ideas. Also, look at that core program and see the nature of the instruction, because that sometimes, where maybe things break apart too. So really, look at fidelity, how it's implemented, and things like student engagement, active learning, good cohesive instruction. I gave you a simple document in your planning tools for fidelity. It's very simple. It's the kind of thing where you could go in, and the little tiny, tiny letters there, you will see PA, "ph" for phonics, "fl" for fluency, circle what you see, make a comment. Do you think it's implemented? Very simply, you can modify this. It's generic, that's why I liked it and why I included it. It was generic enough to cut across cost everything. But many programs now have the tools already with the package. And so, look for those. And if you are in leadership and trying to orchestrate this, find that, that's gonna be an important component. So it just doesn't have to follow on the shoulders of you if you're in leadership. Really, you can use fidelity as a self evaluation. You know, have teacher's self-reflect, have a teacher fill it out. Do you think your, you know, doing these things in the lesson? Maybe within great level teams, you can get people to partner and observe each

other. It's a great way for them to see a different way of implementing that core instruction. So you don't have to necessarily take away that resource of leadership and principal time or a specialist time. That will be an important piece, obviously, as well. So let me get to the point I was making earlier when we began our discussion. One size doesn't fit all. So I acknowledge that even though this is important to your one instruction, it's still not going to effect--it's still not going to effect everybody. And so, here's where I wanted to broaden the conceptualization of a rigid Tier-1, Tier-2, Tier-3, and to start to get you to think of a multi-tier system within RTI. Absolutely, there's a Tier-1 anchor, a Tier-2, and a Tier-3. Not changing the model. I just want you to see that there is an important part of how we address learner's needs in the core reading program. So it might be necessary to supplement the core, and I want to show you what I mean by that. Make some instructional adjustment. This is teeny, teeny-tiny. So let me just explain it. You've got it electronically, so you can print out you know slide version and have it as a big print out to come back to. But notice--this slide, if you're making notes, 112 and 113 here, until I'm back here, these are what I call alterable components. Alterable components. And let me just kind give you some examples of that. So think about some adjustments you could make to increase the power of your core for struggling students. I've thought something on the far left hand column called opportunities to learn. One--on the one--on one extreme are most at risk students, particularly middle school and secondary, other kids who don't attend. I mean, really, if I physically don't attend--I'm thinking about distraction, and they're not even there, they are not even there to participate in the core, and then they're trying to--you were trying to provide that supplemental information on top of it, so one thing to think about, as part of your documenting of informations in RTI, is the attendants, that teachers in that core program having attendance records. So if they are carefully monitored, more closely now--I know you just kind of know who's never there, right? The kid was not there 50 percent of the time. But start to think, "Okay. Well, if I--what are my--all strategies, my great behavioral interventions, the other sessions, I'm getting students into it kind of have them physically be there." That's an alterable component to participation in the core. kind of going across the top, the next little box is provide the instruction daily. So I now think of the upper elementary middle school secondary program, so what you're grappling with. Well, you've got more a segmented schedule. Well, maybe at a minimum, if you have that segmented schedule, can you get it everyday so there's consistency? Because I think what's difficult are the inconsistent schedules can be challenging. So if you get it everyday, everyday in there is one way to potentially change things. Another is to work with that. Let's say a student is struggling in the core reading program. What would that classroom teacher or instructor on great effect to practice strategies? This might be a great vector in teacher. Often, in my consulting, I'll see brilliant teachers. Brilliant. They know their content really well. But something that often isn't there, opportunities to respond for students. It's just not that kind of paste engagement. And so, you've got kids who are distracted, not engaged. And so, adjusting just that aspect of instruction or doing a small training around that kind of thing can help me fit up. So here's something else. Vary the tasks. So this is where now--you see, I work on the continuum. The alterable components become more extreme. So, not more extreme, but more substantive in what to modify. The one here on this box is very schedule of easy, hard, difficult skills. So this is where I think of my push and support potentially, and my idea of how I can accommodate and modify that student's participation in the core successfully.

So for example, can I differentiate instructions so that I have a group working on new certain activities where the others are still doing the same but in a parallel form? And that's where you getting some of the expertise from differentiated instruction into the core. So there's a lot here you can come back and look to. What I want to do to see that some of these things are varied and can be addressed through training and professional development or some coaching potentially, others are some small changes you can make to the core without going to the tier levels. So for example, adding another instructional period, a double dose of that--of the core, add, you know, more of the core. So we are now--if you add more to the core, what kind of intervention is that? Is it Tier-2? Is it--that's what I'm talking about, that that is a great strategy, and where you can envision, this as a continuum. And I think it potentially--I hope it starts to open up the possibilities for scheduling. So think about that. What if there was a double dose or double cycle of the core, or a review pre-teach maybe? Maybe there is a module in there that reviews and pre-teaches content from the core for students without having to go into some focus instruction at the Tier-2 level. Yeah. It just hope into a lot of possibilities. You've got more here. Definitely come back to it. So we're gonna move a little bit further. You've got in your program evaluation to a component here that addresses what I just talked about. It's part three. I just wanna move a little into differentiated instruction. I'll let you have your breakout. So when I just presented those charts, come back to those. Come back, and maybe you used your planning time, I know you've got a group breakout tomorrow to work for a little a bit. Come back--that could be something to go back and look at, and see if those things might impact your ways of scheduling or thinking about the tier--multi-tier system for reading. To me, those charts are the bridge between Tier-1 and your Tier-2, and Tier-3. They're kind of--I can adjust things in the core, still provide the core, but those adjustments also apply to Tier-2 and Tier-3. I wanted to say they're not just to keep up here with the Core. They're kind of your bridge between those two pieces. And that's why I used them to segway here into the differentiated part. In the multi-tier system, do differentiate based on student needs. And that's why when we begin today, I talked about response intervention, what makes it different then what has been ruled out earlier, though we--is for individual--is really this individual student. And that's the differentiation for your Tier-2 and Tier-3. Your Tier-2 is a little different. It is your core plus some kind of supplement. And here, you're looking for supplemental programs aligned with the big ideas of reading that are going to enhance student participation. So if you got a group of students who are low language, low vocabulary, a supplement might be like language. If you've got a group that are just struggling with the phonics and decoding, you might have a skills group or a Tier-2 group where they focus more on phonics and word study. So that's how this is aligned. I've got guidelines for supplemental programs there to come back to. And then you've got your Tier-3. It's just part core. So that's why I was saying--that's what I was saying. They--and you're grappling my example from you, where you're grappling with that scheduled change and the students just have language part core, part core, do the best you can to, you know, get that base core, then you've got your intervention. Or you supplement the core with an intensive intervention. So there's different ways to handle that--the needs of students where you can have more fluidity, depending on their need. And you've got some guidelines here for the Intervention Programs. When you to the Tier-3 level, the real intensive kids, your intervention versus a skill group, which is often a Tier-2, your intervention has more dimensions. So an intervention lasts and both shift from, let's say, we do fluency warm up, then we go into some phonics and word study practice, then we see those words within reading and we do reading comprehensive. This

intervention is intensive, and it kind of gets to all the pieces where the Tier-2 tends to be. And I am just saying tends to be more of a skilled group type of approach. That's why we've got here more than one target area listed. These kids are more complex. They need a little more. And you've got more guidelines here, and then a summary of the whole thing put together. I wanted to show you, here's what it can look like. So you've got your reading intervention model or RTII, you would have this mixed--the mixed--mixed ability in the core. then in your benchmark, your Tier-1, you have--you do. You can even have a skill group for your Tier-1 kids, and that's where I know a lot of schools sort of get around the scheduling issue. So here's--for example--they just don't keep Tier-1 kids in the core, and then have Tier-2, Tier-3. So you can even out--so what did the Tier-1 kids do? You know, did they go to Social Studies? What did they do? Did they go to--what did they do? So in this particular model, the Tier-1--they get enhancement. They get add on, they get enrichments, and then you've got the other skilled groups like we've discussed. So just, you know, kind of ideas to work through with the scheduling. Instructional grouping, I'm not gonna say it's easy. Oh, my goodness. It's--I know it's like it's a puzzle. It is not easy. It's a puzzle to figure out how to map this. But where success has happened at districts and schools has been when people are thinking outside the box, they're creative--get creative in your planning today, maybe using this idea that thinking about RTI is a continuum with a Tier-1, Tier-2, Tier-3 as anchors, but a little fluidity? Or maybe something like this where you add a skilled group for everybody might help with some scheduling chunks. But do get creative. If you got classes in place, can you switch kids across classes? A lot people do that. And the grouping options can really vary and change. I just wanted you to know that as well. Okay I want you to have some time before I conclude. So another five minute breakout, here are your choices. You can go back to the big global and go to your guided note sheet and kind of think about how what we talked about fits in with the RTI framework and foundation. So that would be your pages one through four of your planning document. Or go back to the PETR, the planning evaluation tool, and look at the sections on instruction and grouping and differentiated instruction. Those are--I think you are now at section three, four, five, kind of in there, the ones that have to do with instruction, and debrief of it. Come to me with questions, definitely come of to say hello. And also, if you --it's hard for you to get up here, please write questions on the index cards. I'll regroup with you in five minutes. Thank you. Thanks, everybody. I'm looking at your questions to kind to get my framework. And as I'm doing that, I'm gonna come to the anterior pulling it all together. Yeah. Thanks very much for your participation and your group breakout work today, as well your questions and approaching me to debrief too. I'm gonna just go through this the best that I can, and you know what, if I feel like I still have information I wanna share, I'm gonna set them aside and I think we have opportunities at our panel to come back and to share a little more tomorrow morning, and I'll do that. So the question is how could you supplement--I think it says, is it fifth grade non-readers, so fifth grade nonreaders in there in the core program? So in terms of supplementing, taking--I think taking a more sort of content perspective, working on strategies from a listening comprehension point of view for those kids. So I think of them, those fifth graders, who still just, you know, they are working on those reading skills and just can't tackle the text that they have in fifth grade, what I would do, saying kindergarten or first, similar to what I'd do to those fifth graders, and that would be to use a combination of still--obviously, you're teaching reading someplace, right, and that they are getting what they need, but that in that core program, it becomes through the ones of listening comprehension. And so, what I would do is use more of a read-aloud format where I would read chunks of the text.

But still, I'm gonna teach the main idea strategy but have them apply it with me through discourse and through, you know, showing them charts and graphic organizers that may have come with your core, but I'm gonna do it through listening comprehension versus the reading comprehension. And so, you're gonna have to--I know that there is no directions for that anywhere, and it's a challenge, but that's the--that's kind of the best to work with them, very--and read-alouds are becoming more of a research focus and successful with kids in terms of boosting comprehension and vocabulary. It's actually an excellent way to have those kids access the core, because they are then exposed to the rich vocabulary of that upper grade reading that they're not getting as they are grappling and there is no need to read. So they get exposure to that vocabulary that they need later for comprehension. How--okay. It says how do you determine the--I think it's the percentage of students who are in each core. So I'm--clarification, I mean, that you want about 80 percent. Is that what we're--you think 80 percent and then, you know, this percent and then like, a low five percent. Some of the research on core reading instruction--thanks--core reading instruction, I think specifically Carol Connor [phonetic], if anyone is interested in research, has done a lot on looking at how--you know, successful can a core be when optimally implemented. And that's where we're getting about that, you know, 80 percent. And it's not--you know, it's a guideline. I--it's not, you know, a line in the sand. It's not a line in the sand. I mean, that's what you're shooting for. And her research on core reading instruction and how successful it can be, how healthy it can be when all the supports are in place, you know, ideal, is showing you can really work with a lot of kids and kind of come up to high--a high--pretty high percentage of students. So it is generated out the research. But I want to also acknowledge--not hard and fast. I mean, we're still working on our guidelines, but it gives you a kind of goal. It gives you goal point. Yeah. Any suggestions you all have, I have, if I have any about scheduling. I know scheduling is the big what we call a road block. It becomes the road block to sort of successful implementation. Yeah. It's great concept, you're right, but very difficult and challenging. And I don't have--trying to think really any--really, any specific strategies other than working with your teams specifically, laying it all out and looking for--and really truly creative kind of scheduling combinations as when this sort of thing happens. And if you're having difficulty with these group of kids, look across your schedule and figure out what are those other kids doing? Can you sort of line it up? I always like to think in parallels with scheduling. It's not tremendously a direct solution, but it's a strategy. So if I thought, you know, my intensive kids, and they need this extra time, what happens with these kids? Is it more core, is it in enrichment in a language class like, you know, an international--what is gonna line up? So, thinking parallels. Anybody out there, the said participants and speakers? Anybody out there have a great solution you've tried? You are all--we still all--work--it is. It's a real kind of puzzle, road block a puzzle. I'll think more about this, and maybe we can say few more words tomorrow morning, set down [inaudible]. Project read, what is project read? It was cited in, I think, some of the materials here. It's--project read is another program. It's more schoolwide model like in terms of its implantation. It's not just the materials. Project read has more going on with it in terms of assessments. And my last question here, in the reading model that I'm talking about, I talk about homogenous groups for the first hour. What is the last half hour? For that's where you can start to differentiate. So the last half hour in that model was envisioning more and sort of the pushing support. So maybe the base for that hour works on the same content, and that additional half hour was

using the sort of the pushing supports. So please, I'm not--I'd love--we'd love to talk with you more about your specific work that you're doing. I know we can do that tomorrow, but come talk to me during the conference or at the end of the day if you see me. Okay. Let me tell you where we are so we can wrap it up. There's a chunk in here on administrative things, organization. I mean, one might be to go back to those organization slides and check out--I do include some real examples from schools in that section. I start that section with an idea that the leadership is important, as you well know, for launching response to instruction and intervention. But one of the most important things that leadership does in this model is make things integrated and cohesive. And through the process of streamlining, I think sometimes, some of the scheduling begins to bubble out and become clearer. So really, making sure you're getting rid of extra things that don't kind of fall within this, it's kind of house cleaning. That streamlining process, I gave you some slides where there are different examples of what schools did, what their programs looked like before they implemented response to intervention, what they looked like after. I don't know. It's a place to check. What I want to turn to now is how do you draw this all together and pull it together? And the way they pulled it together is to--if you're using the planning and evaluation tool, and you find that that's been useful, complete it. And what you would do to complete it is to do the sections related to administration, organization, time, materials, scheduling. So complete it, fill it out, get your final score. And then once you have that, or if you've already done that kind of work, you're here at this point, I think. After your piloting things at different levels, you're ready to turn--I know this sounds very scary to a CSI map--curriculum, supplements, intervention. So pour--so use your levels of the model. You can go around and say you work on an STI--at CSI map. But a CSI map is a scary looking kind of the last part of your planning document that basically--look at this--whoa--allows you to plan in each grade level in detail, and so thankful you have it electronically. You could use it as is. Or if you like the categories but don't like the format, just split it up, retype into a document format and fill it in. But it allows you the planning here to think about what your groups are, what each gets, and then kind of breakout the scheduling in a real detail level. You can see, you know, for example, you've got on the far left hand column, subgroup one. This starts out at the benchmark level, you've got a couple planning sheets for that. I gave you a couple of planning sheets for strategic and a couple for Tier-3 intensive, you can figure out what the nature of their participation in the core is, how are they participating in the core, and what capacity, how long, when, and then you go in for the groups with Tier-2 and Tier-3 needs over into the supplemental intervention program level of this document. And you can plan your curriculum. Is it--are they in your language program, are they in your decoding program, and do it at grade level. And I've given you sort of--if you don't know what the categories are, you can come back and reference this here. And then a teeny tiny first grade example already completed, if that is useful to you, print it out as a slide. You'll get the details. So let me conclude. So we talked today--the purpose of our session was to talk about the overall framework for response to intervention, the big ideas. And the big ideas in response to intervention in reading are driven. They are driven by the core components, the big ideas. Your interventions in your assessments line up with that. And I wanted today, to tell you not to lose this other link on the far left hand. Don't forget the effective instruction component too. Don't get caught into just evaluating your assessments and your programs from the big idea perspective. Keep that linked in. So this is what drives it--everything in your whole review, your set of activities. Should come back to this--if you get off task, then always come back to this. And at the end, just know, I put in some good references with direct links. These are already

documents free. Just find their PDF through the internet. We've got a few here at the end, you can go search in for if they are helpful. So thanks very, very much. I enjoyed talking with you. Thank you.