Improving Student Reading Achievement: A Framework for RtII in the Domains of Reading, Writing, Speaking, Listening

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Drs. Carrie Thomas Beck, Jeanie Mercier Smith and Hank Fien. Selected slides were reproduced from other sources and original references cited.

Acknowledgements

- Programs and assessments cited in this presentation are included for **example purposes only**. Mention of specific programs and assessments is not suggestive of an endorsement by the Pennsylvania Department of Education, PaTTAN, content developers, or the presenter.

Materials

- For this presentation, please also reference the **Planning Document Packet**.
- The Planning Document Packet includes the following 5 Documents:
  - RtII Core and Foundations for Reading Guided Note Sheet (pp. 2-4)
  - Planning and Evaluation Tool for Effective Schoolwide Reading Program-Revised (PET-R) (pp. 5-20)
  - Program Fidelity Checklist and Sample Observation/Walk Through Tools (pp. 21-24)
  - Taking Stock of Assessment (pp. 25-26)
  - Core, Supplemental, and Intervention Planning (CSI Map) (pp. 27-32).

Agenda

- Core Characteristics of RtII
- Goals, Objectives, and Priorities
- Assessment
- Instructional Programs, Materials, and Time
- Differentiating Instruction
- Administration, Organizational, and Professional Development Considerations
- Pulling it All Together!

RtII Core Characteristics

- **Standards-aligned instruction**: All students receive high quality research-based instruction in the general education standards aligned system. Differentiated core program instruction should be sufficient for the needs of 80% of students.
- **Tiered intervention**: Students receive increasingly-intense levels of targeted scientifically, research-based interventions dependent on student needs.

- **Universal screening**: All students are screened to determine reading status against grade level benchmarks.
- **Benchmark and Outcome Assessment**: Student progress is benchmarked throughout the year to determine level of progress toward monitoring and assessing fidelity of implementation.
- **Progress monitoring**: Continuous progress monitoring of student performance and use of progress monitoring data to determine intervention effectiveness, drive instructional adjustments, and identify/measure progress toward instructional and grade level goals.

RtII Foundations

- Standards-aligned system and assessment
  - Quality teaching and learning: Effective instruction
- Teaming (grade level, department)
  - Teacher teams learning, designing, revising instruction and assessment procedures
- Formative and summative assessment
  - Data collection, analysis, and use
- School organizational structure
  - Adjustment of infrastructure, i.e.: flexible scheduling, assignment of teachers
- Realignment and flexible use of resources

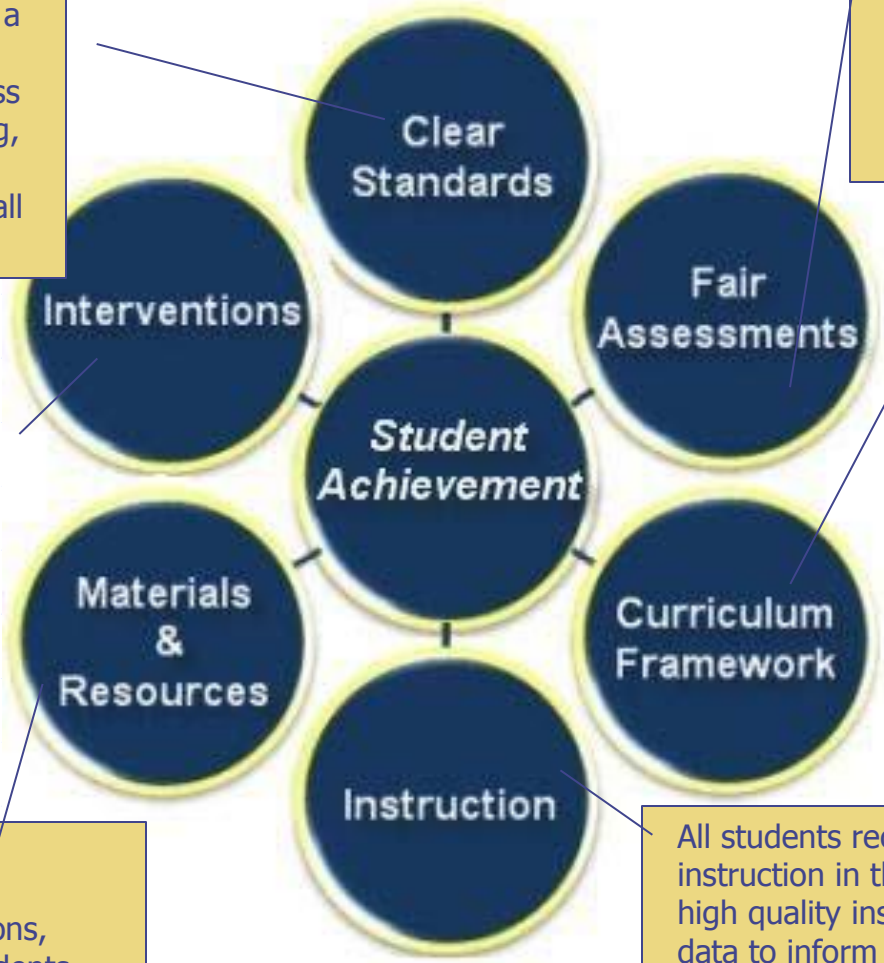
RtII Core Characteristics and Foundations for Reading: Guided Note Sheet (pp. 2-4)

- Apply each component to your program. What does it look at your school, in your grade, in your classroom?
- Make notes related to decisions made (or decisions that need to be made) about each component. For example, what constitutes your core reading program (tier 1)? What measure are you using for screening, benchmarks, and progress monitoring?
- List "Big Ideas," sources, next steps.

Pennsylvania's Standards-Aligned System (SAS)

Implementation of a school-wide approach to address the reading, writing, speaking, and listening needs of all students.

Conduct Benchmark/Outcome assessment for all students (PSSA, PVAAS, 4 Sight, Formative Assessments). Universal Screening of reading, writing, speaking, and listening. Continuous progress monitoring.



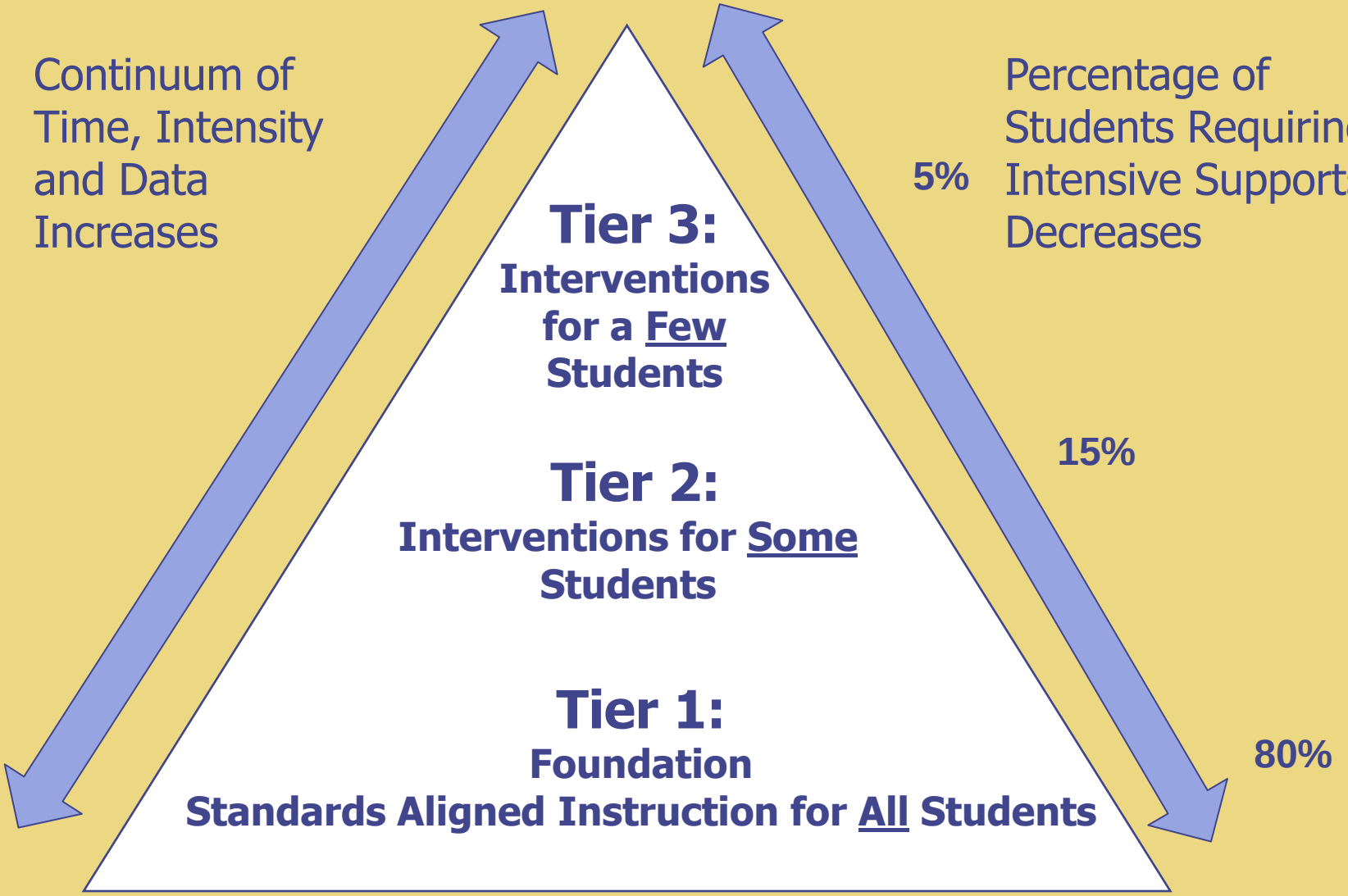
Research-validated interventions are implemented based on the type, level, and intensity of individual student needs.

All students receive the Standards-aligned core curriculum. All staff (Gen, Sp Ed, Title, ESL) assume an active role in instruction in the core.

Support resources and materials, along with supplementary interventions, are necessary to help students not making sufficient progress.

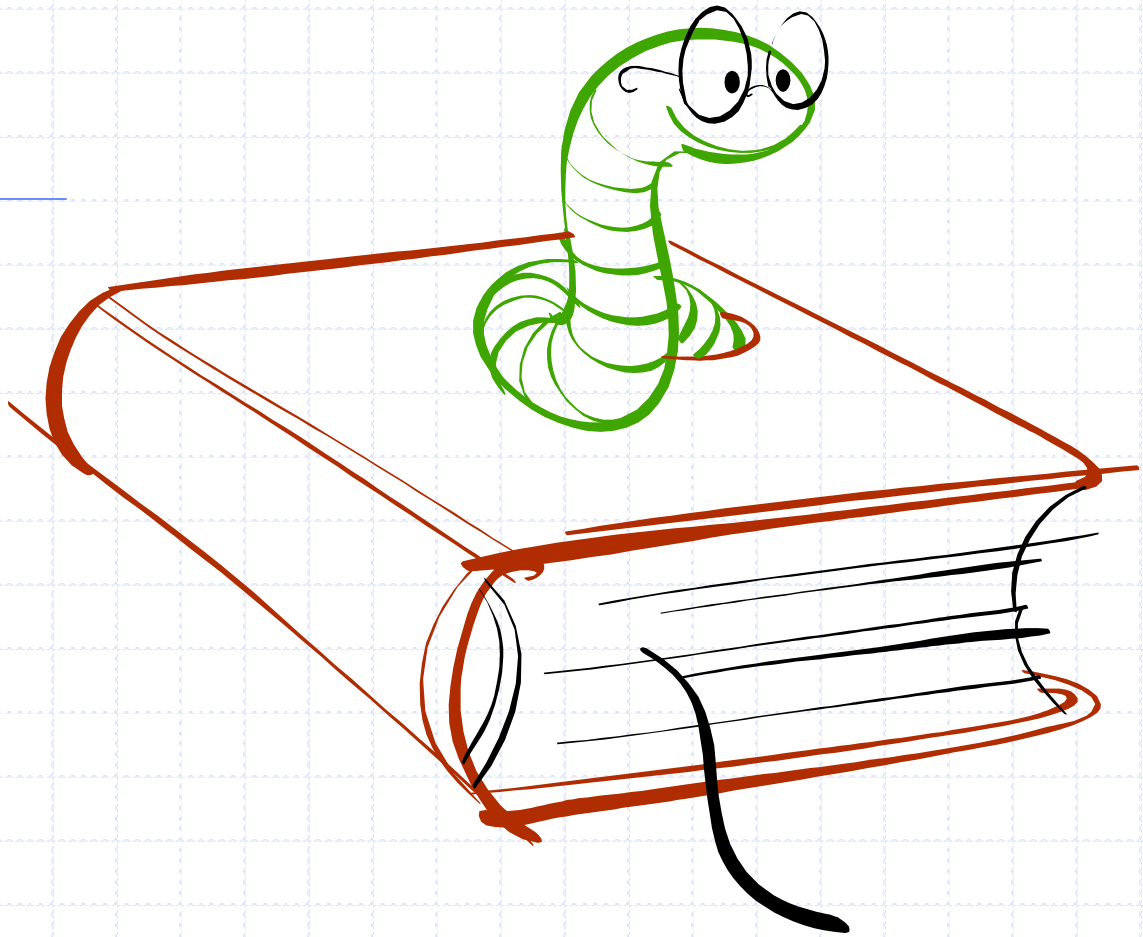
All students receive high-quality, research-based instruction in the general educational setting: high quality instruction and intervention, using data to inform instruction, ensuring research-based instruction and intervention strategies are implemented with fidelity.

Levels of Instructional Support



Linking RTI to the Schoolwide Reading Model

Components	Schoolwide Reading Model	RTI
Reading Instruction based on SBRR for ALL	👍	👍
Multi-Tiered System	👍	👍
Implement research validated intervention programs and intensify when necessary	👍	👍
Universal Screening System	👍	👍
Progress Monitoring System	👍	👍
Data-based decision making	👍	👍
Systems-level problem identification and problem solution	👍	
Student-level problem identification and problem solution		👍
Alternative Special Education Eligibility Determination		👍



Goals, Objectives, and Priorities

The "Big Ideas" in Literacy Drive the RtII and Schoolwide Reading Framework

- Big ideas drive the curriculum and instruction
- Big ideas drive the measures we use.

Big Idea of Literacy	DIBELS/CBM Measure
Phonological Awareness	Onset Recognition Fluency Phoneme Segmentation Fluency
Alphabetic Principle	Nonsense Word Fluency
Accuracy and Fluency with Connected Text	CBM Oral Reading Fluency
Risk Indicator that acquisition of crucial skills may be difficult	Letter Naming Fluency

Scientifically-Based Reading Instruction

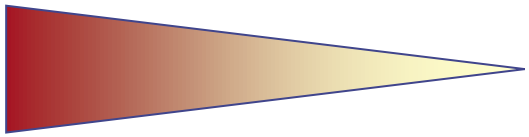
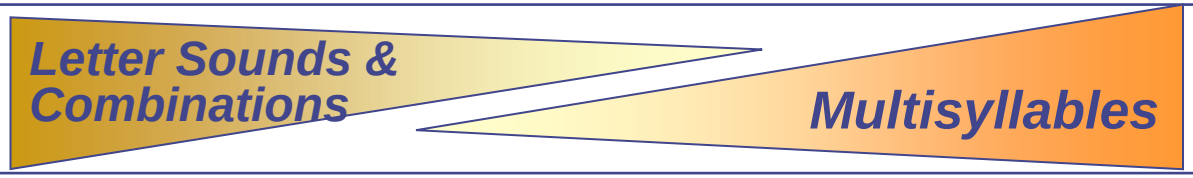
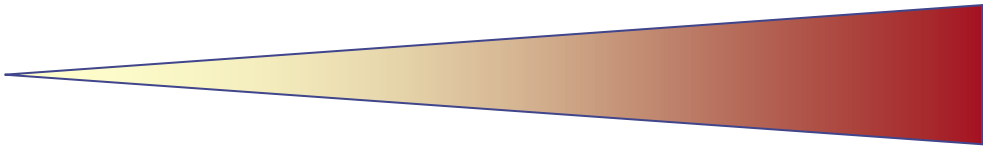
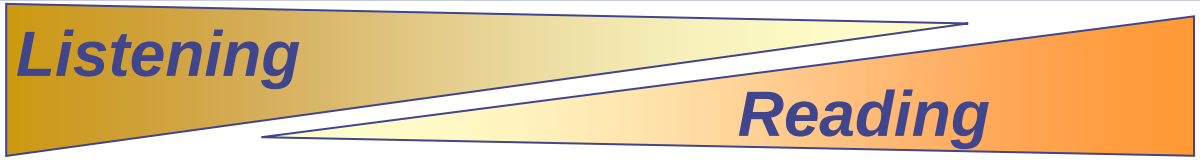
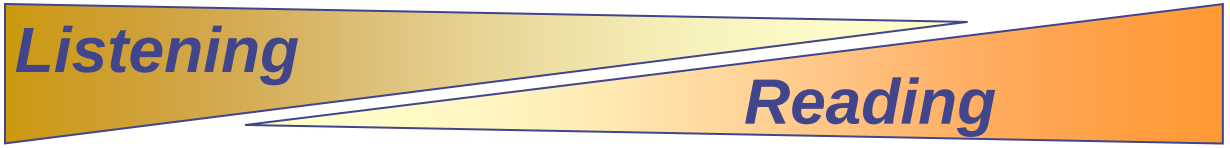
Grouping

Maximizing Student Learning

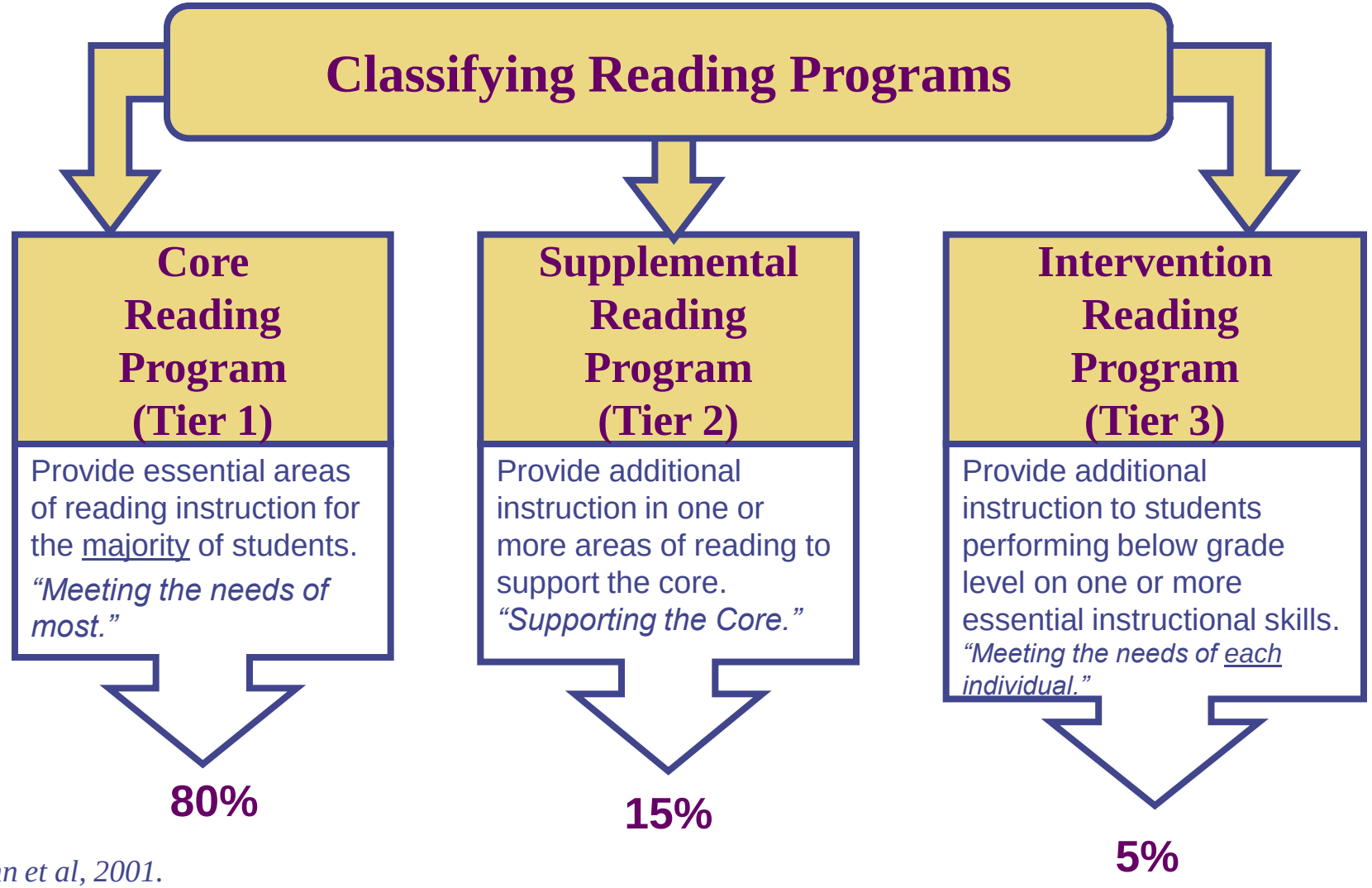
Effective Reading Interventions

For More on Big Ideas. . .

Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle				
Automaticity and Fluency with the Code				
Vocabulary				
Comprehension				

Types of Reading Programs



Vaughn et al, 2001.
CORE, 2003.

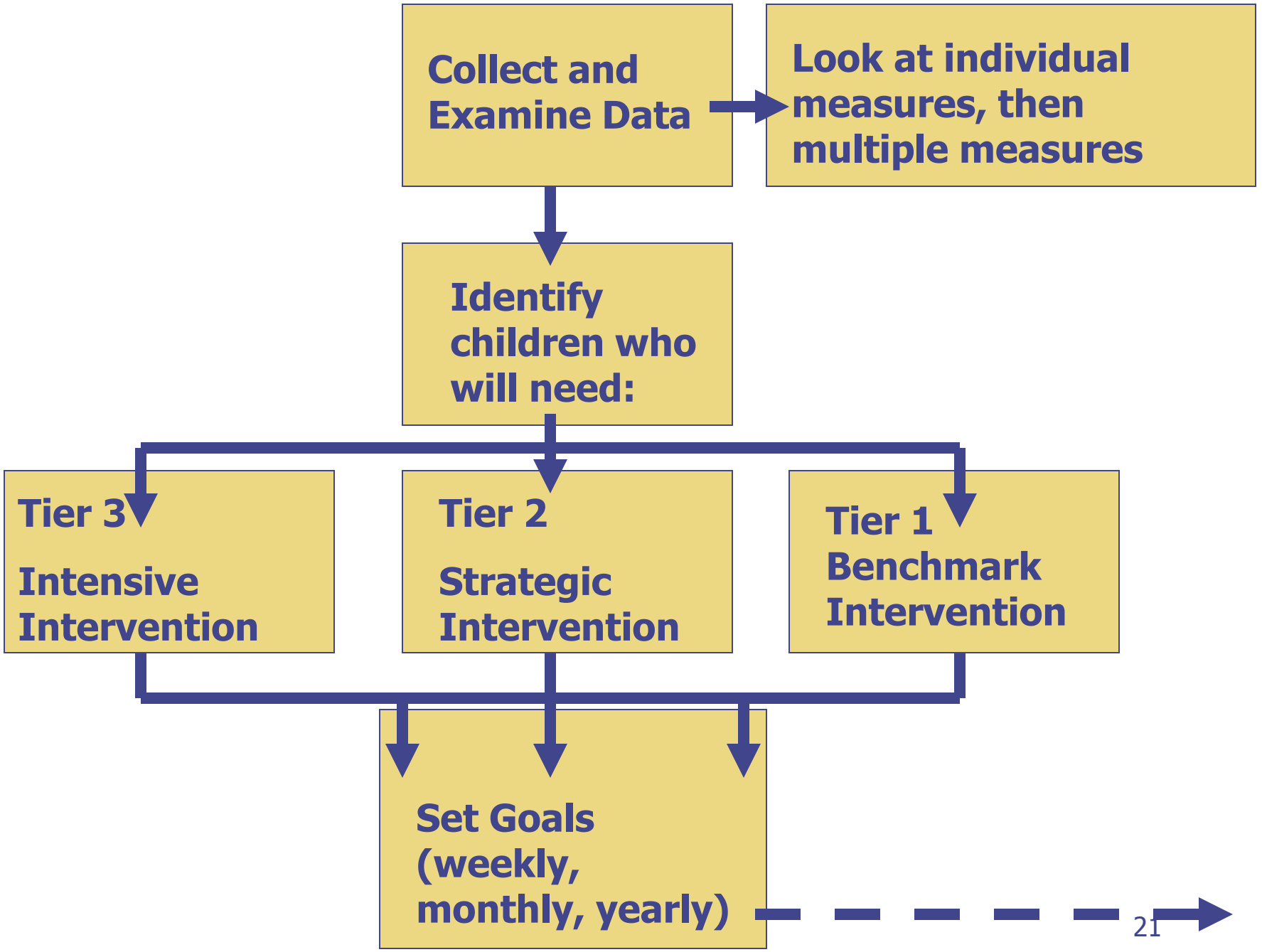
Types of Reading Programs

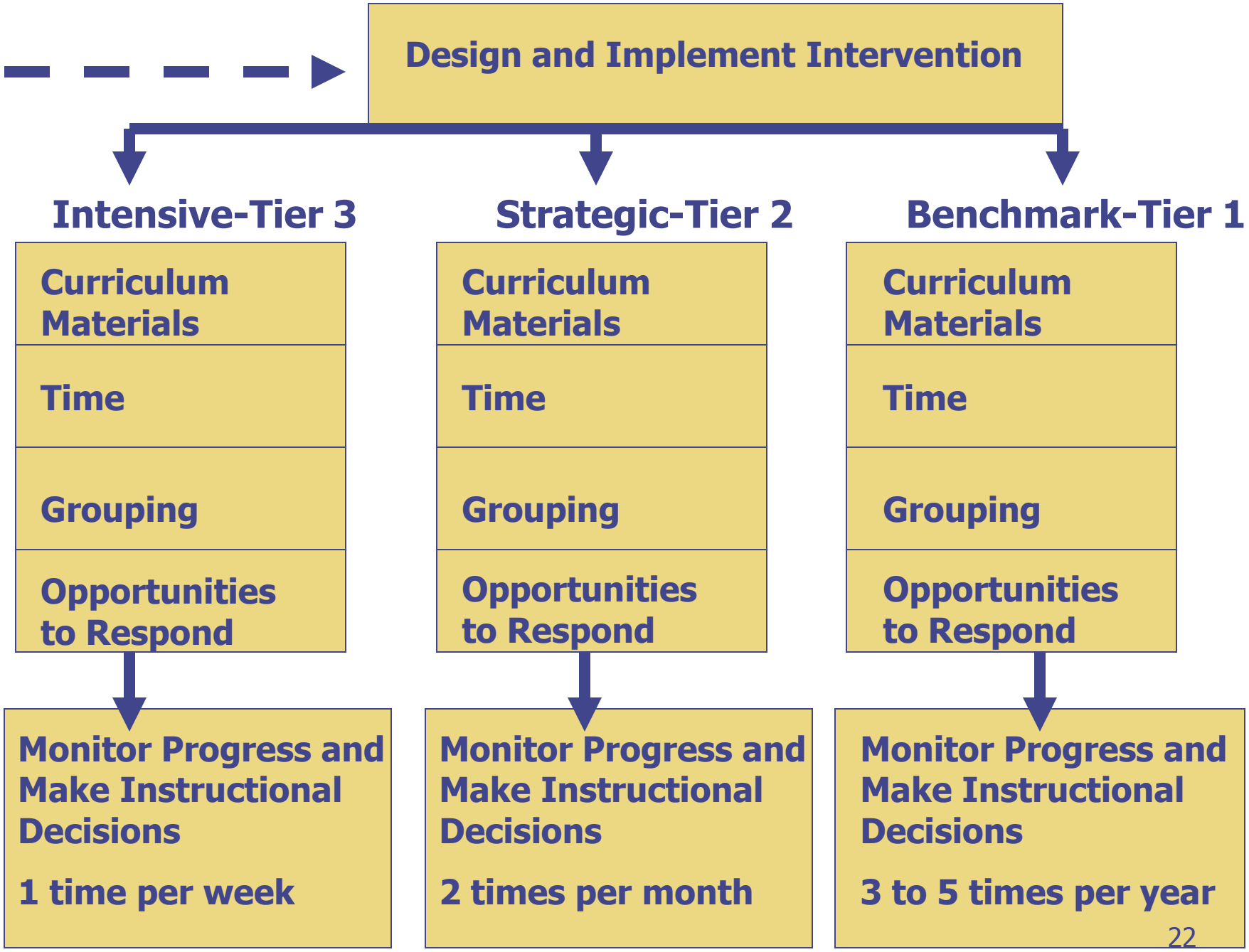
- Core Reading Programs:
  - Provide instruction on the essential areas of reading for the majority of students
- Supplemental Programs:
  - Provide additional instruction in one or more areas of reading (e.g., phonological awareness, fluency, etc.) to support the core
- Intervention Programs:
  - Provide additional instruction to students performing below grade level on one or more essential instructional skills (e.g., increasing structure and time to accelerate learning).

Data-Based Instructional Planning and Intervention: Critical Questions

In the "Big Idea" areas of reading:

- **What are the important skills/strategies students need to learn?**
- **What do they know already?**
- **How do I teach what they don't know?**
- **How do I know if they are learning and making progress?**
- **How do I collect the "best" data in the shortest amount of time to allow me to monitor progress over time?**
- **How do I use assessment to plan instruction?**


Collect and Examine Data
Look at individual measures, then multiple measures
Identify children who will need:
Tier 3
Intensive Intervention
Tier 2
Strategic Intervention
Tier 1
Benchmark Intervention
Set Goals (weekly, monthly, yearly)


Design and Implement Intervention
Intensive-Tier 3
Strategic-Tier 2
Benchmark-Tier 1
Curriculum Materials
Time
Grouping
Opportunities to Respond
Curriculum Materials
Time
Grouping
Opportunities to Respond
Curriculum Materials
Time
Grouping
Opportunities to Respond
Monitor Progress and Make Instructional Decisions
1 time per week
Monitor Progress and Make Instructional Decisions
2 times per month
Monitor Progress and Make Instructional Decisions
3 to 5 times per year

Assessments for Different Purposes

- Outcome - Provides a bottom-line evaluation of the effectiveness of the reading program in relation to established performance levels.
- Screening - Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (IES, RTI Practice Guide in Reading).

Screening

- IES Practice Guide, What Works Clearinghouse: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
  - http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

Table 3. Recommended target areas for early screening and progress monitoring

Measures	Recommended grade levels	Proficiencies assessed	Purpose	Limitations
Letter naming fluency	K–1	Letter name identification and the ability to rapidly retrieve abstract information	Screening	This measure is poor for progress monitoring since students begin to learn to associate letters with sounds. It is not valid for English learners in kindergarten, but seems valid for grade 1.
Phoneme Segmentation	K-1	Phonemic awareness	Screening and progress monitoring	This measure is problematic for measuring progress in the second semester of grade 1. As students learn to read, they seem to focus less on phonemic skills and more on decoding strategies.
Nonsense word fluency	1	Proficiency and automaticity with basic phonics rule	Screening and progress monitoring	This measure is limited to only very simple words and does not tap the ability to read irregular words or multi-syllabic words.
Word identification[26]	1–2	Word reading	Screening and progress monitoring	This measure addresses many of the limitations of nonsense word fluency by including multisyllabic and irregular words.
Oral reading fluency (also called passage reading fluency)	1–2	Reading connected text accurately and fluently	Screening and progress monitoring	Although the measure has moderately strong criterion-related validity, it cannot give a full picture of students' reading proficiency. Many students will score close to zero at the beginning of grade 1. The measure still is a reasonable predictor of end of year reading performance.

Source: Authors' compilation based on Fuchs, Fuchs, Thompson, Al Otaiba, Yen, Yang, Braun, and O'Connor (2001b), Speece et al. (2003b); Schatschneider (2006); O'Connor and Jenkins (1999); and Baker and Baker (2008) for letter naming fluency. For phoneme segmentation, O'Connor and Jenkins (1999). For nonsense word fluency, Speece et al. (2003b); Good, Simmons, and Kame'enui (2001). For word identification, Fuchs, Fuchs, and Compton (2004); Compton et al. (2006). For oral reading fluency, Fuchs, Fuchs, Hosp, and Jenkins (2001a); Fuchs, Fuchs, and Maxwell (1988); Schatschneider (2006); Speece and Case (2001); Gersten, Dimino, and Jayanthi (2008); Baker, Gersten, Haager, and Dingle (2006).

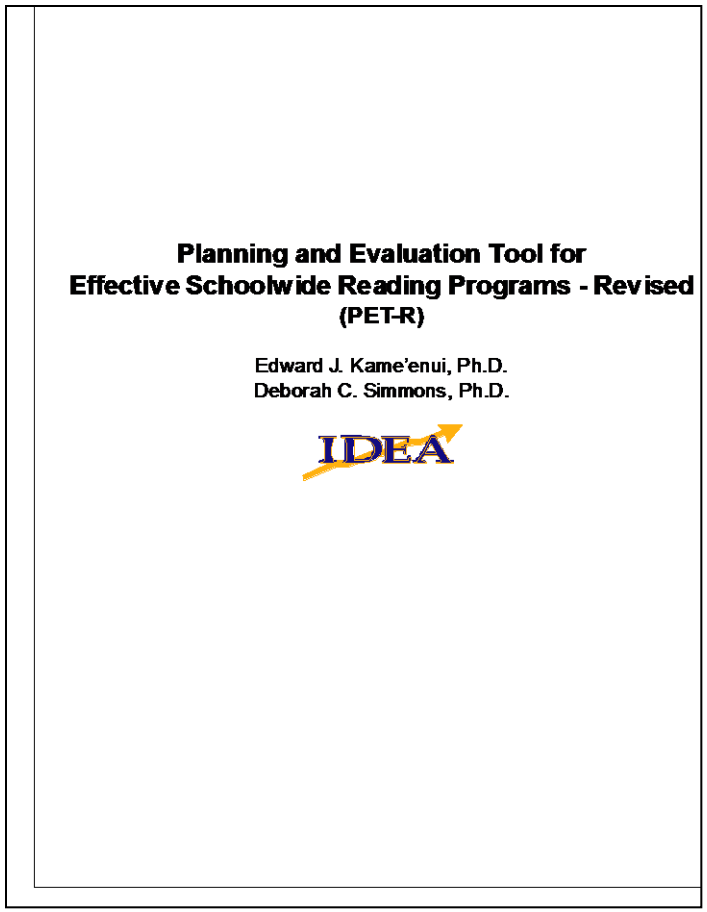
26. Fuchs et al. (2004); Compton et al. (2006)

Assessments for Different Purposes

- Diagnostic- Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- Progress Monitoring - Determines through frequent measurement if students are making adequate progress or need more intervention to achieve grade-level reading outcomes.

Planning & Evaluation Tool (pp. 5-20 in Planning Documents)

(Simmons & Kame'enui, 2003)



- The Planning and Evaluation Tool-Revised (PET-R) is designed to help schools "take stock" of their strengths and areas of improvement in developing a schoolwide beginning reading plan.
- The items and criteria in the PET-R represent the "ideal" conditions and total to 100 points.
- Score reflects how you are currently doing as a school in your instructional practices. This tool is designed to assist in your planning and implementation.

Overview of the PET-R

- Evaluation Sections reflect critical components of a Schoolwide Model:
  - I. Goals, Objectives, Priorities
  - II. Assessment
  - III. Instructional Program and Materials
  - IV. Instructional Time
  - V. Differentiated Instruction/Grouping/Scheduling
  - VI. Administration/Organization/Communication
  - VII. Professional Development
- Scoring/Summary Sections:
  - Individual Summary Score (p. 12)
  - Average Schoolwide Overall Scores (pp. 13-14)
  - Narrative Summary (p. 15)

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Individual Summary Score

Directions: Return to each element (e.g., goals, assessment) and total the scores at the bottom of the respective page. Transfer each elements' number to the designated spaces below. Sum the total scores to compute your overall evaluation of the schoolwide reading program. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's reading program.

Evaluate each element to determine the respective quality of implementation. For example, a score of 11 in Goals/ Objectives/ Priorities means that in your estimation the school is implementing approximately 80% of the items in that element.

Element	Score	Percent
I. Goals/Objectives/Priorities	12/14	86%
II. Assessment	14/20	80%
III. Instructional Practices and Materials	18/22	82%
IV. Instructional Time	8/14	57%
V. Differentiated Instruction / Grouping	8/10	80%
VI. Administration / Organization / Communication	8/12	67%
VII. Professional Development	6/8	75%
Total Score	76/100	76%

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Average Schoolwide Overall Scores

	Name	Goals I	Assessment II	Instr. Plan III	Instr. Time IV	Diff. Instruction V	Admin VI	Prof Dev VII
1	First Grade	14	18	20	14	10	10	8
2	Second Grade	10	16	16	11	9	10	6
3	Third Grade	12	16	18	8	8	8	6
4	Fourth Grade	14	18	22	10	8	12	8
5	Fifth Grade	14	16	18	11	9	12	7
6								
7								
8								
9								
Total		64	84	94	54	44	52	35
Mean		13	17	19	11	9	10	7
Points Possible		14	20	22	14	10	12	9
Percentage of Total Points		93%	85%	86%	79%	90%	83%	88%

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Institute on Beginning (IBR)

Reading Action Plan

(RAP)

_____ _____

Name of School, District City, State

Reading Goals and Priorities

1. What: _____

_____

Who: _____

When: _____

2. What: _____

_____

Who: _____

When: _____

3. What: _____

_____

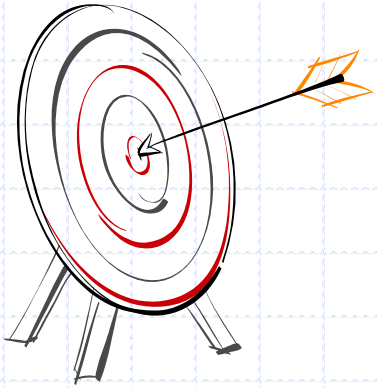
Who: _____

When: _____

Committee Members: _____ _____

p. 18 of Planning Documents

To improve reading achievement, specific goals provide a detailed map to guide instruction, assessment and learning.



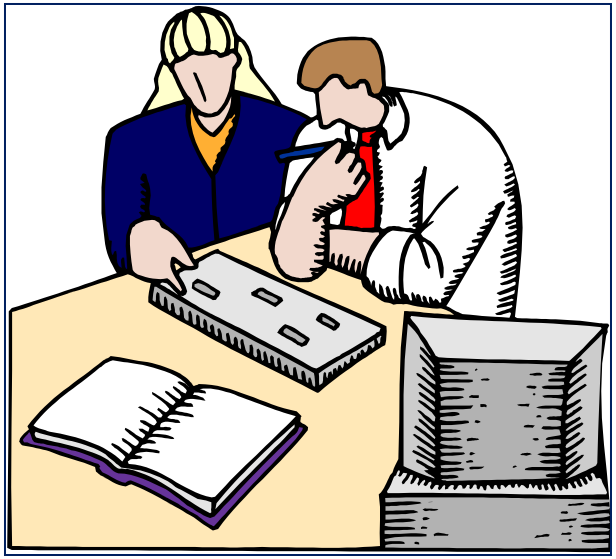
Goals:

- Tell you what to teach and when
- Provide a framework for determining whether students are learning enough
- Provide a framework for determining whether instruction is meeting the needs of all students

Break Out Discussion and Activity!

Complete the Goals, Objectives, and Priorities Section (Section I, p. 7) of the PET-R.

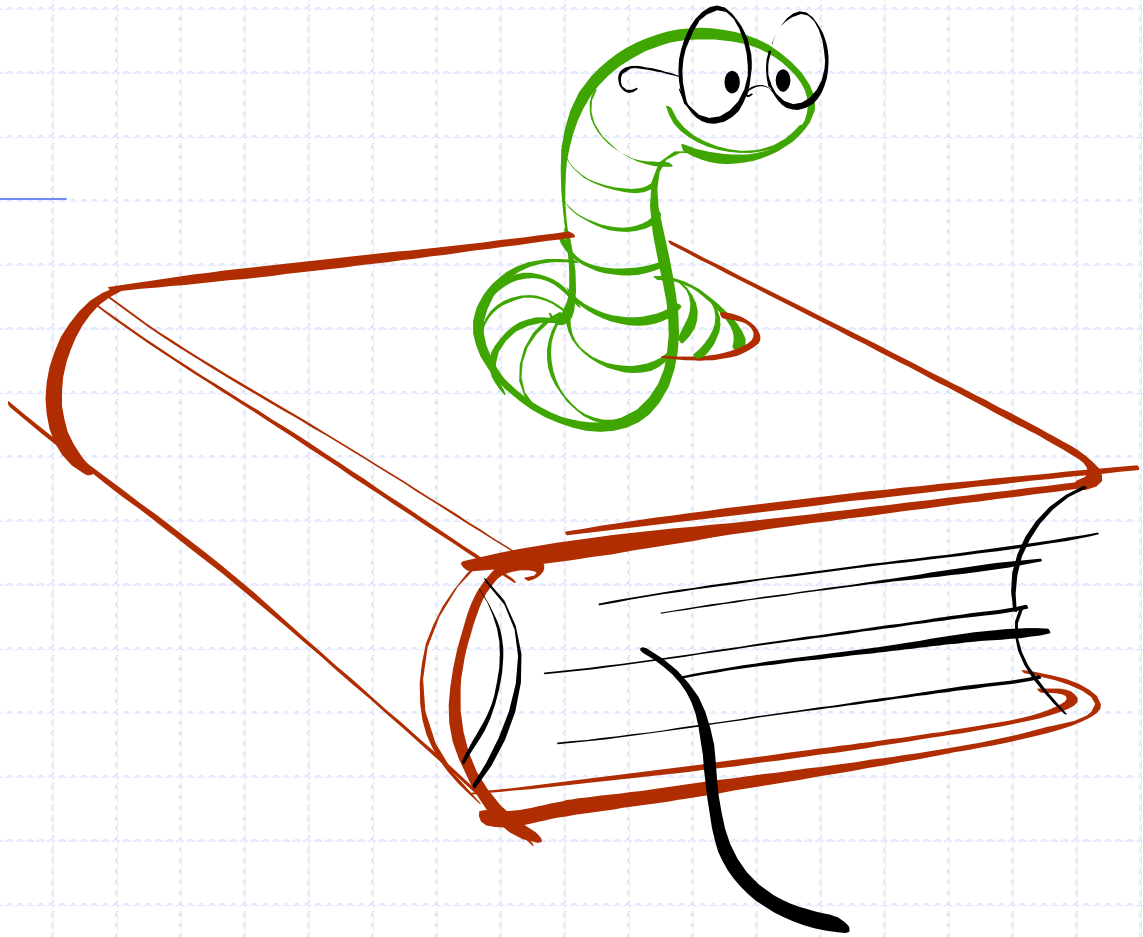
(Also, add notes to Guided Note Sheet.)



Internal/External Auditing Form

0	1	2
Not in place	Partially in place	Fully in place

Evaluation Criteria	Documentation of Evidence
1. Goals, Objectives, and Priorities - Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.	
Goals and Objectives: _____ 1. Are clearly defined and quantifiable at each grade level	
_____ 2. Are articulated across grade levels	
_____ 3. Are prioritized and dedicated to the big ideas (I.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading (x 2).	
_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).	
_____ 5. are commonly understood and consistently used by teachers and administration within and between grades to evaluate and communicate student learning and improve practice.	
____/14 Total Points _____% **Percent of Implementation:** **7 = 50% 11 = 80% 14 = 100%**	



Assessment

Taking Stock of Assessment

	Assessment Name	Grade	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths/Weaknesses
Reading			Screening Diagnostic Progress Monitoring Outcome			
			Screening Diagnostic Progress Monitoring Outcome			
Math			Screening Diagnostic Progress Monitoring Outcome			
			Screening Diagnostic Progress Monitoring Outcome			

pp. 25-26 of Planning Documents

For example. . .

Just Read, Florida and the Florida Center for Reading Research (FCRR)

DIAGNOSTIC MEASURES
Appropriate for Primary & Secondary Grades
Revised 3-5-03

NOTE: The following list of assessment instruments was generated through a review conducted by the Just Read, Florida! Office in consultation with the Florida Center for Reading Research (FCRR).* ***This chart is not a statement of endorsement.*** Rather, it serves as a resource to inform users of the growing pool of diagnostics appropriate for grades K-12 that meet psychometric standards. Each of the instruments listed below meet criteria for reliability and validity. This listing will be updated periodically to reflect new information about the technical qualities of these and other diagnostic measures of reading.

Diagnostic	Appropriate Grade Range		Test Design		Available in CD or Online	Administration			Major Components				
	Primary	4-12	Criterion	Norm Referenced		Individual	Group	Time	PA	Phonics	Fluency	Vocab.	Comp.
(CTOPP) Comprehensive Test of Phonological Processing	K-3	All		X		X		30 min.	X				
(DAR) Diagnostic Assessment of Reading	2-3	All		X		X		20-30 min.		X	X	X	X
(DRP) Degrees of Reading Power	2-3	All	X	X	Administer	X	X	45 min.					X
(ERDA) Early Reading Diagnostic Assessment	K-3			X		X		45-90 min.	X	X	X	X	X
(EVT) Expressive Vocabulary Test	K-3	All		X		X		15 min.				Oral	
Fox in a Box	K-2		X		E-reporting	X		30 min.	X	X	X	X	Listening
(GMRT) Gates-MacGinitie Reading Test, 3rd ed.	PreK-3	All		X		X	X	55 - 105 min.	Level PR	Level BR		Reading	X
(GORT-4) Gray Oral Reading Test-4	1-3	All		X		X		20-30 min.			X		X
(GRADE) Group Reading Assessment & Diagnostic Evaluation	PreK-3	All		X	Scoring & Reporting	X	X	45- 90 min.	Levels P & K	Level K		Reading: Levels 1-A	Levels 1-A

http://www.fcrr.org/assessment/PDFfiles/DiagnosticTools.pdf

Taking Stock of Assessment: Example

	Assessment Name	Grade	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths/Weaknesses
	DIBELS	K-5	Screening Diagnostic Progress Monitoring Outcome	National Center for Progress Monitoring DIBELS Tech Report	DIBELS Data System	
			Screening Diagnostic Progress Monitoring Outcome			
			Screening Diagnostic Progress Monitoring Outcome			
			Screening Diagnostic Progress Monitoring Outcome			

Phonological Awareness

What Students Need to Learn

- That spoken words consist of individual sounds or phonemes
- How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted)
- How to use their phonemic awareness to blend sounds to read words and to segment sounds in words to spell them

How We Teach It

- Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending
- Link sounds to letters as soon as possible
- Use systematic classroom-based instructional assessment to inform instruction

Big Idea: Phonological Awareness

What is it?

- Phonological Awareness is explicit awareness of the sound structure of language. The awareness of and ability to manipulate the sound units smaller than words.
- "cat" is composed of the sounds /k/ /a/ /t/

What is it not?

- Note: Phonological Awareness is not the same as phonics - no letter-sound correspondence is involved. It may be an essential skill for phonics instruction to make sense, however.

Examples of Phonological Awareness

- Rhyming -- What word rhymes with 'cat'? 'bat'
- Blending -- What word is /k/ /a/ /t/? 'cat'
- Syllable splitting -- The onset of 'cat' is /k/, the rime is /at/
- Phoneme segmentation -- What are the sounds in cat? /k/ /a/ /t/
- Oddity -- What word doesn't belong with the others: 'cat' 'mat' 'bat' 'ran'? 'ran'
- Phoneme deletion -- What is 'cat' without the /k/? 'at'
- Phoneme manipulation -- What would 'cat' be if you changed the /t/ to /n/? 'can'

When Should Phonological Awareness be Assessed?

- Phonological Awareness should be assessed from kindergarten entry through spring of first grade.
- All students should be assessed a minimum three times per year to ensure adequate progress toward end of year goals.
- Students who are identified as at risk of reading difficulty should be monitored more frequently to ensure effectiveness of intervention and to allow timely instructional changes.

What should students be able to do?

What should students be able to do by the end of kindergarten?

- By the end of kindergarten phonological awareness skills should be established.
- Children should be knowledgeable of the sound structure of our language.
  - Able to segment 3 and 4 phoneme words into component phonemes.
  - Able to blend 3 and 4 phonemes into words.
  - Able to identify and produce rhyming words.

What are some phonological awareness assessments?

- **Progress Monitoring K-1**:
  - DIBELS initial sound fluency and phonemic segmentation fluency (Kaminski & Good, 1996): http://dibels.uoregon.edu
  - See also AIMSWeb: http://www.aimsweb.com

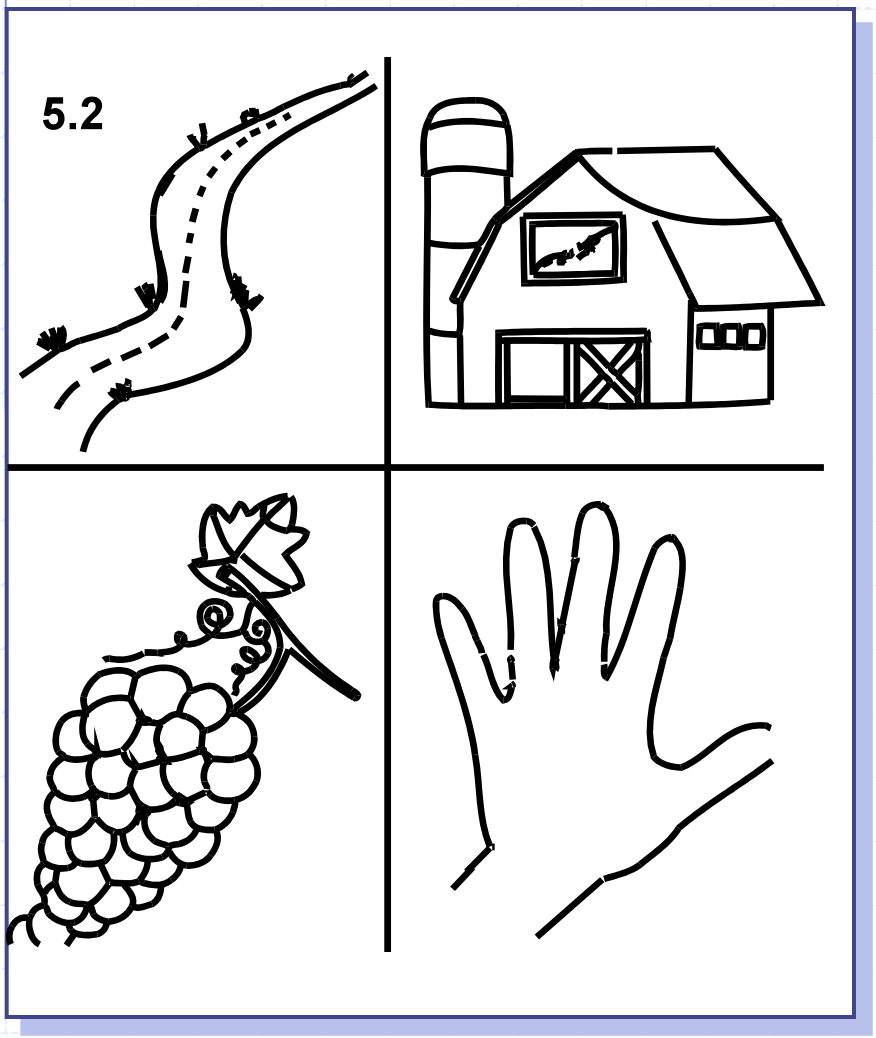
What are some phonological awareness assessments?

- **Diagnostic Measures**:
  - Comprehensive Test of Phonological Processing (CTOPP)
  - Diagnostic Assessment of Reading (DAR)
  - Early Reading Diagnostic Assessment (ERDA)
  - Texas Primary Reading Inventory (TPRI) (www.tpri.org)

What are some phonological awareness assessments?

- **Diagnostic Measures**:
  - Woodcock Diagnostic Reading Battery (WDRB)
  - Woodcock-Johnson III Tests of Cognitive Abilities and Achievement (WJ-III)
  - Lindamood Auditory Conceptualization Test (LAC)
  - Phonological Awareness Test (PAT)

What does it look like? Assess First Sounds



- This is a road, a barn, grapes, and a hand (point to pictures).
- 1. Which picture begins with /gr/.
- 2. Which picture begins with /b/.
- 3. Which picture begins with /h/.
- 3. What sound does 'road' begin with.

What does it look like?
Assess Phoneme Segmentation

Probe 5

star	**/s/ /t/ /ar/**	**give**	**/g/ /i/ /v/**	**5 /6**
yet	**/y/ /e/ /t/**	**hid**	**/h/ /i/ /d/**	**6 /6**
sled	**/s/ /l/ /e/ /d/**	**walk**	**/w/ /o/ /k/**	**6 /7**
you	**/y/ /oo/**	**hook**	**/h/ /uu/ /k/**	**4 /5**
she	**/sh/ /ea/**	**swing**	**/s/ /w/ /i/ /ng/**	**4 /6**
coal	**/k/ /oa/ /l/**	**oak**	**/oa/ /k/**	**4 /5**
safe	**/s/ /ai/ /f/**	**bones**	**/b/ /oa/ /n/ /z/**	**6 /7**

Total 35

What does it look like? Assess Syllable Segmentation

Given 2-4 syllable words, Eddie will identify, by clapping, the number of syllables in words presented orally with 90% accuracy.

- Type of data – Percentage Correct/Accuracy
- Where – Reading group
- How often – 3 times per week
- Who – Classroom teacher
- Tool – Percentage/Accuracy Chart for Syllable Segmentation Performance

- Percentage/Accuracy Chart for Syllable Segmentation performance

Child	Monday	Wednes-day	Friday
Joy 2 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
3- syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
4- syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
Eddie 2 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
3 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-
4 - syllable	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-	+/- +/- +/- +/- +/-

Break Out Discussion and Activity!

Complete the Taking Stock of Assessment Chart as you consider how **phonological awareness** will be assessed and monitored.

(Also, add notes to Guided Note Sheet).

	Assessment Name	Grade	Big Idea Area	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths and Weaknesses
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring			

Phonics and Word Study

What Students Need to Learn

- Accurate and rapid identification of the letters of the alphabet
- The alphabetic principle (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word)
- Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts)
- How to apply phonics elements as they read and write

How We Teach It

- Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations
- Provide explicit instruction in blending sounds to read words
- Include practice in reading texts that are written for students to use their phonics knowledge to decode and read words
- Give substantial practice for children to apply phonics as they spell words
- Use systematic classroom-based instructional assessment to inform instruction

Big Idea: The Alphabetic Principle

What is it?

- Alphabetic Principle is explicit awareness of the letter-sound structure of written language.
  - Alphabetic Understanding. Words are composed of letters that represent sounds, and
  - Phonological Recoding. Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell.

What is it not?

- Knowing letter names.
- Drilling endless phonics rules with low utility.

Examples of the Alphabetic Principle

Letter-Sound Correspondences: Knowing the sounds that correspond to letters (the sound of **b** is /b/, the sound of **a** is /aaa/)

Regular Word Reading/Spelling: Reading/spelling words in which each letter represents its most common sound (mat, sled, fast)

Irregular Word Reading/Spelling: Reading/spelling words in which one or more letter does not represent its most common sound (the, have, was)

Advanced Word Analysis Skills: Reading/spelling words that include letter patterns and combinations (m**a**k**e**, tr**ai**n, str**ing**)

Structural Analysis: Reading/spelling multisyllabic words and words with prefixes and suffixes (mu-sic, re-port, tall-est, Wis-con-sin)

When Should the Alphabetic Principle be Assessed?

- The Alphabetic Principle should be assessed from the end of K through first grade with early literacy progress monitoring measures (e.g., DIBELS nonsense word fluency). Use oral reading fluency as an indicator of the Alphabetic Principle for Grades 1-8.

- All students should be assessed a minimum three times per year to ensure adequate progress toward end of year goals.

- Students who are identified as at risk of reading difficulty should be monitored more frequently to ensure effectiveness of intervention and to allow timely instructional changes.

What Should Students be able to Do?

- If using the DIBELS Nonsense Word Fluency (NWF), students should have established regular word reading skills (e.g., scoring 50 or above on the NWF) by the end of first grade.

What are Some Assessments for the Alphabetic Principle?

- **Progress Monitoring**:
  - DIBELS nonsense word fluency and oral reading fluency (Kaminski & Good, 1996): http://dibels.uoregon.edu)
  - See also AIMSWeb http://www.aimsweb.com
  - Word Identification Fluency (L. Fuchs)

What are Some Assessments for the Alphabetic Principle?

- **Diagnostic Measures**:
  - Diagnostic Assessment of Reading (DAR)
  - Early Reading Diagnostic Assessment (ERDA)
  - Stanford Diagnostic Reading Test (SDRT)
  - Texas Primary Reading Inventory (TPRI)
  - Woodcock Reading Mastery Test (WRMT)
  - Test of Early Reading Ability (TERA-3)

What Does it Look Like? Assess Regular Word Reading

Probe 1

tob	dos	et	tuf	kej
mun	ik	saf	naf	mid
jag	vof	biv	sel	yic
liv	hef	zis	jom	vaj
raj	ak	kuj	rit	hik
buj	vog	kap	daf	doz
sig	zog	meb	kag	lin
mup	tik	zok	eg	fub
hoc	wik	fup	reg	yem
toj	mam	en	zez	hij
zuz	fez	dut	nas	wus
nos	yez	neg	ek	jal
ak	vib	ic	tak	hul
kan	hez	piv	az	vuv
tej	wiv	pik	fif	koj
lef	fem	fot	zim	ad

3. Place the student copy of the probe in front of the child.

   Here are some more make-believe words (point to the student probe). Start here (point to the first word) and go across the page (point across the page). When I say "begin," read the words the best you can. Point to each letter and tell me the sound or tell me the whole word. Put your finger on the first word. Ready, begin.

What Does it Look Like? Assess Regular Word Reading

1.	2.	3.	4	5.
it	cat	must	flag	stamp
am	him	hats	step	strap
if	hot	hand	drop	split
sam	tag	last	skin	skunk
mad				

A What Does it Look Like? Assess Common Letter Patterns

Section 1:

- th, er, ing, sh, ed, wh, qu, oi, y, est, oa, ar
- Vce

Section 2:

- ea, oo, le, ee ai, ch, or, y, ay, ou, ir ur
- VCe (+ ing)
- kn, oi, oy, ph, wr, au, aw

Section 3:

- con, ment, teen, ful, dis, able, less, ness
- tion, ist, ible, age, sion, ence, ish, ation, pre, ex, over, ion, ship, com, ure, ive, ac, ous, inter, for, ize

(See the Carnine, Silbert, Kame'enui, & Tarver (2004) Appendix for word lists).

Guidelines for Monitoring Student Progress

- Use a recording system to monitor student mastery of sounds and patterns taught in word study.
- Make sure that students are learning progressively more difficult word patterns.
- Students have mastered sounds or word patterns if they can read words with those sounds and patterns accurately (within 3 seconds) for 3 consecutive days.
- **Words with mastered sounds or word patterns should be periodically reviewed to check for mastery**.

More Guidelines for Progress Monitoring. . .

- Use one-minute timed writing of words by each student
  - Give students 1-minute to write any words they know
  - Goal is to increase the number of words written
  - Students can then graph the number of words they write correctly
  - * Often words that students choose follow a similar pattern. This is often the quickest way to write more words and it reinforces the particular word pattern for that student.

(Guidelines adapted from *Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program)*

What if students write shorter words (e.g., *it, is, do*) to increase their timed word writing score?

- You decide what words to count and graph
  - You may want to count syllables to reinforce syllabication of words, as well as writing more complex words
  - You may choose to count the number of letters
- Whatever the unit to be counted, it is important that the students write words correctly, and/or that they can read them back when asked.
- It is especially important that students be held accountable for correct spelling of words in their word banks.

Fluency

What Students Need to Learn

- How to decode words (in isolation and in connected text)
- How to automatically recognize words (accurately and quickly with little attention or effort)
- How to increase speed (or rate) of reading while maintaining accuracy

How We Teach It

- Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents
- Match reading texts and instruction to individual students
- Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy

Big Idea:
Fluency and Automaticity

Big Idea*: Readers Should be Able to Relate Sounds and Symbols of the Alphabetic Code Automatically*

Definition: **The ability to translate letters-to-sounds-to-words fluently and effortlessly.** LaBerge and Samuels (1974) described the fluent readers as "one whose decoding processes are automatic, requiring no conscious attention" (e.g., Juel, 1991, p. 760). Such capacity then enables readers to allocate their attention to comprehension and meaning of text.

Examples of Fluency

Fluent readers:

- Focus their attention on understanding the text
- Synchronize skills of decoding, vocabulary, and comprehension
- Read with speed and accuracy
- Interpret text and make connections between the ideas in the text

Nonfluent readers:

- Focus attention on decoding
- Alter attention to accessing the meaning of individual words
- Make frequent word reading errors
- Have few cognitive resources left to comprehend

When Should Oral Fluency be Assessed?

- Oral reading fluency is assessed when students start reading connected text and have emerging to established regular word reading skills.
  - If using the DIBELS data system, oral reading fluency is first administered in the winter of first grade.
- Continue using oral reading fluency as an indicator of student comprehension and the alphabetic principle (Grades 2 +).

What Should Students be able to Do?

Children who are automatic with the code:

1. Identify letter-sound correspondences accurately and efficiently.

2. Identify familiar spelling patterns to increase decoding efficiency.

3. Apply maximum resources to the difficult tasks of blending together isolated phonemes to make words.

4. Apply knowledge of the alphabetic code to identify words in isolation and connected text fluently.

Oral Reading Fluency Benchmarks

	Beginning of Year	Middle 1 of Year	Middle 2 of Year	End of Year
First		13	25	40
Second	44	60	74	90
Third	77	88	98	110
Fourth	93	101	109	118
Fifth	104	111	117	124
Sixth	109	117	122	125

www.dibels.uoregon.edu

ORF Growth Rates

Oral Reading Fluency Weekly Progress Data

	Number of Students	Words per Week Improvement	Minimum Progress	Maximum Progress
Grade 1	19	2.10	.35	4.97
Grade 2	25	1.46	.71	4.00
Grade 3	14	1.08	.43	2.43
Grade 4	16	.84	.47	1.41
Grade 5	20	.49	.04	1.12
Grade 6	23	.32	-.22	.97

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993)

What are Some Assessments of Oral Reading Fluency?

- **Progress Monitoring**:
  - DIBELS oral reading fluency, Grades 1-6: http://dibels.uoregon.edu/
  - Reading Assessment Passages (RAPs), AIMSWEB, Grades 1-8: http://www.aimsweb.com/
  - EDCHECKUP: http://www.edcheckup.com
  - Read Naturally – Grades 1-7: http://www.readnaturally.com
  - Interventioncentral.org (several sets from various locations)

What are Some Assessments of Oral Reading Fluency?

- **Diagnostic Measures**:
  - Diagnostic Reading Assessment (DAR)
  - Early Reading Diagnostic Assessment (ERDA)
  - Gray Oral Reading Test-4 (GORT-4)

What Does it Look Like?
Sample Passage - Examiner Copy

It was a pretty good composition. I felt proud knowing	10
it was the best one at my school. After I'd read it five times,	24
I was impatient to start reading it out loud.	33
I followed the book's directions again. First I read the	43
composition out loud without trying to sound impressive, just	52
times. Then I moved over to my full-length mirror and read the	65
composition out loud in front of it a few times. At first I just	79
read it. Then I practiced looking up and making eye contact.	90

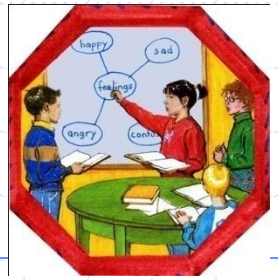
Total Words Read: _____
Errors: _____
Words Read Correctly: _____

Break Out Discussion and Activity!

Complete the Taking Stock of Assessment Chart as you consider how **the alphabetic principle and fluency** will be assessed and monitored.

(Also, add notes to Guided Note Sheet.)

	Assessment Name	Grade	Big Idea Area	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths and Weaknesses
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring			



Vocabulary

What Students Need to Learn

- The meanings for most of the words in a text so they can understand what they read
- How to apply a variety of strategies to learn word meanings
- How to make connections between words and concepts
- How to accurately use "new" words in oral and written language

How We Teach It

- Provide opportunities for students to receive direct, explicit instruction in the meanings of words and in word learning strategies
- Provide many opportunities for students to read in and out of school
- Engage children in daily interactions that promote using new vocabulary in both oral and written language
- Enrich and expand the vocabulary knowledge of English language learners
- Actively involve students in making connections between concepts and words

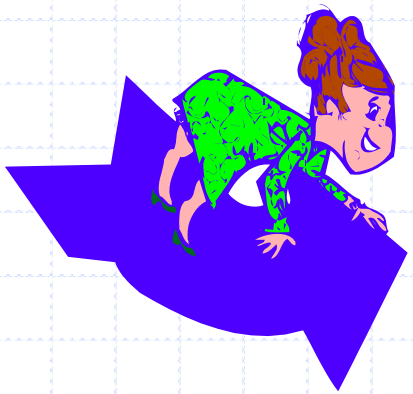
Big Idea: Vocabulary

- Provide students with skills/opportunities to learn words independently
- Teach students the meanings of specific words
- Nurture a love and appreciation of words and their use

(Bauman & Kame'enui, 2004)

Examples of Vocabulary

Knowing a vocabulary word is
"not an all-or-nothing proposition"
(Beck & McKeown, 1991)



Levels of Vocabulary Knowledge

Association Processing	Comprehension Processing	Generation Processing

What Should Students be able to Do?

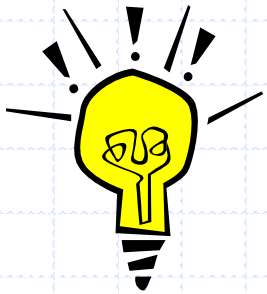
- Expressive Vocabulary: Requires a speaker or writer to produce a specific label for a particular meaning.
- Receptive Vocabulary: Requires a reader or listener to associate a specific meaning with a given label as in reading or listening.

What Should Students be able to Do?

- Due to the emerging nature of research-based vocabulary assessments, some sources do not recommend that progress monitoring is used outside of the instructional assessment of vocabulary.

- See the Institute of Education Sciences (IES) funded research for the development of vocabulary assessments.

What are Some Vocabulary Assessments?



Big Idea:

Assessment formats should parallel the type of instruction provided and the instructional objective (Simmons & Kame'enui, 1990). What is the purpose of your assessment and instruction?

What are Some Vocabulary Assessments?

- **Progress Monitoring**:
  - IGDIs Picture Naming, PreK: http://www.umn.edu/)
  - DIBELS Word Use Fluency, K-3: http://dibels.uoregon.edu/

    Tentatively, students in the lowest 20% of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and 40th percentile should be considered at some risk.
  - Vocabulary Matching, Secondary, 5-min timed probes (Espin): http://www.teachingld.org/expert_connection/cbm.html

Word Use Fluency

Listen to me use this word "amusing". Amusing means to be funny. It was amusing when my teacher told our class a joke." Here is another word, "fish", (pause) "Fish can live in the ocean or in fresh water. I like to eat fish for dinner." Your turn to use a word (pause) ***"rabbit".***

CORRECT REPONSE If student uses the word correctly, say	INCORRECT RESPONSE: If student gives any other response, say,
Very good.	***Listen to me use the word "rabbit", (pause) "A rabbit has long ears. Rabbits eat carrots." Your turn, "rabbit."***

You might not know some of the words. That's okay, just try your best. OK. Use the word:

sweltering	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
curious	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
applaud	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
clutch	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
peer	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
carnivore	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
prey	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
darts	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
disappear	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
encounter	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C I
TOTAL TIME:	_____ Total words in correct sentences:	_____

What are Some Vocabulary Assessments?

- **Diagnostic Measures**:
  - Diagnostic Assessment of Reading (DAR)
  - Early Reading Diagnostic Assessment (ERDA)
  - Expressive Vocabulary Test (EVT)
  - Gates-MacGinitite Reading Test (GMRT)
  - Peabody Picture Vocabulary Test (PPVT-III) – Also a global outcome measure.
  - Stanford Diagnostic Reading Test (SDRT)
  - Test of Oral Language Development (TOLD)

What are Some Vocabulary Assessments?

- **Diagnostic Measures**:
  - Texas Primary Reading Inventory (TPRI)
  - Woodcock Diagnostic Reading Fluency (WDRB)
  - Woodcock Reading Mastery Test (WRMT)
  - Expressive One-Word Picture Vocabulary Test (EOWPT-III)
  - Oral Written and Language Scales (OWLS)
  - Receptive One-Word Picture Vocabulary Test (ROWPVT-III)

Break Out Discussion and Activity!

Complete the Taking Stock of Assessment Chart as you consider how

<u>vocabulary</u>

will be assessed and monitored.

(Also, add notes to Guided Note Sheet.)

	Assessment Name	Grade	Big Idea Area	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths and Weaknesses
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring Outcome			
Reading				Screening Diagnostic Progress Monitoring Outcome			
				Screening Diagnostic Progress Monitoring			

Text Comprehension

What Students Need to Learn

- How to read both narrative and expository texts
- How to understand and remember what they read
- How to relate their own knowledge or experiences to text
- How to use comprehension strategies to improve their comprehension
- How to communicate with others about what they read

How We Teach It

- Explicitly explain, model, and teach comprehension strategies, such as previewing and summarizing text
- Provide comprehension instruction before, during, and after reading narrative and expository texts
- Promote thinking and extended discourse by asking questions and encouraging student questions and discussions
- Provide extended opportunities for English language learners to participate
- Use systematic classroom-based instructional assessment to inform instruction

Big Idea: Comprehension

- **Comprehension** is the complex cognitive process involving the intentional interaction between reader and text to extract or construct meaning (National Reading Panel, 2000).

Reading comprehension is not an automatic or passive process, but is **highly purposeful and interactive** – good readers apply a variety of strategies to process text (Honig, Diamond, & Gutlohn, 2000).

Examples of Comprehension

Strategic reading

A reader's awareness of what strategies are necessary to gain meaning from text and the ability to self-regulate the use of those strategies.

Metacognition:

The active monitoring of understanding.

"Thinking about thinking."

(Coyne, Kame'enui, & Chard, 2003)

Examples of Comprehension

Two types of written text:

Narrative text tells a story and usually follows a familiar structure. Narrative text may be the invention of an author, the reporting of factual events, or the retelling of a tale from oral tradition.

Expository text provides an explanation of facts and concepts. Its main purpose is to inform, persuade, or explain.

When Should Comprehension be Assessed?

- K-1: Listening Comprehension
- Mid-First +: Listening and Reading Comprehension

What Should Students be able to Do?

- Scores should be at least as high as word recognition
  - Look for "gap fillers" (students with low reading accuracy and high comprehension)
  - Look for "word callers" (students with high reading accuracy and low comprehension)
  - If comprehension scores < word recognition, teach comprehension strategies specifically
- Literal, inferential, and evaluative understanding

What are Some Assessments for Comprehension?

- **Progress Monitoring**:
  - MAZES
    - AIMSWEB: http://www.aimsweb.com
    - EDCHECKUP: http://www/edcheckup.com/
  - Oral Retell Fluency
    - DIBELS Oral retell fluency: http://dibels/uoregon.edu
    - Benchmarks have not been established. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following: (1) meet the ORF benchmark goal and (2) have a retell score of at least 25% of their ORF score.

What are Some Assessments for Comprehension?

- **Diagnostic Measures**:
  - Diagnostic Reading Assessment (DAR)
  - Early Reading Diagnostic Assessment (ERDA)
  - Gates-MacGinitite Reading Test (GMRT)
  - Gray Oral Reading Test (GORT)
  - Stanford Diagnostic Reading Test (SDRT)
  - Texas Primary Inventory (TPRI)
  - Woodcock Diagnostic Reading Battery (WDRB)
  - Woodcock Reading Mastery Test (WRMT)

What Does it Look Like? Maze Example

Kicking Stones

Have you ever had nothing to do? Sometimes when I have nothing to (do/can/so), I take a walk. That's when (to/I/do) kick stones. I look for cans (to/bet/kit) kick. If I can't find any (you/cans/pal) to kick, I just kick stones. (He/I/Be) look for big stones to kick. (Be/I/Me) walk down the road kicking one (kiss/stone/from) after another. This means I have (wishful/nothing/pressed) else I can think of dong.

What Does it Look Like?
Maze Example: Corrected

Kicking Stones

Have you ever had nothing to do? Sometimes when I have nothing to (do/can/so), I take a walk. That's when (to/I/do) kick stones. I look for cans (to/bet/kit) kick. If I can't find any (you/cans/pal) to kick, I just kick stones. (He/I/Be) look for big stones to kick. (Be/I/Me) walk down the road kicking one (kiss/stone/from) after another. This means I have (wishful/nothing/pressed) else I can think of dong.

Break Out Discussion and Activity!

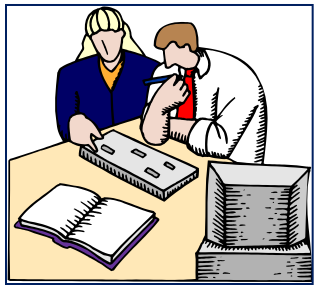
Task 1:

Complete the Taking Stock of Assessment Chart as you consider how **comprehension** will be assessed and monitored.

AND

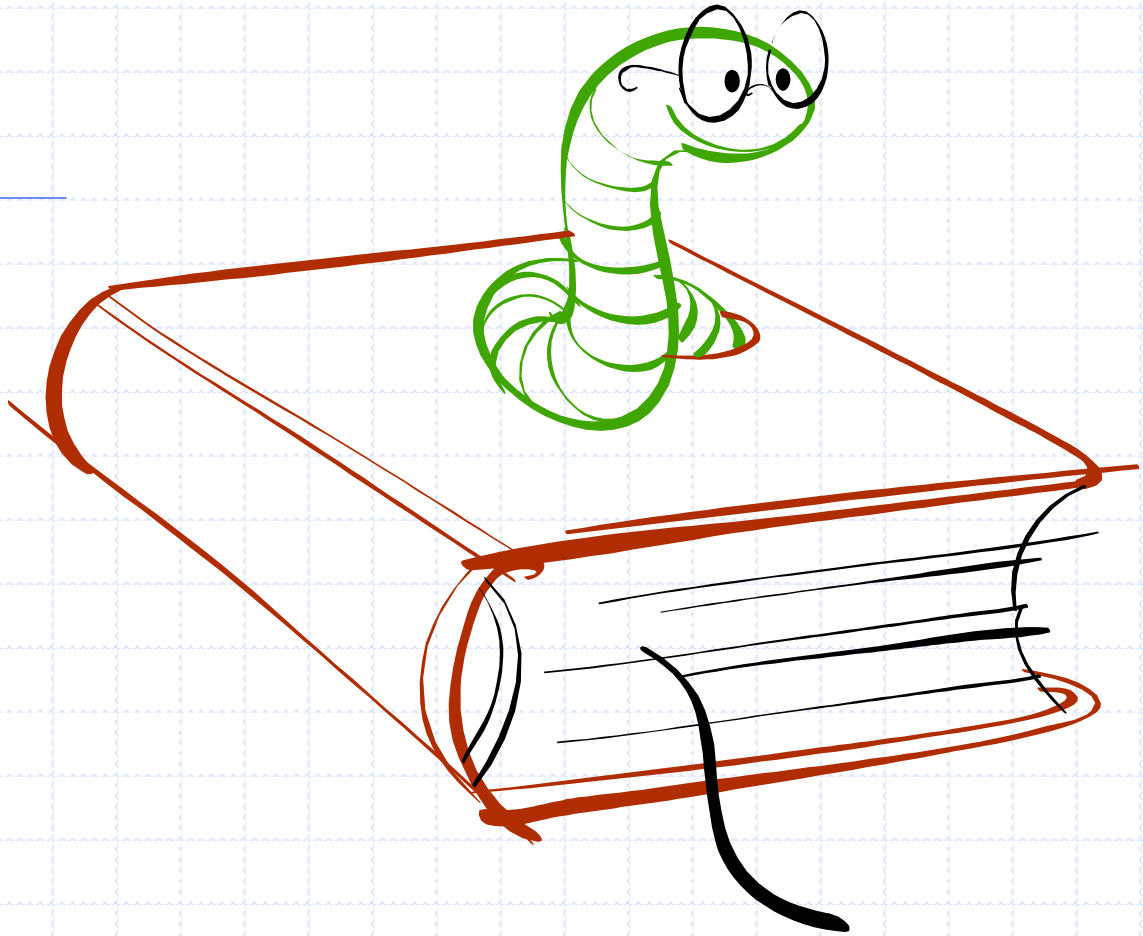
Task 2:

Complete the Assessment Section (Section II, pp 8-9) of the PET-R.



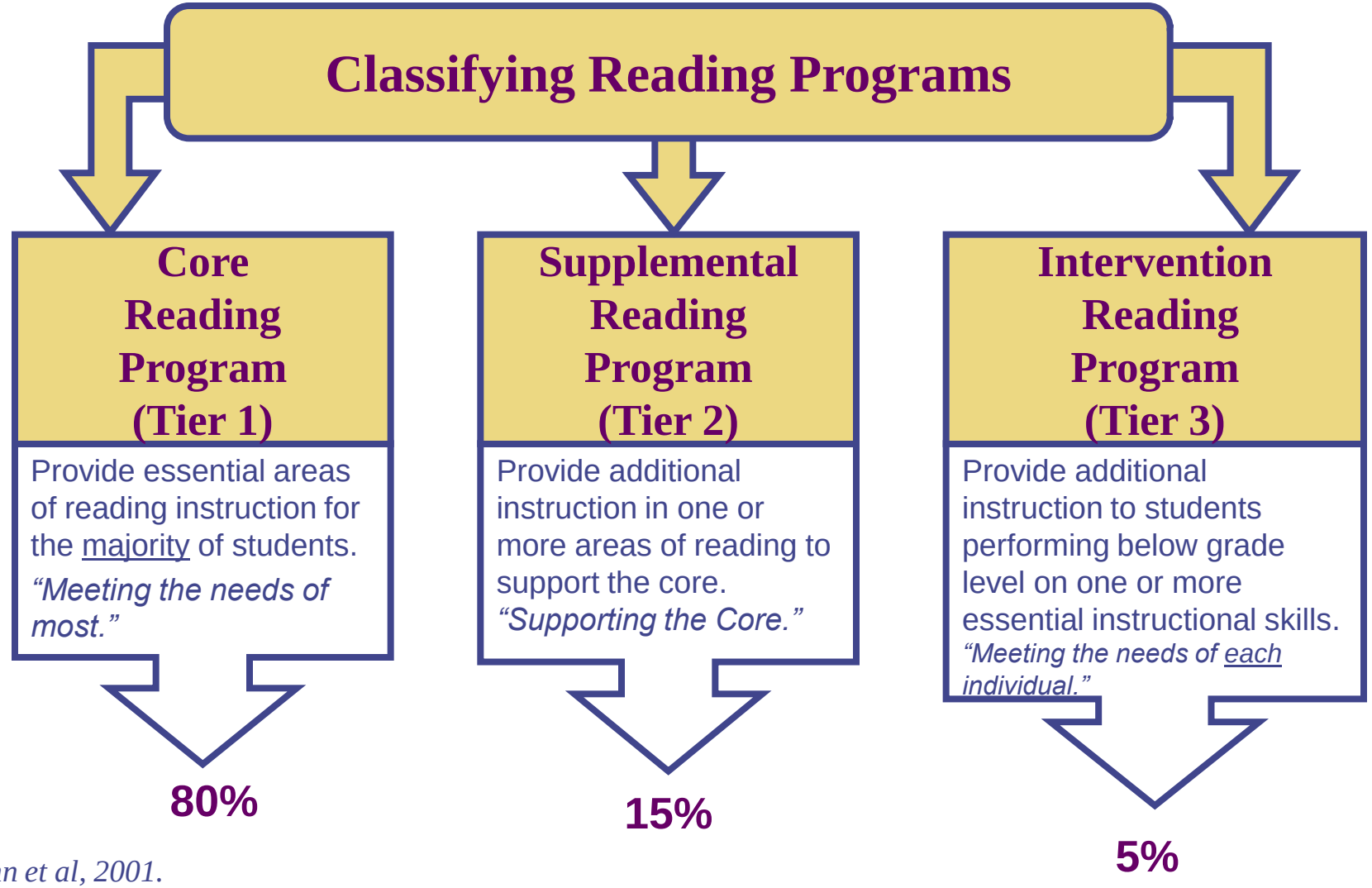
0	1	2
Not in place	Partially in place	Fully in place

Evaluation Criteria	Documentation of Evidence
II. Assessment - Instruments and procedures for assessing reading achievement are clear specified, measure important skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	
_____ 1. A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress (x 2).	
_____ 2. Measures assess student performance on prioritized goals and objectives.	
_____ 3. Measures are technically adequate (I.e. have high reliability and validity) as documented by research.	
_____ 4. All users receive training and follow-up on measurement administration, scoring, and data interpretation	
_____ 5. At the beginning of the year, measures identify students' level of performance and are used to determine instructional needs.	
____ 6. Measures are administered formatively throughout the year to document and monitor student reading performance (I.e. quarterly for all students, every 4 weeks for students at risk)	
____ 7. Student performance data are analyzed and summarized in meaningful formulas and routinely used by grade-level teams to evaluate and adjust instruction (x 2).	
_____ 8. The building has a 'resident' expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	____/20 Total Points _____% **Percent of Implementation** **10 = 50% 16 = 80% 20 = 100%**



Instructional Programs, Materials, and Time

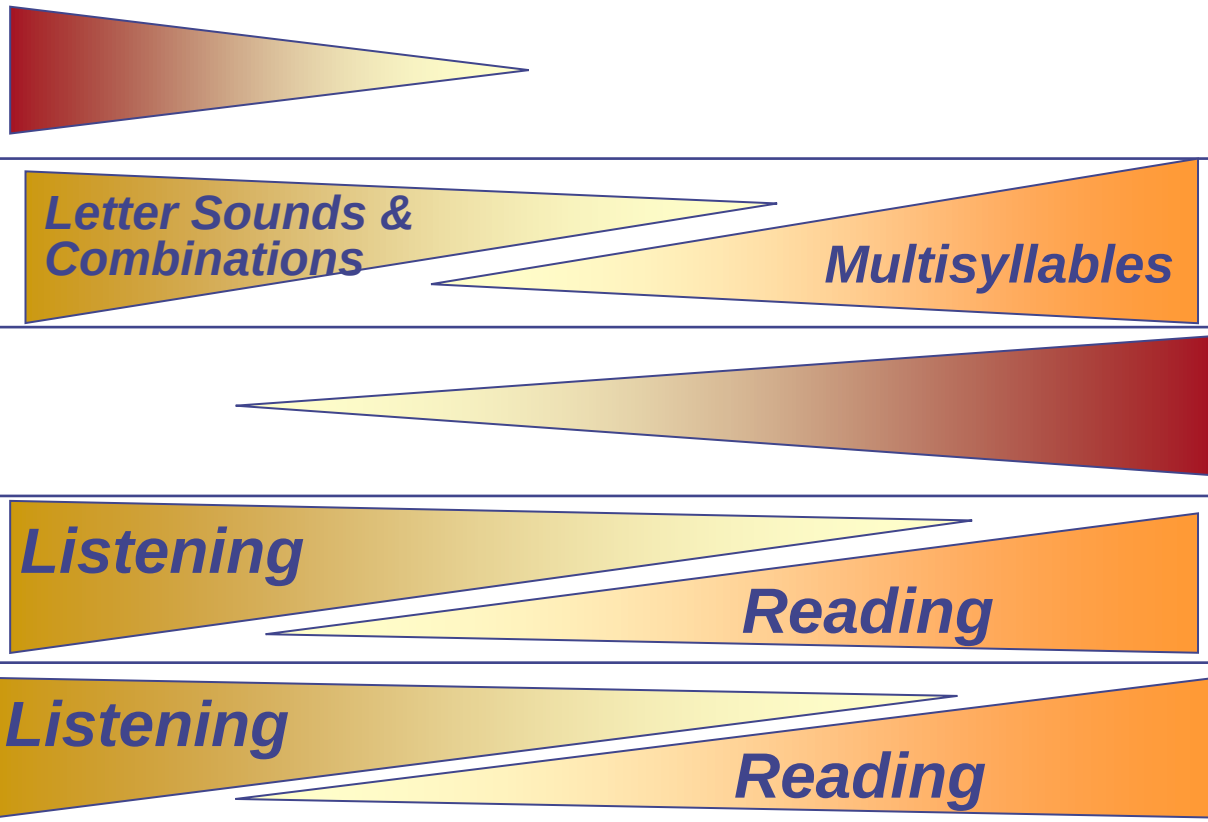
Types of Reading Programs



Vaughn et al, 2001.
CORE, 2003.

Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle				
Automaticity and Fluency with the Code				
Vocabulary				
Comprehension				



Examining Program Content

The "**Consumers Guide**" provides a common metric for evaluating core programs:

1. Scope of program and prioritization of skills

2. Quality and nature of the delivery of instruction

http://reading.uoregon.edu/cia/curricula/con_guide.php

TOOL: Consumer's Guide to Evaluating a Core Reading Program

- **Developers:** Drs. Deborah C. Simmons and Edward J. Kame'enui, University of Oregon
- **Why Developed**: To assist states, districts and schools in the selection of research-based tools
- **When Developed:** As part of National Center to Improve the Tools of Educators' scope of work (1990-2000)
- **Purpose:** To document and quantify the design and delivery features of core reading programs.

Consumer's Guide: Criteria Used to Evaluate Programs

- Programs Evaluated by Grade
- Within Grade by Big Idea
- Criteria Drawn from Scientifically Based Effective Interventions and Science of Reading and Learning Theory
- Uses the following criteria for each critical element:
  - ● = Program consistently meets/exceeds criterion
  - ◍ = Program partially meets/exceeds criterion
  - ○ = Program does not satisfy the criterion

Core Reading Program

A Core Instructional Program of Validated Efficacy Adopted and Implemented School-wide.

- A core program is the "base" reading program designed to provide instruction on the essential areas of reading for the majority of students schoolwide.
- In general, the core program should enable 80% or more of students to attain schoolwide reading goals.

Tier 1
Level of Instructional Support

Addressing the needs of most students. . .

Level of Support	INSTRUCTIONAL PLACEMENT	ASSESSMENT PLAN
Tier 1	SBR Core Reading Program-minimum 90 minutes daily	◆ Progress Monitoring: Three to five times per year- All students ◆ In-Program Assessments ◆ Screening & Outcome Assessment ◆ For example: DIBELS, AIMSWeb, 4Sight as benchmark assessments

Advantages of Implementing a Core Program

Increasing communication and learning

- Improving communication
  - Teachers within and across grades using common language and objectives
- Improving learning
  - Provides students a consistent method or approach to reading which is helpful for all students
  - Provides teachers an instructional sequence of skill presentation and strategies to maximize student learning
  - Provides more opportunity to differentiate instruction when necessary

Architecture of Quality Programs

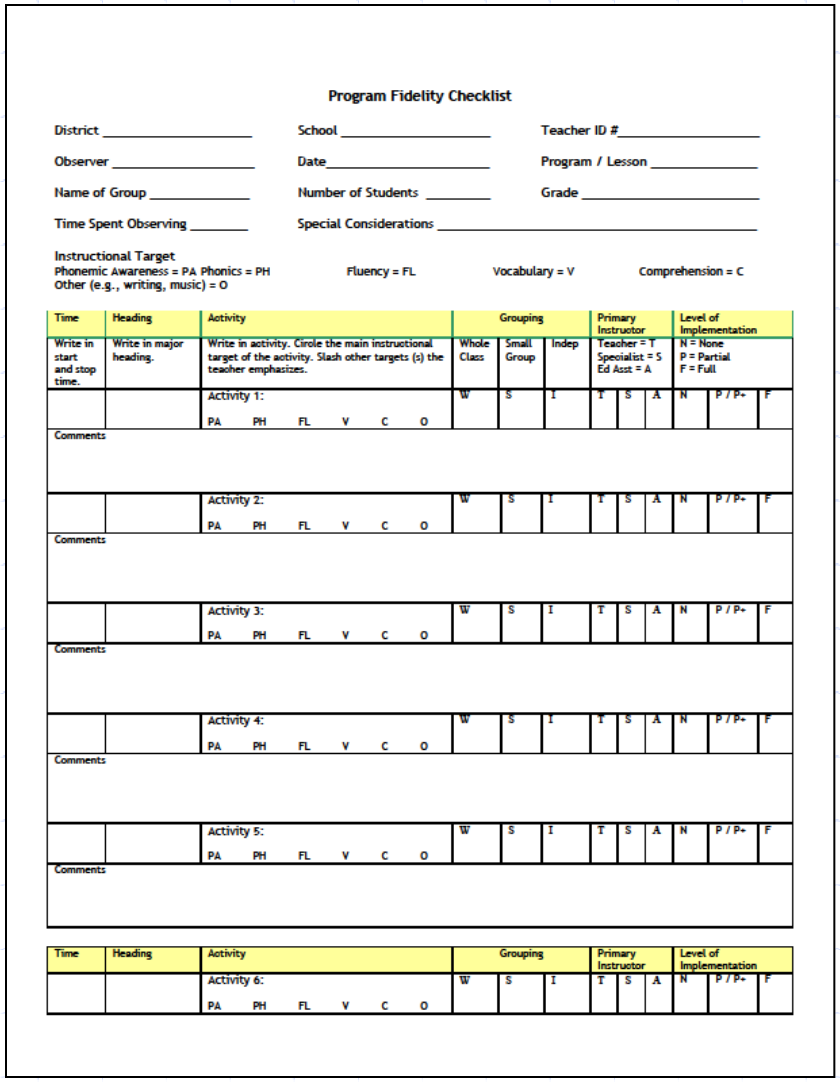
- Features of well-designed programs include:
  - Explicitness of instruction for teacher and student
    - Making it obvious for the student
  - Systematic & supportive instruction
    - Building and developing skills
  - Opportunities for practice
    - Modeling and practicing the skill
  - Cumulative review
    - Revisiting and practicing skills to increase strength
  - Integration of Big Ideas
    - Linking essential skills

Quality Programs in the Hands of Effective Teachers

To optimize program effectiveness:

- Implement the program everyday with **fidelity**
  (i.e., the way it was written)
- Deliver the instruction clearly, consistently, and explicitly (e.g., model skills and strategies)
- Provide scaffolded support to students (e.g., give extra support to students who need it)
- Provide opportunities for practice with corrective feedback (e.g., maximize engagement and individualize feedback)

Program Fidelity Checklist and Walk-Throughs



Program Fidelity Checklist

District _____ School _____ Teacher ID #_____

Observer _____ Date_____ Program / Lesson _____

Name of Group _____ Number of Students _____ Grade _____

Time Spent Observing _____ Special Considerations _____

Instructional Target
Phonemic Awareness = PA Phonics = PH Fluency = FL Vocabulary = V Comprehension = C
Other (e.g., writing, music) = O

Time	Heading	Activity	Grouping			Primary Instructor			Level of Implementation		
Write in start and stop time.	Write in major heading.	Write in activity. Circle the main instructional target of the activity. Slash other targets (s) the teacher emphasizes.	Whole Class	Small Group	Indep	Teacher = T Specialist = S Ed Asst = A			N = None P = Partial F = Full		
		Activity 1: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 2: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 3: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 4: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											
		Activity 5: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F
Comments											

Time	Heading	Activity	Grouping			Primary Instructor			Level of Implementation		
		Activity 6: PA PH FL V C O	W	S	I	T	S	A	N	P / P+	F

See Planning Documents pp 21-24.

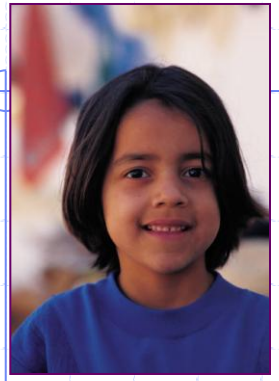
Also consider publisher developed fidelity of implementation checklists.

Generic effective instruction checklists: www.pattan.net

Who Ensures Fidelity of Implementation?

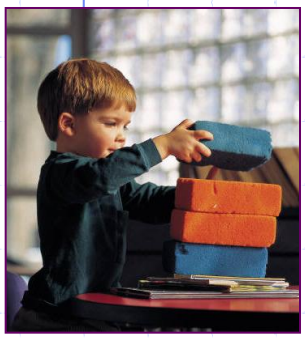
- The principal's observations
- Teachers' use of self-check and reflection measures
- A peer-check system (mentoring, peer-based collaborations, learning communities)
- Content specialists and supervisors

Core Reading Programs



One Size Does NOT Fit All.

Period!



We may need to supplement or modify, but we must do it judiciously.

Instructional Adjustments

Ongoing Instructional Adjustments Based on Assessment Data to Meet the Needs of Each Student

- Instructional programs, grouping, and time are adjusted and intensified according to learner performance and needs.

Making instruction more responsive to learner performance

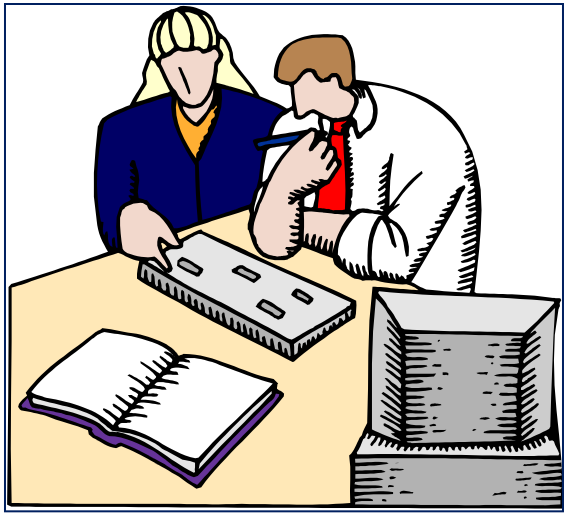
Alterable Components	Specific Adjustments				
Opportunities to Learn (Time/ Concentration of Instruction)	Increase attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
Program Efficacy	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
Program Implementation	Model lesson delivery	Monitor implementa-tion frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/ lesson schedule
Grouping for Instruction	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
Coordination of Instruction	Clarify instructional priorities	Establish concurrent reading periods	Provide complemen-tary reading instruction across periods	Establish communicate-tion across instructors	Meet frequently to examine progress

Alterable Components	Specific Enhancements				
Options	1	2	3	4	5
Program Emphasis	Use core program & explicitly teach priority skills.	Use extensions of the core program (e.g., add examples)	Supplement core with reteaching or intervention components of core.	Replace current core program with intervention program.	Implement specially designed program
Time (Opportunities to Learn)	Schedule & deliver 90 minutes of daily reading instruction (minimum 30 minutes small group).	Increase opportunities to respond during core instruction.	Schedule core + supplemental period daily. (90 + 30 or 60 + 30)	Schedule two intervention sessions daily (no less than 90 minutes total)	
Grouping for Instruction	Check group placement & provide combination of whole & small group instruction.	Schedule small group opportunity for specific practice	Reduce group size	Provide individual instruction	

Break Out Discussion and Activity!

Complete the Instructional Programs, Materials, and Time Sections (Sections III and IV, pp. 10-11) of the PET-R.

(Also, add notes to Guided Note Sheet.)

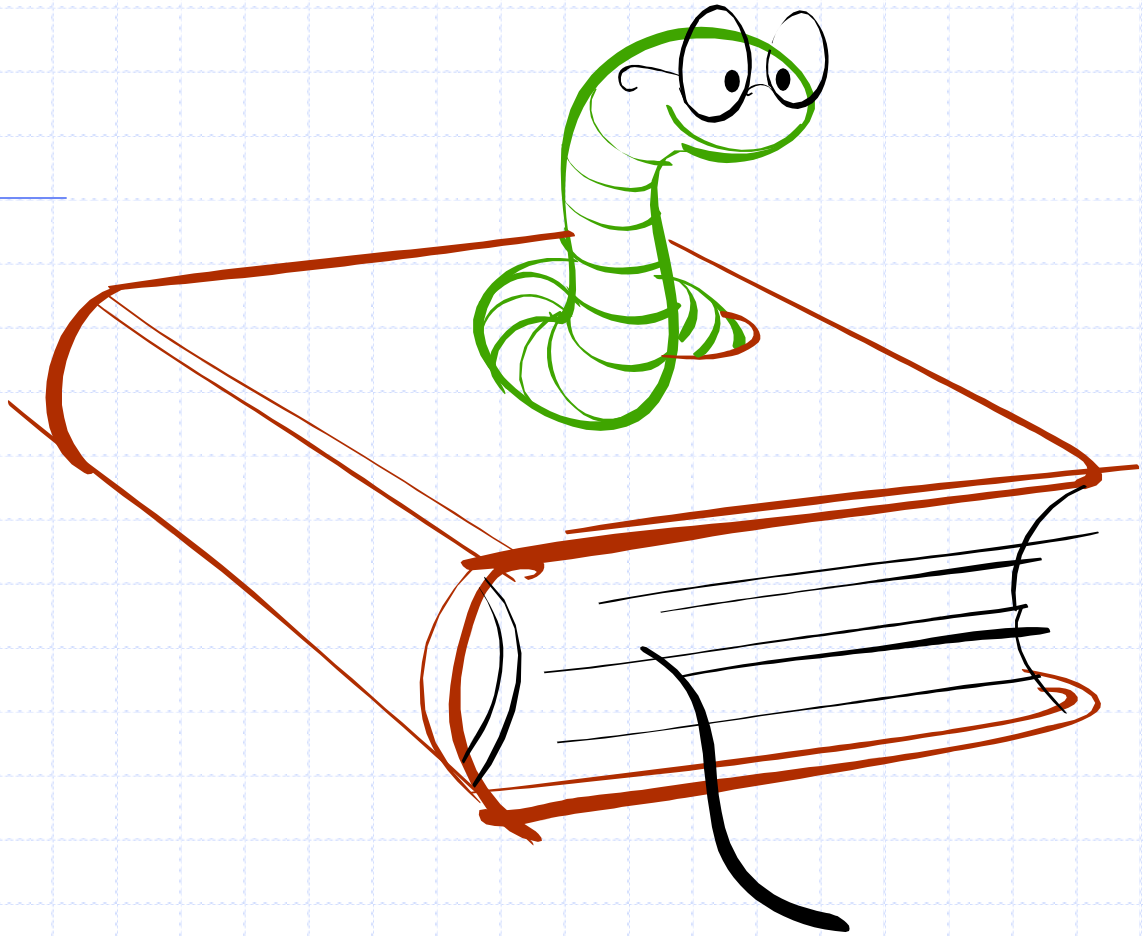


0	1	2
Not in place	Partially in place	Fully in place

Evaluation Criteria	Documentation of Evidence
III. Instructional Programs and Materials - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.	
_____ 1. A comprehensive or core reading program with documented research-based efficacy is adopted and implemented school wide (x 3).	
_____ 2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (I.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) (x 2).	
_____ 3. The instructional materials and program align with and support state standards.	
_____ 4. Programs of documented efficacy are in place to support students who do not benefit adequately from the core program (x 2).	
_____ 5. Instructional materials are selected according to practices that have been shown to be effective through documented research.	
_____ 6. Programs and materials are implemented with a high level of fidelity (x 2).	
____/22 Total Points _____% **Percent of Implementation:** **11 = 50% 18 = 80% 22 = 100%**	

0	1	2
Not in place	Partially in place	Fully in place

Evaluation Criteria	Documentation of Evidence
IV: Instructional Time - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	
_____ 1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.	
_____ 2. Reading time is prioritized and protected from interruption (x2).	
_____ 3. Instructional time and practices are allocated to skills most highly correlated with reading success (I.e., big ideas)	
_____ 4. Students in grades K-3 receive a minimum of 30 minutes of small-group, teacher-directed reading instruction daily (x 2),	
_____ 5. Additional instructional time is allocated to students who fail to make adequate reading progress.	
____/22 Total Points _____% **Percent of Implementation:** **11 = 50% 18 = 80% 22 = 100%**	



Differentiated Instruction

Selecting Additional Reading Programs

- **Differentiated Instruction Aligned With Student Needs**
  - Students are grouped based on assessment results.
  - Specified supplemental and/or intervention programs are implemented depending on student needs and profiles.
  - Groups are systematically and regularly reorganized based on progress monitoring data.

(Simmons, Kame'enui, Harn & Coyne. 2003)

Tier 2
Level of Instructional Support

Addressing the needs of some students. . .

Level of Support	INSTRUCTIONAL PLACEMENT	ASSESSMENT PLAN
Tier 2	Core Reading Program Plus Supplement	◆ Progress Monitoring: Monthly: Every other week, 2 x per month ◆ In-Program Assessments ◆ Screening & Outcome Assessment

Supplemental Reading Programs

- Support and extend the critical elements of a core reading program.
- Provide additional instruction in one or two areas (i.e., fill the gaps for phonological awareness, fluency).
- Use a curriculum that addresses the Big Ideas of reading and relates to students' needs and developmental skills.
- Provide more instruction or practice in particular area(s) of need.
- Implement this program 3 to 5 times a week, for approximately 20 to 40 minutes.
- May include large group, small group, one-on-one instruction.
- Build skills gradually and provide a high level of teacher-student interactions with opportunities for practice and feedback.
- Provide more teacher scaffolding.
- Provide more explicit and systematic instruction.

Tier 3
Level of Instructional Support

Addressing the needs of each student. . .

Level of Support	INSTRUCTIONAL PLACEMENT	ASSESSMENT PLAN
Tier 3	Part Core Reading Program Plus Intervention or Supplant Core with Intensive Program	◆ Progress Monitoring: Every week, 4 x per month ◆ In-Program Assessments ◆ Screening & Outcome Assessment

Intervention Reading Programs

- Designed for children who demonstrate reading difficulty and are performing below grade level (< 20th percentile).
- Provide more explicit, systematic instruction to accelerate learning to a high criterion level of performance (e.g., mastery).
- Focus on more than one area (e.g., phonics, fluency, and comprehension), but implement concentrated instruction that is focused on a small but targeted set of reading skills.

Intervention Reading Programs

- Adjust overall pace of the lessons.
- Include opportunities for extensive practice and high-quality feedback with one-on-one instruction.
- Typically delivered in small group settings.
- Schedule multiple and extended instructional sessions daily.
- Plan and individual using input from a school-based team.

Three Levels of Support, Instruction, and Assessment: The Big Picture.....

LEVEL OF SUPPORT	INSTRUCTIONAL PLAN	ASSESSMENT PLAN
Tier 1 **Benchmark** **(Core)**	SBRR Core Reading Program-minimum 90 minutes daily	•Progress Monitoring: Three to five times per year- All students •In-Program Assessments •Screening & Outcome Assessment

LEVEL OF SUPPORT	INSTRUCTIONAL PLAN	ASSESSMENT PLAN
Tier 2 **Strategic** **(Supplemental)**	SBRR Core Reading Program Plus Strategies/Supplements minimum 90 minutes daily	•Progress Monitoring: Monthly: Every other week, 2x per month •In-Program Assessments •Screening & Outcome Assessment

LEVEL OF SUPPORT	INSTRUCTIONAL PLAN	ASSESSMENT PLAN
Tier 3 **Intensive** **(Intervention)**	SBRR Core Reading Program Plus Intervention or Supplant Core with Intervention Program minimum 90 minutes daily	•Progress Monitoring: Every week, 4x per month •In-Program Assessments •Screening & Outcome Assessment

Sample Reading Intervention Model

Heterogeneous Grouping
All students in grade level core – Instruction tied to Anchors
1.5 hours daily with push-in support

Tier 1 Benchmark

Homogenous Skill Group
1 hr daily

- Flexible groups
- Trade-books
- Literature Circles

Tier 2 Strategic

Homogenous Skill Groups
1 hr daily

- Flexible groups
- Comprehension
  - SOAR TO SUCCESS
- Decoding
  - Project READ, Corrective Reading

Tier 3 Intensive

Homogenous Skill Groups
1 hr daily

- Flexible groups
- Phonemic Awareness
  - Scott Foresman (ERI)
- Decoding
  - Project READ, Corrective Reading

Comprehension

- SOAR or Corrective Reading Comp.

Instructional Grouping

- Effective, thoughtful, and creative use of grouping practices increases the effectiveness of reading instruction.
- Critical elements:
  - Differentiated instruction aligned with student needs
  - Creative and flexible grouping used to maximize performance

Differentiated Instruction Aligned with Student Needs

- Students are grouped based on assessment results
- Specified supplemental and intervention programs are implemented depending on student needs and profiles

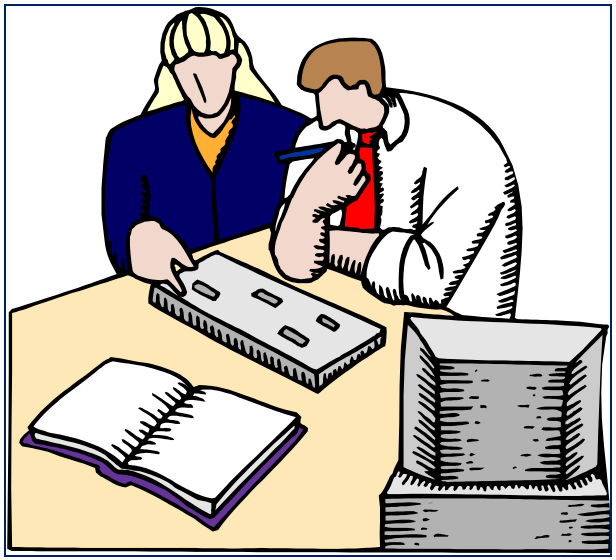
Creative and Flexible Grouping Used to Maximize Performance

- Grouping options:
  - Students: within class, across class, across grade
  - Size: whole class, small group (same ability, mixed ability), partners, one-on-one
  - Location: in classroom, outside of classroom
  - Groups are constantly reorganized based on progress monitoring data

Break Out Discussion and Activity!

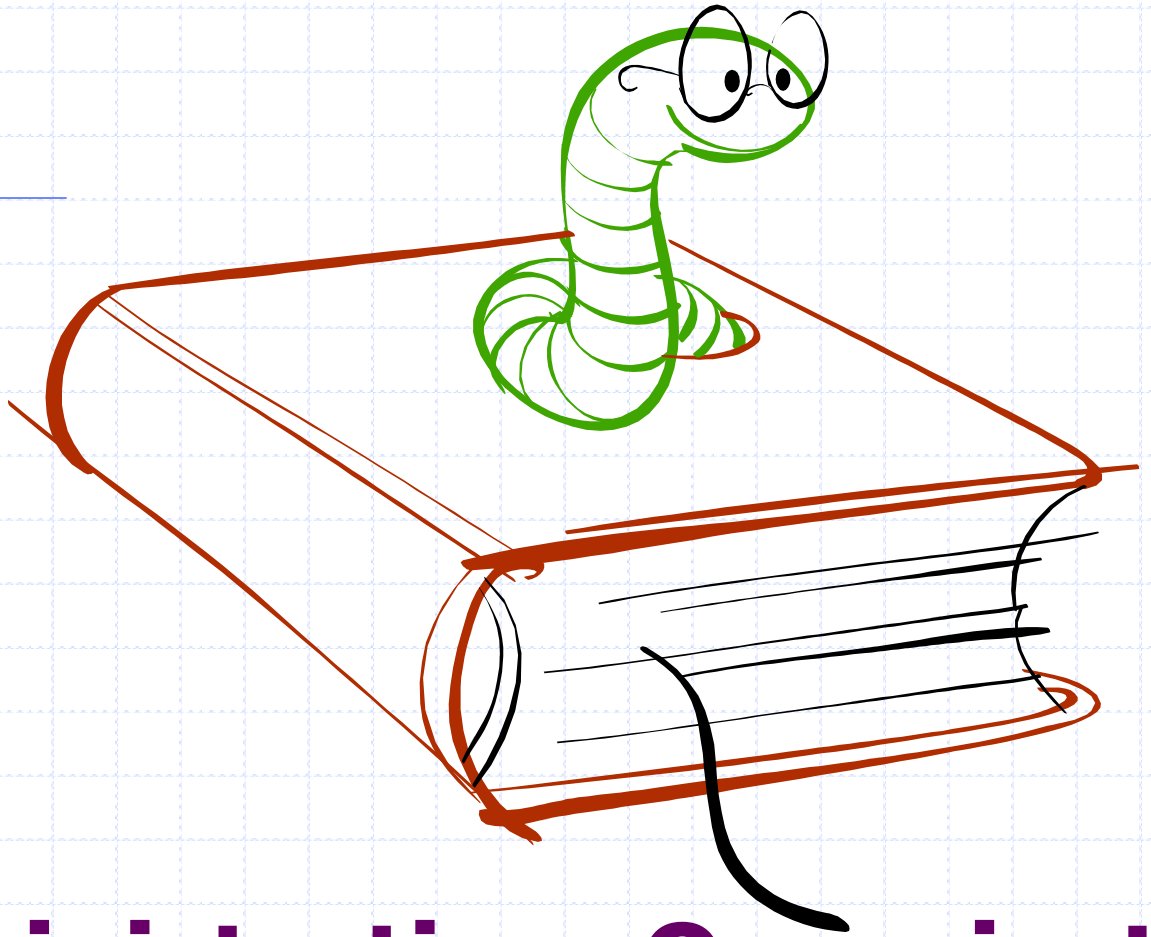
Complete the Differentiated Instruction, Grouping, and Scheduling Section (Section V, p. 12) of the PET-R.

(Also, add notes to Guided Note Sheet.)



0	1	2
Not in place	Partially in place	Fully in place

Evaluation Criteria	Documentation of Evidence
V: Differentiated Instruction/Grouping/Scheduling: Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.	
_____ 1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	
_____ 2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.	
_____ 3. For children who require additional and substantial instructional support, tutoring (1-1), or small group instruction (<6) is used to support teacher-directed large group or whole class instruction.	
_____ 4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (I.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).	
_____ 5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	
____/10 Total Points _____% **Percent of Implementation:** **5 = 50% 8= 80% 10 = 100%**	



Administration, Organization, and Professional Development Considerations

What are the Most Essential Parts of Leadership's Role?

1. Setting high expectations
2. Being visible and involved in the reading program
3. Supporting use of data to adjust instruction
4. Actively collaborating with the supervisors, specialists, and teachers to support students' reading success
5. Facilitate a **streamlined**, **coordinated** model of reading programs and assessments across grades.

Lessons Learned: One District's Evolution

Before: A Little of This, A Little of That

- Read Well
- Open Court
- Optimize
- Reading Mastery
- Horizons
- Read Naturally
- Open Court Intervention
- Explode the Code
- Primary Phonics
- Saxon
- Flair
- Write Well

Lessons Learned: One District's Evolution
After: A Streamlined Model

Core Program:

- Open Court

Supplemental Programs:

- Open Court Booster
- Horizons
- Read Naturally

Intervention Programs:

- Reading Mastery
- Early Reading Intervention

Coordinating Programs Across Grades

Elements of a Coordinated Model:

1. Program alignment within a grade for benchmark, strategic, and intensive students.
2. Coordination of services provided by regular education, specialists, coaches, etc.
3. Coordination of programs across grade levels

Summary of Effectiveness of Core, Strategic, and Intensive Programs (Example):

	Effectiveness Of Core Curriculum	Effectiveness of Strategic Support Program	Effectiveness of Intensive Support Program
K	731/791 92%	554/771 72%	243/595 41%
Grade 1	647/692 94%	263/716 37%	28/778 4%
Grade 2	775/843 92%	75/292 26%	9/994 1%
Grade 3	622/725 86%	114/517 22%	17/879 2%

Coordinating Programs Across Grades: An Example

	K	1	2	3
Benchmark	Houghton-Mifflin	Houghton-Mifflin + enhance vocab/comp with IBR strategies	Houghton-Mifflin + enhance vocab/comp with IBR strategies	Houghton-Mifflin + enhance vocab/comp with IBR strategies
Strategic	High: HM + Classroom Management/ Extra Support Handbooks Low: HM + ERI	High: HM (see above) + Classroom Management/ Extra Support Handbooks Read Naturally Low: Horizons	High: HM (see above) + Classroom Management/ Extra Support Handbooks Read Naturally Low: Horizons	High: HM (see above) + Classroom Management/ Extra Support Handbooks Read Naturally Low: Horizons
Intensive	HM + ERI	HM + ERI Reading Mastery Classic	Reading Mastery Classic	Reading Mastery Classic

Coordinating Programs Across Grades: A Nonexample

	K	1	2	3
Benchmark	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin
Strategic	Headsprout	Read Naturally Headsprout Build Up Kit	Read Naturally Build Up Kit	Read Naturally Build Up Kit
Intensive	ERI Language for Learning - SPED Headsprout	ERI Reading Mastery Classic - SPED Language for Learning - SPED Headsprout Build Up Kit	Reading Mastery Classic - SPED Language for Learning - SPED Build Up Kit	Reading Mastery Classic - SPED Build Up Kit

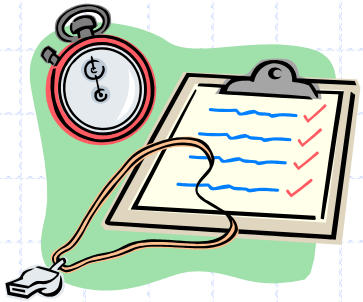
Who Should Help Assess Big Ideas?: Coordinating Assessments

- We recommend a team approach to assessment.
- Include as many people as you can of those who have a vested interest in reading and literacy outcomes:
  - Classroom teacher (crucial)
  - Principal
  - Special Education Teacher
  - Remedial Reading Teacher
  - Speech Pathologist or other specialists
  - School Psychologist
  - Parents
  - Educational Assistants

Team Assessment Advantages

- Team assessment is efficient.
  - 5 people can assess a class in about 30 minutes.
- Team assessment shares ownership and skills.
- Team assessment distributes investment.
- Team assessment engages the educator in us all.
- Team assessment makes the results vivid.
  - Scores of 7 words per minute and 40 words per minute are NOT just a little bit different.

Developing a Plan To Collect Schoolwide Data



- Who will collect the data?
- How long will it take?
- How do we want to collect the data?
- What materials does the school need?
- What data management system will be used (DIBELS website, technology to organize data collection)?
- How will the results be shared with the school?

More details are available in the document entitled "Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data" on DIBELS website

How Will the Results Be Shared With the School?

- Schedule time soon after data collection to share and distribute results
  - School-level: Staff meeting
  - Grade-level: Team meetings
- Determine a method of addressing concerns
  - Identifying at-risk students
  - Answering questions about the results
  - Re-thinking the data collection approach

Professional Development

- Quality and on-going professional development sufficient to support reading instruction and assessment aligned with the Big Ideas.
  - From external and internal providers
  - For leaders as well as teachers and IA's
- Time allocated for educators to analyze, plan, and refine instruction and use date to make instructional decisions.

Your School has Strong Outcomes. To What Do You Attribute that Success?

- Devoting ***more time*** to reading instruction
- ***Monitoring*** student performance ***and adjusting*** instruction as indicated
- Having benchmark ***targets and goals***
- Setting and following up on ***high expectations***

- RF Principals

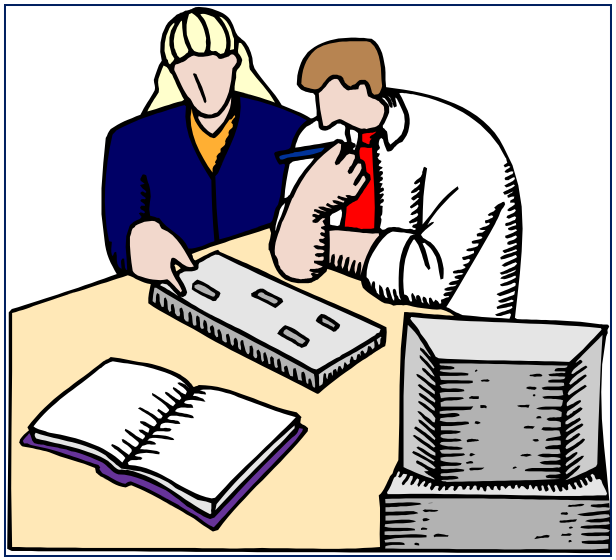
What Advice Would You Give to Other Schools?

- The principal needs to lead, to set expectations and to support others to meet those expectations
- Be flexible and creative about grouping and scheduling
- Learn from other schools
- Consistent curriculum and use of data are very important
- You have nothing to lose and everything to gain
- "OUR students" and "all hands on deck!"
- Use of well-trained or supervised paraprofessionals to assist with progress monitoring, benchmark groups, or support interventions (e.g., "Book Buddies)

Break Out Discussion and Activity!

Complete the Administration, Organization, Communication, and Professional Development Sections (Section VI and VII, pp. 13-14) of the PET-R.

(Also, add notes to Guided Note Sheet.)

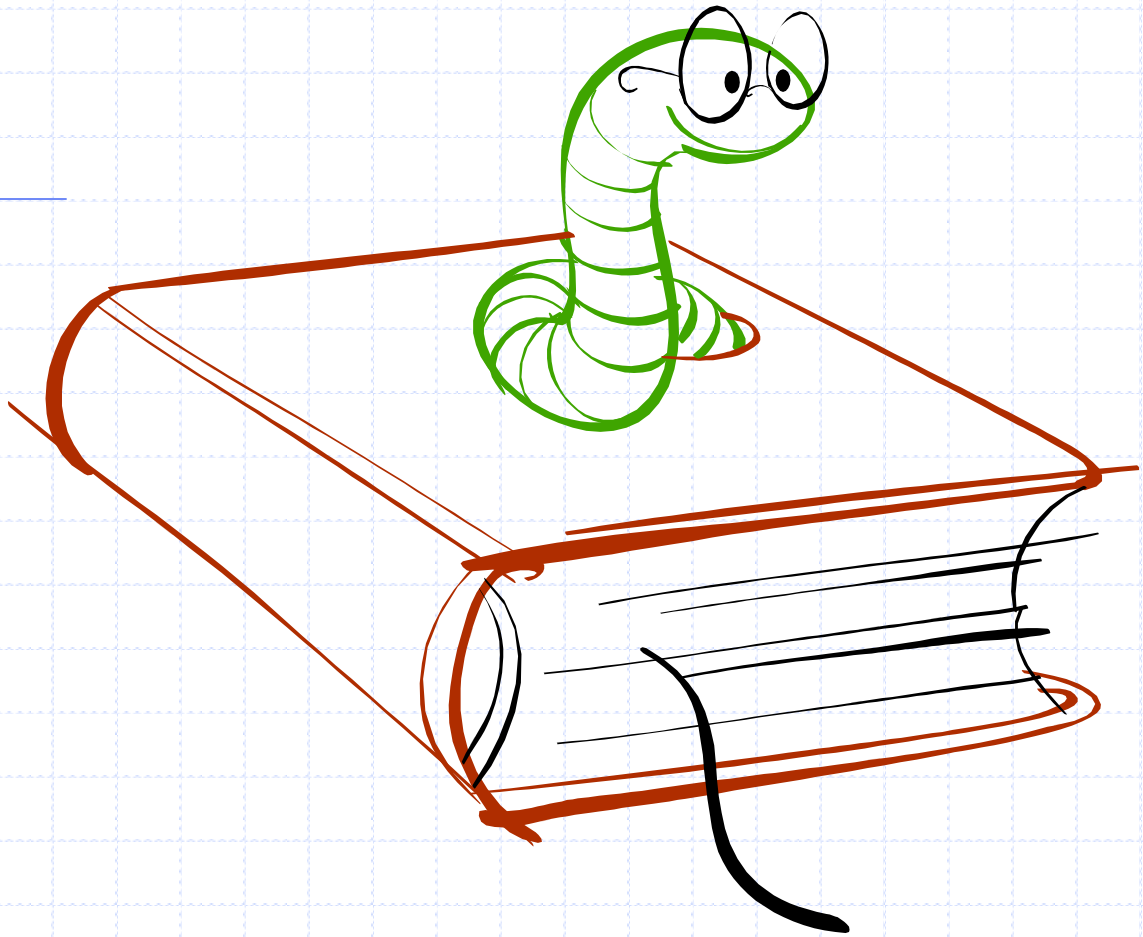


0	1	2
Not in place	Partially in place	Fully in place

Evaluation Criteria	Documentation of Evidence
VI: Administration/Organization/Communication: A strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.	
_____ 1. Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	
_____ 2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and institute practices to attain school reading goals.	
_____ 3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.	
_____ 4. Grade level teams are established and supported to analyze reading performance and plan instruction.	
_____ 5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.	
_____ 6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.	
____/12 Total Points _____% **Percent of Implementation:** **6 = 50% 10= 80% 12= 100%**	

0	1	2
Not in place	Partially in place	Fully in place

Evaluation Criteria	Documentation of Evidence
VII: Professional Development: Adequate and ongoing professional development is available to support reading achievement.	
_____ 1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional / reading priorities and effective practices.	
_____ 2. Ongoing staff development is established to support teachers and instructional staff in the assessment and instruction of reading priorities.	
_____ 3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	
_____ 4. Staff development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.	
____/8 Total Points _____% **Percent of Implementation:** **4 = 50% 6.5 = 80% 8= 100%**	



Pulling it All Together!

Three Levels of Instructional Support: CSI Maps (pp. 27-32 of Planning Documents)

Guidelines

- One instructional support map per grade level.
- Each grade level map addresses benchmark, strategic and intensive student levels of support.
- All teachers/specialists should work from the same map.
- Data will direct changes as necessary.
- Each map is a work in progress.
- Use alterable variables to assist in increasing/decreasing intensity for varying levels of support.
- Alter the fewest number of variables that impact reading progress.

School:	Grade:	Time Frame/Year:

Instr. Recommendation	Participation in Core Curriculum			Supplemental & Intervention Programs/Strategies					Determining Instr. Effectiveness
Subgroup 1 n =	Whole	Small	IW	Curriculum 1	Curriculum 2	Curriculum 3	Curriculum 4	IW	Out of Program Testing
	Instructor	Instructor		Instructor	Instructor	Instructor	Instructor	Students Served	Test # 1: Frequency:
	Group Size	Group Size		Students Served	Students Served	Students Served	Students Served		
				Group Size	Group Size	Group Size	Group Size		
	Activities	Activities	Activities	Activities	Activities	Activities	Activities	Activities	Test #2 Frequency:
				w/in reading block in addition to reading block	w/in reading block in addition to reading block	w/in reading block in addition to reading block	w/in reading block in addition to reading block		
	Minutes	Minutes	Minutes	Minutes Days per Week	Minutes Days per Week	Minutes Days per Week	Minutes Days per Week	Minutes	Text #3
	In Program Tests			In program tests	In program tests	In program tests	In program tests		

Summary of CSI Map

School: Grade: Time
Frame/Year:

Instructional Recommend	Participation in Core			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
Benchmark Subgroup 1:	W					Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:	Instructor:	Students Served:	Test #1:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:	Students Served:		Frequency:
				Group Size:	Group Size:	Group Size:	Group Size:		
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
				__ w/in reading block __in addition to reading block	_w/in reading block __ in addition to reading block	__w/in reading block __in addition to reading block	__w/in reading block __in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3:
	In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		Frequency:

Instructional Recommendation (label and number)

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
Benchmark Subgroup 2: n=	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
	Instructor: Group Size:	Instructor: Group Size:							
	Activities:	Activities:	Activities:	Activities: __ w/in reading block __in addition to reading block	Activities: _w/in reading block __ in addition to reading block	Activities: __w/in reading block __in addition to reading block	Activities: __w/in reading block __in addition to reading block	Activities:	Test #2: Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3: Frequency:
	In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Describe participation in the core:
whole group, small group, and independent work

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
Strategic Subgroup 2:	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
				Instructor:	Instructor:	Instructor:	Instructor:	Students Served:	Test #1:
				Students Served:	Students Served:	Students Served:	Students Served:		Frequency:
				Group Size:	Group Size:	Group Size:	Group Size:		
				Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
				__ w/in reading block __in addition to reading block	_w/in reading block __ in addition to reading block	__w/in reading block __in addition to reading block	__w/in reading block __in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3: Frequency:
	In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Describe participation in supplemental and intervention programs (one per column)

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
Intensive Subgroup 1:	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:	Instructor:	Students Served:	Test #1:
	Group Size:	Group Size:					nts ed:		Frequency:
							p		
	Activities:	Activities:	Acti				vities:	Activities:	Test #2:
				__ reading block __in addition to reading block	_ reading block __ in addition to reading block	__ reading block __in addition to reading block	in __ reading block __in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3:
	In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		Frequency:

A place to record independent work for students in supplemental and intervention programs

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
Strategic Subgroup 1:	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:	Instructor:	Students Served:	Test #1:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:	Students Served:		Frequency:
				Group Size:	Group Size:	Group Size:	Group Size:		
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
				block	block	block	__w/in reading block __in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3: Frequency:
	In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

List types of in-program tests administered in **core** and in **supplemental and intervention** programs.

Instructional Recommend	Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
Intensive Subgroup 2:	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:	Instructor:	Students	Test #1:
	Group Size:	Group Size:		Students Served:					Frequency:
				Group Size:					
	Activities:	Activities:	Activities:	Activities:					Test #2:
				__ w/in reading block __in addition to reading block	_w/in reading block __ in addition to reading block	__w/in reading block __in addition to reading block	__w/in reading block __in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3:
	In-Program Tests:			In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		Frequency:

Room to list up to three out-of-program tests for each subgroup

A First Grade Example

Instructional Recommend	Participation in Core Curriculum: Reading Mastery Plus			Supplemental & Intervention Programs/Strategies:					Determining Instructional Effectiveness
Intensive Subgroup 1: Non ELL Intensive n=	Whole	Small	IW	Curriculum 1: Read Naturally	Curriculum 2: ERI	Curriculum 3: ? coach needs to determine (SPED)	Curriculum 4:	Independent Work:	Out-of-Program Testing
	Instructor: classroom teachers	Instructor: classroom teachers, reading team		Instructor: IA + parent volunteer (classroom teacher monitors)	Instructor: Reading Team + other IAs	Instructor: SPED Teacher and IAs	Instructor:	Students Served: Intensive students who score 5 or less on ORF.	Test #1: DIBELS Frequency: Every two weeks.
	Group Size: ~23 students	Group Size: 1-6 students		Students Served: Intensive students who scored at least 6 or more on ORF	Students Served: All intensive studens until they score 50 on NWF and pass ERI end-of-program test	Students Served: SPED students	Students Served:		
				Group Size: homeroom class	Group Size: 3-5	Group Size: coach needs to determine	Group Size:		
	Activities: Language from RM Plus, Level 1	Activities: Reading from RM Plus, Level 1	Activities: Take-Homes from RM Plus, Level 1	Activities: Read Naturally .8 level	Activities: ERI lessons	Activities: ? - coach needs to determine	Activities:	Activities: Finish Take-Homes from Language/Read-ing lesson or teacher-made seatwork	Test #2: Frequency:
				__ w/in reading block _X_ in addition to reading block	_w/in reading block _X_ in addition to reading block	__w/in reading block _X_in addition to reading block	__w/in reading block __in addition to reading block		
	Minutes: 30	Minutes: 45-50	Minutes: 10-15	Minutes: 30 Days Per Week: 4	Minutes: 40 Days Per Week: 3	Minutes: 30 Days Per Week: 5	Minutes: Days Per Week:	Minutes: 30 minutes, Days Per Week: 4	Test #3: Frequency:
	In-Program Tests: MTs and Check-outs - reading L70/L109 teacher developed assessments to match program -language			In-Program Tests: Students graph cold/hot reads	In-Program Tests: Part 1, 2, 3, 4 tests	In-Program Tests: ? - coach needs to determine	In-Program Tests:		

Breakout Activity 1:
Coordinating Programs Within and Across Grades

- In school teams, complete the CSI Maps for each grade (1 set of CSI Maps per grade). See pages 27-32 in Planning Documents Packet.
- Examine consistency of instruction within and across grade levels for (a) strategic students, and (b) intensive students.
- Discuss implications and potential areas for change.

Breakout Activity 2:
Completing the PET-R and Writing an Action Plan

Complete the PET-R by . . .

(1) An individual summary score and school summary scores (pp. 15-17).

(2) Preparing the Narrative Summary (p. 18)

(3) Preparing School Level (p. 19) and Grade Level (p. 20) Action Plans.

Let's Collaborate

- Complete chart paper strips with "big ideas" from the RtII Core Characteristics and Foundations Guided Note Sheet. There is 1 strip for each of the following components: standards-aligned/multi-tier interventions, universal screening, benchmark and outcome assessment, progress monitoring, and RtII foundations

- Tape strips to a piece of butcher paper. Follow the sequence of your Guided Note Sheet. Be sure to write your school's name/program on the top of the paper.

- Display your completed chart so all can see.

- Look for those schools/programs who have similar components; combinations of core, supplemental, and intervention programs; questions and notes.

- Get together with those schools/programs to share implementation ideas.

Align the RtII Framework with the "Big Ideas" of Scientifically-Based Reading Instruction

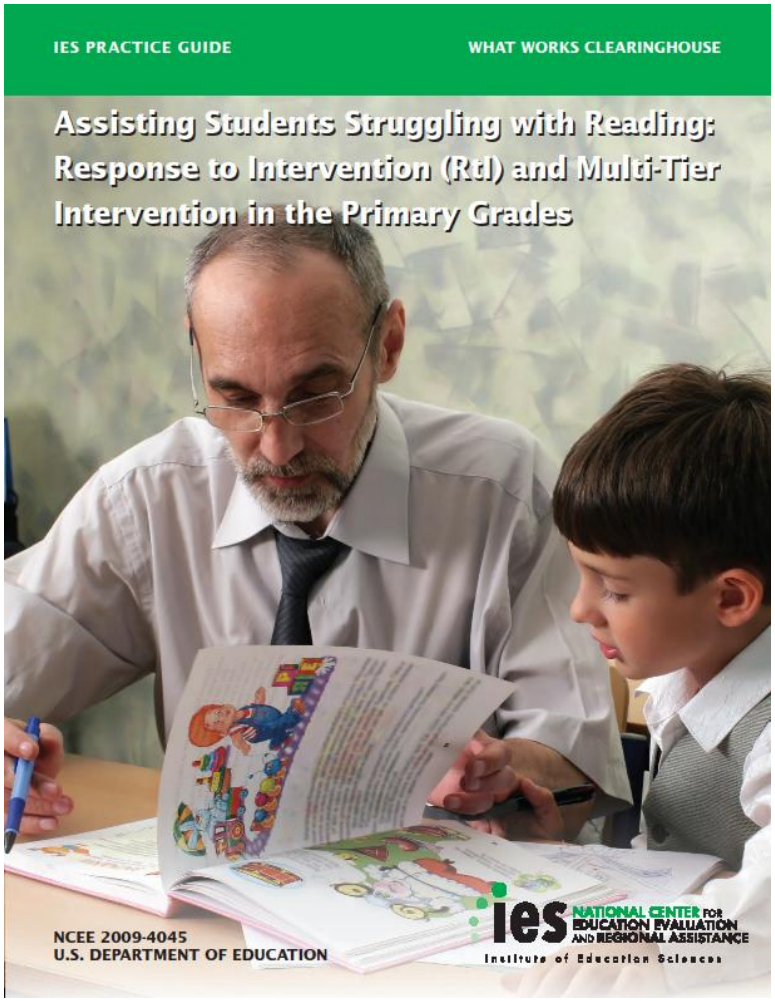
Grouping

Maximizing Student Learning

Effective Reading Interventions

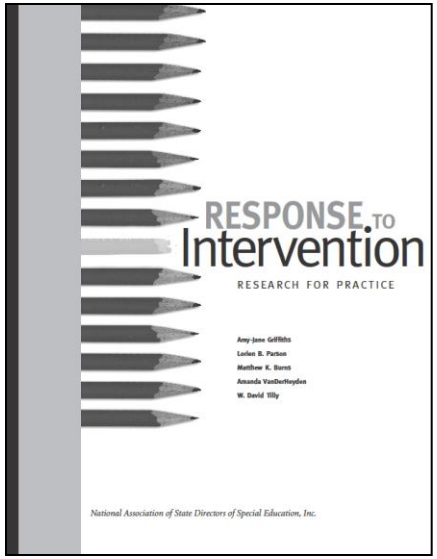
Good References to Know

- IES Practice Guide, What Works Clearinghouse: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
  - http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf



Good References to Know

- CEC, Division for Learning Disabilities: Thinking About Response to Intervention and Learning Disabilities – A Teacher's Guide.
  - http://www.cec.sped.org/scriptcontent/orders/ProductDetail.cfm?section=CEC_Store&pc=D5859
- National Association of State Directions of Special Education, Inc.: Response to Intervention – Research to Practice
  - http://www.nasdse.org/Portals/0/Documents/RtI_Bibliography2.pdf



Good References to Know

- Dimino & Santoro: Response to Intervention in Reading
  - http://www.compasslearning.com/CompassFileUpload/61WhitePaperRTI.pdf

CompassLearning

Response to Intervention in Reading

Authors: Joseph A. Dimino, Ph.D., RG Research Group,
Lana Edwards Santoro, Ph.D., RG Research Group

What is Response to Intervention?

Response to Intervention, or RtI, is one of the most recent—and most promising—reform movements in education today. Focused on improving the quality of teaching and learning in the general education classroom, RtI serves a dual purpose: (1) to develop more valid ways of identifying students with reading and learning disabilities, and (2) to provide early intervention for students at risk of reading failure. RtI allows teachers to determine which students need special education services based on the ongoing assessment of student performance, rather than the results of one or two days of testing by a school psychologist. Special education placement is recommended only when a student fails to respond well to reading instruction and to subsequent focused tutoring in the general education classroom.

Teachers use RtI to determine if instructional support and intervention delivered in the general education classroom—such as small-group instruction or pre-teaching of relevant foundational skills—improve a student's learning rate prior to referring the student for special education. For example, if a student struggles to acquire reading skills during appropriate core reading instruction, the classroom teacher and/or reading interventionist may provide intensive small-group instruction on key skills such as decoding and word-reading fluency.

RtI also provides a decision-making framework that uses assessment to drive instruction. An important premise of RtI is that reading instruction in the general education classroom, as well as subsequent instructional supports, are based on validated and research-proven approaches. Educators identify students with reading disabilities only when the students' responses to a research-based intervention is dramatically different from those of their peers.

Once educators have determined that the student needs additional support and have placed the student into an intervention group, ongoing assessment (or progress monitoring) assists teachers in determining how well the student is responding to instruction. Teachers use assessment data to flexibly group students based on their individual needs and to determine whether to continue with current strategies or to provide additional levels of instructional scaffolding.

How is RtI implemented in schools?

There are two models for implementing RtI in the schools. The first model is based on a **problem-solving framework** with a team of RtI professionals, often consisting of a student's classroom teachers, school psychologist, and reading specialist. The team keeps track of student data, records the specific reading interventions the classroom teacher uses, and notes how the student responds to particular interventions. Specifically, the team compares student performance to established criteria that identify students who are progressing at expected reading rates.

Page 1 Response to Intervention in Reading www.compasslearning.com