LANA SANTORO: Thanks everybody. So, wow--I know. I can't believe it. It's the last session of the afternoon of the day, and I'm pleased to do it with you. My name is Lana Santoro, and I'm gonna introduce myself for this last session. I worked as a researcher with the Pacific Institutes for Research. They're a research institute. They are affiliated loosely with the University of Oregon. They are located in Oregon, and I am based in Northern Virginia. So not too far from you here. But I'm based on the east coast. And my work has focused most recently on looking at research in the context of, you know, real schools, real classrooms, what makes sense in terms of research to practice, translation is what I am really interested in. And I focused a lot recently on the area of vocabulary and comprehension, given that so much in reading was--for I think to a point, we were really looking, and saturated with a lot of the skills and teaching reading kind of intervention, which has been wonderful, because you've got to teach kids to read. It's been nice to--for me to look at the other component too, and how to make that work with young kids. So I definitely consider myself an educator, former classroom teacher, and I work in, I guess what I would characterize as research to practice. And I'm real thankful to be able to spend the afternoon with you talking about reading instruction, specifically the application of it and the response to intervention model. If you have attended my sessions today, I had--morning was focused on big framework related to reading, so getting the big pieces in place and the whole RTI model or RTII model. And if you're joining us as someone new, or if you are continuing from the morning to this session, we're gonna be now taking a specific application, a specific look at response to intervention through the lens and focus of tear two planning. And I'm gonna work through some examples and give you some curriculum, things, and instructional designed things, to think about in the contacts of Tier-2 which show you how it links very importantly to Tier-1 and how it fits within the context. And then my objective is hoping through that kind of planning and application to Tier-2. You'll then have a model to do the kind of work on--at the Tier-3 level as well. So that's the objective and how we'll focus. I have also decided to focus that application today in the area of vocabulary and comprehension, because I have had most recent experience there in my work. But I think as well, it's an area that has some challenges when it comes to planning instruction, and we'll talk a later about this, particularly, when it comes to finding assessments. So I wanted to address that, and one of the reasons why I selected it. I want to acknowledge the colleagues that I worked with who've helped developed this work. I sit here as one individual, but I'm backed by a very wonderful group of hardworking colleagues who've thought a lot about this kind of thing as well, and a research team who helps me work in the schools and implement-- in the State of Virginia, we also have, like I said, a parallel team who does similar work on Oregon. To focus on our content, I wanted to talk to you about the materials you will be using today. You've got a PowerPoint document that meers and follows the content that I will be presenting. You can follow along that way. The note about the PowerPoint is I intentionally chunk in some content sometimes so that you can walk away with examples, things you can go back to. And I've done that--I do that intentionally so that you've got those resources knowing that we just might not have time to get in--at that level. So what I will do when we get to those points, and I will be very clear about, we're gonna skip this. And what we're skipping, this is what it's about, so you can come back to it later. And so, I'm not--I won't be

arbitrary in how I pace it. But just know that I am not gonna following slide by slide throughout. The other thing to note, there is a document, a word document, that goes along with this session. It's called a Planning Document. And it's gonna guide us through some of our breakout time when you work and discuss with you--with your colleagues some of this content. It's gonna just guide and help focus some of the thinking a little bit as we move through it. That planning document, if you ever want to figure out, you know, a week out from the conference, for example, what was it about? You knew we had a planning document, wanting to know what was in it. You can come back here to the material slide and find the contents. So the way I will chunk our time is to divide it into four main pieces. The first piece will be approximately 15 minutes-ish, and it's gonna set us up. It's going to give us some context to begin thinking about intervention planning. I'm gonna talk about the context from our perspective in our work, but I'm gonna invite you to start thinking about your school, your team, your application, and what context you're--you've been working in, and I'll tell you more about that and how to set you up. The second part, we'll spend it about 30 minutes on intervention planning. So then, we will take the context in the work we did to set us up, and we'll transfer our look to Tier-2, how do you select interventions, what are some critical features, how do you link it or align it to the core or Tier-1 instruction? About 30 minutes there, and about 30 minutes on the progress monitoring piece for Tier-2. And then finally, we'll wrap up with the last 15 minutes, again 15 minutes-ish, talking about some conclusions, point it together, and then just showing you how you could move forward if you wanted to extend this model of planning to--your Tier-3 work. So that's what we'll do. So I am gonna skip a little bit here to get us setup. I'm going to start on slide 14, and it is the specific context read-aloud project. I'll show you what it looks like right now, and you can find your spot and catch up with me. This will just us a little more time for your breakouts. So today, I'm gonna be talking about our experience as a research team trying to do some research to practice work, and learn about response to intervention through some studies. Some pilot studies, some research studies we've done in schools with students. As I talk about what kind of set us up to do the work and focus that we had, think about your context, think about your school, and I will keep referring to that as I start the conversation here. So our perspective, just like you do in response to intervention, we started the process of Tier-2 planning by looking at our data. And data, our data, we began actually, quite broad within the context of what's happening with students across the US related to vocabulary and language growth. And one of the sources we relied heavily on to inform our work was a study involving the early vocabulary development and language development of really young kids, preschool kids. And that work meaningful differences, which you've got on the front end of your presentation, was looking at how students, as young as preschool, are coming in to early childhood in kindergarten classrooms very different language needs, given their backgrounds, given their language exposure, their literacy experiences. Students here are starting school with very different levels of vocabulary. And from a reading perspective, that has tremendous implications because reading can build on that vocabulary. Vocabulary and the knowledge of words is so central to understanding text and becomes a real critical piece. So we saw that in other research. And we also looked in forward in grade level to what was happening in the area of, say, transitioning from third to fourth to fifth kind of in that timeframe for students. And again, there was a vocabulary challenge for students. We we're finding that vocabulary was also an obstacle for many students at that point in time, because of the challenge now related to learning to read versus reading to learn. So reading to learn, you've got to be able to have a vocabulary to access that dense curriculum content kids

have to face in the upper grade, as you know. We're not only reading curriculum, but content area curriculum. So we were driven by data and what was going on in the field. So think about your context. You might have similar needs with language and vocabulary in your district, your school, you might have other things you're looking at, like maybe students who really are struggling with the knots and bolts of reading. So do think your perspective. We bought that--our perspective into some research, looking at read-aloud time.

Now, I'm gonna get real focused here. Read-aloud time, that was part of core reading instructions. So out of the core--so think big picture core--you know, in core programs, there's a read-aloud time often in many programs, or there's a read-aloud component. For our purposes, we focused just on that read-aloud component in the core even though the whole core was implemented. So just think focus. Because we wanted to look at that listening comprehension context for vocabulary and comprehension, both for young kids, being the ideas you can really get in there and teach our hypothesis some comprehension and vocabulary early on through listening comprehension. So that was happening in core reading instruction. And we had some classrooms in our earlier studies that had this read aloud piece in the core. And we had others that didn't. They didn't have listening comprehension read-aloud piece in the core. And now, these studies were first grade. Even though they are first grade, this outcome, given the data, is applicable to the early grades when you think about how listening comprehension can be used to boost--you know vocabulary and comprehension for kids. So anyway, let me--take this apart. Just like you are using data, we were doing the same process. And we saw here--so the difference between red and blue, there's a couple of red lines and a couple of blue lines. The red lines are data representing vocabulary knowledge for students who have the core program with the vote read-aloud piece in it, strong read aloud piece, that listening comprehension. And the blue lines are students who did not have that piece. There's--so I mean, they--it shows that's not what a tremendous amount of difference visually here. But we were seeing that, yeah, the students who had that bit of oral language vocabulary read-aloud in general, we're doing better in the Tier-1 instruction overall, compared to since you didn't. The other thing we saw in this data, you see the difference between the solid and dash lines. So just like you are tracking kids at benchmarks strategic and intensive levels, we did something similar. We looked at benchmark kids or kids who were regular typical learners receiving Tier-1 instruction, they represent the solid lines on both graphs. And we looked at kids with--more at risk, struggling readers, students who would be the kind if--kid you would consider for a strategic--for a Tier-2 level intervention. And what we were seeing was that with that read-aloud, where our language program, they did better than the, you know, the typical benchmark kids who didn't receive it. So the at risk kids with our strategic and Tier-2 kids who got the oral language program in their core outperformed the benchmark kids who didn't. Very--I mean, that's very significant. The other thing we learned--and this led us to Tier-2--was that despite them out performing, or at risk kids performing students from the other core program, benchmark kids, they still didn't do as well, right? They're still behind. They're not as high as our--you know, they're different. They're different. And as to be expected, probably. And so, here's where we started to research and think about studying the impact of designing a Tier-2 intervention around vocabulary comprehension, implementing it, and seeing if there were any

differences and outcomes. So for example, we--because those researches that I took Tier-2 students, randomly assign them to either this Tier-2 package intervention we call the Booster, it was Tier-2 instruction. And we had some kids who just went on and had their other Tier-2 instruction, whatever it was, and we compared--kinda compared outcomes. And we were very interested. This is just to see, is kind of--is it working? Is the Tier-2--just like you might ask, is it working? So they had that--they all had the core that read aloud piece in the core, because we knew it works. So everybody had that. All the Tier-2 kids had that, which is this here. And then, the students who had the booster or the Tier-2 instruction, I'm gonna go through in detail throughout this session and tell you what this was, we'll define it throughout, but they had some instructional line to the core, kind of that what supplements, enhance it. And in terms of the outcomes, we were looking at our effect sizes as indicators of how big the difference was between roots, our intervention group, our Tier-2 kids, versus the Tier-2 kids who didn't have this booster. And just as to give you a sense of what the outcomes were, we saw here in other research that, you know, your benchmarks were interpreting this effect sizes, point A is large. That means there's a whopping difference between your two groups. Moderate, you find effect sizes in the point three range. Small, around point one. And in educational research, because, as you know, there are so many variables that can impact instructions, so many, you tend to have those things influences. So you're really looking at effect sizes in the moderate level, and above as something to pay attention to. And so, with our outcomes looking at vocabulary and comprehension as measured by retail thing, which I'll talk about later, we saw moderate, moderate and above effect sizes. So we knew the intervention--this intervention worked. And I'm gonna talk to about how we planned it and how you can apply that to your work that you're doing for Tier-2. I make a note here that it didn't impact narrative retail--retailing, and that' important to know. It didn't--the instructional emphasis which we will get into is more expository. So not totally unexpected. And we had data. We're looking at data to conclude it. But here's the analogy. Though I'm approaching this through--kind of my research example, I really want throughout, and I'm gonna encourage you to keep coming back to your own team, to your own examples. And so, for right now, just to warm you up, this is gonna be a two-minute breakout. I--you know, have you think about the context of your scoring program, just like I walked through when I talked about what we were seeing in the data and what influenced us to go and develop a Tier-2 intervention with vocabulary and comprehension. Take a minute now, what are the challenges? What is the context in your district or your building or for your team? Is it in the area of language and vocabulary? Are you seeing challenges across the board in reading which could very--you know, could be the case? But what are--what's the context? So take it to you--take it to your example right now. In just a couple of minutes, get you started on discussion, and we'll build this further. Help me call you back, I'll start talking, raise my hand, then help me regroup when we move forward. Have a couple of minutes. So have you regrouped with me? Thank you so much. We're gonna move through the content. In a little bit, you'll have another chance to break out and you can pick up your conversation. I just want to give you little bits to think about so you can build the planning process for this intervention throughout our session together. One of the sources I'm gonna use to help guide our planning is one of the documents from the Institute of Education Sciences. The institution--Institute of Education Sciences has done some work focused on response to intervention. And it just is a research group or a committee was assembled to review research in this particular topic area. And so, that committee, that group of professionals in the field, took a real hard look at the research. They asked questions. Is the research--does the research

itself have integrity? Are the study's high quality? And then from there, they made some interpretations to say what it--you know, did it inform Tier-1--what we do in Tier-1? Did it inform what we do for screening? Does it inform Tier-2? And they came up with some guidelines. This is a great source to know, and I'm gonna follow some of the guidelines here, and you'll see them in our scores throughout our session in a way that will help us organize planning for Tier-2. It's a great source to know the links there for you. So I'm gonna use this source both for my intervention piece and my progress monitoring piece. But let's start. Let's start thinking about the Tier-2 intervention. The IES practice guide itself is centered around several main recommendations. Think about five main recommendations. As you see, I'm starting with three for the purposes of our session, I have picked the ones that applied to Tier-2. So if you're interested in other aspects of our TII--our TI relations to reading, go to that--go to the practice guide. So the main recommendation for instruction in the intervention or for Tier-2 intervention is this; provide intensive instruction, provide systematic instruction, on up to three foundational reading skills in small groups of students.

And those students are those that score below benchmark and on the universal screen. Basically, it's what you were talking about as part of the response intervention model already. And that these groups, these small groups of kids in Tier-2, meet frequently for that instruction. The recommendation here is research based. So you've got--you've got to compare and contrast model based recommendations, sort of the charge to aspire to. So for example, what guides Pennsylvania's model. These are very specific, right out of research studies. And many times, they are overlap. And here's an example where they overlap fairly well. Level of evidence mean--that means strong. Strong means a lot of studies, a lot of high quality studies, informed what backs this recommendation. I'm gonna break it down further. And the practice guide also broke it down further in its discussion. So when you look at Tier-2 intervention, your checklist of sorts is to--and I think this is something you're familiar with--making sure the groups are fairly small, three to four, that the instruction is connected to the components of reading or big ideas in reading, which we talked about this morning if you're with me, and that you're using data on screening. You use that screening data to figure out who might be a Tier-2--a student for Tier-2 instruction. Those are some guidelines. In addition, other guidelines talk about the nature of the instruction itself and its intensity. This will be an overview, and I'll go deeper as we move through this session. But one part I want to address right now, because I'm gonna ask you to start thinking about Tier-2 instruction who is getting it. Who is getting it and how you do you know? And so, you--as you're familiar through, either the morning session or possibly other things you've attended here, that there is a kind of some screening systems in place that you can potentially--or date assistance in place that you can use. DIBEL's has talked about very frequently. AIMSweb and access to that systems, talked about very frequently. And I wanted to tell you, those kind of give you the main pieces for screening. But let me get specific. This is the application part of what I want to do throughout. Let me get specific. I--my example's talking about vocabulary and comprehension, and what I'm really wanting to focus on that for Tier-2 instruction. So how do I find those kids? So one thing I know, let's say, we are using the DIBEL system for sake of discussion. I looked to the DIBEL system and see, "Ah, there's a vocabulary type measure. Could I use that to screen kids and help me identify them for Tier-2

intervention?" And when I go to the DIBEL's website and I've looked at their word use fluency measure, I've seen this. This is kind of a cut and paste from the website. It informs me that in general, the bottom 20 percent of students using your local norms and using the DIBEL's benchmark, so the bottom 20 percent on the sort of the set DIBEL's package of assessments, is gonna identify group of that rich kids, and it's saying here that you know what, those at risk kids generally have vocabulary and language challenges anyway. That's kinda what this says. So it's telling me I could use that word use fluency, they don't have any benchmarks or guidelines for it yet. But if I'm working into a system of data, I could use this. But you know what? From some of the other reading measures, I'm collecting that bottom 20 percent, students are falling at the bottom percentile area, 20 the--to 40th percent are gonna be at the risk level, that they probably don't know that for sure, but probably have vocabulary needs. So I know that. So what I do is, you know, my district, let's say, for example, is doing the screening with the DIBEL's kind of this--I'm thinking the main set of assessments, the oral reading fluency, the phonemic segmentation, nonword, they're doing all that. And now, I've learned at least at the elementary level here, who might be a Tier-1, Tier-2 and Tier-3 potentially, potentially or benchmark strategic intensive. But you know what? I still--like, there's a group of kids here I still really want to figure out if it's really language or vocabulary that is at issue. And this is where you may have other kind of level of assessment at work in your RTI plan that helps you diagnostically identify kids and potentially modern them, depending on the nature of that assessment. So what we did is we used the TOLD. There are other measures. This is just an example. And we used a couple of the subtest on the TOLD, not the entire battery, to help us figure out which students really might have this specific vocabulary comprehension need. So I'm just giving you this as an example of one, you know, you can use as indicated with the DIBEL's guidelines, finding the bottom sort of, you know, 20 percent and looking for kids in this 20th to 40 percentile and work form there. I mean, that's what the guidelines are saying. The other routes, one not--you know, depends on your decision in your planning, your district, your school. This is just another level. If you feel, want to confirm that, or figure out the specific nature of vocabulary comprehension needs for students. And that's something we did. And just to think about the purposes of different assessments. So I'm gonna give you a chance to take kind of a next step in your thinking about moving into Tier-2 and intervention planning. And during this five minute breakout, just think about this--I know you can't do a lot of planning in five minutes. But based on what you just talked about related to context, make a decision today for the rest of the session to focus on one kind of Tier-2 intervention. The reality is you're gonna have a Tier-2 focused on, probably comprehension. You're gonna have a Tier-2 focused more on the, maybe reading skills. You might have something else. But pick one, pick one today. If you know from your data, even start to visualize some students in mind who might be the candidates for this intervention. I really think it's helpful to think of your data and of actual real students when you do these discussions. If you have time, start to grapple with screening. Okay. These, you know, based on my data, I kinda think this might be the kids. How--really, when put in practice, how are you gonna find them? What screening? Do you have it in place already and you feel confident with it? You can move on and just list what you're doing. If you feel you need that diagnostic level, wanna explore that a little bit for your intervention, discuss. Discuss how those students would be identified. And then this might already be in place 'cause you're here as a team. But think about who might be added, who might be some experts you could go back to and reach out in your district planning or school based planning, who might be good to involve in this sort of instructional design intervention,

look at response intervention. Or maybe you're it. Maybe you're it. Maybe you're the team. Just note that. That's your five minute discussion. You can focus on an--a bullet or area that you feel is a need. The other thing I wanted to show you is this maps directly to your planning document, and it has all of the components we're in--at like I just discussed. So for example, what--you know, what are you thinking about today as your Tier-2, minus vocabulary comprehension. Yours might be phonological awareness. You've got students who are--they speculate based on data, just so you get them in mind. That's there. You got your screen in place, you've got here a place for your team members and who's taking leadership responsibility. So it's all here in your planning documents. If you prefer to go there, that's fine too. So let me toggle back, give you five minutes, and then we're gonna move on in the content. So you can start your discussion, and then I'll call you back in about five minutes. Yeah, I promise, we have a few more of these. A handful. I'm gonna introduce a little content, let you break, introduce more, let you break, and sort of build your conversation. So as always, feel free to come back to where I interrupt you, or take the new content and just go from there. And another thing that would help me out in addition to coming back after the breaks so we can move forward is my--some mobility challenges. And the room was a little too large for me to get around on foot. I can get to maybe on my front tables here. So please, if you have any questions and you want to talk about them, come up during those five minute breaks if you want. The other option available to you--I think there are some index cards on your table. If you wanna just draw the question down, you can, and I'll ask my patent colleagues to help circulate and collect those. That would be wonderful. I'm grateful for that too. So we'll do that as a process moving forward. And let me build a little more content for you. So we've talked now about identifying who might potentially be in this intervention. So grappling with screening is an important piece.

Another important component now is the instruction itself, the curriculum itself. And so, we've talked earlier, if you were joining me in the morning, about how these--all these interventions aligned to big ideas. That's gonna be the case here, as well as obviously, student developmental need. But the practice guide kind of takes us a little further, and hear the recommendations that fall for Tier-2 planning. Very important. When looking for Tier-2 interventions or evaluating what you have in place for a Tier-2 intervention, think about prepackaged--I know the one size fits all doesn't exactly mean one size fits all. But it really means looking for commercially available prepackaged programs. Sometimes, if you've been looking around in response to intervention literature, it's called standard protocols for Tier-2, if you've heard that. That basically means that--so we can deliver effective instruction, you are using something already available and assembled, and that already available assembled program has some research base to it, it has some good instruction too. But it's already there for you, so you're not kicking and grabbing and assembling a Tier-2 program. So very, very important. And I'm making this point because I'm gonna show you what we did, and we were essentially looking at how to put it together and what the critical pieces of a Tier-2 program are. So don't get confused, my examples to show you what the pieces to consider when you evaluate programs. It's not intended to say, you know, go pick and add these things. So Tier-2 typically are commercially-available and packaged as interventions. And if you're still doing some look for different kind of programs at this level, supplemental Tier-2 programs, I wanted to talk about a site to go investigate. The site is through IES, the same Institute for Education Sciences

that commissioned the practice guide. They also have an arm group that is looking at the successfulness, the effectiveness of programs, prepackaged commercially available programs in, you know, do they make--do they--are they effective? And what they're doing--the What Works Clearinghouse, they're essentially are a clearing house. They'd go out and scrutinize all the research being conducted. They can tabulate and bring that in, then they sort it, and they get rid of the trash studies, they get rid of poor quality studies, they look at what is really effective in terms of a high quality research study, and they'll write up a report on it and talk about is it effective, what the program is. At the minimum, you can get an idea of what are some programs out there that could be options for you to review and consider. Go to the What Works Clearinghouse, strike the link here, you'll see if--if you're here for reading, beginning greeting, there are other areas as well just to broaden out your team. There's math, they have things in math, they have things specifically reviewed for English language learners, and I believe they've added like, an adolescent literature, literacy as well, programs for sort of upper grades. If not, enter this category. There might be a practice guide if you are trying to plan at the upper grade levels. So that's a good source. And other source that complements it is called doing what works. They don't show you programs, but this is a great practical site to look at. They've got video clips, interviews with people about the practices they're implementing. They've got one started for RTI. It doesn't look like it's kind of flushed and finished, but they've got to start to it. You can go look for some things at that site too. So part of this now--alright, we're gonna look for prepackaged programs for Tier-2 instruction, kind of if you're looking for vocabulary comprehension standards aligned. So I'm seeing that the programs are standard aligned. And here, in addition to standards aligned, you do want to spend some time looking at Tier-2 and consider core alignment. So maybe, you're at the stage where for your first year, so you use these programs. And now, you wanna take a closer look at them. One closer look could be how do they support boost enhanced align with Tier-1 with your core. If you're just going on a search for programs, an important part of the search is when you plan Tier-2 instruction, consider Tier-1 instruction. So let me give you an example. Here was the tier one read-aloud instruction in the programs we were looking at. So this is the little piece out of the core program that focused on the read-alouds. And because I wanted to boost on that or my tier needed to help enhance the vocabulary and comprehension here, I wanted to see what was going on in that core program. And so, looking to see, for example, that the use of both narrative and information text, and the core was very important, it showed me that my Tier-2 students might have been challenged in the core by the use of those very complex informational texts and read-alouds, which may or may not be often the case. So it just gave us--or it might give you some planning things to think about. I also saw here that things were thematic in the core. So in terms of scheduling, I thought, "Aha. If they're thematic, and they're informational text use, maybe there's a way that I can infuse some of my boost in content area instruction to save some instructional time or resources." There's just not other place to--you know, another thing to start to look at, but go to the core and see what's going in that core and how to align it. So you just see that there were some units and how the texts were linked. I also would look at the core at the structure of it. What kind of, for example, strategies were being used during those read-alouds to promote comprehension before, during, after reading. So I would know, "Gosh. Where are the holes? Where should I boost? Where should that intervention focus?" So I want to shift a little bit here and just set you up for a conversation. An important part is to consider the big ideas of reading, absolutely. But with Tier-2 planning, you dig just a hair, you scratch just a bit deeper within each big idea to something called foundational skills and

strategies. Like what I'm looking at here, what are they actually doing? You know, it looks like they're monitoring comprehension. But if they don't know how to find the main idea, it's going to--you know, it's going to be hard for them to do this. So I'm really looking for the skills that Tier-2 could help with. And you've got, you know, these is the other things, for example, I looked at from the Tier-1 instruction. But the bottom line comes down to here. Tier--your Tier-2 planning has to kind of involve some thinking here. [Inaudible] line, very important in Pennsylvania, making sure it's all in line within that system. So does the program do it? Also, is it core aligned? Is it Tier-1 aligned in some way? And then finally, think about your Tier-2 students experience in the core. So that--like mentally, follow that student. What is their experience like in the core? What are they getting? What is there group experience like? Are they working in partners? What are they missing during that instruction? What needs to be supplemented? Five minutes, you can think a little on this, and I'm gonna then move to the next level of specificity in your planning. So think a little bit here. This is the alignment part of the discussion. And then I will--5 minutes, and invite you if you want to come up, ask a quick question, or write it on cards. Well, I'll do that too. Okay. Yap, you can have your break out. I do have a couple of questions. So I want to talk to you about those and address them for the group in case you're thinking along similar lines. One question's great, and helps me set up a clarification if you've--if you kind of grappled with this a little bit. The question is, how would you integrate the core--I guess, integrate the core to standard protocol? That's just often--[inaudible] it says here, often times, the standard protocols are skills specific, right? The interventions and tier corrective reading or project read. So I think that just to this question is, how do you integrate, right? So if the--your Tier-2 standard protocol and skill space, which it is, and you've got your core here, which is kind of setup structurally very different, how do you integrate? And this is great. You don't. You don't integrate. You aligned. Very different. You align. You don't necessarily need to work out this detailed level and have this, like, meshed nice kind of back and forth. The alignment with the core means knowing the strengths and weaknesses of your core, knowing what foundational skills or strategies are and are not covered in that core, or where there could be potential confusion or not enough instruction in a particular are for Tier-2 students, and let's say, comprehension of vocabulary.

So alignment to me--and I'm so glad this clarification came up for our session--is different than like, mesh them. Not necessarily mesh them. Kind of align them and make sure that they'd functions in that way. Great, great question. Another very specific question, yes, this is familiar to me, is asking about a particular assessment tool called the TPRI, it's the Texas Primary Reading Instrument, and it could be used for screening, as well as diagnostic kind of instructions. So you're right wherever you are. Thanks, Stephanie. And I've got another question here I'm gonna address when I get to a couple slides in the next steps. So we talked about some things to think about with your core and the alignment with your Tier-2 interventions. The other part two to start to think about goes beyond the big ideas of reading. It's what I was talking about, is scratching the surface of each big idea, and thinking about what are the foundational skills and strategist, and phonological awareness, and fluency, and 0:41:25 decoding, and vocabulary, and comprehension. Because if you consider the foundation skills and strategies and foundation means, I guess I would think of it as, "What's the high mileage? What are

students gonna go?" Really, a lot of pay off from. And you know, skill or strategy wise if they knew it. What are those? That should be another thing you question and look at when you are considering your Tier-2 interventions. I'm gonna give you some examples here for comprehension. I would correct this slide. Gosh, you all--thank you for being so thoughtful about the content. Then the other question I had was asking, why are we allowed to your own foundational skills? And absolutely right. Not on the list. So please make that. The rest could be considered some foundational skill, and the sense that you are really have to have literal comprehension before you even branch out sometimes, into more of the influential [inaudible] you got to get the base--you know, basic there. Retelling and summary, high mileage, retelling for the little guys is one of the tool--one--excuse me--one of the skills that transitions into summarizing. And the way that that builds across grades progressively and developmentally is by having students first tell it all, like get all the main details of that text structure, then they work on to identifying main ideas and start to pull back, main ID details. A summary is essential in main ID details. So those two together in partnership, high mileage, a lot mileage. And so, you've got some other there, some other examples there. I wanted to then kind of give you the application example. What did we do? So we've--you--we want you to be able to clearly now, for your Tier-2 interventions, what core big idea does your Tier-2 address? So pick those from that big idea list. Now, you're other pieces, what are the foundation skills. And it might be you already have something in place, just go, you know, confirm with yourself. What are those foundation skills? For us, it was main idea, doing it through listing comprehension. It was learning specific words, learning strategy to learn those words. We have a language component to this, so we wanted expressive language use, kids to increase the length of utterance, longer sentence use, more communicate expressive language, and we included retelling as another piece. So just like this, do the same work for you or in parallel, and then open up. So let's say this was the package intervention, open it up and see, you got your foundational skills identified, is it doing that? Is it actually doing that? And look through your program. Here's another piece too, that will help you with that alignment question. Tier-2, based on your skill based, standard protocol based, prepackage kind of pull together intervention, is aligned, not meshed. And so, in that sense, it should be designed flexibly so that it doesn't have to tightly follow the schedule of Tier-1. If Tier-2 should operate at, you know, it's own and be done in a flexible way where if it's a good Tier-2 program, whatever students are learning will help them in a pre-teach way, encounter content from the core, it might help them in a review way, encounter content in the core. So you might say, "Oh, there's some redundancy here in this Tier-2 standard protocol program kind of, there is overlap with my core." Then you ask with the help in a review sense or a pre-teach sense, enhance. So that helps a little as well. This other part I'm gonna get to, but that other is important for your alignment thinking. So then look at the structure of your Tier-2. In this particular on Tier-2 intervention, how to structure--that was similar to the other, but with reinforcing on some of the more expository vocabulary. The other thing that makes standard protocol standard protocol are clear routines. Clear routines. So that there's some kind of lesson pace or structure that cycles in some, you know, in some way that makes sense. So the example here, you can see four different lessons. And basically, the lessons were the same, they were able to go deep on the skill every four less than cycle, they would then comeback again and practice or do the skill with more depth, they're more sophistication, for example. But the content change. So the content meaning, the topic of the--you know, the topic of what they were reading changed. But it would thematically cycle every four lessons across this thing. That's what you're looking at. So look for routines too. This is will be

kind of your last breakout, and then I'm gonna shift to you into assessment next. But now, think about not only the big ideas, but the foundational skills a little bit more, and then do think about your Tier-2 interventions in terms of those routines. It's standard protocol structure. What's its pacing like? Thinking more closely about those specific features. Again, another 5 minutes and I'll get you back, and we'll move forward into assessment. So I'm gonna just give you some conceptual thinking here because I'm gonna take a jump in content and go to that assessment section. So I'll give you some ideas on progress monitoring before we conclude. The next part of content, folks start to focus more on intensity. There's a guideline from the practice guide talking about how often to implement this small groups. Very much aligned with what we talked about related to Tier-2 instruction. And the final piece of recommendation says that, guess what? Tier-2 instruction should be systematic and explicit. That's the recommendation. And so, out of the practice guide, parallels what we've been talking about throughout the day, that how your big ideas and the--excuse me--the what the big idea is, and the foundational skills are equally as important as how. How is that Tier-2 program delivered? Really makes sense in impact. So I'm gonna skip that set of materials and actually includes a lot of examples. I was trying to give you some to take away related to language and vocabulary and the how part. So you've got that there. I'm going to skip in your PowerPoint to the point where we pick up another little cover shot of the practice guide, and that will be the marker for where we'll look at assessment. So we do make some progress here and move forward. And as you kind of look through that point, I'll give you some overview information. So it's interesting. The practice guy itself, had two recommendations that apply to Tier-2. The first recommendation was about intervention and instruction, and the gist was, as we've covered, it's an intervention focused on the needs of students that you identify through screening, students who are performing below the benchmark, and an intervention based on and aligned with standards, core big ideas, has foundational skills implemented with intensity, and delivered with systematic and explicit instructions. That was a big mouthful. But that's what the recommendation was. Now, we're gonna talk about the second recommendation that applies to Tier-2 instruction. And the second one is on progress monitoring and how the monitor progress. And here's the recommendation. And take a look at it just as written on the PowerPoint, and look at what's similar and different. Like before, we're moving to a different recommendation. This is recommendation four of several. And it is specifically tied to the monitoring of Tier-2 students, and doing it at minimum at less once a month, and the Pennsylvania guidelines kind of prompt you to exceed that and encourage you to, using data to make instruction decisions.

And for those students who don't make sufficient progress, you are looking to see if further instruction with more intensity at Tier-3 is wanted. So it's similar. It's a recommendation with familiar components to you, matches very similar to RTRI model. What's different here is, maybe you've noted, is level of evidence. Remember, the first one was strong, and I said lots of studies, high quality. Well, here or there, not as many--you know, not as many studies. They're not necessarily high quality studies, but not as many studies going on. And you know what? This parallel is kind of where our field is at. You know, often times, we have more instructional stuff we can draw on right curriculum intervention, and sometimes, it's more difficult and challenging for the assessment piece that could be what that's work

here. So there hasn't been as much research. In the case of some of our components in reading, like vocabulary, the field hasn't developed the assessments. They're still doing that work. So for example, if you look at the Institute for Education Science website, which sponsored the practice guide, and just poke around, they announced endless funded research. Some of their funded research now is in instrument in vocabulary, for example, assessment development So it's happening. We just don't have it. So that's why we're seeing evidence. Well, it doesn't necessarily mean this isn't a recommendation based on good practice and knowledge related to the model. Things in the practice guide, recommendation goes on based on the research that they were able to review. And they talk about establishing a monthly schedule, for example, using that data, all these things make sense and align with what we've already talked about. I want to pause here on their information on how to carry out this intervention and let you glance at that. How to carry it out? They're talking about monitoring those Tier-2 students on a regular basis, makes sense, regularly, and that those monitoring should occur at least 8 times, but getting more specifically, talk about, you know, doing it every week, doing it with every unit, that kind of thing. Let me break this down. So under this idea of monitoring regularly, glance below. This recommendation is kind of drawing on some information, telling the field that there are different types of progress monitoring tools and different types of progress monitoring information that you can use for monitoring Tier-2. I'm gonna bounce to the bottom. The bottom, I think, is what you're most familiar with, and perhaps maybe have explored a little bit with starting up RTII. It's sort of getting the basic in place in terms of assessment and progress monitoring. If for example, you've explored work and are using the DIBEL's or investigating the DIBEL's, those DIBEL assessment at the early grades kind of fill in and become more of that, you know, the general outcomes type of assessment. They're broader, they're linked to norms, they're benchmarks related to those assessments. If you're thinking about response to intervention at middle school or in high school, one potential manager outcome based is oral reading fluency. Outcome, it's used as an indicator of overall reading help, and there are benchmarks and norms you can use to chart and engage progress. And that's all kind of out there in, you know, a set of materials. There are protocols to follow, there are guidelines for making--[inaudible] making instructional decisions. So that's important part of Tier-2 monitoring, and it is here in the practice guide and linked to what we have talked with the RTII framework. The other piece I went about and talked to is that idea of this mastery tests. So the practice guide was also encouraging educators to turn to those standard protocols, turn to the programs that you have adapted for Tier-2, and use, if available, the mastery tests that are part of those programs. So those mastery tests are going to give you different information for progress, but they still do. For example, a mastery test could be given, even though there's one copy of that could be copied and given before the unit starts or before that Tier-2 intervention starts, and it could be given kind of when you finish the instruction. Here's your two data points, and it let you see on the same assessment how kids did. Did they make a progress? Another way to use those mastery tests, maybe there's multiple mastery tests. And if there are in your program, you can actually create multiple data points. Maybe three, maybe four. You won't be able to sort of show that progress in relationship to a benchmark or a norm, or the--but you still can show a trajectory of progress. And by looking at the items on the mastery test, you could list and talk about the student who's able to do this, not able to do this. And then that information becomes part of instructional planning for further Tier-2 intervention. You know specifically where you're going next. So the two together are kind of working in concert, I guess. They both have very different purposes, valid purposes.

But I just wanted to stress that that is something to think about when you're looking at Tier-2. Other guidelines you see are about, I think, things we've got. You know, using that data to identify students who need it. It's compiling instruction and other guidelines on implementation, talks about regrouping students. They recommend a very systematic, every 6 weeks doing it, so that you can come and think about related to guidelines. I'm gonna end with this quick example and then let you have your final breakout. You know, the idea of mastery test is really important, and I want to introduce some content that follows up on it, and just show you how in our work, we try to use existing assessment formats to create mastery tests 'cause we didn't have any. So let me be really, really clear. Your objective is to use what's established. If mastery tests are used as part of your program, use them. Don't--you know, don't spend the time developing and creating. Very important. I do, however, want to show you, 'cause we didn't have mastery tests available, just for ideas sake, what you can potentially do. And when I do this and show you, I want to remind you that we had a real clear--kind of clear purpose for what we were doing instructionally for our cast. So anyway, one example I want to show you is that we talked about the word identification fluency earlier when we began our afternoon as part of a measure. You might look at for vocabulary and comprehension because that's our application today as example. We were able to use that measure. But as you know, with the word identification fluency, it's based on, you know, randomly selected words. They're not words from our curriculum per se. So I could used the word identification fluency to measure growth, but I'm not gonna know if my students are really learning vocabulary from my Tier-2 intervention. Are they learning those specific words being taught? So what we did to get at that is we used the administration procedures to set up from the word identification fluency, but we changed the task and format. So we changed the task, instead of having kids just fluently talk about words, we would prompt them and ask them to give a definition of the word, we asked them to use it in a sentence, we stopped the time. We didn't do anything with the time. So we dropped the time component, and we kind of scored that. We had a scoring system for it. So you can see that the directions here are borrowed from an existing kind of measure. And then, we worked to create a format where we could get both definition and use for these words. And most importantly for my example here, the words were pulled from what I was teaching in Tier-2, the words were sampled from the curriculum, from my Tier-2 standard protocol program and vocabulary and comprehension. So it was just--I want to give you example. Use mastery test first. I'm not out there telling you to pick and kind of create your assessment. So that's important. I am, however, just giving you some things to think about if in case you are kind of against some obstacles, finding mastery level assessment. This would be the assessments you use for instructional planning purposes. They're not the ones that are here, where you're trying to benchmark, engage--different propose, totally different purpose. These are helping me with my instructional planning and intervention. So yeah, you've got this. This is just a sample probe. So word is pulled from our curriculum, directly from our curriculum. And then we have a scoring system, giving students basically, a rubrics score for how thoroughly and with depth did they define words, how thoroughly and with depth did they use those words in a sentence, then we totalled that up, and then had a total for the probe.

This kind of thing to mastery test, I want to introduce to you, is specific skills related. You could have nine words, you could have four words, you could assess every week. So if you're thinking about using an ongoing assessment system, randomly selecting four or so words every so many weeks maybe, or specifically select your words with purpose. So just a few more things to think about, and example. So--oh, yeah. And we totally use the data. So you can use data from mastery test to monitor progress, like this is what that measure I just show you. We really looked at it. Notice, I don't have any benchmarks here. I'm not--I don't have any rate of growth or progress to use. But I can use it instructionally. So Tier-2 progress monitoring, to sum up, is telling us that as part of Tier-2 monitoring, the two pieces are kind of important. The overall global outcomes, piece with benchmarks to guide you, as well as the mastery in a specific skills piece to get at. Last five minutes, and after that, I will conclude. So any final questions, come up or write them down for me, and we'll collect them, I'll try to go through as much as I can at the end. So your five minutes here, you can backtrack and look at the, you know, the how of instruction. You also have assessment you can talk about too. And when we regroup, I'll conclude. We've been talking about, as a theme, an undercurrent, I guess, of RTII, the importance of not only the what, but the how. And now, applies to Tier-2 equally as it does to Tier-1. That the what is identified in the way that we talked about. You know, core focused around big ideas and then scratch the surface a little bit and kind of get it angled on some critical foundational skills, your Tier-2 interventions. Equally important--well, yes, look at that. Look at the delivery. Because there's nothing like going to buy and invest in research based programs, you know, doing the training, getting them started, and then not to see the impact in terms of student outcome and performance on your monitoring. One place to start, just like Tier-1, investigating why that might be. Look at implementation. Look at how it's delivered. Look at the effectiveness of that instruction. And so, to remind you of that, think about the use of observation and reflection tools. I've got a couple included in your takeaway packet. One to show you something more kind of tightly setup around Tier-2 intervention. So this would be an example, maybe out of the publisher's work or out of your standard protocol manual. They might give you some of this. I wanted to show you the one we used. You can see that it maps back to the instruction that I talked about. The other is this. This, I know very hard to see, but it's a generic instructional practices or effective practices observation tool, and it is available through patent. I got it on the patent website. I included it in your planning documents. But if you want a better coffee, go to the Patton website. It's there. Generic. It's solid, effective instructions. So if you're kind of grappling and exploring that with your Tier-2, there are sources like this if your standard protocol or programs hasn't provided it. So my conclusion is, you know, we spend time for purposes of focus just to get you through the planning process for Tier-2. I don't want to let Tier-3 to just, you know, walk away without any--kind of any acknowledgment to it, or the important work that should go there, particularly 'cause it's for our most at risk in struggling kids. Know, however, in conclusion, if you are really interested here, go back to the practice guide. What I did to set your planning document is I used the CSI forums from the morning-- you know, the core supplement intervention forms I shared. I used them and I took the practice guide, and I matched them up. And I basically took the recommendations and the CSI guide both, and made the one we did for Tier-2. So you could do something similar. Go to the CSI guide to remind your self about how many kids in a group and those things. And then if you want, you can use the IES practice guide for Tier-3. It has several, if you look at here, recommendations for Tier-3. And just sort of map that in, and how would I plan for that, what kind of things I would think about. And for first business of time,

you know, good things to know and walk away with, but it's sort of, I don't know, your takeaway or you're planning assignment, if you will. Just to think about that Tier-3 piece. So in conclusion today, I think the take home message is that with Tier-3--excuse me--Tier-2 instruction, important to think about the intervention piece, the instruction piece, what happens in Tier-2, and the progress monitoring piece, and across the board, the undercurrent is thinking about the how and the what. How and the what, how it's implemented, and what that content is like, aligned with standards, aligned with the core big ideas with foundational skills and strategies addressed for Tier-2. I'm not in a rush. I move very slowly. So if you want to come talk to me, come talk to me. I'm around for questions and want to, you know, help you think about these things and clarify. If you think of things later, my contact information is here on the chart, write it down and contact me, and I'll be around tomorrow, helping and visiting and circulating during your planning and breakout. So if things come up later and you have questions about what we talked about, love to talk to you more about it. Overall, thank you. Thank you for the late afternoon session. Not an easy one to do. I'm very appreciative. So that's the last [inaudible]. Thanks.