

Building and Sustaining a 3-Tier Model of Instruction



“America’s future walks through the doors of our schools everyday.” Mary Jean LeTendre

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Expected Outcomes

- Build and sustain an effective 3-tier model of instruction.
 - Identify research based core, supplemental and intervention curriculum.
 - Build an assessment framework and data-based instructional practice through effective leadership
 - Create a professional development plan based on teacher and student data





Materials

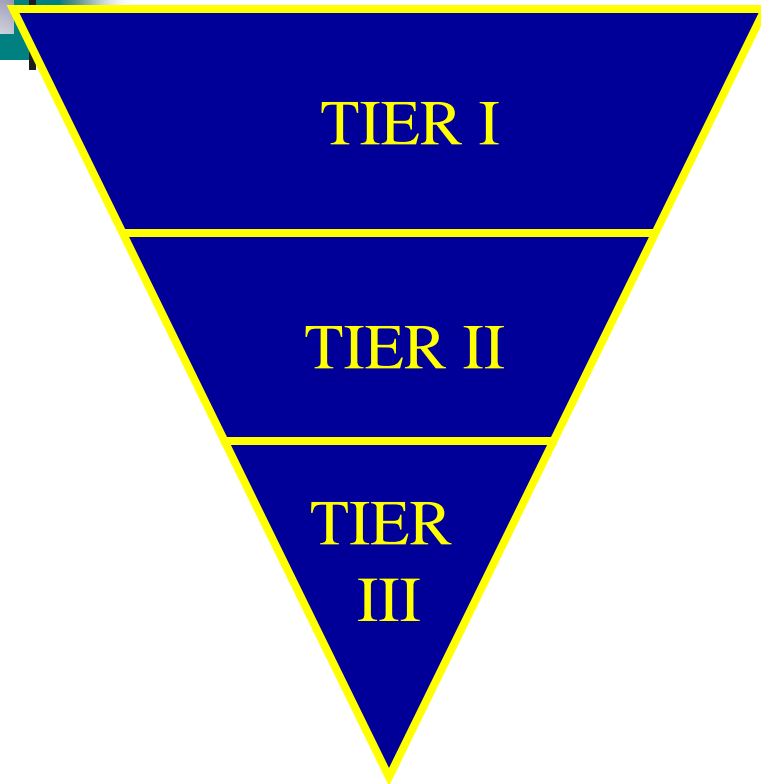
- **Materials Packet:**
 - *Participants should have:*
 - Participant Handout Packet



Find the
Right Tools
&
Use Them With the
Right Children
&
at the
Right Time



Interventions should be organized in tiers



Layers of intervention
responding to student needs

Each tier provides more
intensive and supportive
intervention

Aimed at preventing reading
disabilities



What Programs Do You Have in Your School/District?

- Tools to survey your staff
 - Individual Teacher Survey
 - School-wide Literacy Program Summary

Individual Teacher Program Survey

Name of School

NAME: _____

GRADE LEVEL(S) TAUGHT: _____

DATE: _____

PROGRAM	AREA ADDRESSED BY PROGRAM							YOUR SKILL WITH EACH PROGRAM						USE OF PROGRAM					
	(see key below)							(see key below)						CORE %	SUPPLEMENTAL %	INTENSIVE %	Who Provides (teacher, specialist, etc).	Service Delivery Model (individual, group)	
	O L	P A	P P	S P	F V	R C	0	1	2	3	4	5							

Key to Area:
 OL = Oral Language
 PA = Phonemic Awareness
 P = Phonics
 SP = Spelling
 F = Fluency
 V = Vocabulary
 RC = Reading Comprehension

Key to Skill:
 0 = don't use
 1 = little experience
 2 = progressing
 3 = comfortable
 4 = confident
 5 = could teach others

School-Wide Literacy Program *Summary*

Anytown School

Program Name	Domain Addressed							Grade Levels										Who Provides (teacher, specialist, etc)	Service Delivery Model (individual, group)	Frequency Provided			
	O L	P A	P	S P	F	V	C																Core %

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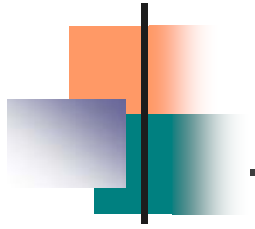




Activity

- Review the Sample Literacy Program Summary Sheet for Anytown School.
- Identify concerns you have about the information presented with your partner.
- What recommendations would you make to this school?





Anytown Program Summary

- See Chart on Pages 4 and 5





Review of Reading Programs

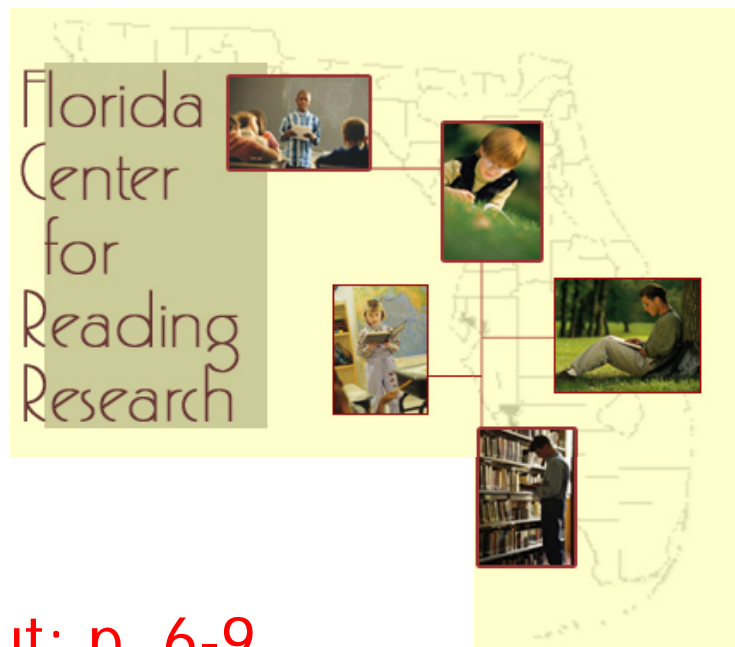
Supplemental & Intervention Curricula:

- Publishers: review

<http://reading.uoregon.edu>



Curricula



www.fcrr.org

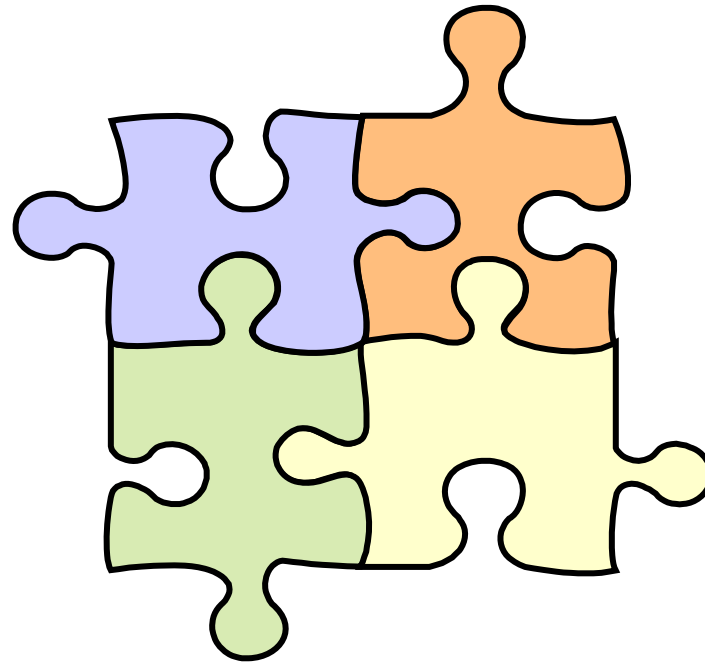
→ Reports

Handout: p. 6-9



Multi-tiered Instruction

Putting It All Together



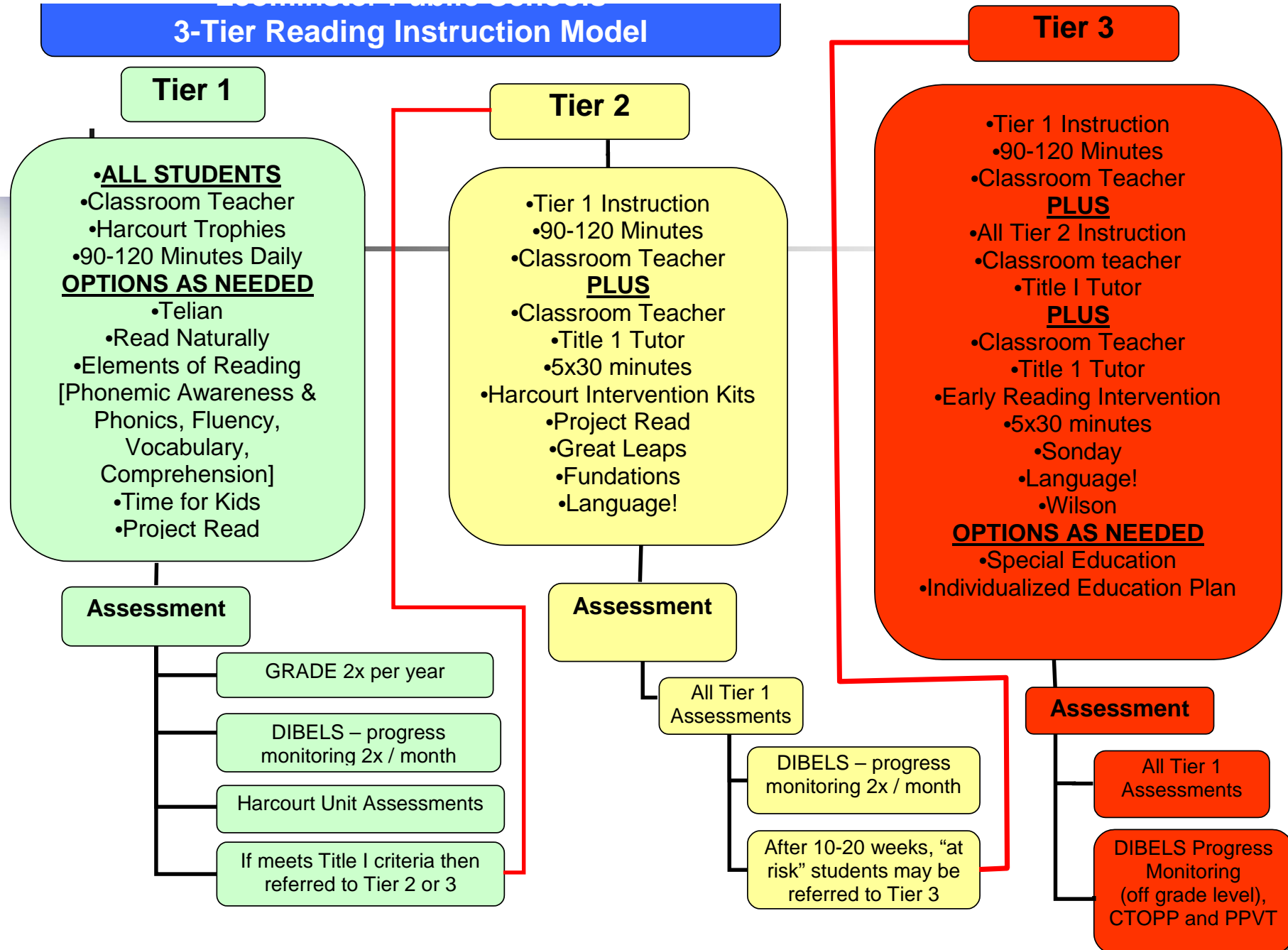


Activity

- Select one of the sample 3-tier Models
- Using the criteria/guidelines on page____, identify the thoroughness of the model (e.g. does it have the necessary elements?)
- Be prepared to share your findings



3-Tier Reading Instruction Model



Grade 1

Tier 1 Houghton Mifflin plus Lexia

DIBELS Benchmark and Progress Monitoring of Strategic and Intensive after 4 weeks-determine tier placement for intensive and strategic students

Tier II Intervention
ERI
5 X 30 / week
Classroom or Para

Tier II Intervention
Project Read
5 X 45 / week
Reading Teacher

Tier II Intervention
Language for Learning
5 X 30 / week
Paraprofessional

Winter Benchmark or Sooner

Tier III of Intervention
Intensify Instruction
5 X 60 / week
Classroom Teacher & Para

Round 2 Tier II
Continue **ERI** or
Project Read
5 X 45 / week

Tier III of intervention
Change Intervention

Tier III Intervention
LindamoodBell Program
SPED Teacher & Para
5 X45 / week



Section 2

Using Assessments to Implement Literacy Change

Handout: pgs. 13-18



Section 2

Assessment:
Finding Out
What Students
Know/Need



3-Tier Literacy Assessment Model - Middle & High School

	COMPONENT	September		As Needed	January	May	
		Screening/Diagnostic		In-depth Diagnostic	Progress Monitoring	Progress Monitoring/ Outcomes	
		Group	Individual	Individual		Group	Individual
T i e r I	Comprehension						
	Vocabulary						
T i e r I I	Fluency						
	Spelling/ Writing						
T i e r I I I	Word Study/ Decoding						
	Phonemic Awareness						

**Massachusetts Reading First Plan Assessment Framework
Grade 1 Assessment**

COMPONENT	SEPTEMBER-OCTOBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic and Progress Monitoring ⁺	Winter Benchmark	Outcomes Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Phonemic Awareness	GRADE, Level K, Form A • Sound Matching • Rhyming	DIBELS Benchmark 1 • Phoneme Segmentation Fluency	DIBELS	DIBELS Benchmark 2 • Phoneme Segmentation Fluency	--	DIBELS Benchmark 3 • Phoneme Segmentation Fluency
Phonics/Word Identification	GRADE, Level K, Form A • Print Awareness • Letter Recognition • Same/Different Words • Phoneme-Grapheme Correspondence • Word Reading (optional)	DIBELS Benchmark 1 • Letter Naming Fluency • Nonsense Word Fluency	DIBELS GRADE (off-level)	DIBELS Benchmark 2 • Nonsense Word Fluency	GRADE, Level 1, Form B • Word Reading	DIBELS Benchmark 3 • Nonsense Word Fluency
Fluency	--	--	--	DIBELS Benchmark 2 • Oral Reading Fluency	--	DIBELS Benchmark 3 • Oral Reading Fluency
Vocabulary	--	--	PPVT-III (listening)	--	GRADE, Level 1, Form B • Word Meaning (reading)	--
Comprehension	GRADE, Level K, Form A • Listening Comprehension	--	GRADE (off-level)	--	GRADE, Level 1, Form B • Listening Comprehension • Sentence & Passage Comprehension (reading)	--

Key:

DIBELS: Dynamic Indicators of Basic Early Literacy Skills; GRADE: Group Reading Assessment and Diagnostic Evaluation; PPVT-III: Peabody Picture Vocabulary Test – 3rd Ed

* In-depth diagnostics as needed for at-risk students; DIBELS progress monitoring assessments can be administered as frequently as prudent using alternate forms.

Handout: p. 14



Student Data Management System

- Big Idea= **YOU NEED ONE!**





Using Student Data

- Grouping Students
 - Stem & Leaf Charts

- <http://mghihp.edu/hill>

- Programs and Services

- HILL Tools

**DIBELS Benchmarks - Instructional
Grouping / Stem and Leaf Charts
(Fall, Winter, Spring – Grades K-8)**






FALL DIBELS - GRADE 1 - INSTRUCTIONAL GROUPING

TEACHER:

Stem & Leaf Charts

Score	Letter Naming	Phoneme Segmentation	Nonsense Word	Instructional Support / Providers
37+	Jhonelle; Kimberly	Juan	Frank	
37+	Ruben; Philip			
37+				
37+				
37				
36				
35				
34	Anensky	Jhonelle; Xavier; Philip		
33				
32				
31				
30	Mathew; Jorge			
29	Xavier			
28	Rachel; Frank			
27	Aliya	Ruben		
26		Thalia		
25	Anthony; Eric; Tanisha			
24		Rachel		
23	Juan		Jhonelle; Philip	
22		Frank		
21			Rachel	
20	Thalia	Anensky; Kimberly		
19				
18				
17			Ruben	
16				
15	Kenny	Eric		
14	Tasha		Anthony; Tasha; Kimberly	
13	Star		Kenny	
12		Anthony; Kenny		
11		Aliya	Anensky	
10		Tanisha		
9	Jeffrey		Mathew	
8			Xavier	
7		Tasha		
6			Juan	
5		Mathew; Jeffrey		
4			Aliya	
3			Tanisha	
2				
1				
0	Malik; Alexi	Star; Malik; Alexi; Jorge	Eric; Thalia; Star; Jeffrey; Malik; Alexi; Jorge	

 Low Risk	CT = Classroom Teacher	TI = Title I Teacher
 Some Risk	SPED=Special Ed Teacher	P = Paraprofessional
 At Risk	RS = Reading Specialist	

Handout: page 15



Using Student Data

- What does a data meeting look like?
- Activity: Use the Data-Meeting Notes on page ____.
- Identify the important positive aspects of the conversation these professionals had about their students.
- Be prepared to share your findings.



<i>LEVELS</i>	<i>Advanced</i>	<i>Benchmark</i>	<i>Strategic</i>	<i>Intensive</i>
Classrooms within Grade Levels	More than 80% of students are meeting Benchmark Goals	75-80% of students are meeting Benchmark Goals	50-75% of students are meeting Benchmark Goals	Less than 50% of students are meeting Benchmark Goals
Grade Level Within School	More than 80% of classrooms and/or students are meeting Benchmark Goals	75-80% of classrooms and/or students are meeting Benchmark Goals	50-75% of classrooms and/or students are meeting Benchmark Goals	Less than 50% of classrooms and/or students are meeting Benchmark Goals
School	More than 80% of all students K-5 are meeting Benchmark Goals	75-80% of all students K-5 are meeting Benchmark Goals	50-75% of all students K-5 are meeting Benchmark Goals	Less than 50% of all students K-5 are meeting Benchmark Goals
Handout: page 17				

School-wide Level Anytown School

What level of
intervention does
this school need?

Benchmark Plus Classrooms	Who Provides	Target Goals	PD Strategies	Progress Monitor (Test & Frequency)
Mrs. Smith (90%) Mrs. Jones (85%)	P RS/IF Outside Consultants Publishers	Continue with current program – core plus challenge materials	Serve as a model classroom in the building and district Receive standard district and DOE Reading First PD	DIBELS & GRADE Benchmark (Fall, Winter, Spring)
Benchmark Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Ms. Best (79%) Mr. Dowell (78%)	P RS/IF Outside Consultants Publishers	Continue with current core program	Serve as a model classroom in the building and district Receive standard district and DOE Reading First PD	DIBELS & GRADE Benchmark (Winter – Spring)
Strategic Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Mr. Lane (62%) Ms. Struggle (61%) Ms. Doe (60%) Ms. Nolette (59%) Ms. Clause (59%) Mr. Carr (55%)	P RS IF DC Outside Consultants Publishers	Fidelity to Core Preteach/Reteach Explicit & Systematic Intervention Data Driven Instruction	Coordinated Intervention Plan for Focused and Strategic PD Increased coaching time from Principal, RS, District, & IF Visit model classrooms	DIBELS & GRADE Benchmark (Fall, Winter, Spring) Progress Monitor Every 2 - 4 Weeks
Intervention Classrooms	Who Provides	Target Goals	Professional Development Strategies	Progress Monitor (Test & Frequency)
Mr. Skelton (37%) Mr. Burns (36%) Ms. McMahon (35%) Ms. Rasmussen(28%) Ms. Hanchette (21%) Ms. DuCharme(19%)	P RS IF DC Outside Consultants Publishers	Fidelity to Core Preteach/Reteach Explicit & Systematic Intervention Data Driven Instruction	Coordinated Intervention Plan for Intensive PD Substantially Increased coaching time from Principal, RS, District personnel, and IF Visit model classrooms	DIBELS & GRADE Benchmark (Fall, Winter, Spring) Progress Monitor Every 1- 2 Weeks



Section 2

Assessment:
Finding Out
What Teachers
Believe/Think About
Their Literacy Program



Phase I

Information Gathered

Self-Reported	HILL Collected
<ol style="list-style-type: none">1. History of Professional Development2. Previous Literacy Partnerships3. Literacy Grants4. Literacy Assessments5. Core/Supplemental Curriculum and Programs	<ol style="list-style-type: none">1. Parent Interviews2. Administrators, Faculty, and Support Staff Interviews3. Effective Schoolwide Survey





Activity

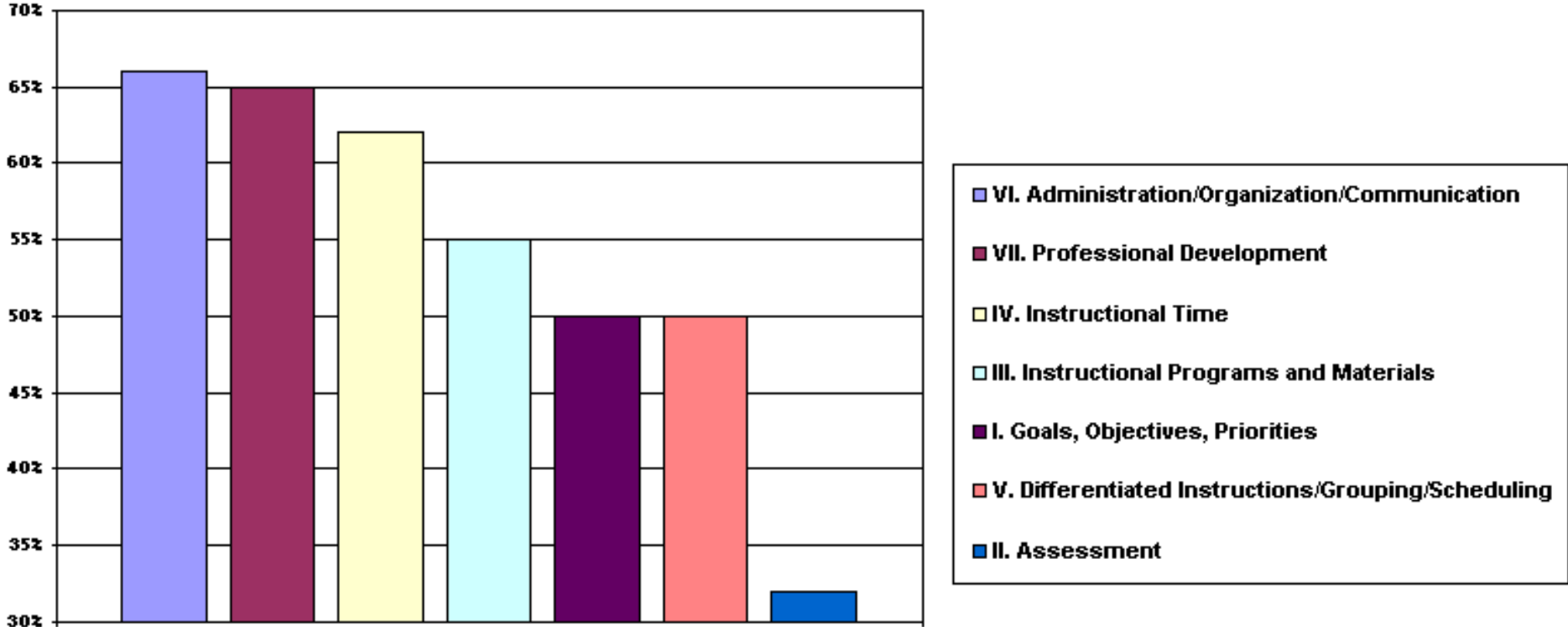
- Look at the data collected from staff & administrator interviews and surveys.
- With your partner, develop some priority goals for this school.
- You do not have student data to guide you.
- Be prepared to share.

Handout: pgs. 19-20

Anytown Faculty Interview Summary

Category	Needs		Strengths	
	#	%	#	%
Assessment	37	71.15%	15	28.85%
Culture	60	34.88%	112	65.12%
Differentiated Instruction/ Grouping/ Scheduling	46	54.76%	38	45.24%
Goals, Objectives, Priorities	107	89.92%	12	10.08%
Home/Family	31	73.81%	11	26.19%
Instructional Programs and Materials	171	60.21%	113	39.79%
Administration/Organization/Communication	66	55.93%	52	44.07%
Professional Development	17	43.59%	22	56.41%
Instructional/ Preparation Time	28	84.85%	5	15.15%

Anytown Effective School-wide Survey Results






Effective Schoolwide Survey

- Internal/External Auditing Form
 - Seven Categories
 - Goals, Objectives, Priorities
 - Assessment
 - Instructional Programs and Materials
 - Instructional Time
 - Differentiated Instruction/Grouping/Scheduling
 - Administration/Organization/Communication
 - Professional Development

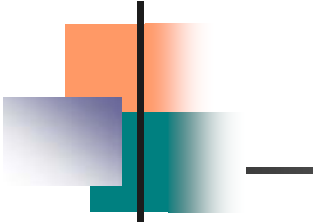
Handout: pp. 21-29



Keep Your Eye on the Tent!

- Literacy is the *top priority* of your school
- *Committed* to making a difference
- *High expectations* for literacy achievement
- Decisions & actions *map backwards* from the *child*
- *Maintain* strong literacy press
- *Assume responsibility* for student learning 

Relentless Commitment



Don't Ever Give Up!

Hanson Initiative for Language & Literacy (HILL)



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