# How can the Rosa Parks teachers effectively implement the RTI components in each tier?



Mr. Brewster provides 90 minutes of reading instruction every day, during which he incorporates the core reading program, high-quality instructional practices, and frequent progress monitoring. During the instructional period, he uses whole- and small-group instruction, paired instruction, learning centers, and independent practice.

Click here to display a worksheet used to track the types of grouping strategies used weekly.

Although Mr. Brewster was worried about having to teach reading for a 90-minute period, he soon realizes that the 90 minutes allow him more opportunities to differentiate instruction and to employ different grouping formats. Click here to view an example of one of Mr. Brewster's lesson plans. The following section describes in more detail how Mr. Brewster implements this lesson plan. Throughout the section, links provide information for each grouping format contained in this 90-minute instructional period.

## Providing 90 Minutes of High-Quality Instruction

*Whole-Group Instruction (10 minutes)*

(8:00 to 8:10) Mr. Brewster spends the first 10 minutes of reading instruction leading whole-group activities. Mr. Brewster likes to start his reading class with a whole-group activity because he feels that this provides a common focus in reading across all the groups. Additionally, it allows the students, regardless of reading-ability level, to interact and contribute to discussions (e.g., a student with a learning disability can brainstorm a number of high-level ideas, even though he or she has difficulty reading written text). Click here for an example of Mr. Brewster's whole-group activities.

*Small-Group Instruction/Learning Activities (60 minutes)*

This 60-minute period is broken into three 20-minute sessions. During each session, Mr. Brewster provides instruction to one small group, while the other students are engaged in learning-center activities. Mr. Brewster creates two learning centers. The first, which he refers to as the story center, is devoted to vocabulary. Within this center, Mr. Brewster has provided a variety of listening, reading, and writing activities that reinforce vocabulary skills. The second learning center incorporates a variety of reading activities that address key reading skills. As noted

previously, Mr. Brewster formed these small groups using the universal screening data, dividing the students according to their performance levels (same-ability grouping): low, middle, and high.

*Note: This is only one method of how to implement small-group instruction.*

First 20-minute session

(8:10 to 8:30)

During this first 20-minute session, notice that Group 1 is working at the small-group table, Group 2 is working on the story-center activities, and Group 3 is working on learning-center activities. To see more information on the lesson plan and activities that the three groups will be engaged in during the first 20-minute session, click on each of the links (i.e., small group, story center, learning center) in the diagram below.
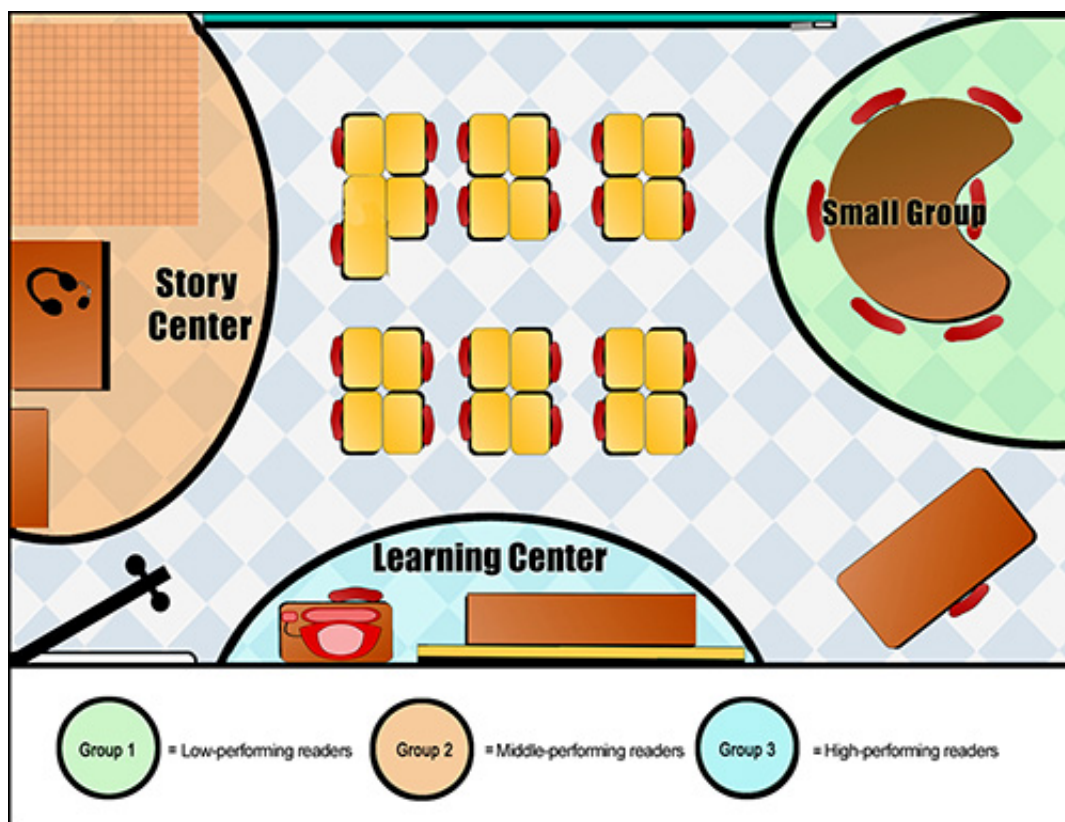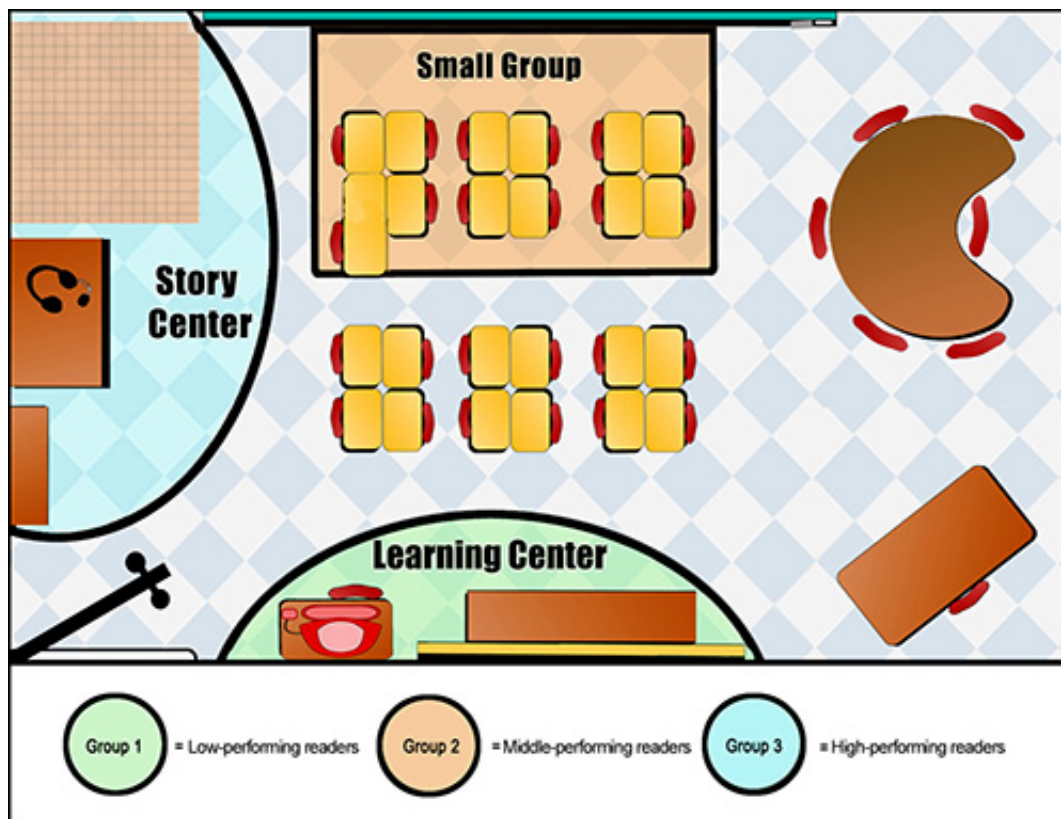
Group 1 | Group 2 | Group 3

*Note: Classroom diagram not to scale*

Second 20-minute session

During this second 20-minute session, notice that Group 1 moves to the learning center, Group 2 works

(8:30 to 8:50) with Mr. Brewster in small-group instruction at their desks, and Group 3 works on story-center activities. To see more information on the lesson plans and activities that the three groups will be engaged in during the second 20-minute session, click on each of the links (i.e., small group, story center, learning center) in the diagram below.
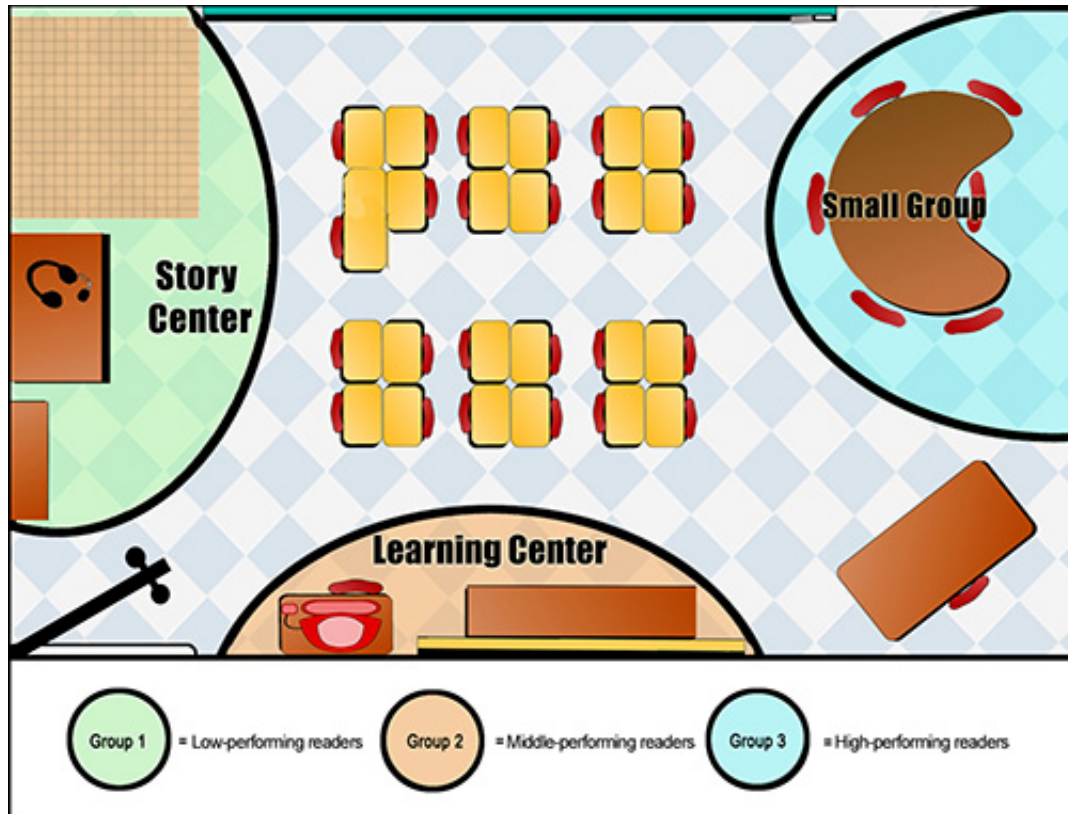


Group 1 | Group 2 | Group 3

*Note: Classroom diagram not to scale*

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Third 20-minute session

(8:50 to 9:10) During the final 20-minute session, Group 1 moves to the story center, Group 2 completes learning-center activities, and Group 3 receives small-group instruction at the table with Mr. Brewster. The diagram below depicts the student movement within the classroom for the third 20-minute reading session. Click on each of the links (i.e., small group, story center, learning center) in the diagram to see what the students will be doing during this time period.

Group 1 | Group 2 | Group 3

*Note: Classroom diagram not to scale*

## Keep in Mind

The grouping format described above is one example of how teachers might group their students. The type of grouping practices a teacher uses should be related to the core reading program being used in the classroom and will vary from school to school. Additionally, once teachers can effectively manage learning centers, the teacher may incorporate mixed-ability grouping in centers. For example, students from Group 2 and Group 3 may work together at the same center while Mr. Brewster provides small-group instruction to Group 1.



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Many teachers think the management of learning centers can be challenging, particularly when planning meaningful activities and holding students accountable for their work. Listen as Thea Woodruff provides helpful hints for the successful implementation of learning centers (time: 1:09).

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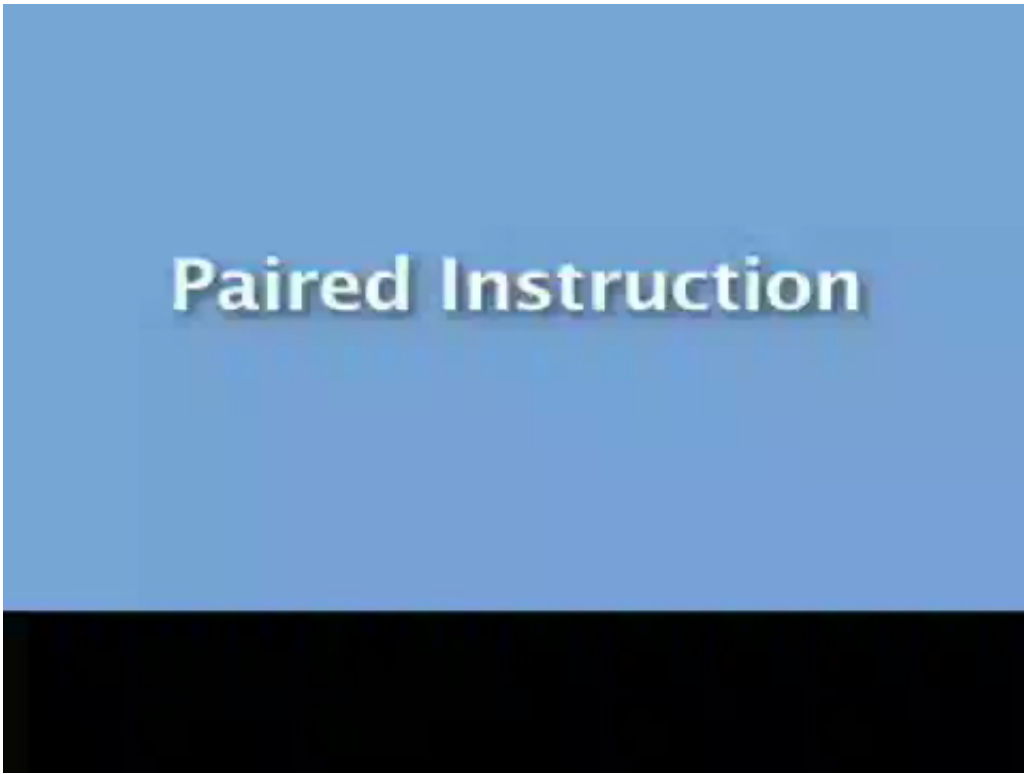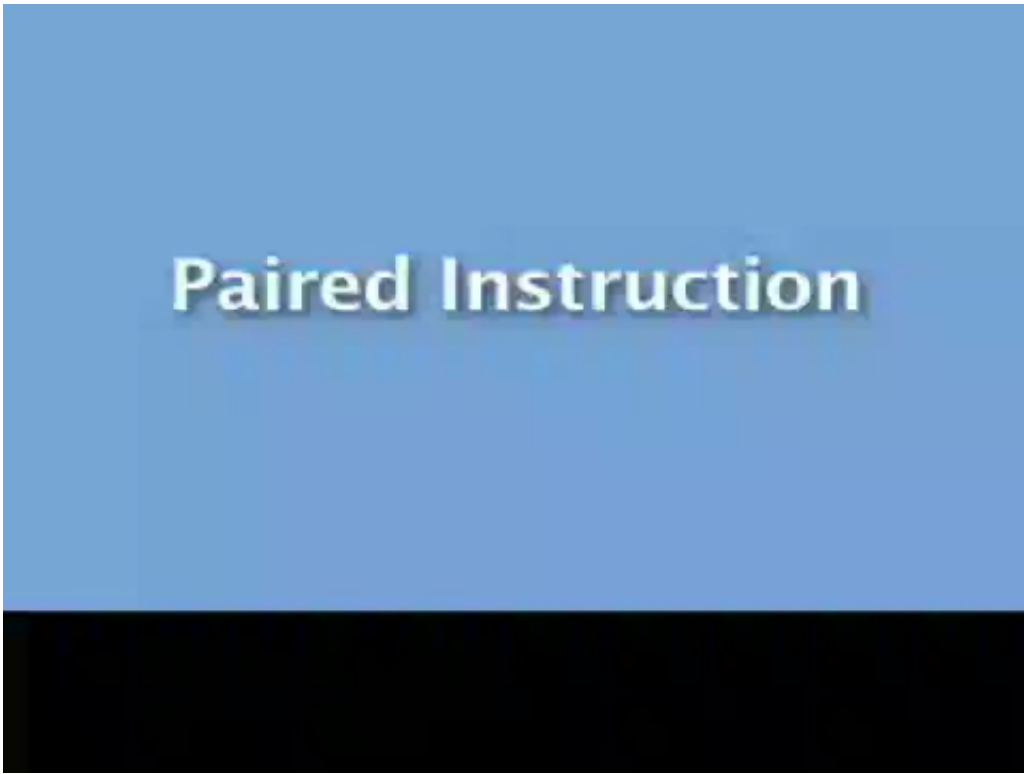
View Transcript

*Paired Instruction (10 minutes)*

**(9:10 to 9:20)** The next segment of Mr. Brewster's reading schedule is partner reading, in which all students in the class are paired to practice reading fluency. The students take turns reading a short passage to each other. Mr. Brewster walks throughout the classroom, observing each pair of students, occasionally providing feedback on their reading and their partnering skills.

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Mr. Brewster paired his students using their fall universal screening scores and the rank-ordering method discussed in RTI (Part 3): Reading Instruction. Click here for a quick review of this method. As a result of using this method, the student pairs reflect mixed-ability grouping.

The video clip below provides an example of a partner-reading activity and includes a student's perspective on this type of instruction. This example highlights Peer-Assisted Learning Strategies (PALS), a structured, peer-mediated reading activity appropriate for students in grades 2-8 (time: 1:40).

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01:40

View Transcript

*Independent Work (10 minutes)*

During the final 10 minutes of class, all of Mr. Brewster's students work independently on various activities and worksheets that reinforce the reading skills addressed in small-group instruction.

(9:20 to 9:30)

Click here for a printable scheduling chart to help plan for the different instructional groups (PDF document).

## Progress Monitoring

During Tier 1, progress monitoring data should be collected for 6-10 weeks.

While the students are engaged in independent work, Mr. Brewster collects weekly progress monitoring data. Because he collects data for each student in his classroom (excluding Jack), not just those whose universal screening data indicated that they were struggling readers, he assesses 4 to 5 students per day.

Now that the students are in second grade, the *Word Identification Fluency* (*WIF*) probe is no longer appropriate for most students. Instead, Mr. Brewster uses *Passage Reading Fluency* (*PRF*), which is more appropriate to assess the skills of second-grade students. This measure assesses students' abilities to read sentences, paragraphs, and passages. For the assessment, each student reads a passage for one minute while Mr. Brewster records the number of words he or she reads correctly.

# Activity

Click on the picture of Irina, one of Mr. Brewster's students, to practice administering a *PRF* probe.

## Making Tier Decisions

After 8 weeks of collecting progress monitoring data, Mr. Brewster evaluates the results for Laney, Paloma, Sammy, Adam, and LaToya—the students who were identified by the universal screening as having potential reading difficulties. Mr. Brewster will not make a tier placement decision for Jack because he is already receiving Tier 3 services. Mr. Brewster begins by examining each of his struggling students' graphs. To evaluate a student's progress and to make a tier placement decision, Mr. Brewster will review the progress monitoring data collected. He will examine the student's rate of growth (slope), which will indicate how much the student's reading skills have increased each week.

Below is an example of Paloma's graph and how to use the data to make a tier placement decision.
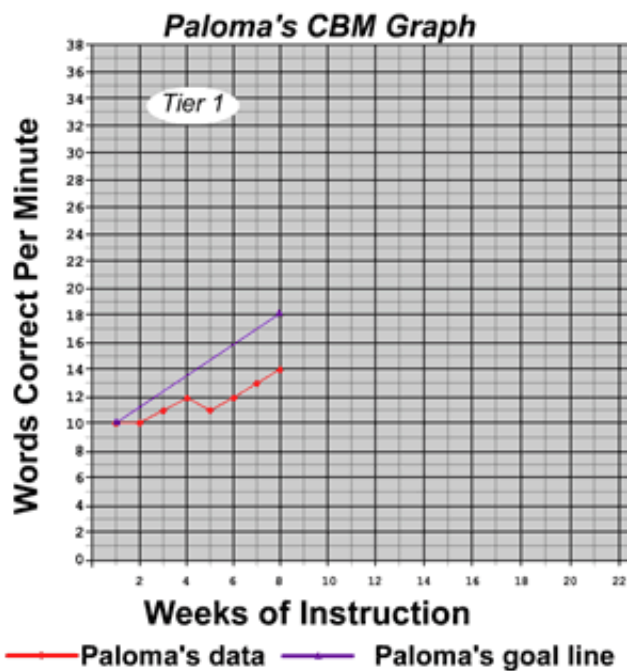


Paloma

The score on the first probe — 10
The score on the last probe — 14
The first administration time period — week 1
The last administration time period — week 8
Slope = Click here to calculate Paloma's slope.

Paloma's rate of growth is .57. The criterion for adequate progress on the PRF is a rate of growth (or slope) equal to or greater than one. The data indicate that Paloma would benefit from Tier 2 intervention.

Mr. Brewster compares each student's slope to the rate of growth specified by the progress monitoring measure being used:

- If the student's slope is equal to or greater than the specified rate of growth (e.g., a slope of greater than or equal to 1 on the second-grade *PRF* probe), the student is responding adequately to instruction.
- On the other hand, if the student's slope is less than the specified rate of growth, more intensive instruction, like that provided in Tier 2, is warranted.
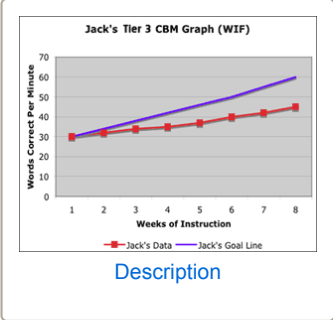
Two of the six struggling students have specific learning needs. Jack was identified with a learning disability in first grade and has an IEP. He will continue receiving Tier 3 intervention (special education services) from Ms. Jacobs. Mr. Brewster will meet often with Ms. Jacobs to discuss Jack's progress. Sammy was identified with ADHD in first grade and has a 504 plan. After discussing Sammy's reading skills and his progress monitoring data, Mr. Brewster and the S-Team believe that Sammy can make adequate progress in the general education classroom with a few accommodations. The remaining students did not make adequate progress in Tier 1, as indicated by their rates of growth (slope) on the progress monitoring data.
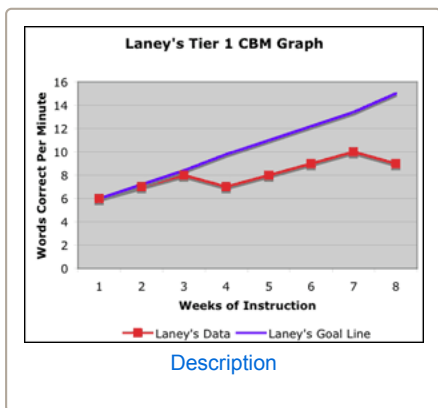
*Remember:*

- At Rosa Parks, second-grade students are typically monitored using the *PRF*.
- If a student's slope is greater than or equal to 1 on the *PRF*, he or she is making adequate progress.
- Jack is monitored using the *WIF*.

If you would like practice calculating the slope for each student in the table below, click here for a slope calculator. (The PRF slope criterion is 1; the WIF slope criterion is 1.8.)

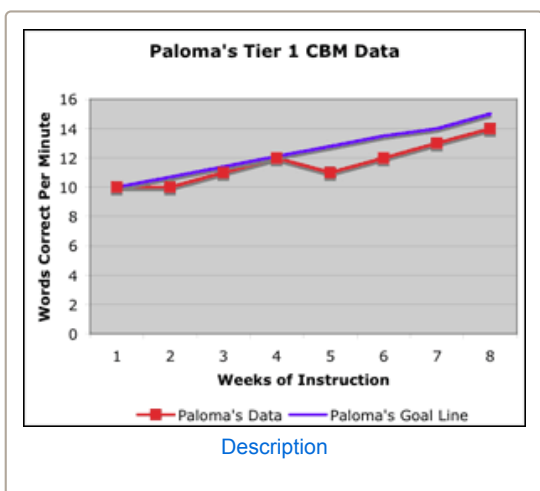| Student | Progress Monitoring Data | RTI Tier 1 Decision |
|---|---|---|
| Jack | *(Jack's slope = 2.14)* <br><br> Jack's Tier 3 CBM Graph (WIF) <br> Description | • Identified as having a learning disability in first grade <br> • Has an IEP and will continue to receive Tier 3 intervention |
| | *(Laney's slope = .43)* | • Not making adequate progress in Tier 1 instruction |

| | | |
|---|---|---|
| **Laney**   Description | | • Will receive Tier 2 intervention |
| **Paloma**  *(Paloma's slope = .57)* |  Description | • Not making adequate progress in Tier 1 instruction<br>• Will receive Tier 2 intervention |
| **Sammy**  |  Description *(Sammy's slope = .43)* | • Identified as having ADHD in first grade<br>• Not making adequate progress in Tier 1 instruction<br>• The S-Team believes that Sammy's ADHD is contributing to the erratic nature of his data. So the S-Team decides to try some instructional accommodations before making a Tier 2 decision.<br>• Will continue with Tier 1 instruction only; his progress will continue to be monitored and evaluated |
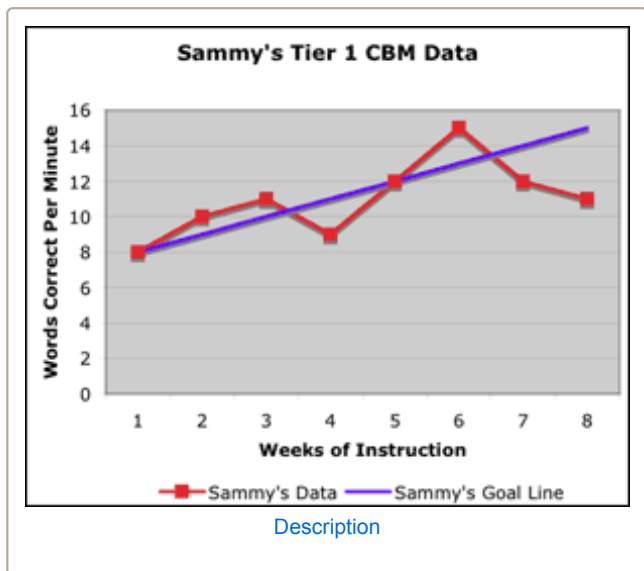
**LaToya's Tier 1 CBM Graph**

Description

*(LaToya's slope = .29)*

- Not making adequate progress in Tier 1 instruction
- Will receive Tier 2 intervention

## Activity



Adam

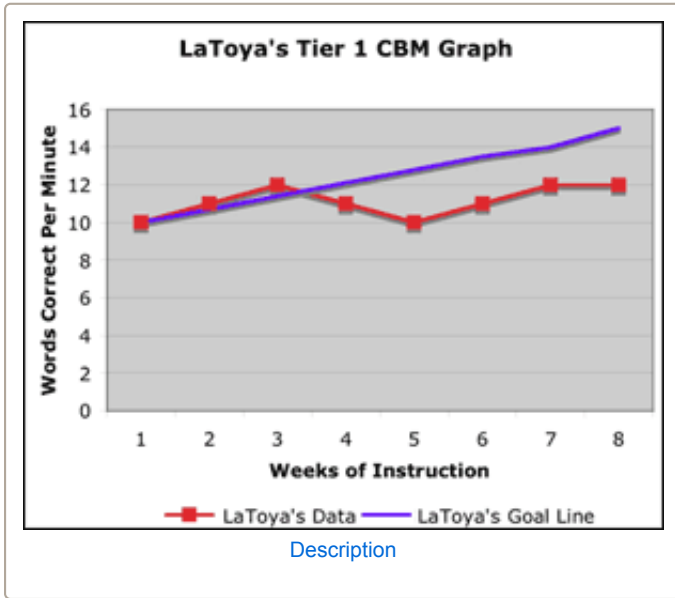The final struggling reader in Mr. Brewster's class is Adam. Help Mr. Brewster evaluate the performance level and rate of growth for Adam and make a placement decision based on the data. Click on Adam's picture to complete this activity.

After evaluating the data, Mr. Brewster determines that Laney, Paloma, Adam, and LaToya would benefit from targeted instruction provided in Tier 2, in addition to Tier 1 instruction.