

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



Tier 2 intervention typically lasts from 20 to 45 minutes, depending on the age and the instructional needs of the child.

The four students who did not respond adequately to the Tier 1 high-quality instruction provided by Mr. Brewster are Laney, Paloma, Adam, and LaToya. Therefore, they will begin receiving 30 minutes of targeted reading intervention (Tier 2), provided by Ms. Washington, the reading specialist at Rosa Parks, in addition to the 90 minutes of reading instruction (Tier 1) with Mr. Brewster. Ms. Washington will provide intervention to groups of three to five students (with no group larger than five). Consequently, Mr. Brewster and the other second-grade teachers have arranged their schedules so that they will send their students to Ms. Washington’s room at different times throughout the day. Mr. Brewster’s students have been assigned the period from 12:15 pm to 12:45 pm. Though Mr. Brewster realizes that his students will miss some of his instruction in order to receive Tier 2 intervention, he does not want these students to miss entire instructional periods and, thus, has arranged his schedule to minimize the amount of instruction that they will miss in science and social studies.

MR. BREWSTER		
12:00 – 12:30	Science (M, W, F) Social Studies (T, Th)	} 12:15 – 12:45 Tier 2 intervention
12:30 – 1:00	Social Studies (M, W, F) Science (T, Th)	
		} Providing 30 Additional Minutes of High-Quality Instruction



Ms. Washington will offer targeted intervention for 10 weeks (one round) using a supplemental program that is based on research-validated instruction. As with Tier 1 instruction, the Tier 2 intervention will incorporate the five core reading components: phonemic awareness, phonics and word study, fluency, vocabulary, and reading comprehension. In addition to covering the same core reading components, Tier 2 intervention will provide additional support by:

- Remediating skill deficits
- Preteaching and reviewing skills for Tier 1 lessons
- Providing multiple opportunities to practice
- Providing immediate corrective feedback

## For Your Information

Tier 2 intervention can be implemented using a supplemental program that complements the core reading program used in the general education classroom for Tier 1 instruction. Alternatively, the school may implement any effective research-based program for targeted instruction. In either case, the Tier 2 intervention provider can evaluate whether the selected program is adequately addressing the five core reading components.



Before the beginning of the school year, Ms. Washington evaluated the supplemental program and, finding that the program was weak in vocabulary, she gathered additional materials to teach this skill. As she instructs her students, Ms. Washington will keep in mind that not all lessons in the supplemental guide may be beneficial for her students.



*It is important to remember that the Tier 2 provider must take care always to match the intervention*

to the students' instructional needs and to align the lessons with Tier 1 instruction.

Following is an example of one of Ms. Washington's weekly lesson plans, illustrating how she addresses the core reading components and progress monitoring during the targeted intervention. [To view a sample Tier 2 lesson plan, click here.](#)

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonemic Awareness	2 min.	2 min.	2 min.	2 min.	2 min.
Phonics and Word Study	12 min.	10 min.	15 min.	10 min.	10 min.
Vocabulary	10 min.		8 min.		10 min.
Fluency	6 min.	10 min.	5 min.	9 min.	8 min.
Comprehension		8 min.		9 min.	
Progress Monitoring	1 student	1 student	1 student	1 student	

**Credit**

As is outlined in the table above, Ms. Washington devotes a few minutes of every day to phonemic awareness, even though this is not usually a focus in second-grade curricula. She usually addresses it at the beginning of class with an activity, such as a song. Ms. Washington realizes that it is important to provide opportunities for those students who are struggling to practice and review phonemic awareness skills. However, she also understands that students need to be taught the other core reading components, whether or not they have mastered phonemic awareness, in order for their reading skills to progress. [Click Here for a quick review](#) of the core reading components and when to address each.



Instead of providing instruction on each individual component for only five minutes per day, Ms. Washington feels that she can more effectively address the five core components by devoting more time each day to just a few of them. Therefore, as illustrated in the table above, she does not always address each component in her daily lesson, but rather makes certain that she covers all of the skills during the week. Ms. Washington may later change the amount of time she devotes each week to the individual core reading components, based on the students' instructional needs.

Though Rosa Parks has the resources to hire a full-time reading specialist to serve as the Tier 2 provider, in some schools, such as Wiseman Elementary School, the general education teacher provides the Tier 2 intervention. [Click](#)

[here for a brief overview](#) of how one teacher at Wiseman Elementary schedules and provides Tier 2 intervention.

## Progress Monitoring

One round of Tier 2 intervention usually lasts 10-12 weeks.

During the course of the 10 weeks of Tier 2 intervention, Ms. Washington collects progress monitoring data on Laney, Paloma, Adam, and LaToya once per week. She administers a progress monitoring probe to one of the four students each day. Consequently, Mr. Brewster no longer collects progress monitoring data on these students during Tier 1 instruction. Instead, he collaborates with Ms. Washington to keep abreast of his students' progress.

## Making Tier Decisions

When evaluating progress to determine a tier decision, teachers need to examine students' progress monitoring data for the predetermined monitoring period in Tier 2 (a recommended minimum of 10 weeks). Teachers will examine both performance levels and rates of growth and will decide, based on the following guidelines, whether students are making adequate progress:

- Students **are making adequate progress** if their scores are at or above the established criterion for either performance level **OR** rate of growth.
- Students **are not making adequate progress** if their scores fall below the criteria for both performance level **AND** rate of growth.

The table below recaps this decision process.

	Performance Level	Rate of Growth	Outcome
Meets Criteria	Yes	Yes	Making adequate progress
	Yes	No	Making adequate progress
	No	Yes	Making adequate progress
	No	No	Not making adequate progress; needs more intensive services

## Keep in Mind


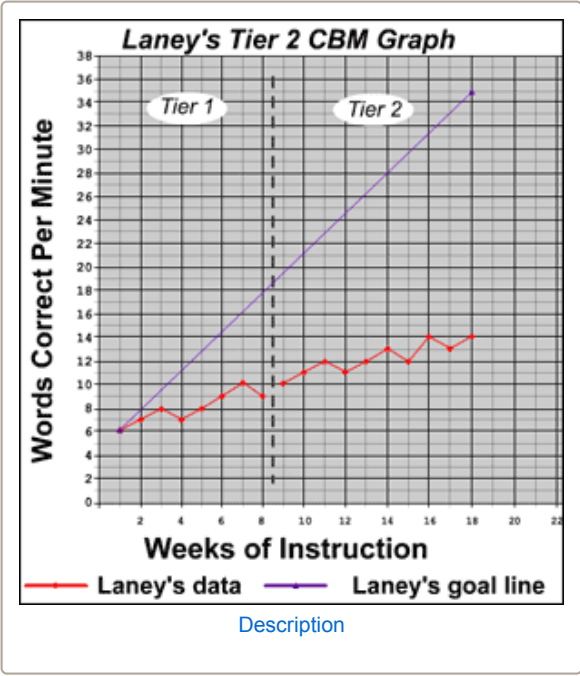
To calculate a student's performance level, compute the average of his or her last three probes.

- If a student's average score on the last three probes is equal to or greater than the benchmark, the student is responding adequately to instruction.
- On the other hand, if a student's score is less than the specified benchmark, more intensive instruction, like that provided in Tier 2, is warranted.



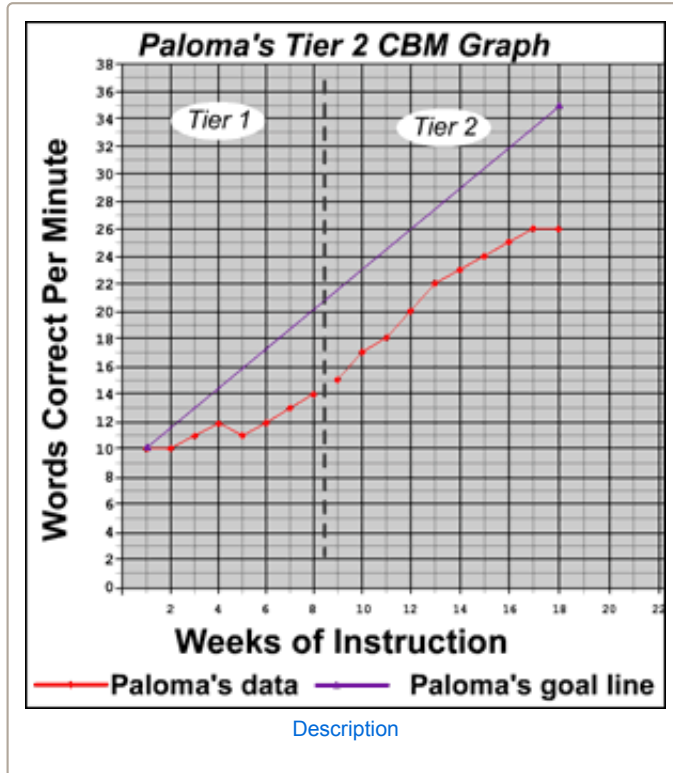
Ms. Washington and Mr. Brewster meet at the end of the 10-week period of Tier 2 instruction to examine the students' progress monitoring data and to evaluate their progress. Because it is now the middle of the school year, the mid-year criteria for the second-grade *PRF* are used to evaluate the students' reading performance. In this example, the mid-year criteria are 35 words read correctly in one minute and a slope of 1. The table below displays each student's data and tier placement decision.

If you would like to practice making tier decisions for each student in the table below, [click here for a slope calculator](#). (The PRF criteria: benchmark  $\geq 35$ ; slope  $\geq 1$ .)

Student	Progress Monitoring Data	Tier 2 Placement Decision
 <p>Laney</p>	 <p>Laney's performance level = 14 Laney's slope = .44</p>	<ul style="list-style-type: none"> <li>• Not making adequate progress in Tier 2</li> <li>• Would benefit from Tier 3 intervention</li> </ul>
	<p>Paloma's performance level = 26 Paloma's slope = 1.22</p>	<ul style="list-style-type: none"> <li>• Making steady progress in Tier 2, but has not met criteria</li> <li>• Would benefit from another <a href="#">round of Tier 2</a></li> </ul>



Paloma



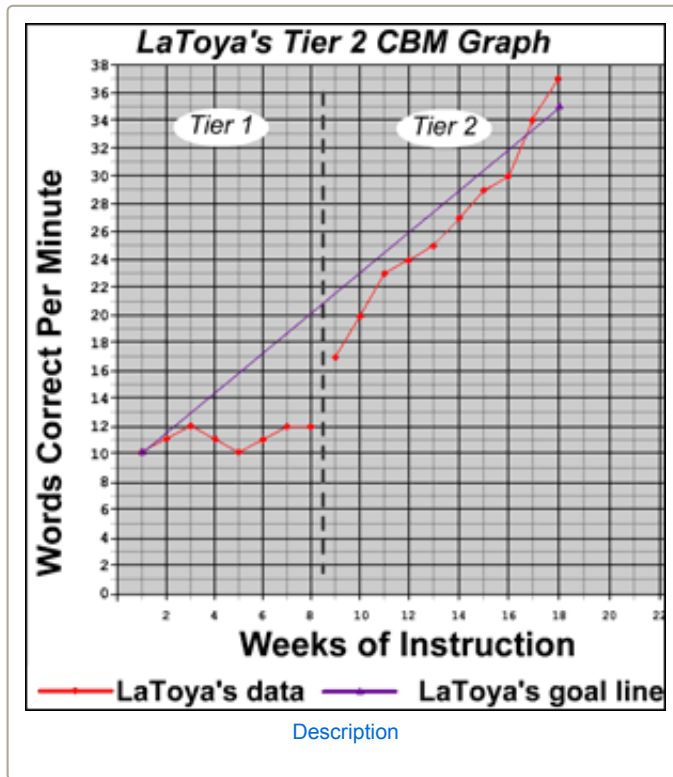
intervention



LaToya

LaToya's performance level = 34  
 LaToya's slope = 2.22

- Met criteria for rate of growth for her grade level
- Will discontinue Tier 2 intervention and receive Tier 1 instruction only
- Progress monitoring will continue in Tier 1



## Activity



**Adam**

The final struggling reader in Tier 2 is Adam. Help Mr. Brewster and Ms. Washington to evaluate his data. Using the performance-level and rate-of-growth criteria, make a placement decision for Adam. Click on Adam's picture to begin this activity.

LaToya and Adam have met the criteria for rate of growth and performance level to discontinue Tier 2 intervention. They will receive Tier 1 instruction only with Mr. Brewster, and he will continue to monitor their progress. Paloma's reading skills have improved with Tier 2 support; however, she has not yet reached the grade-level **benchmark**. She will receive another **round of Tier 2 intervention** until she meets the predetermined criteria. Laney still is not making adequate progress and will be referred for Tier 3 intervention.