

How Does Small-group Reading Instruction in Tier I Differ From Small-group Reading Instruction in Tier II?

2008 Response to Intervention Conference
Region 1 Education Service Center
Edinburg, TX
November 19, 2008

Session Objectives

- Discuss features of differentiated instruction
- Use examples of classroom observation tools
- Analyze Tier I reading instruction
- Analyze differentiated intervention (Tier II)

Questions We Will Answer Today

- What is differentiated instruction?
- Why differentiate?
- What are features of differentiated instruction?
- What does differentiated instruction look like in Tier I instruction?
- How does it differ in intervention (Tier II)?

What is differentiated instruction?

“Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.”

Tracy Hall, Ph.D., NCAC

Why differentiate?



- To recognize students' varying needs:
 - Accounting for background knowledge, readiness, language, preferences in learning, and interests
- To engage students:
 - Using time, materials, and grouping
- To maximize student learning:
 - Providing effective, targeted instruction

What are features of differentiated instruction?

It is explicit!

Differentiated instruction includes:

- Teacher modeling
- Systematic presentation
- Scaffolded student responses to promote comprehension
- Multiple student response opportunities
- Immediate and corrective feedback

Recognize Varying Student Needs

Throughout instruction—from introducing new concepts to summarizing what was learned:

- Capitalize on shared knowledge
- Build background knowledge
- Vary vocabulary and explanations to help English language learners
- Use examples that reflect students' interests

Engage Students

Prioritize time: Spend instructional time where it counts the most!

Time for each component/activity of lesson:

- Introducing concept
- Modeling
- Practicing
- Reviewing

Engage Students (cont.)

Pacing (at lesson level, curriculum level)

Use a pacing plan to ensure appropriate coverage/mastery of content throughout the school year:

- Moving too quickly may result in gaps in knowledge that affect future progress
- Moving too slowly may cause students to “tune out” and miss the opportunity to master the content

Engage Students (cont.)

Materials:

- Match instructional needs and abilities
- Reflect students' interests
- Vary types of text

What materials does the Tier I program provide that can be used in whole group? Small groups? Partners? Centers?

Engage Students (cont.)

What other resources can supplement instruction?

- Intervention materials
- Other scientifically based reading research sources (Teacher Reading Academies, Florida Center for Reading Research, etc.)

Engage Students (cont.)

- **Use grouping** to maximize learning:
 - Vary for instructional purpose
 - Composition of group (homogeneous vs. heterogeneous)
 - Type of group: whole group, small group, partners; teacher-led, centers, independent work
- **Be flexible!**
 - Analyze student needs and regroup
- **Be relentless! REINFORCE LEARNING!**

Positive Reinforcement

- Students' rates of learning are proportional to the rate at which they respond correctly
- Providing students many more and varied opportunities to respond is a way to increase their rates of learning
- Strive for automaticity

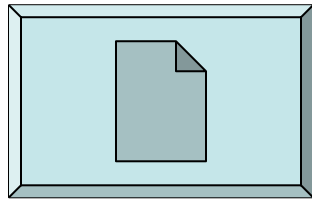
**ALL TEACHERS HOLD STUDENTS ACCOUNTABLE FOR
WHAT THEY HAVE LEARNED!**

Positive Reinforcement

- Students' rates of learning are proportional to the rate at which they respond correctly
- Providing students many more and varied opportunities to respond is a way to increase their rates of learning
- Strive for automaticity

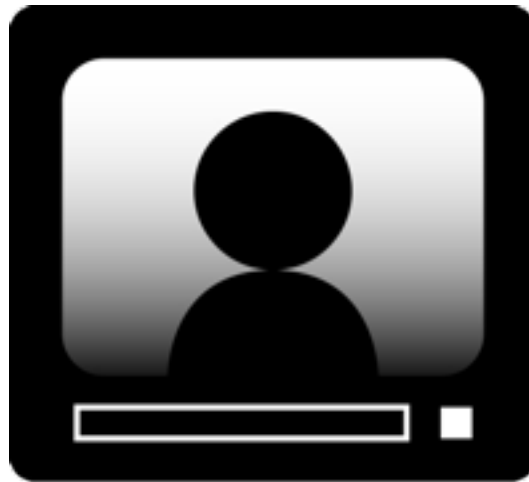
**ALL TEACHERS HOLD STUDENTS ACCOUNTABLE
FOR WHAT THEY HAVE LEARNED!**

Tier I Whole Group



Click on the icon above to download the tool and then click on the picture to access video instructions for the next activity

Tier I Whole Group



Click on the icon above to view the video

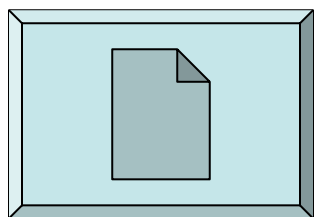
Maximize Student Learning

- Provide effective, targeted instruction:
 - In teacher-led small groups (Tier I)
 - In teacher-led small-group intervention (Tiers II and III)
- Scaffold students' responses to ensure their understanding of concepts
- Provide ample practice in student-directed learning activities (centers, partnering, and independent work)

Planning Considerations

- Component/concept to be taught:
 - What is the objective for Tier I? For Tier II?
- Grouping format(s):
 - What are student needs for small-group instruction in Tier I (assessment data)?
 - What do student progress-monitoring data indicate should be targeted in Tier II?
- Instructional time (Tier I, Tier II)
- Materials needed (Tier I, Tier II)

Tier I Small-group Instruction



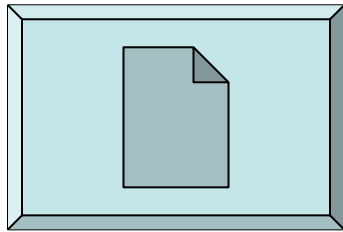
Click on the icon above to download the tool and then click on the picture to access video instructions for the next activity

Tier I Small-group Instruction



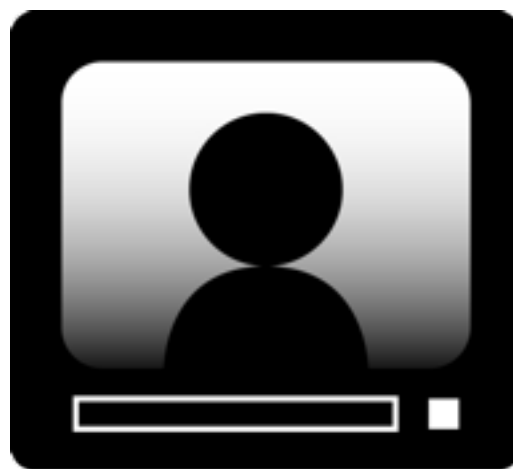
Click on the icon above to view the video

Tier II Small-group Intervention



Click on the icon above to download the tool and then click on the picture to access video instructions for the next activity

Tier II Small-group Intervention



Click on the icon above to view the video

Managing Instruction

- Behavior management:
 - Posted rules/expectations
 - System in place for general behavior management (e.g., points, clothespins)
 - Consistency
- Classroom management:
 - Room arrangement
 - Systems for transitioning to groups, asking questions, turning in work, etc.

Managing Instruction (cont.)

- Time management:
 - Use a timer for everything
 - MINIMIZE transitions
 - Use every possible minute for instruction
- Materials management:
 - Students know the materials/resources that can be used
 - Instructional materials ready and accessible (including assessment data)

Tier I Instruction and Tier II Instruction: Common Elements

- Using language in a carefully controlled way
- Presenting strategies clearly
- Scaffolding student learning
- Providing sufficient examples for instruction and practice
- Providing immediate error correction

Remember...

- When examining instructional practices, evaluate use of time and materials
- Utilize multiple grouping formats to meet instructional objectives and student needs
- Analyze management techniques to improve instructional efficiency and effectiveness
- Implement centers as extensions of previously taught lessons when appropriate for meeting instructional objective

Contact Information

Pam Bell Morris, Ph.D.
pbmorris@mail.utexas.edu

Desiree Pallais
desiree.pallais@mail.utexas.edu

Kathleen Walker
kathleen_walker@mail.utexas.edu

<http://buildingRTI.utexas.org>