

BUILDING RTI CAPACITY

Guiding Questions for Use With the 3-Tier Reading Model Action Plan

Tier I: Core Instruction

1. Core curriculum and critical components
 - a. Are your K-3 teachers currently using a core curriculum to guide daily instruction that meets the requirements of a research-based program?
 - b. Does the core program address all 5 critical components and if not, are the teachers equipped to address the gaps?
2. Effective instruction
 - a. Are teachers implementing the core curriculum effectively and the way it is intended?
 - b. Do all teachers demonstrate effective instruction while teaching reading (multiple opportunities, corrective feedback, explicit and systematic instruction, etc.)?
3. Professional development
 - a. Are there professional development opportunities available to teachers that focus on enhancing the teaching of reading using research-based knowledge and practices?
 - b. Are teachers' professional development needs assessed using various means including a review of student data?
4. Grouping
 - a. Are students engaged in a combination of grouping arrangements for various purposes (homogeneous, heterogeneous, pairs)?
 - b. For the grouping patterns utilized, is the teacher able to meet students' needs, monitor student performance, and provide sufficient opportunities for practice?
5. Benchmark testing/progress monitoring
 - a. Does your school require that teachers administer benchmark tests at 3 points during the year (fall, winter, spring) for students in grades K-3?
 - b. Do the benchmark tools address the critical literacy skills appropriate for each grade?
 - c. Are teachers (or testers) trained sufficiently to assess students with fidelity?
 - d. Do teachers know how to interpret the assessment information to inform their instruction?
6. Protected reading instruction time
 - a. Is there a minimum amount of time devoted to reading instruction required?
 - b. Is the minimum amount of reading instructional time protected (i.e., interruptions are not allowed for reasons such as school programs, health screenings, announcements)?
 - c. Is the master schedule for the school planned carefully to allow all grades to have protected reading instruction time?
7. Monitoring implementation
 - a. Do the instructional leaders knowledgeable about reading instruction visit classrooms on a frequent enough basis to determine that the program is being implemented as intended?
 - b. Do teachers receive instructive feedback regarding implementation of the core reading program?

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Tier II: Intervention

1. Identification of students
 - a. Is the assessment data used to identify students who are not meeting benchmarks and who may require additional support?
 - b. Do teachers use the data to target students for whom they can provide additional support within the core instruction and seek supplemental instruction?
 - c. Have entry and exit criteria for intervention been identified?
2. Interventionists and training
 - a. Are interventionists available to provide intervention to students?
 - b. If so, are the interventionists trained to implement research-based practices while instructing the students?
3. Progress monitoring
 - a. Are there progress-monitoring tools available for teachers and interventionists to use to determine the effectiveness of intervention?
 - b. Do teachers and interventionists collect progress-monitoring data that targets the students' needs frequently?
 - c. Are teachers and interventionists adequately trained to use data to inform instruction?
4. Intervention program and strategies
 - a. Do the teachers and/or interventionists use an intervention program that is research-based and addresses the critical components?
 - b. Is the intervention implemented effectively as demonstrated by the use of effective strategies?
5. Scheduling
 - a. Is the supplemental intervention scheduled outside of the core reading time for 25-30 minutes daily?
 - b. Is there a defined plan for the duration of the intervention (i.e., 10-12 weeks)?
 - c. Is there a timeline for assessment to determine the need for students to receive another round of Tier II or supplemental instruction?

Tier III: Intensive Intervention

The questions for Tier II intervention are also appropriate to guide the needs assessment of Tier III; however, there are exceptions: (a) scheduling (40-50 minutes daily for Tier III) and (b) progress-monitoring may be more frequent. The primary difference between Tier II and Tier III intervention is related to intensity (more time and/or smaller group).

1. Identification of students
2. Interventionists and training
3. Progress monitoring
4. Intervention program and strategies
5. Scheduling