

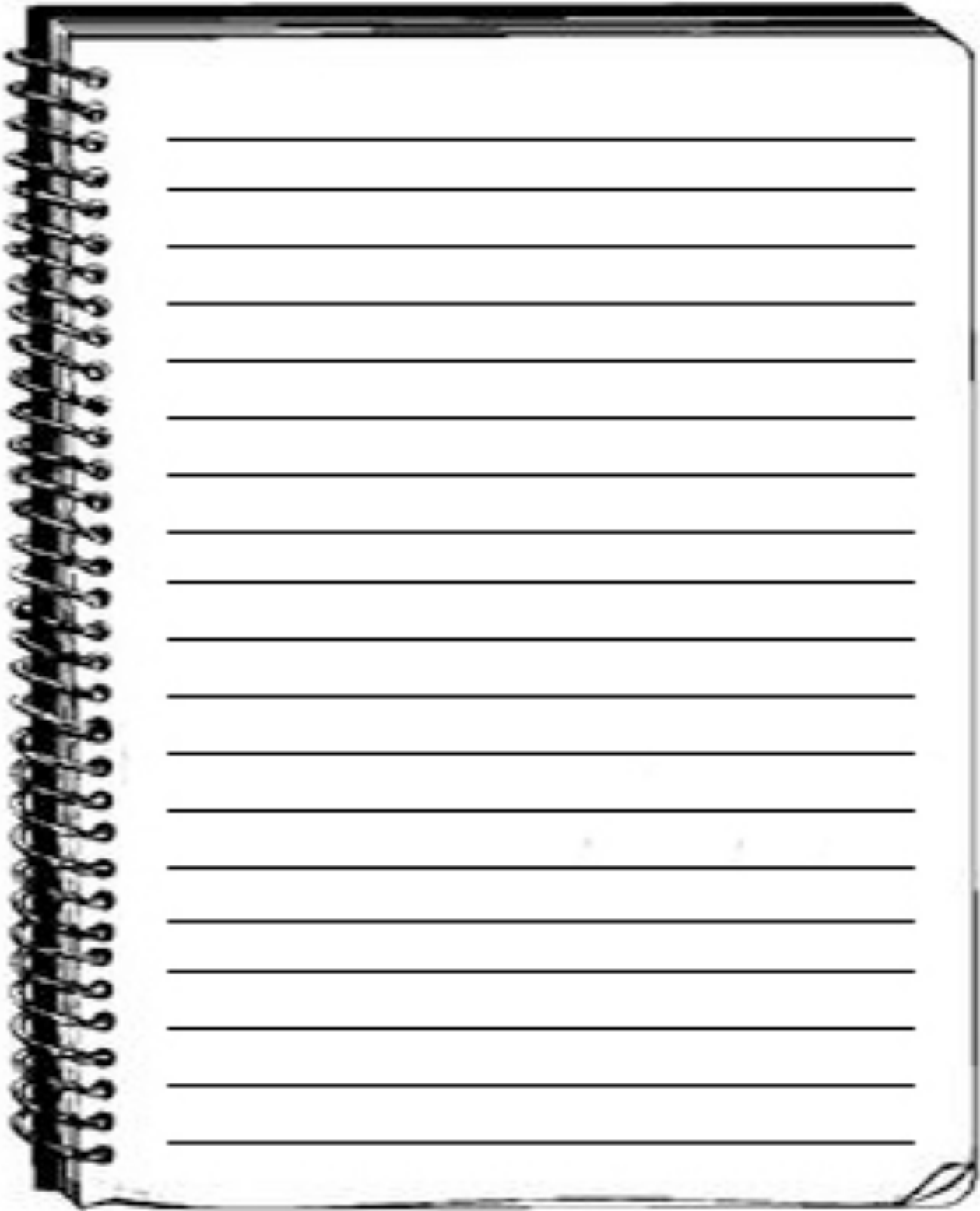
Tool #1
The 3-Tier Model of Instruction



What does implementation of the
3-Tier Reading Model
look like on my campus?

Notes from the Video

A 3-Tier Model: Promising Practices for Reading Success Overview



The 3-Tier Response to Instruction Model Summary

The 3-Tier Reading Model is a Response to Instruction (RtI) model that provides a framework for preventing reading difficulties. It focuses on reading instruction that uses scientific research based core, supplemental and intervention reading programs, ongoing data collection, and immediate intervention for students identified as struggling.

The 3-Tier Reading Model is descriptive about how to approach reading difficulties – not prescriptive of the one and only way to prevent reading difficulties. Implementation of the 3-Tier framework requires providing instruction that follows the key concepts of assessment-driven instruction, differentiated instruction, and targeted and strategic intervention instruction.

The 3-Tier Reading Model consists of Tier I, Tier II, and Tier III:

Tier I: Core Classroom Reading Instruction

- All students receive instruction from a core reading program grounded in scientifically based reading research (SBRR)
- Benchmark testing of all students is conducted to determine instructional needs at least three times per year (Beginning, Middle, and End of Year)
- Ongoing professional development provides teachers with the necessary tools to ensure every student receives high quality core reading instruction in Tier I

Tier II: Small Group Intervention

- Tier I students identified as struggling may receive Tier 2 strategic intervention instruction in addition to Tier 1 core reading instruction
- Additional 30 minutes of targeted small group intervention is provided
- Students in Tier II are Progress Monitored every 2 weeks
- Tier II small group instruction is aligned with Tier 1 content and strategies

Tier III: Intensive Intervention

- If students are not able to make sufficient progress within Tier 2 intervention, they may exit Tier 2 and enter Tier 3 intensive intervention
- Tier III intervention is in addition to Tier 1 core reading instruction
- More intensive intervention is provided in Tier III. This intervention may include: an increased amount of time, use of different materials, smaller group size, and the amount of time that a student may remain in Tier III
- Students in Tier III are Progress Monitored every 1–2 week(s)
- Tier III small group instruction is aligned with Tier 1 content and strategies



Notes from the Panel

A 3-Tier Model: Promising Practices for Reading Success Overview

A large illustration of a spiral-bound notebook. The notebook is oriented vertically with the spiral binding on the left side. The pages are lined with horizontal lines, and there is a significant amount of blank space for writing.

Questions for Discussion

1. How does your campus effectively implement the 3-Tier Reading Model?

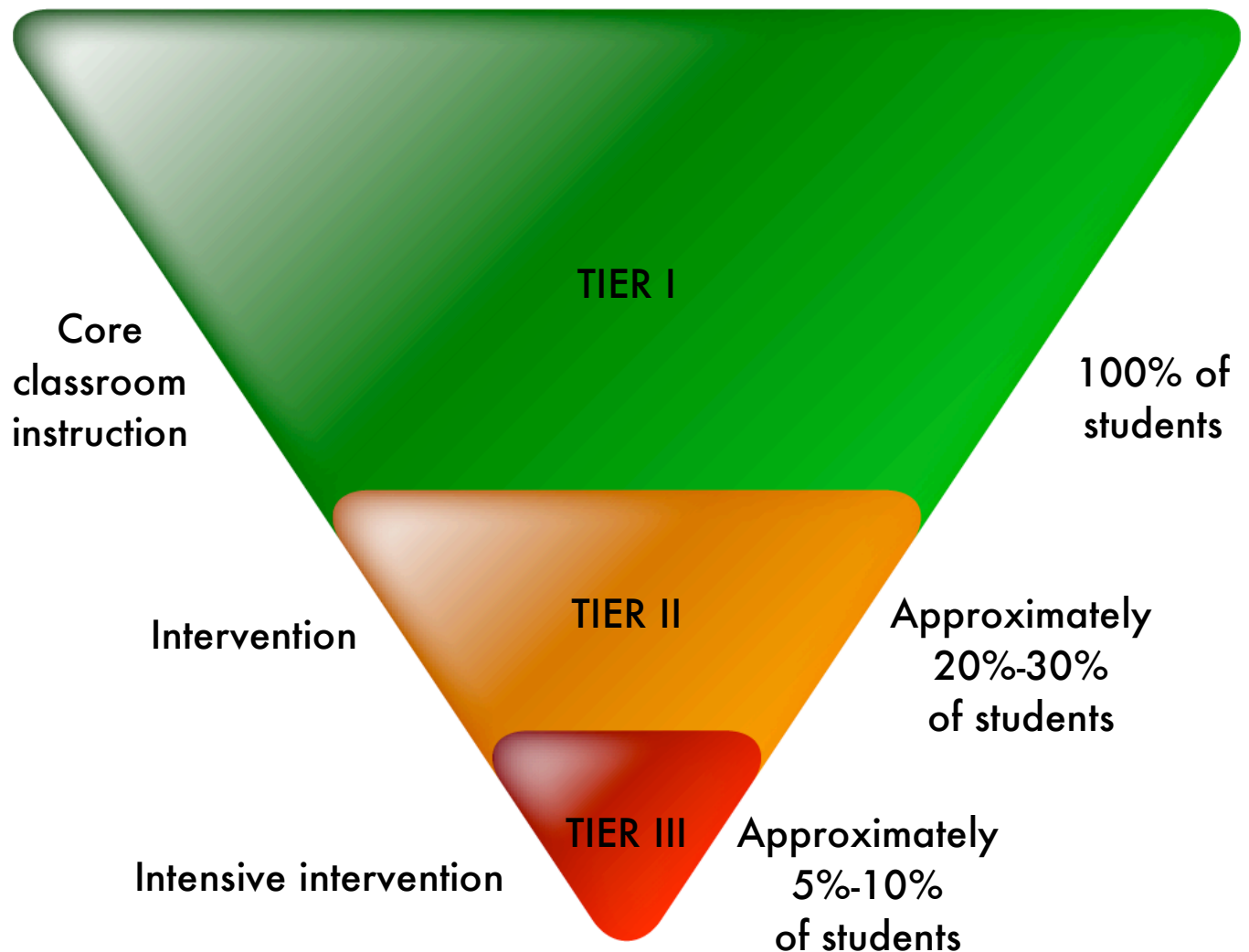
2. What are some changes that you have made that have enhanced your school's 3-Tier Reading Model implementation?

3. What are some changes that you have made to the 3-Tier Reading Model on your campus that have not worked?
 - a. How did you, as the administrator, adapt and modify those changes to bring about success?

4. How can you, as the instructional leader, ensure effective implementation of the 3-Tier Reading Model?

5. How will you sustain the 3-Tier Reading Model for the remainder of this semester? Next semester? Over the summer? Next year?

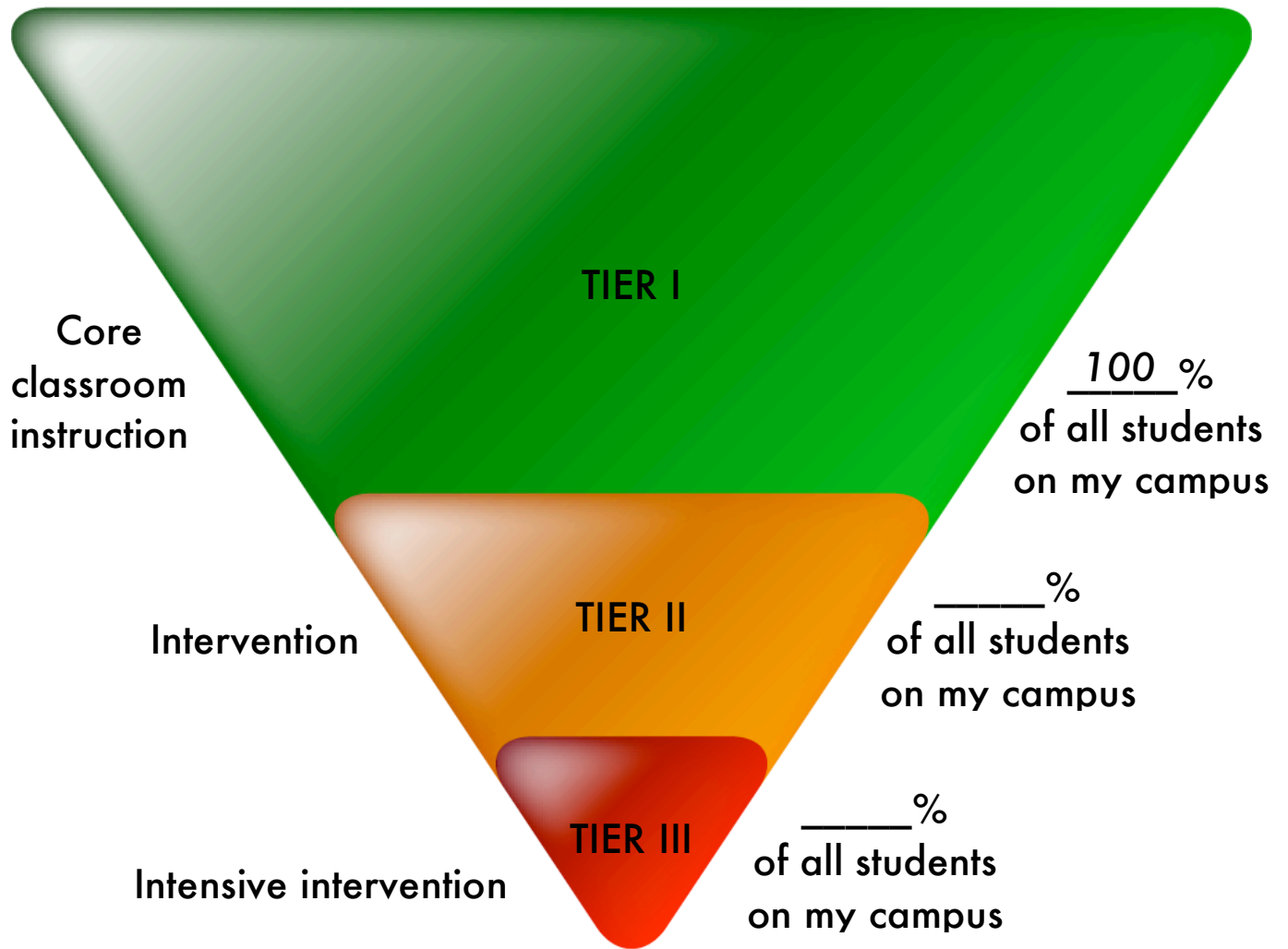
THEORETICAL 3-TIER MODEL



Percent of students within each Tier in the theoretical 3-Tier Model of Instruction:

Tier I includes all students at all times (100%);
Tier II includes approximately 20-30% of all students within a core classroom;
Tier III includes approximately 5-10% of all students within a core classroom.

ACTUAL 3-TIER MODEL ON MY CAMPUS



Entrance Criteria for Tier II on my campus:	
Exit Criteria for Tier II on my campus:	
Entrance Criteria for Tier III on my campus:	
Exit Criteria for Tier III on my campus:	

Tiers I and II may have to be;
If that doesn't work, try I and III.
But II and III you should never see!

NOTE: Students should never receive Tiers II and III intervention instruction simultaneously.

School Leaders' Planning Checklist for School-wide Implementation of the 3-Tier Reading Model

Review current reading practices within the school.

- Is the core reading program aligned with SBRR?
- Are supplemental materials aligned with the core reading program and SBRR?
- Is the reading intervention program aligned with the core reading program and SBRR?
- Do the principal, coach, and teachers know how to administer and interpret assessments?
- How are assessment data used to inform instructional decision-making?
- Are *all* teachers adequately trained in the core and intervention reading programs?
- Are instructional practices aligned with the Texas Essential Knowledge and Skills (TEKS)?

Develop a data-management system for collecting, reporting, and analyzing assessment data.

- Do the principal and coach have access to student assessment data, including ongoing progress monitoring data, for students who are at risk?
- Can the principal and coach use assessment data to articulate the school's progress in implementing the 3-Tier Reading Model?
- Is teachers' ongoing use of student assessment data readily apparent in the way they group students for instruction?
- Are teacher meetings for analysis of student assessment data included in the calendar when BOY, MOY, and EOY data is available?
- How do the principal and coach ensure that teachers' use assessment data to inform instruction?

Develop a school-wide plan for improving Tier I core reading instruction (i.e., assessment-driven differentiated instruction aligned with SBRR).

- Is a minimum of 90 minutes of core reading instruction scheduled? Is instructional time protected against disruption?
- Does Tier I instruction focus on the grade-appropriate essential reading components?
- Do the principal and coach plan together regarding coaching and professional development objectives that will be targeted for follow-up during observations of instruction?
- Do teachers have regular opportunities to meet as a grade level with the coach and principal to discuss implementation of the core reading program?
- How and when will student progress be assessed three times per year?
- Is a system established for Tier I problem-solving and decision-making?
- Is a plan for ongoing professional development (including coaching) in place? How is assessment data used to inform professional development needs?
- Does the ESL teacher meet with the classroom teacher to align the ESL instruction to support Tier I instruction?

Develop a school-wide plan for small group Tier II intervention for struggling readers.

- Who will provide Tier II intervention (e.g., classroom teacher or specialized reading teacher)? Who will provide Tier II intervention to students who are transitioning from bilingual to English-only reading instruction?
- Are 30 additional minutes scheduled for Tier II intervention?
- How many weeks will each round of intervention last?
- Where will Tier II intervention be delivered (e.g., within the general education classroom)?
- Does the ESL teacher meet with the classroom teacher to align the ESL instruction to support Tier II instruction?
- Is professional development on the progress monitoring instrument, the use of assessment data, and the intervention program provided?
- Is a system in place for frequently monitoring Tier II student progress (e.g., every two weeks)?
- How will assessment data be used to group and regroup students (small same-ability groups of three to five students), to plan targeted instruction, and to make adaptations to ensure students meet grade-level benchmarks/objectives?
- Are criteria established for entry into and exit from Tier II? Do the criteria address students who are transitioning from bilingual to English-only instruction?
- Is a system established for Tier II problem-solving and decision-making?
- Are all opportunities for intervention instruction for at-risk students aligned (e.g., after-school tutoring programs)?

Develop a school-wide plan for small group Tier III intensive intervention for struggling readers with extreme reading difficulties (i.e., who do not make adequate progress in Tiers I and II).

- Who will provide Tier III intervention (e.g., specialized reading teacher or special education teacher)?
- Where will Tier III intervention be delivered (e.g., within or outside the general education classroom)?
- Is additional instructional time for Tier III intervention determined and scheduled?
- Is the relationship of Tier III with dyslexia, 504, and special education services determined?
- Is a system established for Tier III problem-solving and decision-making?
- Is professional development on the progress monitoring instrument, the use of assessment data, and the intervention program provided?
- Is there a regularly scheduled common planning time for interventionists and classroom teachers to share student progress monitoring data and plan lessons?
- How will assessment data be used to group and regroup students (in small, same-ability groups of three or fewer students), to plan targeted, more intensive instruction and to make adaptations to ensure students meet grade-level benchmarks/objectives?
- Are criteria established for entry into and exit from Tier III? Do the criteria address students who are transitioning from bilingual to English-only instruction?
- Is a system in place for frequently monitoring Tier III student progress (e.g., every two weeks)?
- Are all opportunities for intervention instruction for at-risk students aligned (e.g., after school tutoring programs)?

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2005). *Introduction to the 3-tier reading model: Reducing reading difficulties for kindergarten through third grade students* (4th ed.). Austin, TX: Author.