

THE TIERED INSTRUCTION MODEL

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION

Third Annual Summit on Curriculum,
Instruction, and Assessment

Marlborough, Massachusetts
December 7 and 8, 2010

Presented by:
Ms. Lynn Clark, Principal
Mrs. Christina Pina, ELA Instructional Specialist

Our School

- Fairview Veterans Memorial Middle School in Chicopee
- School-Wide Title I
- 60% of student population receives Free/Reduced lunch
- Grades 6-8 with approx. 670 students
- Administration Team: 1 Principal, 3 Vice Principals
- Key Staff: 3 Guidance Counselors, 2 Instructional Specialists

Our Tiered Instruction Model

◎ Tier I

- 70% of our students fall into this category.
- Students in this category receive the core instruction (Houghton Mifflin/Glencoe for ELA and Holt McDougal for Mathematics).
- 90 minute block for both ELA and Mathematics
- Teachers provide small-group, differentiated instruction during the 90 minute instructional block.

Our Tiered Instruction Model

- ◎ Tier II
 - 25% of our student population
 - Students in this tier receive additional small group instruction by an interventionist .
 - Full inclusion/Push in model
 - 1:8 teacher to student ratio
 - Data Driven Placement
 - Interventions are used in addition to the core program.
 - Student placements are done by the Instructional Specialist.
 - Changes in the intervention are not permitted without prior approval from the Principal and/or Instructional Specialist.
 - Some of our Tier II interventions: Soar to Success, Read Naturally, Quick Reads, Read for Real, Great Leaps, and Six Minute Reading Solution.

Our Tiered Instruction Model

◎ Tier III

- This is the smallest of the three tiers. Less than 5% of our student population
- Tier III students receive our most intense interventions.
- Example of a Tier III intervention:
Lindamood Bell Seeing Stars and Language!

Progress Monitoring

- Oral Reading Fluency (ORF) and Maze
 - Assessed by the Assessment Team 3 times a year.
 - All students who are identified as Some Risk or At Risk must be progress monitored weekly by teachers.
 - Progress Monitoring data is checked monthly by administration.

Progress Monitoring

- ◎ Benchmark Testing
 - ELA & Math: 3 times a year
 - Scores are submitted to and then analyzed by the school's administration team.

Progress Monitoring

- ◎ Long Composition Writing Sample
 - 3 times a year
 - Writing samples are scored by the school administration team during the Fall and Spring. Winter writing samples are scored by the district level team.
 - Teachers and students are provided with feedback and suggestions for improvement.

Progress Monitoring

- ◎ Individual Student Success Plans (District Wide)
 - Individual Student Success Plans (ISSP's) are required for all students who scored:
 - Some Risk or At Risk for ORF/Maze
 - Needs Improvement or Warning on the MCAS
 - ISSP's document all interventions that a student receives in order to help improve his/her education.
 - Teachers must update all ISSP's at least monthly.
 - Both the district's and school's administration teams audit ISSP's on a regular basis.

Progress Monitoring

⦿ Data Meetings

- School wide data meetings are held throughout the year to discuss current progress.
- All test scores, along with the classroom teacher's name, are displayed during the data meetings. Results are analyzed both by individual classrooms and grade levels.
- Accountability

Instructional Support Teams

- Instructional Support Teams (IST's) were implemented
- We have a total of six teams, 2 per grade level, that consist of teachers, specialists, and guidance counselors.
- Teachers refer students in need
- Teacher is interviewed and data is gathered. If there is enough data, then an IST meeting is scheduled to discuss the student.
- The team develops a plan of action and the teacher returns to implement the plan.
- The team reconvenes after a few weeks to review data, discuss progress and revise the plan, if necessary. If no progress is made, then the child is referred to Special Education.

Data

◎ Before Implementation:

- Aggregate CPI for ELA was 81.9 and Math was 63.0
- AYP
 - ELA-Restructuring- Year 2+ Subgroups
 - Math- Restructuring- Year 2+ Subgroups
- Progress had flatlined

◎ After Implemenation– 2 Years Later!

- Aggregate CPI: ELA increased to 88.2, Math to 72.4
- AYP: ELA- No Status Math: Restructuring-Year 2
- Performance continues to increase.

How did we get here?: Year 1

- ⦿ Implemented many new intervention programs
- ⦿ Implemented many new assessments, such as ORF/Maze.
- ⦿ Began holding school-wide data meetings
- ⦿ Increased staff accountability
- ⦿ Required teachers to begin implementing small group instruction.
- ⦿ Began basing all decision making on data
- ⦿ Administration began creating classroom sections based on data, not on behavior.
- ⦿ Redefined the role of the guidance counselors
- ⦿ Increased the number of classroom walk-throughs
- ⦿ Introduced Instructional Support Teams

How did we get here?: Year 2

- ⦿ Implemented new core programs
 - ELA: *Houghton Mifflin* © 2008 (Gr. 6) and *Glencoe Literature* © 2009 (Gr. 7-8)
 - Mathematics: *Holt McDougal* © 2010 (Gr. 6-8).
- ⦿ Fully implemented Instructional Support Teams
- ⦿ Implemented direct, explicit instruction in small groups during all 90 minute blocks
- ⦿ Implemented differentiated instruction in the regular classroom
- ⦿ Implemented Cross-Grade walk-throughs by Vice Principals

How did we get here?: Year 3

- ⦿ Restructured our Inclusion Schedule
- ⦿ Improved fidelity to our core programs
- ⦿ Increased the amount of hands-on activities in student stations
- ⦿ Increased the amount of differentiated instruction
- ⦿ Increased focus on Mathematics
- ⦿ Revamped pacing guides & Mathematics assessments

“Biggest Bang for Our Buck”

- ⦿ District Level Support
- ⦿ Benchmark Assessments
- ⦿ School Wide Data Meetings
- ⦿ Data Driven Decision Making
- ⦿ Implementation of low cost interventions
- ⦿ Implement Instructional Support Teams
- ⦿ Improve Time on Task

What are our next steps?

- ① Increase the number of hands-on activities in classroom stations
- ① Increase fidelity to all core programs
- ① Implement additional interventions
- ① Continue to increase differentiated lessons & stations.

Questions?



“Real World” Example

What does Differentiated Instruction look like in a 90 minute block?

Daily Schedule Overview

90 Minute Block

- ⦿ Activator (approx. 10 minutes)
- ⦿ Whole Group (approx. 15 minutes)
- ⦿ Small Group (approx. 60 minutes)
- ⦿ Wrap Up (approx. 5 minutes)

The Daily Activator

- Can be a quick assignment that students work on while the teacher takes attendance, etc.
- Suggested Activities: Journal, Daily Language Practice, Skills Review, etc.
- Independent activity that lasts approximately 5-10 minutes.

Whole Group Instruction

- ⦿ Teacher uses this time for a whole group mini-lesson.
- ⦿ This is usually a brief introduction to the daily concept, reading selection, vocabulary, or a review of skills.
- ⦿ Lasts approximately 15 minutes.

Small Group Instruction

- Heart of the instructional block.
- Allows both the time and opportunity for teachers to provide differentiated instruction based on their students' needs.
- Students are grouped in groups of 6-8 and receive the majority of the instruction in this format.
- Allows students who might never volunteer in a whole group format to actively participate.

Small Group Instruction

- ▣ Approximately 60 minutes long, with three separate rotations lasting 20 minutes each
- ▣ The teacher works with one group at a time.

Okay, but what about the other two groups?

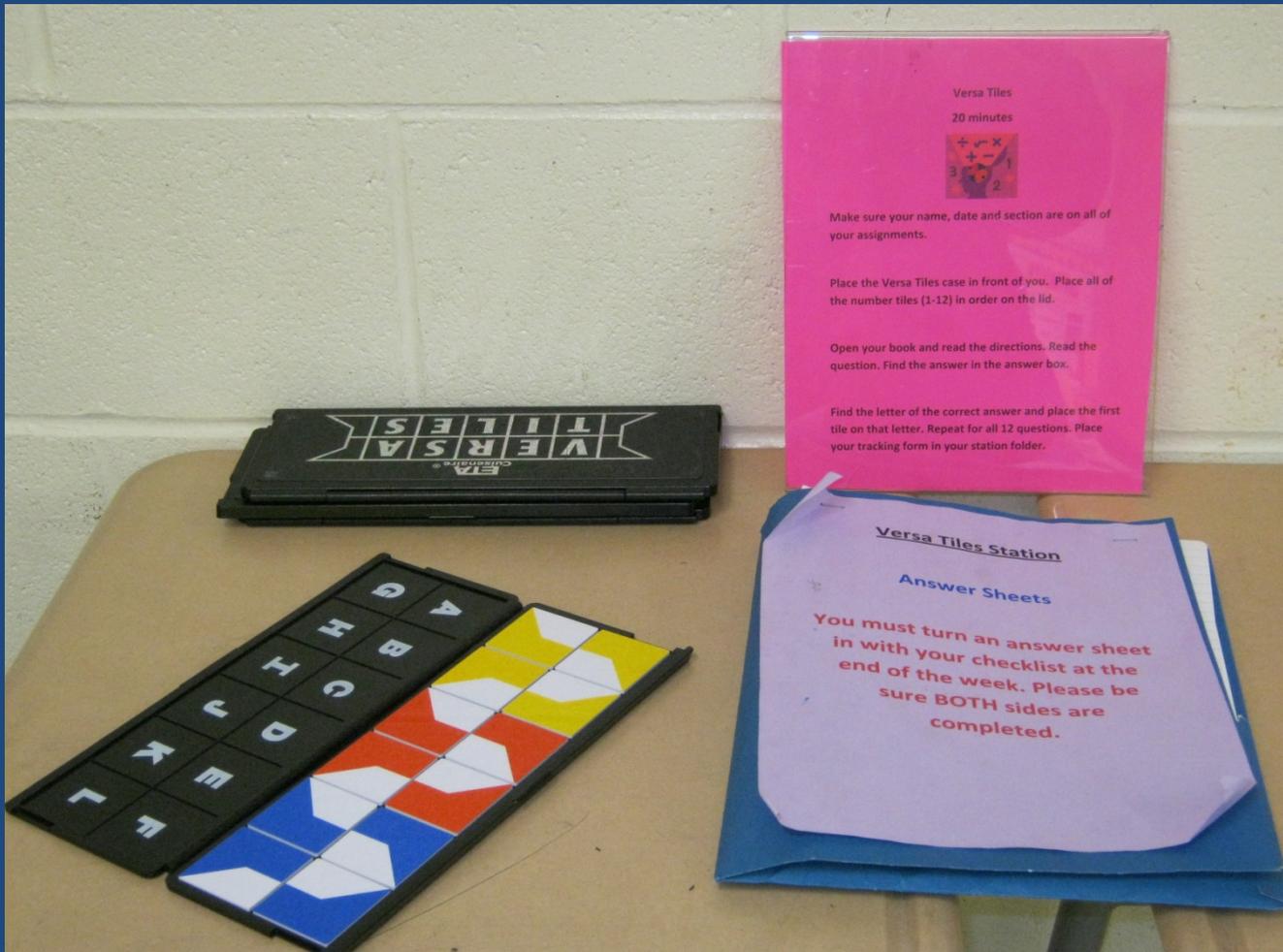
- **Independent Work:**

- Students work on a daily assignment based on a skill that was previously covered in either whole group or during the teacher directed small group.

- **Centers/Stations:**

- Students are assigned a different station each day of the week. There are usually 1-2 students at each of the four stations. Some stations that are widely used are Writing, Vocabulary/Skills, Fluency, and Listening. Stations should not just be worksheets, but meaningful, interactive activities.

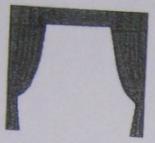
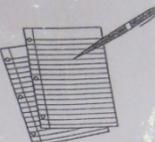
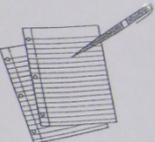
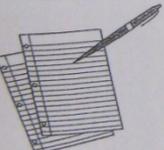
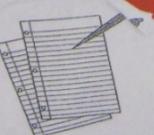
Grade 8 Math



Grade 8 Math



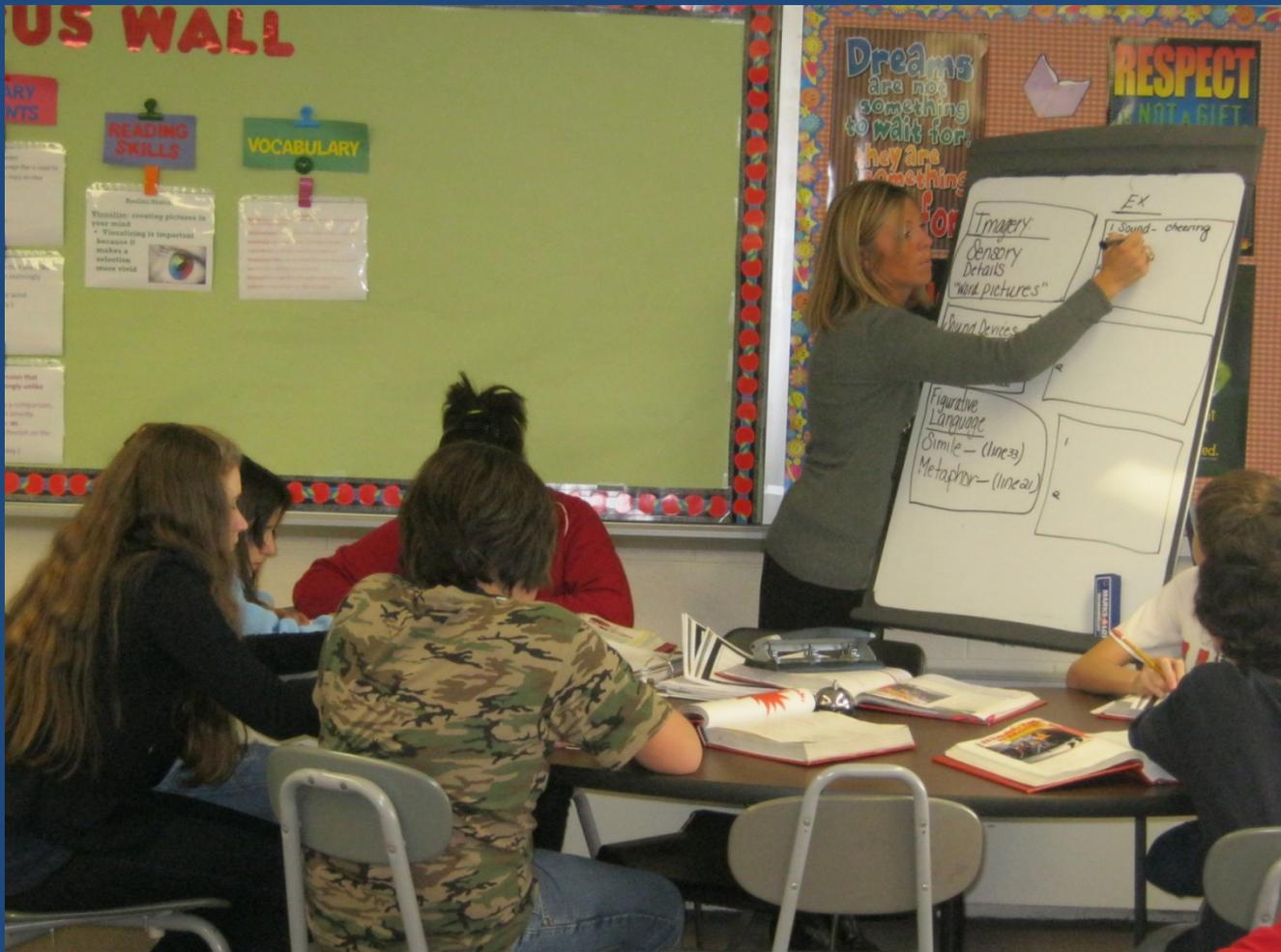
Station Rotation 7th Grade ELA

Day	Vocabulary & Skills Station	Listening Station	Writing Station	Fluency Station
Monday	 Playwrights	 Poets	 Journalists	 Essayists
Tuesday	 Essayists	 Playwrights	 Poets	 Journalists
Wednesday	 Journalists	 Essayists	 Playwrights	 Poets
Thursday	 Poets	 Journalists	 Essayists	 Playwrights
Friday	Make up/ Work Completion			

Grade 7 ELA



Grade 7 ELA



Grade 7 ELA



Grade 7 ELA



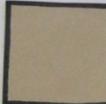
Grade 8 ELA



Grade 7 Math



Grade 7 Math

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fast Math/ Math Facts					
Challenge/ Enrichment/ Puzzler					
Spiral Back					
Problem of the day/ Hands on Activity					

Grade 7 Math

STATIONS	
MATH FACTS & FAST MATH	FLASH CARDS OR FAST MATH
HANDS-ON ACTIVITIES	VERSA TILES WORKSHEET ☺
CHALLENGE & ENRICHMENT	DOUBLE TANGRAM "THE KANGAROO"
SPIRAL BACK	NUMBER SEARCH WORKSHEET ☺

Grade 6 ELA

ELA AGENDA

DO NOW Agenda Books

WHOLE GROUP LESSON Spelling-Homophones
Voc & Background
Teacher Read Aloud

STUDENT LEARNING ACTIVITIES

FRONT - Making Inferences

BACK - Spelling
Making Inferences
Summary

ELA - Spelling Test
Fri. Nov. 5

Rev-it-Up due: Tues. Nov. 16

S.S. Test on Mesopotamia
Wed. Nov. 3

JOBS

Paper Passer	Connor
Station Monitor	Brianna
Messenger	Kate
Rev-It-Up	Jazmin
Date	Sam
Sub	Bridget

REV-IT-UP

- intact
- maw
- Submerge
- Wallow
- estate
- brunt
- looming
- peripheral
- detune
- ponderous

CALL ME

Grade 6 ELA



What does it look like from a student's perspective?

90 minute block

- ⦿ Come into class and work on the activator for 10 minutes.
- ⦿ 15 minutes of Whole Group instruction
- ⦿ 20 minutes of working directly with the teacher at the Teacher Directed Small Group.
- ⦿ 20 minutes of working on an independent, daily assignment.
- ⦿ 20 minutes working at 1 center/station reinforcing a previously learned skill.
- ⦿ 5 minute Wrap up
- ⦿ The result? Not enough time for students to get bored and daydream!

Teacher Feedback

- ▣ Were very apprehensive in the beginning, but now can't understand how they ever taught any other way.
- ▣ Lots of work in the beginning, but it does get easier.
- ▣ They get to know their students better.
- ▣ Both teachers and students think that the 90 minute block flies by.
- ▣ Teachers feel that they are able to better accommodate the diversity of learning styles.
- ▣ Teachers are able to reduce their workload by working together.

Questions?



Presented by:

○ Ms. Lynn Clark

- Principal of Fairview Veterans Memorial Middle School in Chicopee, Massachusetts
- Email: lclark@chicopee.mec.edu

○ Mrs. Christina Pina

- ELA Instructional Specialist, Chicopee Public Schools
- Email: cpina@chicopee.k12.ma.us

○ Ms. Tammy Perreault

- Mathematics Instructional Specialist, Chicopee Public Schools
- Email: tperreault@chicopee.k12.ma.us

○ Ms. Gina Crowley

- Special Education Interventionist, Chicopee Public Schools
- Email: gcrowley@chicopee.k12.ma.us