It’s ALL About the Core!
The Prevention That Avoids Intervention

Jenice Pizzuto
ORTli

 Partnerships

• Call back routine
• Pick someone near year you to be your partner.
• Do a “cut throat” game of rock paper scissors
• The winner is mac.
• The other person is cheese.
• Choral Response- get ready to participate

Today’s information

Some information will be new

Some information will be review

Some information may challenge what you currently know

Targets

• **Time:** Dedicate a minimum of 90 minutes to Reading
• **Materials:** align across years
• **Instruction:** Explicit instruction works for everyone
The research...where do these ideas come from?

How's your school?

Fixed Mindset

Wrong pH

Wouldn't change the water

Not enough food

Box is too small

Room temperature is too hot

Room temperature is too cold

Too much food
She never blamed the fish!

Focus on “the water”
• Instruction
• Curriculum
• Environment

Can We Set a School Culture of Learning?

Fixed Mindset
• Look SMART at all times
• It should come naturally
• Hide mistakes, conceal difficulties

Growth Mindset
• Learn at all costs
• Work hard... effort is key
• Capitalize on mistakes, confront differences

Mindset: The New Psychology of Success, Carol S. Dweck

Why RTI: Differences Learning to Read (NICHD)

<table>
<thead>
<tr>
<th>Percent of Population</th>
<th>Journey to Reading</th>
<th>Instructional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Easy: children read before starting school</td>
<td>Need no formal decoding instruction</td>
</tr>
<tr>
<td>35</td>
<td>Relatively Easy</td>
<td>Learn to read regardless of instructional approach</td>
</tr>
<tr>
<td>40</td>
<td>Formidable Challenge</td>
<td>Need systematic and explicit instruction</td>
</tr>
<tr>
<td>20</td>
<td>One of the most difficult tasks to be mastered in school</td>
<td>Need intensive, systematic, direct, explicit instruction</td>
</tr>
</tbody>
</table>

Why focus on effective core reading?

• Without effective initial classroom instruction and strongly differentiated instruction by classroom teachers, the need for intervention specialists may simply overwhelm school resources because too many students will not make expected yearly progress.

Center on Instruction, 2007
Why do we need a core?

- A core Reading program provides a system of instruction for students as they move through grade levels.

Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.
Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.

LICE = Fixed Mindset

RTI begins with General Education!

- Teachers don’t fail students, systems do.
- RTI is a system for differentiation of instruction!
- RTI is a system that is predicated on the general education teachers’ skill and knowledge of instruction, assessment, curriculum, and children.
We cannot solve the *school* problem one fish at a time. We need a *system* to keep them all healthy.

Start with the Why

Why

How

What

Simon Sinek
**How is instruction organized?**

- A core Reading curriculum has standards of practice across the district and grade levels that provide guidance and clarity as to the expectations for instruction.

**Standards of Practice**

Dedicate a minimum of 90 minutes to Reading because successful core instruction is the most important thing you can do in RTI.

**Partner Talk Time**

- Cheese please answer the following question:
- Mac listen, compliment and add on other items:
  - Why is tier 1 the most important tier in a RTI system?
- Mac please answer the following question:
- Cheese listen, compliment and add your thoughts:
  - How can you share this message with the staff in your school?
- With extra time switch questions

Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.
Every Minute Counts!

What happens here?

- Whole Group
- Small group
  - Differentiated
  - Explicit Instruction
  - Reading at level
  - Reading!
- **ALL** kids are included… no pull out!

Why?

- **Time is precious – protect it!!!**
- Your core program is written for at least 90/110 minutes (450 minutes/week)
- Oregon K-12 Literacy Recommendation and many others...
- For EL’s core is 90/110 minutes + ELD time

Struggling readers in core

- They need the *most* instruction.
- Need to be exposed to grade level material.
- Just because there is a deficit in one area, does not mean there is a deficit in *all* areas of reading.
- If they miss grade level material, they will never catch up.
- Interventions are limited in scope.
Time Done Well Matters Most

- Limit interruptions
  - Lunch count
  - Attendance
  - Assemblies
  - Limit transitions
- Dense
- Use of Evidence Based Practices
- Differentiated
- Students actively engaged

Partner Talk Time

- Mac please answer the following question:
- Cheese listen, compliment and add on other items:
  - Why is teaching of writing instruction outside of the 90 minute reading block?
- Cheese please answer the following question:
- Mac listen, compliment and add your thoughts:
  - How can you share this message with the staff in your school?
- With extra time switch questions

Installation Matrix

Standards of Practice

Materials align across years because successful core instruction is the most important thing you can do in RTI.
### Why Align Materials?

- **Comprehensive program that incorporates **ALL** components of reading**
  - Coordinated instructional progressions (avoid the holes!)
  - Aligned vertically and horizontally (avoid the holes!)
  - Students read text that supports vocabulary, phonics, and comprehension lessons

### Why?

- **The whole school has:**
  - A common language
  - A common goal and
  - And common tools

- **Students read text that supports:**
  - Vocabulary
  - Phonics
  - Comprehension lessons
  - Informational texts
  - Grade level concepts and content
What do the Materials Address

1. The Big 5 of Reading
2. The scope and sequence
3. Common Core State Standards

Reading Skills Build on Each Other

Reading Comprehension
  Foundational Skills
    Oral Reading Fluency
    Phonics (Word Reading/Decoding)
    Phonemic Awareness

Scope and sequence

• We want to be sure that we know what has and what will be taught.
• Mastery of skills looks different at all levels
• Repeated opportunities to learn
• We don’t want to slow down and limit student knowledge

How do we ensure students move from grade to grade with the skills necessary to succeed?
Features of well-designed programs include:

- Explicit and systematic instructional strategies
- Coordinated instructional sequences
- Ample practice opportunities
- Aligned student materials
- Culturally Appropriate

What do Standard Reading Protocols look like?

- Cheese please answer the following question:
  - Mac listen, compliment and add on other items:
    - Why is it important for learners that schools and districts have a Standard Reading Protocol?
- Mac please answer the following question:
  - Cheese listen, compliment and add your thoughts:
    - How can you share this message with the staff in your school?
- With extra time switch questions
Start with the Why

Why
How
What

Simon Sinek

Standards of Practice

Evidence-based instruction is important because successful core instruction is the most important thing you can do in RTI.

Standards of Practice

What impacts student achievement?

<table>
<thead>
<tr>
<th></th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation</td>
<td>+0.90</td>
</tr>
<tr>
<td>Teacher Clarity</td>
<td>+0.75</td>
</tr>
<tr>
<td>Teacher-Student Relationships</td>
<td>+0.72</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>+0.59</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>+0.52</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>+0.49</td>
</tr>
<tr>
<td>School Finances</td>
<td>+0.23</td>
</tr>
<tr>
<td>Class Size</td>
<td>+0.21</td>
</tr>
</tbody>
</table>

We control
We do not control

Instruction Matters

John Hattie, Visible Learning, 2016
What impacts student achievement?

<table>
<thead>
<tr>
<th>Effective teaching variables</th>
<th>Effect size</th>
<th>Other variables</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation</td>
<td>+0.90</td>
<td>Socioeconomic Status</td>
<td>+0.52</td>
</tr>
<tr>
<td>Check for understanding</td>
<td>+0.64</td>
<td>Parental Involvement</td>
<td>+0.49</td>
</tr>
<tr>
<td>Teacher Clarity</td>
<td>+0.75</td>
<td>Computer Based Instruction</td>
<td>+0.37</td>
</tr>
<tr>
<td>Feedback</td>
<td>+0.75</td>
<td>School Finances</td>
<td>+0.23</td>
</tr>
<tr>
<td>Teacher-Student Relationships</td>
<td>+0.72</td>
<td>Class Size</td>
<td>+0.21</td>
</tr>
<tr>
<td>Repeated Reading</td>
<td>+0.75</td>
<td>Whole Language</td>
<td>+0.06</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>+0.59</td>
<td>Retention</td>
<td>-0.16</td>
</tr>
</tbody>
</table>


Which ones make sense? Which ones are surprising?

- Mac please answer the following question:
- Cheese listen, compliment and add on other items:
  - What surprises you about this list?

- Cheese please answer the following question:
- Mac listen, compliment and add your thoughts:
  - An area of strength for our school is….
  - With extra time switch questions

**Cadre 1: Core Implementation**

K-5 DIBELS Growth*

(No instructional Framework)

Percent at or above Benchmark

School has 90-minute (or less)
reading block* (interventions occur WITHIN the core)

*60 minute block for ½ day kindergarten

50.6 +1.7%

Cor 1

School Year

*K – NWF, 1st-5th – grade ORF

**Cadre 1: Core Implementation**

K-5 DIBELS Growth*

(No instructional Framework)

Percent at or above Benchmark

School has 90-minute reading block* (interventions occur OUTSIDE of the core)

55.5 +8.3%

+1.7%

Cor 2

School Year

*K – NWF, 1st-5th – grade ORF
Cadre 1: Core Implementation

K-5 DIBELS Growth*

Adding Instructional Framework = double the growth

The tasks:

1. Selecting a narrow set of instructional strategies to **scale across schools**
2. Train all staff to develop **competence and confidence** in delivering the instructional strategies consistently

Harnessing the power of the group rather than relying solely on the individual is key to unlocking the full potential of educators and students in schools.

Michael Fullan, The power of Collective Efficacy

**THERE IS NO ELEVATOR TO SUCCESS. YOU HAVE TO TAKE THE STAIRS**
Importance of Active Engagement

How many times it takes to learn something new

- Above Average Learner: 4-14 times
- Average: 14-250 times
- Truly disabled student: 250-350 times

Jo Robinson (2008)

Explicit Instruction Works for Everyone

- Explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research. ~Ideas That Work
- …unambiguous and direct approach to teaching that incorporates instruction design and delivery.

Archer & Hughes

Instruction that is Engaging

- Frequent responses are elicited
  - Things students say
  - Things students do
  - Things students write
- Responses are monitored
- Positive and corrective feedback is given

Design of Instruction

- Organized and focused
- Goals that can be articulated by students
- Review and build background knowledge
- Review at the end of the lesson
- Scaffolding
- Includes instructional routines
Delivery of Instruction

• Require frequent responses
• Monitor student performance closely
• Provide immediate affirmation and corrective feedback
• Deliver instruction at a brisk pace
• Help students organize knowledge

Remember....

• This is guided instruction in the whole group and small group, not call on one student at a time
The sudden release of responsibility

**TEACHER RESPONSIBILITY**

- **Focus Lesson**
  - "I do it"

**STUDENT RESPONSIBILITY**

- **Independent**
  - "You do it alone"

---


The "Good Enough" Classroom

**TEACHER RESPONSIBILITY**

- **Focus Lesson**
  - "I do it"

**Guided Instruction**

- "We do it"

**STUDENT RESPONSIBILITY**

- **Independent**
  - "You do it alone"

---


Differentiation during core

- What instructional strategies are to be used?
  - When is direct instruction necessary?
  - When and how do you get more?

---

A Model for Success for All Students

Effective core instruction is the most important thing you can do in RTI

- Evidence-based instruction works for everyone
- Materials align across years
- Dedicate a minimum of 90 minutes to Reading

Core Instruction Matters

Final Thoughts

What was new? What was review?

What challenged what you currently know?