Optimizing Time and Resources

Power Point Developed by Work Group
August 30 – 31, 2007
Revised 10-22-07, 1-18-08, 2-11-08, & 2-22-08

Outline for Optimizing Time and Resources

- Organizing for Reading Instruction
- Schedules
- Additional Time
- Priorities
- Resources
- Professional Development

"Grouping is one of the alterable instructional factors that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress."

Organizing for Reading Instruction

- **School Level**
  - Determine School Organization Plan for Reading Instruction
  - Determine communication system within and across grade levels

- **Classroom Level**
  - Whole Group Instruction
  - Teacher-led small group Instruction
  - Independent literacy centers

School Organization for Instruction Options

<table>
<thead>
<tr>
<th>Options</th>
<th>Description</th>
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<tbody>
<tr>
<td>Within Classroom Flexible Grouping by Skill Level</td>
<td>All Students in Homeroom using comprehensive learning system along with Instructional Level Materials for Intervention</td>
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Commonalities Between Organizational Systems:

- All students **must cover and master** grade level **critical** skills
- Time allotted for segments of the comprehensive learning system follow the suggestions in the CLS and are adjusted based on individual needs
- Both teacher-led instruction and independent practice are provided as appropriate
Factors to be Considered When Selecting an Option:

- Number of classroom teachers per grade level
- Number of non-classroom teachers and aides available during instructional time
- Amount of grade level planning time required
- Amount of classroom planning time required
- Amount of time lost in transitions within classrooms and between classrooms
- Proportion of teacher directed and independent instruction

Intervention Classroom

- Can be used both within and between class grouping
  - Within Classroom Flexible Grouping - highest risk students are served in a different classroom during the reading block
  - Between Classroom Flexible Grouping - highest risk students, along with many other students, change classrooms during the reading block

A Detailed Look at Each Organizational System

- Within Classroom Flexible Grouping by Skill Level
- Between Classrooms Flexible Grouping by Skill Level
Within Classroom Flexible Grouping

Possible Schedule:
- Whole group comprehension (read aloud)
- Whole group vocabulary
- Whole group phonemic awareness
- Small group teacher led phonics instruction (groups are based on student needs)
- Student directed literacy centers (application of previously mastered skills)

Within Class Flexible Grouping
K – 1 Reading Block

- Whole group comprehension (read aloud)
- Whole group vocabulary
- Whole group phonemic awareness
- Small group teacher led phonics instruction (groups are based on student needs)
- Student directed literacy centers (application of previously mastered skills)

Within Classroom Flexible Grouping
2 - 3 Reading Block

- Whole group comprehension (read aloud)
- Whole group vocabulary
- Whole group and small group phonics instruction
- Small group teacher led fluency/comprehension instruction (groups are based on student needs)
- Student directed literacy centers (Application of previously mastered skills)
### Range of Time: 90 minutes minimum daily

**TOTAL TIME:** 60-90 minutes daily

#### Instructional Program

**Resource:** Comprehensive core program
- Segment sounds (PA)
- Sound-letter correspondences (Phonics)
- Partner reading (Fluency)
- Prereading Lesson: Tier 2 words (Vocab)
- Reciprocal Teaching (Comprehension)

**Total Time:** 30-70 minutes daily

#### Differentiated Instruction

**Small Group Instruction:** Groups 1, 2, & 3
- Comprehensive core program
- Supplementary program
- Targeted intervention program

**Group Instructional Focus:**
- 10-25 minutes daily per group

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#### Classroom Intervention

**Total Time:** 10-45 minutes daily

**Differentiated Intervention:** 3 – 5 students

**Instructional Focus:**
- Phonemic segmentation with mirrors
- Word building with letter and pocket charts
- Word-level fluency card activity

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### Range of Time: 20-60 minutes daily

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Between Classrooms Flexible Grouping by Skill Level
All Students Divided Across Classrooms by Skill Level using comprehensive learning system along with Instructional Level Materials for Intervention

Intervention Classrooms that can be used in combination with either of the above options.

Within Classroom Flexible Grouping - with an Intervention Classroom - A

Within Classroom Flexible Grouping: With Intervention Classroom – B
Reading Block Schedules for Between Classrooms Flexible Grouping

See the set of handouts labeled Handout 3 for examples of reading block schedules for grades K, 1, and 2 in which students are in classrooms according to skill level.

These schedules are from RF schools in which the highest risk students are taught with Intervention Core materials.

Three Ways to Provide Intensive Interventions to Struggling Readers K-3

- Small Groups during the Reading Block
- Intervention outside of the Reading Block
- Intervention Classroom during the Reading Block and/or additional instruction outside the Reading Block
### Considerations – Group Size

The number of students in an instructional group should depend on the instructional sophistication of the students.

Carnine, Silbert, Kame’enui, Tarver, & Junghoahann, 2006

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### Considerations – Group Size

Students provided intervention in either a 1:1 or 1:3 setting outperformed students taught in groups of 1:10.

Vaughn, Linan-Thompson, 2003
Additional Time
Schoolwide Schedule

Schedule needs to reflect three types of time for reading instruction:
1. Initial Instruction
2. Pre-teaching/re-teaching of grade level content for below grade level students
3. Intervention time for below grade level students on skills they have not mastered from previous grades

Considerations – Additional Time

Annual Growth vs. Catch Up Growth


Proportional Increases

*Question: How many minutes of direct instructional time should a principal schedule for a student in second and third grade to reasonably assure that he makes annual growth plus enough catch-up growth to move from the 12th to the 50th percentile by the end of fourth grade?*
Proportional Increases

Each unit of 13 percentile points from the 50th percentile equals a year of growth.

State standard in percentiles is……………………………………50th
Student’s second grade status in percentiles is …………12th
The difference is……………………………………….. 38 points
Percentile point difference divided by 13 is…………….. 2.9 years

Content to Cover to Reach/Maintain
Grade Level Performance

<table>
<thead>
<tr>
<th>Grade</th>
<th>K.0</th>
<th>K.5</th>
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Daily Instructional Minutes

- Daily min required for annual G2 growth: 80
- Daily min required for annual G4 growth: 80
- Additional daily min to make 3 yrs of additional growth: 240

Total G2 and G3 daily minutes: 400

So, 200 min of direct reading instruction in G2 and in G3 is needed to reach the 50th %ile by the end of G3.
Defining Priority

Priority does not mean important

Priority = order of importance

69% of teachers identified reading as the most important skill for children to learn.

1994 poll of teachers by Research Associates for AFT

Resources

Analyze resources in relation to student assessment data:
- Prioritize staffing (highest risk with most highly skilled personnel).
- Use student achievement data to establish a grouping plan.
- Ensure sufficient space for small group instruction.
- Supply adequate curricular materials for all students.

Professional Development

Professional development may be needed in:
- Administering assessments
- Analyzing and using student assessment data
- Comprehensive and intervention programs
- Evidence based strategies
- Instructional delivery
- Classroom management
Professional Development

Identify and scaffold assistance to teachers:
- Combine in-service and in-class coaching.
- Provide timely assistance to teachers when student outcomes are not at an acceptable level.
- Incorporate professional development into grade level team meetings.

Prioritizing Improvement

- Shared commitment
- Distributed leadership
- Collective approach to problem solving
- Alignment of resources to support identified priorities
- Regular review of assessment data

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”

Willa Foster