

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Pacing Instruction in Tier 3

Tri-Community Elementary School, Pennsylvania • November 2009

Topic: Response to Intervention in Elementary-Middle Math
Practice: Intentional Teaching

Highlights

- Interventionist Georgia Smee introduces a Tier 3 math group and the students' instructional needs.
- She explains how the intervention content relates to the core math curriculum.
- Ms. Smee explains the lesson as a review of place value that turned into a reteaching when she realized that students did not have the understanding that ten ones would "bundle" to be represented in the tens place.
- She uses the Smart board to demonstrate place value concepts and then provide practice for all of the students to construct visual representations of two-digit numbers.
- She describes the benefits of using the Smart board and its support for motivation.
- Ms. Smee describes the role of practice and the importance of mastery at the Tier 3 level.
- She discusses how she paces intervention lessons.

About the Site

Tri-Community Elementary School

Steelton, PA

Demographics

38% Black

37% White

19% Hispanic

5% Asian

1% Other

53% Free or Reduced-Price Lunch

Response to Intervention and Instruction (RtII) was introduced at Tri-Community Elementary School six years ago. Since then, the school has moved from lowest performing in the district to successfully meeting Adequate Yearly Progress targets. Strong leadership and a partnership with a regional technical assistance network have helped to sustain:

- Data-driven differentiation of instruction in the core curriculum and tiered interventions;
- A teaming structure that manages data, assesses progress, and plans interventions;
- Collaboration between special education and teaching staff;
- Instructional planning that consistently integrates explicit teaching strategies, continuous progress monitoring, and a focus on teaching to mastery.

Full Transcript

Slide 1: Welcome

Welcome to Pacing Instruction in Tier 3.

Slide 2: Introducing Georgia Smee

My name is Georgia Smee. I am a learning support teacher. I have been at Tri-Community Elementary School close to 22 years now. I usually take the Tier 3; I am so used to being able to differentiate and make modifications and work with the kiddos at the very low tier. I love seeing how much progress they make, and to me that's really a challenge but I love doing it. So I have always basically said, I want those kids, give them to me.

Slide 3: A startling discovery

The children that you saw today, two of them basically had moved in from a different school district. And when we started looking at them in math, realized that they were missing an awful lot. At the beginning of the school year, all the students took an end-of-the-third-grade math skills test to see how they fell, and we basically pretty much found out that these kiddos were really far below. So I took them one on one and actually administered a key math to them to see where they fell and realized that we were missing an awful lot of skills—numeration, computation, just everything that they need to be able to survive in the regular fourth-grade classroom. So they are at least, if not more than, two years below their grade level in math.

Slide 4: Adapting curriculum

The curriculum that I am following actually matches the curriculum in the regular education classroom except that it is geared for students that are two or more years below their grade level. I see them every day for 45 minutes to possibly an hour, depending on how the lesson is going and how we progress. They are struggling in the regular format. They are in there, basically the regular format, so that they can at least get the vocabulary. They are not really able to comprehend what's going on and get lost very easily. But I do want them to hear the vocabulary.

Slide 5: Identifying two-digit numbers

We started yesterday building on being able to identify two-digit numbers and identify tens and ones, and today's goal was to eventually get to a point where we could actually order the numbers. But we have to know the tens and the ones, and we have to know that we can't have more than nine in the ones place, which unfortunately at one point in time during the lesson I found out that they were struggling with. I tend to look at the kids, and when I noticed that we are not getting it, then we need to slow it down, back it up, because I can't go forward. We had previously looked at all the digits, zero through nine. And we knew that nine was the largest we could put in there. So when I put the numbers under the column four and then 13, the light bulb went off in their head, "Oh, no, we can't have." So then we had to backtrack, okay now what can we do, and it took a little bit of, you know, prodding that we can trade those ones in for a ten. And again, the second time I put it up, again I still had some students, they thought, "Yes, we can leave it there," and so then we had to do it again and do it again until finally we got everybody realizing, "Hey, no, we know what to do now. We are going to trade those in for a ten." So it took a couple of times, but when we finally got to the point where I said, "Okay now we can, this is good, we all know what we are doing, we can move on." We need to see it's three tens. We need to back up. We need to see it's two ones. Now what is it? And then it clicked for them, but they had to see the visuals. They had to be able to actually look at the tens and the ones in order to be able to do that.

Slide 6: Building number sense

Eventually the whole goal is, I can put up a three and write three tens and four ones and they know that that's 34 and that they also know that the three is equal to 30.

Tomorrow we will review the tens and the ones just like we did today. Tomorrow's goal is to continue the lesson because we didn't finish the lesson and that is to be able to order numbers, to take the numbers and be able to decide is 27 larger than 29, is 33 smaller than 43, eventually to get from the tens to the hundreds to the thousands and keep moving so that we have some sort of number sense. We are building their number sense so that they have an idea that, you know, okay, if there is three tens and this number has four tens, then obviously the number with four tens is the larger number. So that's where we are going.

Slide 7: Engagement

I use the SMART Board every day because the lessons that are on the SMART Board I have created. When they are at the SMART Board, they are ten times more excited about what is going on in the lesson than when they are sitting working with their other manipulatives. Because they want to do it, they are learning more because they are just so actively engaged, and that's the key—to actively engage the kids. The more I can actively engage them in what they are doing and being able to move things around, the more success I am going to have with them learning the math.

Slide 8: Maintaining pace

In the Tier 3 we have to do a lot of repetition. I believe that I need to see them practice it and show me that they understand it well enough before I can move on, which is why they each have a white board. Okay, so if one person is working on the SMART Board, then I am asking everybody else to be writing something, and I can check each individual child's work and know that everybody is getting it. And I don't move on unless I feel that, yes, they all have it, which is something that you don't normally have in a regular classroom. You don't have the opportunity; you will have some kids that will get it, some kids that won't, but you still have to move on with the lesson. In a Tier 3, when I am doing this kind of intervention, I am going to keep the pace where they are at. If they can fly, we will fly; if they are crawling, we will crawl. And I will keep pushing, but they are going to practice as much as they can possibly practice.

Slide 9: Adjusting pace

My pacing has to follow the kids, though. I have to be able to see where they are at. Sometimes my pacing has to slow down. Yesterday we were right on target. We got exactly from point A to point B; everything was really good. Today we found that there were some problems, some conceptual problems that needed to be

dealt with, and so then I have to slow that pacing down. But after teaching for 27 years I can read what's going on, you know. I can look at them and go, "Okay, slow it down" or "Okay, good, we can keep going." My goal is to help them close the gap, to be able to get as close to grade level as possible.

Slide 10: Learn more

To learn more about Pacing Instruction in Tier 3, please explore the additional resources on the Doing What Works website.