

Elementary School Goals

Differentiation to Meet the Needs
of All Students

Workshop Structure, Work with
Consultants and RTI

November 29, 2011

BOE Strategic Question for Teaching and Learning

How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?

Balanced Instruction in a Workshop Structure

Teacher directly explains



Teacher models/ demonstrates



Teacher guides



Students work independently with feedback

Mini-Lesson

10-15 minutes

The teacher describes and models one specific teaching point (reading strategy) to the whole class.



Independent Reading

20-40 minutes, depending upon the age of the student

- ▣ sustained reading (students practice the strategy learned during the mini-lesson)
- ▣ Conferring
- ▣ Strategy Groups
- ▣ Guided Reading Groups
- ▣ Partnership Reading



Mid-Workshop Teach

Less than 5 minutes

An optimum time for the teacher to quickly introduce another teaching point for the whole class based upon what students are demonstrating.

This is also a time to reinforce the current teaching point.

Sharing

5-10 minutes

The whole class comes together for a few students to share what they worked on. The teacher reinforces the teaching point again or introduces another one to be developed in the subsequent workshop

High Levels of
Scaffolding and
Teacher Support

**DEMONSTRATION
AND MODELING BY
TEACHER**

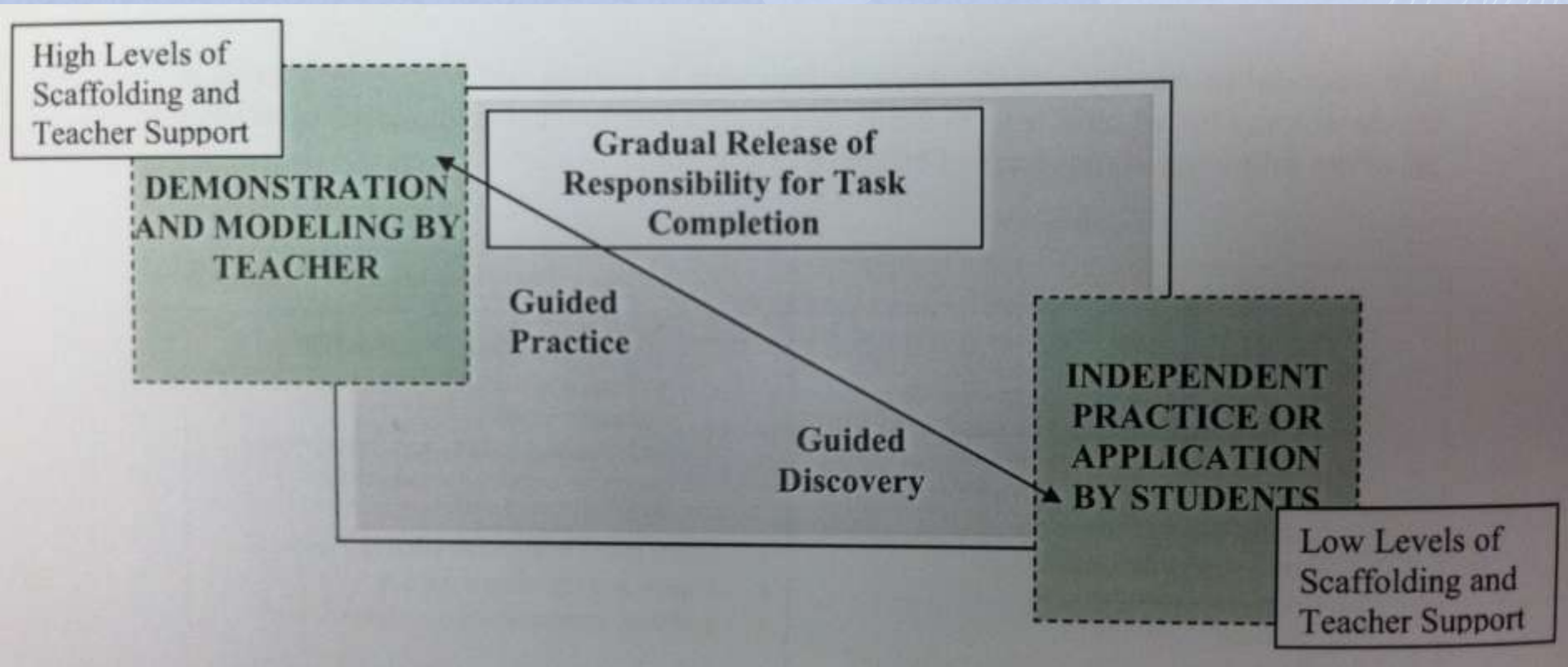
**Gradual Release of
Responsibility for Task
Completion**

**Guided
Practice**

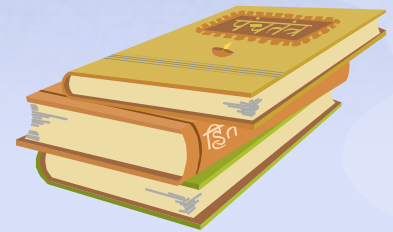
**Guided
Discovery**

**INDEPENDENT
PRACTICE OR
APPLICATION
BY STUDENTS**

Low Levels of
Scaffolding and
Teacher Support



New York State Regulations define Response to Intervention (RTI) as “a school district’s process to determine if a student responds to scientific, research-based instruction.”

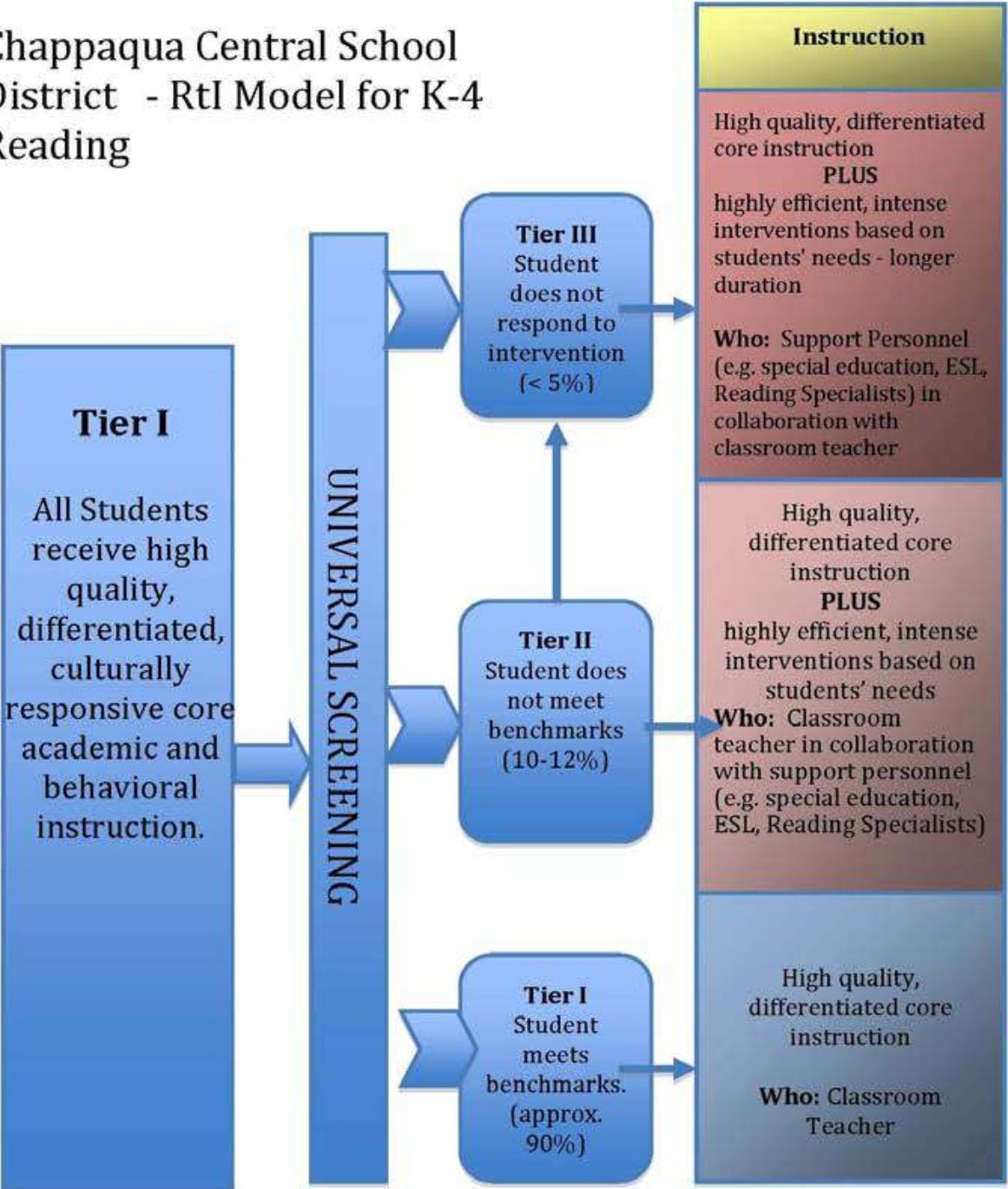


Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 has a learning disability in the area of reading.

The foundation upon which the RTI Model is based is:

- All students can learn and deserve to be part of a proactive, differentiated, comprehensive literacy program that is designed to be responsive to the needs of each and every student.
- High levels of collaboration among educational personnel are required to maximize the learning experience for all students.
- Instructional decisions are data driven using relevant, valid, and reliable assessments for screening, diagnosis, and formative or on-going evaluation.

Chappaqua Central School
District - RtI Model for K-4
Reading



Grade 3 & 4 - Staff Development Workshop with Christy Curran
Tuesday, December 13, 2011
Workshops in Room 7

GRADE FOUR

8:30 A.M. – 9:30 A.M.

- Provide specific reading comprehension strategies in non-fiction that will work in lower level texts. Teach a model lesson to a small group on this topic.

9:30 A.M. – 10:15 A.M.

- Demonstration lesson in Mara Cohen's classroom

10:15 A.M. – 10:30 A.M.

- Follow-up discussion.

11:30 A.M. – 12:30 P.M.

- "Drop-in" time with Christy

12:30 P.M. – 1:15 P.M.

LUNCH

GRADE THREE

1:15 P.M. – 2:15 P.M.

- Discussion – non-fiction:
How can we structure non-fiction writing to increase stamina, move students to a higher reading level and improve inferential comprehension?

2:15 P.M. – 3:00 P.M.

- Demonstration lesson (Pam's room)

3:00 P.M. – 3:15 P.M.

- Follow-up discussion