

Scheduling: How do I fit it all in?

First: Decide your priorities

March 9 or 11, 2010
Intervention specialists: Jane Johns, Sally Nottingham, JoAnne Solesbee, and Jennifer Young



South Carolina Department of Education
Together, we can.
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Making the Most of Small Groups: Differentiation for All

Debbie Diller asks, What are your Big Rocks?

- ▶ Write on post-its the most important parts of the day, those that are non-negotiable
 - Specials and LUNCH! ☺
 - Whole group reading- shared reading, read aloud,
 - Small group reading with mini-lessons, literacy centers
 - Independent reading and conferences
 - Math, Science, Social Studies
 - Word study, spelling
- ▶ Assign minutes to each activity
- ▶ Juggle!

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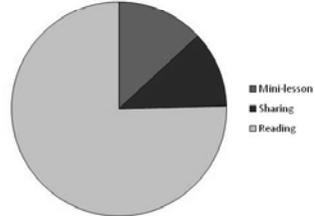
Diller's Big Rocks

Reading Structures	Who? How often?	Why?
Whole group instruction Read aloud Shared reading	All students, every day	To expose students to grade level material Model reading strategies and skills To build oral language/vocabulary
Small group instruction Small groups about 20 min. Flexible groups based on need	Every group meets with teacher each week. Low progress readers meet with the teacher more often	To have students read at their instructional level To provide students support for success To focus on strategies and skills based on need
One on one instruction Independent reading conferences To observe strategies, growth	3-5 minutes per child Every student sometime in the week Low progress readers more often	To discuss student's reading and make recommendations or assess

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“Short, focused lessons are designed to pack a punch quickly so as not to interfere with reading time” (p. 18, Morgan et. al.).

- ▶ mini-lesson
- ▶ reading
- ▶ sharing



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A Schedule with 2 hours for reading

- ▶ 8:00-8:15 Independent reading (15 min)
- ▶ 8:15-8:30 Morning message
- ▶ 8:30-9:00 Read aloud, shared reading (30 min)
- ▶ 9:00-10:00 Small group instruction (literacy centers, & independent reading and writing) (1 hr)
- ▶ 10:00-10:15 Word study (15 min)
- ▶ 10:15-10:40 Writer's workshop (25 min)
- ▶ 10:45-11:30 Lunch/recess
- ▶ 11:30-11:45 Sharing writing (15 min)

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Scheduling small groups to provide intervention to struggling readers

- ▶ Group A (above grade level receives small group instruction 2 times a week. Group D (on level) receives small group 3 times a week.
- ▶ Students below grade level (B & C) receive two extra small groups each week, providing them with classroom-based intervention.
- ▶ REMINDER: The membership of all groups will change over time.

Monday	Tuesday	Wednesday	Thursday	Friday
A, B, C	B, C, D	B, C, D	B, C, D	A, B, C

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Use anecdotal, formative, and formal assessments for grouping students based on need

- ▶ “As you meet with children in small group, you will get to know them much better than if you worked with them only in whole group. You will know who is improving in fluency or phonics skill. You will see who still needs help with deeper comprehension or vocabulary development. Use this knowledge combined with your formal data.”

▶ Diller, Making the Most of Small Groups

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Be flexible: Each teacher will make his/her own schedule

- ▶ From the start of the year to the end
- ▶ From day to day
- ▶ From class to class
- ▶ Grade to grade

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Examining your schedule

- ▶ Write your big rocks on Post-its with time needed.
- ▶ Record your school schedule, with lunch, recess, specials.
- ▶ Place your post-its onto the school schedule.
- ▶ Discuss challenges and solutions with the table.

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