

	<h1>Three-Tier Model</h1> <p><i>Reducing Reading Difficulties</i></p> <p>Alvena Kauffman Kauffman_a@hcde.org</p>

	<h2>The Three Tiers</h2>
	<p>Tier I:</p> <ul style="list-style-type: none">▪ Core classroom reading instruction that all students receive, assessment of student progress three times per year, and ongoing professional development <p>Tier II:</p> <ul style="list-style-type: none">▪ Intervention (additional reading instruction) and frequent progress monitoring (e.g., every 2 weeks) that struggling readers receive <p>Tier III:</p> <ul style="list-style-type: none">▪ More intensive intervention and frequent progress monitoring (e.g., every 2 weeks) that students with extreme reading difficulties receive after not making adequate progress in Tiers I and II

	Is the 3-Tier Model a new reading program?
	<p>No, the 3-Tier Reading Model:</p> <ul style="list-style-type: none">■ Serves as a prevention model■ Meets the reading needs of all students by providing an instructional framework for delivering assessment-driven, differentiated instruction to all students

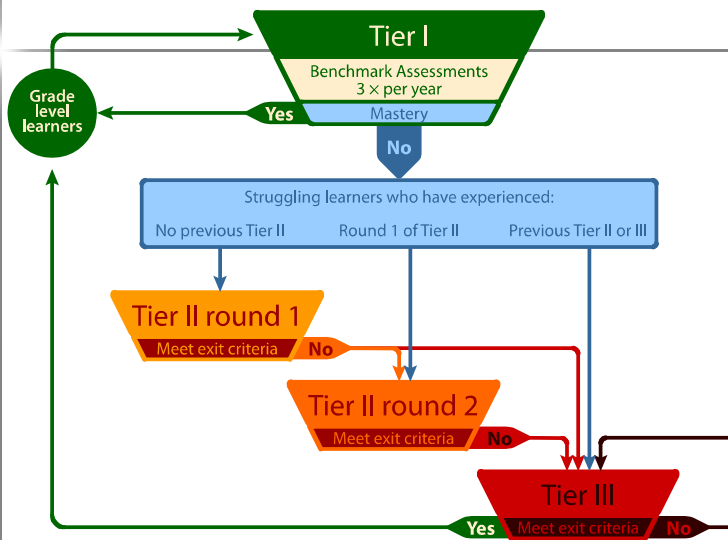
	The Three-Tier Model
	<ul style="list-style-type: none">■ Focuses on reading instruction that uses scientific research-based core, supplemental, and intervention reading programs■ Aids in the identification of at-risk and struggling readers and provides the needed support (additional instruction/intervention)

The Three-Tier Model

– Provides support throughout the early years of schooling




Movement Through the 3 Tiers



	<h2>Tier I</h2>
	<ul style="list-style-type: none">– The first line of defense– Consists of an uninterrupted, 90-minute minimum of SBRR core reading instruction

	<h2>Tier I</h2>
	<ul style="list-style-type: none">– Enables most students to attain grade-level or above reading proficiency– Must be provided five days a week– Instruction is provided by the classroom teacher

	<h2>Tier I</h2>
	<ul style="list-style-type: none">- Includes whole group and small group instruction<ul style="list-style-type: none">■ Explicit■ Systematic- Uses Literacy Centers and collaborative learning 

	<h2>Tier I</h2>
	<ul style="list-style-type: none">■ Assessment of student progress three times per year■ Ongoing professional development

	<h2>Tier II</h2>
	<ul style="list-style-type: none">■ Addresses the needs of students who are not progressing adequately in the core reading program/curricula■ Based on DIBELS benchmark assessments

	<h2>Tier II</h2>
	<ul style="list-style-type: none">■ The Literacy Team assists in determining placement■ Students needing intervention are placed in homogenous small-group instruction for a minimum of 30 minutes per day

	Tier II
	<ul style="list-style-type: none">■ Students are progress monitored every two week■ Intervention does not take place in the 90-minute reading block■ The interventionist may be the classroom teacher, a reading teacher, or a specially trained interventionist

	Tier II
	<ul style="list-style-type: none">■ The selected intervention program is delivered in a direct, explicit and systematic manner adhering to the fidelity of the program

Tier II

- Student grouping must be flexible
- Groups should be three to five students
- Must be provided five days a week
- Lesson plans and accurate records are maintained

-The purpose of Tier II intervention is to provide additional attention, focus and support



Role of Assessments in the Three-Tier Model

- **The 3-Tier Reading Model goes beyond the administration of assessments**

- In Tier I, assessments given three times per year are used to guide instructional decision-making (e.g., determine if students are making adequate progress toward gradelevel benchmarks or objectives) and identify students who need intervention

- In Tiers II and III, frequent progress monitoring (e.g., every 2 weeks) is used to track student progress and inform instruction