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MWSU Student Name:

Travis Greenwood

RTI Rubric - EDU 375

Blake 2013

Materials -2 pts if not stated.	PLAN = 10 points REFLECTION = 20 points TOTAL = 30 points		
	0 point Below Basic	1 points Basic	2 points Proficient
Objective Strategy or skill with measureable assessment	Not properly stated Does not match the original literacy lesson		Objective aligns to the Common Core Standards and gives the 1) skill or strategy to be demonstrated 2) measure used to assess student understanding
Modeling	Not given	Partial modeling done	Modeling included: Telling the student/s 1) the strategy or skill; 2) its purpose; 3) how to use it; 4) how it helps the reader/writer; 5) What the teacher will say when explaining and demonstrating
Guided Practice	Not clearly stated	Partial guided practice done	Guided practice included: 1) interaction with the students 2) students applying the strategy or skill
Assessment	Does not match the original literacy lesson Not measurable and/or related to objective		Measure relates to objective <u>and</u> is measurable
Interactive Reflection During the lesson	Not stated	Reflection included the strategy of skill of the objective	Reflection also included metacognitive direction. (Student/s thinking about the strategy or skill, themselves as readers & application of the objective)
Follow-up Reflection On Student Learning (Form & chart) ____ x 10pts	Submitted without all the paperwork or the ability to reflect was not evidenced	Basic level of reflection	Reflection demonstrates an understanding of RTI. Student learning of the stated objective was compared and described effectively.

TOTAL POINTS: 28 /30

Travis - See me if modeling & guided practice differences aren't clear.

Mini- Lesson Plan – RTI lessons

RTI lessons are planned based on what the student/s need. Using your assessment from the Literacy Lesson you taught, determine who needs RTI. Plan a different lesson for the same skill or strategy and reteach the small group of 3-5 students? Then compare the assessments using the “RTI Reflection – Comparative Analysis Form”.

Common Core Standard: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Skill or strategy performance based objective: The student/s will demonstrate an understanding of a non-fiction article by implanting explicit details onto a graphic organizer.

Materials:

1. Non Fiction passage. (Helen Keller)
2. iPad. (APP-Pages)
3. Cooperative learning rubric
4. Writing rubric

Teacher Modeling and thinking aloud: *This is you alone –*

- Has anyone ever had questions about a passage while they were reading? What did you do? Did you write it down, did you answer it? For example, “If you were a book all about Helen Keller and you have never heard of who she was? What kinds of questions would you have? Would you record them?”
- Here we have a list of questions already structured towards are article. We have to be able to answer these questions with explicit details from our passage. “Who knows what I mean when I say explicit details from the passage?”
- “Our skill today is going to be formulating questions, answering them, and given details from the passage.” It is extremely important that we are making a movie in our minds while we read. Who know what that means? (making a movie)
- “While reading, when you find an interesting/important details underling it so we know where you found that detail.” This is called Text Base Evidence.
- *inc. Students* “Do any of you know why we are using this graphic organizer to aid us during our reading?” Because many times we have questions and answers, but are not able to ‘back-them-up’ using explicit details from our passage. On the MAP test next month we are going to have to do all of these things! Let us be prepared.”
- “How will this help us become better readers, and writers?” We will comprehend a lot more information, and we will be able to reflect back on what we had read using these strategies.”
- I did an assignment last night at home reflecting what I learned from a nonfiction book about Dr. Martin Luther King Jr. I will show you exactly what you will be doing before you create your own

poster. You must have four vocabulary terms underlined and used correctly in your poster. Your poster must have beginning, middle, and end. The rubric will show you exactly what my grading criteria are.

Guided Practice: (Includes interaction with the students applying the strategy.)

The teacher and students will (Explain the process of your guided instruction - give examples of what you'll say)

This is modeling

- “During the first paragraph I made a connection with the book with one of our questions from the QAD graphic organizer we have. I think this is interesting, and I can answer the question we have here using what the author says right here. Before I do anything else I’m going to underline it so I don’t forget where I got this information from.”
- “While we read the first couple of paragraph I want you all to be looking for something similar to what I have just done. It might be answering the same question, but you must have an explicit detail from the passage.”
- “I’m very happy that everyone has at least two questions they have answered accurately using details from the text to back-you-up.”
- “Now I want you to read silently and complete the remainder of this graphic organizer individually.”
- As a group you know will complete a poster using the iPad application of pages, creating a poster of based off of Helen Keller. You must work as a group using your information you have while we were reading.

Independent Practice - Assessment Tool:

I will use formative assessments of observing students understanding of the objective. Students will be graded based off a cooperative learning rubric. They will create a poster and follow the rubric of cooperative learning guide. Students will have to complete a poster with information from a nonfiction book based off of what they learned from the nonfiction article.

Interactive Reflection- Push for **metacognition (self-assessment):** Help students think themselves as learners - what they know and don’t know. Revisit the objective for the lesson. What did we learn today to help use become better readers, and writers? What did you learn about yourself as a reader today and the strategy of question, answer, and detail using explicit information from our passage?

TRAVIS GREENWOOD

RTI Reflection - Comparative Analysis on Student Learning

Compile & turn in the documents in this order (Use tabs to separate the sections): 1) this "RTI Reflection – Comparative Analysis" form , 2) the original "Literacy Lesson Plan"& "Reflection" 3) the "RTI Lesson Plan," 4) student work from both lessons.

I. Reflection on Student Learning- based off of my prior experience with these students I realized their QAD graphic organizers were lacking true comprehension. For this RTI lesson I created a lesson for students to individually learn, and work together as a cooperative learning group to enabling scaffolding. I observed student learning during this lesson by the constant communication between the students and I. Also, I was able to physically see student's graphic organizer and analyze student's comprehension of the nonfiction piece. Students did not fill out a KWL chart because I felt that students would not be able to activate prior knowledge from this nonfiction piece. My students learned multiple ways to visually record their information learned. I firmly believe that my students displayed a tremendous amount of information to demonstrate their knowledge based of their cooperative learning poster. Students were required to use reading comprehensive strategies when reading a nonfiction piece. They were able to organize information into a poster detailing explicit information from the article by following a rubric for cooperative learning.

A. Observations:

1. What observable behaviors showed the students were achieving the objectives of my differentiated lesson? This lesson was differentiated from the original literacy lesson by students using a different graphic organizer and working in cooperative learning groups and visually presenting their poster based off of a nonfiction piece. Students we required to follow a rubric for their poster unlike the original literacy lesson where my students only filled out a KWL graphic organizer based off a nonfiction article. During the first literacy lesson a noticed several students leaning on each other, and myself for information about shark facts. These students might not have had the prior knowledge their peers had, but during the modeling portion of the lesson I activated their prior knowledge based off books, movies, TV shows, Etc. I was concerned about a select few of the students graphic organizers because it did not relate to the topic. *good obs -*

2. How were the student assessments different when they were compared?

The assessments were completely different students first were required to only fill out a KWL chart based off Shark Facts. During the RTI lesson students work individually and as a cooperative group unlike the original literacy lesson. Students were assessed by formative and summative instructional assessments. Comparing the information was startling. During the original literacy lesson student's demonstration of the objective was clear, but comprehensive demonstration was unclear and blurry. There questions asked, answered, and given details was irrelevant towards the topic. During the RTI lesson student's demonstration of the objective was still very clear. This time around students were able to demonstrate comprehensive skills to show their learned knowledge as an individual and a cooperative group. They completed a visual aid poster using their iPad and application of Pages.

Pairs helped, don't you think?

good

3. Do my assessments demonstrate improved student learning? How? My evidence is targeted by teacher analyses of student demonstration of objective, and their completion of graphic organizers relevancy towards the given topic. In this RTI lesson my students were required to follow a cooperative learning rubric based off of a nonfiction article about Helen Keller. Students were able to us visual aids when organizing their information for this project. Comparing student's demonstration from the original and RTI lesson was dramatically different and as their teacher I was able to analyze student's demonstration

of comprehension. Students were required to visually present their poster to me with multiple small group conferences.

good

Note: may need to assess again when they do it completely individually (w/o partner help)

4. How did I encourage students to self-assess to monitor their own student learning?

This cooperative learning project (RTI) I required students to positively support each other as a form of grading. Student's grades were reflective of their collaborative work. Students were encouraged to answer their own questions by searching the article for their answer. This allowed students to use their resources and investigating approaches to learning rather than a teacher directed classroom.

B. Create a chart to show the comparison of the two assessments. Label the chart using students' first names only.

C. Artifacts: Include the **analyzed** student work (may be copies of original work).

II. Reflection on Your Teaching

A. Think about the two lessons. Was the RTI lesson clearer to the students? Why

or why not? I believe that both lessons was presented in a way for students to comprehend the objective. To be specific, I believe that the RTI lesson was presented in a much more clear and concise lesson. Students were held more accountable and given more responsibilities and were required to work cohesively as a unit. Students show more engagement in this lesson compared to the previous lesson.

good

B. What did I learn about myself as a teacher from the lesson?

I learned to always keep the constructivist theory in mind. Students were physically immersed in the information. I believe students were able to retain more information because of the learning style of the lesson. Rather than simply filling out a KWL graphic organizer students were required to do that and more. During the RTI lesson students were filling out a graphic organizer, creating a poster using their iPad, and then verbally presenting their poster to me.

ok

C. State your perception of RTI. Is it an effective practice to improve student learning?

I firmly believe that RTI is an effective practice to use for improvement of student learning. Teachers are forced to maintain accountability and constant metacognition. Students are pushed to new limits and are required to be more responsible for their learning. I feel that students are also aware of teacher's constant evaluation of their learning. This RTI approach allows teacher to analyze their student work time and time again pushing for their student's highest potential.

