

# Logistics of RTI for Elementary



# Who's here today? Introductions



Your NAME

Current POSITION

School and Location

Your experience with RTI



# Training Objectives

- Validate/Motivate
- Build knowledge of School-Wide RTI practices and systems
- Develop an understanding of the essential components for RTI implementation
- Talk about the implications of RTI in Special Education



# RTI Discussion



- What does RTI stand for?
- How did you find out about RTI?
- What most appeals to you about RTI?
- Why did your school/you decide to learn more about RTI implementation?



# What is RTI?

Instructional approach that enables schools to provide support for all students in general education.



# RTI

## Response to Intervention

## Response to Instruction



# What is RTI?

Key elements based on 35 years of research from leading educators and researchers (Batsche et al., 2005 p. 3)

- Ongoing assessment of student performance
- Use of evidence-based instructional practices to provide quality instruction targeted to meet individual student needs
- Data-based decision-making



# RTI Essential Components

1. Strong Leadership
2. Ongoing Assessment
3. Evidence-based Curriculum and Ins
4. Collaborative Teaming
5. Data-based Decision Making
6. Fidelity of Implementation
7. Ongoing Training and Professional Development
8. Community and Family Involvement

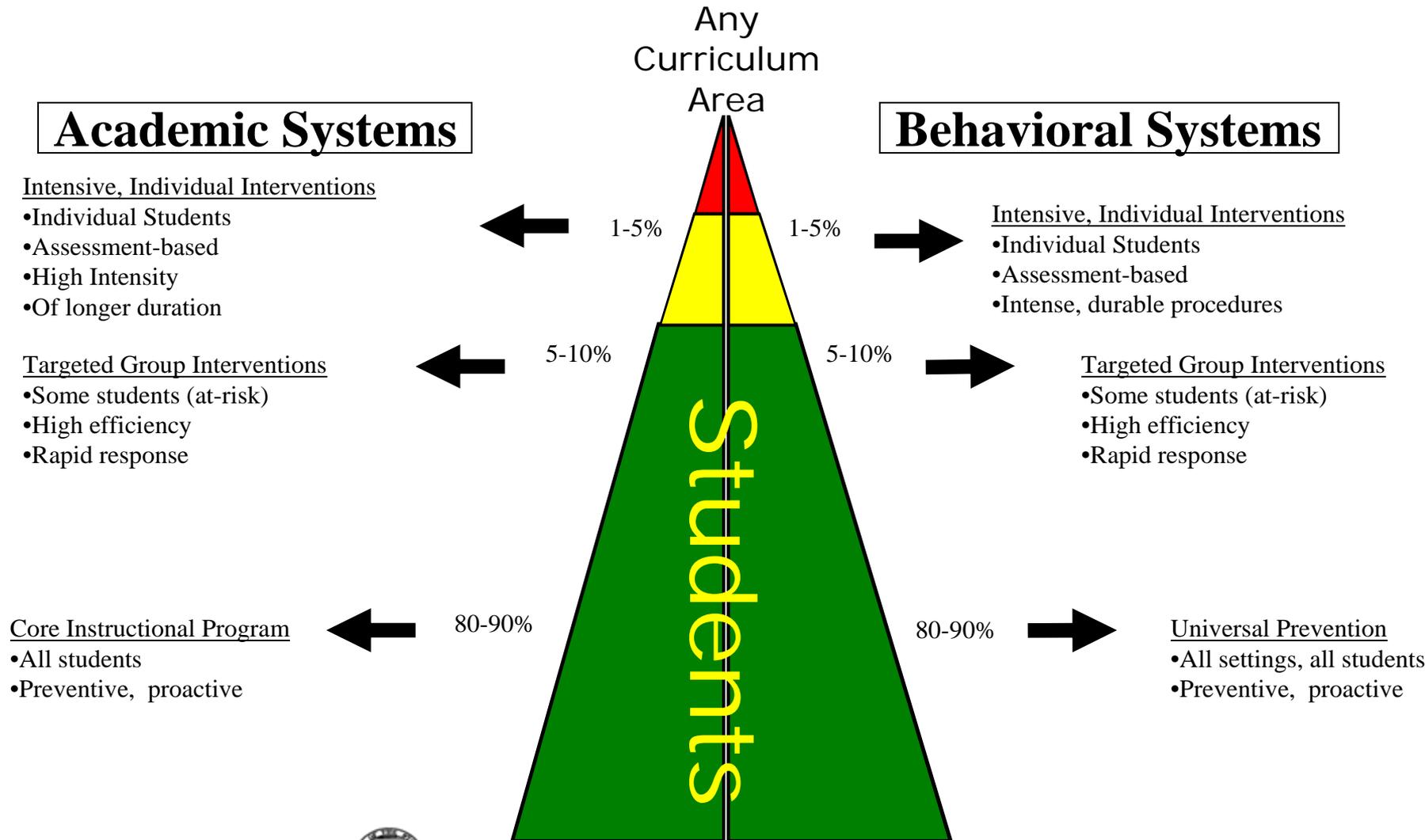


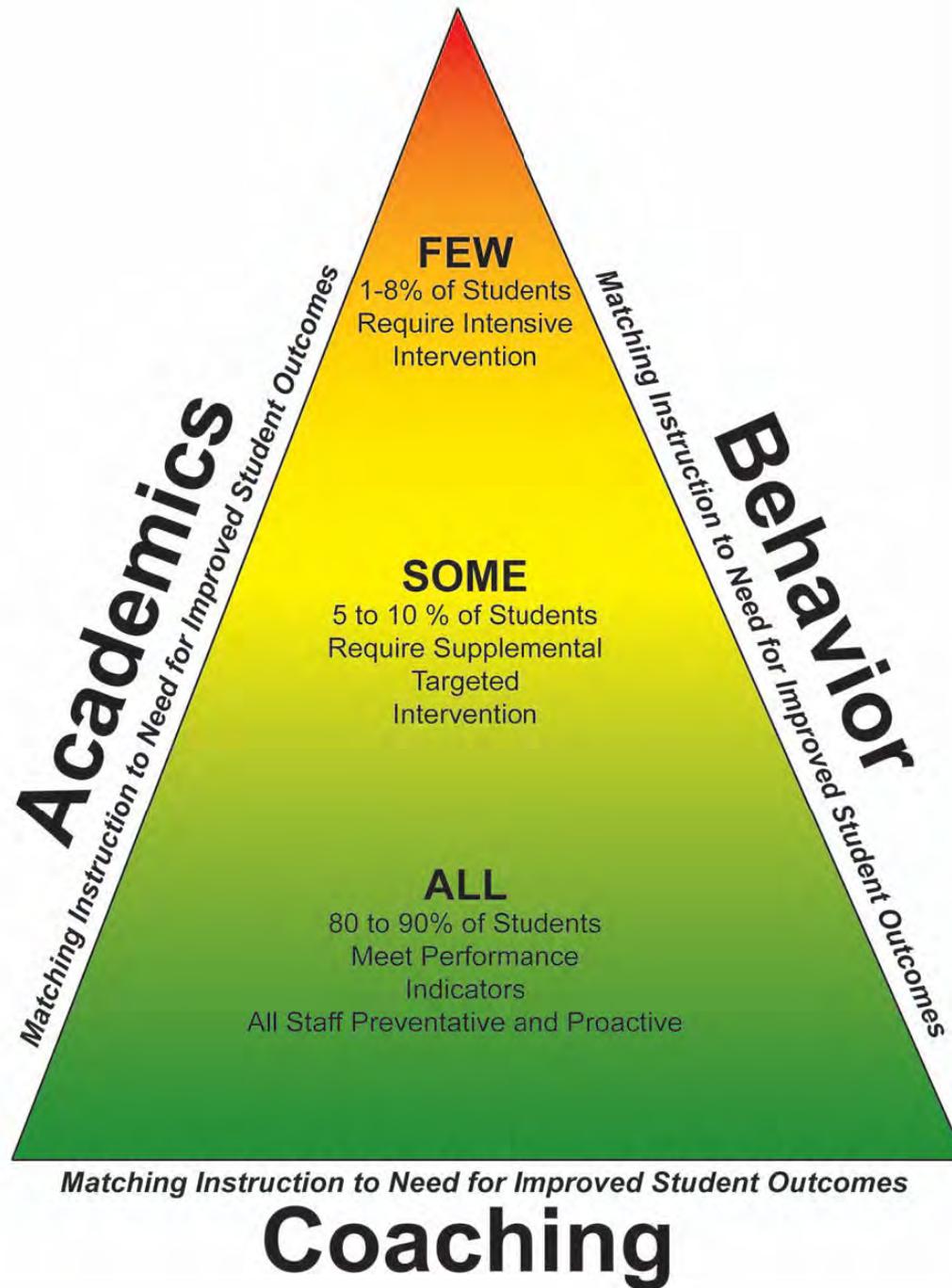
## What RTI *Is* and What RTI *Is Not*

<b>RTI <i>IS</i>...</b>	<b>RTI <i>IS NOT</i>...</b>
An initiative that supports general education school improvement goals	A stand-alone special education initiative
Intended to help as many students as possible meet proficiency standards without special education	A means for just getting more students into special education
A method to unify general and special education in order to benefit students through greater continuity of services	A method for just increasing or decreasing special education numbers
Focused primarily on effective instruction to enhance student growth	Focused primarily on disability determination and documented through a checklist



# The RTI Framework: A System that Supports Academic and Behavioral Success



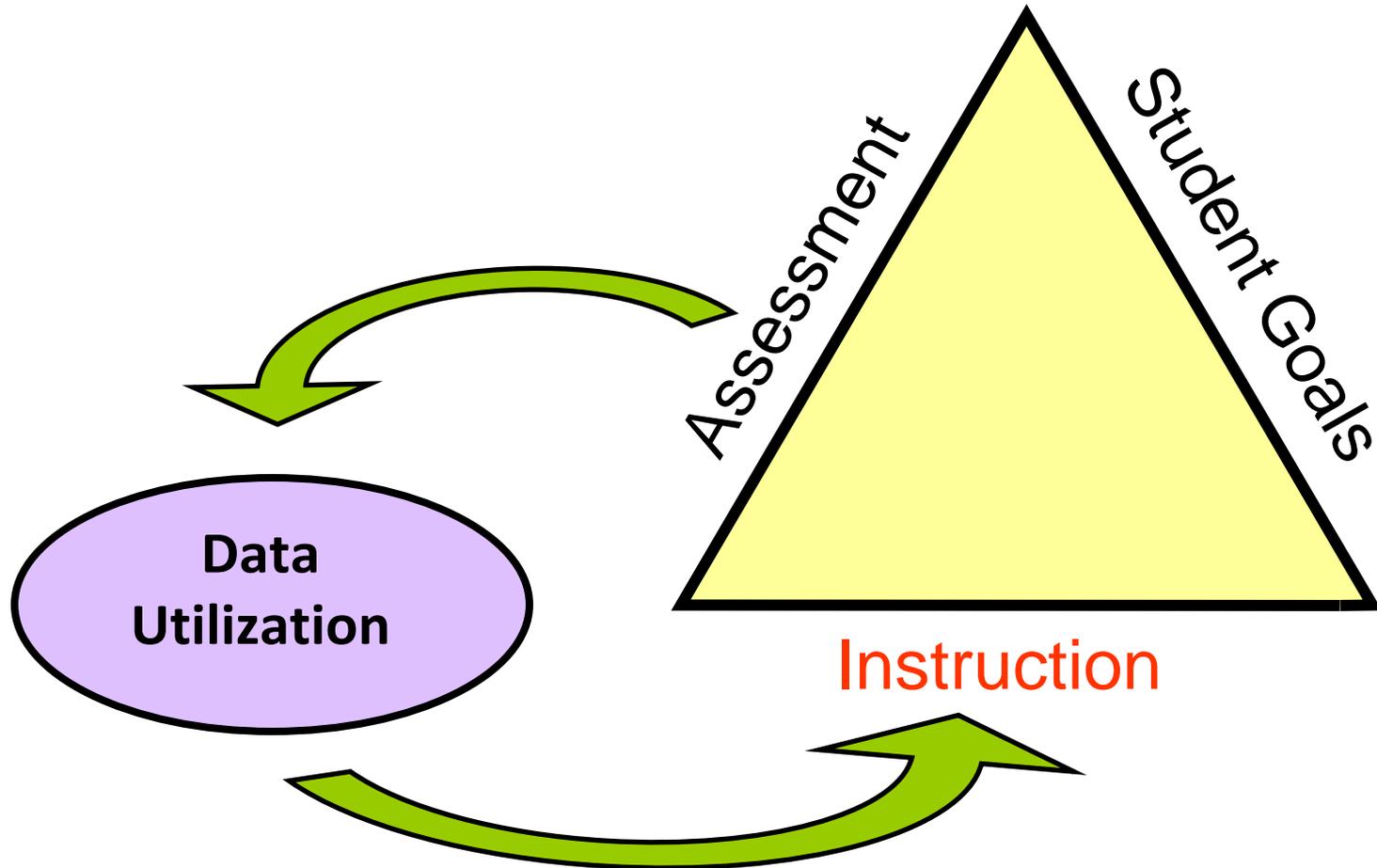


# Leadership is Essential

- Promotes commitment of staff to process
- Fosters collaboration among all educators
- Provides fiscal and time resources
  - Makes adjustments in daily schedules for instructional blocks
  - Provides substitutes for meetings
  - Earmarks funding for new materials
    - Curriculum, interventions, assessments
- Arranges for professional development
- Assesses procedural fidelity as part of professional evaluations
- Leads the way.....consistency



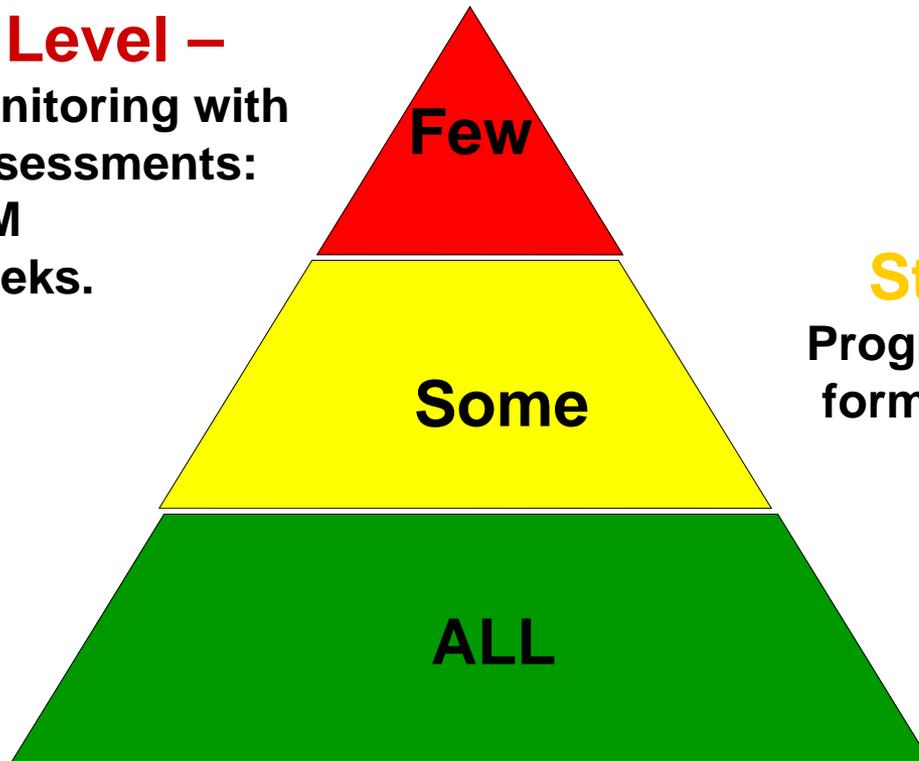
# Ongoing Cycle: Instruction, Assessment and Student Goals



# RTI Level Assessments: How Are We Doing?

## **Intensive Level –**

Progress Monitoring with  
formative assessments:  
DIBELS, CBM  
Every 1-2 weeks.



## **Strategic Level**

Progress Monitoring with  
formative assessments:  
DIBELS, CBM  
1 X per month.

**CORE LEVEL** School-wide Screening for  
All: “Benchmark Assessment” – 3 X year



# Four Types of Assessment

- **Screening-** Involves all children and is usually done at set benchmark points such as the beginning and middle of the school year or the end of a unit in a core program.
- **Diagnostic-** Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- **Progress Monitoring-** Involves frequent measurement to determine if students are making adequate progress or are in need of more intervention to achieve grade-level reading outcomes.
- **Outcome-** Provides a bottom-line evaluation of the effectiveness of the reading program in relation to established performance levels (e.g., end of school year).



# Ongoing Assessment: Essential to RTI

	Ongoing Assessment
<b>School Level</b>	<ul style="list-style-type: none"><li>•School wide screening 3 times yearly (F,W,S)</li><li>•Identify “at risk”</li><li>•Reorganize instructional groups</li></ul>
<b>Student Level</b>	<ul style="list-style-type: none"><li>•Progress monitoring measures in place and scheduled</li><li>•Diagnostic Assessment</li><li>•Assess additional factors</li><li>•Systematic review of data to inform intervention</li></ul>



**Tier 1**



# Curriculum-based Measurement

## CBM

- A method of measuring student progress through direct assessment of academic skills.
- CBM measures are:
  - Valid and reliable results
  - Quick to administer and score
  - Directly related academic expectations (curriculum)
- When using CBM the instructor gives the student brief timed samples or “probes” which are given under standardized conditions.
  - The directions are read the same way each time a probe is given
  - Performance is scored for
    - Fluency, accuracy, speed



# Reading CBM Example: Oral Reading Fluency

Denise and her parents go to the river almost every weekend when the weather is warm. Her parents are expert kayakers, but this is only Denise's second summer paddling a kayak. Her parents have decided Denise is ready for some "big water" and are taking her to the Ocoee River.

Denise is a little nervous as she takes her boat off the car at the put-in. She dresses for the river by putting on a spray jacket over her bathing suit. The water is very cold, and the waterproof jacket helps keep her warm. She pulls her spray skirt around her waist. This makes a waterproof seal when she sits in the cockpit of the boat and pulls the skirt tightly around the rim of cockpit of the boat. After putting on her life jacket and helmet, she pulls her boat to the edge of the water and sits in it with her legs stretched out in front of her. She holds her paddle as someone slides her into the water.

Although she is a little anxious, she remembers to keep paddling smoothly. As she and her family approach the first big rapid, her mother suggests they get out of the boats and walk down the river to look at the rapid. This is called "scouting" a rapid. Paddlers watch the patterns of the water and currents and decide which is the safest way to paddle without flipping over.

They get back into their kayaks. Denise and her father sit in the calm waters of an eddy and watch as her mother runs the rapids.

Denise's heart is pounding as she watches her father paddle his way through the rapid. It is her turn. Her parents are sitting in an eddy at the end of the rapid waiting for her to paddle her boat into the fast-moving white water.

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# Example of Benchmarks: DIBELS

See Handout DIBELS Benchmarks K-6

Grade	Fall	Winter	Spring
1	--	20	40
2	44	68	90
3	77	92	110
4	93	105	118
5	104	115	124
6	109	120	125



# DIBELS SCHEDULE OF ASSESSMENTS

**DIBELS Oral Reading Fluency**  
(fluency)

**DIBELS Retell Fluency**  
(comprehension)

**DIBELS Nonsense Word Fluency**  
(phonics)

**DIBELS Phoneme  
Segmentation Fluency**  
(phonemic awareness)

**DIBELS Letter  
Naming Fluency**  
(phonics)

**DIBELS Initial Sound  
Fluency**  
(phonemic awareness)

**DIBELS Word Use Fluency**  
(vocabulary)

Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
<u>Preschool</u>			<u>Kindergarten</u>			<u>First Grade</u>			<u>Second Grade</u>			<u>Third Grade</u>		



# INSTRUCTIONAL RECOMMENDATION REPORT

District: Success School District  
 School: Thriving on Data Elementary  
 Date: Winter 2006-2007  
 Grade: 2

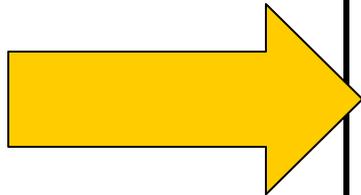
Grade 2 DIBELS Scores  
 & Instructional Recommendations

UID	Student	RTF	WUF	DORF	Instructional Recommendations
12	Student 1	45	35	114	Benchmark – At grade level
65	Student 2	59	44	108	Benchmark – At grade level
89	Student 3	25	30	107	Benchmark – At grade level
19	Student 4	33	32	101	Benchmark – At grade level
37	Student 5	36	51	93	Benchmark – At grade level
56	Student 6	31	51	91	Benchmark – At grade level
46	Student 7	34	59	82	Benchmark – At grade level
77	Student 8	51	59	77	Benchmark – At grade level
20	Student 9	36	28	65	Strategic – Additional Intervention
36	Student 10	25	60	64	Strategic – Additional Intervention
88	Student 11	37	33	62	Strategic – Additional Intervention
33	Student 12	30	51	61	Strategic – Additional Intervention
23	Student 13	46	53	59	Strategic – Additional Intervention
87	Student 14	24	52	59	Strategic – Additional Intervention
45	Student 15	33	61	52	Strategic – Additional Intervention
44	Student 16	17	35	52	Strategic – Additional Intervention
97	Student 17	17	31	38	Intensive – Needs Substantial Intervention
11	Student 18	15	47	36	Intensive – Needs Substantial Intervention
32	Student 19	3	45	35	Intensive – Needs Substantial Intervention
55	Student 20	13	54	32	Intensive – Needs Substantial Intervention
22	Student 21	39	52	30	Intensive – Needs Substantial Intervention
49	Student 22	19	33	28	Intensive – Needs Substantial Intervention



# Ongoing Assessment: Essential to RTI

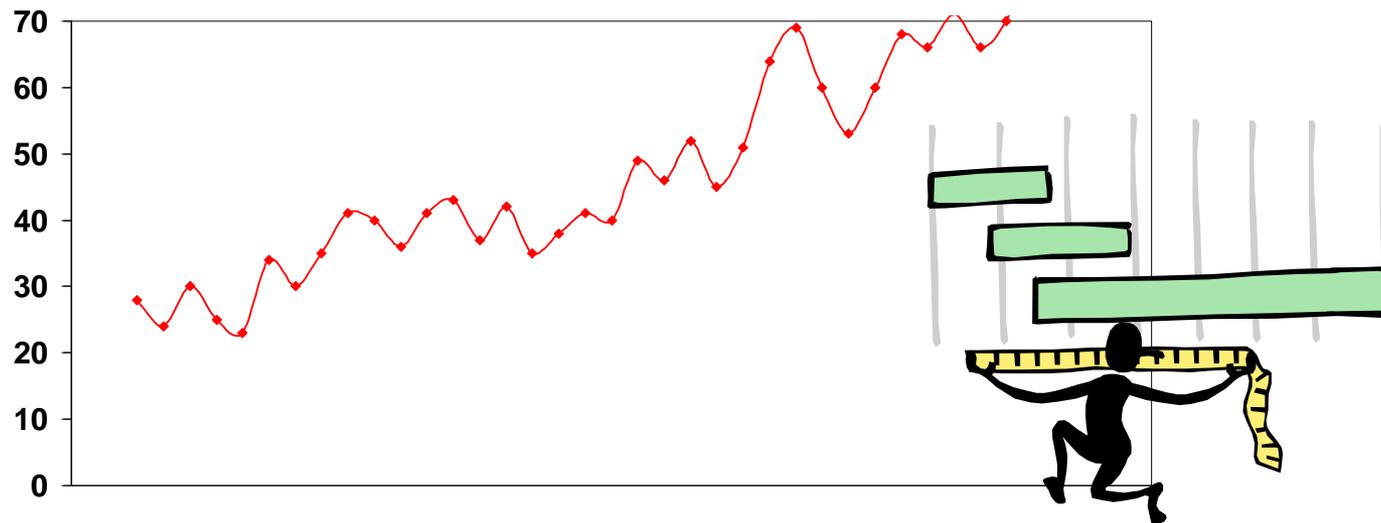
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# Progress Monitoring

**How do we know if the Intervention is working?**

**AND...**

**How do we use these data to make decisions?**



# How to Monitor Student Progress

- Collect data and GRAPH!
- Benefits of using a graph:
  - Creates a learning picture
  - Allows for decision making
  - Helps predict learning
  - Provides documentation
  - Makes data easier to interpret



# Progress Monitoring = Indicators of “Is it working?”



# Create Your Own PM Graphs

[www.interventioncentral.org](http://www.interventioncentral.org)



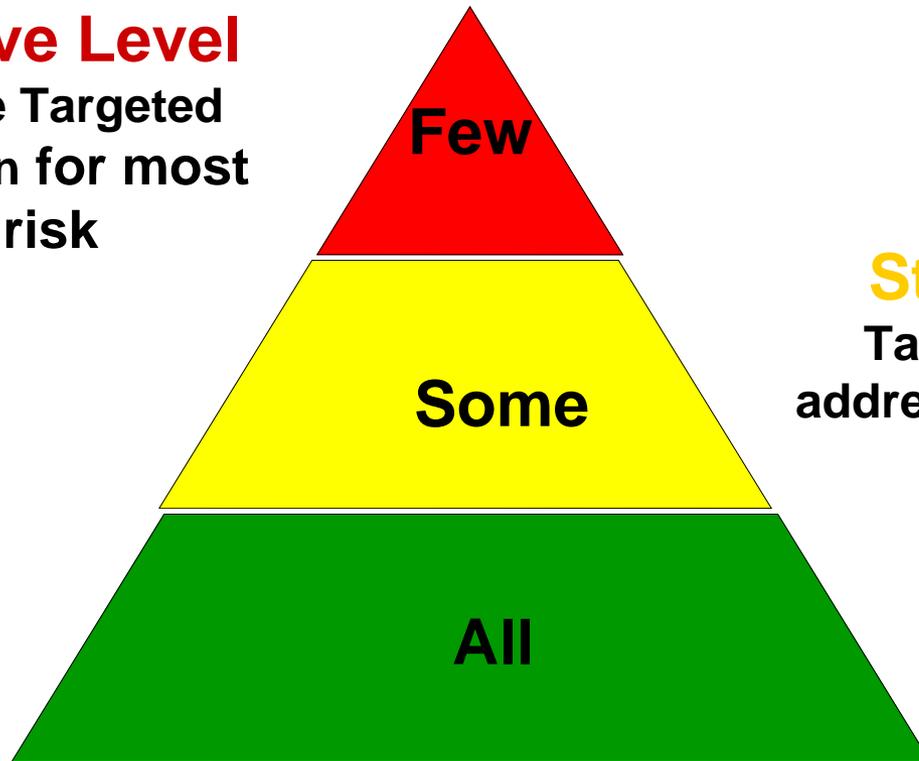
# Progress Monitoring Frequency

- Once a week
  - Bi-weekly
  - Monthly
  - Quarterly
- 
- Report progress to parents at least as often as report cards are sent out in regular education classes.



# RTI Tiers of Instruction

**Intensive Level**  
Intensive Targeted  
Instruction for most  
at-risk



**Strategic Level**  
Targeted Instruction  
addressing specific needs  
of students

**Core Instruction** for All Students

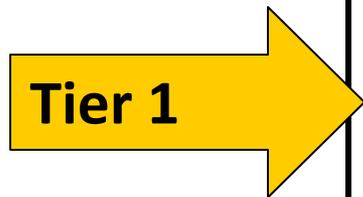


# Curriculum & Instruction Implemented with High Fidelity

- Curriculum and Interventions are only as good as the level of implementation
- Instructional methods to optimize program effectiveness:
  - Implement the program everyday with fidelity
  - Deliver the instruction clearly, consistently, and explicitly.
  - Provide scaffolded support to students
  - Provide opportunities for practice with corrective feedback



# Evidence-based Instruction: Essential to RTI



	Evidence-based Instruction
<b>School Level</b>	<ul style="list-style-type: none"><li>•All students receive instruction from the Core program</li><li>•Small differentiated group instruction for extra practice on specific skills</li></ul>
<b>Student Level</b>	<ul style="list-style-type: none"><li>•Small group instruction based on needs from diagnostic assessment</li><li>•Explicit instruction targeting skills</li><li>•Opportunity for review, practice, feedback</li><li>•Most qualified teacher provides instruction</li></ul>

# Reading Programs in a Three-Tier Model K - 3

Core Instruction	Supplemental Interventions	Intensive Interventions
<ul style="list-style-type: none"> <li>•Open Court</li> <li>•Scott Foresman</li> <li>•Harcourt</li> <li>•Houghton Mifflin</li> <li>•McMillan McGraw-Hill</li> <li>•Reading Mastery</li> </ul>	<ul style="list-style-type: none"> <li>•Ladders to Literacy – PA</li> <li>•Road to the Code- PA</li> <li>•Phonemic Awareness in Young Children – PA</li> <li>•SIPPS – P</li> <li>•PALS – P</li> </ul>	<ul style="list-style-type: none"> <li>•Early Reading Intervention PA, P</li> <li>•Reading Mastery, PA, P, F, C</li> <li>•Read Well (K-1) PA, P, F, C, V</li> </ul>
<p><b>KEY:</b></p> <p>PA = Phonemic Awareness</p> <p>P = Phonics</p> <p>F = Fluency</p> <p>C = Comprehension</p> <p>V = Vocabulary</p>	<ul style="list-style-type: none"> <li>•Lindamood-Bell – PA, P</li> <li>•Six Minute Solution- F</li> <li>•Read Naturally – F</li> <li>•Quick Reads – F</li> </ul>	<ul style="list-style-type: none"> <li>•Waterford Levels – PA , P , F, C, V (1-2)</li> <li>•Lindamood-Bell- PA, P</li> <li>•Wilson – PA, P</li> <li>•Corrective Reading- P, F, C</li> </ul>

Source: Wayne Callender “Addressing the System” (2005)



# Selecting Programs

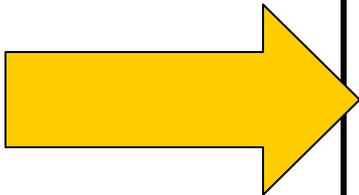
# Florida Center for Reading Research

[www.fcrr.org](http://www.fcrr.org)



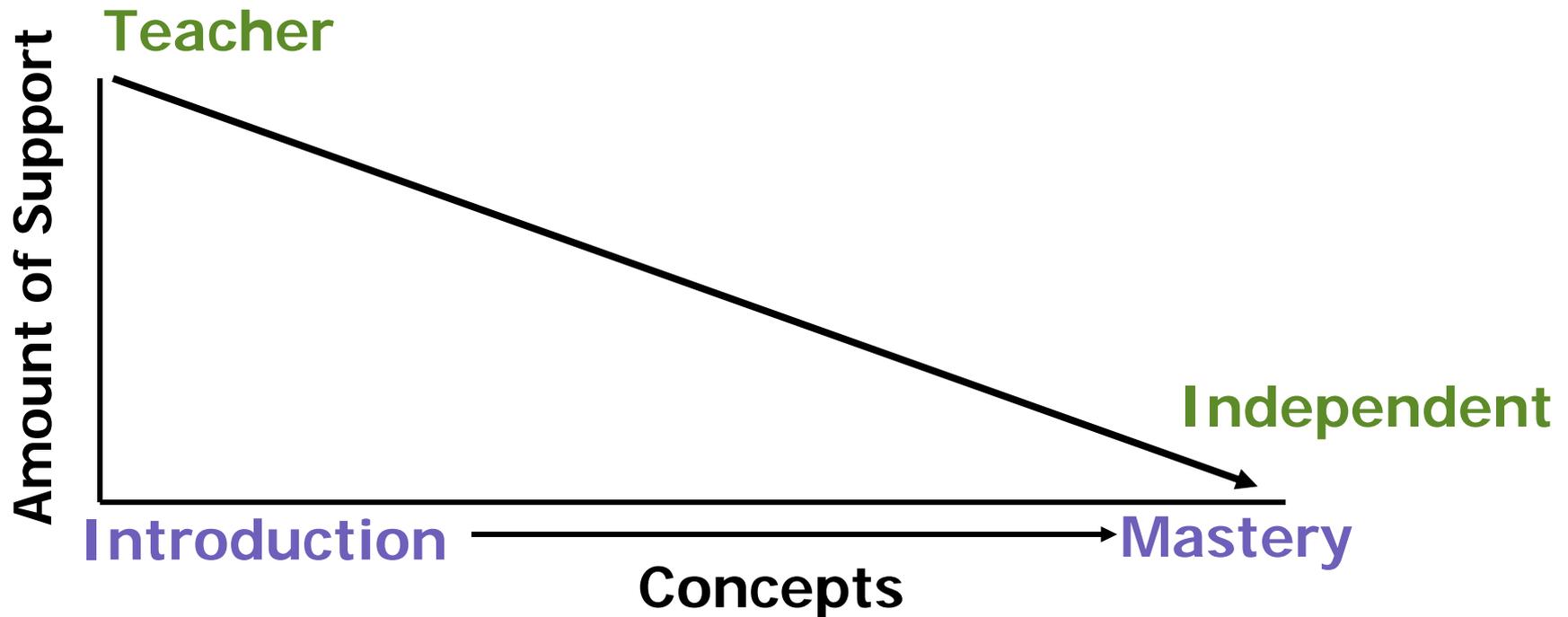
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# Scaffolding Instruction

Involves interactions that support students in accomplishing mastery of a skill.



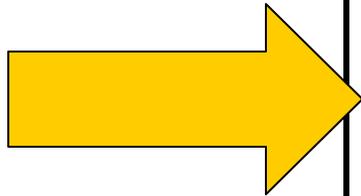
# Effective Instructional Techniques

- Unison Oral Responding  
“Miles on the tongue.”
- Consistent Signaling
- Perky Pacing
- Monitor Students-Make sure you have 100% participation
- Teaching To Mastery



# Collaborative Teaming: Essential to RTI

	Collaborative Teaming
<b>School Level</b>	<ul style="list-style-type: none"><li>•Evaluates School Level Processes</li><li>•Monitors Fidelity of Processes</li><li>•Identifies problems and concerns</li><li>•Manages Data</li></ul>
<b>Student Level</b>	<ul style="list-style-type: none"><li>•Progress monitoring measures in place and scheduled</li><li>•Diagnostic Assessment</li><li>•Assess additional factors</li><li>•Systematic review of data to inform intervention</li></ul>



# Collaborative Teams: Making Data-Based Decisions

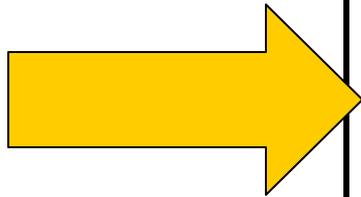
## RTI Leadership/Steering Team:

- Evaluates school level, Tier 1
- Makes decisions based on school level data
- Monitors integrity of process:
- Identifies and problem solves system concerns
- Manages data and accountability systems
- Makes decisions based on school-wide or grade level data



# Collaborative Teaming: Essential to RTI

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<b>Student Level</b>	<ul style="list-style-type: none"><li>•Evaluates Tier 2 and 3 Assessment and Instruction</li><li>•Uses data to problem solve</li><li>•Makes decisions based on individual student data</li></ul>



# Collaborative Teams: Making Data-Based Decisions

## RTI Student Problem-Solving Teams

- Also Known As:
  - Data Teams
  - Grade Level Teams
  - Reading Leadership Team (other Content Areas)
- Evaluates student level, Tiers 2 and 3 Assessment and Instruction
- Uses data to problem solving
- Makes decisions based on student level data



Each sticky note has student's name, teacher, and score

Intensive

Strategic

Benchmark



# Magnet Board Visual Display



# RTI Case Study: Josie

Josie is a 4th grade student at Jefferson Elementary

## Benchmark Screening Results

- Fall DIBELS ORF Screening score is 46 CWPM
- The end-of-year target is 118 CWPM
- There are 26 weeks left in the school year



# Josie's Goal

- Conditions (time frame, materials, setting)
- Student's Name
- Behavior (what we expect)
- Criterion (standard for expected performance)

## Goal:

By the end of 4<sup>th</sup> grade, using 4th grade CBM reading probes, Josie will read orally at a median rate of 118 words correct/minute, with 3 or fewer errors, for 2 consecutive weeks.



How many words per week will  
Josie need to increase to meet  
her goal?



# Formula for Goal Setting

End-of-Year Target - Current Score = Overall Target

Overall Target = Weekly  
Number of Weeks left of school Target



# Formula for Goal Setting

End-of-Year Target – Current Score = Overall Target

$$118 - 46 = 72$$

Overall Target = Weekly

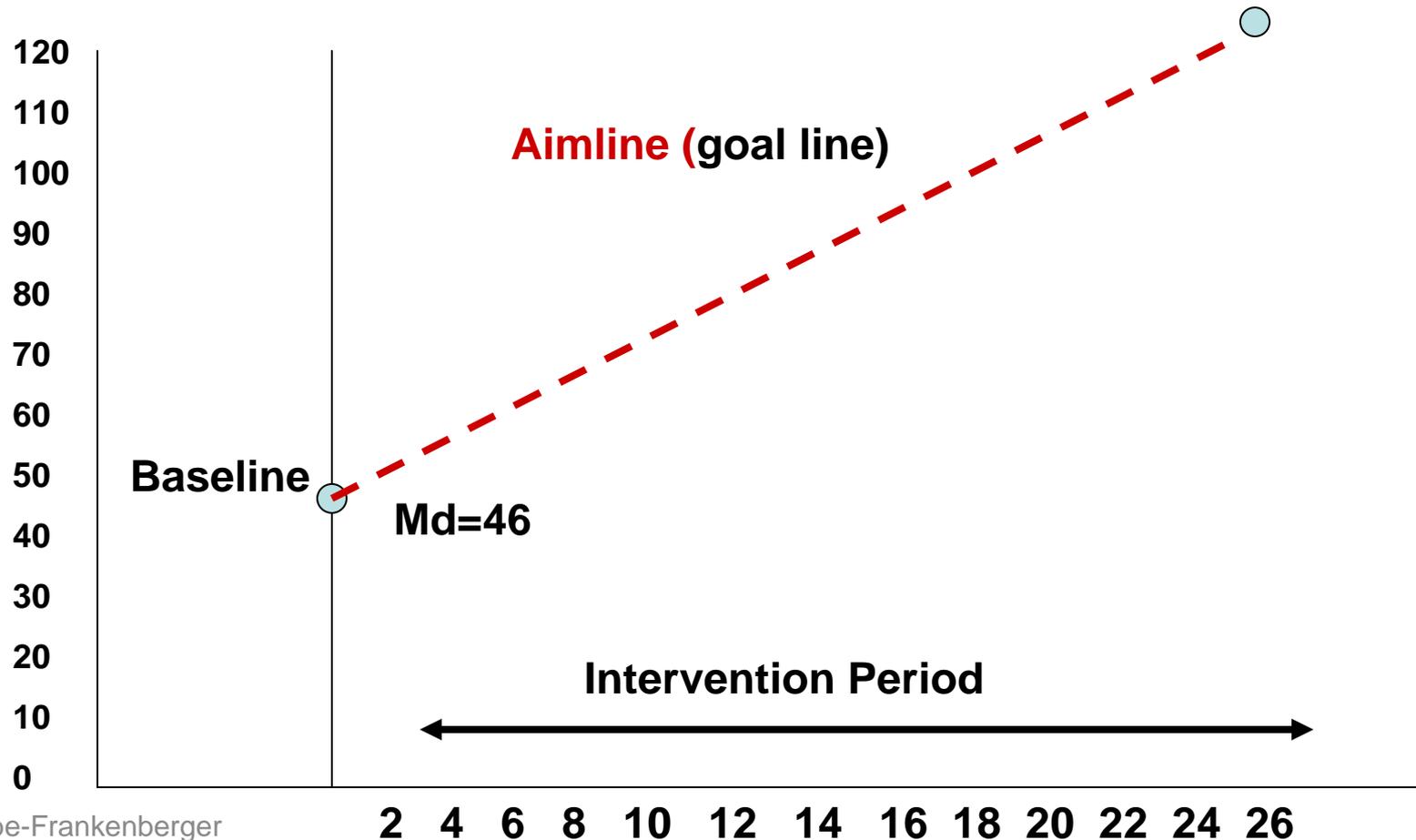
Number of Weeks left of school Target

$$\underline{72} = 2.8 \text{ words per week}$$

$$26$$



# Josie's Progress Monitoring Graph



# Is this Goal SMART?

**S**pecific- Yes, 118 words

**M**easurable- Yes, through progress monitoring

**A**mbitious- Yes

**R**ealistic- ??????

**T**ake into account the Gen Ed curriculum-  
Yes



# Oral Reading Fluency Weekly Progress

(Fuchs, Fuchs, Hamlett, Walz & German, 1993)

	Average Words pr wk Improved	Minimum progress	Maximum progress
Grade 1	2.10	.35	4.97
Grade 2	1.46	.71	4.00
Grade 3	1.08	.43	2.43
Grade 4	.84	.47	1.41
Grade 5	.49	.04	1.12
Grade 6	.32	-.22	.97

# Why is Fidelity Important to RTI?

Outcomes can only be attributed to our efforts if we evaluate and provide documentation:

Fidelity in RTI of:

- Curriculum
- Instruction
- Assessment
- Collaborative Team Problem Solving process
- RTI process



# How to Assess Fidelity

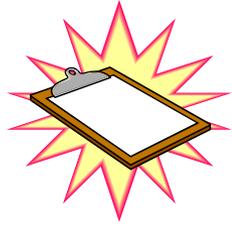
## Direct observation – “walk throughs”

– Trained observers watch implementation and documents findings (either live or taped)

- Principal
- Assistant Principal
- Intervention Specialist
- Instruction Coach
- School Psychologist
- School Counselor



## Activity Log for UM Sound Partners



Please list first and last names of students. Thank you!

Instructor/ School: \_\_\_\_\_ Week of: \_\_\_\_\_ Time: \_\_\_\_\_

Students: \_\_\_\_\_

Calendar	Lesson(s)	Books Read	Lesson Components	Comments	Absent														
Day: _____ Date: _____ Minutes: _____			<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Say the Sounds</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Magic -e-</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Segmenting</td> <td style="border: none;"><input type="checkbox"/> Word Endings</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Word Reading</td> <td style="border: none;"><input type="checkbox"/> Pair Practice</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Sight Words</td> <td style="border: none;"><input type="checkbox"/> Reading Long Words</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Sentence Reading</td> <td style="border: none;"><input type="checkbox"/> Book Reading</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Letter Sounds</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Letter Patterns</td> <td style="border: none;">_____</td> </tr> </table>	<input type="checkbox"/> Say the Sounds	<input type="checkbox"/> Magic -e-	<input type="checkbox"/> Segmenting	<input type="checkbox"/> Word Endings	<input type="checkbox"/> Word Reading	<input type="checkbox"/> Pair Practice	<input type="checkbox"/> Sight Words	<input type="checkbox"/> Reading Long Words	<input type="checkbox"/> Sentence Reading	<input type="checkbox"/> Book Reading	<input type="checkbox"/> Letter Sounds	_____	<input type="checkbox"/> Letter Patterns	_____		
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Day: _____ Date: _____ Minutes: _____			<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Say the Sounds</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Magic -e-</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Segmenting</td> <td style="border: none;"><input type="checkbox"/> Word Endings</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Word Reading</td> <td style="border: none;"><input type="checkbox"/> Pair Practice</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Sight Words</td> <td style="border: none;"><input type="checkbox"/> Reading Long Words</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Sentence Reading</td> <td style="border: none;"><input type="checkbox"/> Book Reading</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Letter Sounds</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Letter Patterns</td> <td style="border: none;">_____</td> </tr> </table>	<input type="checkbox"/> Say the Sounds	<input type="checkbox"/> Magic -e-	<input type="checkbox"/> Segmenting	<input type="checkbox"/> Word Endings	<input type="checkbox"/> Word Reading	<input type="checkbox"/> Pair Practice	<input type="checkbox"/> Sight Words	<input type="checkbox"/> Reading Long Words	<input type="checkbox"/> Sentence Reading	<input type="checkbox"/> Book Reading	<input type="checkbox"/> Letter Sounds	_____	<input type="checkbox"/> Letter Patterns	_____		
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Through experience  
and training,  
teachers will learn  
the skills to employ  
instructional  
techniques that have  
the greatest impact  
on learning.



# Training on What??

- RTI Philosophy & Process
- Core Program
- Intervention Programs
- Effective Instructional Practices
- Assessment—Benchmark, Prog. Mon.,  
Diag.
  - Administration
  - Recording & Scoring
  - **Interpreting**



# DON'T FORGET.....

- New Staff
- District Adm. & Board of Trustees
- Support Staff including Coop. Staff
- Review, Review, Review



# WHEN DOES TRAINING HAPPEN?

In Many Ways & in Little Chunks

- In-service Days
- Summers & Saturdays
- Release Time/Roving Subs
- Before & After School
- At Staff Meetings
- Covering for Each Other
- IN THE CLASSROOM

*Every Year, All Year!*



# Family and Community Involvement



- Involving families at all phases is a key aspect of a successful RTI process.
- Parent and community support of our children's education increases the likelihood of success.
- A summary of home-school collaboration research (Esler, Godber & Christenson, 2002) lists the demonstrated benefits of these partnerships for not only students, but for teachers and parents.



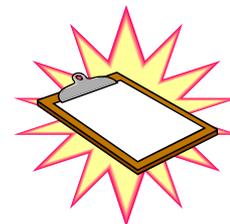
# Informing Parents About RTI

- Provide parents with written information about the RTI program and be prepared to answer questions about RTI processes.
- Prepare parent handouts that explain:
  - the process at their schools along with answers to commonly asked questions.
  - how the system is different from a traditional education system and about the vital and collaborative role that parents play within a RTI process.
  - the purpose of school -wide screening measures that are implemented three times per year to:
    - match student skill to instruction.
    - identify students at risk

See sample parent letter handout



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# Picture this.....

**A 2nd grade student transfers into your school from a nearby community. Test scores indicate her reading skills are significantly below grade level.**



**If you were this student's parent, what would you prefer happen?**

**What course of action is likely to be pursued to assist this student?**

Source: Callender (2005) RTI Overview



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# Traditional Path.....

1. The student receives additional assistance (i.e. reading lab, tutoring, additional instruction, help with homework)
2. The student is referred for a special education evaluation.
3. The student continues to struggle and teachers do the best they can to assist.

Source: Callender (2005) RTI Overview



# Traditional Path..... (cont'd)

All 3 paths are

- **unlikely to bring about an increase in the student's reading skills (except by chance)**
- **unlikely to increase long-term academic performance**

Source: Callender (2005) RTI Overview



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# Predicting *Your* Future:

## The New Path – RTI *Process*

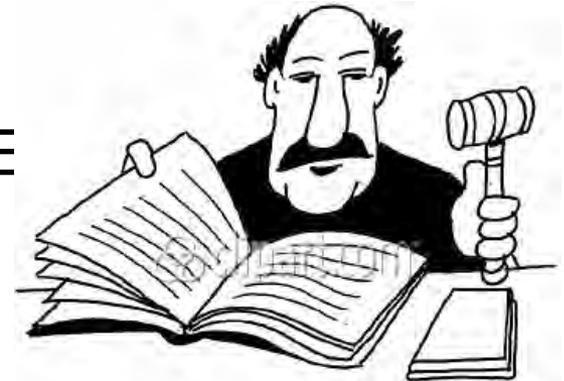


The school has a plan in place to help *all* students :

- Strong core instruction
- Screening to “find” other students “at risk”
- Supplemental instruction in place matched to specific skill needs to accelerate reading skills to “catch up”
- Progress monitoring system in place
- A plan for home-school collaboration
- A collaborative team meets regularly to review student progress
- A plan to “exit” intervention when goals are met
- A plan for increasing intensity or type of intervention when little or no progress is made.
- A plan to support teachers with professional development, support staff, intervention

# How did we get here?

- Change is usually triggered by a catalyst (Carnine, 1999)
- Education policy driven by both economic and political forces
  - REI (1986)
  - ESEA (reauth 1994)
  - NCLB (2002) and AYP
  - IDEA (reauth 1997, 2004) and FAPE
  - State statutes and regulations



# Policies Leading to RTI

- Regular Education Initiative (REI; 1986)
- Elementary and Secondary Education Act (ESEA; reauth 1994)
- No Child Left Behind Act (NCLB; 2002)
- Individuals with Disabilities Education Act (IDEA; reauth 2004)
  
- State statutes and regulations

Source: “Response to Intervention: New Ways of Thinking About Assessment and Intervention”,

David Tilly, August, 2005



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# Catalyst: Why Do We Want to Change?

## • Changing Context

- Political, economic and social forces of today
- “Nation At Risk” (1983)
  - “more and more young people emerge from high school ready neither for college nor for work.”
- NCLB – “Demographics are not Destiny” – close the gap!
  - AYP

## • Challenges

- Population increases “Baby Boom Echo”
- Population Mobility = instability in schools
- Students from more challenging contexts: increased poverty, increased violence, decreased early socialization
- Increased cultural diversity; heterogeneity

Ysseldyke et al., (1997) School Psychology: A Blueprint for the Future. NASP



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# The real catalyst probably is...

.....the student who isn't  
“getting” basic reading  
skills....or

the 9<sup>th</sup> grader who gets  
low grades in spite of great  
effort and parent  
support....but doesn't  
“qualify” for help



Exercise: Think/Pair/Share

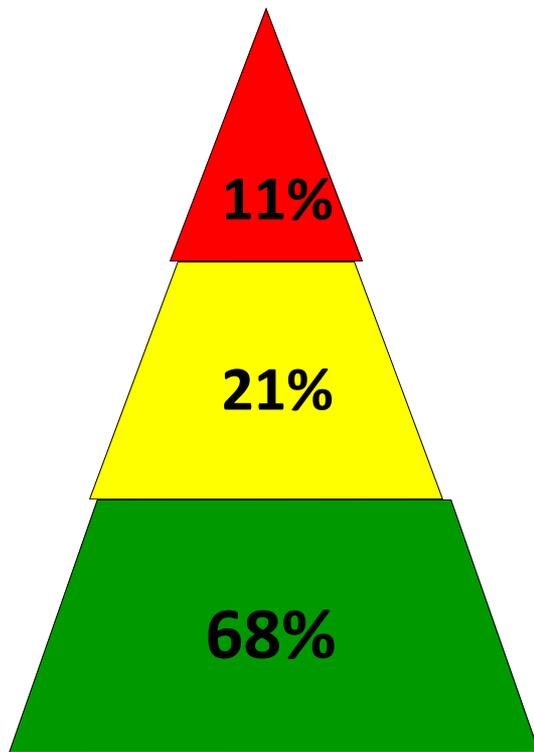
# What's your catalyst?

- Think about....What or Who is your reason (catalyst) for change?
- Share with a neighbor
  - Your catalyst
  - Why does this motivate you to want to change how we do things in schools.

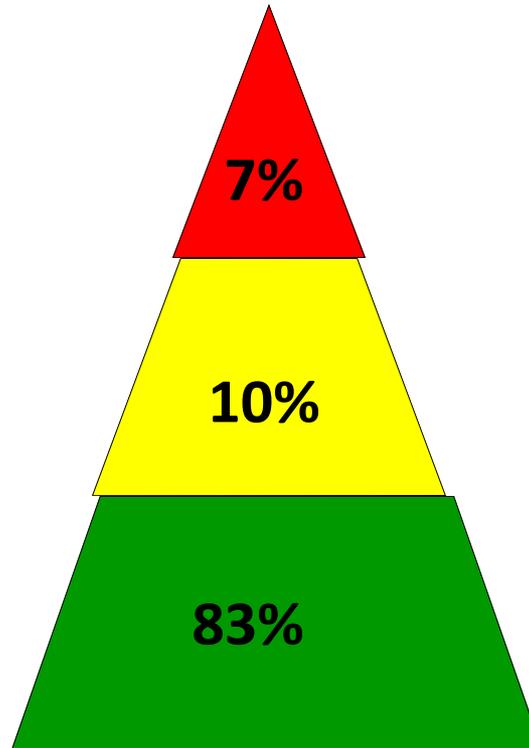


# School A

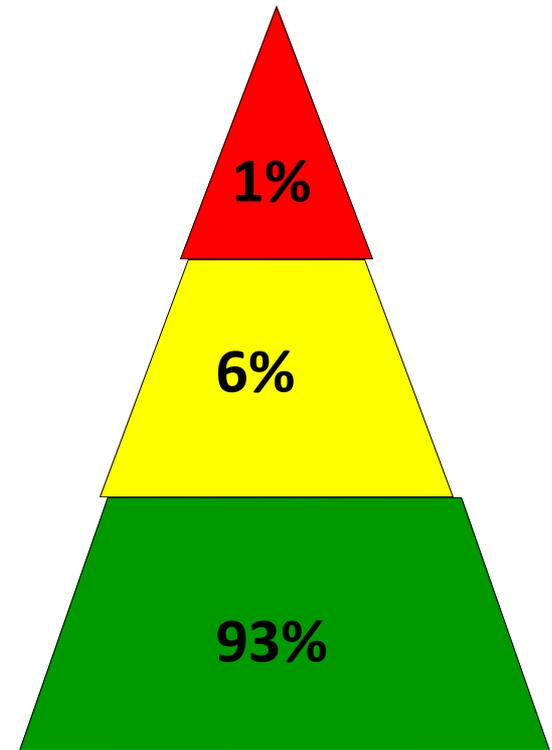
## School-Level Progress



**Fall 2006**



**Fall 2007**



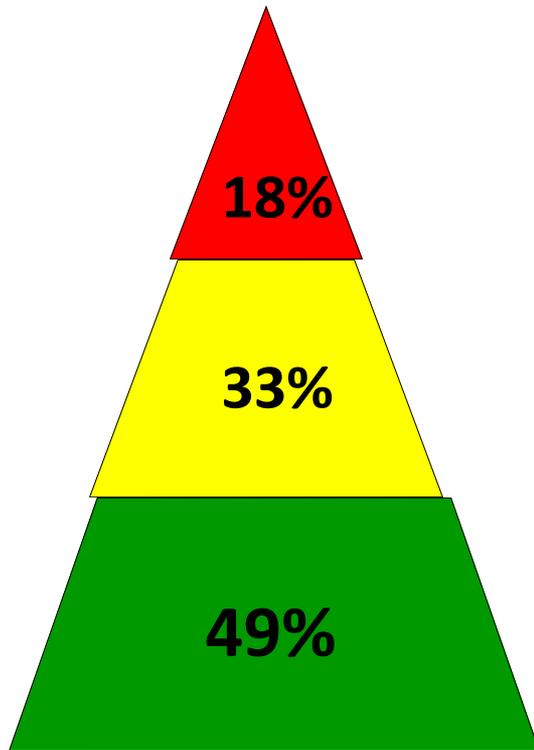
**Winter 2008**

Success attributed to:  
"implementing core basal and  
targeted interventions with fidelity"

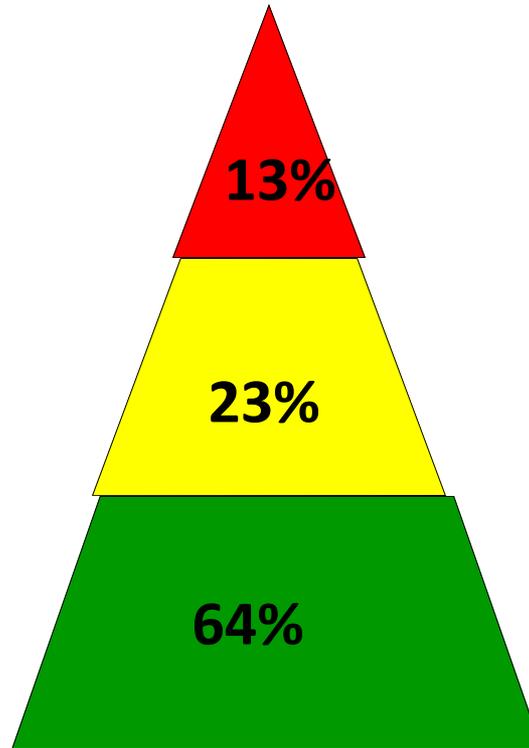


# School B

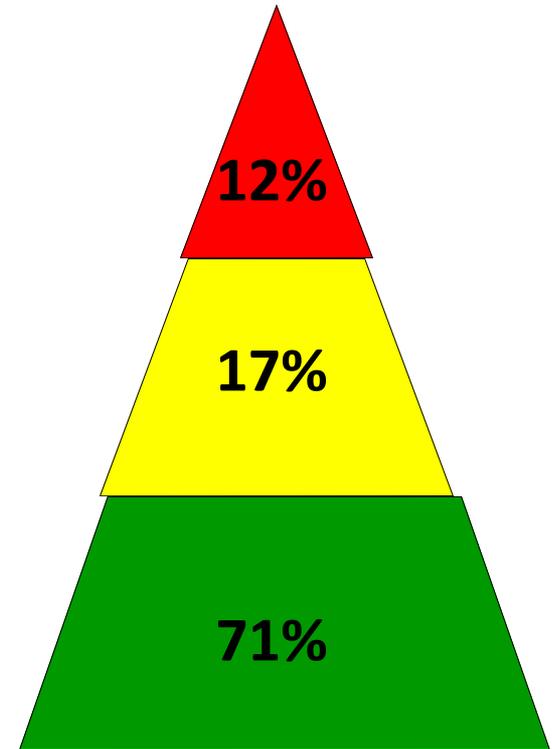
## School-Level Progress



**Fall 2006**



**Winter 2007**

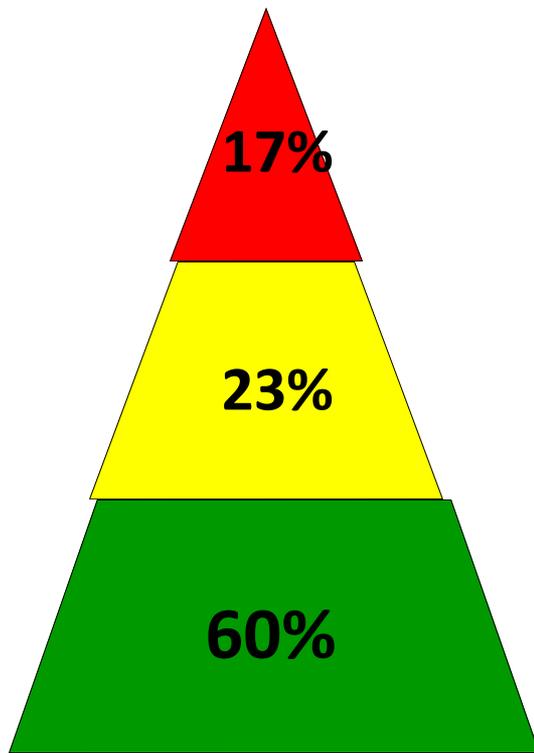


**Fall 2007**

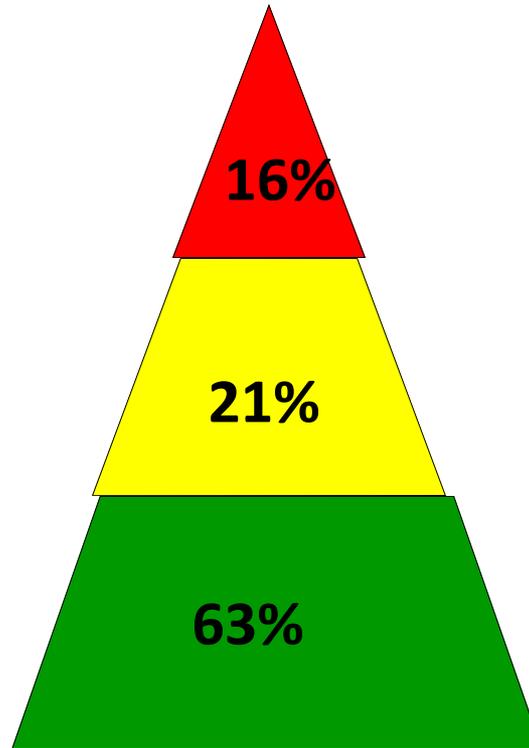
Success attributed to: New reading series (Houghton-Mifflin) that replaced non-sequenced reading curriculum; "walk-to-read" method

# School C

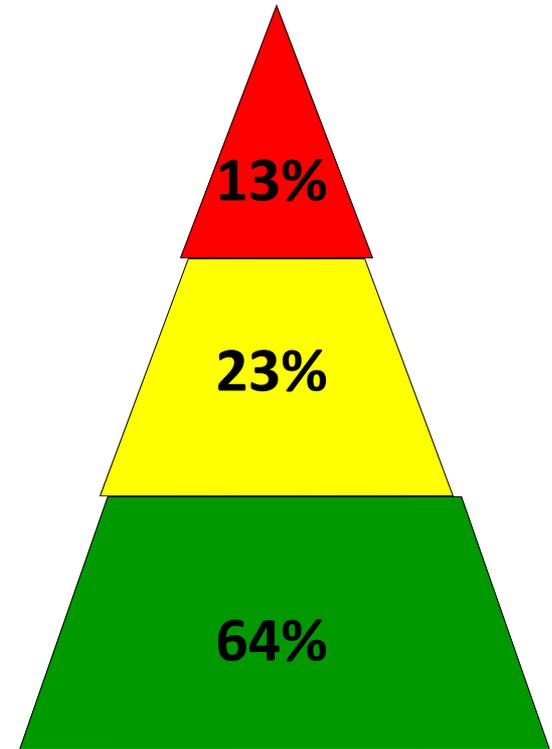
## School-Level Progress



**Fall 2006**



**Winter 2007**

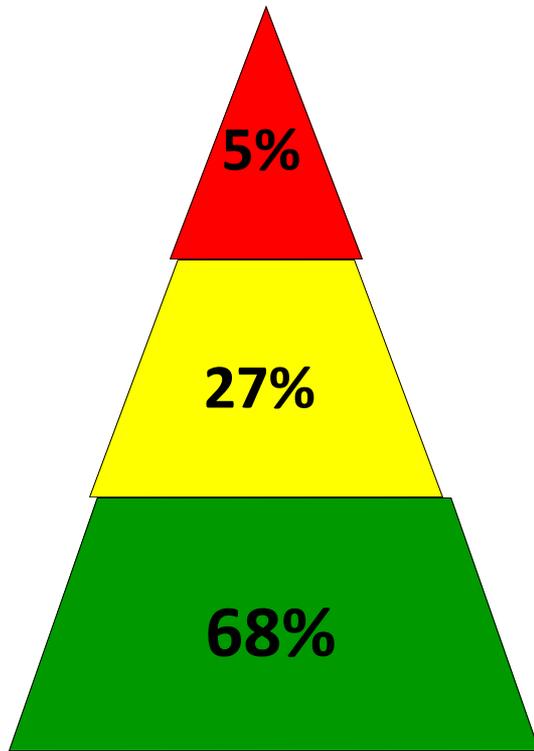


**Fall 2007**

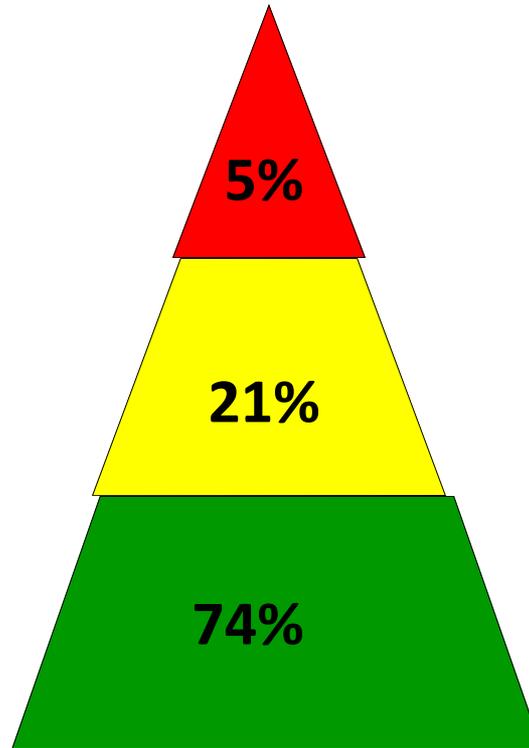
Reading First School for 4 years prior to RTI Pilot project: high mobility, high absenteeism, poverty, progress is slow but evident!

# School D

## Level Progress

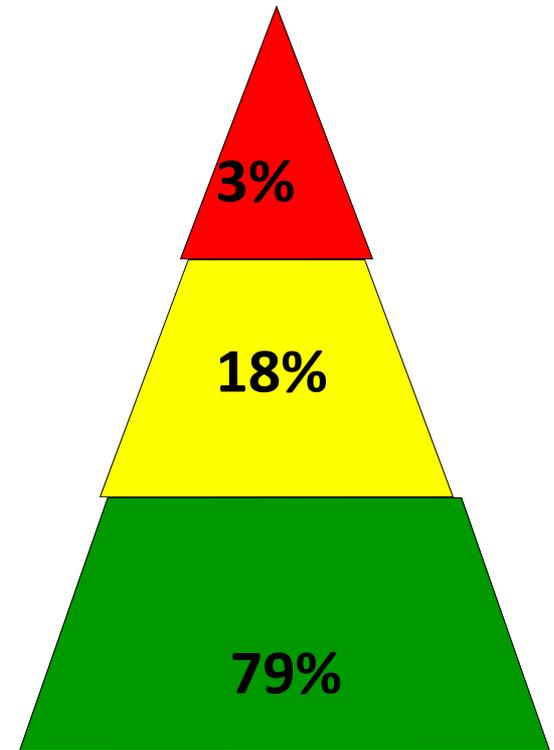


**Fall 2006**



**Winter 2007**

Success attributed to: Improved diagnostic assessments that helped target Tier 2 interventions



**Fall 2007**

# How long does it take to fully implement the RTI process?

- 4-6 years (or more!)
- Start small and take manageable steps
- Full Implementation includes:
  - Strong Leadership
  - Policy and regulatory changes
  - Strategic planning
  - Staff development
  - Development of building/district-based procedures with an RTI Framework



# Future Plans and Charting Your Course

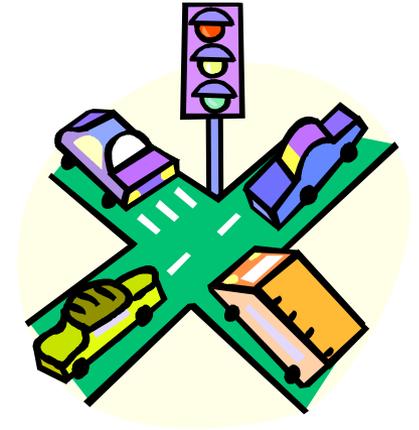
- Build support system of staff
- Identify existing resources and components already in place
- Identify resources and C&I needs
  - Professional development
  - Consultation
  - Materials
  - Time
- Make a strategic plan –  
5 years to full implementation



# THE BIG ROAD BLOCKS!



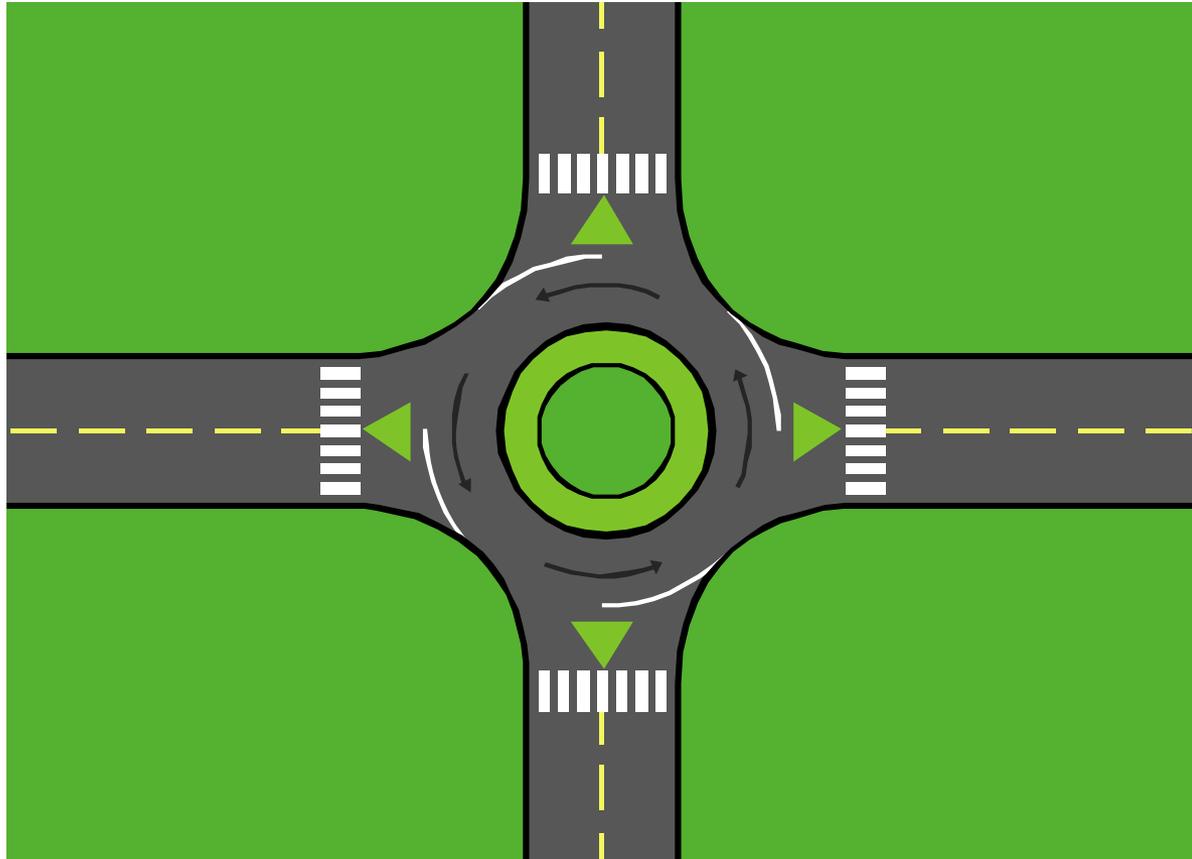
and



\$\$\$\$\$\$\$\$\$\$\$\$



# It's time to build a roundabout!





# The Key to Success....

- Strong building level instructional leadership
- High expectations for student achievement
- A shared vision
- Team building and collaboration
  - Supports for learners
  - Supports for educators
- “Can do” attitude!



....AND.....Redistribution of Resources

