

Logistics of RTI for Secondary





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 Instruction
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*

RTI *IS*...

An initiative that supports general education school improvement goals

Intended to help as many students as possible meet proficiency standards without special education

A method to unify general and special education in order to benefit students through greater continuity of services

Focused primarily on effective instruction to enhance student growth

RTI *IS NOT*...

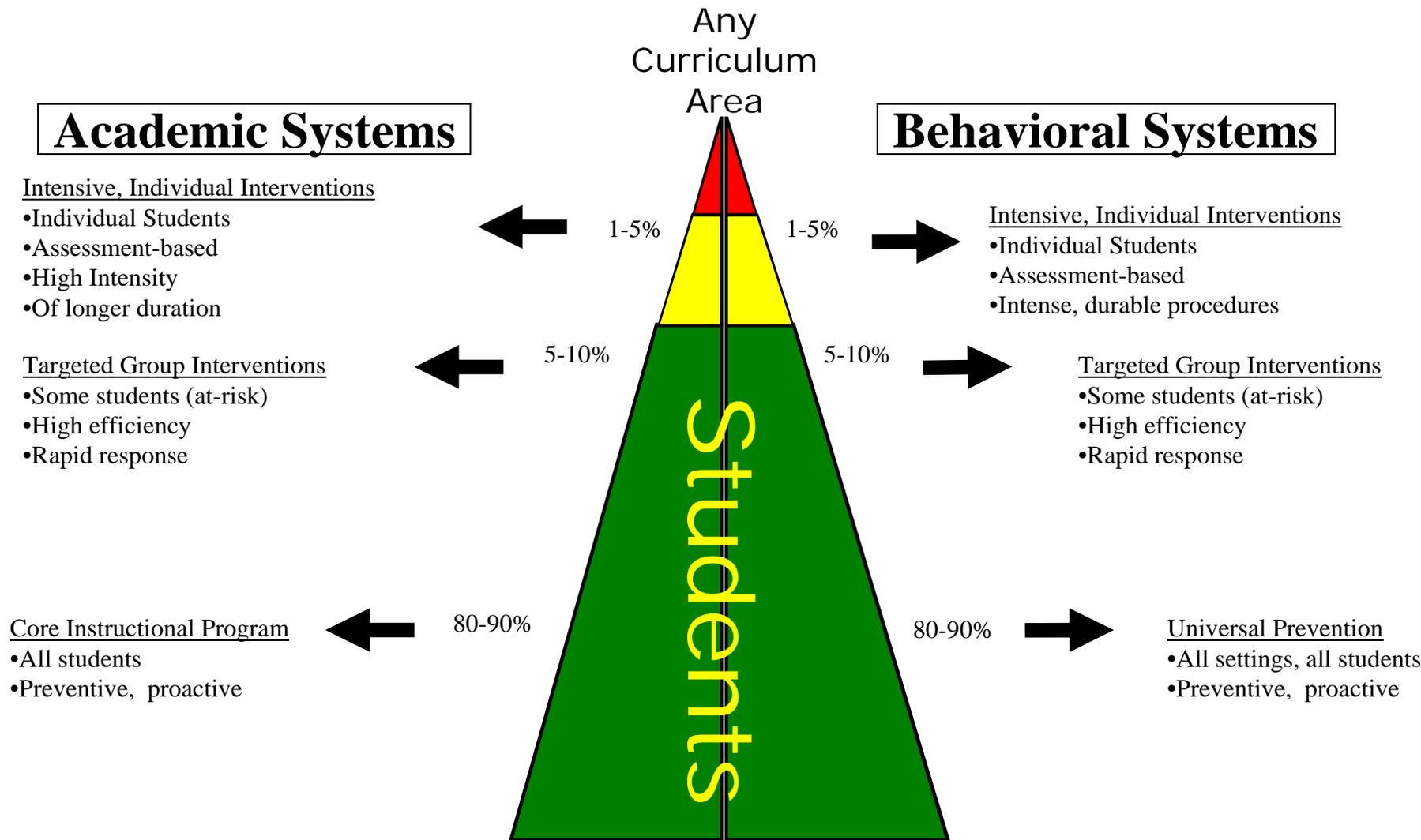
A stand-alone special education initiative

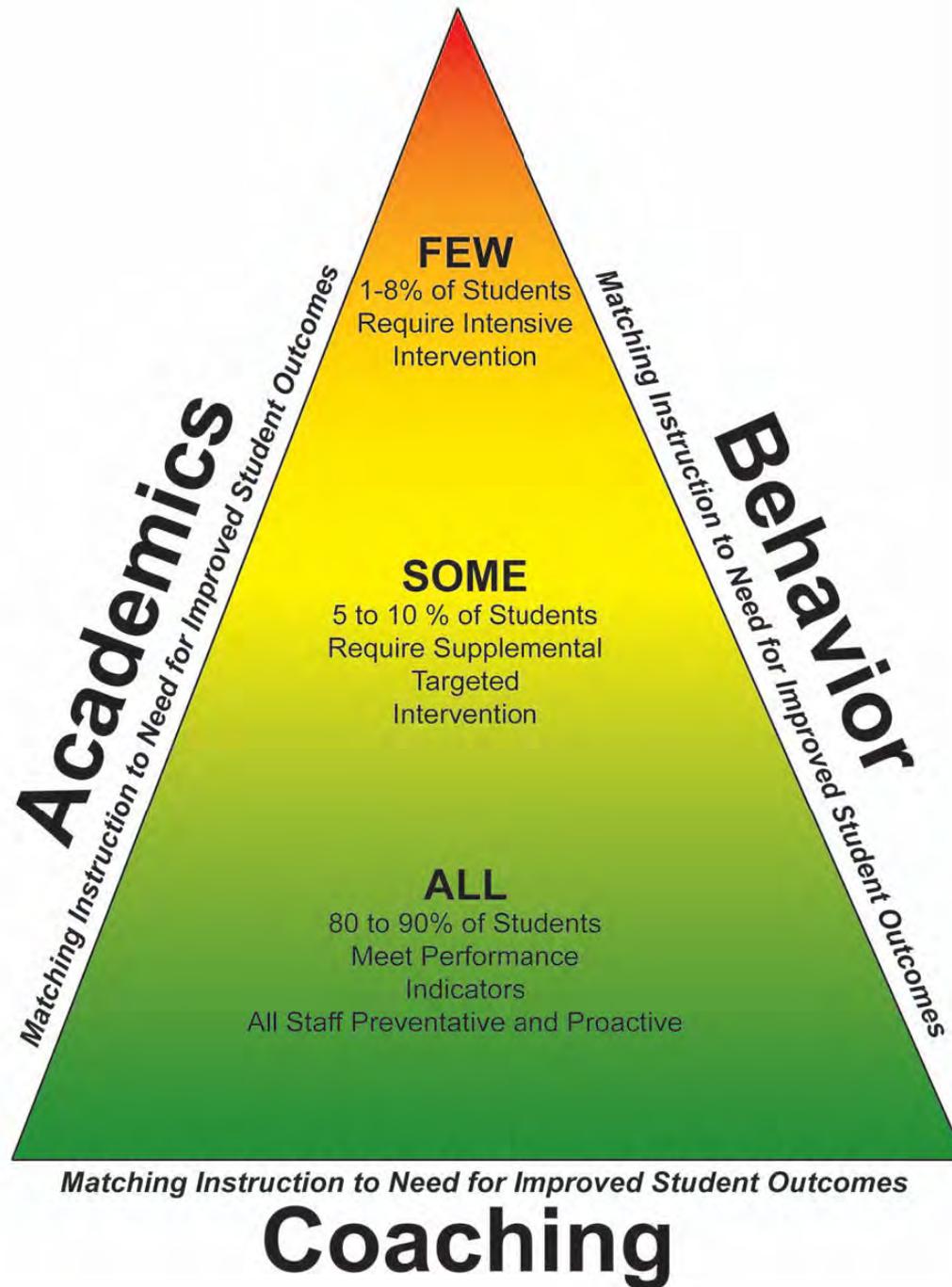
A means for just getting more students into special education

A method for just increasing or decreasing special education numbers

Focused primarily on disability determination and documented through a checklist

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

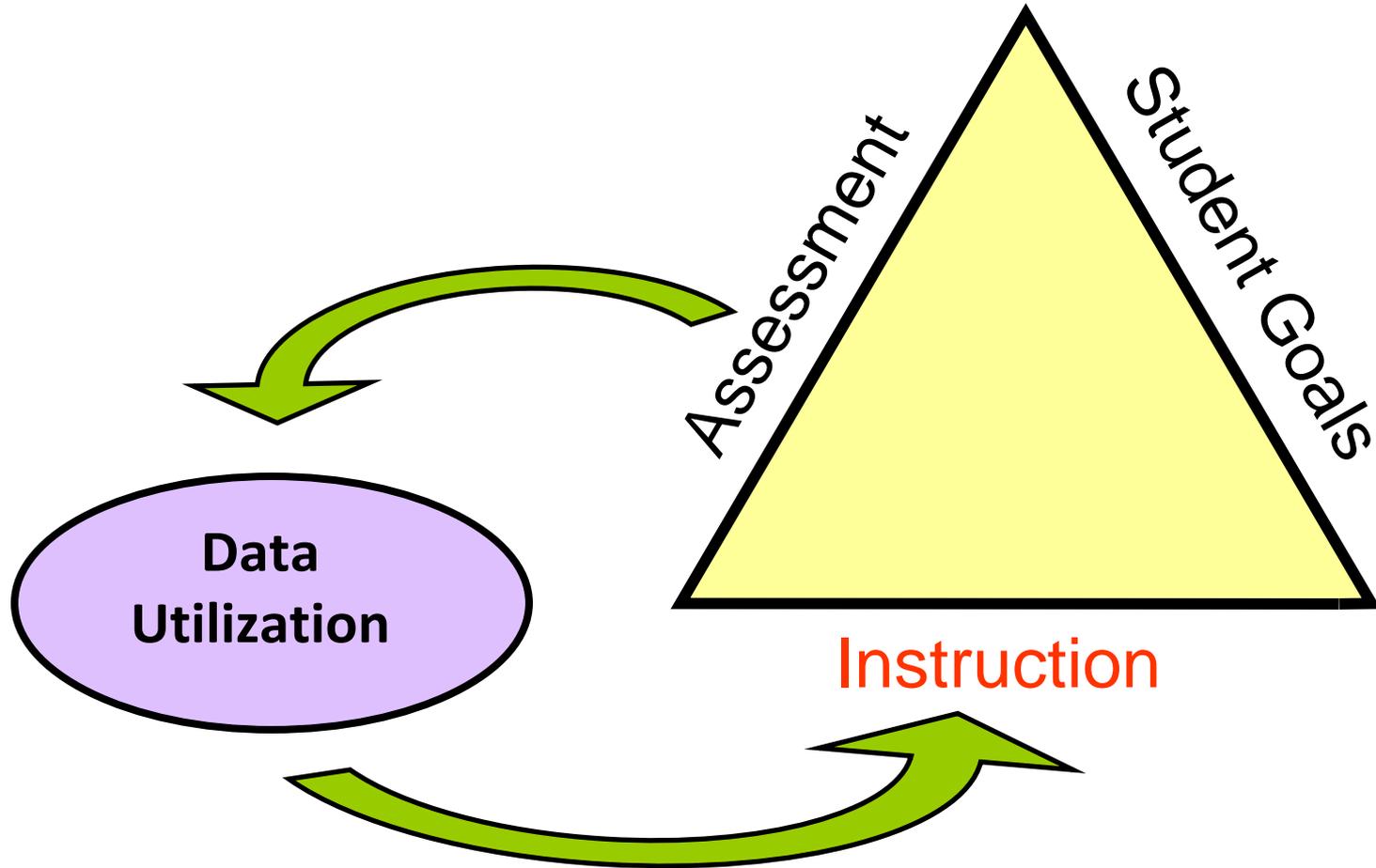




Leadership is Essential

- 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

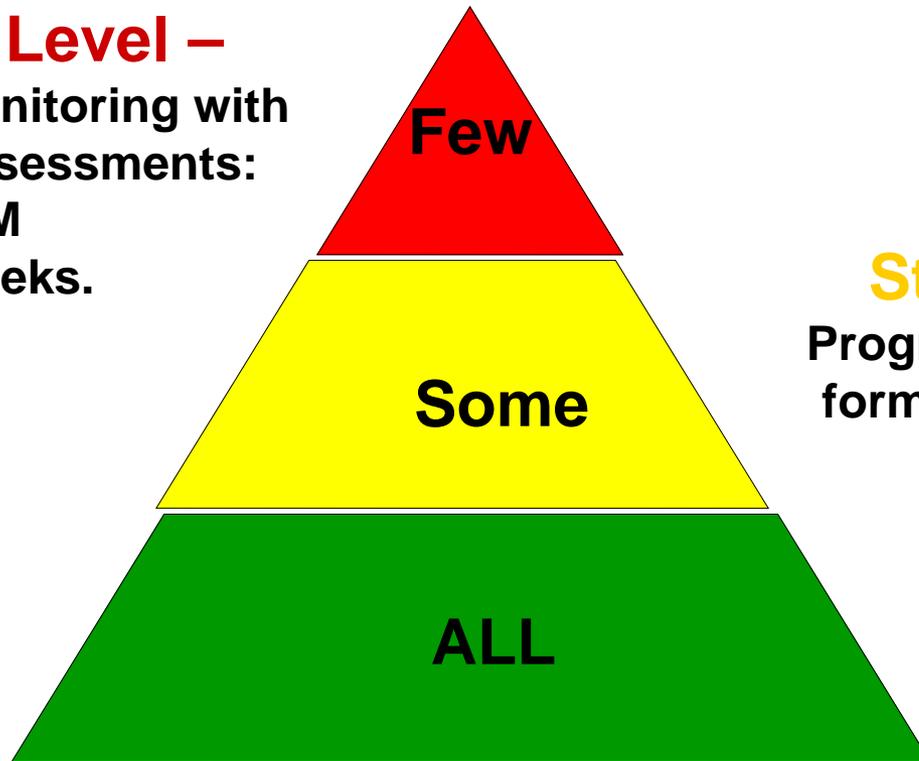
Ongoing Cycle: Instruction, Assessment and Student Goals



Ongoing 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 mth.

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

Ongoing Assessment: Essential to RTI

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



Tier 1

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).

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 | 11 |
| when the weather is warm. Her parents are expert kayakers, but this is | 24 |
| only Denise's second summer paddling a kayak. Her parents have | 34 |
| decided Denise is ready for some "big water" and are taking her to the | 48 |
| Ocoee River. | 50 |
| Denise is a little nervous as she takes her boat off the car at the | 65 |
| put-in. She dresses for the river by putting on a spray jacket over her | 80 |
| bathing suit. The water is very cold, and the waterproof jacket helps | 92 |
| keep her warm. She pulls her spray skirt around her waist. This makes | 105 |
| a waterproof seal when she sits in the cockpit of the boat and pulls the | 120 |
| skirt tightly around the rim of cockpit of the boat. After putting on her | 134 |
| life jacket and helmet, she pulls her boat to the edge of the water and | 149 |
| sits in it with her legs stretched out in front of her. She holds her | 164 |
| paddle as someone slides her into the water. | 172 |
| Although she is a little anxious, she remembers to keep paddling | 183 |
| smoothly. As she and her family approach the first big rapid, her | 195 |
| mother suggests they get out of the boats and walk down the river to | 209 |
| look at the rapid. This is called "scouting" a rapid. Paddlers watch the | 222 |
| patterns of the water and currents and decide which is the safest way to | 236 |
| paddle without flipping over. | 240 |
| They get back into their kayaks. Denise and her father sit in the | 253 |
| calm waters of an eddy and watch as her mother runs the rapids. | 266 |
| Denise's heart is pounding as she watches her father paddle his way | 278 |
| through the rapid. It is her turn. Her parents are sitting in an eddy at | 293 |
| the end of the rapid waiting for her to paddle her boat into the fast- | 308 |
| moving white water. | 311 |

INSTRUCTIONAL RECOMMENDATION REPORT

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

Grade 2 DIBELS Scores
 & Instructional Recommendations

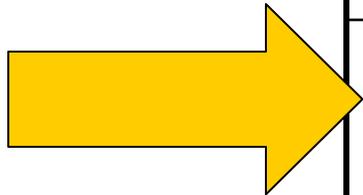
| UID | Student | RTF | WUF | DORF | Instructional Recommendations |
|-----|------------|-----|-----|------|--|
| 12 | Student 1 | 45 | 35 | 114 | Benchmark – At grade level |
| 65 | Student 2 | 59 | 44 | 108 | Benchmark – At grade level |
| 89 | Student 3 | 25 | 30 | 107 | Benchmark – At grade level |
| 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 |

Using Standardized Tests to Determine Student Need

- Determine which students will qualify for strategic and intensive intervention
- Identify a qualifying measure
 - “All students who perform below the 50th percentile will be screened three times per year”

Ongoing Assessment: Essential to RTI

| | Ongoing Assessment |
|----------------------|--|
| School Level | <ul style="list-style-type: none">•School wide screening 3 times yearly (F,W,S)•State and National Standardized Tests•Identify “at risk”•Reorganize instructional groups |
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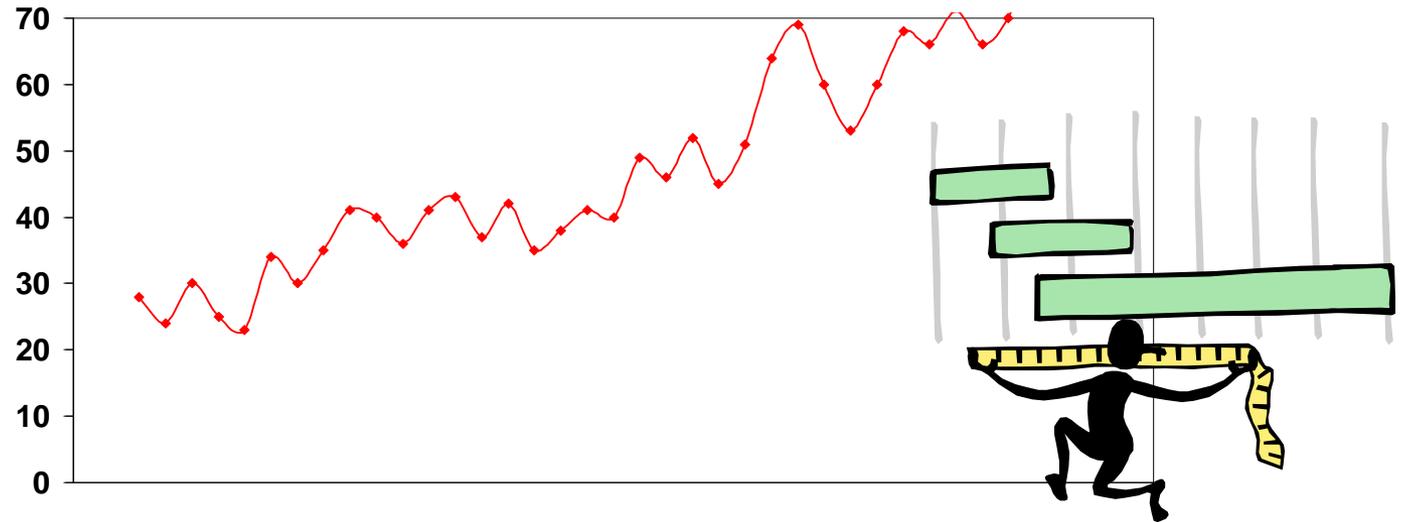


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- **Outcome-** Provides a bottom-line evaluation of the effectiveness of the reading program in relation to established performance levels (e.g., end of school year).

Establish Student Level Assessment Procedures

- Choose a diagnostic assessment
 - CORE Phonics Survey
 - Program Specific
- Choose which tools you will use to monitor student progress
 - DIBELS/AIMSweb



Progress Monitoring

How do we know if the Intervention is working?

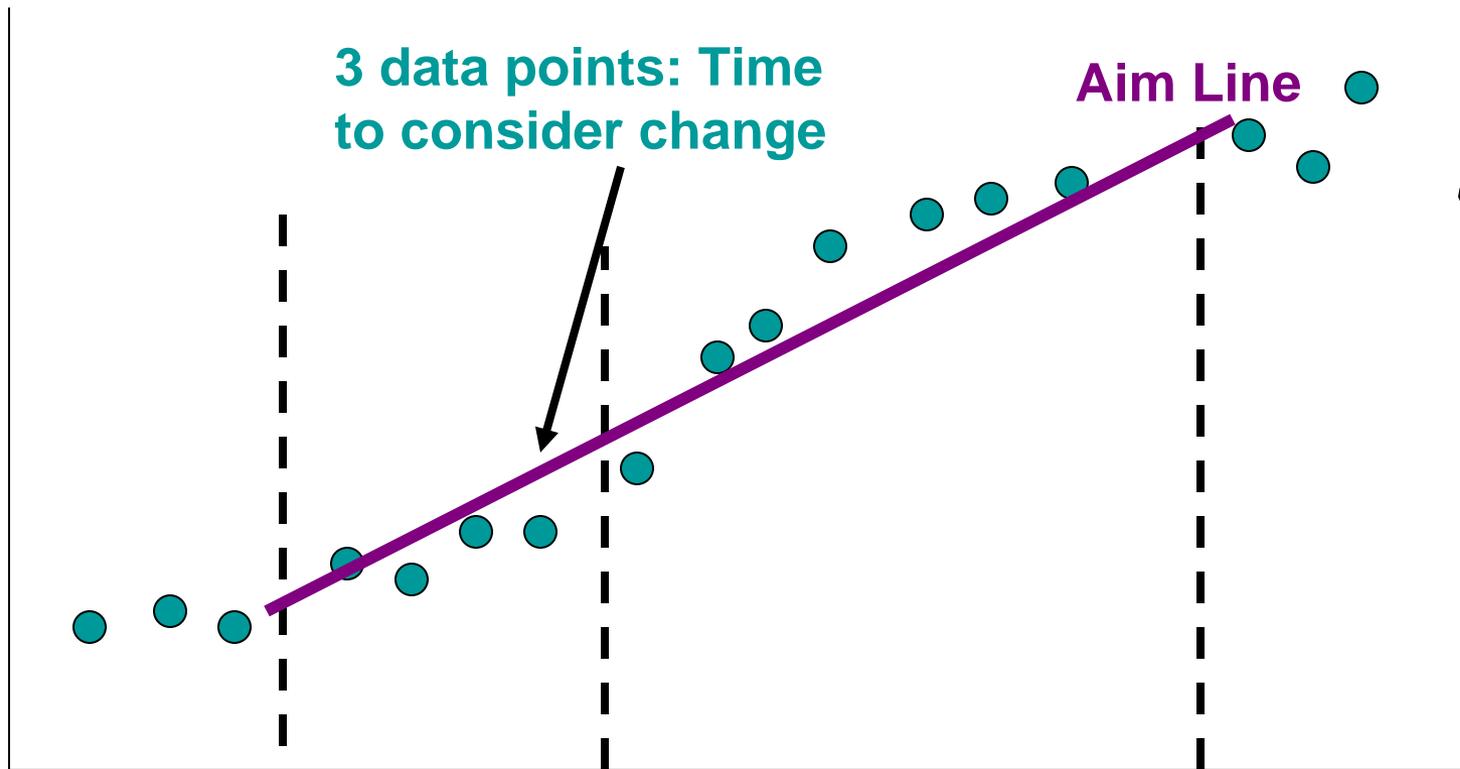
AND...

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

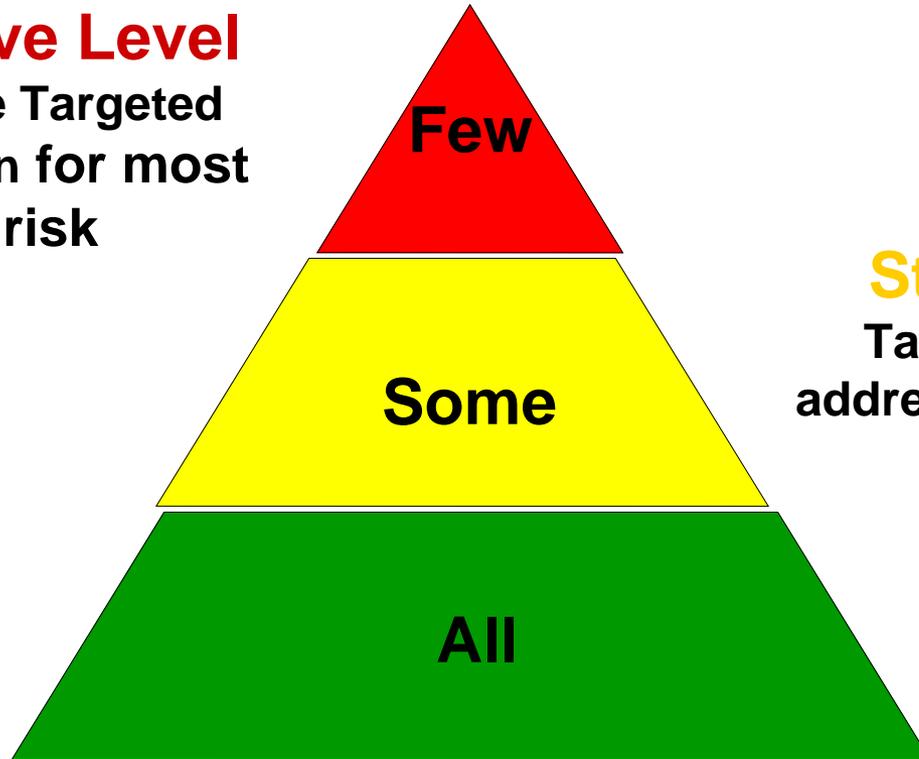
www.interventioncentral.org

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



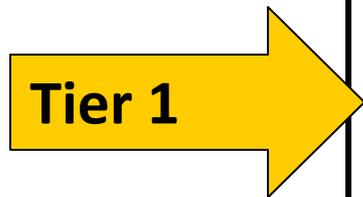
Strategic Level
Targeted Instruction
addressing specific needs
of students

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

Establish Instructional Processes that Support Both School and Student Level

- Arrange master schedule so that all reading classes are at the same time
 - Allows for flexible grouping
 - Develop exit criteria
- Establish a two-period block for student's most at risk (or more!!)

Establish Instructional Processes that Support Both School and Student Level

- Consider developing Grade Level Teams of Teachers (ie: reading, math, science, and social studies)
 - Have all the same students
 - Meet regularly to discuss student performance
- Think outside the “box”

“Beyond third grade, poor readers can be taught the foundation language skills they missed if the program has all the necessary components, the teacher is well prepared, and the student are given time, sufficiently intensive instruction, and incentives to overcome their reading and language challenges.”

Dr. Louisa C. Moats

Educational Leadership (2001, p. 39)

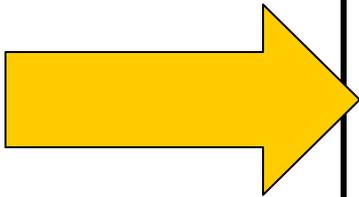
“Given the right approach, students will buy in. In fact, they’ll ask why they were allowed to go so far without being taught to read.”

Dr. Louisa C. Moats

Educational Leadership (2001, p. 39)

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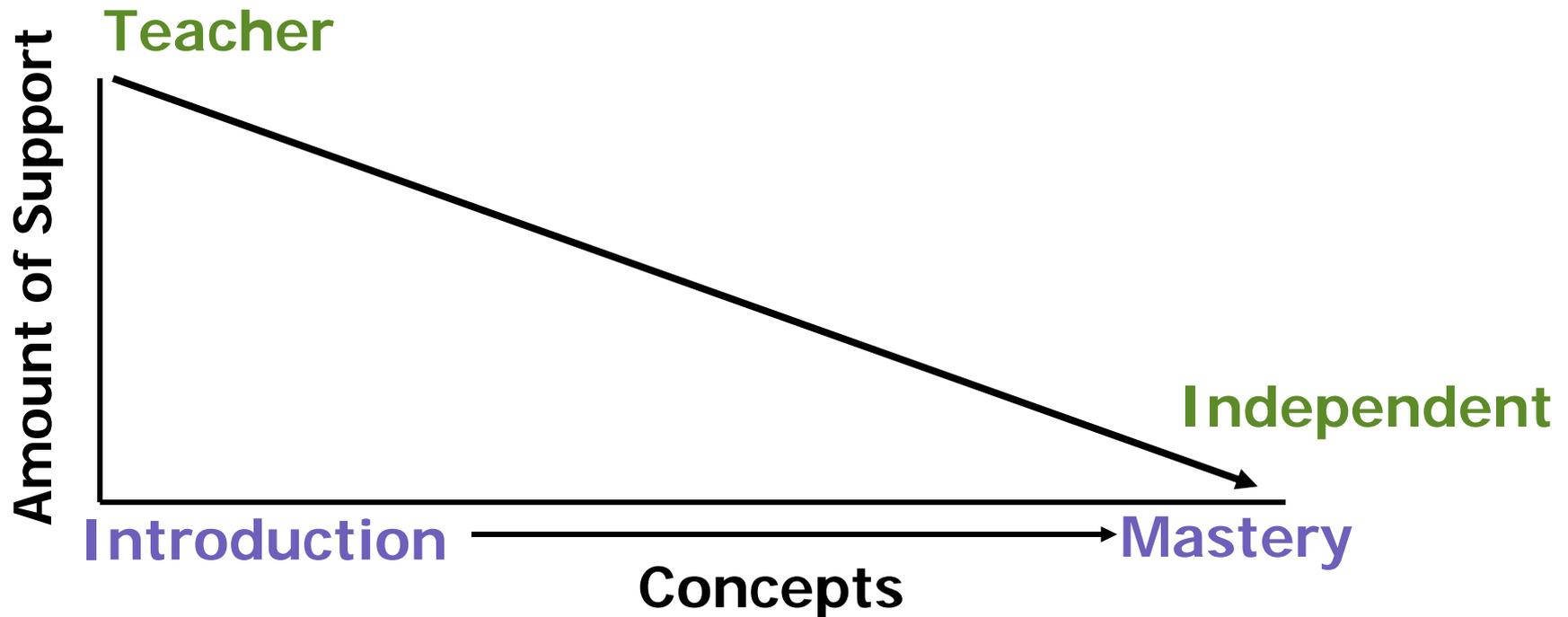
Selecting Programs

Florida Center for
Reading Research

www.fcrr.org

Scaffolding Instruction

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

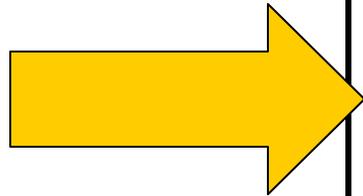


Effective Instructional Techniques

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

Collaborative Teaming: Essential to RTI

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



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 Teams: Making Data-Based Decisions

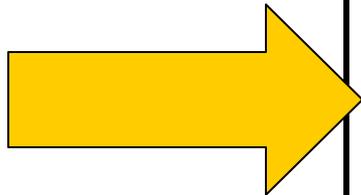
RTI Leadership/Steering Team: Who?

- Administrator (Principal and/or Vice Principal)
- Choose Teachers Wisely
 - They need to be a “Tigger” who is respected by colleagues who will motivate other teachers to get on board
- Counselor
- School Psychologist
- Special Education Staff



Collaborative Teaming: Essential to RTI

| | Collaborative Teaming |
|----------------------|--|
| School Level | <ul style="list-style-type: none">•Evaluates School Level Processes•Monitors Fidelity of Processes•Identifies problems and concerns•Manages Data |
| Student Level | <ul style="list-style-type: none">•Evaluates Tier 2 and 3 Assessment and Instruction•Uses data to problem solve•Makes decisions based on individual student data |



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

The Intensive level is represented by a blue-bordered box containing approximately 25 red square sticky notes. The notes are sparsely distributed across the box, with a red-bordered label 'Intensive' centered in the upper portion.

Strategic

The Strategic level is represented by a blue-bordered box containing approximately 45 orange square sticky notes. The notes are more densely packed than in the Intensive level, with an orange-bordered label 'Strategic' centered in the upper portion.

Benchmark

The Benchmark level is represented by a blue-bordered box containing approximately 65 green square sticky notes. The notes are the most densely packed of the three levels, with a green-bordered label 'Benchmark' centered in the upper portion.

Magnet Board Visual Display



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

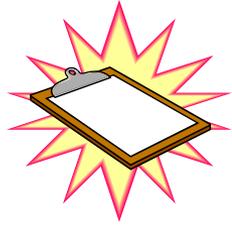
How to Assess Fidelity

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 | | | | | | | | | | | | | | |
|--|---|------------|---|---|------------------------------------|-------------------------------------|---------------------------------------|---------------------------------------|--|--------------------------------------|---|---|---------------------------------------|--|-------|--|-------|--|--|
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| <input type="checkbox"/> Letter Sounds | _____ | | | | | | | | | | | | | | | | | | |
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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
- Substitute Teachers
- 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!

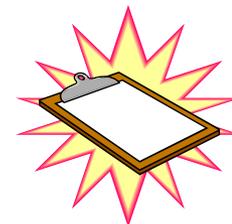
Family and Community Involvement



- 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



Picture this.....

An 9th grade student transfers into your school from a nearby community. Test scores indicate his grades are significantly below grade level.



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

Traditionally what course of action is likely to be pursued to assist this student?

Traditional Path.....

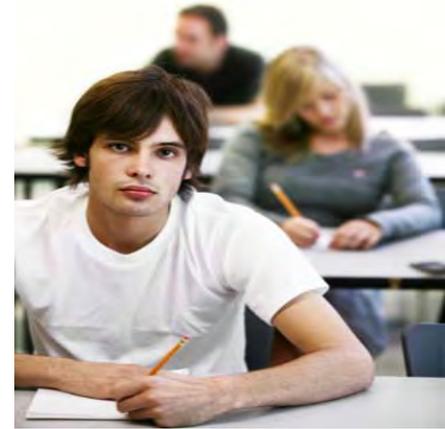
1. The student is placed in remedial reading and/or math classes.
2. Student receives additional assistance (i.e. reading lab, tutoring, additional instruction, help with homework)
2. The student is referred for a special education evaluation.
3. The student continues to struggle and teachers do the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

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

- unlikely to bring about an increase in the student's skills enough for him to catch up to grade level expectations**
- unlikely to increase long-term academic performance**

Predicting *Your* Future:

The New Path – RTI *Process*

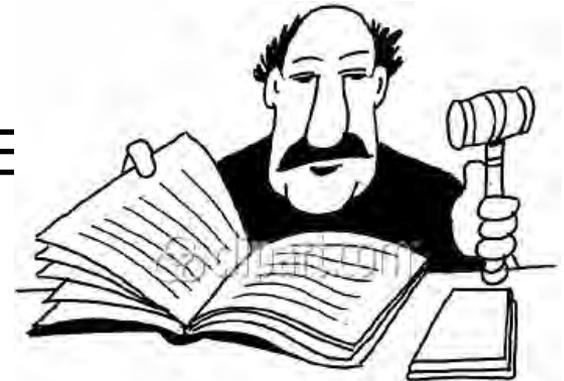


The school has a plan in place to help *all* students :

- 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

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**

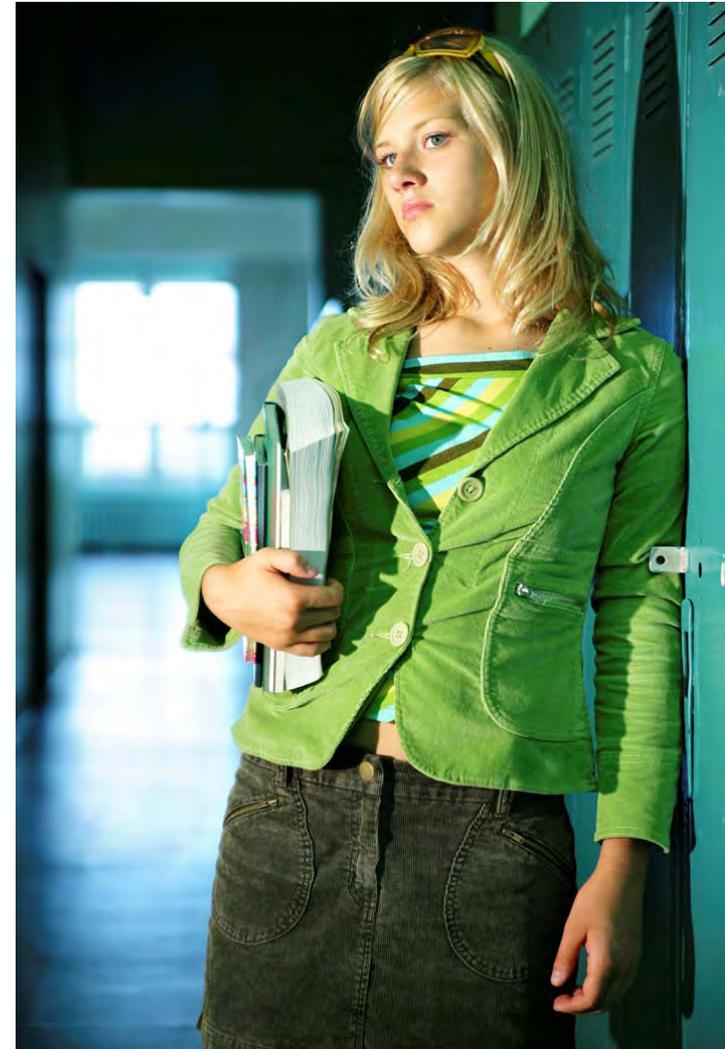
- **Challenges**

- 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

The real catalyst probably is...

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

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



Exercise: Think/Pair/Share

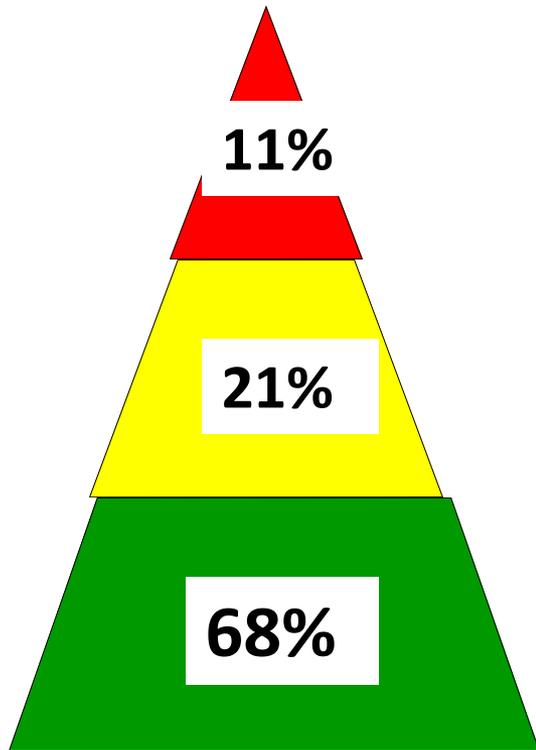
What's your catalyst?

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

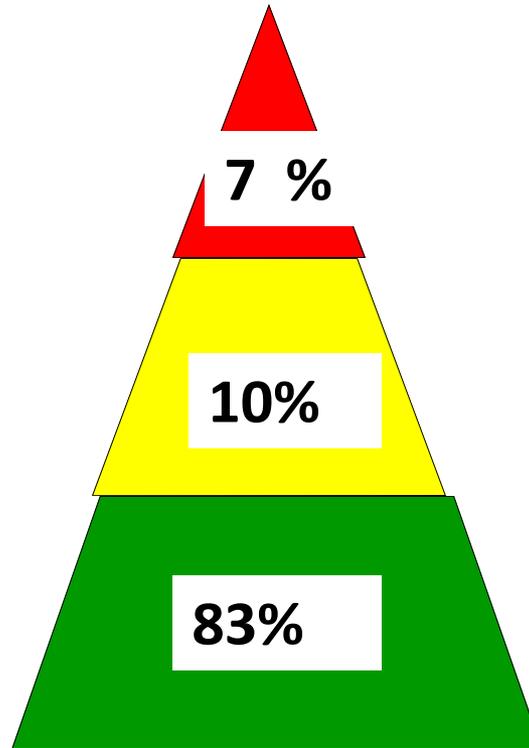


School A

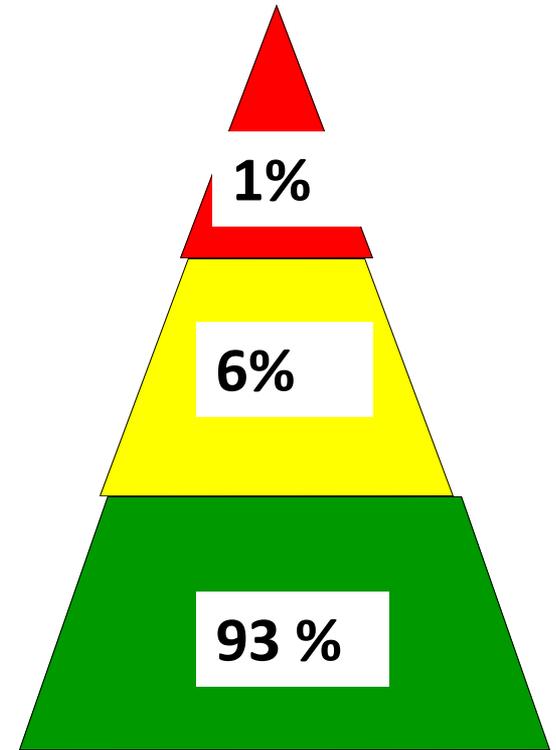
School-Level Progress



Fall 2006



Fall 2007

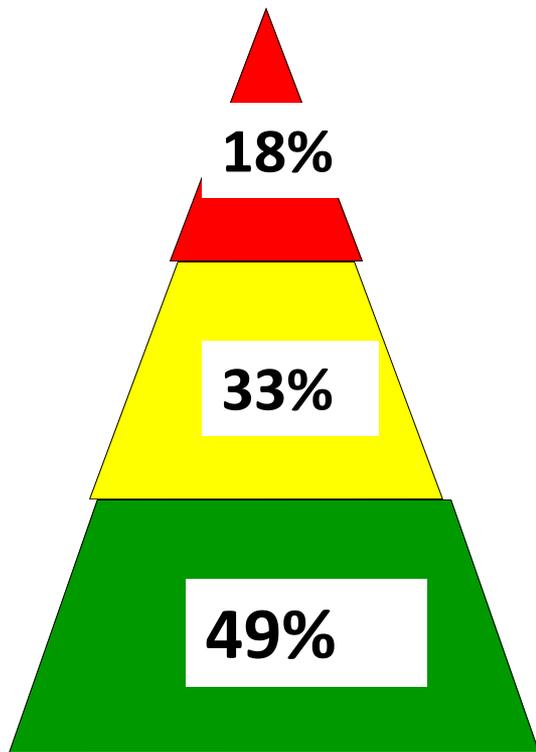


Winter 2008

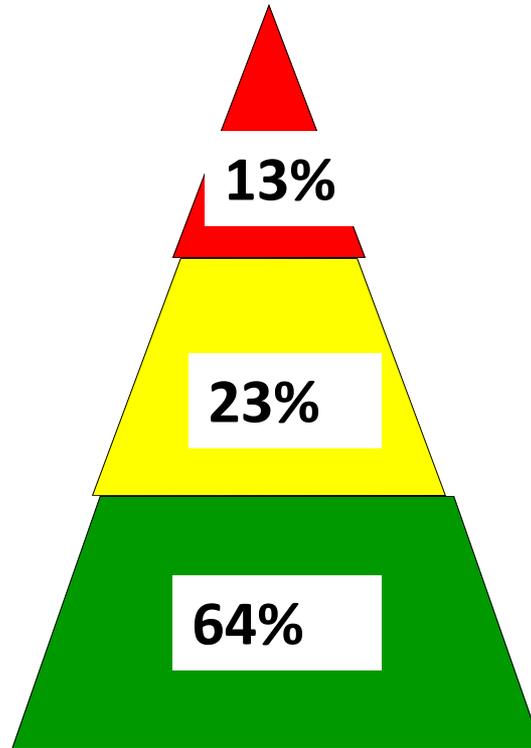
Success attributed to:
“implementing core basal and
targeted interventions with fidelity

School B

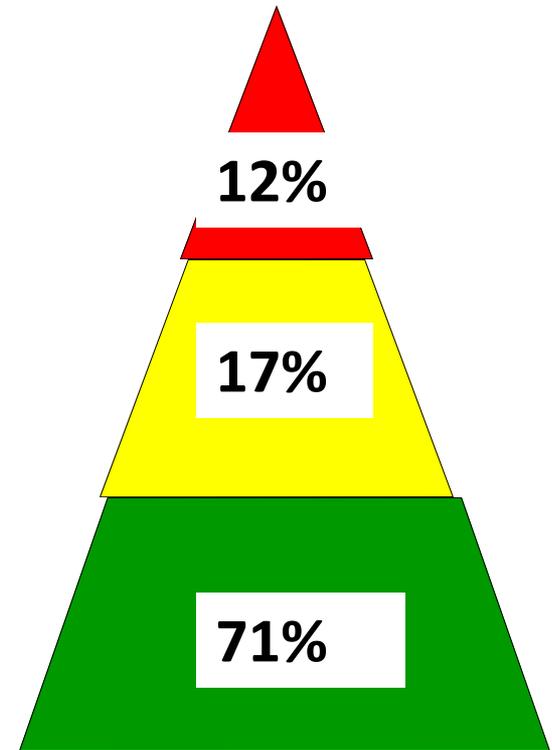
School-Level Progress



Fall 2006



Winter 2007

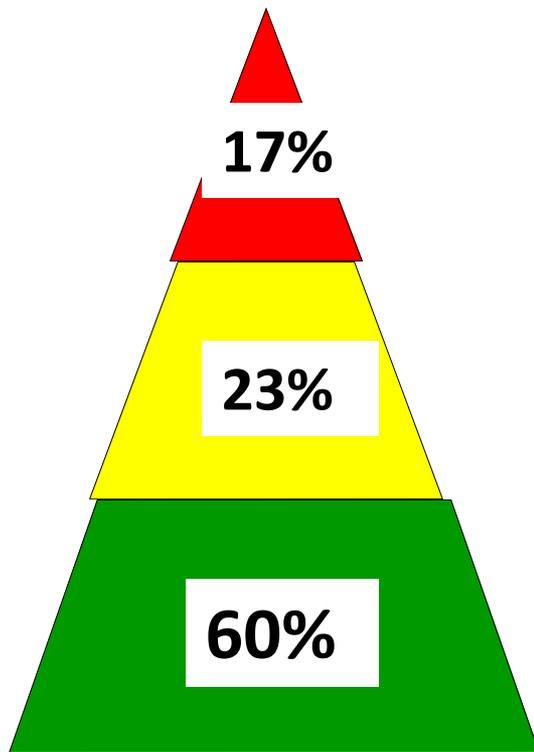


Fall 2007

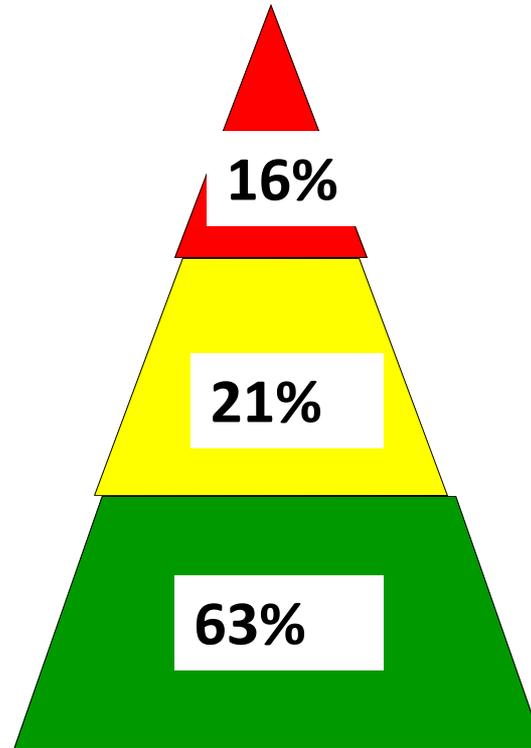
Success attributed to: New reading series (Houghton-Mifflin) that replaced non-sequenced reading curriculum; “walk-to-read”

School C

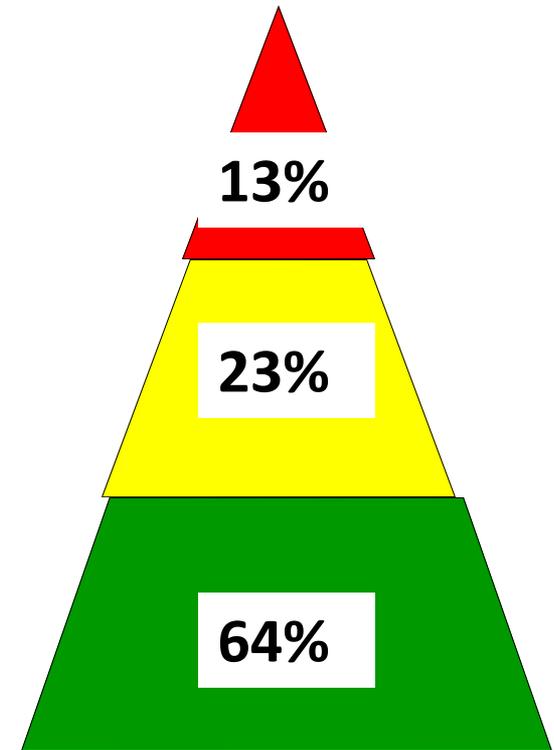
School-Level Progress



Fall 2006



Winter 2007

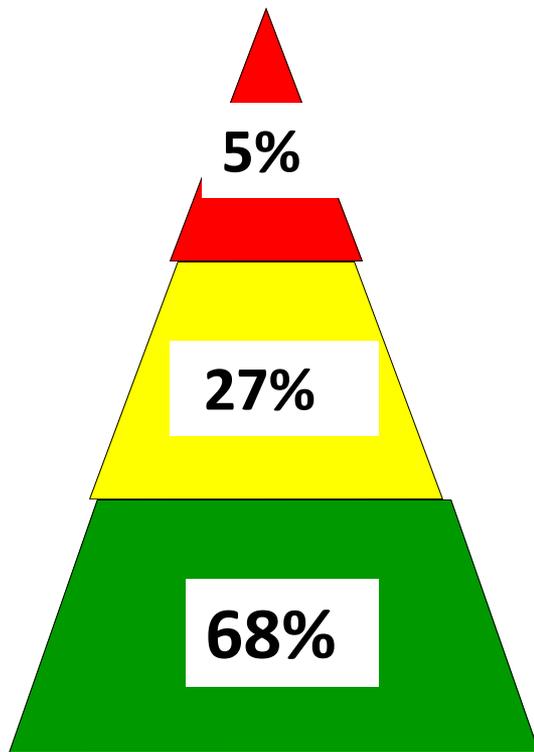


Fall 2007

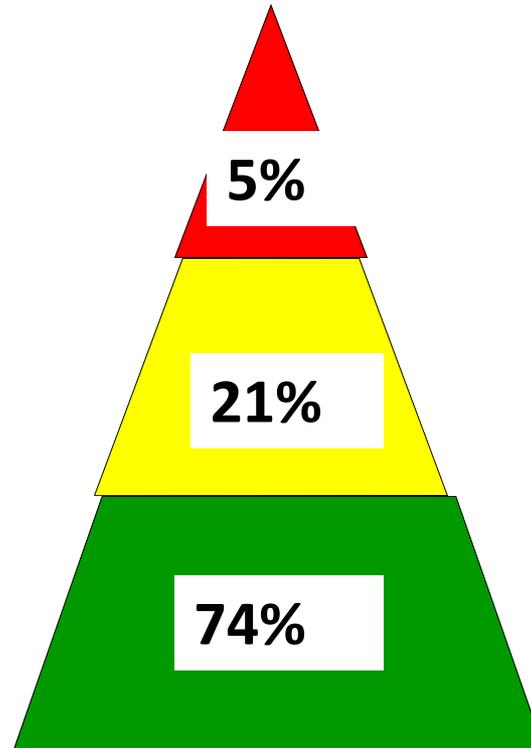
Reading First School for 4 years prior to RTI Pilot project: high mobility, high absenteeism, poverty, progress is slow but evident!

School D

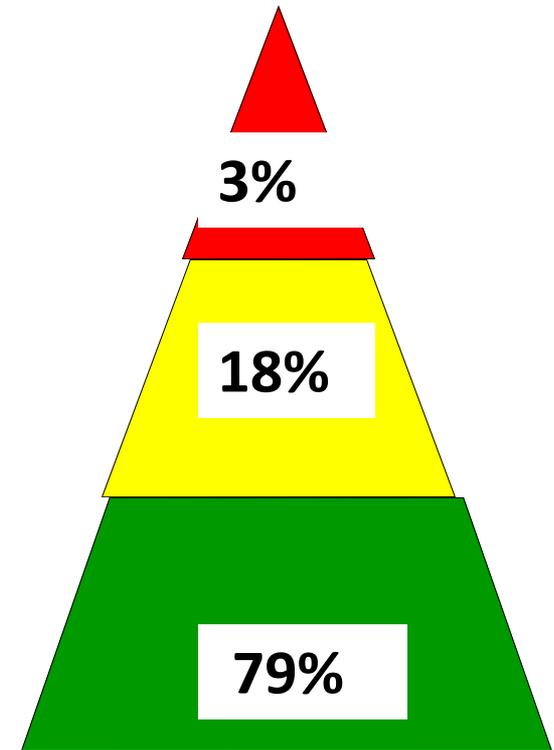
Level Progress



Fall 2006



Winter 2007



Fall 2007

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

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

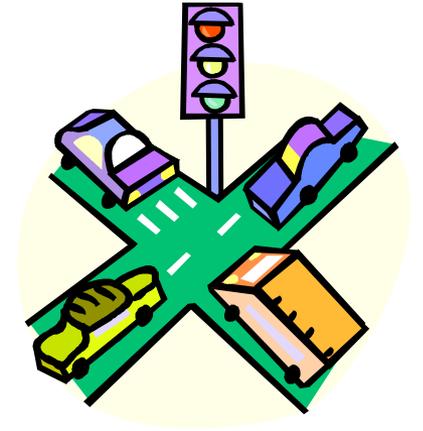
- Build support system of staff
- Identify existing resources and components already in place
- Identify resources and C&I needs
 - Professional development
 - Consultation
 - Materials
 - Time
- Make a strategic plan –
5 years to full implementation



THE BIG ROAD BLOCKS!

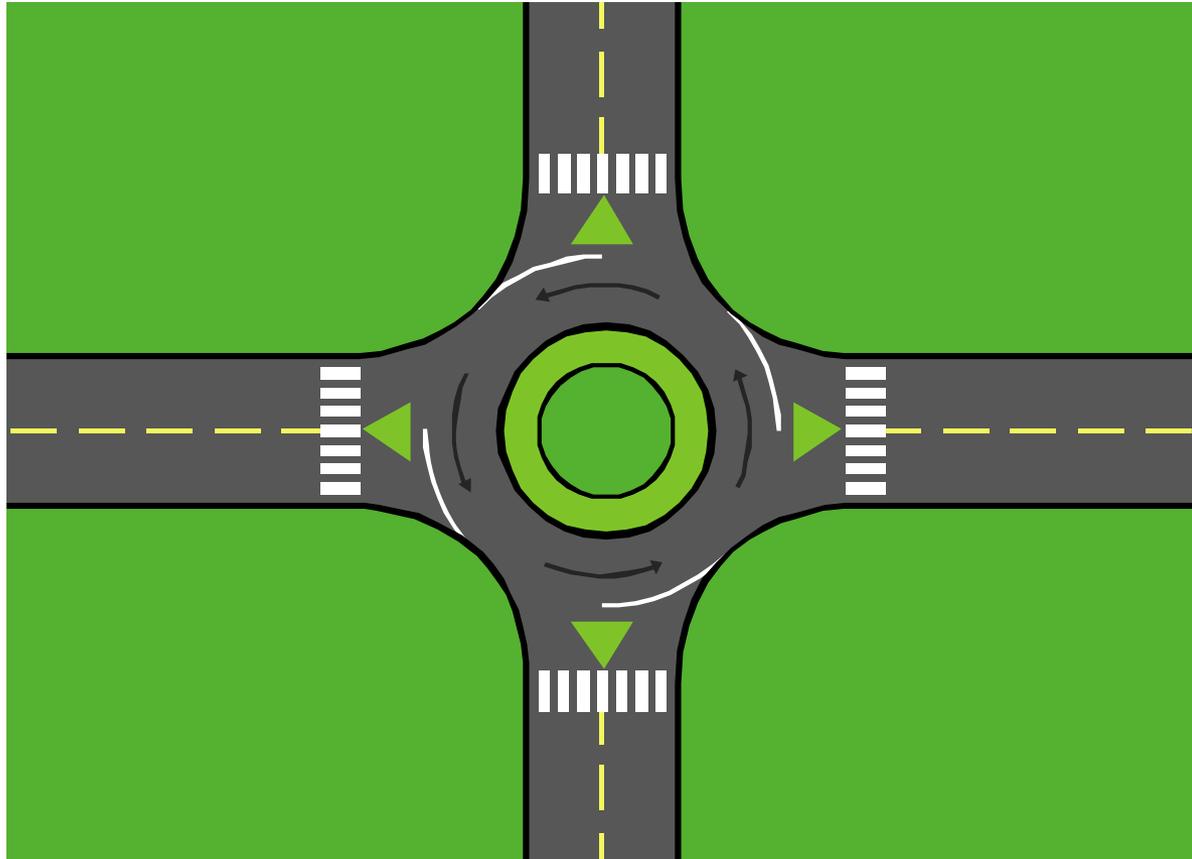


and



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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