RTI Stands for: Really Terrific Instruction for All
Introductions

- Little about ME
- Who is in our session?
  Teachers?
  Administrators?
  Curriculum?
  Consultants?
  Parents?
  Support Staff?
Where I Am From

- Heartland AEA works in partnership with public and accredited non-public schools to provide services, programs, and resources for improving student achievement.

54 public school districts
32 accredited non-public schools
50 school buildings implementing RtI
Questions

• This will be interactive, ask questions whenever you want
• I’ll be happy to answer questions after the session as well.
Outcomes

Participants will be able to:

• Compare Heartland’s guiding principles of RtI to building’s current practice.

• Recognize the need for a building leadership team to plan and support systems level change.

• View a 10 question-based framework to plan for and implement a system level support in reading (Multiple levels: District - Individual Student)

• Hear stories from the “trenches” of implementing RtI
Our education system has grown up through a process of “Disjointed Incrementalism” (Reynolds, 1988).
Unintended Effects

- Conflicting programs
- Conflicting funding streams
- Redundancy
- Lack of coordination across programs
- Nonsensical rules about program availability for students
- Extreme complexity in administration and implementation of the programs
Why are we here and what do we need?

- How do we build a system of excellence?
- How do we take all the resources we have in district/building and match them to the instructional needs of the students all the way from the highest performing student to the lowest performing student?
- How do we do that in a practical, doable manner.
In Short: We Need

One System:

RtI
What is the Rationale for RtI?

• We need one process in our schools to make instructional decisions that are:
  – Efficient
  – Proactive
  – Based on early intervention
  – Used to match resources to needs
  – Integrated
  – Focused on student learning
“Response to Intervention (RtI) is the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.”
Heartland’s Definition of RtI

A set of systems and strategies designed to increase the capacity of schools to educate all students and increase student achievement and behavioral success.
RtI Content Areas

IT’S ALL ABOUT SCHOOL IMPROVEMENT!

RtI

Behavior (PBIS)
Math
Reading
Others??

Math
Reading
### Response-to-Intervention…

<table>
<thead>
<tr>
<th>Is</th>
<th>Is Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>A framework to implement effective practices</td>
<td>An instructional program</td>
</tr>
<tr>
<td>Matching needs and resources</td>
<td>Intended to encourage placement of students</td>
</tr>
<tr>
<td>A collaborative effort</td>
<td>Possible to implement alone</td>
</tr>
<tr>
<td>Uniquely designed for each building</td>
<td>The same for every school</td>
</tr>
<tr>
<td>An “Every” Education Initiative</td>
<td>A special education, a general education, a Title 1, a Talented and Gifted initiative</td>
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Simply Stated…

RTI really just is **Really Terrific Instruction** for all!
Guiding Principles of RtI

1. ALL students are part of ONE proactive educational system
   - Belief that ALL students can learn
   - Use ALL available resources to teach ALL students
     • **Proactive** approach uses data early to determine student needs and intervene.
     • **Reactive** approach intervenes after students have shown a history of failure to meet expectations/or when learning “flat lines” due to lack of challenge.
Reactive or Proactive?

- Teach the student appropriate hallway behavior. Reinforce appropriate behavior.
- Punish the student when he’s caught running in the hallway. He should know better.
Examples

Reactive or Proactive?

• The unit pre-test shows that the majority of students are missing key enabling skills. The teacher adjusts the unit to include more teaching on enabling skills.

• Teacher teaches the unit. At the end of the unit the majority of students fail the test.
2. Use scientific, research-based instruction
   • Curriculum and instructional approaches must have a high probability of success for most students.
   • Use instructional time efficiently and effectively.
Guiding Principles of RtI

3. Use instructionally relevant assessments
   - Reliable and valid
   - Multiple purposes
   - **Screening** - Collecting data for the purpose of identifying low and high performing students at-risk for not having their needs met
   - **Diagnostic** - Gathering information from multiple sources to determine why students are not benefiting from instruction
   - **Formative (progress monitoring)** - Frequent, ongoing collection of information including both formal and informal data to guide instruction
Guiding Principles of RtI

4. Use a problem-solving method to make decisions based on a continuum of students’ needs

- Provides strong core curriculum, instruction, assessment (Core - Tier 1)
- Provides increasing levels of support based on intensity of student needs (Tier 1 + Tier 2, Tier 1 and Tier 3)
Problem Solving

- **Define the Problem**
  What is the problem and why is it happening?

Define the Problem
What is the problem and why is it happening?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention
A Smart System Structure
Enter a School-Wide Systems for Student Success

**Academic Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
  - Of longer duration
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
RtI CYCLES: Core, Supplemental, Intensive

Iowa = IDM Cycles
(Instructional Decision Making)
- Curriculum
- Instruction
- Assessments
5. Data are used to guide instructional decisions
   • To match curriculum and instruction to assessment data
   • To allocate resources
   • To drive professional development decisions
How Does it Fit Together?
RtI At A Glance

- **Step 1**: All students at a grade level broken up into fall, winter, and spring.
- **Step 2**: Addl. Diagnostic Assessment
- **Step 3**: Instruction
- **Step 4**: Results monitoring

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screening</td>
<td></td>
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<tr>
<td>Grades Classroom Assessments</td>
<td>Yearly ITBS/ITED</td>
<td>2 times/month</td>
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</tr>
<tr>
<td>Small Group</td>
<td>Group Differentiated by Skill</td>
<td>Individualized Intensive</td>
<td></td>
</tr>
</tbody>
</table>

- **C 80-90%**: Continue with Core Instruction
- **S 5-10%**: Group Diagnostic
- **I 1-5%**: Individual Diagnostic

**Notes**:
- Universal Screening
- Yearly ITBS/ITED assessments
- Weekly monitoring

*Image credit: HEARTLAND AREA EDUCATION AGENCY*
Purpose of an Intervention

• To provide immediate assistance to the student
• To continue to gather information and learn how to best meet the educational needs of the student
• To solve the problem
• To determine the conditions that best enable the student to learn.
Guiding Principles of RtI

6. Quality professional development supports effective instruction for all students.
   - Provide ongoing training and support to assimilate new knowledge and skills
   - Anticipate and be willing to meet the newly emerging needs based on student performance
Step 1: Universal Screening
- All Students at a grade level

Fall, Winter, Spring

C 80-90%
S 5-10%
I 1-5%

Teacher will make sure:
1. All students have been given the _____assessment
2. All data has been entered
3. A copy of the class-wide data is printed

Questions/concerns: Contact Building Principal

Step 2: Addl. Diagnostic Assessment

- None

None

Step 3: Instruction

- Continue With Core Instruction
- 2 times/month

Individual Diagnostic

Group Diagnostic

Small Group
Differentiated
By Skill

Individualized Intensive

Teacher will:
1. Calculate what percent of the class is at benchmark
2. If below 80%, determine “core” instructional needs (Beef-up based on data)

Questions/Concerns: K-3 Contact _____
4-6 Contact _____

Step 4: Results Monitoring

Grades Classroom Assessments
Yearly ITBS/ITED

- Weekly

Grade Level Data Meetings:
1. Discuss briefly additions/changes made to core
2. Share data
3. Group kids with similar instructional needs. (COMPARE TO PRIOR GROUPING- IF AVAILABLE)

4. Complete the group intervention Plan form. (one per group)
   - Who, what, when, where of instruction
   - Who, what, when, where of monitoring
   - Who and when of parent notification

5. Attach an implementation log and graphs
6. Set date to meet back for check-in (4-6 weeks)

Questions/Concerns: District Based Team& IDM Team, Content Specialist

SAMPLE
7. Leadership is vital
   • Strong administrative support to ensure commitment and resources
   • Strong teacher support to share in the common goal of improving instruction
   • Building leadership team to build internal capacity and sustainability over time
Leadership is Vital

Leaders set the tone, provide the necessary resources, and create reinforcement and accountability systems for teachers and staff to be successful. The implementation and sustainability of RtI will not be successful without strong leadership and administrative support.
Even Super Administrator has his limitations...

- Leadership is more than one person
- It takes a team to get the work done
Leadership Team

- Team is representative of staff
- Administrator is an active member of the team
- Team members are invested in the school culture and the change
- Coordinate efforts and provide organization
Leadership Team

- Adapt the features of RtI to local school
- Team members already know what is happening at the building (never give up something that already works)
- Enhance sustainability over time (multiple people hear the same thing)
- We learn from each other!
Activity: Comparing Guiding Principles to Current Practice

• Review the Guiding Principles of RtI

• Individually complete:
  Compare RtI Guiding Principles to Your Building’s Current Practices sheet

• Share and discuss at your table
Meeting the Needs of All

Cycles:
- Curriculum
- Instruction
- Assessments
RTI CYCLES

CORE
(Tier 1)

- District
- Grade Level
- Focus:
  - intended
  - taught
  - assessed
Core Cycle Defined

District Core
The Pre-K - 13+ continuum of standards and benchmarks

- intended
- taught
- assessed
Core Cycle Defined

Grade Level Core
Standards and benchmarks for a given grade level (within District Core)

- Strong enough to ensure that at least 80% of the students meet proficiency with differentiation
- Generally received by all students at grade level
  - access to general education curriculum
  - opportunity to demonstrate mastery of it
Supplemental Cycle Guidelines

- Must be designed to match identified needs
- Should always be based on student data
- Almost always given in small groups
- On-going data determines need to continue, discontinue, or change curriculum, instruction, and/or assessment
Supplemental Cycle: Guidelines for Students that are Less than Proficient

- Is **in addition to** and aligns with the district core cycle
- Uses more explicit instruction
- Provides more intensity
  - Additional modeling and guided feedback
  - Immediacy of feedback
- Does **NOT** replace core
Purpose of an Intervention

• To provide immediate assistance to the student
• To continue to gather information and learn how to best meet the educational needs of the student
• To solve the problem
• To determine the conditions that best enable the student to learn.
For struggling readers, just making progress isn’t good enough.

**Trajectory** - “the path a projectile makes under the action of given forces such as thrust, wind and gravity.” --Encarta World English Dictionary
When curriculum, instruction, and assessments are working together…

![Graph showing goal, score, and time for Benchmark 1, Benchmark 2, and Benchmark 3. The goal is to close the gap.]

**Established - Benchmark**
Intensive Cycle Guidelines

• Must be designed to match identified needs
• Should always be based on diagnostic student data
• Provided in small groups or individually
• On-going data determines need to continue, discontinue, or change curriculum, instruction, and/or assessment
Intensive Cycle: Students who are Less than Proficient

- In addition to and aligns with the district core cycle
-Uses diagnostic data to more precisely target to student need
- Smaller instructional groups
-More instructional time
-More detailed modeling and demonstration of skill
-More extensive opportunities for guided practice
-More opportunities for error correction and feedback
Purpose of an Intervention

- To provide immediate assistance to the student
- To continue to gather information and learn how to best meet the educational needs of the student
- To solve the problem
- To determine the conditions that best enable the student to learn.
RtI instructional groups are flexible and frequently changing based on the data.

(Picture of three circles inside each other saying core, supplemental, and intensive.)
Activity

Brainstorm possible benefits of RtI with the person next to you.
**Experience Determined Benefits Of RtI**

RtI will help you to:

- Know immediately, “Is what we are doing working?”
- Know **which** students need more/different
- Know what **each** student needs
- Provide **structures** to deliver what students need
- **Raise** student achievement
Lynnville-Sully Elementary

Vision Statement:
Meeting all kids’ needs in a timely, proactive manner.

Clarification:
IDM = Instructional Decision Making
(Iowa’s RtI Model)
Three Phases

- Consensus Building (Commitment)
- Infrastructure Development
- Implementation
CONSENSUS

INFRASTRUCTURE

IMPLEMENTATION
Consensus Building

• Explanation of ‘why’
  – Provides the foundation for all work
  – Increases sustainability
  – Is a combination of vision and support

• Intended benefits
  – Increases personal investment

• Validation of concerns
  – Provides information to decrease anxiety and support change

(Picture of a venn diagram.)
RtI Consensus Building

• Explanation of ‘why’-
  – Provides one process in our schools to align instructional decisions.

• Intended benefits
  – RTI: *Raise student achievement*

• Validation of concerns
  – CHANGE=CONCERNS
  – Leadership teams will validate and work through concerns based on knowledge and data. Everyone will be “learning and working together.”
Consensus-Building Tools

1. Building Consensus (Fist-to-Five)
2. Formula for Success
3. Managing Complex Change

www.aea11.k12.ia.us/idm
Change is Hard for Some (Picture of a baby crying.)
Consensus-Building Tool #3

Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = Change

Vision + Skills + Incentives + Resources + Action Plan = Confusion

Vision + Skills + Incentives + Resources + Action Plan = Anxiety

Vision + Skills + Incentives + Resources + Action Plan = Resistance

Vision + Skills + Incentives + Resources + Action Plan = Frustration

Vision + Skills + Incentives + Resources + Action Plan = False Starts

Adapted from Knoster, T.
Major structures necessary to support the implementation and sustainability of RtI:
- Curriculum, Instruction and Assessment in Core, Supplemental, and Intensive Cycles
- Leadership Team
- Professional Development
- Resources (time, people, money)
- District/Building policy and procedures
- Communication plan
- Action plan across all 3 phases
Infrastructure Development

• The infrastructure can be built by answering a series of questions.
• These questions become the framework.
• The questions guide the work.
• The process is continuous.
Framework Questions

1. Is our core cycle sufficient?
2. If the core is not sufficient, why not?
3. How will needs identified in core be addressed?
4. How will the sufficiency and effectiveness of the core cycle be monitored over time?
5. Have improvements to the core been effective?
6. For which students is the core cycle sufficient and not sufficient, and why?
7. What specific supplemental and intensive instruction/curriculum is needed?
8. How will specific supplemental and intensive cycles be implemented?
9. How will the effectiveness of supplemental and intensive cycles be monitored?
10. Which students need to move to a different cycle?
Implementation Phase

This is where all of the planning pays off!

The process of bringing the action plan to life…

– Revisit the supports designed during the infrastructure phase
– Revisit consensus building
Connections to Reading First

- Discuss with your neighbor the connections you see between RtI and Reading First.
- How do they interrelate?
Are Entitlement Decisions Part of RtI?

“The central focus of assessment and intervention activities is on how to effectively support future learning.”


Information gained through this process can and will be utilized in a full and individual evaluation to determine eligibility for special education.
“To determine entitlement for special education, the team must consider the intervention data in terms of the student’s educational progress, discrepancy from peers or a standard, and whether the student’s instructional needs have been identified.”

For a student to be entitled for special education services: **EDUCATIONAL PROGRESS**

- Previous Interventions have failed to sufficiently improve a student’s rate of learning and additional resources are needed to enhance student learning OR
- The interventions that have sufficiently improved the student’s rate of learning are too demanding to be implemented with integrity without special education resources.

For a student to be entitled for special education services: **DISCREPANCY**

- Given equal or enhanced opportunities, the student’s current level of performance is significantly lower than typical peers or identified standards.

For a student to be entitled for special education services:

**INSTRUCTIONAL NEEDS**

- Instructional needs have been identified that are beyond what can be provided in general education
  - Evident when curriculum, instruction, or environment conditions must be very different for the student when compared to the needs of other students in the general education environment.

How Does it Fit Together?
RtI At A Glance

Step 1 - All students at a grade level broken up into fall, winter, and spring.

Step 2 - Additional Diagnostic Assessment

Step 3 - Instruction

Step 4 - Results Monitoring

- Grades Classroom Assessments
- Yearly ITBS/ITED

- 2 times/month
- weekly

- Small Group
- Differentiated By Skill

- Individual Diary
- Intensive

- Universal Screening
PROCEDES ARE VITAL!

**SAMPLE**

**Grade Level Data Meetings:**
1. Discuss briefly additions/changes made to core.
2. Share data.
3. Group kids with similar instructional needs. (COMPARE TO PRIOR GROUPING- IF AVAILABLE)
4. Complete the group intervention Plan form. (one per group)
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5. Attach an implementation log and graphs.
6. Set date to meet back for check-in (4-6 weeks)
   Questions/Concerns: District Based Team & IDM Team, Content Specialist
What is the **REAL** Rationale for RtI?

- We need one process in our schools to make instructional decisions (for all kids) that is:
  - Efficient
  - Proactive
  - Based on early intervention
  - Used to match resources to needs
  - Integrated
  - Focused on student learning
Do NOT get Confused

Although RtI includes special education entitlement:

• RtI should NEVER be solely viewed as a special education entitlement “PROCESS”

• RtI is about “EVERY CHILD” and…
Simply Stated…

RTI really just is **Really Terrific Instruction** for all!