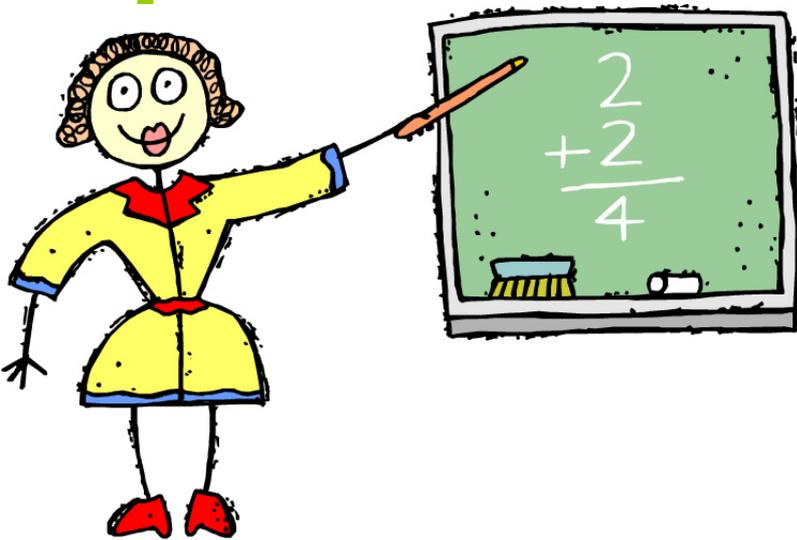


RTI Stands for:
Really Terrific Instruction for All

- Shannon Harken
Professional Learning and Leadership Consultant
Heartland AEA 11
sharken@aea11.k12.ia.us

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

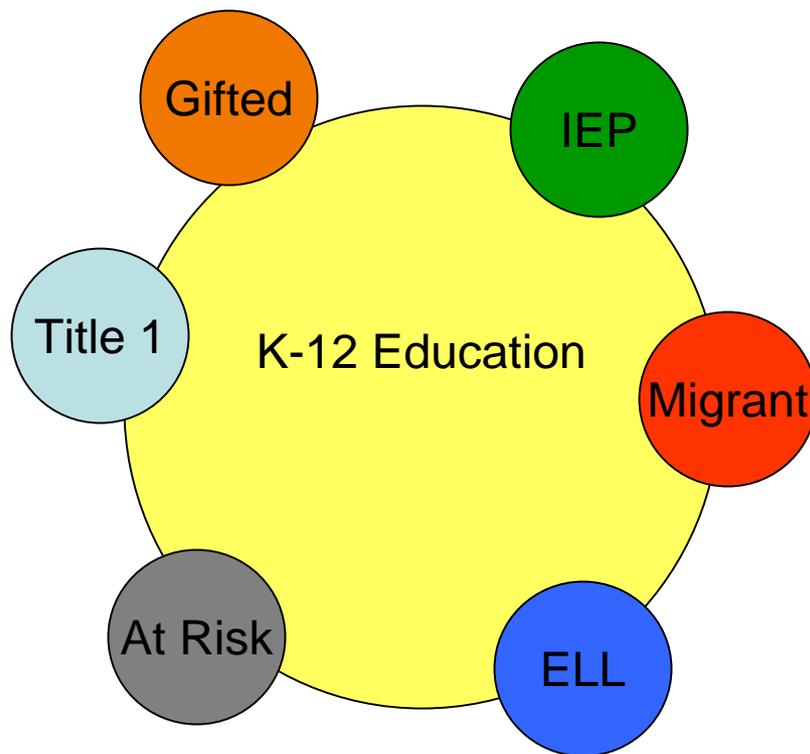
Participants will be able to:

- 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

One Perspective on History

Our education system has grown up through a process of “Disjointed Incrementalism” (Reynolds, 1988)

The current Education System’s Programmatic Evolution



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:
Rtl**



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 (NASDSE, 2005)

“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 Rtl

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!



Response-to-Intervention...

Is	Is Not
A framework to implement effective practices	An instructional program
Matching needs and resources A collaborative effort	Intended to encourage placement of students
	Possible to implement alone
Uniquely designed for each building	The same for every school
An "Every" Education Initiative	A special education, a general education, a Title 1, a Talented and Gifted initiative

Simply Stated...

RTI really just is
Really Terrific Instruction
for all!

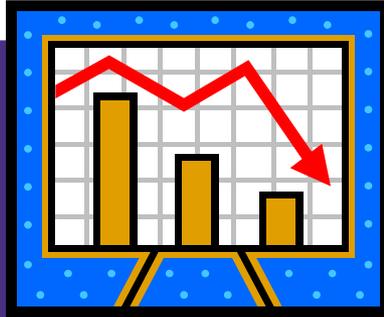


Guiding Principles of RtI

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.

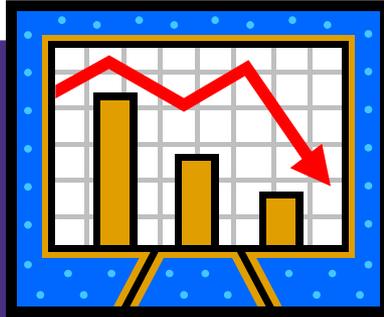


Examples



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.

Guiding Principles of Rtl

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 Rtl

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 Rtl

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?

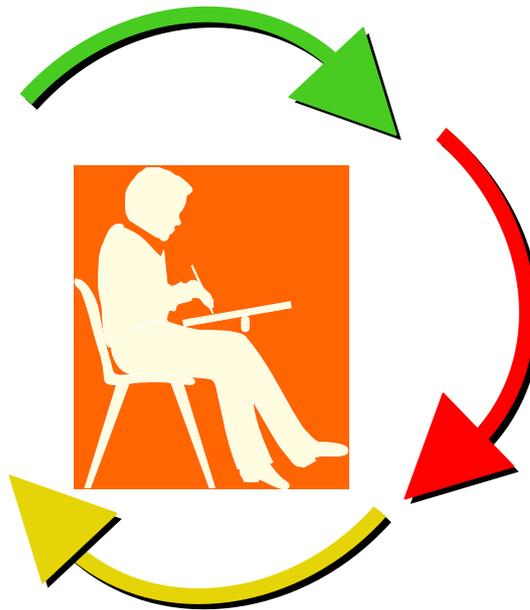
Define the Problem

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

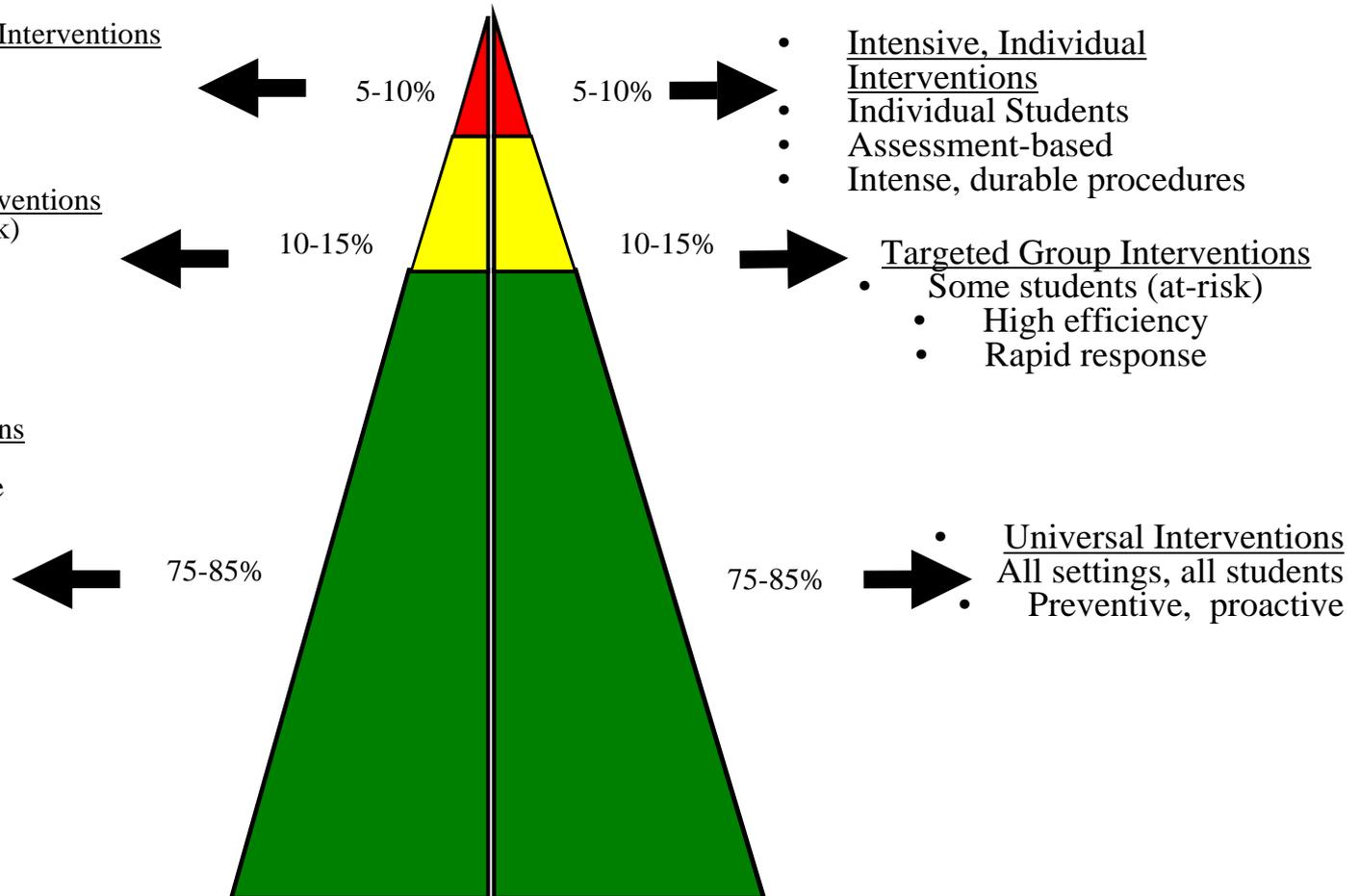
Enter a School-Wide Systems for Student Success

Academic Systems

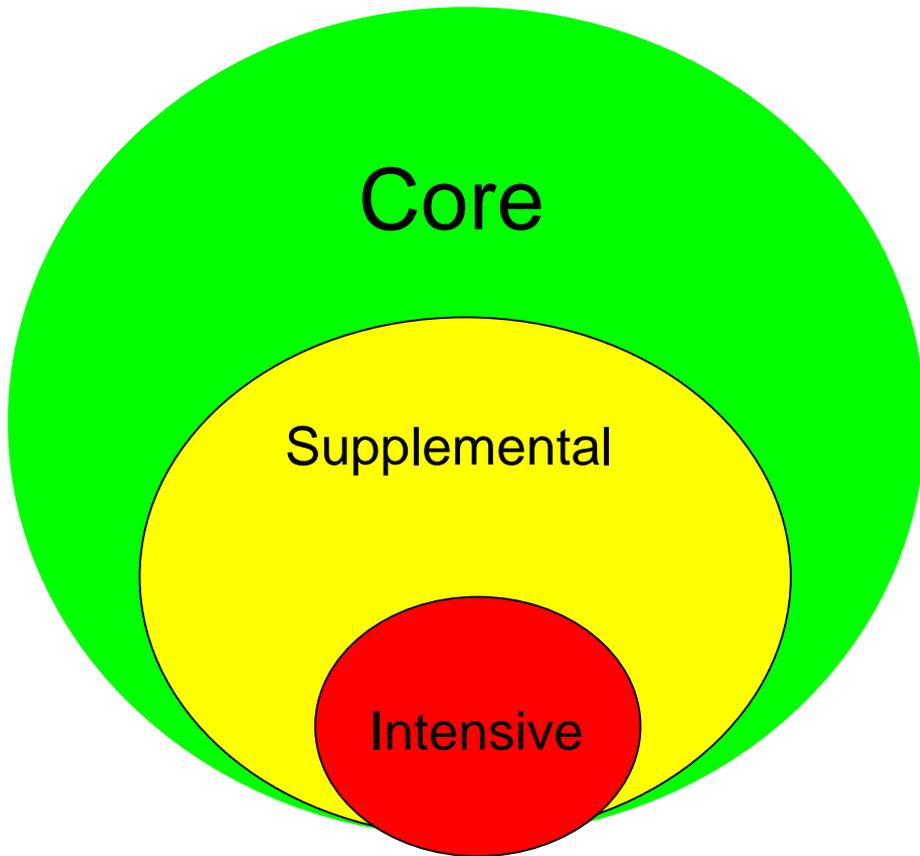
- Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration
- Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- Universal Interventions
- All students
- Preventive, proactive

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

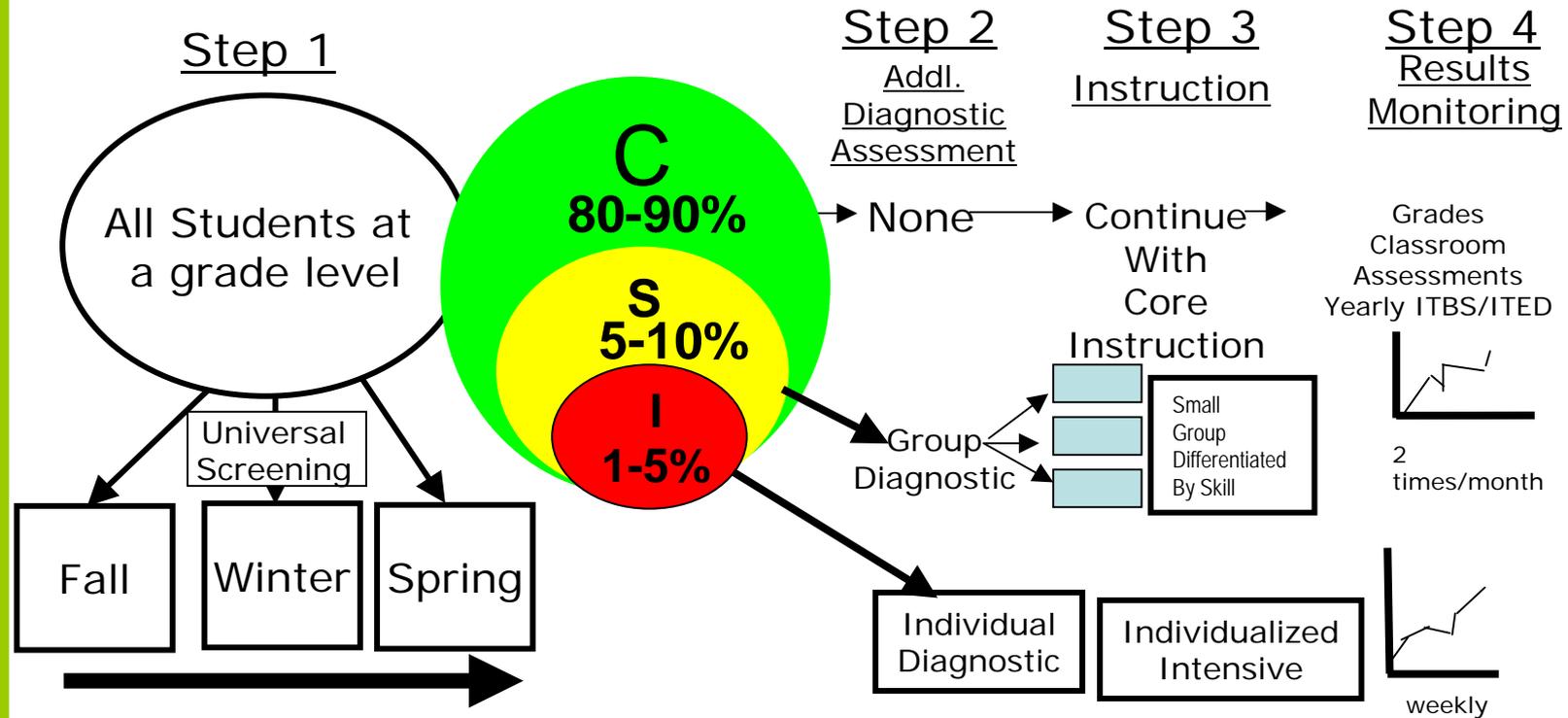
Guiding Principles of RtI

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



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

Step 2

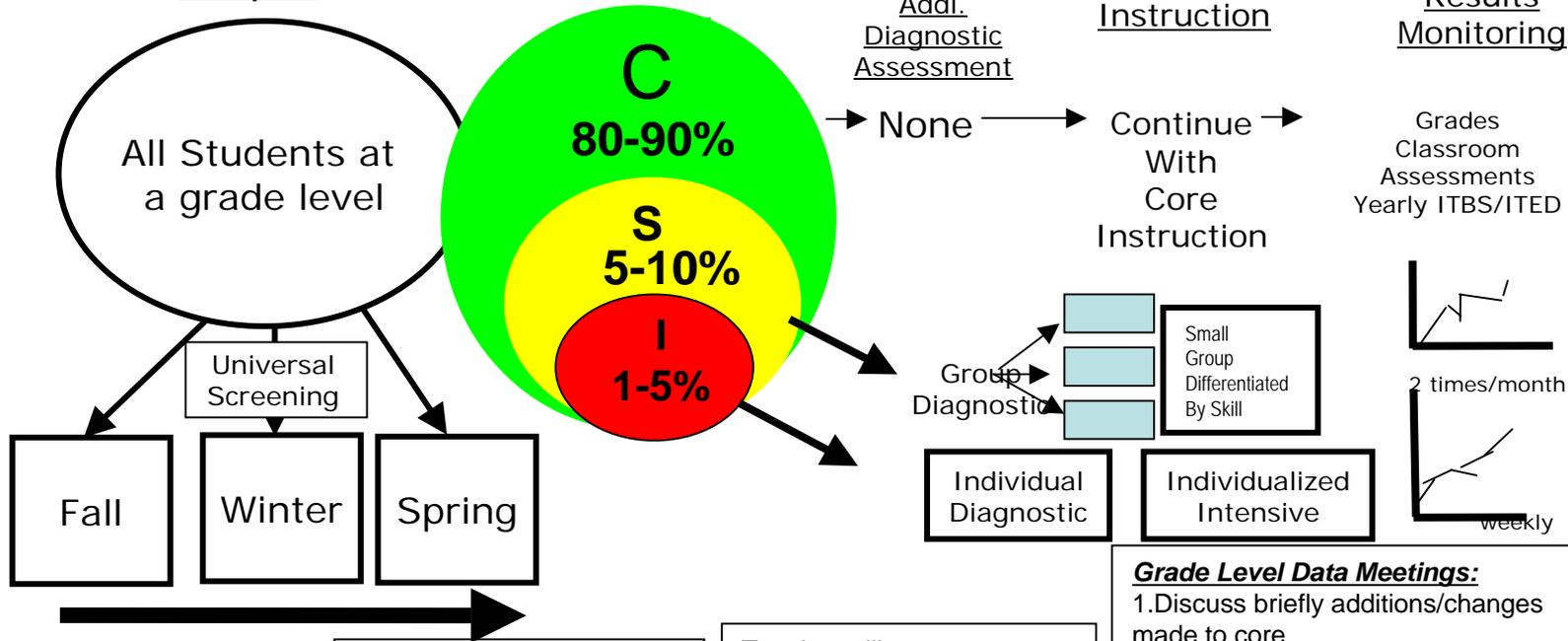
Step 3

Step 4

Addl. Diagnostic Assessment

Instruction

Results Monitoring



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

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 ____

Teacher will:
 1. Review all student data
 2. Determine if there is a need for additional diagnostic assessment(s)
 3. Ensure diagnostic assessments are given
 4. Bring all data to grade level meetings
 Questions/Concerns:
 K-3 Contact ____
 4-6 Contact ____

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
 NOTE: if any changes are made during Intervention period, document on form.
 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

Guiding Principles of RtI

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 Rtl 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

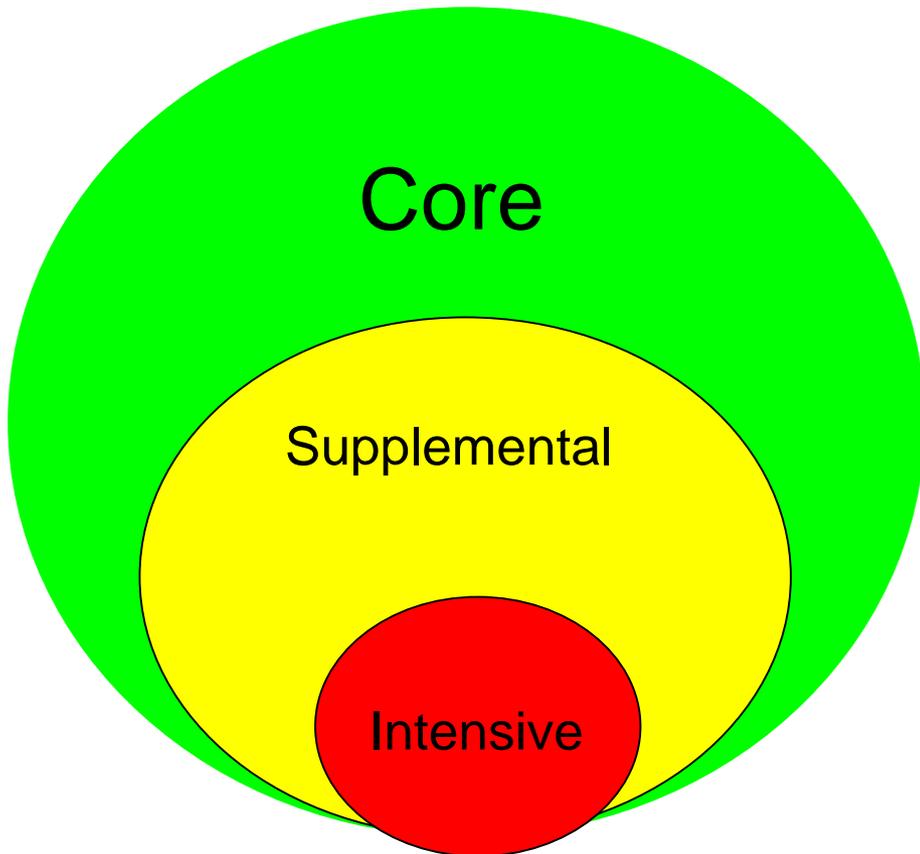
Leadership Team

- Adapt the features of Rtl 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 Rtl
- Individually complete:
Compare Rtl Guiding Principles to Your Building's Current Practices sheet
- Share and discuss at your table

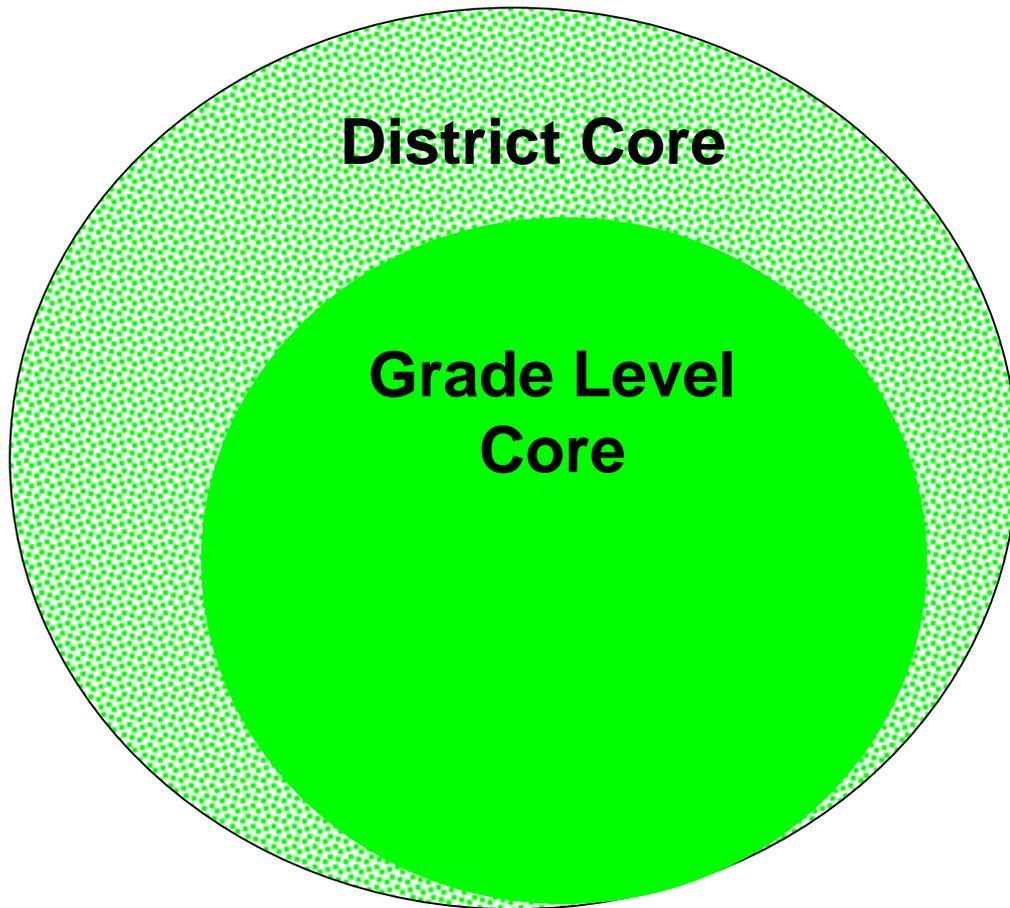
Meeting the Needs of All



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

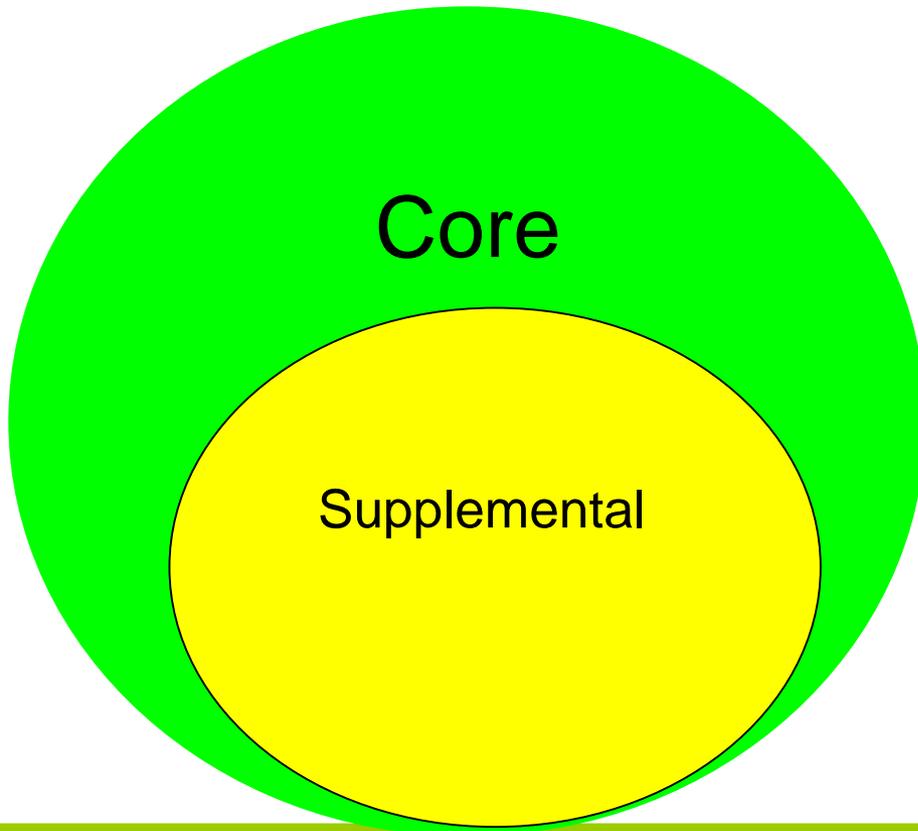
Core Cycle Defined

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

RTI CYCLES



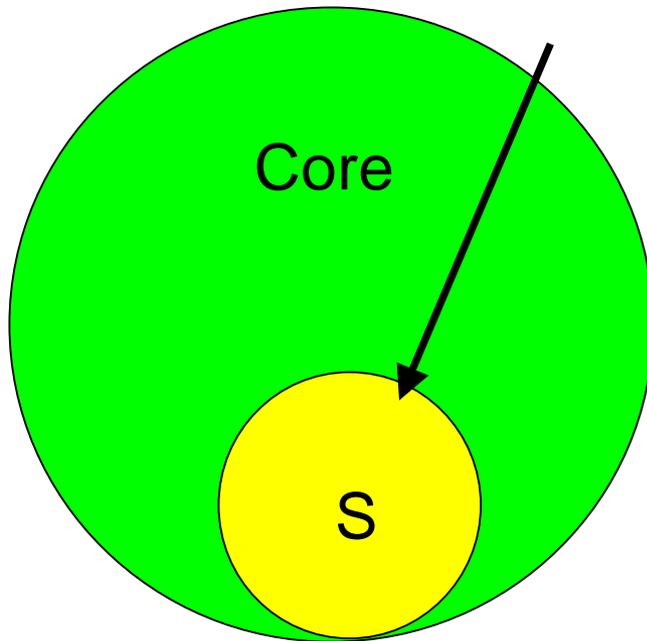
**Supplemental
(Tier 2)**

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



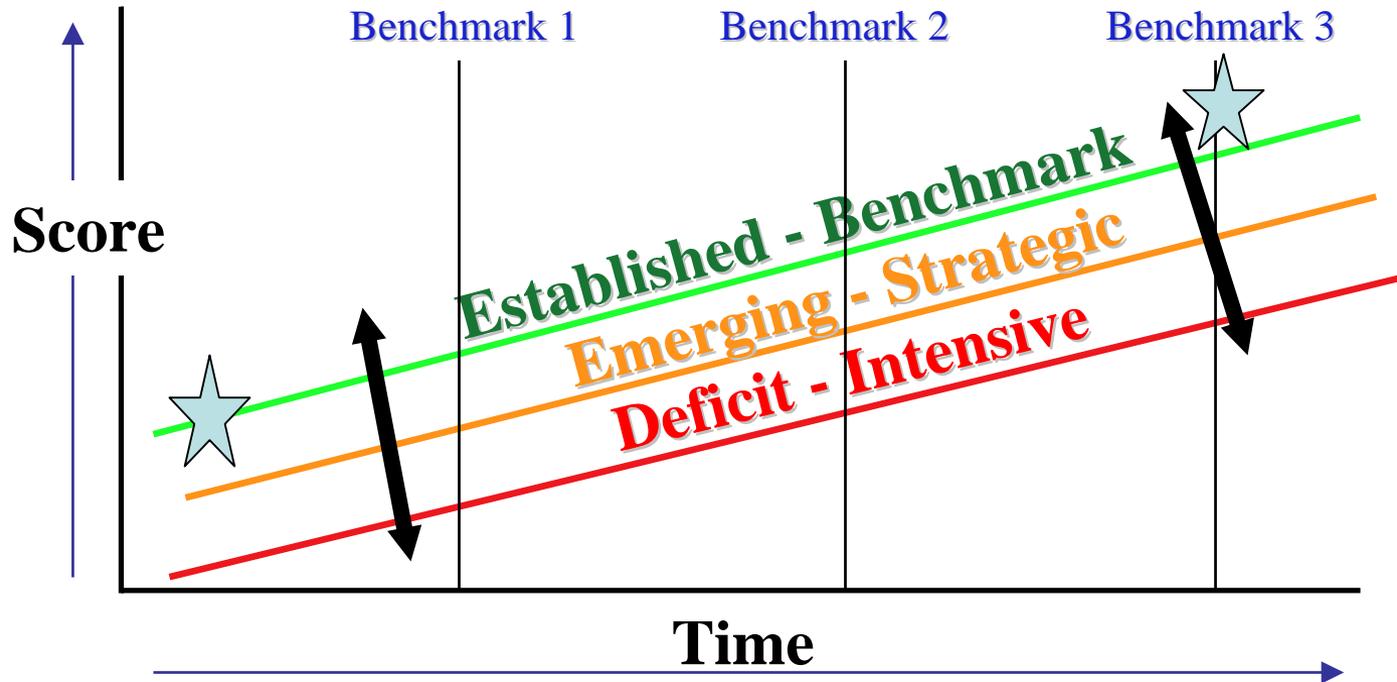
- Is **in addition to** and aligns with the district core cycle
- Uses more explicit instruction
- Provides more intensity
 - Additional modeling and guided feedback
 - Immediacy of feedback
- Does **NOT** replace core

REVIEW!

Purpose of an Intervention

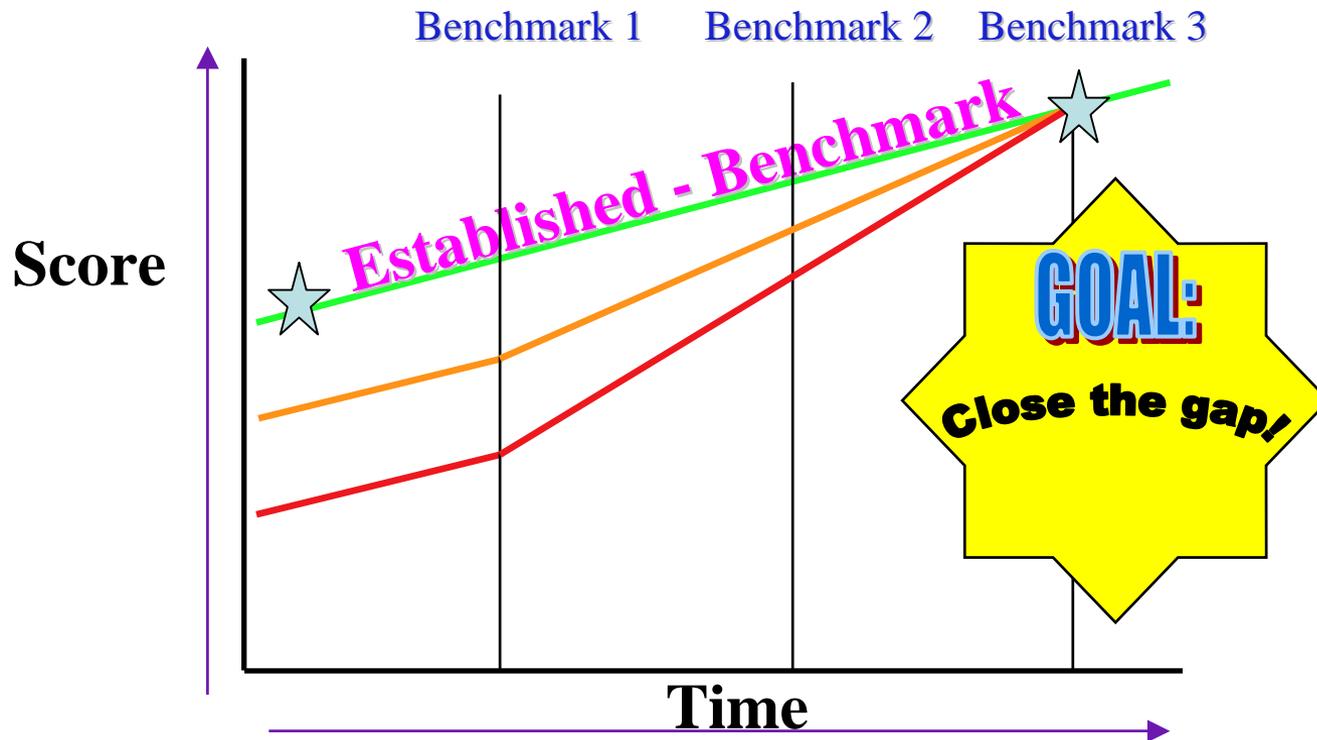
- To provide immediate assistance to the student
- To continue to gather information and learn how to best meet the educational needs of the student
- To solve the problem
- To determine the conditions that best enable the student to learn.

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...



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

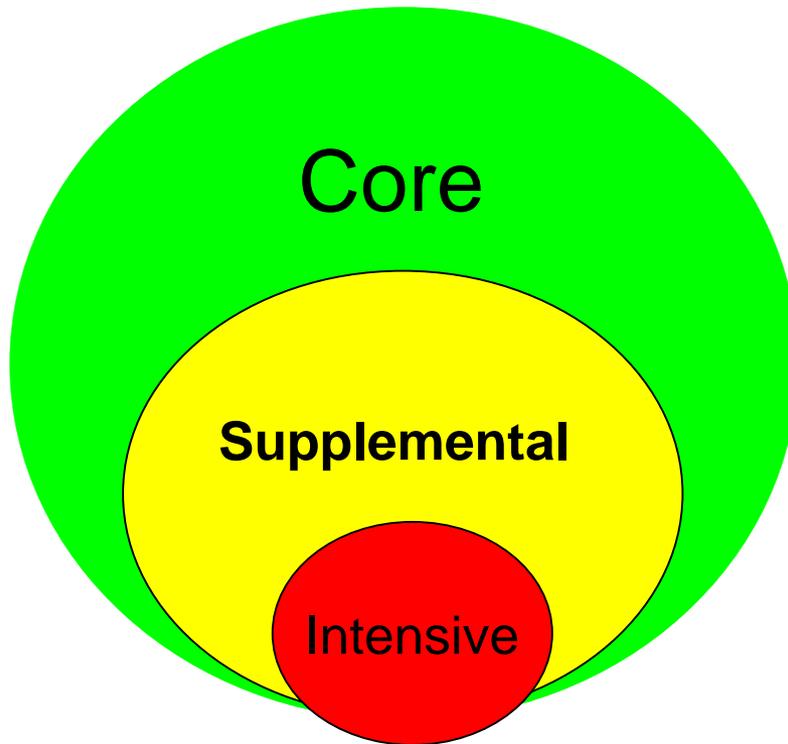
- **In addition to** and aligns with the district core cycle
- Uses diagnostic data to more precisely target to student need
- Smaller instructional groups
- **More** instructional time
- **More** detailed modeling and demonstration of skill
- **More** extensive opportunities for guided practice
- **More**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

REVIEW!

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.

Cycles in Implementing Rtl



Rtl 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.

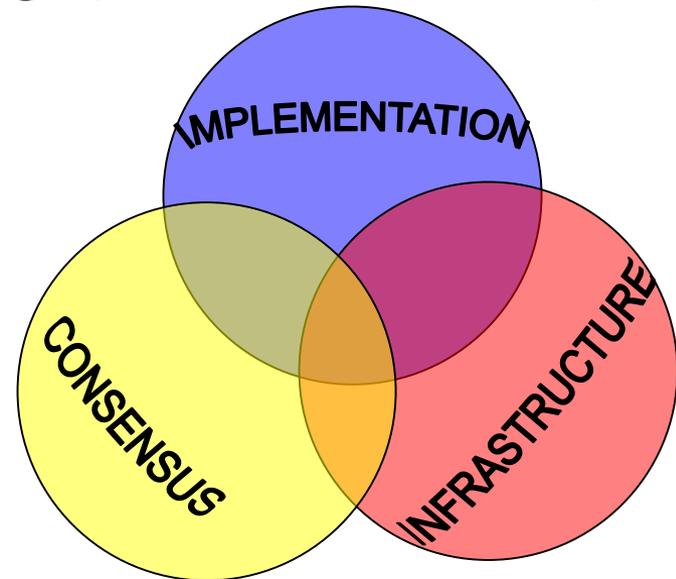
Clarification:

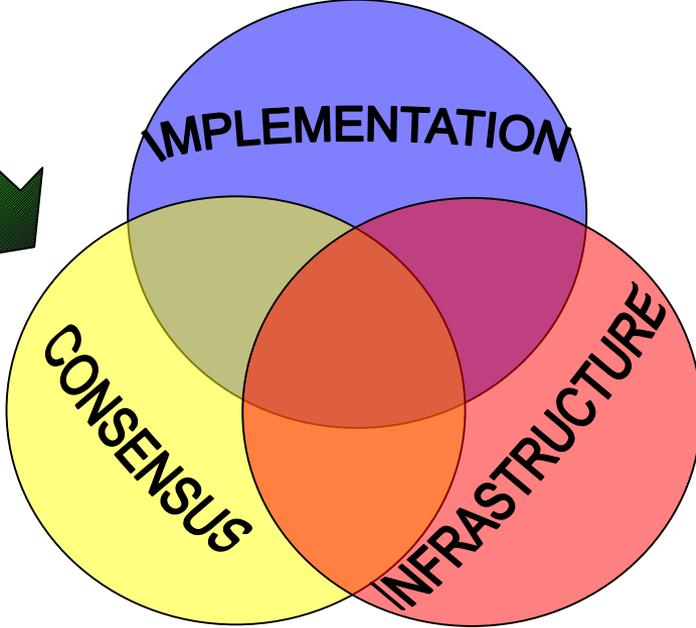
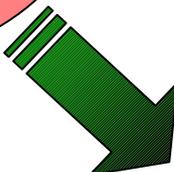
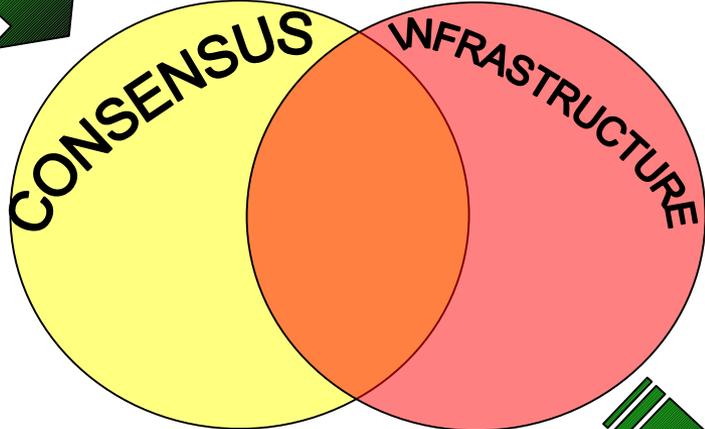
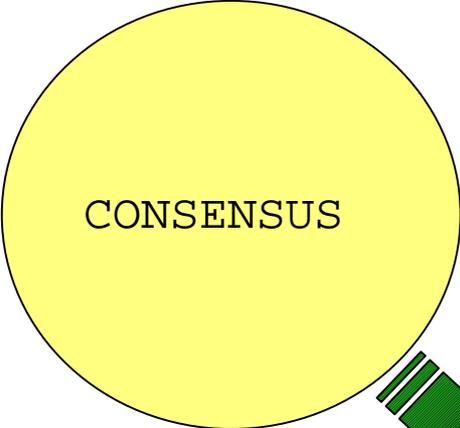
IDM = Instructional Decision Making
(Iowa's Rtl Model)

Three Phases

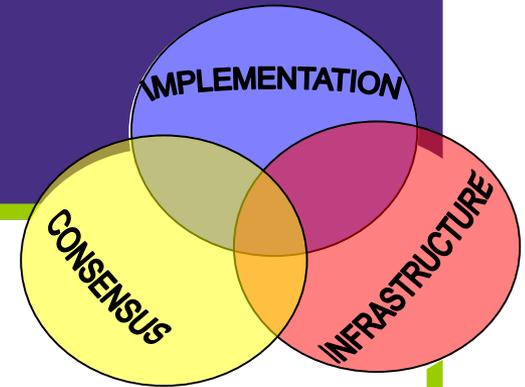
Three Phases

- Consensus Building (Commitment)
- Infrastructure Development
- Implementation





Consensus Building



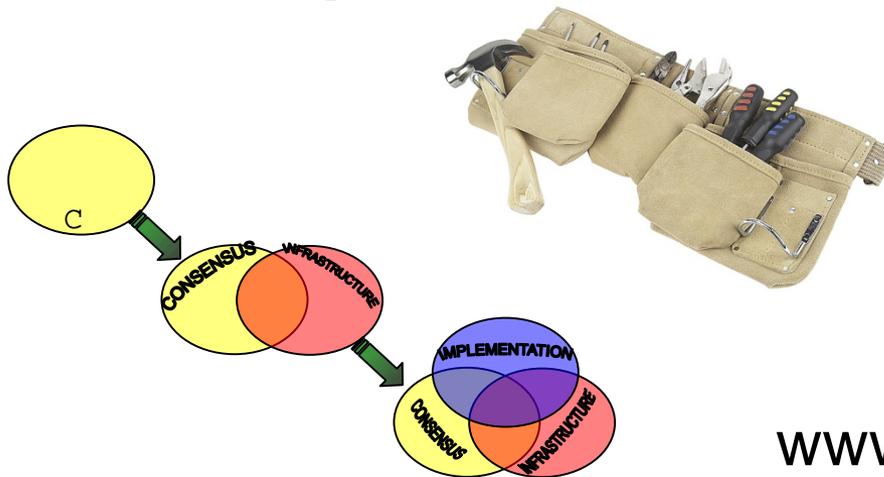
- Explanation of ‘why’
 - Provides the foundation for all work
 - Increases sustainability
 - Is a combination of vision and support
 - Intended benefits
 - Increases personal investment
 - Validation of concerns
 - Provides information to decrease anxiety and support change
- (Picture of a vin diagram.)

Rtl 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**

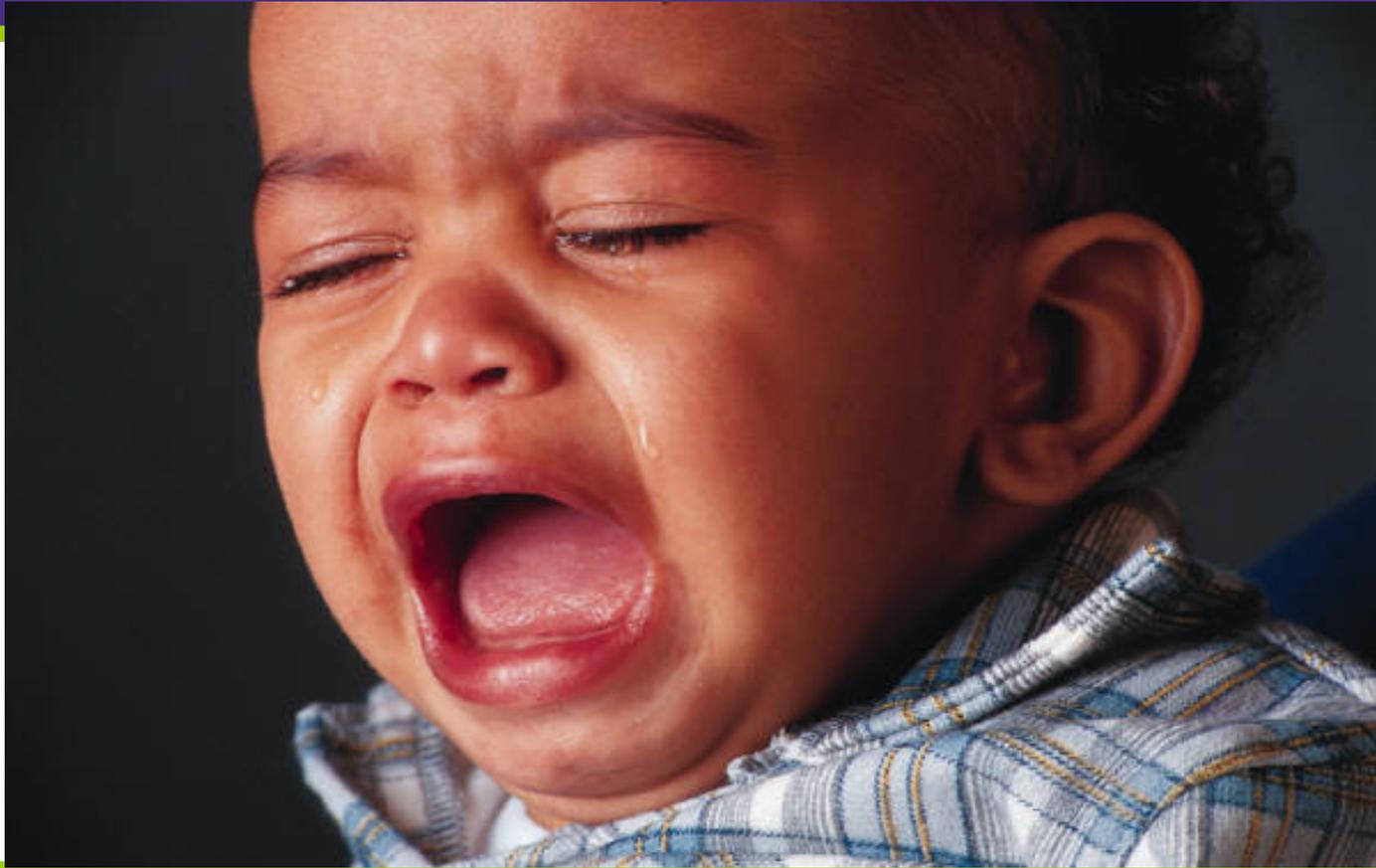


www.aea11.k12.ia.us/idm

Change is Hard for Some

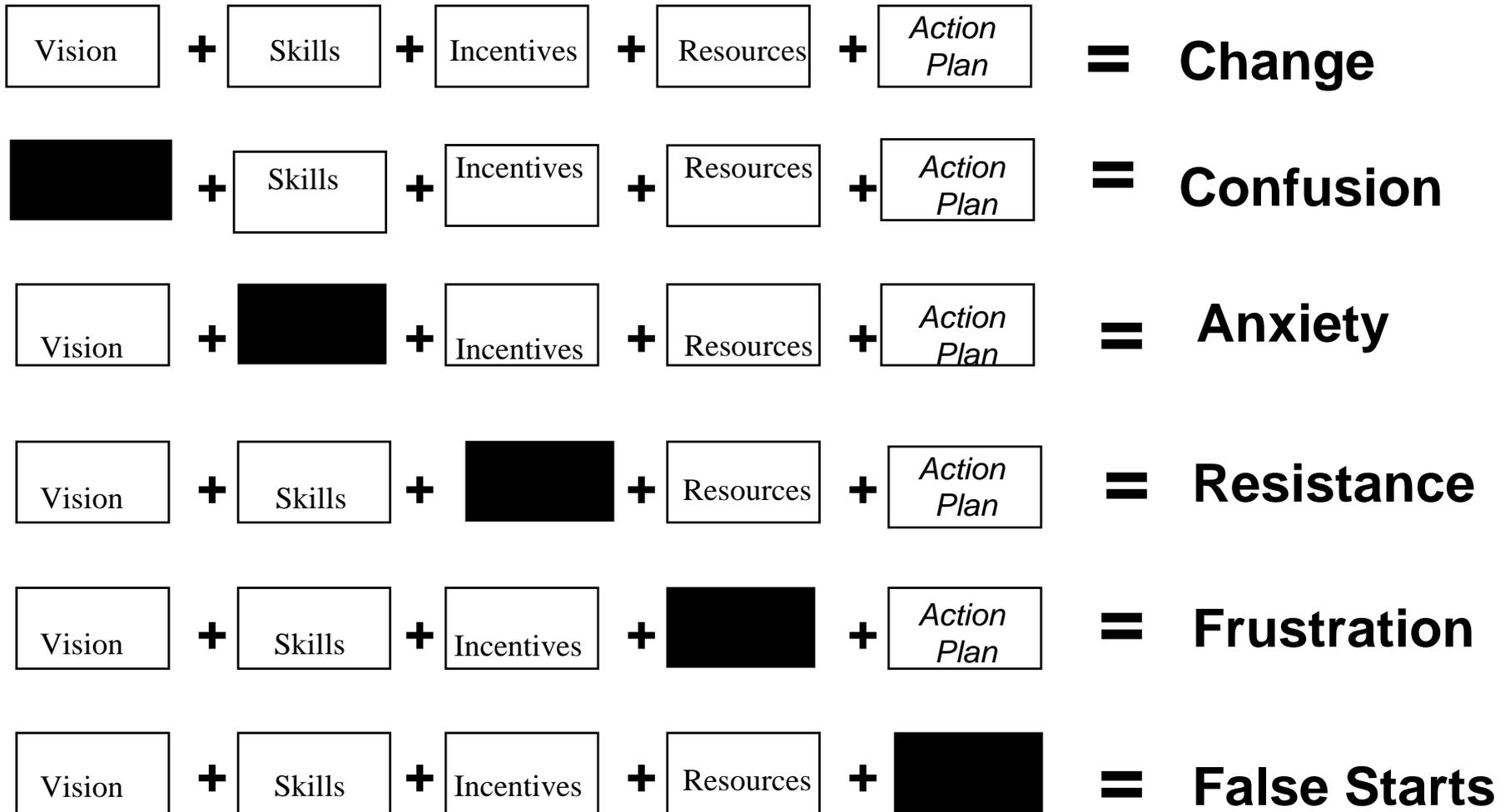
(Picture of a baby

crying.)



Consensus-Building Tool #3

Managing Complex Change

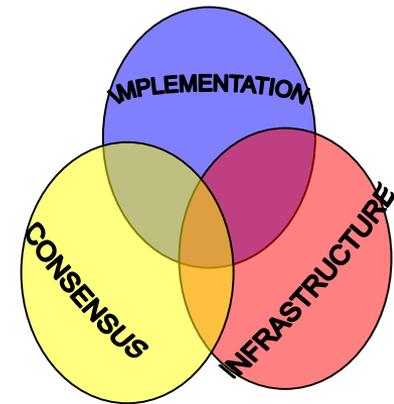


Adapted from Knoster, T.

Infrastructure Development Phase

Major structures necessary to support the implementation and sustainability of RtI:

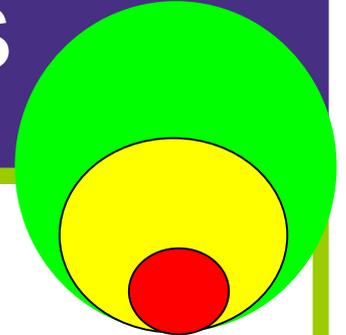
- Curriculum, Instruction and Assessment in Core, Supplemental, and Intensive Cycles
- Leadership Team
- Professional Development
- Resources (time, people, money)
- District/Building policy and procedures
- Communication plan
- Action plan across all 3 phases



Infrastructure Development

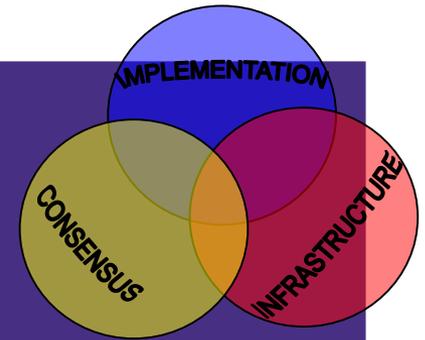
- The infrastructure can be built by answering a series of questions.
- These questions become the framework.
- The questions guide the work.
- The process is continuous.

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 Rtl 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.”

Heartland AEA11:Improving Children’s Educational Results
Through Data-Based Decision-Making Manual

Information gained through this process can and will be utilized in a full and individual evaluation to determine eligibility for special education

Special Education Entitlement

“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.”

Heartland AEA11:Improving Children’s Educational Results
Through Data-Based Decision-Making Manual

Special Education Entitlement

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.

Heartland AEA11:Improving Children's Educational Results
Through Data-Based Decision-Making Manual

Special Education Entitlement

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.

Heartland AEA11: Improving Children's Educational Results
Through Data-Based Decision-Making Manual

Special Education Entitlement

For a student to be entitled for special education services:

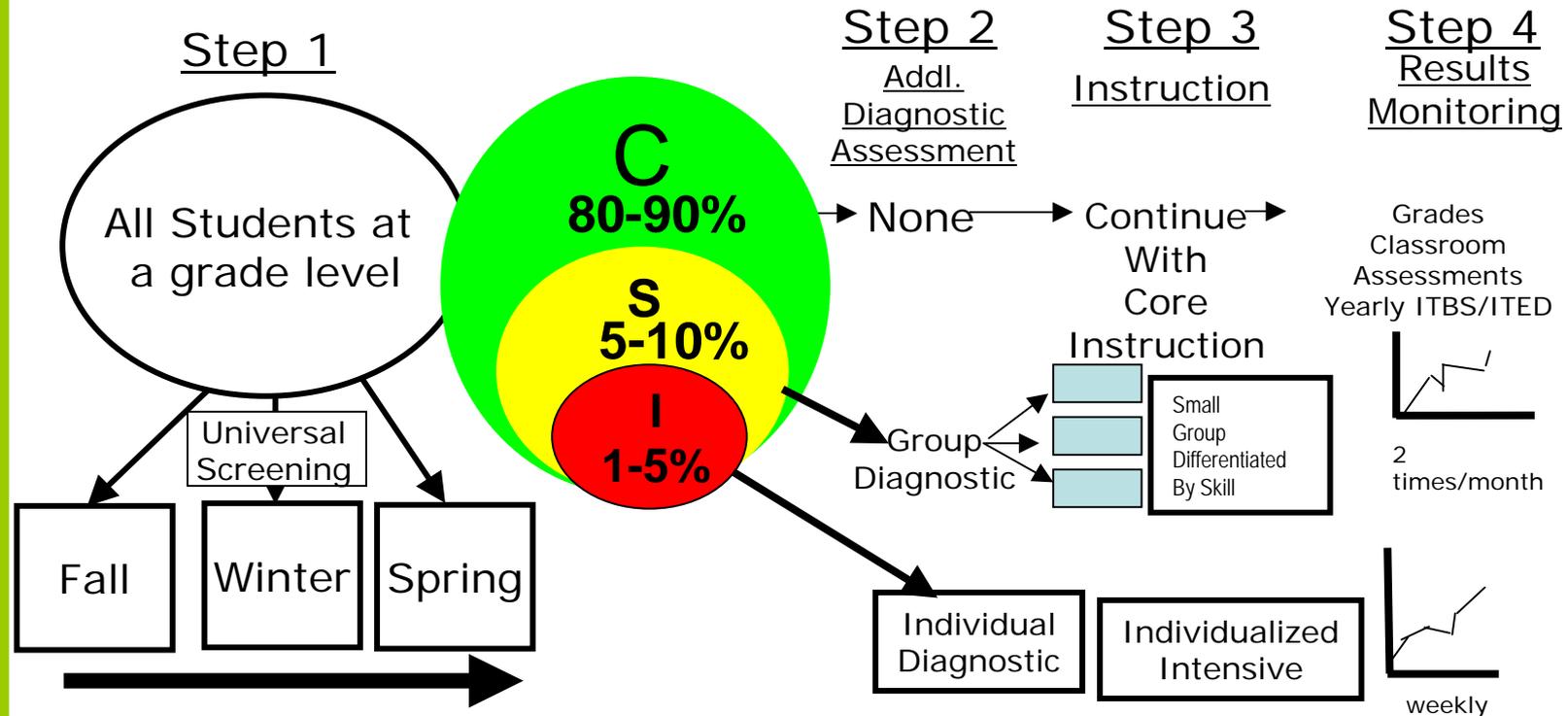
INSTRUCTIONAL NEEDS

- 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.

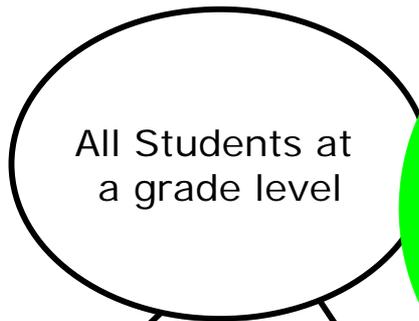
Heartland AEA11: Improving Children's Educational Results
Through Data-Based Decision-Making Manual

How Does it Fit Together?

RtI At A Glance



Step 1



PROCEDURES ARE VITAL!

Step 2

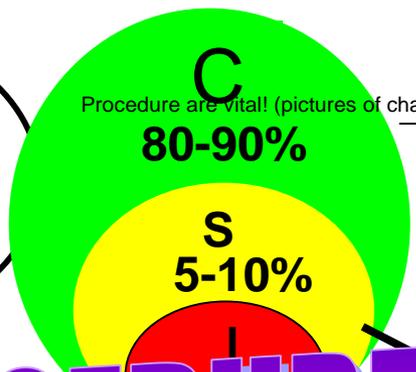
Addl. Diagnostic Assessment

Step 3

Instruction

Step 4

Results Monitoring



None

Continue With Core Instruction

Grades Classroom Assessments Yearly ITBS/ITED

Fall

Universal



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

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 _____

Teacher will:
 1. Review all student data
 2. Determine if there is a need for additional diagnostic assessment(s)
 3. Ensure diagnostic assessments are given
 4. Bring all data to grade level meetings
 Questions/Concerns:
 K-3 Contact _____
 4-6 Contact _____

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
 NOTE: if any changes are made during Intervention period, document on form.
 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

REVIEW!

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 Rtl includes special education entitlement:

- Rtl should NEVER be solely viewed as a special education entitlement
“PROCESS”
- Rtl is about “EVERY CHILD” and...

Simply Stated...

RTI really just is
Really Terrific Instruction
for all!

