In the center part of the triangle, write in Tier 2 academic interventions (beyond the classroom) that are in place right now.

Beside each one, place a sticker dot that reflects current stage of implementation.

- Green = required and provided for all students who need it.
- Yellow = required and provided for most/some students who need it.
- Red = available for all students who need it BUT voluntary
RtII Beyond the Classroom

Facilitated by:
Carol Miller Lieber
Mix-It-Up Gathering

Please stand up, with your entry ticket in hand, and find a partner from another table.

**Round 1:** Share one intervention and the current stage of implementation. Describe an opportunity that the intervention provides and one implementation challenge.

**Round 2:** Choose another partner and repeat the sharing protocol.
Target Learning Goals

• To learn more about key features of effective school-wide and SLC interventions beyond the classroom and how to implement them

• To identify at least one Tier 2 school-wide or SLC intervention that you want to refine or establish within the next two years
Essential Questions

- What does it take to implement school-wide and SLC interventions that are both effective and systemic?
- What case management protocols and academic interventions do you consider essential for supporting every student's success in school?
“Intervention is most effective when the interventions are timely, structured, and mandatory; focused on the cause of a student's struggles rather than on a symptom (for example, a letter grade); administered by a trained professional; and part of a system that guarantees that these practices apply no matter which teacher a student is assigned to.”

- Buffum, Mattos, & Weber, 2009
Exemplary Interventions

Each reading is 4 - 5 pages.

1. "Time—It's Not Always Money"
2. "Back on Track: How an Urban High School Strategically Led At-Risk Students to Success"
3. "Interventions You Can Use"
Jig-Saw Reading

Text Protocol:

- Form trios.
- Decide who will read each article.
- Silent read / Complete the rubric / Decide on what's most important to share.
- Present your findings to your partners (3 minutes).
- Invite adds and questions (2 minutes).
Effective Case Management

- Tracking and supporting student’s academic progress
- Tracking and supporting student’s personal learning plan throughout high school
- Timely placement in required academic interventions
- Tracking and supporting student’s postsecondary planning and preparation throughout high school.
Effective Case Management

- Tracking and supporting student’s attendance and positive behavior.
- Referring student to appropriate staff when there is a serious concern or crisis.
- Supporting student’s development of personal talents, interests, and aspirations.
Give One-Take One Consultancy

Part 1: Successful Intervention Stories

- Share a successful SLC, department, grade level, or school-wide Tier 2 academic intervention in your school or district.
- Write the following on your chart paper:
  
  Print your intervention in large block letters on the top of your chart paper.
  
  Print and underline the learning gap that the intervention addresses.
  
  Print the key features and enclose in a box.
  
  Print and circle the steps it took to put this intervention in place.
  
  Print and put in parentheses { } any results that indicate that the intervention is effective.
Part 1: Successful Intervention Stories

- Half of you will post your interventions.
- The other half of you will move to a posted intervention that you want to learn more about.
- You have five minutes to consult.
- Switch groups and repeat.
Part 2: Desired Reality

What Do You Want to Have in Place within Two Years?

- Using your plenary session “Planning Tool" and your "take-aways" from this session, **on your entry ticket**, write in three to four Tier 2 academic interventions that you want to refine or put in place within the next two years.
Part 3: Planning and Implementation of a Tier 2 Academic Intervention

- Move to an intervention that you want to "test drive". Work in pairs or trios with partners who want to work on the same intervention.
- Use the intervention planning rubric for your test drive.
"Test Drive" Consultancy

Share Out:
Share highlights from your "test drive" thinking, specifically—the challenges associated with implementing the intervention and your ideas for overcoming the challenges.
Critical importance of a shared vision around curriculum and instruction

- The research—common curriculum and common instructional strategies produce significant gains in achievement
- In 21st century classrooms, the teacher must serve as the first responder when students don’t learn
Bringing Students into the Room

ASCD interviews with students about what they need to learn and succeed in school:

Rusty Bittingham, grade 10

Jeremiah Long, grade 10

Molly Adler, grade 11
Bringing Students into the Room

Different students need different amounts and kinds of time, attention, tasks, and supports to learn successfully and achieve at high levels.

Five Performance Profiles
Five Performance Profiles

Read the five performance profiles with this in mind:

- Which learner best reflects the student you interviewed before you arrived here at the conference?
- What does your student need to improve her/his performance?
Turn and talk with a partner, sharing your thoughts about the student you have brought with you today.

Keep your learner with you throughout the conference, asking, “What does my student need to move to a higher level of academic performance?”
Building A Shared Understanding about RTI

Jig-saw Reading: “The WHY behind RTI”

- Decide who reads which section.

Page 1: from top to “The Wrong Questions"

Pages 1-3: from “The Wrong Questions” to “The Right Questions”

Pages 3-4: from “The Right Questions” to “Transforming the Tiers”

Pages 4-5: from “Transforming the Tiers” to end of page 5
Building A Shared Understanding about RTI

Jig-saw Reading: “The WHY behind RTI”

- Take five minutes to read your section.
- Be prepared to share three phrases or sentences that capture what all faculty should know about RTI.
- Take one minute to share your findings with your other three partners.
Building A Shared Understanding about RtII

Jig-saw Reading: “The WHY behind RTI”

- Closing question: How can an understanding of the RTI framework help teachers improve their practice?
RtII Pyramid (dark yellow doc)

- Tier 1 must move beyond a common curriculum and shared instructional practices:
  (C) Classroom Instructional supports
  (D) Classroom learning supports
  (E) Grade level, department, and school-wide learning supports
RtII Pyramid

- Tier 2 interventions are not voluntary—they are REQUIRED!
- Tier 2 is not just about sending a kid “UP” to someone else when the student isn’t learning
RtII Pyramid

- The most effective academic interventions are facilitated by the person who is most familiar with the student’s learning gap.
- Thus, many Tier 2 interventions should be facilitated by the teacher in whose course a student is struggling.
Practice What You’ve Learned

RtII Pyramid

- A word about percentages of students who need Tier 2 and Tier 3 interventions

Take two minutes at your table and share your “ball park” estimates of percentage of students who need Tier 2 and Tier 3 supports and interventions.
Try out your thinking about RtII:

Pull out the yellow cards from the yellow envelope.
Cross out A. and B. on your RtII poster (no cards match these two elements of Tier 1)
Take turns reading through the cards and reach agreement about the tier in which you would place the support or intervention.
Using an Inquiry Approach

Three tools to use throughout the conference as you assess where you are and where you want to be:

- The “fold-over” of 10 planning components
- The RtII Planning Tool
- Additional Notes and Glossary
Using an Inquiry Approach

Three things that can guide your thinking:

- Where are we now? (Assess honestly)
- Questions and considerations for your team
- Possible next steps (dream realistically)
RtII Planning: Component #2

Shared understanding and ownership of RtII

- Jig-saw reading and card sort—two ways to build a common understanding
- Take five minutes to assess your school’s current efforts to build a common understanding and shared vision of RtII
#1 High Functioning RtII Team

- Team needs to be inclusive
- Our RtII team holds a realistic scope and sequence of development and implementation
- The school budget incorporates adequate time allocations and stipends that are necessary for RtII implementation
#3 Tier 1: Curriculum, Instruction, and Support

- More than high quality common curriculum and shared instructional practices
- Instructional supports that elicit and sustain engagement (page 2, Additional Notes)
- Learning supports that PUSH for completion of high quality work (page 3, Additional Notes)
#3 Tier 1: Curriculum, Instruction, and Support

Putting all elements of Tier 1 in place

Jig-saw assessment of where you are:

Planning Tool

Page 3: A. High quality curriculum design
Page 4: B. Shared instructional practices
Page 5: C. Classroom instructional supports
Page 6: D. Classroom learning supports
Page 7: E. Learning supports beyond classroom
#4, #5, #6

- Faculty learning, support, coaching, and assessment (Planning Tool, page 8)
- Universal screening (page 9)
- On-going data analysis, data-based decision making, and program adjustment—macro level of RtII (page 10)
“Intervention is most effective when the interventions are timely, structured, and mandatory; focused on the cause of a student's struggles rather than on a symptom (for example, a letter grade); administered by a trained professional; and part of a system that guarantees that these practices apply no matter which teacher a student is assigned to.” - Buffum, Mattos, & Weber, 2009
#7 Development of Tier 2 and 3

Planning Tool, page 11

- Determine early warning signs and red flags

Additional Notes, page 4

- Align interventions to root causes of learning gaps
#7 Development of Tier 2 and 3

From root causes to the right intervention:

- Pull out green cards from envelope and choose one
- Take 3 – 4 minutes to think about...
  - Suggested intervention
  - Who does it?
  - Which tier is it?
- Share your ideas with a partner
Teacher facilitated Tier 2 interventions:

As the people who know the students best—and are most accountable for their success or failure—teachers are best suited to identify students at risk and assist them.”

Rebecca Ballantine and Allison Gaines Pell (2010)

Article: “Red Flagged for Success”
Assessing your school:

- Planning Tool: Scan pages 11-13
- With your team, assess where you are
Effective Case Management:

• Tracking and supporting student’s academic progress
• Tracking and supporting student’s personal learning plan throughout high school
• Timely placement in required academic interventions
• Tracking and supporting student’s postsecondary planning and preparation throughout high school.
#8 On-going, Timely, and Responsive Case Management

Effective Case Management:

• Tracking and supporting student’s attendance and positive behavior.

• Referring student to appropriate staff when there is a serious concern or crisis

• Supporting student’s development of personal talents, interests, and aspirations.
#8 On-going, Timely, and Responsive Case Management

- Planning Tool, page 15
#9: Scheduling and delivery of interventions
Planning Tool, page 16

#10: Parent engagement
Additional Notes, page 6
Planning Tool, page 17
Why do this? Making your commitment transparent...

Craft a team statement that explains your commitment to fully implementing the RtII framework in your district and school.

“We are committed to fully implementing RtII because........”
As you continue your work ....

“There are two primary choices in life: to accept conditions as they exist, or accept the responsibility for changing them.”

Denis Waitley, author
Gathering: Four Corners and More

On the inside of your name tent, jot down:

<table>
<thead>
<tr>
<th>Course where you felt <strong>HIGHLY ENGAGED</strong></th>
<th>Course where you felt <strong>DISENGAGED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions that made this experience feel engaging</td>
<td>Conditions that made this experience feel non-engaging</td>
</tr>
</tbody>
</table>
Whole Group Reflection:
Consider the impact of feeling disengaged:
• How did your non-engagement affect your learning and achievement in that course?
• What are the costs and risks of non-engagement for students and teachers?
Effective Conditions that Increase Student Engagement

Points to Remember:

✔ Intentional strategies that foster engagement increase learning and have a direct impact on academic achievement.

✔ We will want to tap your expertise later today. You’ll have opportunities to use each other as resources as we continue to explore engagement.
Six Conditions that Increase Student Engagement

1. I trust... You've got my GOOD WILL
   I feel accepted, respected, treated, fairly, supported, known and heard.

2. I belong... You've got my PARTICIPATION
   I feel connected, included, cooperative, socially competent.

3. I can... You've got my EFFORT
   I feel academically competent, confident, persistent, efficacious, self-disciplined.

4. I want to... You've got my INTEREST
   I feel curious, excited, motivated, enthusiastic, purposeful, goal-driven.

5. I should... You've got my INVESTMENT
   I feel committed, responsible, respectful.

6. I'm ready... You've got my ATTENTION
   I feel alert, focused, fully present, prepared, energized.

(esr)
Six Conditions that Increase Student Engagement

Direct Teach:

- At your table, pass out the “Six Conditions....” handout from your AM folder.
- Take a few silent minutes to digest the diagram.
- Think back to the teacher/course you identified earlier—put a star next to any conditions that supported your engagement.
- Thinking about your own teaching practice, put a check mark by areas that are strengths for you.
**Model:** Taking a Deeper Look at **EFFORT**

- Look at the **EFFORT** circle.
- As you reflect on this condition, imagine what it looks like, and identify at least two practices that support this condition.
- Example—test taking tips, practice, and review before a major test.
- Turn and Talk: Other examples?
Six Conditions that Increase Student Engagement

Supporting Student Effort

- Practice for oral presentations
- 1 to 1 check in (to run ideas by the teacher and get feedback)
- Daily formative assessment with feedback
- Incorporate the language of effort and praise effort
- Name what you did exactly to achieve a goal
Application Practice:

- Identify a facilitator at your table who will support your group through remaining instructions.

- As a table group, agree on a condition you want to explore. Write condition on both sides of a blank table tent.
Closing Out the Morning:
Looping back to the student you named this AM:

- Identify one or two **conditions that are already present** for this student in your classroom.
- Then name one or two **conditions that are missing** for this student in your classroom.
- What are a couple of things you might do to make missing conditions more present for____.
- Share with a partner.
Getting and Keeping Students’ Attention

Gathering: Mix—Freeze—Pair—Share

After this morning, I am learning, thinking, wondering….

- A wondering OR
- A learning OR
- A thought

that’s on my mind.
Personal Reflection:
Think back to a learning experience in your academic schooling that was particularly negative for you.
Turn and Talk

With a partner and discuss the following questions:

1. What were you doing?
2. What was the teacher doing?
3. What feelings came up for you?
4. In what ways has this learning experience continued to impact what you do or don't do in your life?
How Emotional States Influence Learning

1. On one color Post-it, write down a feeling that came up for you during this negative learning experience.
2. On the other Post-it, put a phrase that describes the impact this experience has had on you.
3. Place your Post-its on a table T chart.
How Emotional States Influence Learning
How Emotional States Influence Learning

Learning

Access to memory

Capacity to focus and pay attention

Healthy emotional states promote readiness, relaxed alertness, unanxious anticipation
Application:

RIGHT, p. 314

Back to Your Student....

Think about your student. Is there anything that might be hindering her/his capacity to focus?
Relaxed alertness/unanxious anticipation is the optimal emotional state for learning and helps build a high performing, high achieving community of learners.

Achieving this emotional state begins with helping students get ready to learn.
Make a Foldable

Make a “foldable” to record your thinking during the remainder of the afternoon.

- Getting Ready to Learn
- Getting & Keeping Attention
- Cold Call
- No Opt Out
Why use foldables?

- The more senses you use to learn, the more learning sticks (connect processing to writing)
- For many learners, the use of manipulatives increases attention, effort, and comprehension
- A great review tool for study
- Students can personalize their foldables
- Colored paper increases focus of attention
Take your foldable handouts from the PM folder.
Example: Use a four or six part foldable to codify and cluster key information in a learning unit.

<table>
<thead>
<tr>
<th>Rules/Formulae</th>
<th>Explanation</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms</td>
<td>Definition</td>
<td>Examples</td>
</tr>
<tr>
<td>System/Cycle</td>
<td>Parts/Components</td>
<td>Functions</td>
</tr>
<tr>
<td>Events</td>
<td>Consequences</td>
<td>Evidence</td>
</tr>
</tbody>
</table>
**Helping Students Get Ready to Learn**

RIGHT, pp. 189, 191, 192

- Review the handout and put a star next to two strategies you would like to incorporate into your current learning unit.

**Partner Walk-Around**

- Find a partner, take a walk around the perimeter of the room and tell your partner the strategies you plan to incorporate into your unit.
Five Essentials

Five essentials that support a learning-focused culture and effective classroom management:

1. Get the group’s attention
2. Give clear instructions
3. Insist on silence when silence is required
4. Use proximity and physical prompts
5. Design balanced, well-paced lessons
Carousel Brainstorm:

- Divide yourselves in half and line up on opposite sides of the room.
- “Salsa line-up” (Lots of heat No heat)
- Stand in front of one of the charts with your assigned trio.
- Use your marker to write down your responses to each question.
- When time is called, move to the next chart.
Getting and Keeping Attention

Carousel Brainstorm:

Walk-about I (With your trio):

- Use your marker to write down your responses to each question.
- When time is called, move to the next chart.

Walk-about II (By yourself):

- Use your foldable to jot down some of the strategies that you want to use more intentionally.
Getting and Keeping Attention

Two Key Strategies:

No Opt Out

If a student responds incorrectly, you or the student can call on other students to correct, add, or edit until the response is complete and correct. Then you return to the previous student and ask her/him to respond to the question again using new information.
Getting and Keeping Attention

Two Key Strategies:

Cold Call

Make it a daily habit to call on every student during every period instead of asking students to raise their hands. Students need to be ready to respond AT ALL TIMES.
Two Key Strategies:

No Opt Out
Cold Call

How can these two strategies, in particular, help build a high performing, high achieving community of learners?
Jigsaw Reading and Sharing:

1. Divide into pairs.
2. Choose one of the five essentials to read with your partner:

   - Get the group’s attention, RIGHT, pp. 178-179
   - Give clear instructions, RIGHT, pp. 180-181
   - Insist on silence when silence is required, RIGHT, pp. 181-182
Jigsaw Reading and Sharing:

3. With your partner, identify three considerations or strategies that are worth paying more attention to.

4. Share talking points about your “essential” with your table mates.
Physical Proximity and Prompts:

RIGHT, pp. 182-183

Non-verbal Prompt:

- Pivot
- Square up
- Flat face (no effect!)
Pacing is critical in:

- Sustaining the engagement of your students
- Getting and keeping your students’ attention
- High quality instruction
Essentials #5—Pacing

Five Elements of a Well-Paced Lesson:

1. Time chunks
2. Learning strategies
3. Grouping structures
4. Noise levels
5. Instructional supports
Essentials #5—Pacing

RIGHT, pp. 184-185

1. Take a couple of quiet minutes to study this chart.

2. Put a ✓ next to things you do consistently in the 5 different areas.

3. Put a ★ next to two or three things you would like to integrate more consistently in your daily lessons.

4. Turn and talk with a partner.
Text Protocol:

- Take out the Fred Jones article from the PM folder.
- Read the one page excerpt from the Fred Jones article with this direction:
  
  Find three teacher behaviors that are indicators of effective pacing.
- Whole group—What did you find?
Essentials #5—Pacing

Application:

Think Back to Your Student....
How might more balanced pacing impact your student?
Are there any particular structures, supports, or activities that might increase her/his engagement in learning?
An Invitation:
During the next week, think about one thing in every lesson that contributed to effective pacing.

And, when the pacing felt “off target,” try to identify one thing you might have done differently.
Move’m or Lose’m Strategies

Concentric Circles:

- Divide into inner and outer circles.
- Face each other and partner up.
- Inner or outer circle with be asked first to respond to question. Then partner responds.

Debrief: How did you know that you and your colleagues were engaged in this activity?

How might you use Concentric Circles in your current learning unit?
Move’m or Lose’m Strategies

Rule of Thumb:

30-90-10

Every 30 minutes take 90 seconds to move at least 10 feet (or manipulate materials).
Practice:
Your table has two minutes to jot down all the times during today’s session that we have physically moved or physically manipulated materials.
# Move’m or Lose’m Strategies

What we’ve experienced:

<table>
<thead>
<tr>
<th>Move It</th>
<th>Manipulate It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object card gathering</td>
<td>Object card gathering</td>
</tr>
<tr>
<td>Five kinds of learners gallery walk</td>
<td>Chart making re: five kinds of learners</td>
</tr>
<tr>
<td>4, 5, 6 corners re: student engagement</td>
<td>Sentence strips re: student engagement</td>
</tr>
<tr>
<td>PM gathering: Mix, freeze, pair, share</td>
<td>Post-its and T-chart re: Optimal emotional states</td>
</tr>
</tbody>
</table>
# Move’m or Lose’m Strategies

<table>
<thead>
<tr>
<th>Move It</th>
<th>Manipulate It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk and talk re: Learning readiness</td>
<td>Foldable for PM notes and ideas</td>
</tr>
<tr>
<td>Carousel brainstorm re: Getting &amp; keeping attention</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Proximity management practice</td>
<td></td>
</tr>
<tr>
<td>Conversation circles</td>
<td></td>
</tr>
</tbody>
</table>
Reflection:

- How have “Move’m or Lose’m” strategies affected your engagement and performance throughout the day?

- Which of the five kinds of learners might be positively impacted by using more “Move’m or Lose’m” strategies?
Move’m or Lose’m Strategies

Application:

- Take your “Move’m or Lose’m” strategy handout from the PM folder.
- Read through the protocols.
- How will you logistically and consistently infuse more movement and manipulatives into your lessons and units?
- Star at least one idea you want to use in the next week.
Next Steps—Implementation Outcomes

On the back of your foldable...

1. Write down at least one gathering you will try in the next week.

2. Create a plan to implement at least three things you will do to increase/support engagement for the learner you chose today.

3. Identify one “Move’m or Lose’m” strategy you will use.

4. Inside your foldable, circle or underline three strategies you will use during the next two weeks.
Pop Corn Commitments:
Refer to your foldable. Share one thing you will try the next time you enter your classroom.

“I am committed to trying ______________ right away because________________.”

Share out “popcorn style”.

Closing
Where We’ve Been—Feedback

Overarching Question for the Fall River Work:

• What are the conditions and actions that will result in a high-performing, high-achieving community of learners, where all students become more engaged and self-disciplined and experience academic success at school?

Essential Question for the Day:

• How can we create conditions and implement strategies that increase attention and engagement for five kinds of learners?