

Response to Intervention: What It Is and How We Do It



**Facilitated by:
Carol Miller Lieber**



Target Learning Goals

- Develop shared understandings among participants about the RtII framework as it applies to schools with small learning communities
- Gain a deeper understanding of three tiers of supports and interventions—in the classroom, within SLCs, and through school-wide initiatives
- Introduce a planning tool that can guide your work throughout the conference

Essential Question



How does our SLC team develop, implement, and sustain three tiers of academic supports and interventions to ensure that every student has access to the time, resources, and supports needed to achieve at high levels?

The Call for RtII in High Schools



- Moving beyond special education compliance
- Sense of urgency related to equity of support
- Moving from “hit and miss” interventions for some students to consistent practices that serve all students

A New Name for the Framework



From **RTI (Response to Intervention)**



To **RtII (Response to Instruction and Intervention)**

Why the shift?

A New Name for the Framework



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?

Five Performance Profiles



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 RtII



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 RtII



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?

Practice What You've Learned



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

Practice What You've Learned



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

Practice What You've Learned



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 the percentage of students who need Tier 2 and Tier 3 supports and interventions.

Practice What You've Learned



RtII Pyramid

- **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)

#7 Development of Tier 2 and 3



“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

#7 Development of Tier 2 and 3



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”

#7 Development of Tier 2 and 3



Assessing your school:

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

#8 On-going, Timely, and Responsive Case Management

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

It's Up to You....



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.....”

#9 and #10



#9: Scheduling and delivery of interventions

Planning Tool, page 16

#10: Parent engagement

Additional Notes, page 6

Planning Tool, page 17

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

Effective Conditions that Increase Student Engagement



Gathering: Four Corners and More

On the inside of your name tent, jot down:

Course where you felt HIGHLY ENGAGED	Course where you felt DISENGAGED
Conditions that made this experience feel <u>engaging</u>	Conditions that made this experience feel <u>non-engaging</u>

Effective Conditions that Increase Student Engagement



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?

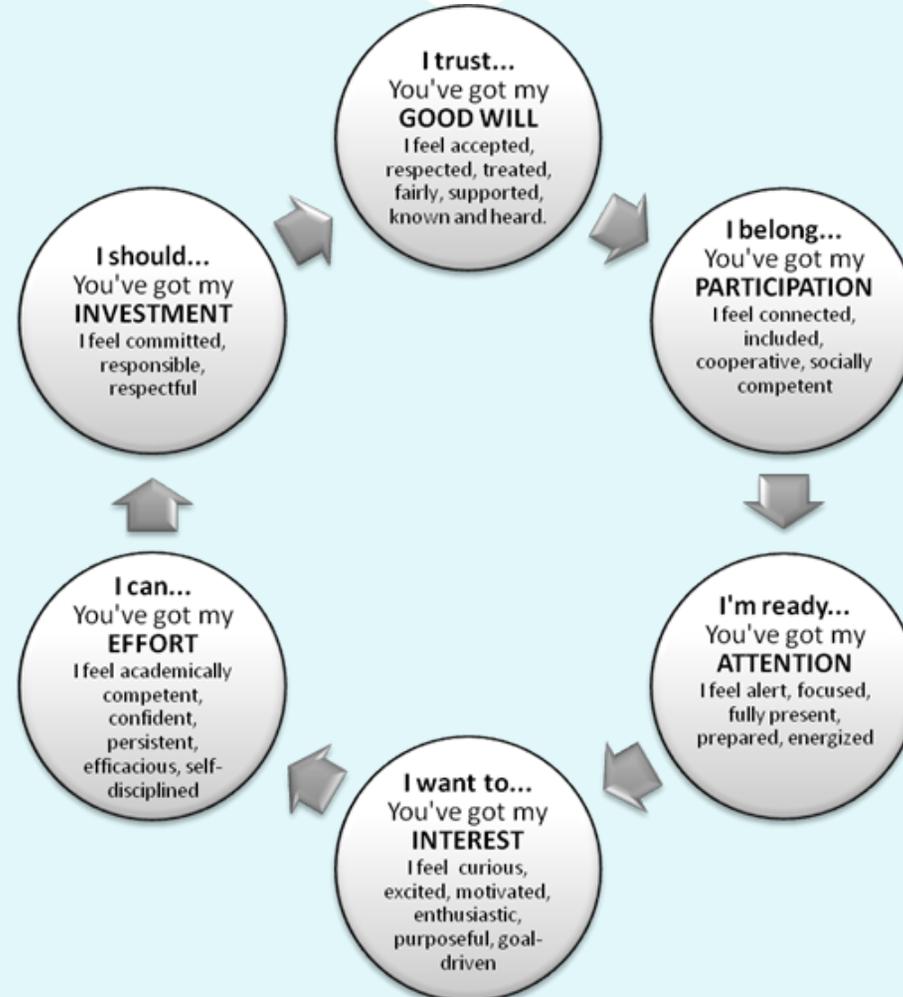
Effective Conditions that Increase Student Engagement



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



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.

Six Conditions that Increase Student Engagement



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 exactly what you did to achieve a goal

Six Conditions that Increase Student Engagement



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.

Linking Conditions of Engagement to Your Student



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.

How Emotional States Influence Learning



Personal Reflection:

Think back to a learning experience in your academic schooling that was particularly negative for you.

How Emotional States Influence Learning



Turn and Talk

With a partner and discuss the following questions:

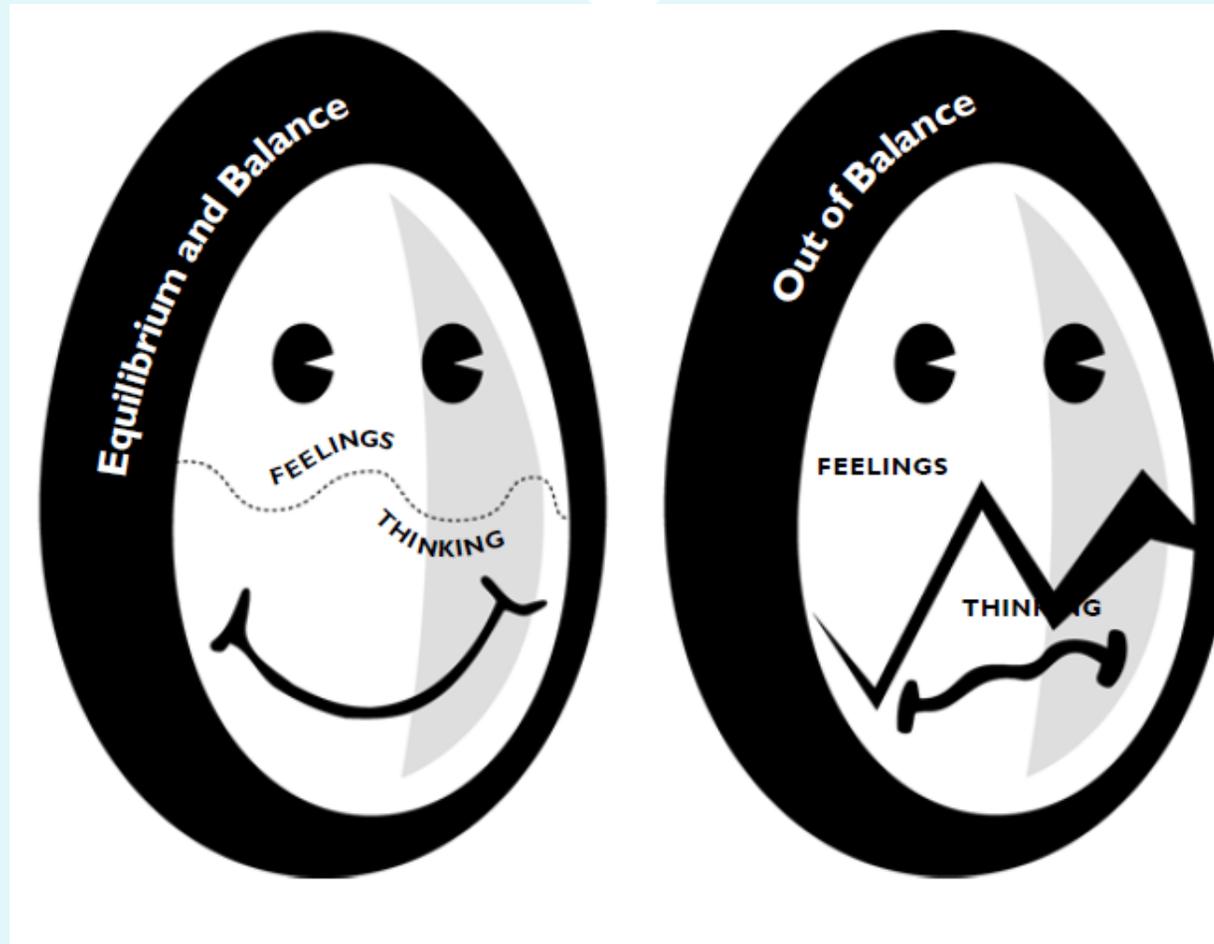
1. What were you doing?
2. What was the teacher doing?
3. What feelings came up for you?
4. In what ways has this learning experience continued to impact what you do or don't do in your life?

How Emotional States Influence Learning

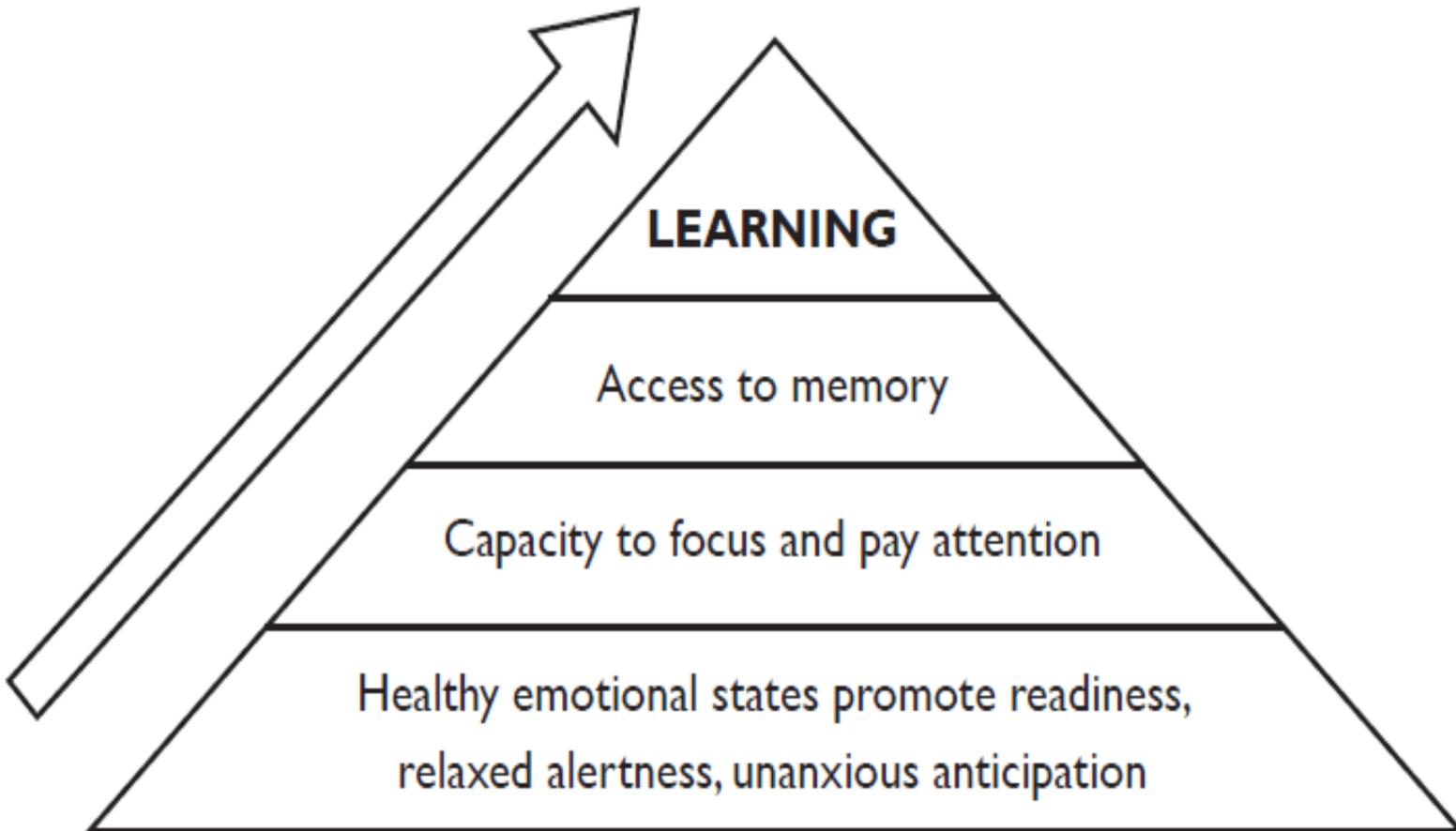


1. On one color Post-it, write down a feeling that came up for you during this negative learning experience.
2. On the other Post-it, put a phrase that describes the impact this experience has had on you.
3. Place your Post-its on a table T chart.

How Emotional States Influence Learning



How Emotional States Influence Learning



How Emotional States Influence Learning



Application:

RIGHT, p. 314

Back to Your Student....

Think about your student. Is there anything that might be hindering her/his capacity to focus?

How Emotional States Influence Learning



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

Make a Foldable



Why use foldables?

- The more senses you use to learn, the more learning sticks (connect processing to writing)
- For many learner, 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

Make a Foldable



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.

Rules/Formulae	Explanation	Application
Terms	Definition	Examples
System/Cycle	Parts/Components	Functions
Events	Consequences	Evidence

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**

Getting and Keeping Attention



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**.

Getting and Keeping Attention



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?

Essentials #1, 2, and 3



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**

Essentials #1, 2, and 3



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.

Essentials #4—Proximity Management



Physical Proximity and Prompts:

RIGHT, pp. 182-183

Non-verbal Prompt:

- Pivot
- Square up
- Flat face (no effect!)

Essentials #5—Pacing



Pacing is critical to:

- 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.

Essentials #5—Pacing



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?

Essentials #5—Pacing



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 will 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).

Move'm or Lose'm Strategies



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:

Move It	Manipulate It
Object card gathering	Object card gathering
Five kinds of learners gallery walk	Chart making re: five kinds of learners
4, 5, 6 corners re: student engagement	Sentence strips re: student engagement
PM gathering: Mix, freeze, pair, share	Post-its and T-chart re: Optimal emotional states

Move'm or Lose'm Strategies



Move It	Manipulate It
Walk and talk re: Learning readiness	Foldable for PM notes and ideas
Carousel brainstorm re: Getting & keeping attention	✓✓✓
Proximity management practice	
Conversation circles	

Move'm or Lose'm Strategies



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.

Closing



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”.

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?