Session Overview

Panel Members:
- Kathleen Whitmire – NCLD’s RTI Action Network
  - Common terminology
- Susan Hall – 95 Percent Group
  - Schoolwide Change
- Laura Harnish – Madison Hts. Elem School – AZ
  - Principal as Instructional Leader
- Teena Daniels & Andrea Munoz – Casa Grande district – AZ
  - Gaining Teacher Buy-in
- John Carruth – Vail AZ
  - LD Identification Within the RTI Framework

What Are We Talking About?

A multi-tiered approach to providing academic and behavioral support to struggling learners
Ensures that all children have access to high quality instruction
Identifies, supports, and serves struggling learners early and effectively
Uses learning rate over time and level of performance to make educational decisions
**What Do We Call It?**

Response to Intervention – RTI or RtI

Response to Instruction and Intervention – RTI²

Multi-Tier System of Supports - MTSS

Regardless of what we call it …

All the students are all our responsibility
All students can make progress when given the amount and kind of support needed
Teaching to the middle doesn’t meet all students needs
Resources must be used in new, different and collaborative ways to ensure each student is as successful as possible

**Accelerating Rate of Adoption**

61.2% of respondents indicating they are currently either in full implementation or in the process of district wide implementation,

54% in 2009

32% in 2008

24% in 2007

(SpectrumK12 2010 RTI Adoption Survey)
Implementation Across Time

Essential Components

• All students receive high quality scientifically-based instruction provided by qualified personnel, to ensure that difficulties are not due to inadequate instruction.

Essential Components

• All students are screened to establish academic and behavioral benchmarks and to identify those who are struggling with learning and who need additional support.
Essential Components

- Student progress is monitored frequently to track achievement and guide decisions about instruction.

- Increasingly intensive levels of intervention and special instruction are introduced as needed, matched to student needs based on levels of performance and rates of student progress.

Essential Components

Intensity varies across:
- group size
- frequency and duration of intervention
- level of training of the professionals providing instruction or intervention.
Essential Components

- Changes in instruction or goals are made based on child response data taken in context over time.

Essential Components

- Teachers must implement instruction and intervention with fidelity, i.e., as intended and with appropriate consistency.

Essential Components

- Schools must implement essential components of RTI with fidelity, i.e., consistent with critical program design features.
What Is It NOT?

NOT special ed only
NOT something one person does
NOT to delay or deny referral of a student suspected of having a disability for a comprehensive evaluation

School-Wide Change

Susan Hall, Ed.D.
President & Founder, 95 Percent Group
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Implementation Plan: School Level

Planning

Structures

Processes

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**Planning**

- **Motivate: Call to Action**
  - Complete CBM benchmark baseline data
  - Identify 2–3 data talking points for why RTI is imperative for your school
  - Show your commitment to RTI by attending critical professional development

- **Build Buy-In**
  - Attend at least one grade-level team meeting to dialogue about RTI and answer questions
  - Meet individually with teachers who may be misinformed
  - Commit to provide support for teachers (release time for planning, budget for needed materials, etc.)
  - Celebrate incremental improvements

- **Create RTI Team**
  - Create School RTI Team
    - Assistant Principal
    - Reading Coach
    - Title I Coordinator
    - Special Education Coordinator
    - Grade Level Team Representatives
    - School Psychologist, SLP
  - Appoint RTI Coordinator
    - Evaluate skills of possible candidates compared to job description
    - Name an RTI Coordinator
    - Define the position
    - Inform staff of the role of the RTI Coordinator

**Structures**

- **Create Assessment Plan**
  - CBM
  - Select curriculum-based measurement (CBM) assessment instrument
  - Administer baseline CBM
  - Administer baseline points for baseline
  - Administer Diagnostic Screeners
    - Research and select phonological awareness, phonics, and comprehension assessments
  - Train staff
  - Create Assessment Calendar
    - Publish calendar of benchmark and progress monitoring dates

- **Select Delivery Model**
  - List alternate models—e.g., classroom vs. walk-to intervention
  - Meet to evaluate models, and select one for each grade level
  - Brainstorm list of all other staff to teach intervention groups

- **Add Intervention Blocks to School Master Schedule**
  - Determine amount of time for intervention by grade level (30, 40, or 45 minutes)
  - Add intervention blocks for each grade level throughout the day
  - Determine which staff can “flood” each grade level to help teach intervention groups

**Processes**

- **Analyze Data**
  - Form Groups
  - Provide Instruction
  - Progress Monitor
  - Facilitate Problem-Solving Meetings

  **Analyze Data and Form Groups**
  - Sort with CBM Indicators
  - Sort students based on at- or below-benchmark
  - Below Benchmark: Place in Group or Assess with Diagnostic Screener
    - Accurate but not fluent (Slow & Right): Place in fluency group
    - All students not accurate: Give phonological awareness and phonics screener
  - Place in skill group corresponding to lowest deficit skill on the continuum
  - Benchmark: Further Analyze CBM Indicators
    - Review CBM indicators to make sure probes show minimum of 95% accuracy

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Processes

Analyze Data
Form Groups
Provide Instruction
Progress Monitor
Facilitate Problem-Solving Meetings

Provide Instruction and Progress Monitor
- Analyze Effectiveness of Tier I Core Instruction and Address Deficiencies
- Materials for Instruction
- Costing existing materials
- Purchase materials if needed
- Begin Interventions Group Instruction
- Progress Monitor to guide intervention using progress monitor
- Progress Monitor
  - Use appropriate assessment to monitor progress of all intervention students
  - Phonological Awareness diagnostic screener
  - Phonics diagnostic screener
  - Fluency CBM
  - Comprehension Diagnostic
  - Move students
  - When student masters skill, exit group—place in group of next missing skill

Facilitate Problem-Solving Meetings and Refer
- Initiate Problem-Solving Meetings
- Train staff on problem-solving meeting process
  - Agenda for discussion
  - Data and forms to prepare for meeting
  - Grade-level team modeling of meeting
- Accurate but not fluent (Slow & Right): Place in fluency group
- All students not accurate: Give phonological awareness or phonics diagnostic screener
- Place in skill group corresponding to lowest deficit skill on the continuum
- Benchmark Further Analyze CBM Indicators
- Review CBM indicators to make sure probes show minimum of 95% accuracy

Final Comments....

What do we need to succeed?
- Administrator and teacher knowledge
- Teacher skills
- Willingness and motivation to change
- Spirit of cooperation
- Staffing and resources
- Materials
- Assessment systems
Implementing RTI: Roles and Actions of Leadership

Laura Harnish, Ed.D
Madison Heights Elementary
Phoenix, Arizona

Principal as Instructional Leader

- Develop the vision
- Communicate the vision with a core group of early enthusiasts
- Manage the journey
- Stay true to the vision during all steps of the journey

The Journey

- Set a need
- Set a time
- Develop guidelines
- Get the resources
- Develop content knowledge and skill
- Get everyone on board
Set a Need

- Review school goals - What is our goal for students? Do we have a common understanding of proficiency?
- Look at the DATA – What is our current reality in meeting our goal? Who is not on grade level?
- Develop a sense of urgency – What can we do to catch them up?

Set a time

- School requirement – students will get X minutes of reading instruction beyond the core.
- Schedule daily, consistent and common grade level intervention time.
- Develop trust – They are all our kids. We must work together.

Develop Guidelines

- Qualifying for intervention
- Grouping students based on skills needed
- Frequency and intensity of intervention based on need
- Progress monitoring
- Regrouping students as they progress
- Exiting students who “catch up”
Get the Resources

- Pyramid of interventions depending on tier
- Examples include:
  - Classroom differentiation
  - Extra reading groups
  - Computer programs
  - Specific intervention programs
  - Tutoring
- They should support content knowledge and skill.

Develop Content Knowledge and Skill

- Resources can help – accompanied with initial AND ongoing training
- Classroom coaches – observing and giving feedback
- Consultants
- Teams – video observations and feedback

Getting Everyone on Board: Parents

- Intervention Convention
  - How did my child get in?
  - What happens in intervention?
  - How do they get out?
  - What can I do at home to help?
- Parent Conferences – Game bag training
Getting Everyone on Board: Special Area Teachers

- Parent Conferences – train parents on take-home games
- Part of a “Gold Star” team
- Responsibilities could include teaching a tier 3 lesson, working with a tier 2 group, being on the DIBELS team.

Challenges Along the Way

- It’s a long journey that is not linear.
- “What are the other students doing?”
- Absences of teachers
- Mobility of students
- Training new teachers each year
- Quantity of students

GAINING TEACHER BUY-IN

Teena Daniels
Casa Grande district office
FOCUS

- Gaining Teacher Buy-in
- Assessments
- Scheduling

BUILD TRUSTING RELATIONSHIPS

Trust is the lubrication that makes it possible for organizations to work. Trust is the glue that maintains organizational integrity. – Warren Bennis & Burt Nanus

CLEAR EXPECTATIONS

Researchers found that in effective schools “each of the teachers has a clear understanding of what the essential learner objectives are, grade by grade and course by course.” – Lezotte, 2004
**JOB-EMBEDDED PROFESSIONAL DEVELOPMENT**

- Annual staff retreat
- Grade Level Collaboration Meetings
- Monthly Staff Meetings
- 30-minute after school meetings
- On-the-job training

Every educator engages in effective professional learning every day so every student achieves.

If you add a little to a little, and then do it again, soon that little shall be much.

–Hesiod
STUDENT ASSESSMENT

What?
- DIBELS
- Phonemic Awareness Screener
- Phonics Screener

How?
- Teachers assessed their own students each month
- Data was discussed during monthly collaboration meetings
- Coach, Principal, & Data Coordinator prepared data and made recommendations

SCHEDULING

Priorities
- 90-minutes uninterrupted reading block (Tier I)
- 30-minute daily intervention (Tier II)
- 1-hour grade level collaboration time twice a week
- Maximum classified staff available for grade level intervention

SAMPLE SCHEDULE WITH 1/2 HOUR DAILY COLLABORATION
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**Resources**

- [www.RTINetwork.org](http://www.RTINetwork.org)
- [www.95percentgroup.com](http://www.95percentgroup.com)
- [www.fcrr.org](http://www.fcrr.org)