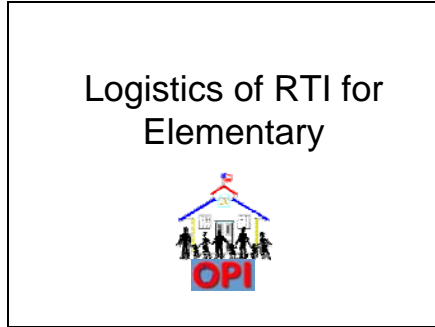



Slide 1



Slide 2



Slide 3



Who's here today?
Introductions

Your NAME
Current POSITION
School and Location
Your experience with RTI


Slide 4

Training Objectives

- Validate/Motivate
- Build knowledge of School-Wide RTI practices and systems
- Develop an understanding of the essential components for RTI implementation
- Talk about the implications of RTI in Special Education

Slide 5

RTI Discussion




- What does RTI stand for?
- How did you find out about RTI?
- What most appeals to you about RTI?
- Why did your school/you decide to learn more about RTI implementation?

Slide 6

What is RTI?

Instructional approach that enables schools to provide support for all students in general education.



Slide 7


RTI
Response to Intervention
Response to Instruction

Slide 8

What is RTI?

Key elements based on 35 years of research from leading educators and researchers (Batsche et al., 2005 p. 3)

- Ongoing assessment of student performance
- Use of evidence-based instructional practices to provide quality instruction targeted to meet individual student needs
- Data-based decision-making



Slide 9

RTI Essential Components

1. Strong Leadership
2. Ongoing Assessment
3. Evidence-based Curriculum and Ins
4. Collaborative Teaming
5. Data-based Decision Making
6. Fidelity of Implementation
7. Ongoing Training and Professional Development
8. Community and Family Involvement



Slide 10

What RTI Is and What RTI Is Not	
RTI IS...	RTI IS NOT...
An initiative that supports general education school improvement goals	A stand-alone special education initiative
Intended to help as many students as possible meet proficiency standards without special education	A means for just getting more students into special education
A method to unify general and special education in order to benefit students through greater continuity of services	A method for just increasing or decreasing special education numbers
Focused primarily on effective instruction to enhance student growth	Focused primarily on disability determination and documented through a checklist

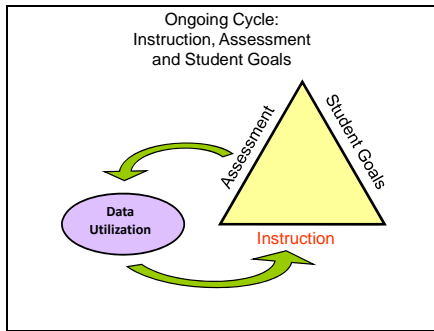
Slide 13

Leadership is Essential

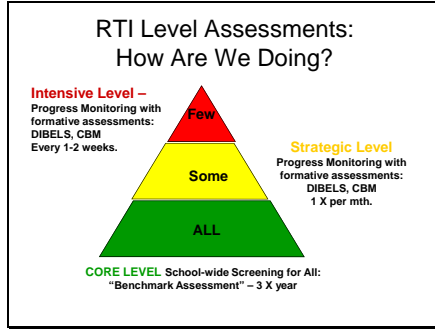
- Promotes commitment of staff to process
- Fosters collaboration among all educators
- Provides fiscal and time resources
 - Makes adjustments in daily schedules for instructional blocks
 - Provides substitutes for meetings
 - Earmarks funding for new materials
 - Curriculum, interventions, assessments
- Arranges for professional development
- Assesses procedural fidelity as part of professional evaluations
- Leads the way.....consistency

Berke-Frankenberg
2007

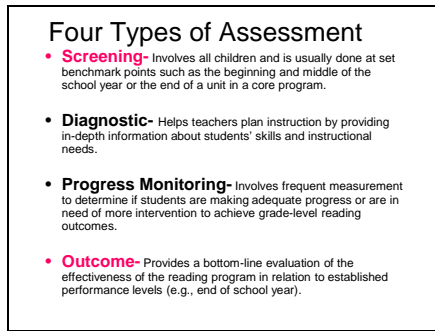
Slide 14



Slide 15




Slide 16



Slide 23

**Ongoing Assessment:
Essential to RTI**

	Ongoing Assessment
School Level	<ul style="list-style-type: none">• School wide screening 3 times yearly (F,W,S)• Identify "at risk"• Reorganize instructional groups
 Student Level	<ul style="list-style-type: none">• Progress monitoring measures in place and scheduled• Diagnostic Assessment• Assess additional factors• Systematic review of data to inform intervention

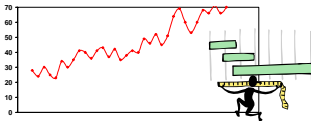
M. Bebie-Frankenberger
2007

Slide 24

Four Types of Assessment

- **Screening**- Involves all children and is usually done at set benchmark points such as the beginning and middle of the school year or the end of a unit in a core program.
- **Diagnostic**- Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- **Progress Monitoring**- Involves frequent measurement to determine if students are making adequate progress or are in need of more intervention to achieve grade-level reading outcomes.
- **Outcome**- Provides a bottom-line evaluation of the effectiveness of the reading program in relation to established performance levels (e.g., end of school year).

Slide 25



Progress Monitoring

How do we know if the Intervention is working?
AND...
How do we use these data to make decisions?

M. Beebe-Frankenberger
2007

Slide 26

How to Monitor Student Progress

- Collect data and GRAPH!
- Benefits of using a graph:
 - Creates a learning picture
 - Allows for decision making
 - Helps predict learning
 - Provides documentation
 - Makes data easier to interpret

M. Beebe-Frankenberger
2007

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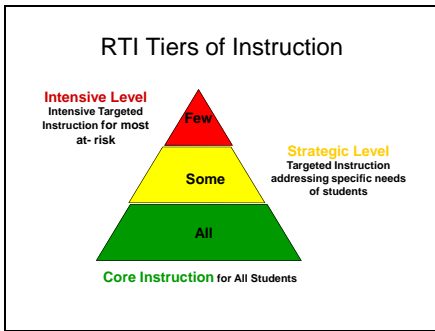
Progress Monitoring Frequency

- Once a week
- Bi-weekly
- Monthly
- Quarterly

• Report progress to parents at least as often as report cards are sent out in regular education classes.

M. Bostie-Frankenberg
2007

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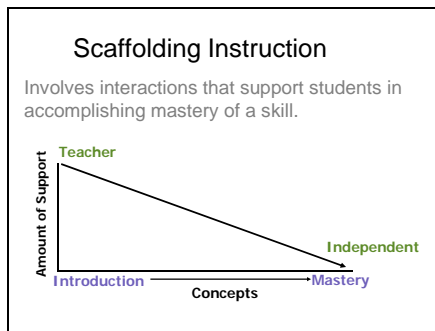


Slide 35

Evidence-based Instruction: Essential to RTI	
	Evidence-based Instruction
School Level	<ul style="list-style-type: none">•All students receive instruction from the Core program•Small differentiated group instruction for extra practice on specific skills
Student Level	<ul style="list-style-type: none">•Small group instruction based on needs from diagnostic assessment•Explicit instruction targeting skills•Opportunity for review, practice, feedback•Most qualified teacher provides instruction



Slide 36



Slide 37

Effective Instructional Techniques

- Unison Oral Responding
 “Miles on the tongue.”
- Consistent Signaling
- Perky Pacing
- Monitor Students-Make sure you have 100% participation
- Teaching To Mastery

Slide 38

**Collaborative Teaming:
Essential to RTI**

	Collaborative Teaming
School Level	<ul style="list-style-type: none">•Evaluates School Level Processes•Monitors Fidelity of Processes•Identifies problems and concerns•Manages Data
Student Level	<ul style="list-style-type: none">•Progress monitoring measures in place and scheduled•Diagnostic Assessment•Assess additional factors•Systematic review of data to inform intervention

M. Bobbe-Frankenberg
2007

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**Collaborative Teams:
Making Data-Based Decisions**

RTI Student Problem-Solving Teams

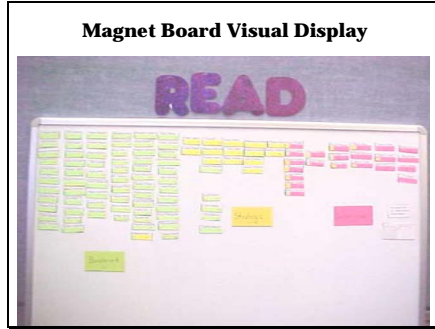
- Also Known As:
 - Data Teams
 - Grade Level Teams
 - Reading Leadership Team (other Content Areas)
- Evaluates student level, Tiers 2 and 3 Assessment and Instruction
- Uses data to problem solving
- Makes decisions based on student level data

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Each sticky note has student's name, teacher, and score

The diagram illustrates three levels of intervention: Intensive (red), Strategic (orange), and Benchmark (green). Each level is represented by a horizontal row of sticky notes, with the number of notes decreasing from the Intensive level to the Benchmark level.

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RTI Case Study: Josie

Josie is a 4th grade student at Jefferson Elementary

Benchmark Screening Results

- Fall DIBELS ORF Screening score is 46 CWPM
- The end-of-year target is 118 CWPM
- There are 26 weeks left in the school year

Slide 45

Josie's Goal

- Conditions (time frame, materials, setting)
- Student's Name
- Behavior (what we expect)
- Criterion (standard for expected performance)

Goal:

By the end of 4th grade, using 4th grade CBM reading probes, Josie will read orally at a median rate of 118 words correct/minute, with 3 or fewer errors, for 2 consecutive weeks.

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How many words per week will Josie need to increase to meet her goal?



Slide 47

Formula for Goal Setting

End-of-Year Target - Current Score = Overall Target

Overall Target _____ = Weekly
Number of Weeks left of school Target

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Formula for Goal Setting

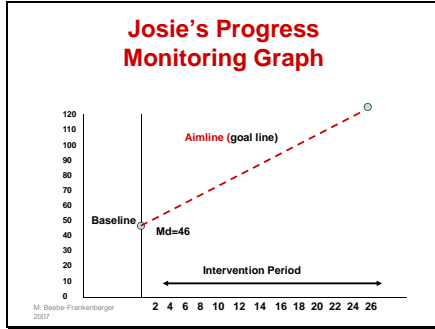
End-of-Year Target – Current Score = Overall Target

118 – 46 = 72

Overall Target _____ = Weekly
Number of Weeks left of school Target

72 = 2.8 words per week
26

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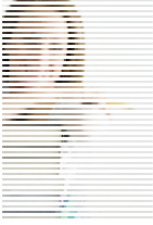


Slide 50

Is this Goal SMART?

Specific- Yes, 118 words
Measurable- Yes, through progress monitoring
Ambitious- Yes
Realistic- ?????
Take into account the Gen Ed curriculum- Yes

Slide 55



Through experience and training, teachers will learn the skills to employ instructional techniques that have the greatest impact on learning.

Slide 56

Training on What??

- RTI Philosophy & Process
- Core Program
- Intervention Programs
- Effective Instructional Practices
- Assessment—Benchmark, Prog. Mon., Diag.
 - Administration
 - Recording & Scoring
 - ***Interpreting***

Slide 57

DON'T FORGET.....

- New Staff
- District Adm. & Board of Trustees
- Support Staff including Coop. Staff
- Review, Review, Review

Slide 58

WHEN DOES TRAINING HAPPEN?

In Many Ways & in Little Chunks

- In-service Days
- Summers & Saturdays
- Release Time/Roving Subs
- Before & After School
- At Staff Meetings
- Covering for Each Other
- IN THE CLASSROOM

Every Year, All Year!

Slide 59

Family and Community Involvement




- Involving families at all phases is a key aspect of a successful RTI process.
- Parent and community support of our children's education increases the likelihood of success.
- A summary of home-school collaboration research (Esler, Godber & Christenson, 2002) lists the demonstrated benefits of these partnerships for not only students, but for teachers and parents.

Slide 60

Informing Parents About RTI

- Provide parents with written information about the RTI program and be prepared to answer questions about RTI processes.
- Prepare parent handouts that explain:
 - the process at their schools along with answers to commonly asked questions.
 - how the system is different from a traditional education system and about the vital and collaborative role that parents play within a RTI process.
 - the purpose of school-wide screening measures that are implemented three times per year to:
 - match student skill to instruction.
 - identify students at risk



See sample parent letter handout

Slide 63

Traditional Path..... (cont'd)


All 3 paths are

- unlikely to bring about an increase in the student's reading skills (except by chance)
- unlikely to increase long-term academic performance

Source: Callender (2005) RTI Overview

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**Predicting Your Future:
The New Path – RTI *Process***




The school has a plan in place to help *all* students :

- Strong core instruction
- Screening to "find" other students "at risk"
- Supplemental instruction in place matched to specific skill needs to accelerate reading skills to "catch up"
- Progress monitoring system in place
- A plan for home-school collaboration
- A collaborative team meets regularly to review student progress
- A plan to "exit" intervention when goals are met
- A plan for increasing intensity or type of intervention when little or no progress is made.
- A plan to support teachers with professional development, support staff, intervention

Slide 65

How did we get here?

- Change is usually triggered by a catalyst (Carnine, 1999)
- Education policy driven by both economic and political forces
 - REI (1986)
 - ESEA (reauth 1994)
 - NCLB (2002) and AYP
 - IDEA (reauth 1997, 2004) and FAPE
 - State statutes and regulations



Slide 66

Policies Leading to RTI

- Regular Education Initiative (REI; 1986)
- Elementary and Secondary Education Act (ESEA; reauth 1994)
- No Child Left Behind Act (NCLB; 2002)
- Individuals with Disabilities Education Act (IDEA; reauth 2004)

- State statutes and regulations

Source: "Response to Intervention: New Ways of Thinking About Assessment and Intervention", David Tilly, August, 2005

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Catalyst: Why Do We Want to Change?


- **Changing Context**
 - Political, economic and social forces of today
 - "Nation At Risk" (1983)
 - "more and more young people emerge from high school ready neither for college nor for work."
 - NCLB – "Demographics are not Destiny" – close the gap!
 - AYP
- **Challenges**
 - Population increases "Baby Boom Echo"
 - Population Mobility = instability in schools
 - Students from more challenging contexts: increased poverty, increased violence, decreased early socialization
 - Increased cultural diversity; heterogeneity

Ysseldyke et al., (1997) School Psychology: A Blueprint for the Future. NASP

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The real catalyst probably is...

.....the student who isn't "getting" basic reading skills....or




the 9th grader who gets low grades in spite of great effort and parent support....but doesn't "qualify" for help

Slide 69

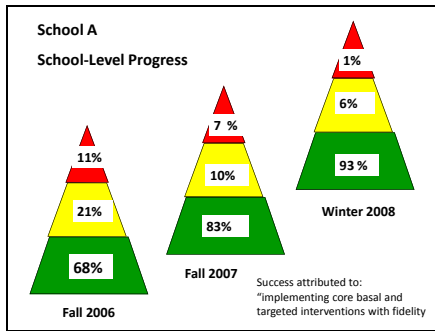
Exercise: Think/Pair/Share
What's your catalyst?

- Think about...What or Who is your reason (catalyst) for change?

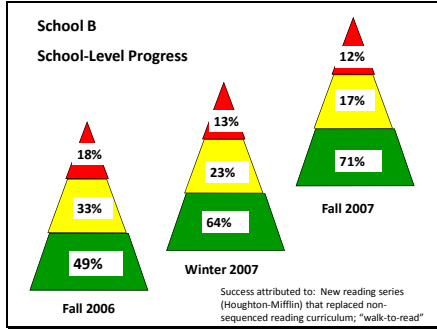
- Share with a neighbor
 - Your catalyst
 - Why does this motivate you to want to change how we do things in schools.



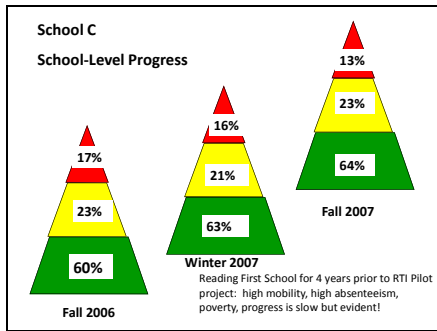
Slide 70



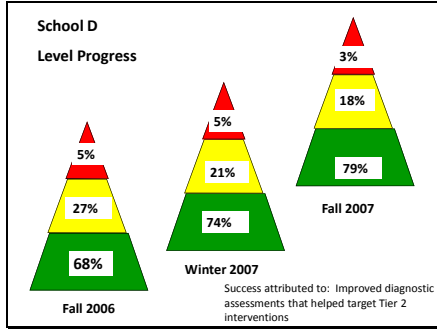
Slide 71



Slide 72



Slide 73



Slide 74

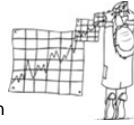
How long does it take to fully implement the RTI process?

- 4-6 years (or more!)
- Start small and take manageable steps
- Full Implementation includes:
 - Strong Leadership
 - Policy and regulatory changes
 - Strategic planning
 - Staff development
 - Development of building/district-based procedures with an RTI Framework

Slide 75

Future Plans and Charting Your Course

- Build support system of staff
- Identify existing resources and components already in place
- Identify resources and C&I needs
 - Professional development
 - Consultation
 - Materials
 - Time
- Make a strategic plan – 5 years to full implementation



Slide 76

THE BIG ROAD BLOCKS!



and



Five-Minute Observation Form

Instructor: _____

School: _____
Date: _____
Time: _____
Program & Level: _____
Grouping Format: _____
Number in Group: _____
Group Performance Level: _____

In the box next to each General Feature indicate +, -, or NA. Check the circle next to each observed area.

Instructor models instructional tasks when appropriate.

- Demonstrates the task (e.g., uses think alouds)
- Proceeds in step-by-step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

Instructor provides explicit instruction

- Sets the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

Instructor engages students in meaningful interactions with language during lesson

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulative to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts
- Elaborates on student responses

Instructor provides multiple opportunities for students to practice instructional tasks

- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Elicits group responses when feasible
- Provides extra practice based on accuracy of student responses

Instructor provides corrective feedback after initial student responses

- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand
- Ensures mastery of all students before moving on

Instructor encourages student effort

- Provides feedback during and after task completion
- Provides specific feedback about student's accuracy and/or effort
- Majority of feedback is positive
- Celebrates or displays examples of student success in reading

Students are engaged in the lesson during teacher-led instruction

- Gains student attention before initiating instruction
- Paces lesson to maintain attention
- Maintains close proximity to students
- Transitions quickly between tasks
- Intervenes with off-task students to maintain their focus

Students are engaged in the lesson during independent work

- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

Students are successful completing activities at a high criterion level of performance

- Elicits a high percentage of accurate responses from group
- Elicits a high percentage of accurate response from individuals
- Holds same standard of accuracy for high performers and low performers

Focus: Phonemic Awareness Phonics Fluency Vocabulary Comprehension
Comments:

RTI Next Steps

Work with your school team.

School Name: _____

You've identified your present status in a variety of ways. Use that information:
and identify three "next steps" for your school.

Identify three (3) action items as "next steps" for your school towards implementation of RTI.

Action 1:

Action 2:

Action 3:

Decide if each action is:

- a. something you already know how to do and will do
- b. something you need more information about before you can take action
- c. something for which you need training before you can take action

Action 1: a b c d (other): explain: _____

Action 2: a b c d (other): explain: _____

Action 3: a b c d (other): explain: _____

Set a realistic deadline date for completion of each action:

Action 1: We anticipate this will be completed by (date) _____

Action 2: We anticipate this will be completed by (date) _____

Action 3: We anticipate this will be completed by (date) _____

BCD District #999

**999 Hwy 222 Box 1111
BCD, MT 55555
(406) 222-6666
(406) 222-1111 Fax
Home of the Lumberjacks**

February 22, 2008

Dear 4th Grade Parents,

During the last three weeks we have benchmarked all fourth grade students using the DIBELS program (the same program used in K-3rd grade reading evaluation). The benchmarking results suggest that we have some students who are excelling, while others are still struggling with basic reading skills. Based on these results we have decided to provide small group instruction to those students who are behind the rest of the class.

Beginning Monday, February 25th, your 4th grade student will begin receiving small group reading instruction. Our goal is to give your child more individualized instruction, focusing on fluency skills and comprehension. We will have our reading group two to three times a week to help them meet the benchmark goal at the end of the year. As part of the small group work, your child will also be progress monitored once a week to track their reading progress.

Enclosed is a copy of your child's DIBELS progress over the course of their education here at BCD School. The gray bar indicates where your child should be reading based on 4th grade norms and the dots indicate where they are currently reading.

If you have any questions about the printout or the reading group, please contact Camille (406) 333-2222 or your student's fourth grade teacher 222-6666.

We are truly excited to begin a reading group that focuses on every child's individual growth and achievement. Partnering to help all kids learn, parents and teachers can have a profound positive effect on the lives of children.

Sincerely,

Mrs. Great
Mrs. Zippy
Camille

Montana RTI Self-Assessment

MONTANA RTI SELF-ASSESSMENT

School Community is Committed to the RTI Framework

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	School Community Committed to RTI	High	Medium	Low	Comments
				1.Administration supports RTI (allocation of funding, release time, training for staff, respect for team decisions)				
				2.Need for RTI team established and commitment gained among 70% or more of school staff				
				3.RTI processes, procedures and philosophy are included in school/district policy and handbooks for students, staff, and community				
				4.School/district allows time for personnel to effectively implement the RTI process (meeting time, professional development)				
				5.Parents and community members included in the school decision-making process				
				6. School board, district staff, and community understand the RTI Framework				
				7.School staff understand the RTI Framework and are ready for implementation				

RTI Essential Component: Ongoing Assessment

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Ongoing Assessment	High	Medium	Low	Comments
				19. Universal screening system is in place to measure and monitor student progress				
				20. Diagnostic procedures are in place				

Montana RTI Self-Assessment

				21. Progress monitoring is systematic, documented, and shared among staff				
				22. Clear assessment procedures are in place (screening, diagnostic, progress monitoring, and outcome assessments)(when, where, who)				
				23. Processes are in place to check the integrity of assessment procedures (e.g. assessors checklist, outside observation, random checks)				

RTI Essential Component: Evidence-Based Curriculum and Effective Instruction

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Evidence-Based Curriculum and Effective Instruction	High	Medium	Low	Comments
				8. School/district allocates funding for start-up materials to effectively implement the RTI process (e.g. evidence based reading and intervention programs and assessments)				
				9. School/district provides personnel to effectively implement the RTI process (e.g. instructional coach, para's, administration, data collection)				
				10. Teachers provide flexible grouping of students based on their ongoing identified needs to maximize student learning				
				11. Personnel are in place to effectively provide instruction at Tiers 1-3 in all grades implementing RTI				
				12. Necessary <i>time</i> has been allocated to provide instruction (core program and interventions)				
				13. Evidence-based reading programs address the 5 components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) explicitly and systematically				
				14.3-5 School-wide positive behavior				

Montana RTI Self-Assessment

				supports in place				
				15.Guidelines and expected behaviors are directly taught/reviewed throughout the school year in all classrooms and all settings				
				16.System for reinforcing positive behaviors is in place				
				17.System of consequences is in place				
				18.System established for teaching school-wide behavior supports				

RTI Essential Component: Collaborative Teaming

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Collaborative Teaming	High	Medium	Low	Comments
				24.RTI team is established				
				25.RTI team meetings occur on a regular basis with consistent attendance				
				26.RTI team has developed written short-term and long-term data-based action plans using research based strategies				
				27.A referral process is in place to allow teachers to refer students who are beginning to display challenging behaviors (academic or social/emotional)				
				28.Staff can easily refer concerns to RTI team				
				29. Process in place for efficient integration of RTI team with other teams/initiatives (e.g. behavior, sped and Title I procedures, etc.)				
				30.Administrator is active and present for meetings/training				
				31.School teams receive on-going training on RTI and best practices				
				32.RTI team works with staff to remedy problems or breakdowns in implementation				

Montana RTI Self-Assessment

RTI Essential Component: Data-based Decision Making

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Data-based Decision Making	High	Medium	Low	Comments
				33. School data collection system is in place and technology support is available at school/district level				
				34.Data is collected to determine site needs and status <ul style="list-style-type: none"> • School staff surveys/questionnaires • Parent surveys/questionnaires • Incident reports/office referrals • Assessment tools (e.g. Universal Screening, Diagnostic Assessments, progress monitoring) • Observations 				
				35.Staff Member(s) have been identified for collecting and disseminating data to teachers in a timely manner				
				36.Data is summarized and analyzed				
				37. Data is used for decision-making—creating action plans and interventions				
				38.Data collection system allows for on-going evaluation and decision making				
				39.“Discipline/Behavior Referral” form provides necessary information for effective use of behavior based data collection				
				40.Staff receives feedback on effectiveness of implementation of RTI process/practices				
				41.Individual student data routinely revisited to ensure at-risk students are making adequate progress				
				42.Student RTI team is established (also known as grade level teams, data teams, or subject area teams)				
				43.Student RTI team meetings occur on a regular basis with consistent attendance (also known as grade level teams, data teams, or subject area teams)				

Montana RTI Self-Assessment

RTI Essential Component: Fidelity of Implementation

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Fidelity of Implementation	High	Medium	Low	Comments
				44.Administrator is actively involved and knows the RTI processes (e.g. attends all trainings, involved in team meetings, knows the assessment procedures well, knows the reading and intervention programs well.)				
				45.Teachers teach reading/math programs as intended by publisher in order to maximize effectiveness				
				46.Scheduled and random, principal walk-throughs occur frequently				
				47.Instructional Coach/Specialist knows the programs and provides on-going support to teachers				
				48.Instructional Coach/Specialist is in the classrooms and is checking the fidelity of the instruction daily				
				49.Action plans are continually being reviewed and updated				
				50.Periodic whole system checks are in place				

RTI Essential Component: Training and Professional Development

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Training and Professional Development	High	Medium	Low	Comments
				51.School/district provides funding and time for professional development opportunities to allow team and staff to continually add to or improve the RTI process				
				52.School staff have received training on the programs they are expected to teach				

Montana RTI Self-Assessment

				53. Teachers have access to systems of support (e.g. observations, coaching, mentoring, material development, resource banks, problem-solving)				
				54. School staff have received professional development on all assessments and assessment procedures				
				55. RTI team(s) receive training on the RTI process and philosophy				
				56. New staff members are trained and included in the RTI process				
				57. RTI team members/school staff attend RTI Summer Institute (MBI and/or MRI)				

RTI Essential Component: Community and Family Involvement

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Community and Family Involvement	High	Medium	Low	Comments
				58. School understands the importance of school/family/community partnerships				
				59. Parents, students, and/or community are involved in RTI problem solving processes				
				60. System in place for helping families support their child's learning at home				
				61. System in place for effectively communicating with families in various and helpful ways				

Adapted
from

