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**Curriculum & Instruction
Implemented with High Fidelity**

- Curriculum and Interventions are only as good as the level of implementation
- Instructional methods to optimize program effectiveness:
 - Implement the program everyday with fidelity
 - Deliver the instruction clearly, consistently, and explicitly.
 - Provide scaffolded support to students
 - Provide opportunities for practice with corrective feedback

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**Evidence-based Instruction:
Essential to RTI**

	Evidence-based Instruction
Tier 1 → 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

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**Establish Instructional Processes
that Support Both
School and Student Level**

- Arrange master schedule so that all reading classes are at the same time
 - Allows for flexible grouping
 - Develop exit criteria
- Establish a two-period block for student's most at risk (or more!!)

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Effective Instructional Techniques

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

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**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. Beebe-Frankenberg
2007

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

RTI Leadership/Steering Team:

- Evaluates school level, Tier 1
- Makes decisions based on school level data
- Monitors integrity of process:
- Identifies and problem solves system concerns
- Manages data and accountability systems
- Makes decisions based on school-wide or grade level data

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

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(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

