

RTI arkansas

Module 2

Leadership in Response to Intervention (RTI)

June 2015



Definition

- Response to Intervention (RTI) is a multi-component, general education model, designed to identify students who may be at risk for learning or behavior challenges, offer support, and monitor progress.

The Importance of RTI

With RTI, schools are set up to maximize student achievement and reduce behavior challenges by:

- Identifying needs and providing services early
- Improving the current method of identifying students with learning disabilities (LD)
- Addressing over identification of culturally and linguistically diverse students

What RTI Is...and What It Is Not...

RTI Is...

- A **preventive** system of support
- A **framework** to provide a
- continuum of services for all students
- A program focused on **effective instruction** to enhance student growth
- A system to provide instructional **intervention immediately** upon **student need**

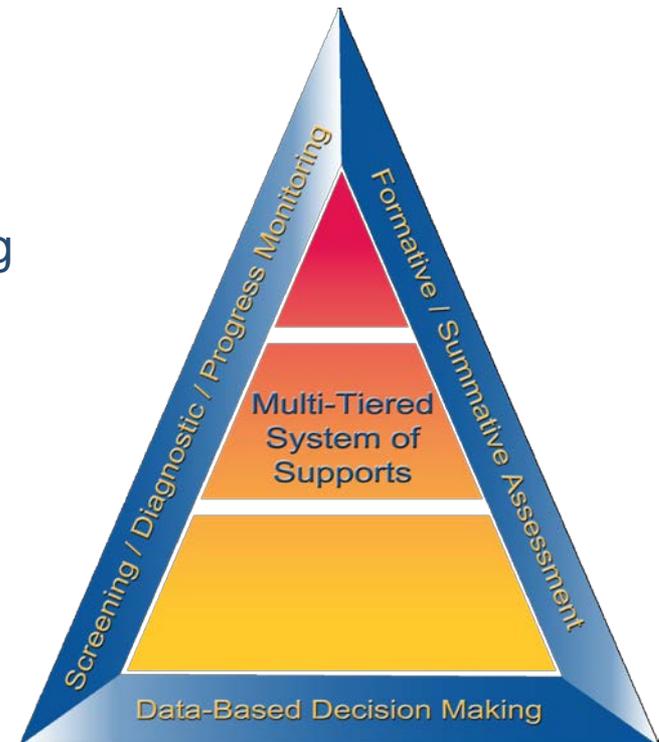
RTI Is Not...

- A single **program**
- Just about **interventions**
- A pre-referral system for **special education**
- An **individual** teacher, classroom, or class period
- An **out-of-the-classroom** service

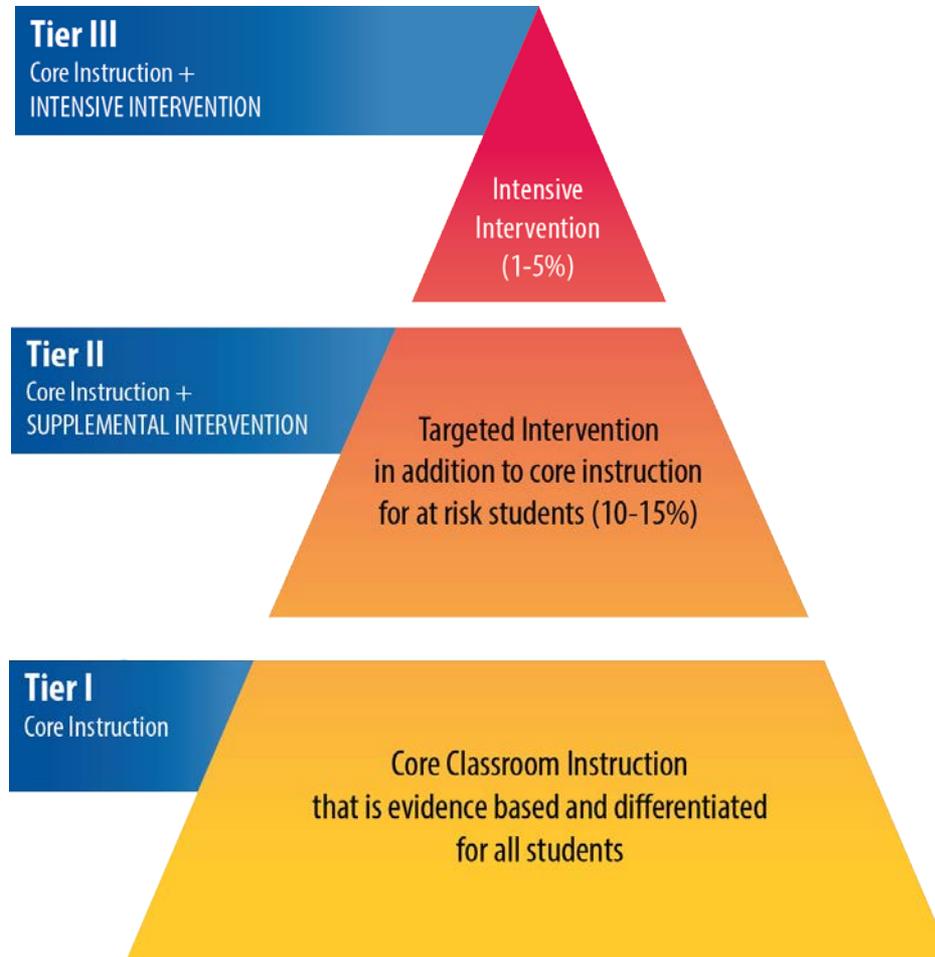
Source: Bauman, Lozdoski, Murdock, Repka, & Warfel, 2014.

RTI: Arkansas model

- Multi-Tiered System of Support
- Data-based Decision Making
 - Screening/Diagnostics/Progress Monitoring
 - Formative/Summative Assessment



RTI Arkansas Model



Creating a Shared Vision

- Establish **purpose, focus, and goals**
- Shape **expectations / change culture**
- Promote buy-in and involvement of staff in **decision making**

Leadership and the Logistics

District and School Leaders Must---

- ✓ Establish Measurable Outcome Goals
- ✓ Provide Time In Schedule For Meetings, Assessments, Instruction, And Invention
- ✓ Secure Necessary Resources
- ✓ Monitor And Evaluate

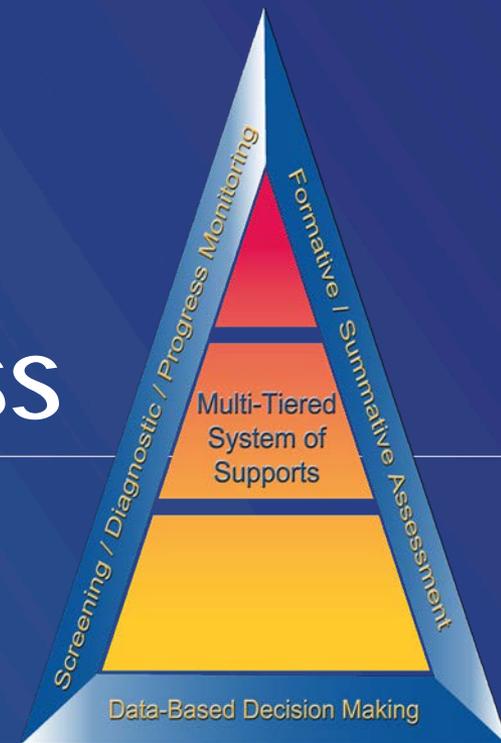
Reflection:

Can you say that your core instruction is solid and servint at least 85% of your students with success?

Are your TAGG groups meeting their AMOs?

Is your school currently using research based interventions with fidelity?

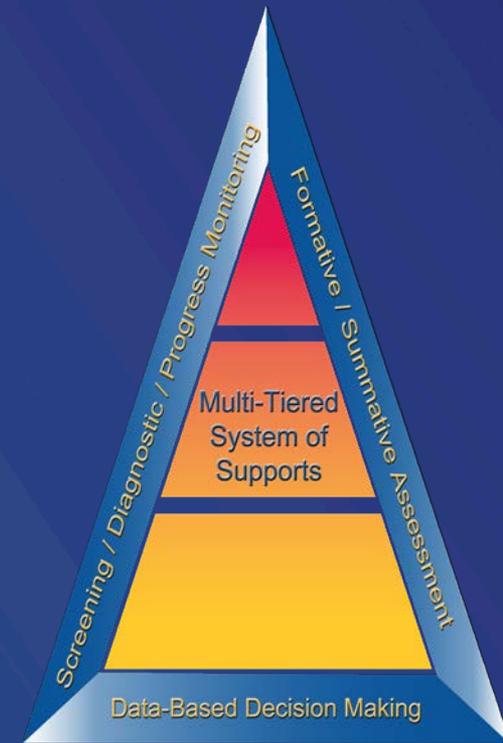
The Implementation Process



Implementation Process-Goals

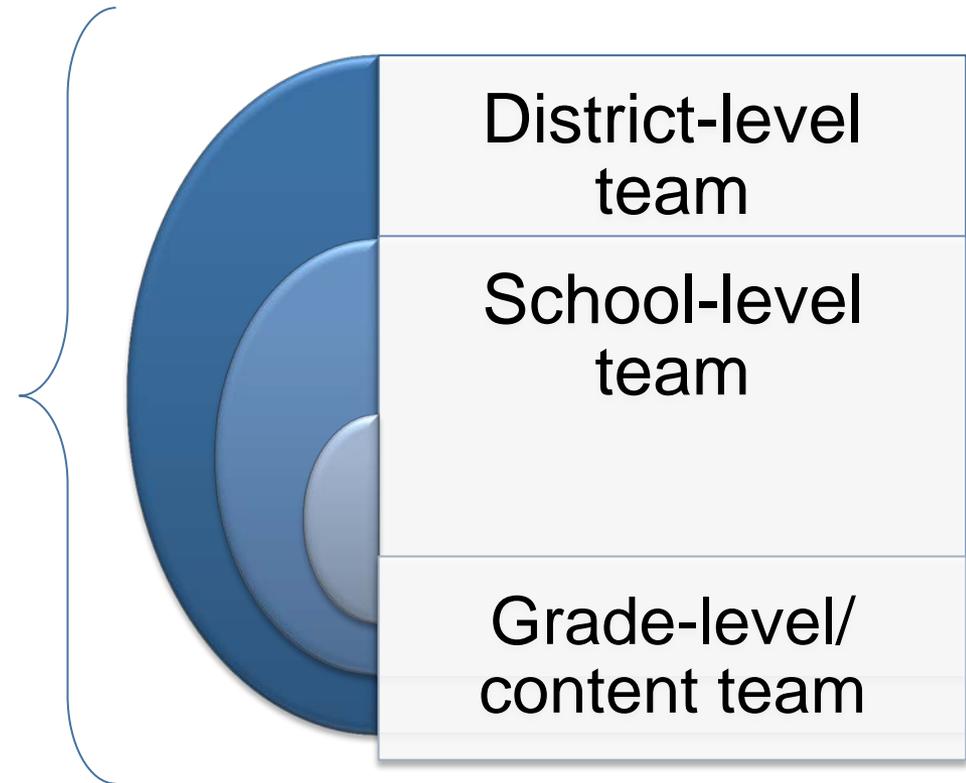
- Step 1: Establish a Team(s)
- Step 2: Ensure Commitment to RTI Concept
- Step 3: Identify Strengths and Needs from Data
- Step 4: Develop and Implement a Plan
- Step 5: Provide Training and Support

Step 1: Establish a Team



RTI Teams at Each Level Must Have . . .

- ✓ Clear purpose
- ✓ Roles and responsibilities
- ✓ Meeting schedule
- ✓ Data sources that drive decisions
- ✓ Problem-solving process
- ✓ Communication system



Purpose

■ Purpose

- To promote common understanding and to communicate how RTI components interface with current initiatives (Common Core State Standards, positive behavioral interventions and supports)
- To consider cultural and contextual needs of school population
- To lead implementation of essential components (e.g., establish screening, institute progress-monitoring protocol, determine efficacy of interventions, and make data-based decisions)
- Make data based decisions about student instructional needs
- Allocate resources (administration)

District-Level Team

■ Recommended Members

- Director/supervisor of curriculum, instruction, and assessment
- Content-area coaches/specialists
- Data manager
- Directors/supervisors of Title I, English language learner programs, special education
- School leadership representatives.
- The District team must initiate, support and drive RTI implementation

School-Level Team

■ **Required Members**

- Principal
- Classroom teacher(s)/grade-level representative(s)

■ **Recommended Members**

- Assistant principal(s), dean of instruction
- Counselor
- Literacy coach, data coach, or both
- Reading interventionists/specialists
- English language learner/bilingual specialists
- Special education teachers
- School psychologists, social workers, speech and language pathologists
- Parents and families

School-Level Team

- Meeting Schedule Recommendations
 - Meet at least once per week for first year and periodically (e.g., once per month) after full implementation
 - Establish schedule, procedures, and norms for meetings
 - Establish member responsibilities
 - Agree on a problem-solving process

Reflection:

- Who in your district or school is on this team?
- What are the **roles and responsibilities** of an RTI team?
- What standardized assessment data will be used?
- How do you ensure fidelity within your RTI program?

Step 2: RTI Concept Development

Building Consensus

- Providing opportunity for your team to build their understanding of the RTI concept
 - RTI Arkansas Module 1
- Get a commitment from the established RTI team to support the work

Building Consensus and Support

- **Step 1:** Discuss the resources and commitments necessary to build consensus.
- **Step 2:** Identify the level of agreement or consensus needed to proceed with RTI.
- **Step 3:** Obtain consensus from both district and site administration and internal and external stakeholders.
- **Step 4:** Document agreements in writing.

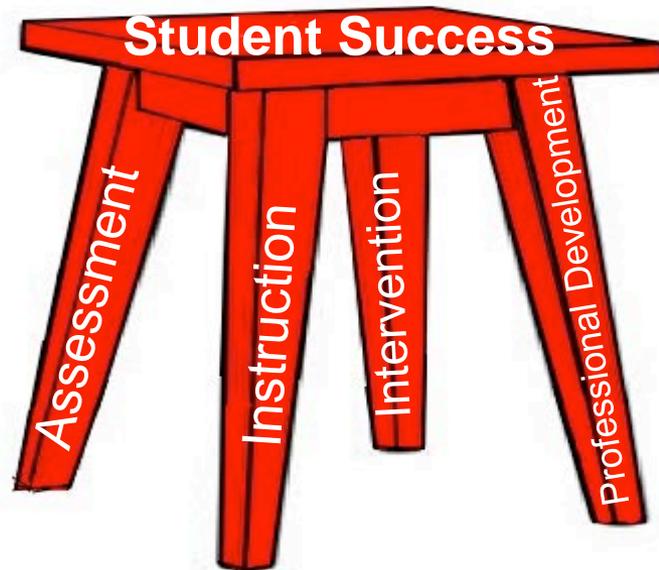
Is your district or school committed

To developing a process that provides prevention, early intervention services, and appropriate instructional programming to ensure academic progress and success for all students.

Will your process include frequent and repeated assessment of student performance, data-based decision making, and the use of multitiered, research-based intervention?

Step 3: Identify Strengths and Needs

RTI Stool



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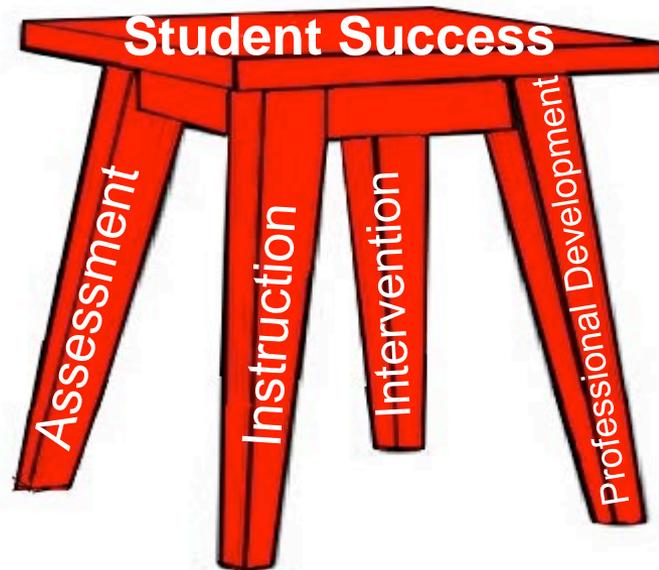
Assessment:

- It is important to document guidance on how to
 - Make instructional changes
 - Evaluate effectiveness of instruction
 - Identify students who may be at risk
 - Determine student responsiveness to a given intervention
 - RTI Arkansas Modules 4 and 5

Assessment: Routines and Procedures for Data Use

- It is critical to establish your RTI procedures in writing
 - Determine assessment tools
 - Cut points: To determine who is at risk.
 - Procedures: To refer a student to a tier.
 - RTI file: To keep a paper trail on each student.
 - Efficient systems: To change groups.
 - Progress reports: To be sent by interventionists.

RTI Stool-Instruction

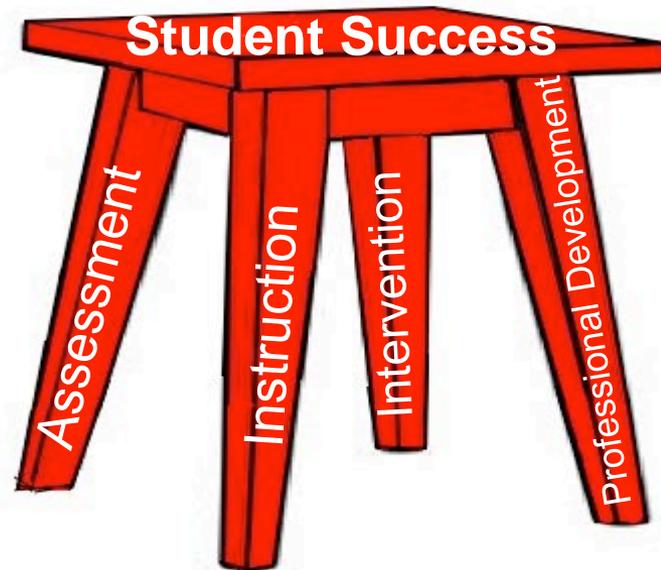


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Instruction:

- **It is critical that your instruction**
 - Is explicit and systematic
 - Includes varied student grouping (whole group, small group, etc.)
 - Is differentiated to meet the need of all learners.
 - Is monitored for effectiveness through observation and walk-throughs
 - Includes formative assessments

RTI Stool-Intervention

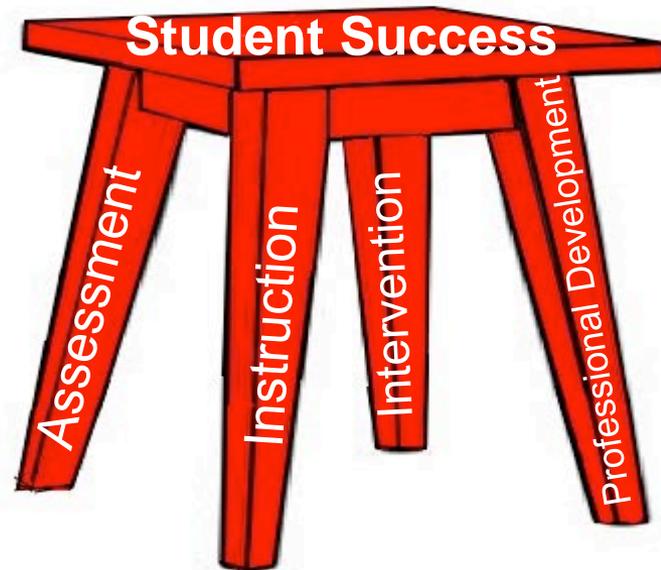


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Intervention:

- **It is critical that your intervention**
 - Is researched-based
 - Is explicit and systematic
 - Group appropriate for the tier
 - Is differentiated to meet the need of all learners.
 - Is monitored for effectiveness through observation and walk-throughs
 - Includes progress monitoring
 - Data-based decisions
 - RTI Arkansas Module 3

RTI Stool-Professional Development



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Professional Development

All other aspects of RTI hinge on professional development.

Professional development

- Builds staff knowledge
- Provides continuous support for implementation

Professional development should be

- Aligned to the essential components of RTI
- Flexible
- Ongoing
- Job embedded
- Research-based

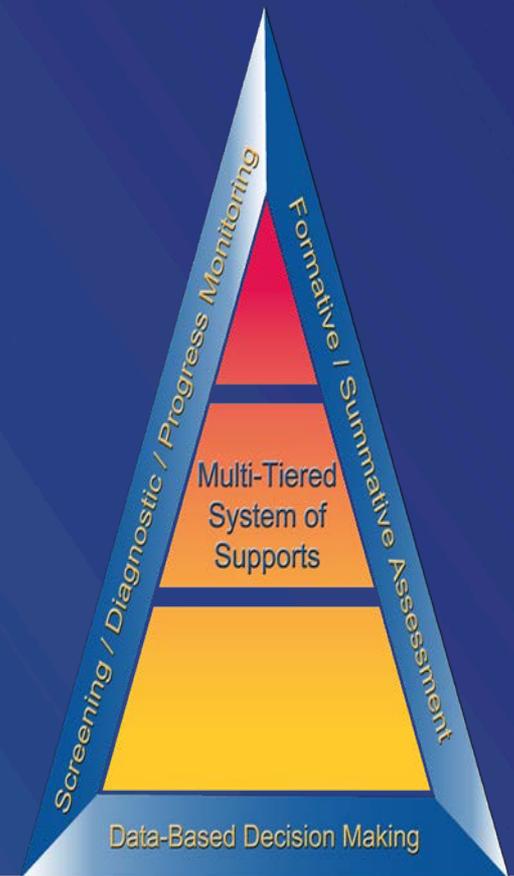
Essential Professional Development Topics

- Evidence-based intervention programs and practices
- Core curriculum
- Administering and scoring assessments
- Using data warehousing system
- Data-based decision making

Reflection:

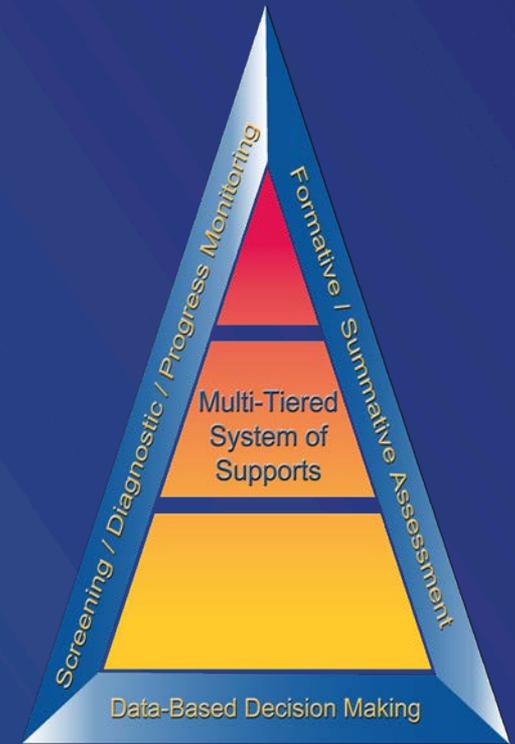
- Can you identify a variety of **assessment** tools?
- How do you monitor for effective curriculum and **instruction**?
- How do you know if your **interventions** are working?
- Is your **professional development** meeting the needs of your teachers? How do you know?

Step 4: Develop a Plan



RTI Action Plan

- RTI Arkansas Module 3
 - Identify curricular strengths and weaknesses
 - Identify interventions and personnel
 - Resources to pursue
 - Evidence of implementation efforts
 - Professional development needs
 - Goals and action steps



Step 5: Provide Training and Support

Training and Support

- **Research-based Training**
 - Core instruction strategies
 - Differentiated instruction methods
 - Formative assessment
- **Time**
 - Meetings/Collaboration
 - Scheduling
- **Resources**
 - Personnel (for team meetings and interventions)
 - Materials/supplies
 - Allocation of space to conduct RTI

Monitor and Evaluate

- Monitoring tools (observations, walk-throughs, etc.)
- Fidelity
- Feedback loop

Five Elements of Fidelity



(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)

Tools to Assess Fidelity

■ Adherence

- Monitor components on self-report checklist
- Monitor screening and progress-monitoring data
- Observe teaching methods
- Use observation checklist

■ Exposure

- Record screening and progress-monitoring data
- Observe teaching duration

■ Quality of delivery

- Observe teaching strategies
- Self-report on knowledge of content, techniques used, and reflection on lesson

■ Program Differentiation

- Component checklist

■ Student Responsiveness

- Student progress
- Student survey

What's Next?

- Continued Monitoring and Evaluation if Your Plan
- Strengthening and Sustaining Your Plan

Resources

http://www.rti4success.org

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Center on
RESPONSE to INTERVENTION
 at American Institutes for Research ■

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THE ESSENTIAL COMPONENTS OF RTI

Welcome

Click on the components (screening, progress monitoring, data-based decision making, and multi-level prevention system) within the graphic to learn about the four essential components and find relevant resources.

Looking for Support?

The Center on RTI is a national leader in supporting the successful implementation and scale-up of RTI and its components. [Learn more about the services we can provide to states, districts, and schools.](#)

Request Support

The RTI Responder

Enter your e-mail address to sign up for Center updates.

Enter your email address...

Resources Aligned to RTI Topics

- Evidence-based tools (screening, progress monitoring, and academic intervention)
 - National Center on Response to Intervention (NCRTI) Tools Charts: <http://www.rti4success.org/resources/tools-charts>
 - National Center on Intensive Intervention (NCII) Tools Charts: <http://www.intensiveintervention.org/resources/tools-charts>
 - What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>
 - Best Evidence Encyclopedia: <http://www.bestevidence.org/>

Resources Aligned to RTI Topics

- High-quality elements of core instruction (explicit, systematic, differentiated instruction)
 - The Meadows Center for Educational Risk, Building RTI Capacity: <http://buildingrti.utexas.org/>
 - The IRIS Center, IRIS Resource Locator: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
 - Florida Center for Reading Research: <http://www.fcrr.org/>

Resources Aligned to RTI Topics

■ Intensifying Interventions

- NCII, *So what do I do know? Strategies for intensifying intervention when standard approaches don't work*: <http://www.intensiveintervention.org/video-resource/so-what-do-i-do-now-strategies-intensifying-intervention-when-standard-approaches-d-0>

■ Essential RTI Components

- NCRTI Training Modules: <http://www.rti4success.org/resources/training-modules>

■ Data-Based Decision Making

- NCII Data-Based Individualization (DBI) Training Series: <http://www.intensiveintervention.org/content/dbi-training-series>
- Arkansas State Guidance Documents

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