Strand 19: Rtl Implementation at the Administrative Level - 'Yes, It's Still a 'Thing'!'

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Learning Targets:

In this first session, participants will be given a brief review of SED regulations and guidance regarding Response to Intervention (RtI), particularly in grades K - 4.

Administrators will discuss the research behind specific frameworks (tiers) and implementation, as well as the data indicating the important role of building principals.

Fredonia Central School District
Amy Piper, Ed.S., NCSP
Elementary Principal

- Community of approximately 11,000 residents
- Enrollment of approximately 1600 students in grades K – 12
- Located in the southwestern corner of New York State, approximately 50 miles southwest of Buffalo and over 400 miles west of NYC

Fredonia, NY

New York

- Free/Reduced Lunch Rate = 43%
- Student Stability = 97%
- Ethnicity:
  - 92% White
  - 4% Hispanic
  - 2% African-American
- Limited English Proficient = 3%

AP

Regulations in IDEIA adopted by NYS:

Part 200.4:

…**effective on and after July 1, 2012, a school district <u>shall not</u> use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of <u>reading</u>.**
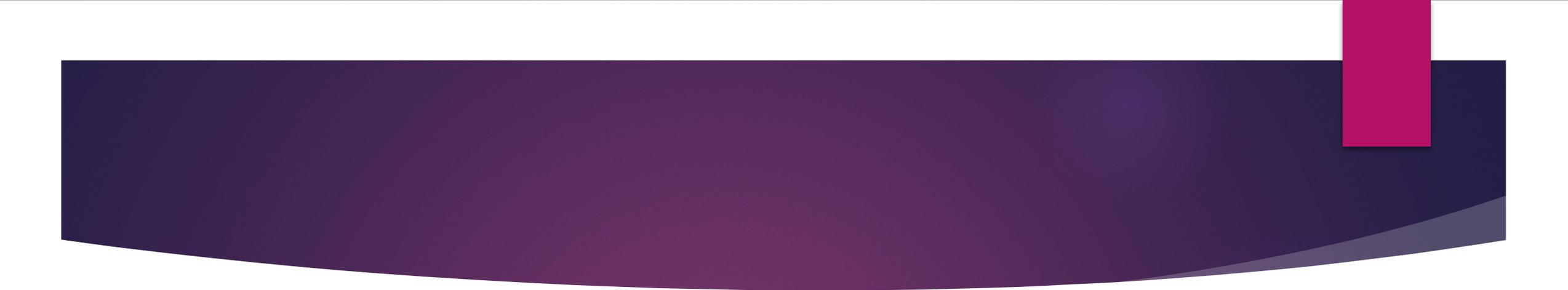
▶ "Team members" has been replaced with the term "group members"

▶ The group is collectively qualified to:

1) conduct individual diagnostic assessments in speech and language, academic achievement, intellectual development, and social-emotional development;

2) interpret assessment data, and apply critical analysis to that data

▶ **"Team members" has been replaced with the term "group members"**

▶ **The group is collectively qualified to:**

Assessment data will involve pre-referral RTI procedures + other diagnostic tests. (I.E., CBM/DIBELS and traditional tests as needed)

1) conduct individual diagnostic assessments in speech and language, academic achievement, intellectual development, and social-emotional development;

**2) interpret assessment data, and apply critical analysis to that data**
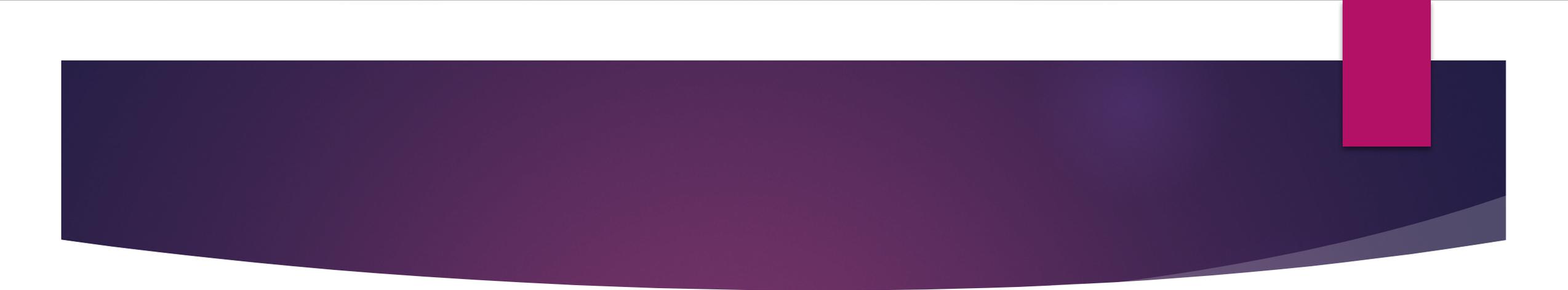
"…the IQ-achievement discrepancy does not reliably distinguish between disabled and non-disabled readers…children who were found to be difficult (and easy) to remediate….and it does not predict response to remediation."

(Vellutino et. al. (2000), p. 235)

Testimony to the President's Commission on Excellence in Education

When teachers use progress monitoring to inform their instructional planning, students make greater academic gains.

Directions: Please read each statement below. If you think the statement is TRUE, place a "T" next to the statement under the column mark "BEFORE." If you think the statement is false, place a "F" next the statement.

BEFORE	STATEMENT	AFTER
	1. Most schools employ a two-tier RtI model that is designed to provide intervention services to students who are considered at-risk.	
	2. Determining who will receive intervention services is based on the recommendation of the child's teacher.	
	3. Special education teachers will provide the bulk of intervention services to students in a RtI model.	
	4. In New York State, choosing to use an RtI process for identifying students with disabilities is optional.	
	5. Intervention services are provided to at-risk students in place of regular reading instruction in the general education classroom.	

RtI is the practice of providing
high-quality instruction/intervention   **matched to student needs**
and
monitoring progress on a frequent basis by examining
learning rate over time and **level of performance**
to
inform **educational decisions**. ((NASDSE, 2005)

Tier III — Core Instruction +
Intensive, Customized Intervention

1:1 or 1:2 intervention
Progress Monitoring

Tier II — Core Instruction +
Intensive, Supplemental Intervention

Small group instruction (1:3–1:5)
20–30 minutes/group, 3–4x per week
Progress monitoring

Tier I — **Core Instruction**

Scientific, research-based core instruction
Universal screening recommended 3x per year
Should ideally meet the needs of about 80% of students

Addressing needs early on: Prevention

Schools must adjust and match instruction to need early on

In a typical hour, the average child hears

Family Type	Quantity	Quality			
Welfare:	616 words/hour	5	affirmations	11	prohibitory
Working Class:	1251 words/hour	12	affirmations	7	prohibitory
Professional:	2153 words/hour	32	affirmations	5	prohibitory

In a typical 100 hour week, this means the child hears:

Welfare:	62,000 words
Working Class:	125,000 words
Professional:	215,000 words

What this means: As early as kindergarten, kids come to schools with different skill levels, based upon their home experiences.

Hart, B., & Risley, R. T. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brookes.

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Critical Features of RtI

- **High quality, research-based instruction & intervention**
- **Interventions with increasing intensity**
- **Measurement**
  - ✓ *Universal screening for all students – 3 times per year*
  - ✓ *Systematic and frequent progress monitoring to determine by examining:*
    - ➢ *Level of performance*
    - ➢ *Rate of performance*

- **Data-based decision making**

- **Multi-tiered Model**

Administrator Buy-in/Support and Professional Development are the top two recommendations of RtI-TAC consortium members for successful implementation of Response to Intervention.

So, How do we get Buy-In from Administrators and Teachers?

Administrator Buy-In

Develop Rti Leadership team to:

- Assess possible staff reluctance or resistance to RTI.
- Educate stakeholders in the school community about the RTI model.
- Identify those strengths and challenges from both within and outside of the school or district that could affect implementation of RTI.
- Generate a comprehensive, multi-year RTI roll-out plan

Administrator Buy-In

- Align RtI to other key district initiatives...this way RtI is a process and not "another thing"

- High student achievement

- Teacher evaluation/Union

- Develop a "tight-loose" document so all principals know "what" has to be done, but leave the how to the schools

What do you think?

Response to Instruction (RTI):
How seasoned districts succeed through buy-in, relationships, and data

1. Rank which "appeals" may resonate best with your district to obtain initial buy-in:

    ___An appeal for social justice

    ___Your district's own data (i.e., *current status of things*")

    ___The emotional (i.e., "*What if this was your child?*)

    ___Connections to what already exists (i.e., "*Believe it or not, we're doing some of this RTI stuff here already!*")

    ___Compliance with federal and local laws and policies

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Main Administrative Points of RtI

1. Focus of Study is Core Curriculum and Positive Behavior Support

2. Assessment is integrated into instruction
3. The assessment calendar and protocols are followed
4. Six data points are used to determine success of interventions

- Tier One Interventions should have strategic monitoring as needed

Tier Two Interventions should be progress monitored every 2 weeks

- Tier Three Interventions should be progress monitored weekly

What do we want all students to learn?

RH

How will we know if they have learned it?

5. Data is analyzed to plan instruction and interventions by teams
6. Staff uses differentiated instructional strategies to meet student needs. These strategies include whole group, small group and individual instruction
7. Tier Two and Three interventions should be offered each day, or a minimum of four days a week
8. Tier Two and Three interventions must supplement the general education curriculum, allowing extra time for instruction for those students not achieving

How will we respond when students don't learn? How will we respond when students know it?

9. Use research-based, best practice instructional strategies that support the learning and behavior of all children.

10. Curriculum, behavioral, and instructional practices are implemented with fidelity.

RH

Fredonia Elementary School
ELA Academic Intervention Services
Program Design

♦ Academic Intervention Services will be provided for students in grades K – 4 who have not met multiple measure benchmarks at their grade level, or who have not mastered foundational literacy skills.

♦ Models and delivery of service will be based on specific student need. Effectiveness of interventions will be monitored closely <u>in conjunction with classroom teacher.</u>

♦ Student progress will be reviewed at 4 week intervals to track progress and ensure students are not 'flat-lining' and to include new students as needs arise based on teacher's data-based recommendations.

♦ Intensity of service will be determined in alignment with our current RtI tier system:

Tier 1 Service: Fredonia

For children requiring monitoring and/or classroom interventions in ELA, as specified by Data Team recommendations:

Intervention provided by <u>classroom</u> teacher

Tier 2 Service: Fredonia

For children with **moderate** levels of delay or skill/strategy deficits in ELA, as specified by Data team recommendations:

- ▶ 2 x 30, or 3 x 30 minutes per week
- ▶ In groups of **no more than 4 during small group instruction or independent work time**
- ▶ **Supplemental to the 90 - 120 minute ELA block**

Intervention provided by reading, special education, ELL or speech teachers

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Tier 3 Service: Fredonia

For children with significant delays or gaps in ELA skills/strategies:

▶ At least 5 x 30 minutes per week, **individually or in groups no larger than 2**
▶ **Supplemental to the 90 - 120 minute ELA block**

Intervention provided by reading, special education, ELL or speech teachers

Establishing Buy-In: Teachers

IN PRACTICE:

- Have the RTI leadership team develop their own 30 min. powerpoint that is their universal language of what RTI is so everyone on the same page

- Get some of your well-respected teachers involved - have them present to staff|

- Further educate and expose your teams and staff to RtI through conferences, books, research, etc.

- Agenda might include WHY RtI, definitions & examples of tiers & CBMs, & what's next

AD

Relationship Building

- Under Promise and Over Deliver
- Work with teachers initially who are excited and looking for ways to document growth with their students
- Be consistent
- Always follow through

Proactively Address Misconceptions and Fears.

- This is just a new set of complicated hoops to jump through for Special Education.

- I don't have the time for all the extra work.

- We don't have money in our budget for that program.

- What is all this data going to say about me?

MC

What do you think?

2. Rank which misperceptions and fears are most commonly expressed in your district:

_____This is just a new set of complicated hoops to jump through for Special Education.

_____I don't have the time for all the extra work.

_____We don't have money in our budget for that program.

_____What is all this data going to say about me?

LL

What do you think?

What are two things you can do about it?

1. _____
_____

2. _____
_____
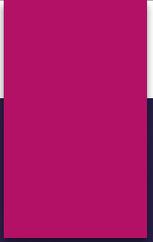
Lessons learned:

SMALL STEPS. EVERY YEAR WE REVIEWED WHAT WORKED AND WHAT DIDN'T AND HOW WE COULD IMPROVE. EVERY YEAR WE GOT BETTER AND BETTER, DESPITE MULTIPLE CHANGES IN CURRICULUM, LEADERSHIP, SCHOOL MAKE-UP, ETC.

DON'T GIVE UP!!
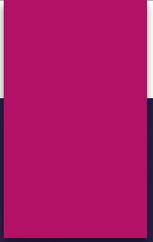
Lessons learned:

TEAMWORK IS A PROCESS THAT REQUIRES CONTINUAL ATTENTION AND MAINTENANCE.

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	2. Determining who will receive intervention services is based on the recommendation of the child's teacher.	F
	3. Special education teachers will provide the bulk of intervention services to students in a RtI model.	F
	4. In New York State, choosing to use an RtI process for identifying students with disabilities is optional.	T/F
	5. Intervention services are provided to at-risk students in place of regular reading instruction in the general education classroom.	F