


**RTI as School Improvement:
Preventing Confusion, Anxiety, and False
Starts by Building Consensus and
Developing Infrastructure**

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Lead Partners

- NH Department of Education
– Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
- Institute on Disability - A University Center for Excellence in Disability, University of New Hampshire
- Parent Information Center
- <http://www.ed.state.nh.us/Education/doe/organization/instruction/SpecialEd/NHResponds.htm>

Today was developed from:

- NH RESPONDS initial work to design a model of RTI that addresses behavior and literacy – Stephanie Spadorcia, Leigh Rohde, Eileen Leavitt, Elaine McNulty
- NH RTI Task Force
- Michigan – Steve Goodman
- Iowa – informed the NASDSE “Blueprint” documents; Shannon Harken
- National RTI Center
- National Implementation Research Network



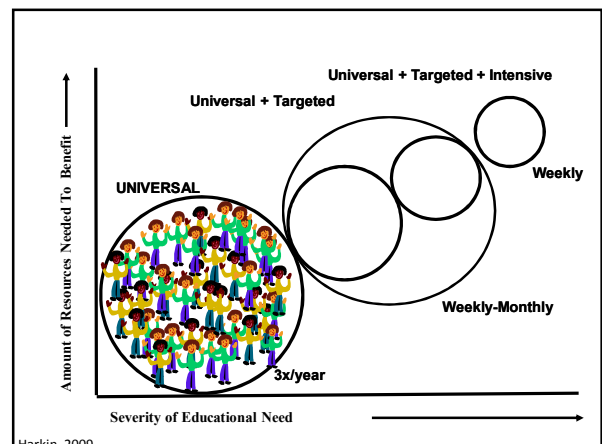
RTI...What Is It?

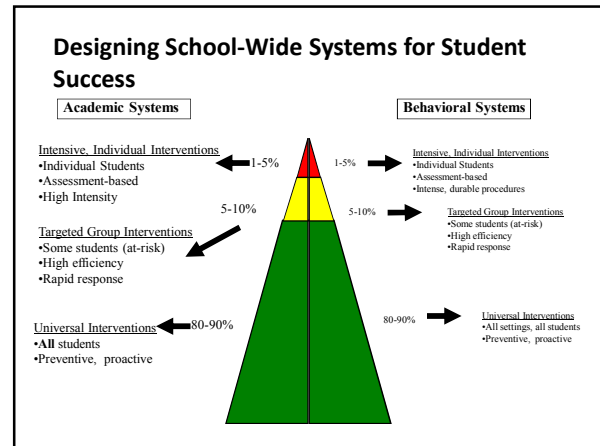
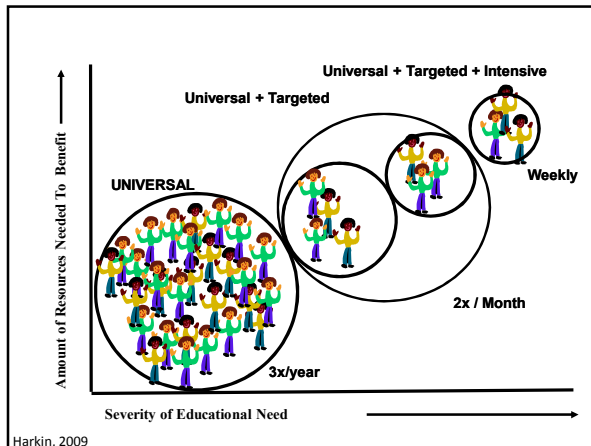
Response to Intervention is the practice of...

- (1) providing high quality instruction/ intervention matched to student needs while**
- (2) using learning rate over time and level of performance in order to**
- (3) make important educational decisions.**

Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., Schrag, J., & Tilly, D. (2005). Response to Intervention: Policy Considerations and Implementation. Alexandria, VA: National Association of State Directors of Special Education.

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Schoolwide RTI definition

- “RTI is a systematic and data-based method for identifying, defining, and resolving students’ academic and/or behavioral difficulties” (p.2) Brown-Chidsy & Steege (2005)

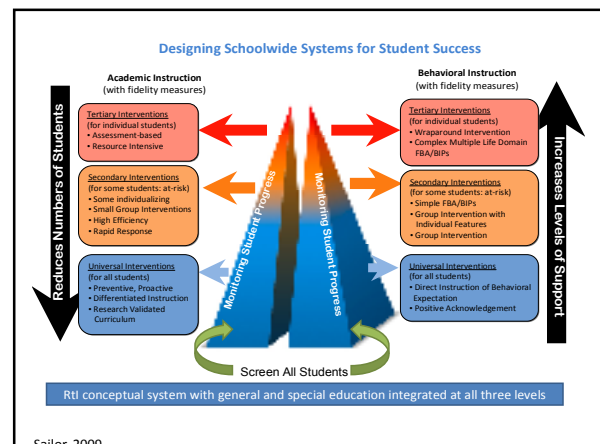
Strength of Schoolwide RTI

- The strength and great advantage of schoolwide RTI is its capacity to integrate schoolwide resources (i.e., general and special education functions and supports), and its dynamic quality of applying greater levels of intensity where indicated, and scaling back extraordinary interventions where indicated, by data from progress monitoring.
 - P. 19 Sailor, 2009

Schoolwide RTI definition

Brown-Chidsy & Steege (2005)

- “RTI methods focus on a **new problem definition** in which the problem is measured by the **distance between what is expected and what is occurring**. Instead of the student being the problem, the **problem is a phenomenon resulting from student-environment interactions**.”
- Traditional approaches to dealing with students who struggle in school have included reducing what is expected of them with curriculum modifications. RTI methods call for a different problem-solving approach in which **each students response to specific teaching procedures is traced with data and reviewed systematically to determine whether other instruction is needed**.
- Certainly there are educators already using some, or all, components of the RTI method. However, **in order for RTI to be maximally effective for all students, all educators must understand and employ consistent procedures** [p. 139].”



NH's (IOWA) Seven Big Ideas of RTI

1. ALL students are part of ONE proactive educational system.
2. Use evidence based curriculum and instruction and interventions.
3. Use instructionally relevant, valid, and reliable assessments. (to meet purposes of screening, diagnosis, and progress monitoring)
4. Use a mix of problem solving approaches (with agreed upon decision criteria) and standard treatment protocols.
5. Data guide instructional decisions.
6. Professional development (including modeling and coaching) is provided to staff to ensure effective instruction at all levels of instruction.
7. Collaborative leadership is vital (e.g., sau, school, grade/class).

What Works

Effective intervention practices

+

Effective implementation practices

Good outcomes for students

Stages of Implementation

Implementation occurs in stages:

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation**
- **Sustainability**

2 - 4 Years

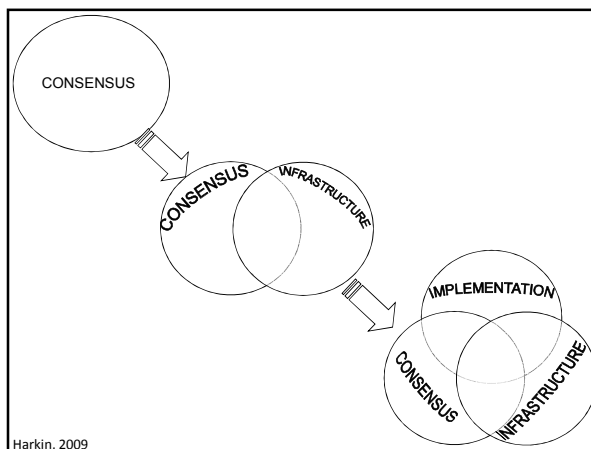
Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Three Phases

Three Phases

- Consensus Building (Commitment)
- Infrastructure Development
- Implementation

Harkin, 2009



Shared leadership through the activities of a leadership team is an essential element of successful implementation and sustainability of a variety of innovative educational reforms and practices such as PBIS, RtI, urban school reform, and inclusive education.

– Artiles, Kozleski, Dorn, & Christensen, 2006; Burns & Ysseldyke, 2005; Jorgensen, Schuh, & Nisbet, 2006; Katzman, Gandhi, Harbour, & LaRock, 2005; Kozleski & Smith, 2005; Villa & Thousand, 2005; Warren et al., 2004

Composition of the Leadership Team by Role

- Administrators
- Curriculum/Assessment Director
- General Education Classroom Teacher(s)
- Special Education Teacher/Director
- Paraeducator
- Behavior Specialist/Guidance/Psychologist
- Reading/Literacy Specialist and/or Title I Coordinator
- Other content specialists
- Family Member

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Roles of the Leadership Teams

1. Lead the System of RtI – content and process (managing change)
2. Meet regularly
3. Conduct a site analysis
4. Identify key issues/concerns
5. Identify data management systems
6. Develop and revise the school/district-wide RtI program using current data

Roles of the School Leadership Team

7. Actively communicate with staff members and families (internal external stakeholders) regarding the activities of the team
8. Conduct staff meetings to ensure the understanding, implementation and maintenance of the school-wide RtI program
9. Serve as exemplars for staff and families

Consensus: Examples and Lessons

- Adopt decision-making procedures
- School-wide adoption of RtI - “The Vote”
- Foster shared understanding and build agreement by vetting ideas
 - RtI Definition and Description of the System (district)
 - Example: “Chalk Talk”
 - Vision Statement
 - Managing Change

Levels of Agreement

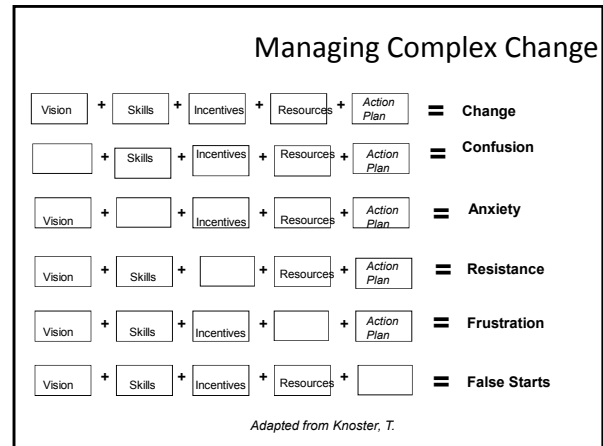
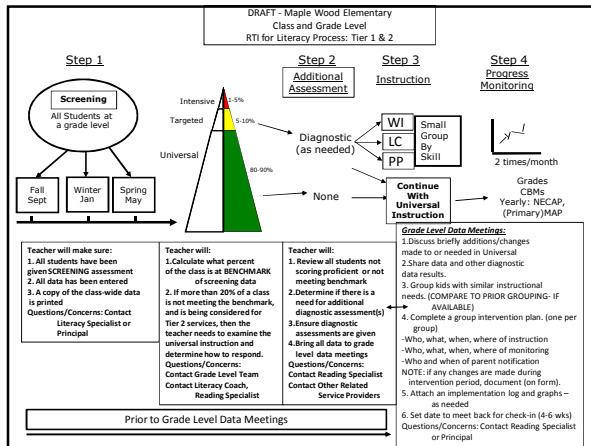
Identify decision rule (e.g., 3 or above)

1. I enthusiastically agree!
2. Yes, I agree.
3. I have minor reservations, and generally agree. I will actively support the decision of the group.
4. I have major reservations and would like more dialogue before moving forward.
5. I will actively work against this idea. I do not think it is in our best interest to move forward.

Levels of Agreement Tool

HOW to USE it:

- Someone makes a statement that he/she needs consensus on
- If anyone holds up four or five fingers, the group has not reached consensus. You will need more discussion or dialogue.
- If you get all “1” or “2” fingers showing, you can declare consensus (“A decision with high level agreement.”)
- If you get some members showing “3” fingers, you might make a list of concerns to see if the group can address them prior to making a FINAL DECISION.



Literacy Universal Team Checklist (LUnTCh)

(Share start-up data summaries)

- Establish Commitment
- Establish & Maintain Team
- Self Assessment
- Screening
- School Wide Curriculum for Literacy Instruction
- Establish and Monitor for RTI

Lesson: Necessary to Clarify School/District Definition of Literacy


Thinking about Literacy...

- **Five Literacy Pillars (National Reading Panel)**
 - **Phonemic Awareness**
 - recognize, manipulate sounds
 - **Phonics**
 - letter-to-sound correspondence; systematic and incidental; synthetic/explicit and analytic/whole words and patterns
 - **Fluency**
 - read orally with accuracy, speed, and expression
 - **Vocabulary**
 - knowledge of words
 - **Comprehension**
 - understand and interpret text

Thinking about Literacy...

- **Five Literacy Pillars**
 - **Not necessarily the most important aspects of literacy**
 - **Not equally weighted in terms of relevance**
- The NRP openly admitted they didn't address many worthwhile topics and practices because there simply wasn't time.


Mary Howard, 2009
RTI From All Sides



Thinking about Literacy...

- **Taking A Wider View**
 - Classroom organization
 - Matching pupils to texts
 - Access to interesting texts, choice, and collaboration
 - Writing and reading (reciprocal)
 - Expert tutoring

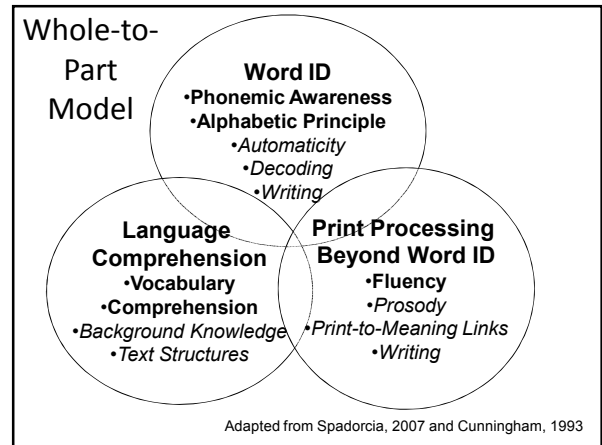
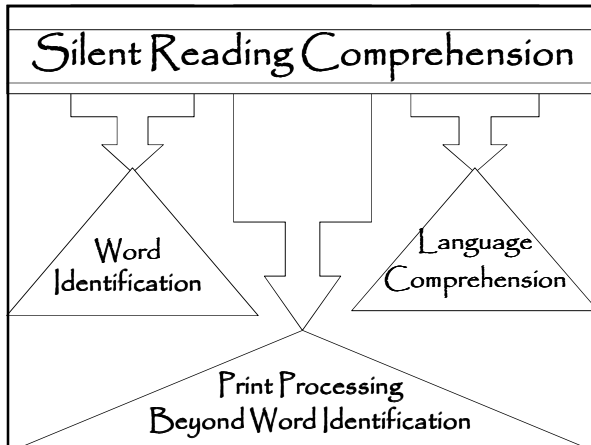
Mary Howard, 2009
RTI From All Sides



Organizing for the 5 Pillars and more...

- To account for the 5 Pillars and various other aspects of literacy, and
- To provide an efficient framework to guide assessment and instruction, and
- To align with the NH Literacy Action Plan,

NH RESPONDS Rtl for Literacy uses the work of Spadorcia (2007) and Cunningham (1993).

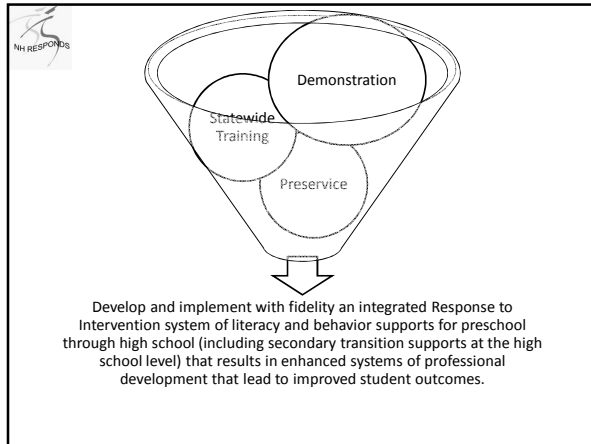


Infrastructure: Examples and Lessons

- Training (competency based)
- Coaching (developing fidelity; individualized PD)
- Data Systems
 - Student assessment and teacher observation
 - Screening; Progress Monitoring; Diagnostic; Outcome(state-wide)
 - Running records
 - Implementation Process Measures – LUnTCh
 - Fidelity to Model and Best Practices – PET-R



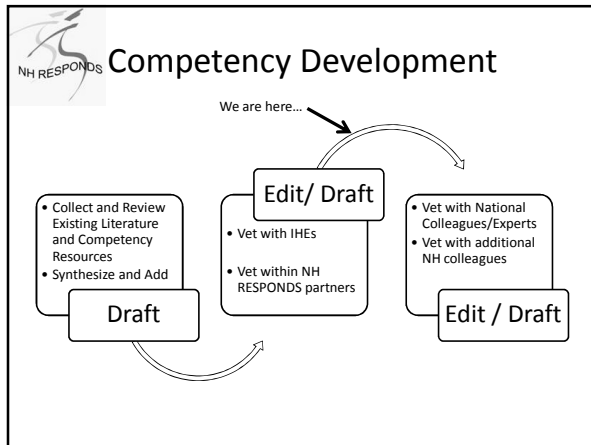
Rtl Competencies Initiative



• **Objective 1.3** To develop and incorporate a set of competencies for

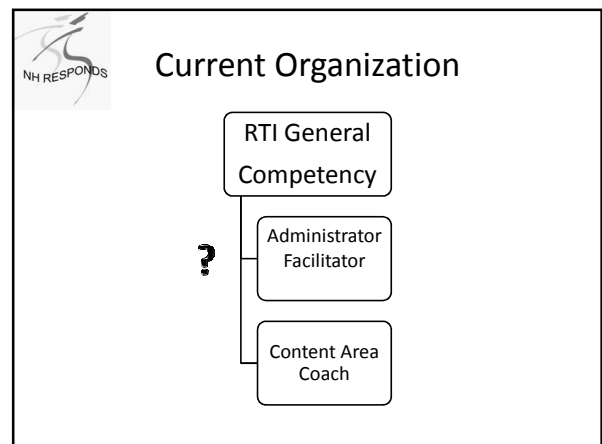
- (a) building administrators,
- (b) support coaches and
- (c) program or school-based team members


to be considered qualified to design, implement with fidelity, and sustain a 3-tiered system of PBIS, Literacy Instruction, and tertiary Secondary Transition Supports in all NH RESPONDS professional development.



Rti General Competencies			
Early Childhood	Behavior	Literacy	Secondary Transition

- The seven RTI general competencies**
1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures, and implementation)
 2. Describe and apply data-based decision making and action planning to guide school improvement
 3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes
 4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring)
 5. Utilize research and evidence based curriculum, instruction and interventions and monitor for fidelity of implementation
 6. Provide high quality job embedded outcome-driven professional development aligned with school improvement
 7. Facilitate effective communication between internal and external stakeholders including parents



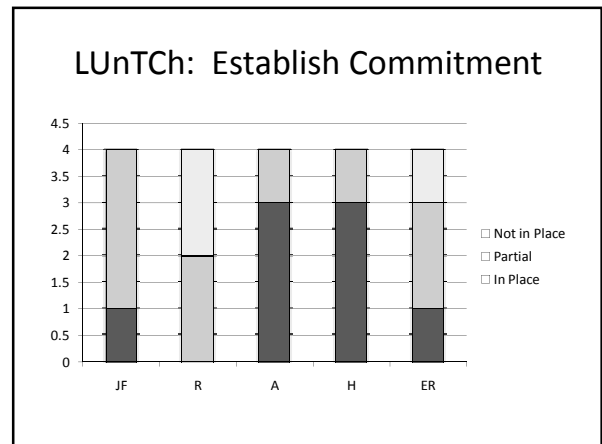
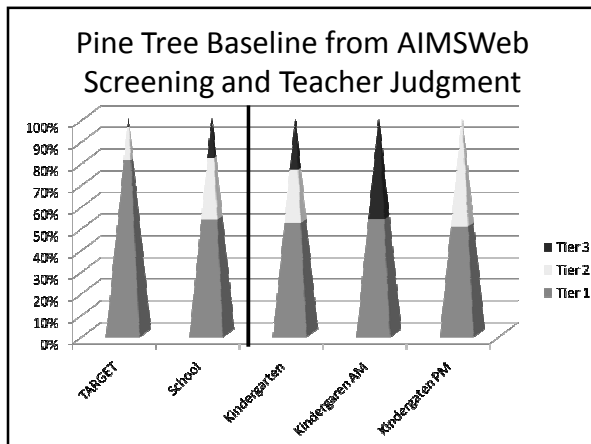
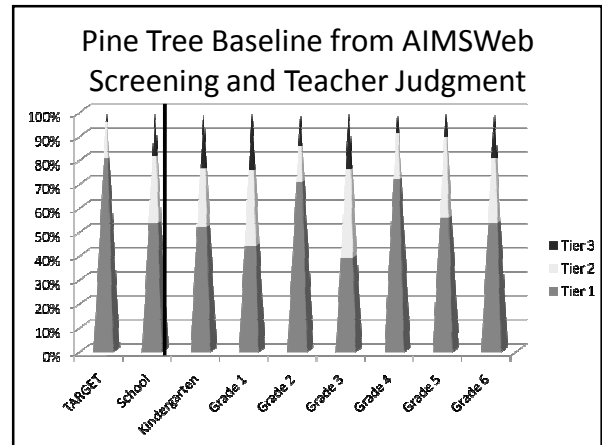
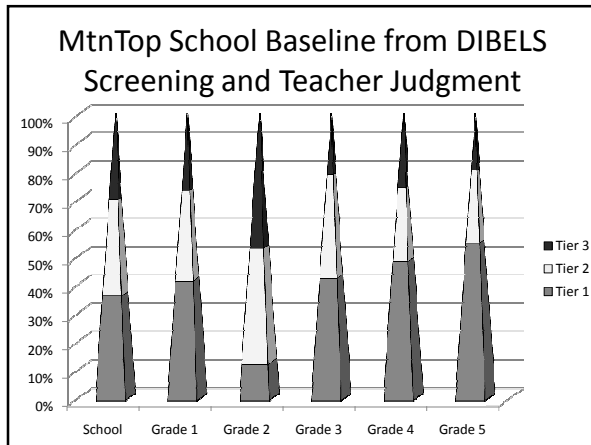


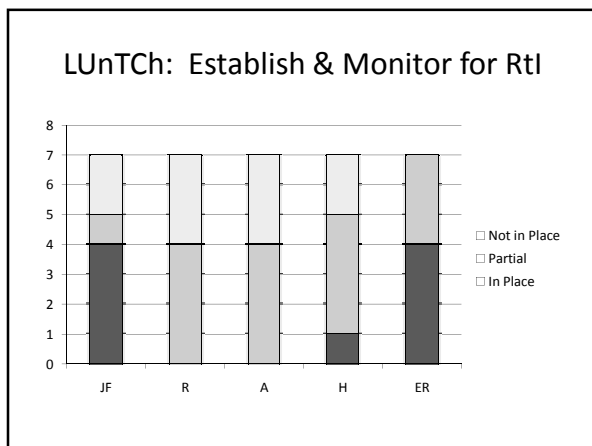
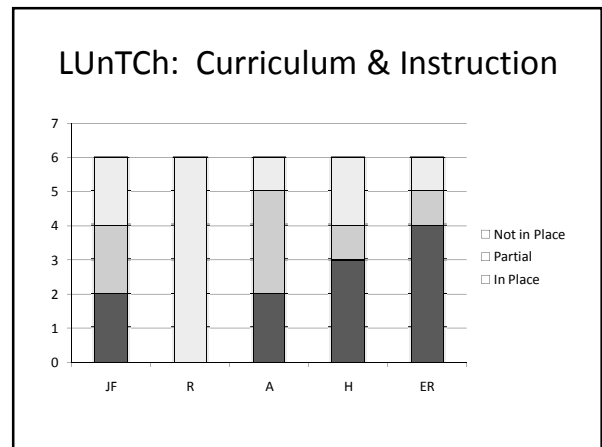
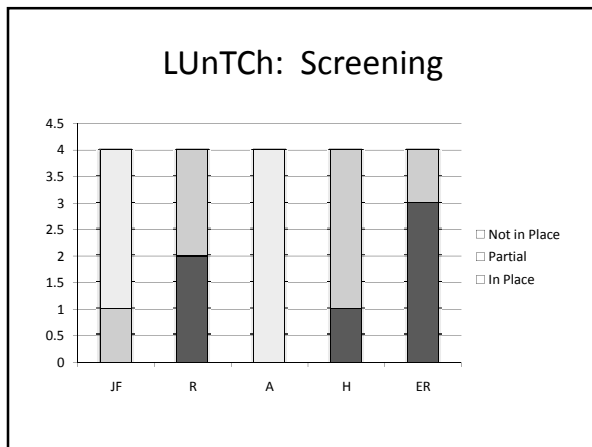
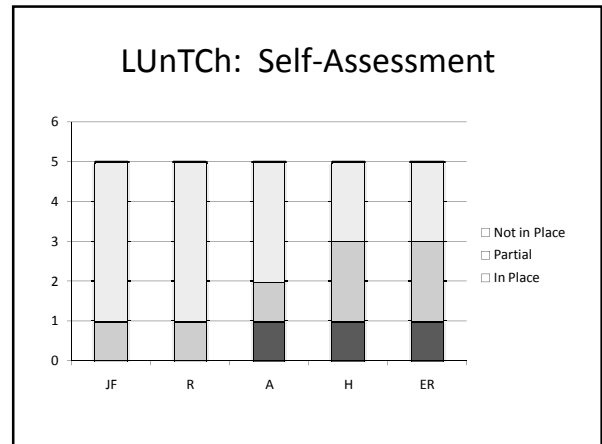
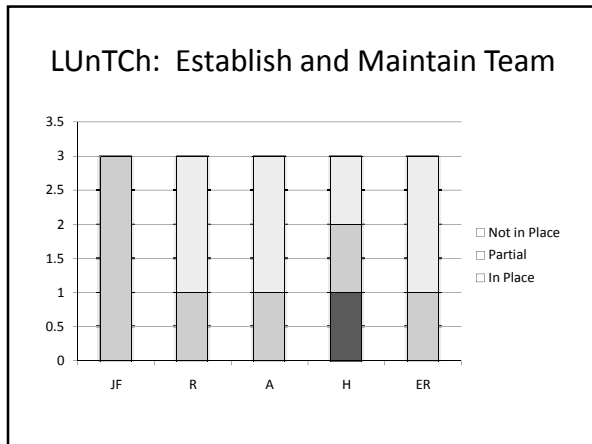
Embedding Competencies into State Systems

- Liaison with the Professional Standards Board as a member of their subcommittee that reviews the competencies, to share concerns and ideas.
- Liaison with CDB DHHS and NH TC liaison to review competencies, to share concerns of the grant project.
- Revise competencies if necessary.
- Develop and field test assessment protocols utilizing the competencies developed for each group.
- Get credentialing and program approval on board early

Infrastructure: Dilemmas of Assessment and Data

- Universal Screening – what does it mean
 - Do we adopt a ‘standard’?
 - Continually clarifying it as DIFFERENT from other forms of assessment
- Screening Data – how do we examine it to get a picture of class, grade, and school
- Process Data – Using it to inform action plans
- Fidelity Data – Using it to inform PD

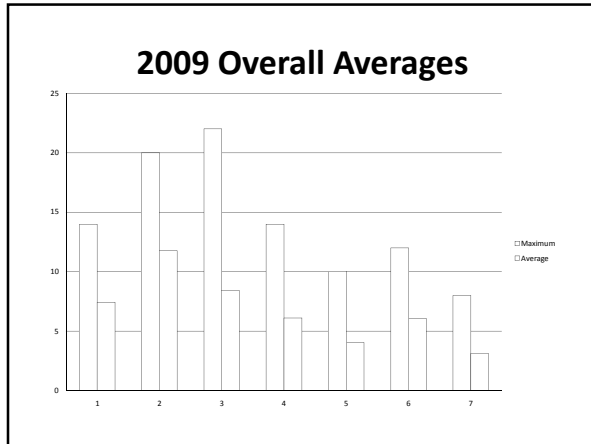




Richards Elementary School PET R Findings


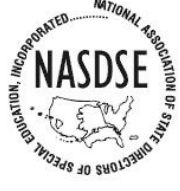
—averages (red) and possible max (blue)

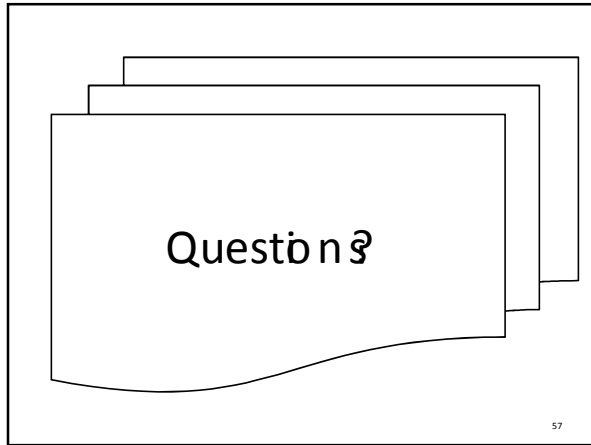
• January 2010



A FREE resource that may provide some structure for LTs:

- <http://www.nasdse.org/Projects/ResponseToInterventionRtIProject/tabid/411/Default.aspx>
- Response to Intervention “Blueprint”
 - For District
 - For School



Evaluate the Workshop

- What worked?
- What might we do differently/change?
- Ah-ha's? New Understandings?

