RTI PLC

DECEMBER 8, 2017

Today's Agenda: Beginning with the End in Mind

► **1-Introductions**

► **2-Share the results of the survey**

► **3-RTI Overview from Solution Tree**

► **4-Break- out sessions**

► **5-Time for reflection**

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Data Driven Decision Making Team

► **Team Purpose/Focus:**

► To assist districts in organizing their data for ease of use and accessibility, while bridging the gap between data analysis and data facilitation to best meet the needs of all students.

► **Services:**

► Regional RTI PLC

► Listening to districts and guiding them to the correct resources, and meaningful data

► RTI Audits

► In district trainings on RTI

► Assist districts in the development of RTI plans

► Train district teams in the Use of the Data Wise process

► Work with districts to create, evaluate, and /or organize local assessments (data)

► Screening & Progress Monitoring Support (STAR, AIMS, FAST etc.)

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Who is in the Room?

Inside-Outside Circle

1. Count off by 4s.
2. 1s & 3s form the inside circle and face outward.
3. 2s & 4s form the outside circle by facing a partner from the inside circle.
4. Partners take turns sharing answers to questions.
5. Circles will be given a direction to rotate to a new partner.
6. Introduce yourself to each new partner (name, role, district).

Question 1

What role do you play in your school/district's RTI process?

Question 2

You can choose one vacation destination…

Where would you pick and why?

Question 3

If I could be anybody besides myself, I would be…

Question 4

If you could choose your age forever, what age would you choose and why?

Survey Results

Many District Roles are represented at our RtI PLC meetings:

- ❖ 7 Reading Teachers
- ❖ 2 Special Education Teachers
- ❖ 11 AIS Teachers
- ❖ 1 Director of Curriculum. 1 ELA Coordinator, and 1 Behavior Specialist

The preferred day to hold the RTI PLC is Friday

The preferred months to hold the RTI PLC are October, February, and June

The rankings of the topics that you want to learn about from highest to lowest are:

- ❖ Intervention resources and delivery
- ❖ RtI Tools (RTIm, Schooltool, eDoctrina)
- ❖ Developing and revising an RtI Plan
- ❖ Data Analysis tools and techniques
- ❖ Data Meeting protocols

RTI Share Out

► **RTI-What not to do**

► **Focus on the 4Cs**

► **Influences on Student Achievement (Hattie)**

► **What to do**

► **Rate of Growth & Interventions**

RTI Share-What NOT to do!

Ten RTI Mistakes

1. **RTI becomes an appendage to traditional schooling practices rather than a catalyst for the cultural changes effective intervention requires.**

   If teachers define their role as teaching rather than ensuring student learning, a system of intervention can provide yet another reason that classroom teachers avoid taking responsibility for student learning. In the wrong school culture, teachers can assume, "I taught it, they didn't get it, so let the system of intervention deal with them." If teachers continue to work in isolation—if what a student is taught, when content is taught, and how learning is assessed is left to the discretion of the individual classroom teacher—a system of intervention intended to promote a collective effort to raise student achievement will be ineffective.

   If educators continue to view assessments merely as a tool for assigning grades rather than a process for addressing student needs and improving professional practice, intervention will have little impact on enhancing student learning. Effective intervention must be integrated within the context of a guaranteed curriculum, informative assessments, and a process of continuous improvement (IRA Commission on RTI, 2009). Simply put, to implement systematic interventions successfully, "a school must not only provide its staff with a new set of 'tools' to help students learn, but must also help educators develop a new way of thinking about their roles and responsibilities" (Buffum, Mattos, & Weber, 2011).

2. **RTI is viewed as a checklist to complete or a program to be purchased to comply with regulations rather than an ongoing process to improve student learning.**

   If educators believe that RTI simply requires completing the steps on a checklist, purchasing new curriculum, or assigning students who struggle to a computer-based program of learning in order to meet the stipulations of new regulations, the schools will fail to develop effective systems of intervention. As the leading authors on RTI have concluded, "If there is one thing that traditional special education has taught us, it's that staying compliant does not necessarily lead to improved student learning—in fact, the opposite is more often the case" (Buffum, Mattos, & Weber, 2010, p. 13).

3. **RTI is reactive rather than proactive.**

   We have seen intervention plans that have no process for identifying and supporting students until they have failed a grading period. This "wait to fail" strategy offers the equivalent of an educational autopsy rather than the ongoing monitoring of student learning that RTI is intended to offer.

Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement Bs Dnsp$ K_px_] m© Solution Tree Press 2011.

Here's What, So What, Now What

- **Read your two assigned RTI mistakes (noted on your handout).**
- **For each RTI mistake:**
  - **Here's what - What is the issue/concern?**
  - **So what - What are the implications?**
  - **Now what - What are some potential actions?**
- **Group Discussion**
  - **Share your responses.**
  - **Have you encountered this issue in your district? What did you do?**

RTI Share

1. Collective responsibility

2. Concentrated instruction

3. Convergent assessment

4. Certain access

RTI Share-Desired Effects
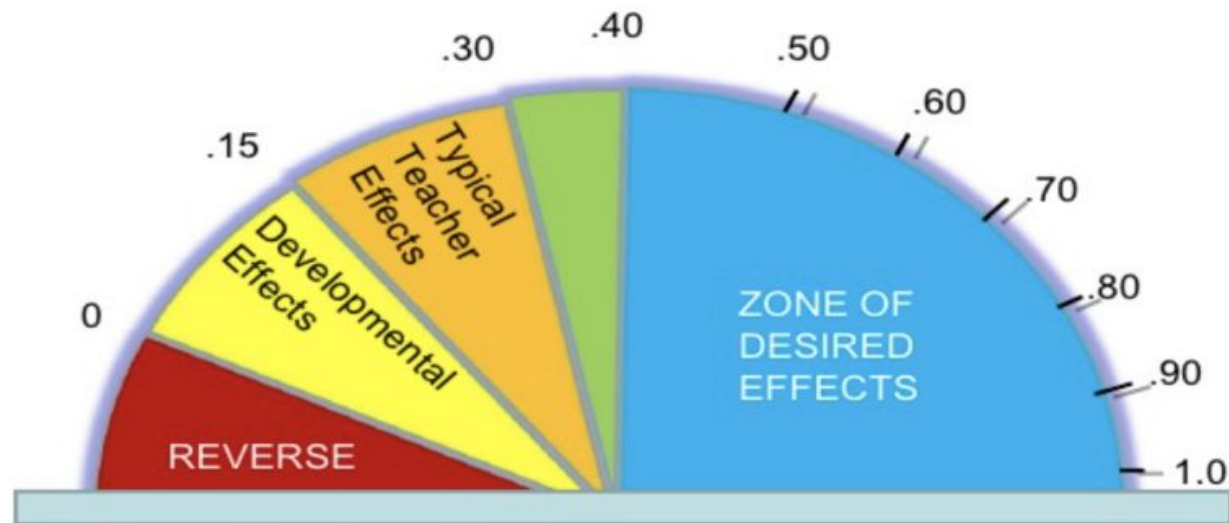
(Hattie, http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/)

RTI Share-Desired Effects

The "Home Effect"

- **Socioeconomic status:**   **.57**
- Home environment: **.57**
- Parental involvement: **.51**

RTI Share-Desired Effects

The good news:

- Socioeconomic status was thirty-first on his list of the factors that have the greatest impact on student learning.

- Schools directly control 30 practices that have a greater impact on student learning.

RTI Share-Desired Effects

Positive School Culture

Visible Learning, John Hattie, Maximizing Student Learning

1. Teacher estimates of student achievement-1.62
2. Collective teacher efficacy-1.57
3. Student estimate of achievement or reported grades-1.44

—Muhammad citing John Hattie, *Transforming School Culture: How to Overcome Staff Division* (2017), p. 25

RTI Share-Intensify Instruction

- Time
  - More time, more practice and rehearsal, more opportunity for feedback
  - Typically, up to 50% more than Tier 1 for that content

- Focus
  - Narrowing the range of instruction
    - Reading: 5 Big Ideas, SOME of the 5 Big Ideas

- Type
  - More explicit, more frequent, errorless

RTI Share -Intensify Instruction

More powerful instruction involves:

More instructional time

Smaller instructional groups

} resources

More precisely targeted at right level

Clearer and more detailed explanations

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

} skill

RTI Share

Criteria for Identifying Essential Standards

- **Readiness:** Will it provide students with knowledge and skills essential for success in the next grade level?
- **Endurance:** Will this standard provide students with the knowledge and skills that are valuable beyond a single test date?
- **Assessed:** Will the standard likely be assessed on a high stakes exam?
- **Leverage:** Will it provide knowledge and skills that are valuable in multiple disciplines?

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RTI Share

What Is It We Expect Students to Learn						
Grade:		Subject:		Team Members:		
Description of Standard	**Example of Rigor**	**Foundational Skills**	**Prerequisite Skills**	**Extension of the Standard**	**When Taught**	**Common Formative Assessment**
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description	What does a student need in the earliest stages in order to be able to access this content?	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	What will we do when students have already learned this standard?	When will this standard be taught? How often will we spiral back to this?	What assessments will be used to measure student mastery?

RTI Share-Rate of Growth

- ***Rate of Growth***
  - Where is the student now?
  - Where is the student supposed to be?
  - How much time do we have to get there?
  - Is that time realistic?
- Rate of growth is the best measure of student response to instruction and intervention
- Rate of growth is used within an early warning system to determine if students will attain benchmarks *before time runs out and while we have time left to modify instruction*
- Rate of Growth is the best measure of effectiveness of instruction AND the most fair measure.

RTI Share-Decision Rules

- **Positive Response**
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
  - Level of "risk" lowers over time

- **Questionable Response**
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur

- **Poor Response**
  - Gap continues to widen with no change in rate.

Synergize Sessions: What is in Your Tool Box?

RTI Toolbox Inventory

District:		RTI PLC Meeting: 12/8/2017
4	Challenges	
3	Resources	
2	Successes	
1	Data Support Need	

Synergize Sessions: What is in Your Tool Box?

When the timer goes off rotate to the right.

Reflection: Balance Feels Best!

- On separate Post-it notes, please write:

  - One takeaway from today's PLC.

  - One burning question you have or something you would like to learn more about.

- On your way out, please place your notes on the appropriate chart paper near the door.

References

Information Shared from:

NYS RTI TAC

Dr. George M. Batsche: Response to Intervention: A Multi-Tiered System of Supports (MTSS)

Solution Tree

Thank You

"Excellence in education is when we do everything that we can to make sure that they become everything that they can."

-Carol Ann Tomlinson