RTI PLC

Meaningful and Intentional Dialogue about Tier 1 Instruction

Winter 2016

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How is this image like RTI?

RTI PLC Agenda 2/12/2016

- Discuss the role of Tier 1 collaboration in an RTI model
- Examine the key prerequisites for successful Tier 1 conversations
- Share strategies for the effective use of data and assessments at Tier 1
- Identify local successes and areas for change

RTI Meetings	Attendees	Frequency	Purpose
Core Instruction	Grade Level Teams +	Multiple times per marking period	Collaboratively analyze assessment data to impact grade level instruction
Benchmark	Tier 1 and 2 providers, building principal, +	3 times per year	Analyze universal screening and secondary data to identify Tier 2 students and interventions
Tier 2 Progress Monitoring	Tier 1 and 2 providers, +	3-6 weeks	Examine success of Tier 2 intervention and identify adjustments to focus or intensity
Tier 3 Progress Monitoring	Tier 1 and 3 providers, +	3-6 weeks	Examine success of Tier 3 intervention and identify adjustments to focus or intensity

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Why core instructional meetings?

- Structured opportunity for collaborative dialogue about classroom instruction

- Meaningful use of current assessments

- Identification of learner centered problems and instructional strategies to meet those needs

- Evaluate the effectiveness of instructional strategies

- Continuous cycle of dialogue focused on evidence based improvement
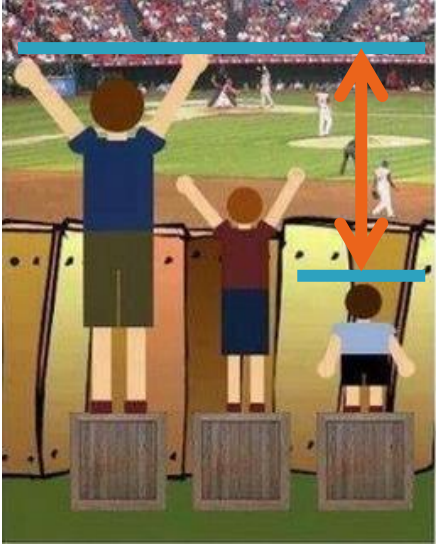
Tier 1: The Starting Point

- The foundation for everyone
- Tier 1 instruction and interventions should meet the needs of approx. 75-80% of students
- All other support is in addition to this
- Represents the most impactful element of a guaranteed viable curriculum

The RTI & Tier 1 Disconnect

- Structured dialogue often not promoted or supported, or is assumed to be happening behind closed doors
- Dialogue about specific academic needs often jump to Tier 2 and 3
- Need for academic and non-academic interventions often conflated
- Teachers are uncertain about differentiation strategies/resources

Addressing the Gap

- We must expose the gap in order to open up dialogue and improve Tier 1 instruction
- Too often, the gap is about students, not instruction
- Recognizing and discussing instructional shifts can be uncomfortable

Prerequisites to Success

Key elements of Tier 1 conversations:

1. Common goal
2. Clear learning targets
3. Common assessments
4. Data literacy
5. Structure

The 4 Cs of RTI

Essential Principles to Guide our Work

1. Collective Responsibility
2. Concentrated Instruction
3. Convergent Assessment
4. Certain Access

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RTI Essential Teams

All tiers require different levels of support from

- Classroom teachers
- Instructional specialists
- Special education teachers
- Principals and other administrators

Common Goal for Tier 1 Dialogue

- Common understanding around the purpose, outcomes, and expectations for Tier 1 meetings

- Belief that we are focused on high levels of learning for ALL students

- Clarification of how this intentional collaboration might be different from existing team meetings

Common Goal

"We define a team as a group of people working together interdependently to achieve a common goal for which members are held mutually accountable."

- DuFour, DuFour, Eaker, & Many 2010

Common Goal

"In the absence of a common goal, there can be no true team. Effective goals generate joint effort and help collaborative teams clarify how their work can contribute..."

- DuFour, DuFour, Eaker, & Many 2010

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Table Considerations

What does Tier 1 team collaboration look like as it relates to?

- The common goal of academic dialogue
- Interdependence
- Mutual accountability

Clear Learning Targets at Tier 1

- Identify essential learning
- Collaboratively build understanding of expectations
- Plan for how instruction will get students to reach those targets

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Clear Learning Targets

In absence of a collaborative focus on learning targets, we assume that we:

- Agree on what skills/standards are most critical
- Have a common understanding of what those skills/standards mean
- Define success and struggle in the same way

Sources for Learning Targets

- NYS Common Core Standards
  - Performance Level Descriptors
- Local Curriculum Documents
- Lesson Plans

Learning Targets and Students

- Data notebooks provide opportunities for students to stop and reflect on their learning

- When given the time to reflect on their data, student ownership increases

- "…students quickly became more capable decision makers who knew where they were headed and who shared responsibility for getting there"

-Moss, Brookhart, & Long "Knowing your Learning Target," Ed Leadership

Defining Learning Targets

Some Transfer

- Time for staff to unpack standards and define learning targets

- Discussion about standards and learning targets in context of student work

Higher Transfer

- Teaching students about their personal learning targets

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Table Considerations

- What has been the process for Tier 1 teachers to define learning targets?
  - What is most essential
  - How to define the learning
  - Ideas and examples of success

Common Assessments at Tier 1

- Common tools and approaches to scoring
- Use of standard displays, triangulation of data, and aggregate level data
- Levels the ability to talk about success and struggle across classrooms
- Can range from student homework, to exit tickets, to formative assessments, to journals, to benchmark tests, etc.

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Convergent Assessment

- Ongoing analysis of evidence of learning
- Direct connection back to specific learning targets
- Direct connection to instructional strategies

Data Literacy

- Common understanding of different assessments

- Inferences and conclusions you can or can not make from different assessments

- Level at which assessments connect to specific learning targets

- Data as an indicator of success of instruction, not just success of students
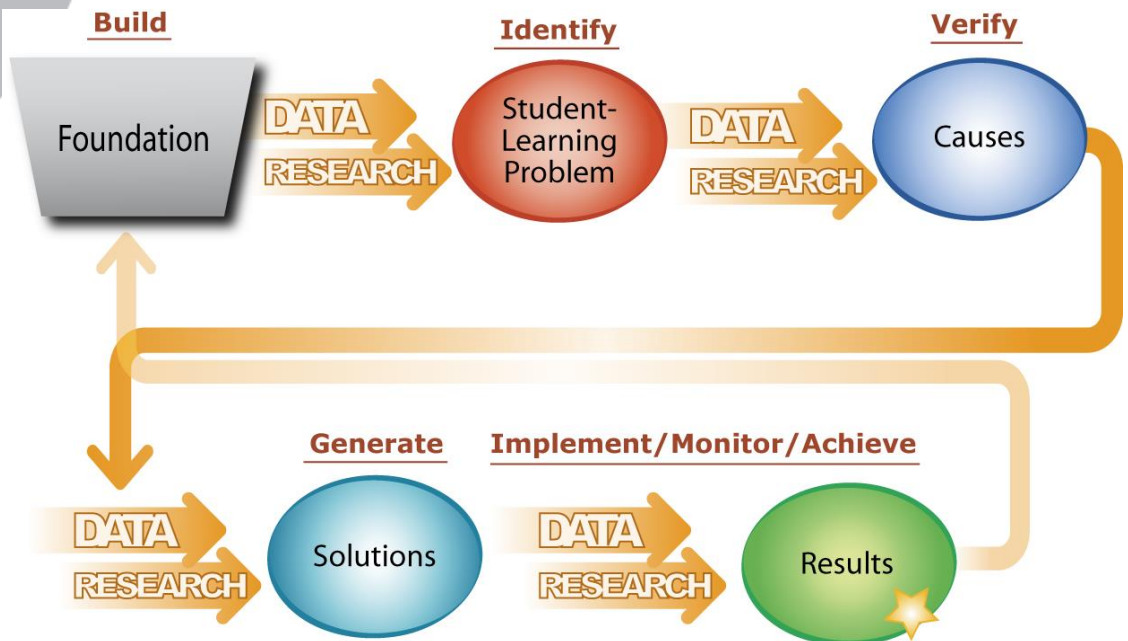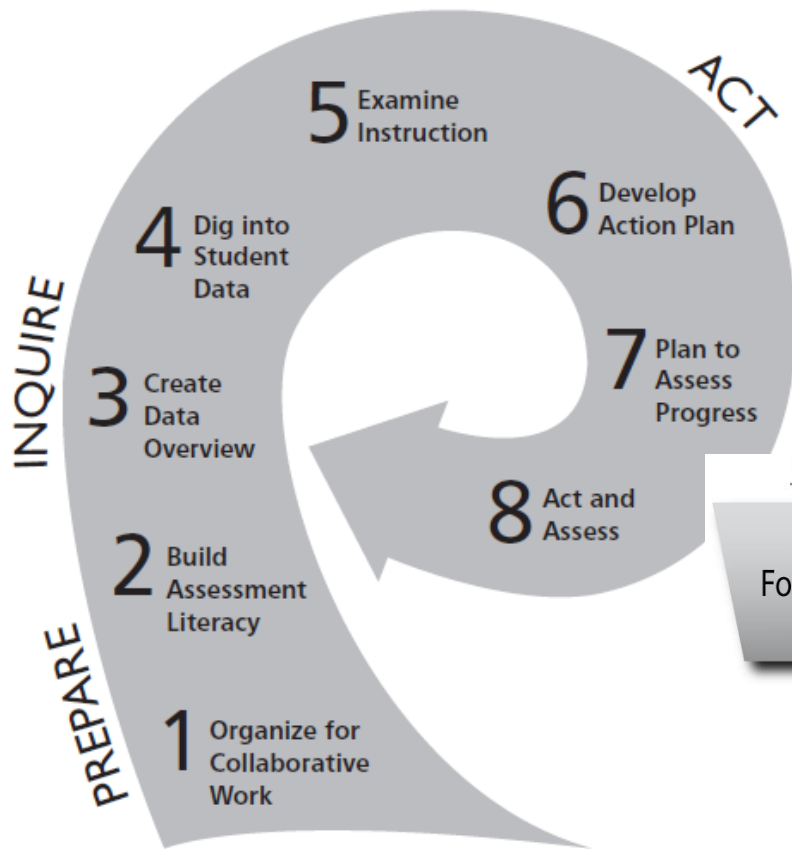
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Reporting Performance

- **Norm-referenced:** Percentile comparison to a larger group (performance/growth)
- **Criterion-referenced:** Pre-established proficiency cut score
- **Standards-referenced:** Levels of success on specific content/standards
- **Formative:** Instant feedback
- **Summative:** End result
- **Benchmark:** Track to proficiency

Key Principles for Data Interpretation

- **Sampling Principle:** What inferences can we make about student performance on specific skills?

- **Discrimination:** How do items differentiate between levels of understanding?

- **Measurement Error:** How consistent is the assessment and the scoring?

- **Reliability:** How consistently do our assessments give us similar results?

- **Validity:** How well does assessment measure what we want to measure?
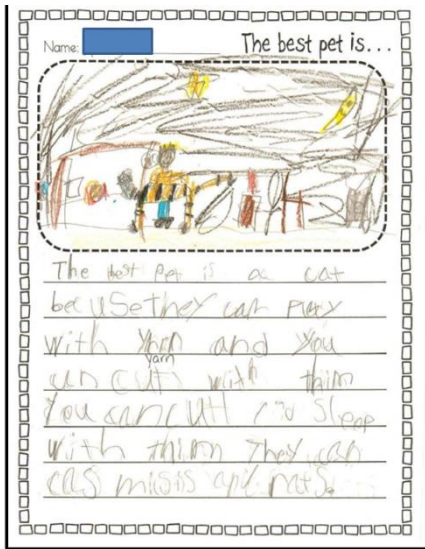
Structures that Support Purpose

- Opportunity for intentional collaborative dialogue about core instruction

- Meaningful use of current assessments

- Ability to move from learning to teaching

- Continuous cycle of dialogue focused on evidence based improvement

Common Structures for Dialogue

1. Building a foundation
2. Looking at student work for struggles
3. Examine Instruction
4. Act to shift instruction
5. Assess and evaluate results

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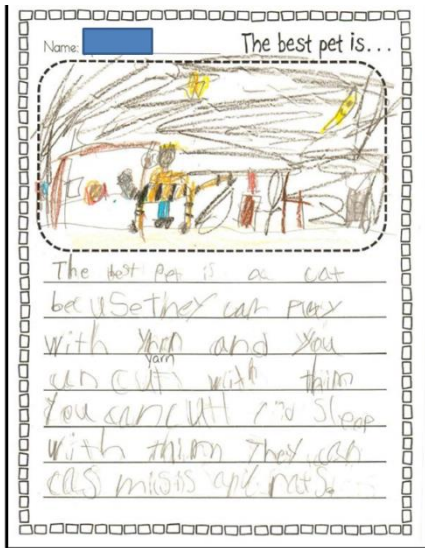
Desired Questions

"The best pet is a cat because they can play with yarn and you can cuddle with them. You can cuddle and sleep with them. They can chase mices and rats."

- What is the skill or standard that what was taught?

- What is the data source?

- What are the common expectations?

Desired Questions

- Successes/Struggles?

- What was the instruction?

- What strategies can be applied or changed?

- What information will tell us if shifts were successful?

"The best pet is a cat because they can play with yarn and you can cuddle with them. You can cuddle and sleep with them. They can chase mices and rats."

Structures for Change

- Tier 1 conversations aim to focus on the causal categories we can change:
  - Instruction
  - Teacher knowledge
- But, the dialogue should allow for the reflection on other causal categories:
  - Curriculum
  - Infrastructure

Certain Access at Tier 1

- Able to feel confident about that access with effective Tier 1 meetings
- Access that is open to address:
  - Academic
  - Non-academic

How is this image like Tier 1?