

RTI PLC

The Impact of Communication and Time

Fall 2016



If we expect kids to learn at high levels together, then we as educators must be willing to learn together.

Today's Objectives

- Identify areas of RTI success/need
- Consider strategies to build RTI literacy
- Examine the value of identified essential skills
- Discuss the connection between RTI and research-based instructional practices

Response to Intervention Readiness

Stoplight Protocol

Step 1:

- Read the statements below and **highlight** key terms or phrases.
- Afterwards, discuss terms and phrases with your table group.



Response to Intervention Readiness

Step 2:

Place a colored sticker next to each statement below.



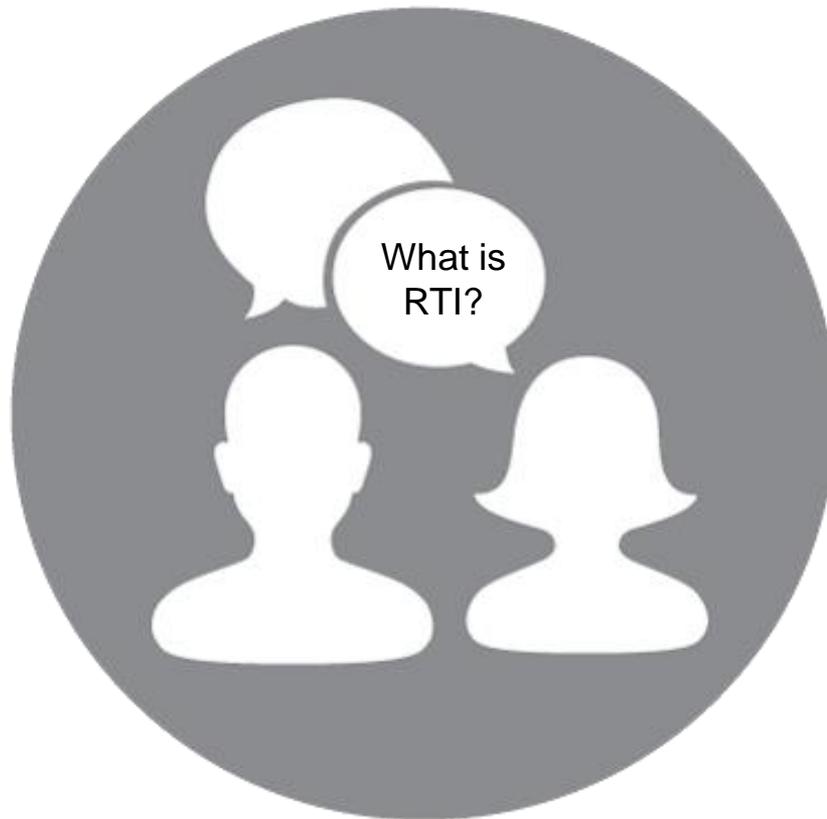
- Red-We **don't really do** this step
- Yellow-We **“sort of” do** this step (it happens in pockets or inconsistently)
- Green-We **really do** this step and do it consistently

Step 3:

Write an assumption for each color sticker you selected for the statement. Why did you choose that color?

Building RTI Literacy

Imagine a colleague from your district is asked the following question by a community member who is not an educator:



The 4 Cs of RTI

Essential Principles to Guide our Work

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

Understanding the “Why”

- Need the **why** before the what
- **Cultural change** must precede technical change
- Shift the focus to **prevention** from only intervention

Why spend time on the “Why”

- To counter:
 - Misinformation
 - Passage of time
 - Bad habits
 - Gap between plan and practice
 - Exclusion of staff
- To promote:
 - Best practices
 - Efficiency

Leveraging Existing Practices



An Alternative Approach

- How do we know if students are successful in achieving our goals?
- What do we do if students are struggling to meet those goals?
- How do we know if those next steps are effective?
- How do we communicate this with each other?



What are some strategies?

- Revisit the key elements of RTI with full staff
 - The 4 Cs
 - The distinction between the tiers
 - The focus on RTI as a process
 - The goal of instructional improvement
- Do an evaluation like the one we used this morning
- Consider those questions at the heart of RTI
- Include all staff

“It does not matter which teacher your child has at our school, if your child needs extra time and support to learn at high levels, we guarantee he or she will receive it.”

-Mike Mattos

Response to Intervention Readiness

Step 4:

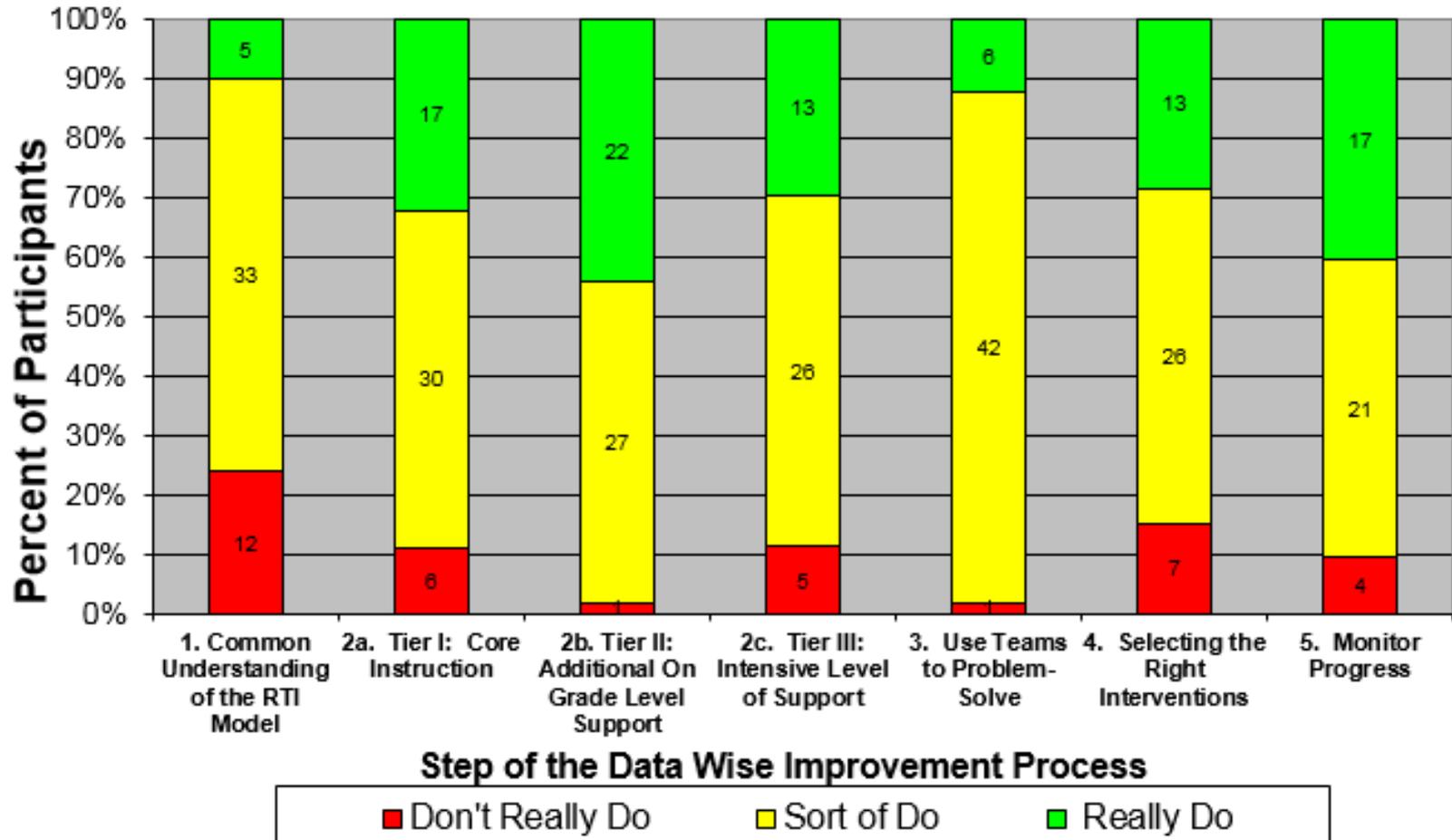
Look at the regional data:

- What do you notice and wonder about the regional graph?
- How is this data similar or different than what you discussed at your table?
- Who might this activity help focus building RTI literacy in your district or building?

Perceptions of RTI Readiness

RTI User Group
November 18, 2016

Chart Area



Opening the Door to RTI

Essential Principles to Guide our Work

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



Concentrated Instruction

- Systematic process to identify essential learning
- Determine the specific instructional needs for each child to get there
- Focus: Where we need to go
- *Clear Learning Goals*

Essential Standards and Expectations

- How do we know what should be our priority skills and expectations?
- Once identified, do we have a common understanding of what these mean?
- How do we or should we define success?

Why this step?

- Applies to all teachers
- Begins the conversation with Tier 1
- Provides a common starting point to discuss assessments
- Provides a focal point for collaboration
- Allows the work to move to consider the other tiers when we consider 

Why this step?

- Focusing on the essentials together increases the likelihood of them being taught
- Defining essentials will guide Tier 2
- Identifying the prerequisite skills for those essentials will guide Tier 3

Collective Responsibility

- Common understanding and dialogue about our goals as educators
- Belief that we are focused on high levels of learning for all students
- Focus: What we want for our students
- *Collaboration*

*Essentials give us something we
can all talk about.*

Convergent Assessment

- Ongoing analysis of evidence of learning
- Use of assessment to determine learning needs
- Focus: Where we are now
- *Common Assessments*

If we have clear essentials, our assessments should reflect the skills and level of expectation. Leads to greater data and assessment literacy.

Certain Access

- System that guarantees students receive instruction and support to meet learning goals
- Focus: How we get there
- *Guaranteed Viable Curriculum*
- *RTI Design – the Tiers*

The essentials allow us to discuss certain access to effective core, additional support for those skills.

“It does not matter which teacher your child has at our school, if your child needs extra time and support to learn at high levels, we guarantee he or she will receive it.”

-Mike Mattos

Essential Standards and Expectations

- What have the conversations looked like in your building?
 - How do we know what should be our priority skills and expectations?
 - Once identified, do we have a common understanding of what these mean?
 - How do we or should we define success?