

RTI PLC

Moving from Tier 1 to Tier 2 with
targeted supports

Winter 2015



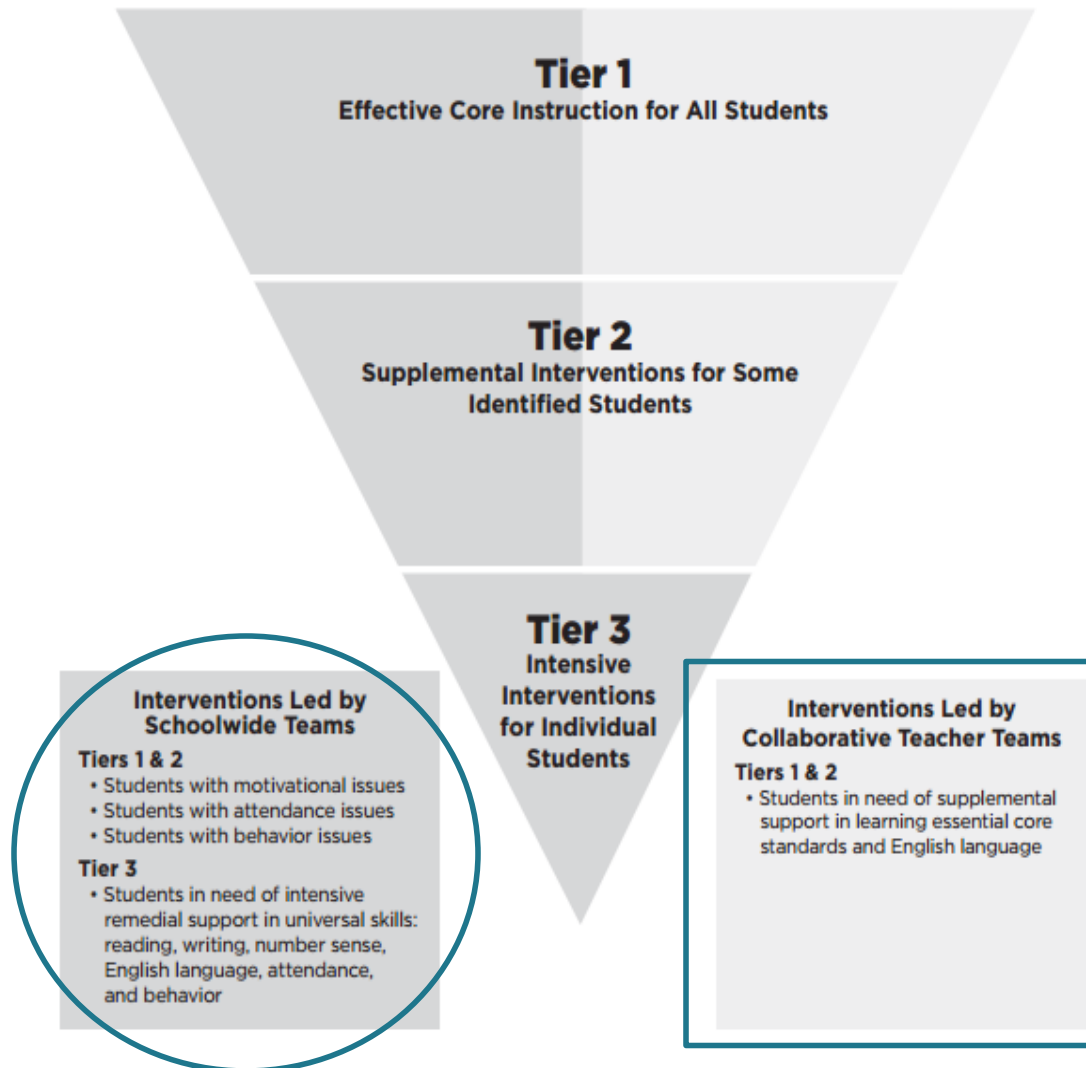
PLC Schedule

- Fall:
 - Focus on Tier 1
- Winter:
 - Sharing Tier 1 work
 - Focus on Tier 2
- Spring:
 - Sharing Tier 2 work
 - Focus on Tier 3

Today's Focus

- Consider how a focus on Tier 1 impacts work in districts
- Explore key elements of RTI Tier 2
- Collaborate and share current and desired states of Tier 2 support
- Discuss the challenges of RTI at MS/HS levels
- Discuss next steps for your district and our PLC

RTI: Proactive and Preventative



Tier 1: The Starting Point

- The foundation is this Core Instruction
- Tier 1 instruction and interventions should meet the needs of approx. 75-80% of students
- A solid Tier 1 allows us to move to the other levels of support

Keys Elements of Tier 1

- Access provided to all students
- Guaranteed viable curriculum
- Quality resources and instruction
- Common understanding of essential expectations (goals/standards)
- Collaborative teams are able to discuss student and instructional successes

Tier 1 Interventions

- Differentiation within classroom
- On-grade level content or quick triage
- Tier 1 Interventions are often:
 - Simple best practices
 - Done in small time frames
 - Targeted to meet student misunderstandings or deficits
 - Targeted to best address learning styles

Tier 1: Use of Data

- Overall Effectiveness of Core
 - State tests, unit assessments, benchmarks
 - Need to revisit curriculum/instruction
- Daily Success
 - Formative assessments, observations, collaborative dialogue
 - Need for Tier 1 interventions
- Foundational Skills
 - Universal screening, observations
 - Need for interventions (Tier 2 & 3)

District Focus

- How has the district shifted the focus from the individual aspects of RTI (Tiers 2 & 3) back to core instruction and Tier 1 interventions?
- What have been the benefits and reactions of focusing some work or conversation on Tier 1 instruction and interventions?
- What are the challenges of this work?

The 4 Cs of RTI

Essential Principles to Guide our Work

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

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
- *Hattie's Research - Collaboration*

Concentrated Instruction

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

Convergent Assessment

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

Certain Access

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

Sample Data

- Immediate concerns and questions
- First steps to address RTI needs
- Who needs to be involved
- Practical uses of this data
- Need for additional information
- How has your district moved past some of these same types of concerns/questions?

Tier 2: Next Level of Support

- Targeted Instruction + Time = Learning
- For students who continue to struggle after Tier 1 core instruction and Tier 1 interventions
- Effective Tier 2 will meet the needs of an additional 15% of students

Key Elements of Tier 2

- Must react to the cause, not the symptom
- Supplement to core instruction and interventions
- Focused on supporting students with the on-grade level standards (or quick foundational triage)
- Designed to meet needs of different learners and consider the reasons for the struggles
- Quality and fidelity

Tier 2 Interventions

- Provided in addition to Tier 1
- Often take place outside the classroom, or within the classroom during designated time
- Targeted to meet student needs
- Monitored and adjusted as needed
- Not meant to be permanent
- May be preventative

Tier 2, Information, & Instruction

- Must determine which students are not successful after core instruction and Tier 1 intervention
- Assessments and data used prior to and during Tier 2 support
- Identify students lacking prerequisite skills and frontload Tier 2

Tier 2: Initial Considerations

- Who is responsible for providing this support?
- Who else plays a role in Tier 2?
 - Team, classroom teacher, specialist, counselors
- What content is supported?
- Where and when is support provided?
- What intervention resources are available/used?

Tier 2: Next Steps

- How is need and placement specifically determined?
- How are students grouped in Tier 2?
 - Addressing causes of struggle
 - Scheduling
- How do we monitor success and make decisions about next steps?