

RTI PLC

Effective Interventions

September 25, 2015



RTI PLC Agenda 9/25/15

- What is the purpose of the RTI PLC?
- How can we involve students in data collection and discussion?
- What are the criteria for effective interventions?
- How effective are interventions in your school?
- What effective interventions are in use in other districts?
- What diagnostic assessments are in use in the region?

2014-15 PLCs

- Fall:
 - Focused on Tier 1
- Winter:
 - District Share: West Genesee
 - Focused on Tier 2
- Spring:
 - District Share: Oriskany & Fabius-Pompey
 - Focused on Tier 3

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
- *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
- *Clear Learning Goals*

Convergent Assessment

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

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*

Tier 1: The Starting Point

- The foundation for everyone
- Tier 1 instruction and interventions should meet the needs of approx. 75-80% of students
- Common learning targets
- Solid core instruction improves all aspects of RTI

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 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

Tier 2 Interventions

- Available to all in addition to core
- Targeted to meet student needs based on the cause
- On-grade level support or quick triage
- Monitored and adjusted as needed
- Not meant to be permanent

Tier 3: Intensive Support

- Individualized
- For students who are identified as having major foundational gaps
- Students may move through tiers or have immediate Tier 3 support
- Meets the needs of approximately 5% of students

Tier 3 Interventions

- Provided in addition to Tier 1 & possible Tier 2
- Takes place outside the classroom
- Targeted to meet student needs (diagnostics)
- Monitored and adjusted very frequently
- May occur every day

Distinguishing Tiers

Tier 1: Core instruction for all



Tier 2: Targeted and additional time

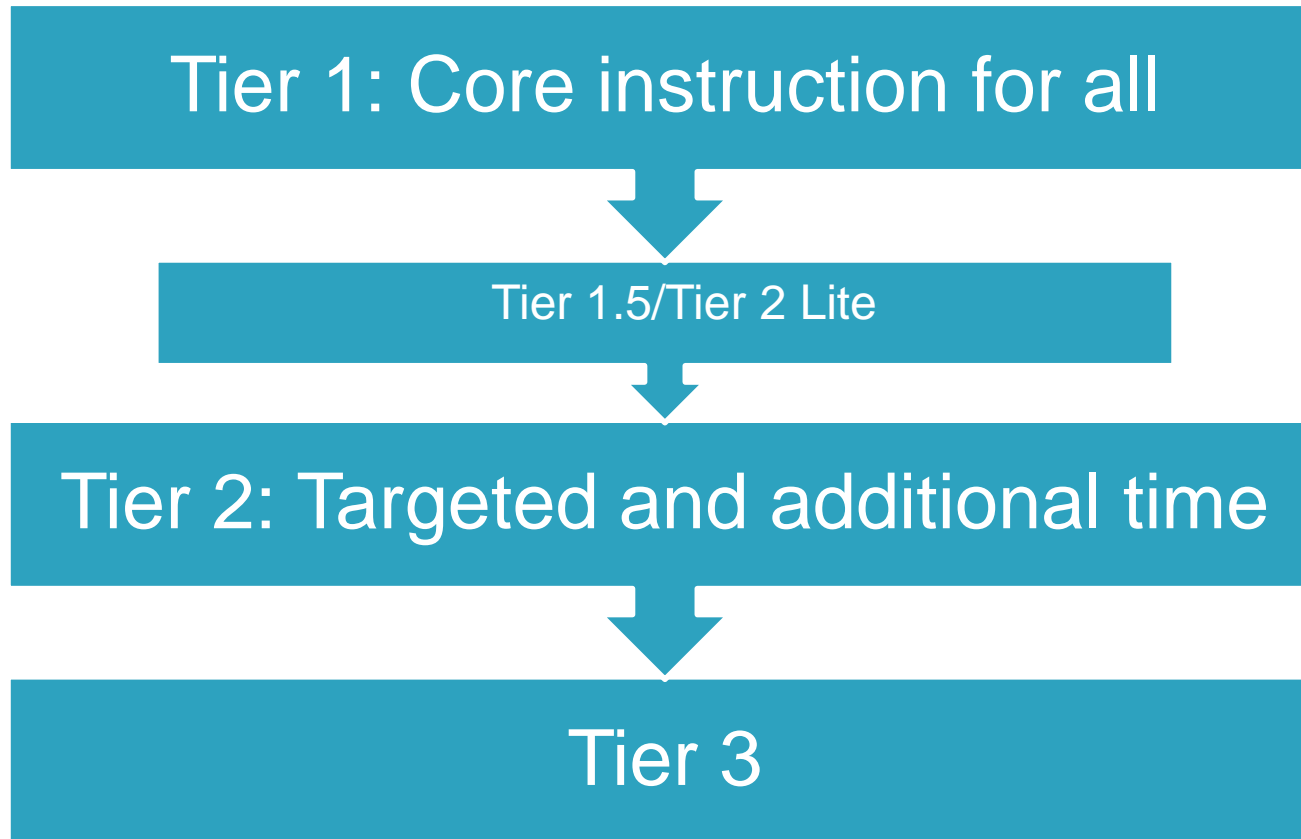


Tier 3



Consider
how these
are
different in
your
district

Distinguishing Tiers



STUDENT DATA NOTEBOOKS

Developing Ownership, Motivation, and a
Growth Mindset

Based on a presentation by Tim Brown

Essential Questions

- What are the essential components of a highly motivated and engaging classroom?
- What products are teams developing that help build student self-efficacy while answering critical questions of the PLC process?
- How do teachers use these products effectively and give students ownership in their own learning?

Benefits of Student Involvement

- Data notebooks help provide opportunities for students to stop and reflect on their learning.
- When given the time to reflect on their data, student ownership increases.

Impacting Motivation and Self-Esteem

The Highly Engaged Classroom

(Marzano, Pickering, & Heflebower, 2010)

Emotions	Interest	Importance	Self-Efficacy
<ul style="list-style-type: none">• Use effective pacing• Incorporate physical movement• Demonstrate intensity and enthusiasm• Use humor• Build positive teacher-student relationships	<ul style="list-style-type: none">• Use games• Initiate friendly controversy• Present unusual information• Question to increase response rates	<ul style="list-style-type: none">• Connect to students' lives• Connect to students' ambitions• Encourage applying knowledge	<p><i>The belief in one's ability to perform a task; probably the greatest factor!</i></p> <ul style="list-style-type: none">• Track and study progress• Use effective verbal feedback• Provide examples of self-efficacy

The Self-Efficacy Factor

- I help students set personal academic goals and track their own progress over time.
- I have students examine and reflect on their effort and preparation for assignments and assessments.
- I have students connect to their personal theories about learning.
- I avoid verbal feedback that could create a fixed mindset.
- I use stories and quotes to promote a **growth mindset**.

Theories About Goal Setting

- The key components of setting goals are choosing which to pursue and commitment in pursuing them.

(Locke, Latham, Smith & Wood, *A Theory of Goal Setting and Task Performance*, 1990)

- During self-reflection learners determine whether their present approach is effective.

(Zimmerman, *Self-Efficacy: An Essential Motive to Learn*, 2000)

- Research with children with reading difficulties showed that giving children feedback on how well they were learning to use a comprehension strategy improved their reading comprehension self-efficacy and achievement.

(Schunk and Rice, "Learning Goals and Children's Reading Comprehension," *Journal of Reading Behavior* 23, 1989)

Data Notebooks: Why Use Them?

- They formalize self-analysis and goal setting; engage students in their own learning.
- They help teachers select appropriate resources and instructional design and formative assessment strategies.
- They are an effective tool for communication between home and school.

Examples

- Self-reflection at end of unit, quarter, semester
- Tracking my own learning with graphs to chart progress
- Checklists
- Reading Log
- Use “I Can” statements
 - I can teach this to others
 - I can do this by myself
 - I can do this with help
 - I cannot do this, **yet**

INTERVENTIONS

Using Specific Criteria to Determine Effectiveness

Evaluating Interventions

- Access to interventions doesn't guarantee success.
- Must think about the true effectiveness of your interventions
- Avoid more of the same

What is an intervention?

“An intervention is anything a school does, above and beyond what all students receive, that helps a child succeed in school.”

- Buffum, Mattos, & Weber 2012

What makes an effective intervention?

- Targeted
- Systematic
- Research-based
- Fidelity of Administration
- Timely Delivery
- Directive

Targeted

- What specific skills or strategies does the intervention address?
- Is this information clear to everyone who may use this intervention?

Systematic

- Guarantees that every student who needs this specific intervention will receive it.
- Not up to an individual to refer a student for this support.
- There exists a process to ensure that we can identify those students.

Research-Based

- Two types:
 - Scientific
 - Practical
- Can we point to research that shows that this intervention **can** work?
- Can we provide local evidence that the intervention **does** works for most students?

Highly Trained

- Who is providing the intervention?
 - The best person? A specialist?
 - A competent person who is not a specialist?
 - Someone not trained or effective?

Timely

- How long does it take to identify and begin intervention?
- How often are we meeting to discuss impact of intervention?

Directive

- Is help optional for students?
- What steps are taken to ensure that students who need an intervention will receive it?

Alignment

- List the most common interventions that are delivered in your school (Tier 2)
- Place a Plus, Check, or X in each box
- Discuss with your team
- What is missing to truly ensure that the intervention is effective?

Diagnostic Assessments

- Consider the purpose, value and limitations of screening measures
- Tier 2: May be able to provide interventions based on deficits common to a group
- Tier 3: Individual analysis of instructional program and student skills to plan for intervention
- Diagnostic assessments measure discrete skills

Next Meetings

- 2015-16 PLC Dates:
 - Friday, February 12
 - Friday, June 10

Resources

- **Simplifying Response to Intervention: Four Essential Guiding Principles - an RTI Book for Professional Learning Communities** by Buffum, Mattos, and Weber
- **Learning CPR: Making Your Current Site Interventions More Effective** presented by Mike Mattos - Solution Tree PLCs at Work Conference
- **Student Data Notebooks: The Power of Students Tracking Their Own Learning** presented by Tim Brown – Solution Tree PLCs at Work Conference