

School Leadership for Response to Intervention



***"America's future walks through
the doors of our schools
everyday."*** *Mary Jean LeTendre*

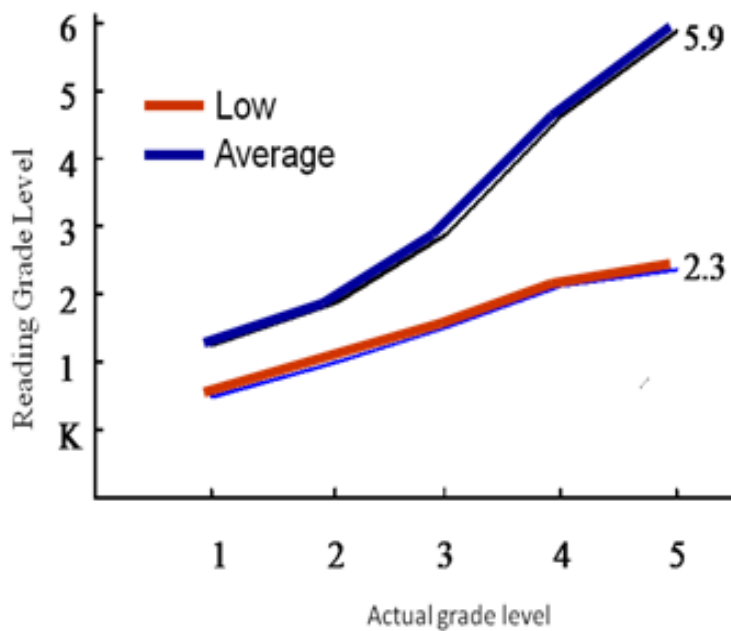
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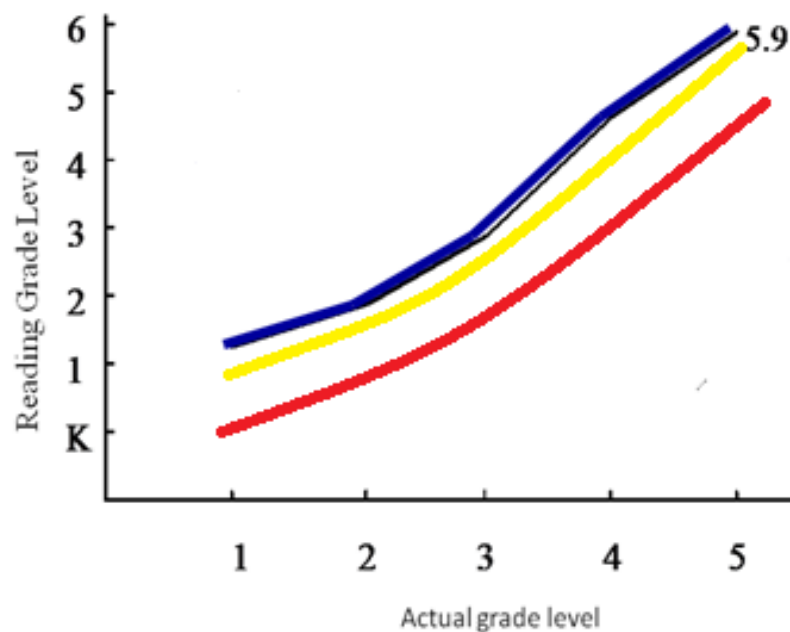
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Nationally: We are doing more

- Torgeson-2001



- Tran-2011



Overview of an Effective Model

- Set **goals and** systemic/sustained plan
- Valid and reliable **assessment system** to monitor progress
- Adoption of **evidence based materials** and programs
- Adequate, prioritized **instructional time**
- **Differentiated instruction**, grouping, and scheduling
- An integrated system of research-based **professional development** and resource allocation.
- Strong **instructional leaders** maintaining focus and establishing support mechanisms



OSEP Recommendation: Systematic RtI

"Research indicates that implementation of any process, across any system, is most effective when accomplished systematically, in an incremental matter, over time."

OSEP Director Patricia J. Guard

Tools for Implementing

1. Needs Assessment Review
2. Data Meeting Protocols
3. Tools for Structuring Instruction

Needs Assessment Tools: What do you already do?

Needs Assessment Review:

What assessments are used?

What evidence based curriculum is used?

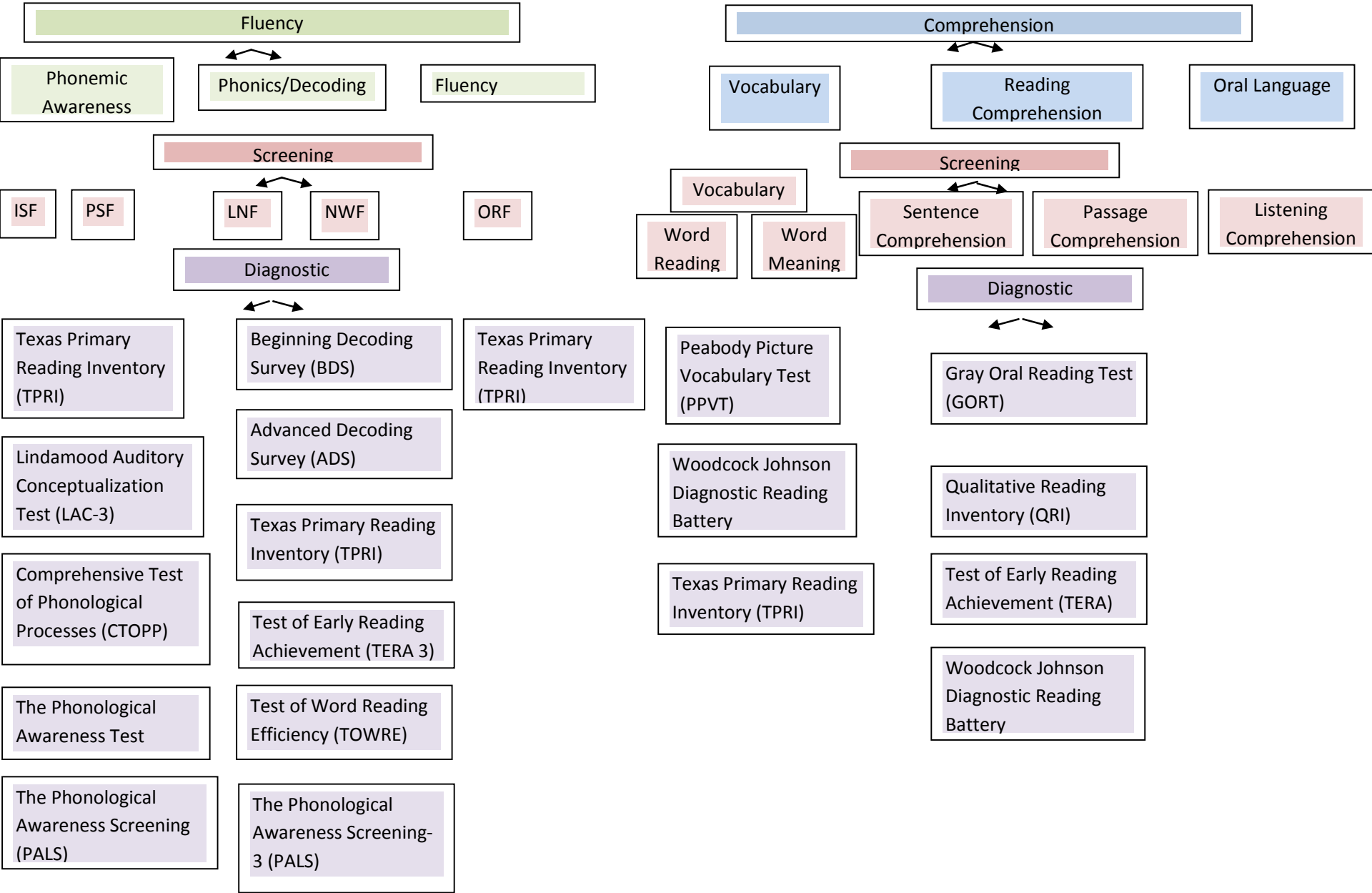
Assessments Used Framework

Assessment Framework

COMPONENT	<i>SEPTEMBER-OCTOBER</i>		<i>AS NEEDED</i>	<i>JANUARY</i>	<i>MAY</i>	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic/ Progress Monitoring ⁺	Winter Benchmark	Outcomes Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Oral Language						
Phonemic Awareness						
Phonics						
Fluency						
Vocabulary						
Comprehension						
Writing						

Adapted by: *Hanson Initiative for Language & Literacy*

Reading Assessment Flow Chart



What is a valid and reliable assessment?

Valid: Accurately measures what is should.
It predicts who is likely to pass future assessments based on state standards.

Reliable: Can be given by multiple people or several times and same results achieved.

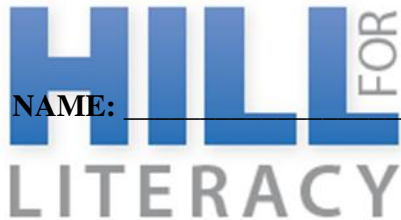
Many assessments are highly subjective!

What Programs Do You Have in Your School/District?

- Tools to survey your staff
 - Individual Teacher Survey
 - School-wide Literacy Program Summary

Individual Teacher Program Survey

Name of School _____



NAME: _____

GRADE LEVEL(S) TAUGHT: _____

DATE: _____

PROGRAM	AREA ADDRESSED BY PROGRAM (see key below)							YOUR SKILL WITH EACH PROGRAM (see key below)						USE OF PROGRAM				
	OL	PA	P	SP	F	V	RC	0	1	2	3	4	5	CORE %	SUPPLEMENTAL %	INTENSIVE %	Who Provides (teacher, specialist, etc).	Service Delivery Model (individual, group)

Key to Area:
 OL = Oral Language
 PA = Phonemic Awareness
 P = Phonics
 SP = Spelling
 F = Fluency
 V = Vocabulary
 RC = Reading Comprehension

Key to Skill:
 0 = don't use
 1 = little experience
 2 = progressing
 3 = comfortable
 4 = confident
 5 = could teach others

RTI requires: “Scientific Research Based Interventions”

(IDEA 2004(P.L. 108-446. Mass DOE required.)

“Specific curriculum and educational interventions that have been found to be effective — that is, the research has been reported in scientific, peer-reviewed journals.”

NASP, 2006 <http://www.nasponline.org/resources/factsheets/rtiprimer.aspx>

Evidence based vs research based

Where to find screenings of Research Based Interventions

- ▶ Intervention tools Chart (Fuchs')

http://www.rti4success.org/tools_charts/instruction.php

SRSD, Spelling

- ▶ Whatworks.org / Best Evidence Encyclopedia

<http://ies.ed.gov/ncee/wwc/reports/Topicarea.aspx?tid=01>

LindamoodBell, SpellRead, Wilson

- ▶ Peer reviewed top caliber journals

- ▶ Not all journals are equally rigorous!

Tools for Implementing

1. Needs Assessment Review
2. **Data Meeting Protocols**
3. Tools for Structuring Instruction

Data-based Decisions and Protocols

- Data Sets
 - Individual, Classroom, Grade, School, District
- “Pre slugged” Data Meeting protocols
 - Doug Reeves

Data Meeting Protocol

Fall Data Meeting Protocol					
Literacy Initiative – Level 1					
Stage 3: Conducting the Meeting					
Step	Action	Materials Needed	Purpose/Rationale	Responsible Person	
6	Review performance of fall scores to previous spring scores	6.1 Identify highly discrepant scores and validate (may require re-testing)	6.1.1 Multi-year <u>summary sheet</u>	Determine data trends to plan for resource allocation and professional development	Coach & Principal
7	Group students within classrooms and/or across grade level	7.1 Examine all data	7.1.1 Classroom/Grade <u>Level Grouping Chart</u>	Provide appropriate grouping for students needing focused small-group	Coach, Teacher & Principal
		7.2 Sort first by fluency, then by comprehension scores	7.2.2 <u>Comprehensive Data Spreadsheet</u>		
8	Identify instructional focus and materials	8.1 List appropriate resources and/or programs	8.1.1 Classroom/Grade <u>Level Grouping Chart</u> (same as 7.1.1 above)	Determine appropriate instructional goals for students in small-group instruction	Coach & Teacher
		8.2 List preferred resources, but not available	8.2.1 Same as <u>7.1.1</u> above	Determine if teachers have the materials needed for students	Coach & Teacher
		8.3 Specify instructional methods and routines designed to address skill deficit	8.3.1 Same as <u>7.1.1</u> above	Focus on specific goals that will improve students' literacy skills (e.g. make sure we are teaching the "right stuff" based on data)	Coach & Teacher
9	Develop lesson plan for students below benchmark who need small group instruction	9.1 Address primary skill deficits of the group	9.1.1 Core, Supplemental or Intensive Program lessons, or	Use this for students who are below core and supplemental programs and need explicit small group remediation	Coach & Teacher
			9.1.2 <u>Explicit Lesson Plan Templates</u>	Use this when there is nothing available through programs.	

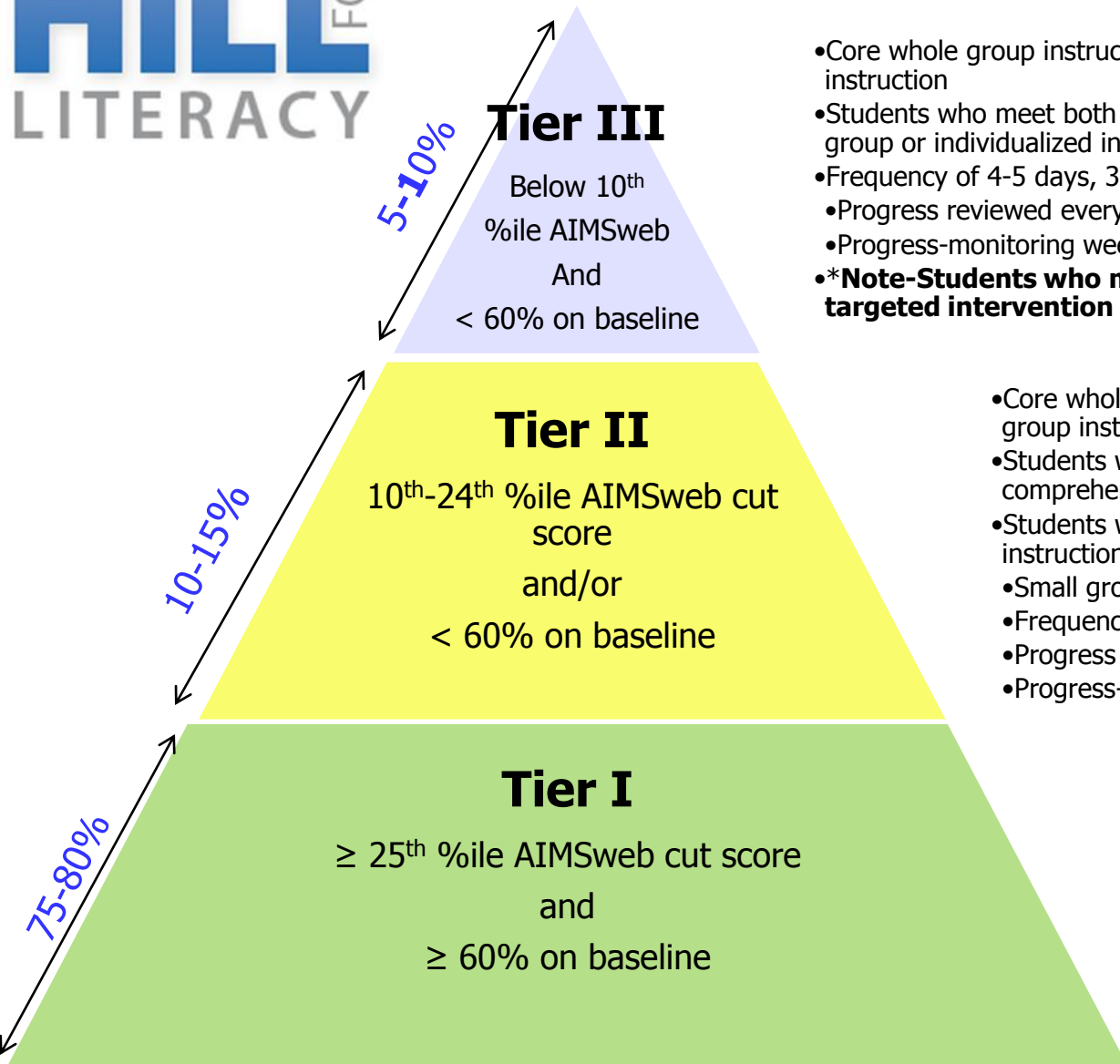
Tools for Implementing

Needs Assessment Review

Data Meeting Protocols

Tools for Structuring Instruction

Tool for Which Students Receive Which Interventions



Tier III

Below 10th
%ile AIMSweb
And
< 60% on baseline

Tier II

10th-24th %ile AIMSweb cut
score
and/or
< 60% on baseline

Tier I

≥ 25th %ile AIMSweb cut score
and
≥ 60% on baseline

- Core whole group instruction & differentiated small-group instruction
- Students who meet both criteria will receive comprehensive small-group or individualized intervention
- Frequency of 4-5 days, 30-40 minutes
 - Progress reviewed every 6-8 weeks
 - Progress-monitoring weekly, minimum of one probes
- *Note-Students who meet 1 criteria will receive Tier II targeted intervention based on area of need**

- Core whole group instruction & differentiated small-group instruction
- Students who meet both criteria receive comprehensive small-group intervention
- Students who meet 1 criteria will receive targeted instruction based on area of need
 - Small group instruction with interventionist
 - Frequency of 2-3 days
 - Progress reviewed every 6-8 weeks
 - Progress-monitoring weekly, minimum of one probe

- Core whole group instruction
- Differentiated small-group instruction
- Differentiated practice stations
- Students between 25th and 45th percentile 25th-35th percentile for early literacy) will be placed on a "**Tier I Monitor**"
 - Progress-monitoring weekly with 1 probe, or bi-weekly with a median of three probes

Exit criteria from Tier III to Tier II

Meeting benchmark with ambitious growth or meets unit re-grouping criteria of 60% or greater (also consider other assessments)

Exit criteria from Tier II or Tier III to Tier I

Meeting benchmark with ambitious growth and meets unit re-grouping criteria of 60% or greater (also consider other assessments)

Building an Intervention Model: School Schedules

Based on best for academics not specialists/lunch

- Academic Blocks:
 - Literacy (uninterrupted 90 min in grades K-2)
 - Math (60 minutes)
 - Writing (daily)
 - Science/Social Studies

Creating Schedules:

- Begin with 1st grade and work up
- 1st grade intervention works well in the afternoon
- K-shorter intervention block (20-30 min)

Sample Schedule

Green ELA 90 min, IV 30 min

Teacher Schedule 2009-10

Name

Time	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8:05	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
8:30	8:30 - 10:00 ELA	8:30 - 8:45 Morn Mtg	8:30 - 8:45 Morn Mtg	8:30 - 8:45 Morn Mtg	8:30 - 9:30 Math	8:30 - 9:15 Specials
8:45		8:45-10:15 ELA	8:45 - 9:15 Ext /Int	8:45 - 9:45 Math		(Art 8:30 - 9:30)
9:00						
9:15			9:15 - 10:45 ELA			8:15 - 10:00 SC/SS
9:30					9:30-10:15 Specials	
9:45				9:45 - 10:15 Ext / Int	(Art 9:30 - 10:30)	
10:00	10:00 - 11:00 Math					10:00 - 11:00 Math
10:15		10:15 - 10:45 Ext / Int		10:15 - 10:55 SC /SC	10:15-11:05 SC/SS	
10:30						
10:45		10:45-11:45 Math	10:45 - 11:30 SC / SS			
11:00	11:00 - 11:30 Ext/Int			10:55 - 11:20 Recess	11:05-11:30 Recess	11:00 - 11:25 Recess
11:15						
11:30	11:35 - 12:00 Recess		11:30 - 11:55 Recess	11:20 - 11:45 Lunch	11:30-11:55 Lunch	11:25 - 11:50 Lunch
11:45		11:45 -12:10 Recess		11:45 - 12:30 Specials		
12:00	12:00 - 12:25 Lunch		11:55 - 12:20 Lunch	(Art 11:45-12:45)	12:00 -12:30 Ext. Int	11:50 - 1:30 ELA
12:15		12:10 - 12:35 Lunch				
12:30	12:25 - 12:45 SC/SS		12:30 - 1:30 Math	Flex	12:30 - 2:00 ELA	
12:45	12:45 - 1:00 PU/Dis	12:45 - 1:30 Specials		12:45 - 2:15 ELA		
1:00	1:00 - 1:25 Teacher Lunch					
1:15						
1:30	1:25-2:30 Plan /Col	1:30 - 2:15 SC /SS	1:30 - 2:15 Specials			1:30 - 2:00 Ext / Int
1:45						
2:00					2:00 - 2:15 Afternoon Mtg	2:00 - 2:15 Afternoon Mtg
2:15		2:15 - 2:30 Pack U/Dis	2:15 - 2:30 Pack U/Dis	2:15 - 2:30 Pack U/Dis	2:15 - 2:30 Pack U/Dis	2:15 - 2:30 Pack U/Dis
2:30						

A few tips on Data Mtgs

- MIT Studies
- Start with positives
- All data scored and charted beforehand
- Minimize paperwork for teachers
- Pre-slugged agenda

"When you have a great and difficult task, something perhaps almost impossible, if you work a little at a time, every day a little, suddenly the work will finish itself."

Isak Dinesen

