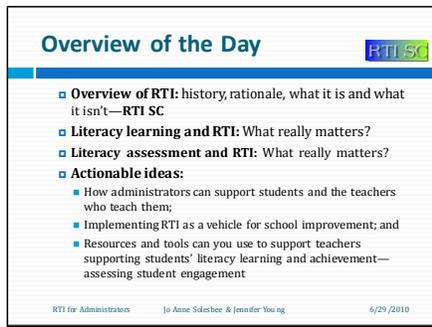


Slide 1



Slide 2

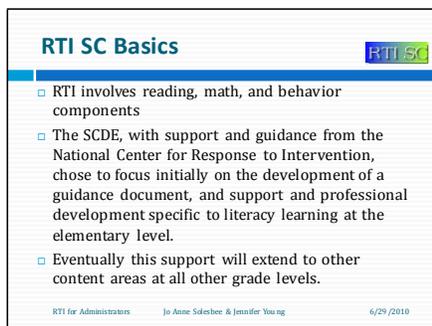


(1 min) Here's what we will look at today: we'll spend about 40 to 45 minutes this morning on an overview of RTI—that is, RTI in general.

After a short break, we will look at RTI specific to literacy learning. Halfway through this, we will take a lunch break.

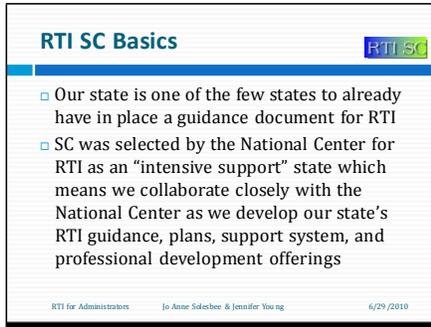
After lunch we'll look at RTI and assessment and then move into specific things you can do to support RTI as a change process in your schools.

Slide 3



(1 min)

Slide 4



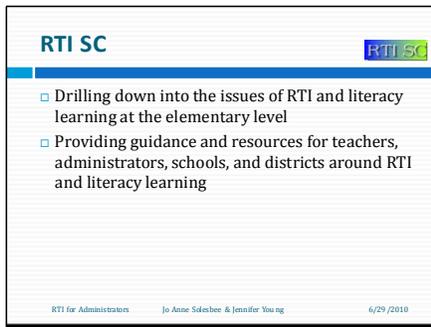
RTI SC Basics

- Our state is one of the few states to already have in place a guidance document for RTI
- SC was selected by the National Center for RTI as an “intensive support” state which means we collaborate closely with the National Center as we develop our state’s RTI guidance, plans, support system, and professional development offerings

RTI for Administrators Jo Anne Sotolongo & Jennifer Young 6/29 /2010

As an intensive support state, we work closely with the national center around all aspects of our work. They have been a tremendous resource to us as we work through ideas, issues, and plans, and they share with us their best current thinking as they are working through RTI at the national level. This is truly a “work in process.”

Slide 5



RTI SC

- Drilling down into the issues of RTI and literacy learning at the elementary level
- Providing guidance and resources for teachers, administrators, schools, and districts around RTI and literacy learning

RTI for Administrators Jo Anne Sotolongo & Jennifer Young 6/29 /2010

(1 min) Presently the SCDE has decided that we will begin RTI support by really taking a close and careful look at RTI and literacy learning at the elementary level. Therefore, all of our work and our resources right now are directed in this area. Eventually this work (including support and guidance) will be expanded to other content areas...

Slide 6



Current Offerings

- RTI SC Guidance document: available online at <http://ed.sc.gov/>

South Carolina Department of Education
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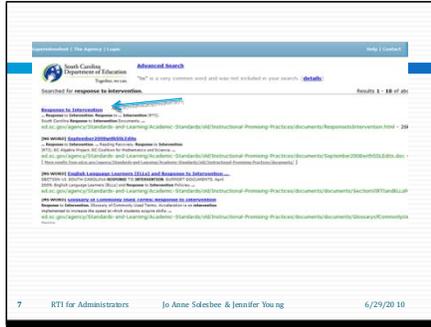
Latest Headlines

- Monday, June 29, 2010
South Carolina launches four standards based on National History Day program
- Wednesday, June 23, 2010
More political involvement by the continuing public school improvements
- Monday, June 21, 2010
Public schools that include more students for reform to suit children's needs

6/29 /2010

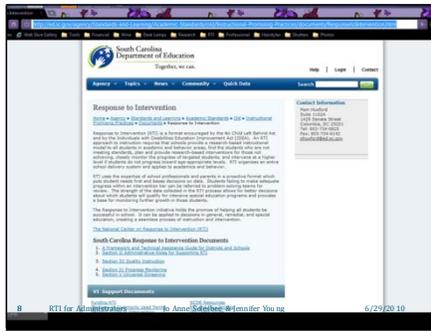
So the SCDE has a guidance document for RTI and literacy...Here is the easiest way to find it...go to the SCDE website and type response to intervention in the search box...

Slide 7



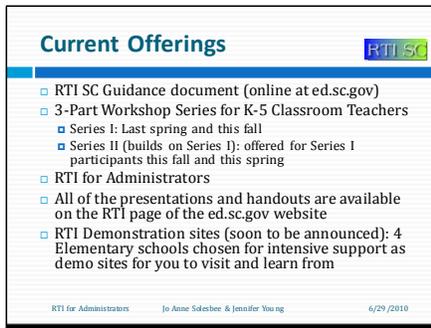
Click on the first link you get and it will take you to....

Slide 8



This page. Sections of the guidance document are here. Below that are all of our presentations and handouts from today and everything from all of the presentations and workshops we have done and will do; we encourage you to access this site and use these materials with your teachers in your schools.

Slide 9



- Guidance document
- 3 part workshops for teachers
 - Series one was offered last spring and will be offered again this fall
 - Series 2 will be offered in the fall for folks who attended Series 1; again in the spring.
- RTI Demonstration sites and Partner sites to be announced Wednesday. These are schools that have been selected for intensive work with us to gear up to become places all of you can visit to gather ideas...

Slide 10

Future Plans

- Improved Web presence to feature
 - All support documents
 - Streaming video: examples of classroom lessons, SIT meetings, conversations with school administrators, state leaders, and teachers about RTI implementation...and more
 - Archive of Research
 - Links to partners and national RTI resources

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One of our major pushes will be to create a better web presence that is easier to use and that will be used by all to include...

Slide 11

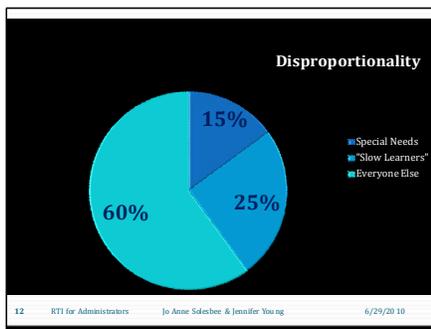
Why RTI? A brief history

- Use of discrepancy formulas contrasting achievement with estimates of ability drew attention to the problem of
- Over-identification of children suspected of learning disability due to lack of progress
 - up to 18-20% of all students in some districts and
 - large numbers of children "falling through the cracks" who did not qualify for special education

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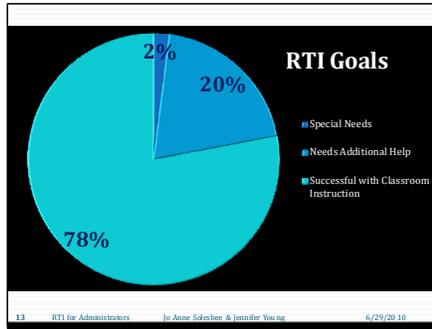
Over the past 30 years, up to 16-18% of students in some districts have been identified with learning disabilities—that is, organic brain dysfunction that somehow prevents learning commensurate with what we should expect given a child's measured IQ. Because of these large numbers, the folks in special ed began to think that maybe the problem wasn't with kids but was with lack of the right instruction or enough of the right instruction and experiences in the regular ed classroom.

Slide 12



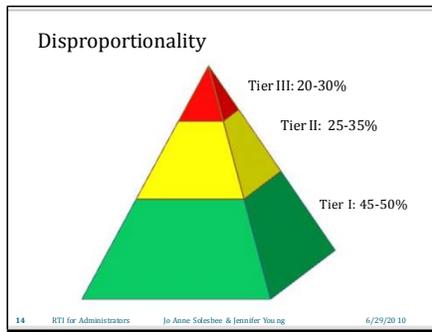
It was beginning to look like there was "something wrong" with very large numbers of children...

Slide 13



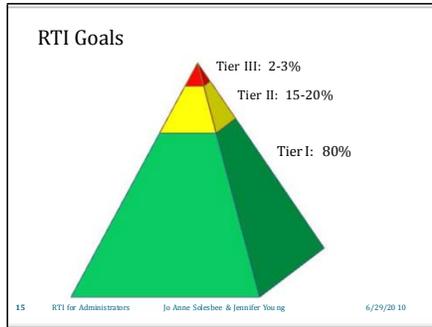
In actuality, there are only estimated to be about 2% of people in the general population with organic brain problems...probably another 20% or so need additional help and instruction to reach levels of proficiency, but this need for extra instruction doesn't necessarily mean there is a problem with the child that cannot be addressed through more and better instructional opportunities.

Slide 14



In RTI, we are accustomed to seeing these percentages represented this way. It is important to take a look at the current percentages of children who are At Grade level (AGL-green), or who Need Additional Intervention (NAI-yellow) because they are less than a year below grade level, or those who Need Substantial Intervention (NSI-red) because they are more than a year below grade level because these percentages may point to existing problems in Tier 1. We recommend that schools look at this data for a whole school and for grade levels and for classrooms. For example, in this school, they have a lot of kids in special ed or who were referred for special ed who didn't get in. Only about 50% of the children are reading on grade level. Classroom instruction is obviously not meeting the needs of a very large number of children.

Slide 15



When we look at the RTI triangle we are accustomed to seeing, we have to understand that these percentages are TARGETS or GOALS. This is what we should be able to expect on average concerning who ought to need additional help over and above a terrific classroom program. This is what we are shooting for, so that of the kids who need additional help to read proficiently, these kids are getting enough of the right kind of help in the classroom so that Tier 2 or 3 interventions provide the boost they need to benefit from classroom instruction.

Slide 16

The slide has a blue header with the title "Why RTI? A brief history" and an "RTI SC" logo. Below the header is a bulleted list of three points. At the bottom left is the number "15". At the bottom center is the text "RTI for Administrators Jo Anne Sidesbee & Jennifer Young". At the bottom right is the date "6/29/2010".

- Over-identification of children suspected of learning disability due to lack of progress—up to 18-20% of all students in some districts
- Large numbers of children “falling through the cracks” who did not qualify for special education
- Converged on the idea that children must not be getting the kind/quality/amount of instruction they need to succeed in the regular classroom

So because of this (first 2 bullets) we began to converge on the idea that we needed to consider the possibility that it isn't the kids...it's what the kids aren't getting in our classrooms. RTI's demand is that we shift our thinking about the root causes of poor achievement— putting the emphasis on instruction (something we can change) rather than on deficits within the child (something we cannot change) in order to a) better meet the needs of every child, and b) better identify the small number of children who really have organic learning disorders. So we are moving away from the traditional special ed referral process toward something quite different...what are those differences?

Slide 17

RTI is a *general education* initiative 

“Before students are singled out for specific assistance, ***one has to have an assurance that the typical classroom instruction is of high quality***”
(www.nrcl.org).

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One difference is that RTI is a general education initiative. This has been a bit hard for folks to wrap their heads around—a general ed initiative spearheaded by special ed. This quote from the National Resource Center for Learning Disabilities really gets at the heart of the issue...

Slide 18

RTI is not a program... and everyone has a role 

It is a systematic approach that requires that everyone collaborate at all levels and in all roles to insure that instruction—especially instruction in the classroom—is effective for every child.

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Second difference is that the approach really IS on the general education context, specifically on ensuring that CLASSROOM instruction is what it should be

Slide 19

RTI Foundation: Tier 1 Instruction 

- We must first pay attention to basic and important aspects of effective classroom instruction (too often taken for granted) *before* we try to implement supplemental interventions for children who are not responding to instruction in regular classroom settings.
- If we don't pay attention to things like our schedules, our materials, and how much children are actually reading in our classrooms, supplemental interventions cannot be expected to work.

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Ensuring that CLASSROOM instruction is what it should be is critical because supplemental instruction cannot take the place of good classroom instruction, nor can it make up for poor classroom instruction. Supplement, don't supplant means that we begin with a foundation of effective, differentiated instruction that is targeted at the needs of every child in every classroom.

Slide 20

RTI is not a program... 

RTI "is a knowledge base, skills, and a service delivery system that is intended to provide an educational experience to all students that is focused on delivering effective education and intervention programs ... Adopting an RTI model is about adopting best professional practice, insisting that we do what is best and necessary for all students in our schools, and, finally, rising to the challenge of doing that which is socially just. That is why we must adopt an RTI model and implement it with integrity in every school throughout the nation."
-www.rtinetwork.org

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An instructional delivery model for ensuring that every child at every level receives the instruction necessary to make the progress necessary to reach proficiency: for grade-level students, this means ensuring that classroom instruction keeps them on a grade-level trajectory of progress; for below-grade-level, this means that classroom instruction and whatever additional instruction is designed and provided to dramatically accelerate the trajectory of learning so they can catch up to grade level within some specified period of time.

Slide 21

RTI Foundations 

- Address the quality of Tier I instruction. Ensure that Tier 1 has been maximized.
- Identify students who need more help (universal screening)
- Design/select interventions that are
 - Research-based
 - Matched to the particular needs of students
 - Shown to be effective in accelerating achievement on measures with high construct validity
- Monitor the trajectory of progress; adjust instruction to get the best response possible

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So we look at Tier One—the classroom—as the foundation for everything in RTI. If the child is not responding to classroom instruction, what is different now is that we look at the one thing we CAN change—that is, what we are doing as teachers and how we are doing it—and adjust what we are doing and how we are doing it until we get a better response from children.

Slide 22

RTI is... 

- Focused on effective instruction to enhance student growth
- intended to help as many students as possible meet proficiency standards without special education
- a method to unify general and special education in order to benefit students through greater continuity of services
- an initiative that supports general education's school improvement goals

From *South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools*, Section 1, p. 2

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RTI is an opportunity for educators and parents to come together to improve student learning by focusing first on students' instructional needs. It is focused on effective instruction in ALL Tiers.

Slide 23

RTI is NOT... 

- a means for getting more students into special education
- a method for increasing or decreasing special education numbers
- a stand-alone special education initiative
- focused primarily on disability determination and documented through a checklist

From *South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools*, Section 1, p. 2

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RTI is not the new referral process for special ed!

Slide 24

RTI = Response to I_____ 

- Intervention? or
- Instruction

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Getting down to it: The National Center for RTI recently shared with us that they missed the mark when they named RTI Response to Intervention...they wish they had named it Response to Instruction because

Slide 25

Response to I = Intervention RTI SC

- Focuses our attention only on below-grade level learners
- On the “extra” stuff we do for some children

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RTI where I=Intervention focuses our attention on the “extra stuff” we do for kids below grade level.

Slide 26

Response to I = Instruction RTI SC

- Focuses our attention on ALL students
- On everything we do to provide effective instruction all day, every day in every lesson in every classroom
- Encourages us to keep a close eye on learning...that is, the process of CHANGE that we should see for each and every child in our classrooms

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But RTI where I=Instruction focuses our attention on ALL children and forces us to pay attention to change processes.

Slide 27

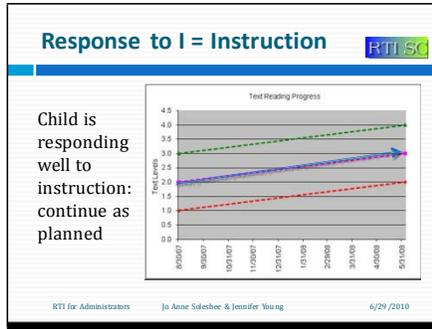
Response to I = Instruction RTI SC

- How is this child responding to the instruction s/he is receiving
 - In this lesson?
 - In this class?
 - In this small group?
 - With this concept?
 - With this standard?
 - At this moment?
 - Over time?

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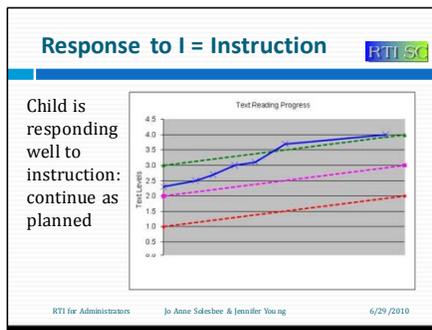
In essence, our question must always be: how is this child responding to the instruction he or she is currently receiving (in this lesson? in this class? This year? With this concept? With this standard? Etc. What is each child’s response to the instruction I am providing? How could I adjust my instruction to get a better response now?

Slide 28



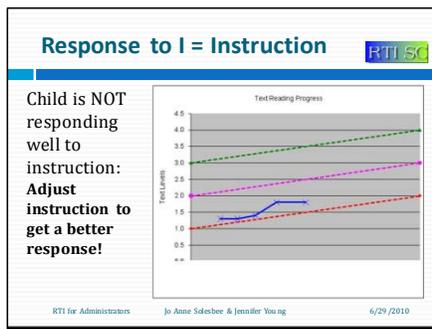
These lines show grade level trajectories...the progress we expect kids to make who are functioning at grade level. So if this was the progress of an individual first grader (point) second grader (point) or third grader (point) then that child is progressing along a grade level trajectory. So if a child is progressing like this, we can assume “he is responding well,” then we keep on with what we are doing.

Slide 29



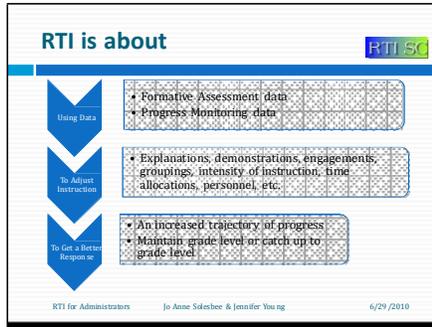
Here is an example of a third grade child with an accelerated rate of progress that has allowed him to catch up to grade level in half a year. Obviously, he is responding well to instruction that has been aimed at accelerating his rate or trajectory of progress.

Slide 30



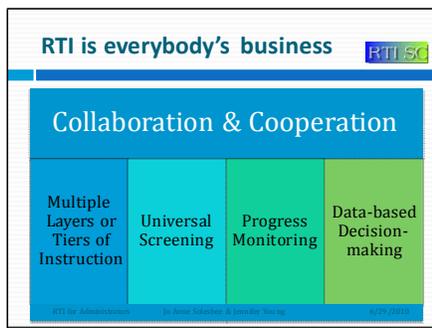
But here is a second grader whose trajectory has stalled. She is below grade level, and her trajectory is insufficient to catch up. So this child’s response to instruction is “not well enough to either maintain grade level achievement or to catch up to grade level,” so we must move immediately to making adjustments in our teaching, in our service delivery, in our explanations, in the intensity of instruction, in our groupings for instruction SO WE GET A BETTER RESPONSE TO OUR INSTRUCTION.

Slide 31



So RTI is about using our data (formative data in the classroom, moment by moment, and day by day, progress monitoring data, MAP data, data from our universal screens, etc.) **to adjust our instruction** (explanations, demonstrations, engagements, groupings, intensity, time, personnel, etc.) **to get a better response** (an increased trajectory of progress) **from every child we serve.** This is everybody’s business. It is not just about “intervention.”

Slide 32



Collaboration and cooperation are key. These are the critical elements of RTI in our RTI SC model. RTI involves:

- Collaboration and cooperation at all levels
- Multiple layers or tiers of instruction, with Tier 1 being the foundation
- Universal screening a couple of times a year
- Progress monitoring of students to evaluate their response to instruction
- And at every step, decisions based on the best data we can collect.

Collaboration and cooperation are across the top because it is critical within every other element. We must collaborate and cooperate around instruction, to select, use, and analyze universal screening data, to select, use, and analyze progress monitoring data, and to make decisions based on the data we collect. We will talk about each of these issues in some depth today.

Slide 33

Reflection and table conversation: 

- On your exit slip, take 1-2 minutes to list those ideas about RTI that may be new or a little different from the way you viewed RTI at the beginning of this session.
- Put an * beside anything that you think is particularly important.
- Put a ? beside anything you have questions about.
- Take a 10 minute break.
- Come back share your list with others at your table.
- On a pink sticky, list the one or two things your table talked about as important. On a green sticky, list 1-2 things your table talked about as questions.
- Have someone bring those stickies to the front and put them in the correct parking lot OVERVIEW OF RTI: IMPORTANT THINGS and OVERVIEW OF RTI: OUR QUESTIONS NOW

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Slide 34

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