RtI Guidance at Your Fingertips
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Objectives

1. You will learn to utilize the RtI Guidance Document mobile application and website.

2. You will develop an understanding of the components of Response to Intervention.
Today, we will take a look at Mr. Bell and Ms. Robertson, educators who work in a local middle school. Ms. Robertson is the assistant principal and Mr. Bell is a seventh grade English-language arts teacher.

Their school is about to start implementing RtI and they will work together (along with others in their building) to learn more about RtI and what implementing RtI entails.
• What is RtI, and how is it important for your students?
• Have you used RtI in your schools and classrooms?
• Which population(s) of students do you think will benefit the most from RtI?
Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

Programs (OSEP) clarified this issue.
“The practice of providing high-quality instruction matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.”

National Association of State Directors of Special Education [NASDSE], 2006
GA

PS
When do I use RtI?

Where do I use RtI?

Whom do I use RtI for?

When do I use RtI?
Audience
- Teachers
- Administrators

Grade Bands
- Elementary
- Middle
- Secondary

Content Areas
- Reading
- Writing
- Mathematics
- Behavior
- General

Consistent Framework
- Curriculum
- Instruction
- Assessment
- Implementation
Response to Intervention

Tap screen to Begin

Acknowledgements
After a staff meeting, Mr. Bell and Ms. Robertson are discussing their school’s plan to start implementing RtI, but Mr. Bell still has some reservations about it.
Well, will it really meet the needs of all of my students? Where can I find more information about what RtI is and how it is designed to support all students?

Let’s look at the on the RtI website and see if we can find information that addresses your concerns.
Review Quiz

With which students can RtI be implemented?

- Students in general education
- Everyone except those who are in a gifted and talented program
- Students receiving special education services and English language learners
- All students
Comprehensive Assessment System
High-quality, research-based instruction
Research-based interventions
Systems-level planning
Professional development
Universal Screening

- Provides information regarding students’ risk status
- Determines students’ needs for additional intervention
- Assess all students
- Establishes entry and exit criteria for each tier of intervention
Diagnostic Assessments

- Provide information regarding students’ areas of strength and needs in specific content-area
- Determines areas of strengths and areas of opportunities for intervention
- Assesses students in Tier 2 and Tier 3
- Provide valuable data for students with disabilities
Progress Monitoring

- Provides information regarding a student’s rate of progress over time and allows teachers to monitor if the student is adequately responding to intervention.
- Assists with making instructional decisions when used in conjunction with other student data.
- Assess all students.
- Alternate forms of the same test and frequent administration of progress monitoring test forms.
Summative Assessment

• Provides information regarding students’ mastery of the standards.

• Appropriate when providing an end of a content unit, grading period, or end of the year evaluation of the students performance.

• Assess all students through end-of-unit, end-of-year, and final course exams.
Ms. Robertson just had a meeting with the 7th grade teachers to talk about how an RtI assessment system could benefit their students. Mr. Bell still has some questions about assessments in RtI and how they could apply to his English-language arts class. He goes to his assistant principal for some guidance.
Hi Ms. Robertson. I really enjoyed learning about RtI assessments in the meeting today and I can see how a math teacher could benefit from it. Thanks Mr. Bell, but it isn’t just for math teachers. That’s why I’m here. I just don’t see how all the different assessments could benefit my ELA class. Well, let’s look at the app to see if we can find some more information about this.
Quiz

Which of the following resources are reliable for determining high-quality, research-based supporting documents?

- Peer-reviewed articles from education journals
- National Research Council
- IES What Works Clearinghouse
- Wikipedia
- Magazine articles
- Building RtI Capacity
- Resources from state and federal education agency websites
- Links found from online searching
- Publications from research institutes
• **Goal:** The instruction delivered is high-quality, evidence-based, and aimed at improving student achievement.

• **Goal:** The instruction should be targeted, skill-focused, and delivered to students who are identified in need of additional, targeted instructional support.

• **Goal:** Student progress should be monitored frequently (e.g., once a week, once a month).

- **Tier 1:** Core Instruction (ALL)
  - The teacher delivers high-quality, evidence-based instruction that focuses on essential grade level content that is aligned with the Texas Essential Knowledge and Skills (TEKS).
  - The instruction should be delivered to all students and differentiated based on student needs.

- **Tier 2:** Strategic Intervention (SOME)
  - The instruction helps to close gaps in academics and improve problem behaviors.
  - The instruction should be targeted skill-focused in homogeneous small groups delivered to students who are identified in need of additional intervention.

- **Tier 3:** Intensive Intervention (FEW)
  - Intensive instruction and remediation is delivered by a trained intervenor in a setting usually outside the classroom.
  - The instruction is delivered to students who require significant academic and/or behavioral support and interventions.
  - Student progress should be monitored frequently (e.g., once a week).
Student: Alex Lopez

<table>
<thead>
<tr>
<th>Subject</th>
<th>Placement</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Tier 1</td>
<td>Continue with core instruction</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Tier 2</td>
<td>Group intervention – 3X/week; monitor progress 2x/month</td>
</tr>
<tr>
<td>Writing</td>
<td>Tier 1</td>
<td>Continue with core instruction – monitor more frequently – 1x a month</td>
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Additional Resources

The following chart provides an overview of the components of a three-tier Response to Intervention (RtI) framework and research-based recommendations for the implementation of each component.

### Description

<table>
<thead>
<tr>
<th>Essential Components</th>
<th>Tier 1 - Core Classroom Instruction</th>
<th>Tier 2 - Targeted or Strategic Intervention</th>
<th>Tier 3 - Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grouping</td>
<td>Whole class with differentiated instruction</td>
<td>Targeted small-group instruction of 3-5 students</td>
<td>Intensive small-group instruction of 1-3 students</td>
</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
<td>Appropriate setting inside or outside the classroom as designated by the school</td>
<td>Appropriate setting inside or outside the classroom as designated by the school</td>
</tr>
<tr>
<td>Assessment</td>
<td>Universal screening three times per year (or as academic/behavioral needs indicate) teacher, interventionist</td>
<td>Frequent progress monitoring (every 2-3 weeks)</td>
<td>Frequent progress monitoring (weekly)</td>
</tr>
</tbody>
</table>
Ms. Garcia is a math teacher in Mr. Bell’s school. She comes by during her planning period to ask a question about a student.
Hi, Mr. Bell. I had a question about Sarah. Is she struggling in your ELA class? I had the same problem. I gave her a universal screening for writing, and it placed her in Tier 3. I wasn't sure where to go from there. I gave her a mathematics universal screener and it placed her in Tier 2, but I am not sure what that means or what to do. How is it different than what she is already receiving?

Ms. Robertson showed me where I could find more information to help me understand more about RtI.
A group of 5 students in a 5th grade class receive guided grade-level math instruction with the classroom teacher.

A group of 4 students in a 7th grade math class work with the teacher twice a week for 15 minutes to increase rational number fact fluency.

A high school English teacher works with a student three times a week on decoding and identifying relationships in meanings of words. He receives precise feedback and careful fading of support.

An incoming freshman student having behavior problems is assigned to a mentor-student program who provides supervision, guidance, and feedback.

A student who is having behavior problems on the playground is sent to an in-school suspension facility each time he exhibits the behavior. He spends the rest of the day being monitored and working alone.
We just briefly discussed the differences between the tiered levels of instruction, but what does this look like when interventions are implemented?
Tier 2 intervention provides additional academic or behavioral support for students who require support or may be identified as at risk. Key components of Tier 2 intervention within a Response to Intervention (RTI) framework include additional instructional time beyond Tier 1 instruction, instruction that focuses on closing learning gaps, and ongoing progress monitoring.

### Description

The goal of Tier 2 intervention is to close gaps in academic performance or improve problem behaviors of high school students. Students are identified for Tier 2 instruction using entry and exit criteria based on results from universal screening and progress-monitoring data. Tier 2 includes targeted interventions at least three times per week, 30 minutes per session, with homogeneous groups of 3-5 students. Tier 2 uses evidence-based materials and strategies. Students should be provided with ample practice opportunities and corrective feedback. Student progress should be frequently monitored (e.g., every 2-3 weeks) to ensure adequate response to Tier 2 instruction.
Think about some examples of interventions you currently implement in your classroom. Do they possess the qualities we have discussed? Can you distinguish them as Tier 2 or Tier 3?
Ms. Robertson asked Mr. Bell to prepare for their next team meeting by looking into how he can support those students who need to receive Tier 2 interventions.

Mr. Bell is reflecting over today’s meeting about RtI where the tiered levels of instruction were discussed, but he is still struggling.
In today's meeting, I learned I am supposed to give intervention instruction to those who are placed in Tiers 2 and 3, but I'm not sure what that looks like. Let's see if the app can give me more information.
Ms. Robertson is excited about starting the implementation of RtI with her school and knows she must start the year with a needs assessment, but she isn’t sure where to start.
Someone in my training this summer told me to start with a needs assessment. I don’t even know where to begin. I think the RtI Website had some information about it. Let me see how it can help me.
Establishing a Schoolwide RtI Plan

- RtI committee
  Members of the RtI committee include the principal and instructional administrative team; counselors; teachers; and other personnel who could serve interventionist roles (e.g., social worker, intervention/prevention specialist, data analyst, or specialized professional staff).

- RtI structure, process, and system
- Needs assessment
- Action plan
RtI is

- An initiative that supports all students.
- An initiative that only supports those students identified as receiving special education.

RtI supports all students, including those who are English language learners, gifted/talented, in the general classroom, and those with disabilities.
Quiz – Question 2

RtI is

- Intended to help all students meet standards.
- Intended only to identify students requiring special education services.

Although it could be used to help determine placement of students into special education, RtI is intended to help all students meet the standards.
Quiz – Question 3

RtI is

- Intended to identify students’ strengths and weaknesses in learning.
- Intended to track students.

RtI can be used to help identify students who are on track, those who are struggling, and where they may have weaknesses.