Elmbrook RtI

Response to Instruction and Intervention
GT PAB- 10/15/2014

Outline:

1. History of RTI: How and Why?

2. What is RTI?

3. RTI in Elmbrook

4. Future Direction

Why RtI?

- Increased accountability and demands for proficiency

- Special Education concerns

- Learning research shapes practice

- Ensure continued growth for ALL

Reculturing vs. Restructuring (Fullan, 2007)

Restructuring focuses on structures, formal requirements, and event-based activities. They do not struggle directly with existing cultures and which new values and practices may be required. Restructuring occurs time and time again…(Fullan, 2007)

Reculturing vs. Restructuring (Fullan, 2007)

Reculturing … How teachers come to question and change their beliefs and habits is what is needed (Fullan, 2007).

The RTI Vision for Elmbrook

We want teachers to become like master jazz musicians: able to play the correct RTI melody, but also to improvise and, ultimately, create their own music (adapted from: Buffum, Mattos & Weber, 2012).

RTI Definition:

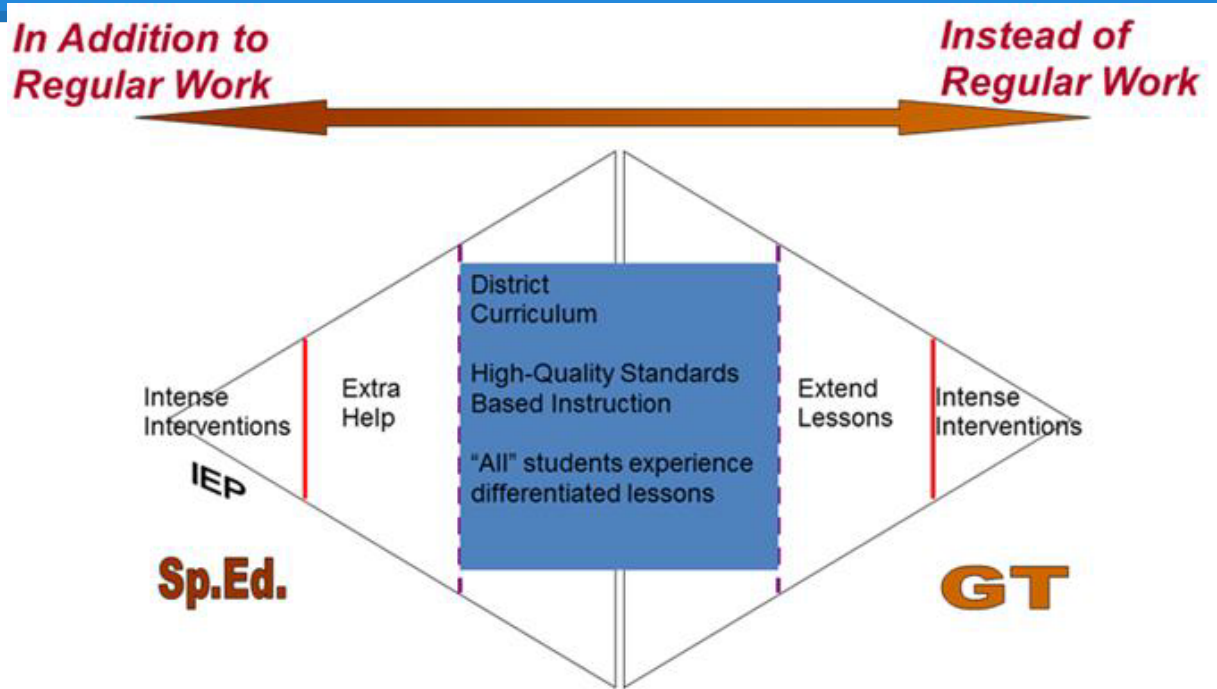RtI is the practice of:

(1) providing <u>high-quality instruction/intervention</u> matched to student needs and

(2) using <u>learning rate</u> over time and level of performance to

(3) make important <u>educational decisions</u>.

(NASDSE, 2006)

RTI Framework

In Addition to Regular Work

Instead of Regular Work

Intense Interventions

IEP

Sp.Ed.

Extra Help

District Curriculum

High-Quality Standards Based Instruction

"All" students experience differentiated lessons

Extend Lessons

Intense Interventions

GT

RtI

Robinson and Kueht 2008

RtI Framework for academics and behavior:

- Impacts all students with focus on early intervention
- Applies to both academics and behavior
- Requires data based decision making to manage by fact
- Involves continual monitoring of progress toward goals
- Utilizes multiple measures to monitor progress
- Is only successful through collaboration and a continuum of services
- Relies on the concept that the most powerful instruction is in the classroom
- RtI is a process not a product
- Emerges from and supports research and evidence-based practice

High Quality Instruction/Intervention

High Quality Instruction Includes:

- Core blocks of instruction

- Evidence based instruction

- In the General Education setting (instruction, interventions, assessments)

High Quality Intervention

- Aligned to student need (skills)

- Added time to Core Instruction

- Research based practices

- Frequent Monitoring and decisions made based on data

4 Purposes of Assessment

1. **Program Evaluation**- how is the system working? (WKCE)
2. **Screening**- which students are not making grade level expectations given universal instruction? (MAP)
3. **Diagnostic**- What are the specific skill needs of students who are struggling in reading or math? (measures of specific skills)
4. **Progress Monitoring**- What does the student's growth look like? (CBM)

How does Elmbrook use data?

Screening **Process** vs. Screening _Measure_:

- **Targets** Set for all students to achieve
- Advanced targets established
- Warning **Triggers** set to indicate suspected concern

- Built infrastructure, now refining

How does data inform practice?

- Use of measures to target skills

- Monitoring of growth for all

- All students have unique profiles

Intervention AND Enrichment

Presently, students provided supplemental instruction out of class

Future:
- Majority of needs met in classroom- push in
- **All** receive intervention or extension

Next Up:

Matching Services to Student Need:
- Discrete Skills (reading, math, writing, behavior)

Goal Setting- monitoring (academic and behavior)

Research informs Practice and Refinement

Questions/Feedback?????

Feedback?

https://docs.google.com/forms/d/132NjJI37PHn3SbL_c3Oz390jIUjrtoZnquWE8BU9Svg/viewform?usp=send_form

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