

CHALLENGE

- **Media:** Last year, the S-Team at Rosa Parks Elementary School decided to implement the Response-to-Intervention (RTI) approach to provide immediate help to struggling readers and to identify students with learning disabilities while they are in the early grades. First-grade teacher Mrs. Hernandez received training last spring and is now beginning to work through the RTI process with her students, but she still has some questions about how to proceed. (movie)

INITIAL THOUGHTS

- What is RTI?
- How will teachers initially identify struggling readers?
- How will the teachers decide which students need more intensive instruction?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should:
 - Know the available options regarding assessment and identification for RTI
 - Understand the assessment process at each tier in the RTI approach
 - Know how to interpret the assessment data and make informed instructional and placement decisions

▶ Page 1: A Quick Overview of RTI

- Response to Intervention (RTI) is a general prevention approach that can be used with any academic area
- Research Shows... (box)
- Advantages to Implementing RTI (bulleted list)
 - *Link:* “research-validated practices” (definition)
- Components of RTI
 - Standard Protocol Approach (graphic with link)
 - *Link:* “standard treatment protocol” (definition)
 - Components (bulleted list)
- The Importance of Assessment in the RTI Approach
 - Four primary components of RTI (numbered list)
- FYI (box)

🎧 Page 2: Universal Screening Components

- Universal Screening Assessment Options
 - Frequency
 - ◆ Purpose of Multiple Screenings (table)
 - Measure (bulleted list)
 - ◆ *Link*: “alternate versions” (definition)
 - ◆ **Media**: Alfredo Artiles explains why measures should be culturally valid (audio)
 - Criteria (bulleted items)
 - ◆ Criterion-reference measure
 - ◆ Norm-referenced measure
- Keep in Mind (box)

🎧 Page 3: Identification of Struggling Readers

- **Media**: The S-Team has picked a universal screening measure, which teachers will use to identify students in the bottom 25 percent of each first-grade class as struggling readers (movie)
- Rosa Parks Elementary Universal Screening Plan (table)
- Administration of the Universal Screening (links)
 - **Media**: Mrs. Hernandez performs an assessment with Mai; see how she scores it (movie)
 - **Media**: Mrs. Hernandez performs an assessment with LaToya; see how she scores it (movie)
- Decision-Making Based on the Universal Screening Results
 - Students’ scores (table)
- **Activity**: Find out the results for Mrs. Hernandez’s class using two other assessment measures then help identify the struggling readers using the hypothetical results (box with link)
 - *Link*: Results

🎧 Page 4: Tier 1 Components

- High-Quality Instruction
 - *Link*: “effective instruction” (definition)
 - *Link*: “research-validated practices” (definition)
- Frequent Progress Monitoring
 - Progress Monitoring (graphic)
 - CBM is useful in making tier decisions (bulleted list)
 - Research Shows... (box)
 - Selecting a Measure
 - ◆ *Link*: List of available measures
 - ◆ **Media**: Watch as José is given an assessment; see how his teacher scores it (movie)
 - ◆ **Media**: Leonard Baca discusses the issue of linguistic diversity in relation to administering and scoring progress monitoring probes (audio)
 - ◆ **Media**: Alfredo Artiles discusses concerns about using Spanish translations of English

- language assessments (audio)
- ◆ *Link:* Sample CBM graph
- ◆ *Link:* Blank graph
- ◆ *Link:* Commercially available CBM graphing software
- o FYI (box)

Page 5: Tier 1 Decision-Making Process

- *Link:* “rate of growth” (definition)
- *Link:* “performance level” (definition)
- Rate of Growth
 - o Determine the Slope
 - ◆ *Link:* CBM graphing software
 - ◆ Student’s plotted scores (graphic)
 - ◆ *Link:* IRIS slope calculator
 - o Evaluate Student Rate of Growth (bulleted list)
 - ◆ **Activity:** Help Phoebe calculate Ian’s progress slope and to evaluate his rate of growth (box with link)
 - *Link:* Ian’s CBM graph
- Performance Level
 - o Identify Expected Performance Level
 - ◆ *Link:* Short-Term Goal Calculation (chart)
 - ◆ FYI (box)
 - o Evaluate Student Performance Level
 - ◆ Student’s plotted scores (graphic)
 - ◆ **Activity:** Help Phoebe evaluate Ian’s performance level (box with link)
 - *Link:* Ian’s CBM graph
- Teacher’s Material Center
 - o *Link:* Short-Term Goal Calculator
 - o *Link:* Slope Calculator
 - o *Link:* Progress Monitoring Resources
 - o *Link:* Graph Paper
 - o *Link:* Short-Term Goal Calculation Directions
 - o *Link:* Slope Calculations Directions
 - o *Link:* CBM Graphing Software Resources

Page 6: Identifying Students Who Do Not Make Adequate Progress in Tier 1

- **Media:** Learn about Rosa Parks’s universal screening plan (movie)
- Rate of Growth
 - o Determine DeJuan’s Slope

- ♦ DeJuan's slope information (graphic)
 - ♦ DeJuan's CBM Graph (graphic)
 - o Evaluate DeJuan's Rate of Growth
- Performance Level
 - o Identify DeJuan's Expected Performance Level
 - o Evaluate DeJuan's Performance Level
- Let's Review DeJuan's Tier 1 Performance
- Performance Results for the Other Students
 - o *Link:* Megan's and Jack's data
 - o RTI Tier 1 Decisions (graphic)
 - o **Activity:** Help Mrs. Hernandez evaluate LaToya's and Ryan's data (box with links)
 - ♦ *Link:* LaToya's CBM graph and evaluation
 - ♦ *Link:* Ryan's CBM graph and evaluation

Page 7: Tier 2 Components

- Targeted Intervention
- Frequent Monitoring
 - o *Link:* Graph of Tier 1 and Tier 2 interventions
- RTI Tier Decision Process
 - o *Link:* Using performance level and rate of growth in conjunction (the dual discrepancy approach)
 - o Research Shows... (box)
 - o Decision process (table)
 - o Evaluating students in Tier 2 (bulleted list)
- In Summary
 - o RTI Decision Process (graphic)
- FYI (box with bulleted lists)

Page 8: Identifying Students Who Do Not Make Adequate Progress in Tier 2

- **Media:** Discover how Mrs. Hernandez collaborates with Ms. Washington to evaluate the progress of her students' in Tier 2 (movie)
- Interpreting the Data
 - o **Activity:** Click each student's picture to see his or her data and how Mrs. Hernandez uses the performance level and rate of growth to make instructional decisions (table with links)
 - ♦ *Link:* DeJuan's Tier 2 data
 - ♦ *Link:* LaToya's Tier 2 data
 - ♦ *Link:* Ryan's Tier 2 data
 - ♦ *Link:* Jack's Tier 2 data

🔍 Page 9: Tier 3 Components

- Intensive Individualized Intervention
 - General education/ Special education (bulleted items)
 - ◆ *Link:* Criterion for special education services
- Frequent Monitoring
 - Guiding Instruction
 - Decision Rules
 - ◆ *Link:* Goal line
 - ◆ Using CBM graphs to make instructional decisions (table with graphics)

🔍 Page 10: Assessment in Tier 3

- **Media:** Find out what happens in Tier 3 at Rosa Parks (movie)
- Tier 3 at Rosa Parks is special education services
- Epilogue

🔍 Page 11: References, Additional Resources and Information

- References
- Additional Resources and Information
- Position Statement

🔍 Page 12: Credits

- Content Experts
- Lead Module Developers
- Module Development Team
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- Please complete the items below (numbered questions)

WRAP UP

- Two primary purposes of RTI (bulleted list)
- RTI assessment procedures (bulleted list)
- RTI Decision Process (graphic and bulleted lists)
- **Media:** Candy Justa, a kindergarten teacher, describes how easy it is to implement progress monitoring in the classroom (audio)
- Think back to your initial responses to the following questions (box)