

RTI (PART 4): PUTTING IT ALL TOGETHER

CHALLENGE

- **Media:** This year, the staff of Rosa Parks Elementary has decide to scale-up the RTI approach to include the second grade. To prepare for this, the teachers received extensive training throughout the summer. One teacher, Mr. Brewster, realizes there's more to just implementing different elements of RTI. He is concerned with how to fit the elements together in a comprehensive approach, how to schedule his class and intervention time, and how to communicate with parents. (movie)

INITIAL THOUGHTS

- How can Mr. Brewster and the other school professionals at Rosa Parks Elementary School prepare to implement RTI?
- How can the Rosa Parks teachers effectively implement the RTI components in each tier?
- What other considerations should Mr. Brewster and the other school professionals be aware of when implementing RTI?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Recognize fundamental elements that support successful RTI implementation
 - Understand how to coordinate assessment procedures and high-quality reading instruction within the RTI approach
 - Gain an understanding of other factors that influence effective implementation of RTI

▶ Page 1: Preliminary and Ongoing Professional Development

- What teachers need to receive training in (bulleted list)
- RTI Implementation Process (chart)
- Progress monitoring in second grade (bulleted list)
- Example of RTI training schedule (graphic)

▶ Page 2: Before School Starts

- **Media:** Thea Woodruff discusses the importance of teachers' planning and organizing for the school year (audio)
- Items to address in preparation for the start of class (bulleted list)
- Core Reading Program
 - *Link:* "phonemic awareness" (definition)

- o *Link*: “phonics and word study” (definition)
- o *Link*: “vocabulary” (definition)
- o *Link*: “fluency” (definition)
- o *Link*: “comprehension” (definition)
- Student Information
 - o *Link*: View Mr. Brewster’s student information list.
- Classroom Arrangement
- Materials Storage
- Data Management System
 - o Teacher’s Material Center... (box)
 - ◆ *Link*: Data Management Program
 - ◆ *Link*: Personalized Student Graph
 - ◆ *Link*: CBM Graphing Software Resources
 - ◆ *Link*: Progress Monitoring Resources
 - ◆ *Link*: Graph Paper
- Classroom Management System
 - o Review modules: *Who’s in Charge?* and *You’re in Charge!*
- Daily Schedule
 - o **Activity**: The second-grade team is ready to finalize its schedule (box with link)
 - ◆ *Link*: Help Mr. Brewster structure his day and week (game)

Page 3: Once School Starts

- **Activity**: Mr. Brewster has gathered last year’s data for practically all of his students from the Rosa Parks first-grade teachers (box with link)
 - o *Link*: Help Mr. Brewster create initial groupings based on last year’s results (game)
- Prepare Students
 - o To Do List (chart)
 - o FYI (box)

Page 4: Universal Screening

- Administering the Universal Screening Assessment
 - o *Link*: How to administer *PRF*
- Grouping
 - o Activity: Compare your groups with Mr. Brewster’s groups
 - o Keep in Mind (box)
- Identifying Potential Struggling Students
 - o Mr. Brewster identifies the students he will monitor for next eight weeks

Page 5: Tier 1

- *Link*: Worksheet used to track types of grouping strategies
- *Link*: Example lesson plan

- Providing 90 Minutes of High-Quality Instruction
 - o Whole-Group Instruction
 - ◆ *Link*: Example of whole-group activities
 - o Small-Group Instruction/ Learning Activities
 - o First 20-minute session
 - o Second 20-minute session
 - o Third 20-minute session
- Keep in Mind (box)
- **Media**: Thea Woodruff offers helpful hints for the successful implementation of learning centers (audio)
- Reading in Pairs
 - o *Link*: Review this method
- Independent Work
 - o *Link*: Scheduling chart to help plan different instructional groups
- Progress Monitoring
 - o **Activity**: Practice administering a PRF probe (box with link)
 - ◆ *Link*: Listen as Irina reads the passage below...
- Making Tier Decisions
 - o Using collected data to calculate the learning slope (*link*) and comparing
 - o Remember... (bulleted list)
 - o Comparing Students (table)
 - o **Activity**: Evaluate Adam's performance level and rate of growth and make the placement decision based on the data (box with link)

🔍 Page 6: Tier 2

- Providing 30 Additional Minutes of High-Quality Instruction
 - o FYI (box)
 - o *Link*: View an example lesson plan that addresses each of the five core components.
 - o *Link*: Quick review of the core reading components and when to address each
 - o *Link*: Overview of how one teacher schedules and provides Tier 2 intervention
- Progress Monitoring
- Making Tier Decisions
 - o Determining whether students are making adequate progress (table)
 - o Student placement examples (chart)
- **Activity**: Make a placement decision for Adam (box with link)
 - o *Link*: Help Mr. Brewster decide whether Adma is making adequate progress

🔍 Page 7: Tier 3

- Evaluation check list (box)
- Providing High-Quality Instruction (40-60 minutes)
 - o *Link*: View the core reading components

- o Tier 3 is different from Tier 2 (bulleted list)
- o FYI (box)
- Progress Monitoring
- Making Instructional Decisions
 - o Data and Instructional Decision (chart)
- **Activity:** Evaluate and determine whether Ms. Jacob needs to make instructional changes (box with link)
 - o *Link:* Help Ms. Jacobs make a decision regarding Laney's instruction

🔊 Page 8: Initiating and Discontinuing Intervention

- Two Purposes of RTI (graphic)
- Tier Initiation Decisions
 - o Summary of process (chart)
- Tier Discontinuation Decisions
 - o Keep In Mind (box)
 - o Tier Discontinuation Process (chart)
 - o FYI (box)
- Example Decisions (table)

🔊 Page 9: Addressing Diversity

- Cultural and Linguistic Diversity
 - o Elements of culturally responsive classroom in Mr. Brewster's Class... (table)
 - o **Media:** Thea Woodruff describes how a culturally sensitive reading probe can impact student assessment scores (audio)
- Disability
 - o Examples of students with disabilities (boxes)
 - o Keep In Mind (box)

🔊 Page 10: Communicating With Students, School Personnel, and Parents

- What to do (bulleted list)
- **Media:** Melissa Brock describes her school's process for communicating with students about their performance by using progress monitoring data (audio)
- Communicating with School Personnel
 - o What to do (bulleted list)
- Communicating with Parents
 - o What parents should be informed of (bulleted list)
 - o *Link:* Sample parent letter
 - o **Media:** How Mr. Brewster conducts a parent meeting (movie)
 - o Keep in Mind (box)
 - o **Media:** Doug and Lynn Fuchs discuss when to inform parents of RTI process (audio)

🔍 Page 11: Troubleshooting

- Questions and Answers regarding...
 - Universal Screening
 - ◆ *Link:* Roles personnel might have in the universal screening process
 - Tier 1
 - Tier 2
 - Tier 3
 - RTI in General
 - ◆ **Media:** James Herman describes components of Reading First that are similar to the components in the RTI approach (audio)

🔍 Page 12: References, Additional Resources and Information

- References
- Additional Resources and Information

🔍 Page 13: Credits

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

ASSESSMENT

- Please complete the items below (numbered questions)

WRAP UP

- Considerations for implementing RTI (bulleted list)
- **Media:** As Mr. Brewster begins to implement RTI, he learns that he needs to address professional development, planning and organization, high-quality instruction, progress monitoring, tier initiation and discontinuation decisions, diversity, and communication and collaboration with Tier 2 and Tier 3 providers. By balancing these elements, Mr. Brewster is successful in implementing RTI and he is able to improve his students' reading outcomes. (movie)
- Think back to your initial responses to the following questions (box)