

13th Annual

Thinking & Learning Conference

DR CHRIS WEBER

Friday 20 May

The What and Why of RTI

Session 1

MELBOURNE

DR CHRIS WEBER

Dr Chris Weber is a consultant and administrative coach. He delivers trainings and presentations on pyramid response to intervention (RTI), a tiered approach that centres on professional learning community (PLC) concepts and strategies to ensure that every student receives the support necessary to succeed. Chris also offers workshops and presentations that provide the tools educators need to build and sustain PLCs.



As principal of RH Dana Elementary School in California, Chris was the leader of a highly effective PLC. Together with his staff, he lifted the school to remarkable levels of success, with gains over four years that were among the top 1 per cent in the state. He credits this achievement to the daily practise of key principles: focusing on student engagement, maximising instructional time, reallocating resources and developing systematic student support programs based on RTI.

Chris has held a number of teaching and leadership roles in both primary and secondary schools. He was director of instruction for the Garden Grove Unified School District in California, which was the 2004 winner of the prestigious Broad Prize for Urban Education.

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The What and Why of RTI

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How many effective schools would you have to see to be persuaded of the educability of all children?

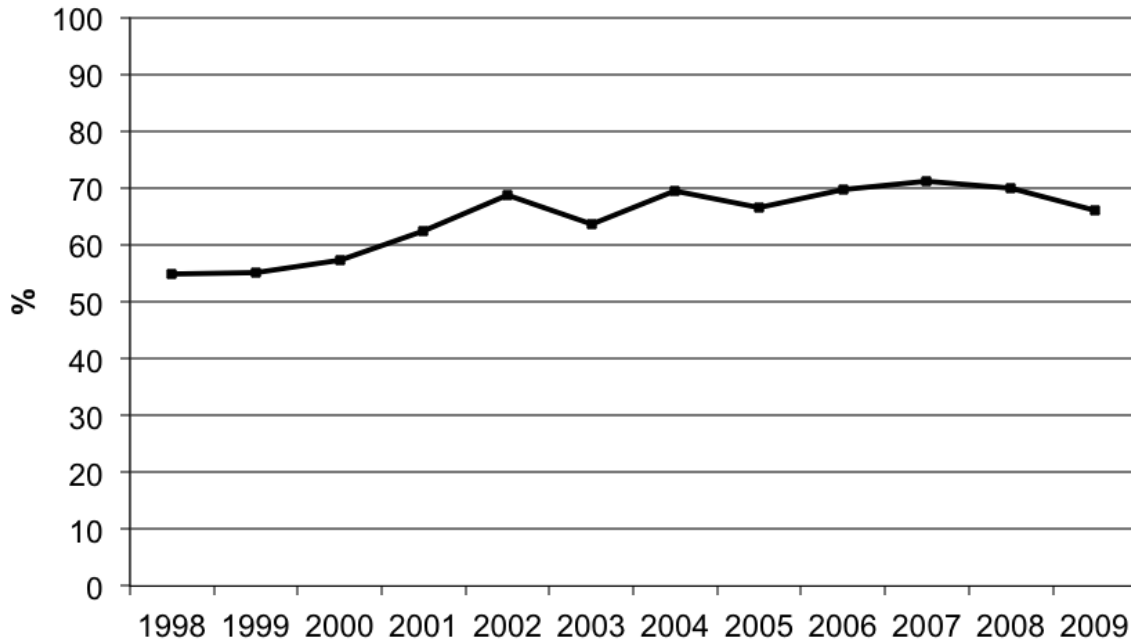
If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background.

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; we already know more than we need to do that; whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

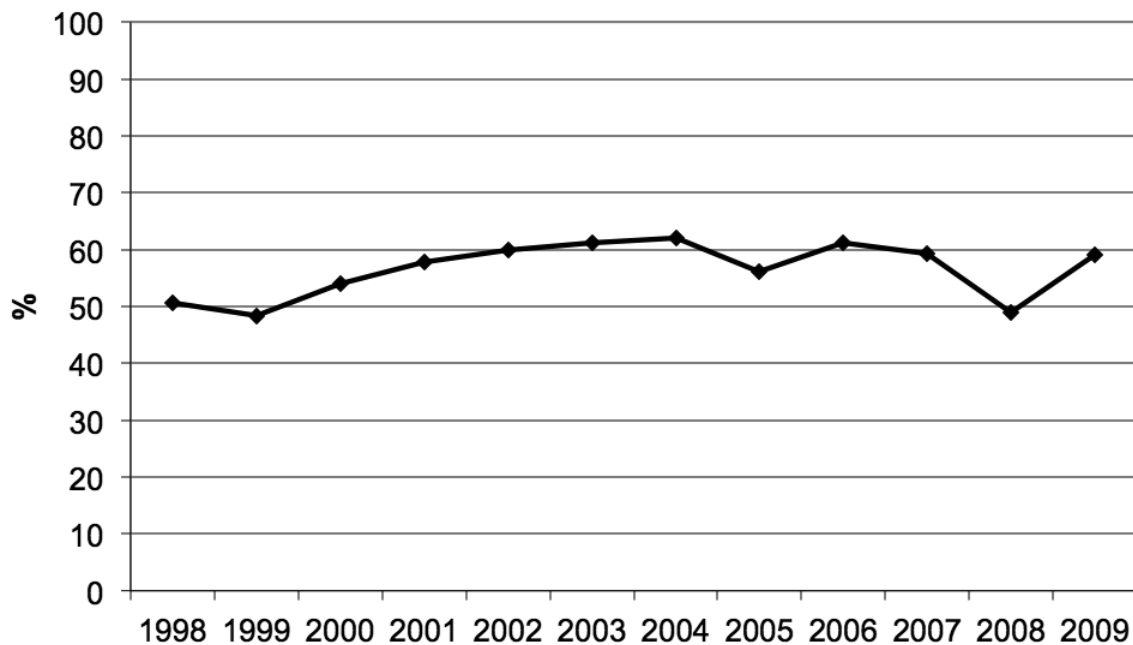
Ron Edmonds, 1979

Evidence of the success of Systems of Support for Rigorous Learning from one school:

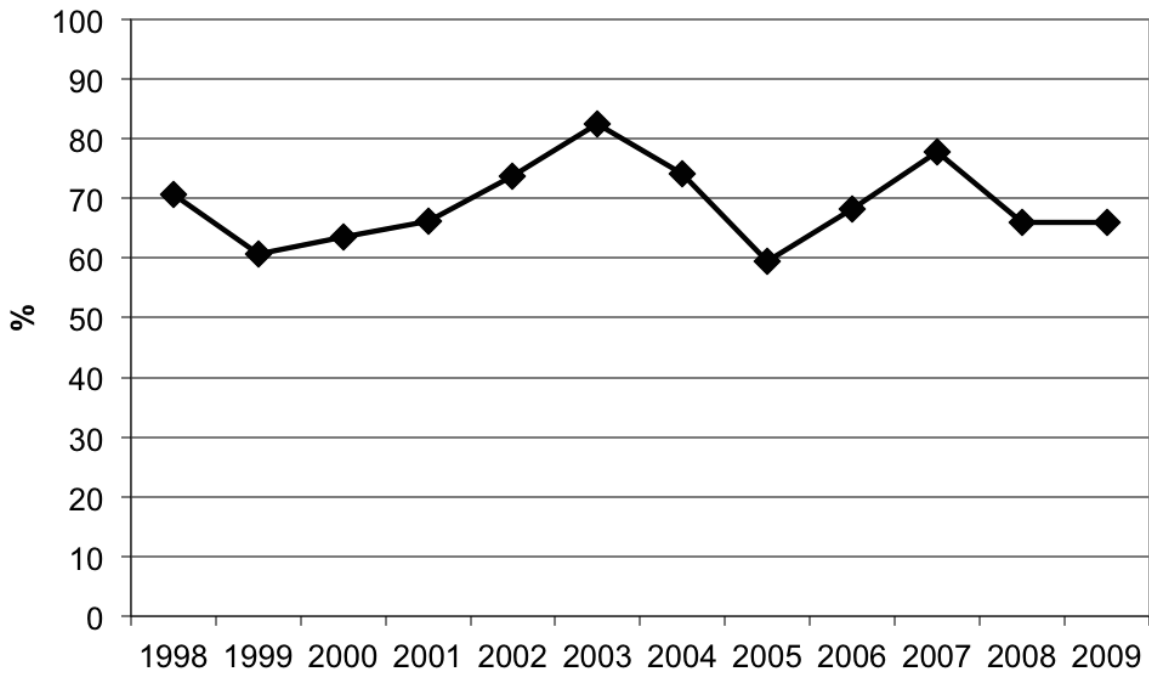
% of students from non-Caucasian ethnicities



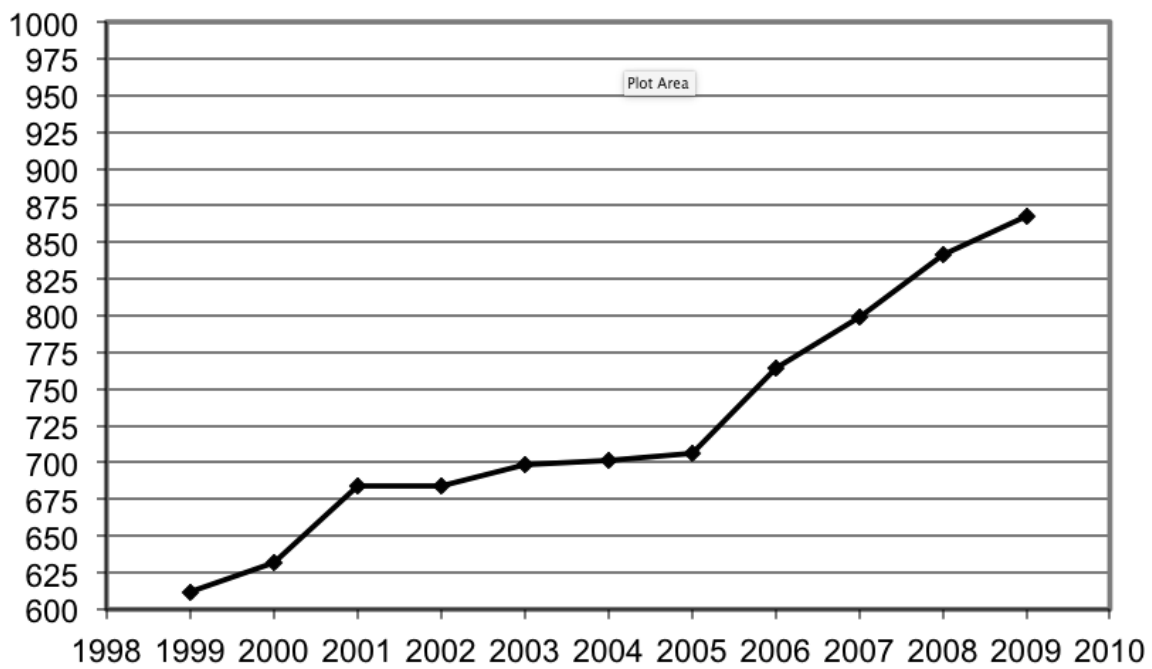
% of students who do not speak English as their first language



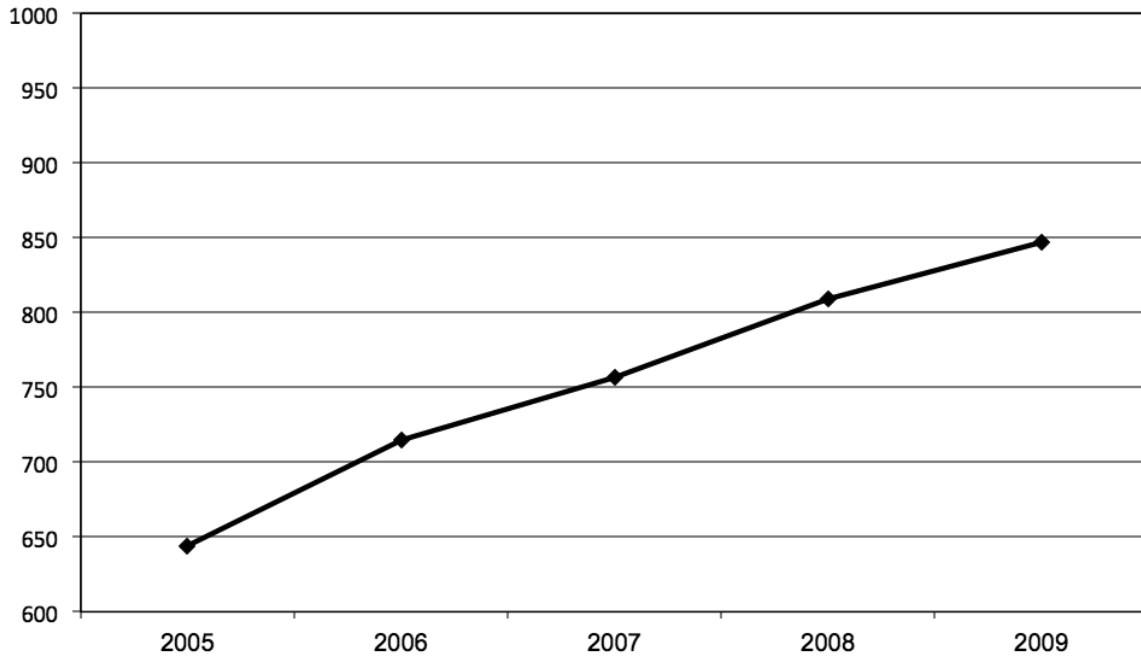
% of students living in poverty



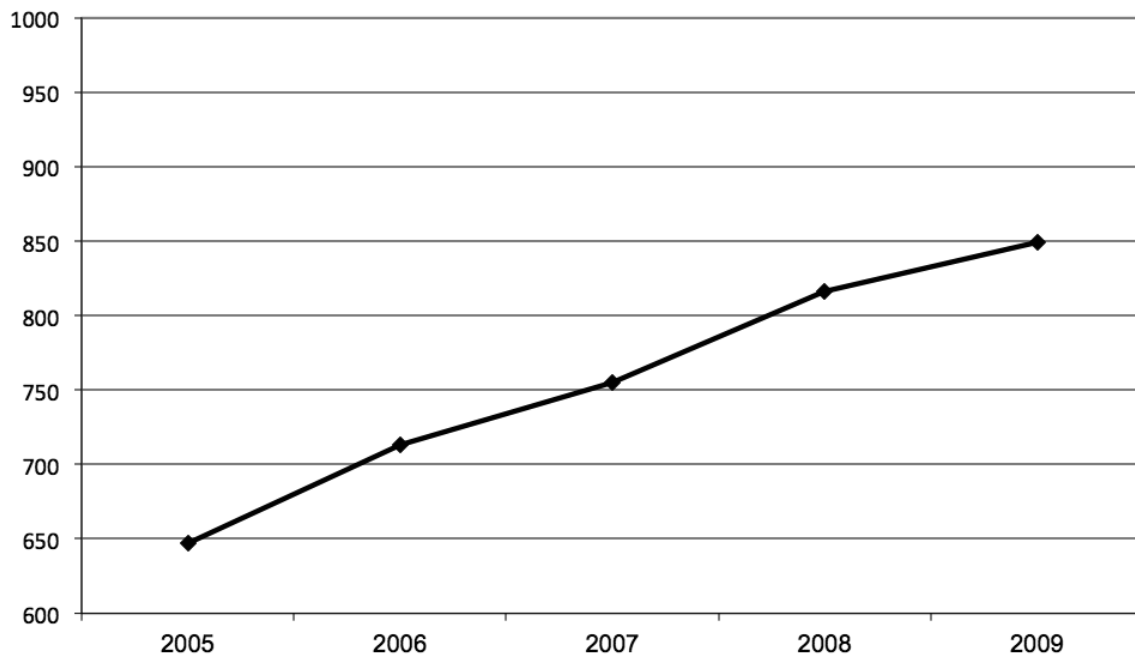
Academic Performance Index (API)



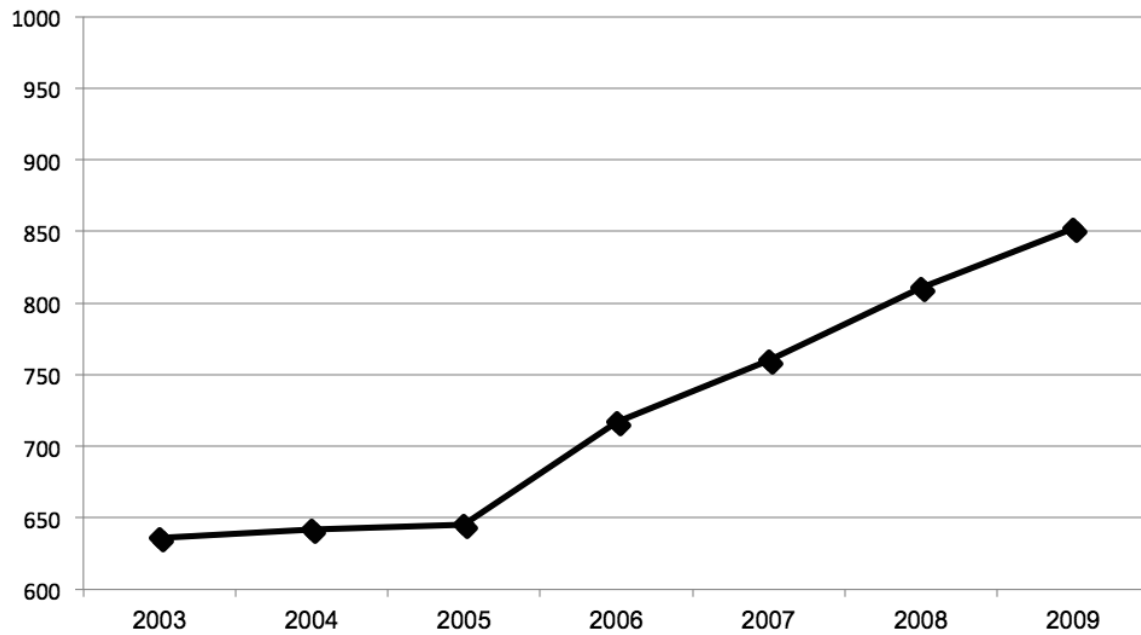
API – for students who do not speak English as their first language



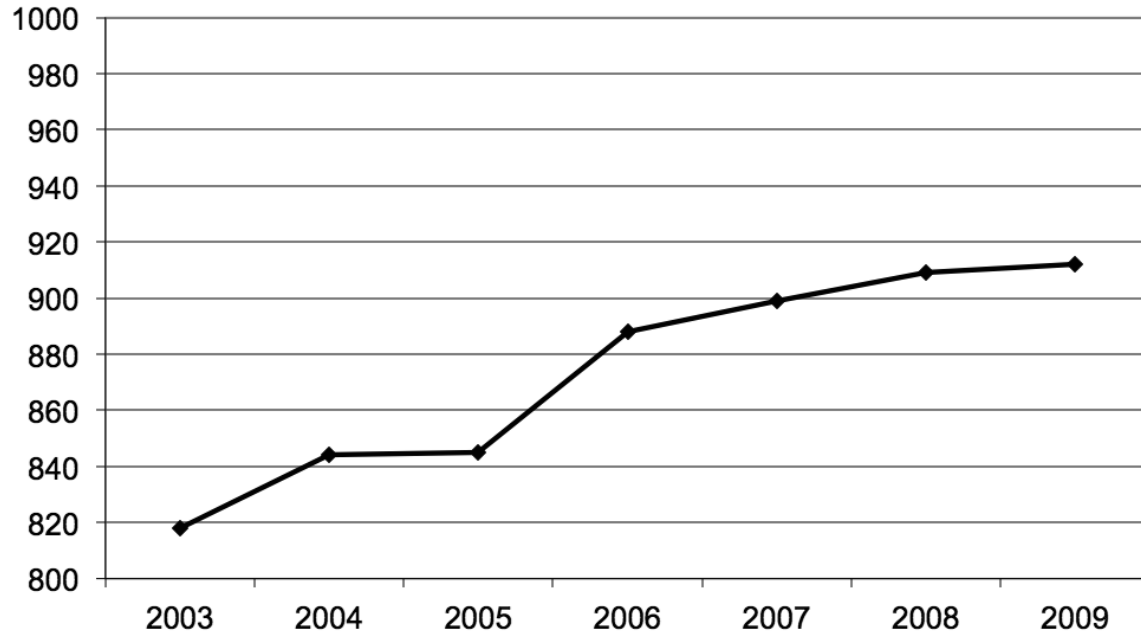
API – for students living in poverty



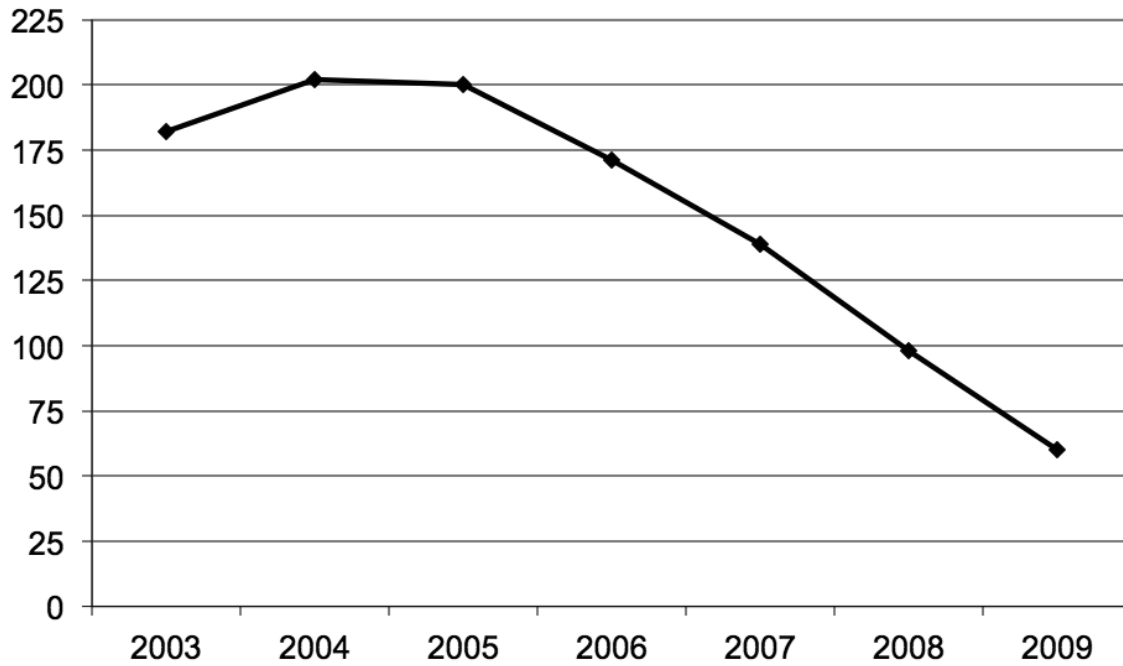
API – for students from non-Caucasian ethnicities



API – for students of Caucasian ethnicity



Difference in API
Students of Caucasian ethnicity and students from non-Caucasian ethnicities



How did it happen?

Screened frequently

- Not to label or justify underperformance
- For immediate, intensive, & targeted interventions in addition to (not instead of) core instruction

Provided interventions & students responded

- Deficits in foundational skills were ameliorated
- Mastery of grade level priorities improved

Frequent, multiple measures of effectiveness

Embraced “teach less, learn more”

- Depth, not breadth...mastery, not coverage...quality, not quantity

Not all students will master core at the same rate or in response to the same first, best instruction

- Proactively & regularly provided more time & alternative supports for all students

Vigilantly checked to ensure students responded to core instruction & targeted interventions

- When they didn't, made timely & focused adjustments

Supported teachers with high-quality professional learning

- Differentiated instruction, lesson design, high leverage strategies, & collaborative practices

Most importantly, we expected...we firmly believed...that learning for ALL was inevitable

- Just needed to determine the right approach
- Supported students based on needs, not a label
- Supported students based on staff members' availabilities & expertise, not job title or funding source

Replicated these successes across large school districts

- Hundreds of our colleagues around the world have had similar successes

Systems of Support v. RTI

- RTI is in the literature
- RTI is policy and law
- RTI is research-based
- PLCs must be a part of the System
- Our Systems must integration of great ideas
- Systems must academics AND pro-social & pro-functional skills
- Systems must serve ALL students

What is the efficacy of Systems of Support for Rigorous Learning and response to intervention?

Benjamin Bloom's Mastery Learning

Tier 1	Effect Size of 0.4 standard deviations
Tier 1 + Tier 2	Effect Size of 1.0 standard deviations
Tier 1 + Tier 2 + Tier 3	Effect Size of 1.6 standard deviations

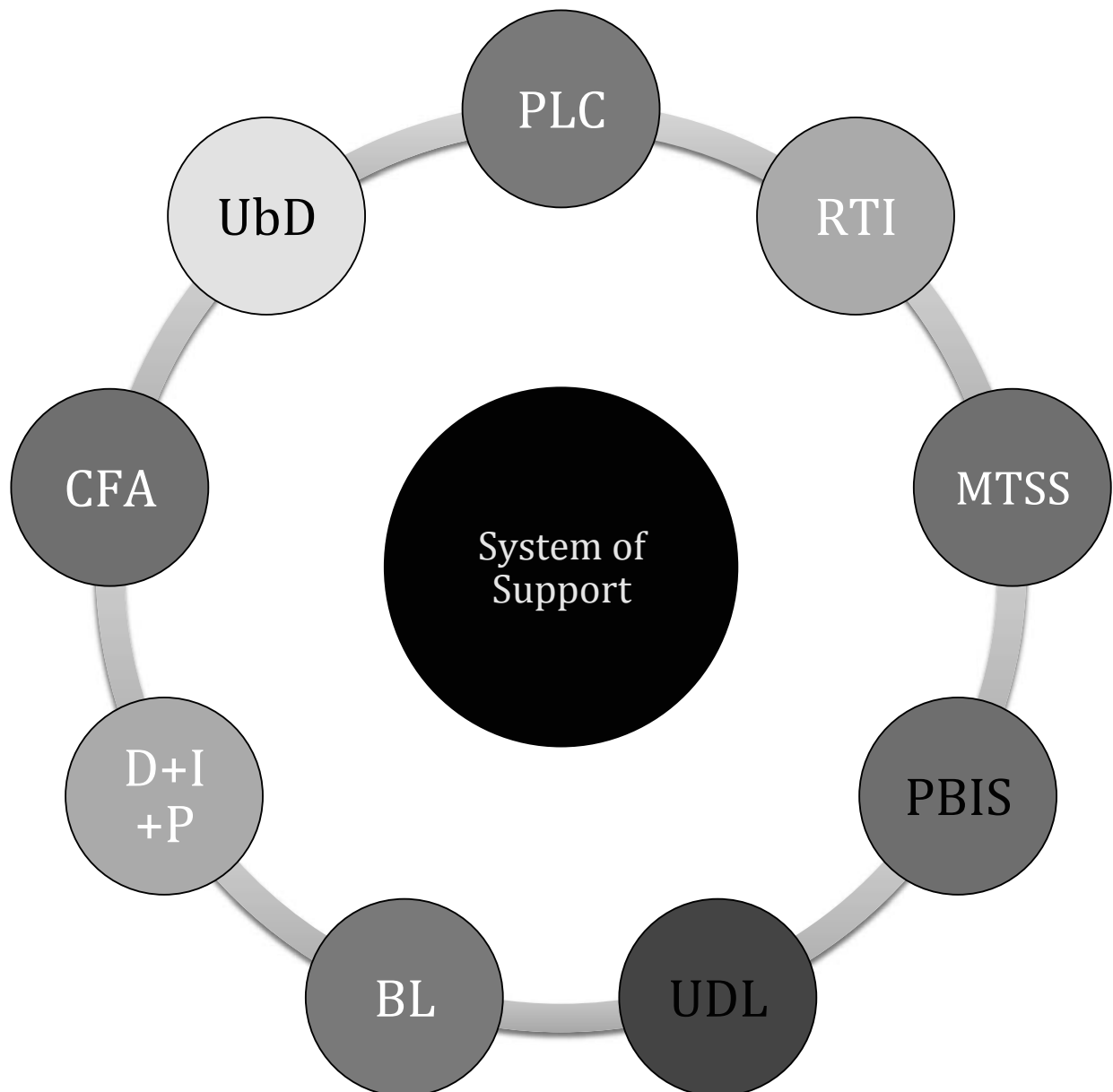
(Bloom, 1968; 1984)

John Hattie's Visible Learning (2012)

Student self-assessment	Effect Size of 1.44 standard deviations
Response to intervention	Effect Size of 1.07 standard deviations
Formative teacher evaluation	Effect Size of 0.91 standard deviations
Feedback	Effect Size of 0.75 standard deviations
Metacognition	Effect Size of 0.69 standard deviations
Direct instruction	Effect Size of 0.59 standard deviations
Peer tutoring	Effect Size of 0.55 standard deviations

Systems of Support for Rigorous Learning

**Ensuring High Levels of Learning for All through the Integration:
RTI, MTSS, PLCs, PBIS, UDL, Special Education, Gifted
Education, Differentiation, & Data Teams**



What are the elements of a System of Support for Rigorous Learning?

Schools design, schedule, and provide supports to students that are:

- **Differentiated:** Teaching and learning cycles for grade-level and course-specific behavioral and academic priorities for all students. Teachers respond to a student's unique learning needs by making adjustments to process, content, product, and environments based on a student's interests, learning profile, and readiness levels. These supports are often described as Tier 1.
 - Quality not quantity
 - Depth not breadth
 - Mastery not coverage
 - Scaffolded, differentiated, respectful
 - Skills/content...verbs/nouns
 - Pro-social and pro-functional skills
 - Self-regulation, executive functioning, social-emotional
 - 21st century skills
 - Creativity, critical thinking, collaboration, communication

- **Individualized:** Timely and targeted supports for greater levels of student mastery of academic and behavioral priorities, so that students don't fall behind (or further behind) and so students can achieve reach greater depths of understanding. If differentiation is the *how*, then individualization is the *when*. Learning progresses at different speeds; some students may need to review previously covered material, while others may be ready to immerse themselves in a certain topic. These supports are often described as Tier 2.
 - Benjamin Bloom
 - Time + Support = Learning
 - Informed by short-cycle assessments
 - More time...
 - ...alternative supports...
 - ...to gain mastery of the priorities
 - Buffer time
 - Teacher-directed small groups
 - Intervention & enrichment
 - Intended to prevent students from falling behind...or falling farther behind

- **Personalized:** Intervention and enrichment to meet students' at the forward edge of their zones of proximal development; intensive supports to meet significant deficits in foundational skills AND opportunities for students to exercise choice over the *what* and *how* of passions into which they will dive deeply. Extending the metaphor, if differentiation is the *how* and individualization is the *when*, the personalization is the *where* – as in, where are students in their learning journey. Students who are not yet performing at expected levels, due to significant deficits in foundational skills, receive targeted and intensive supports at the leading edge of their zone of proximal development to close the gap. Students who are meeting and exceeding age and grade expectations dig deeper into areas of interest. All students' experiences are tailored to preferences and interests; support is paced to students' unique needs. Students are involved in the creation and monitoring of their learning path. These supports are often described as Tier 3.
 - Proactive & immediate...
 - ...diagnostically-driven & targeted...
 - ...intensive...
 - ...coordinated...
 - ...to ameliorate significant deficits in foundational skills
 - Personalized learning plans...
 - ..providing opportunities for students to exercise choice over the *what* and *how* of the passions into which they will dive deeply.

What are the goals of Systems of Support for Rigorous Learning?

While US graduation rates have increased to 80% in many districts, yet less than 40 percent of these graduates are ready for math and reading at the college level (The New York Times, 2015). In Australia, graduation rates have decreased from 80% to 70% in the past 20 years (Lamb, Dwyer, & Wyn, 2010).

Our goals must be:

- Consistently defining college and career readiness for all.
- Improving pedagogies, practices, and strategies to meet these readiness goals.
- Measuring staff and student progress toward these goals and adjusting when necessary.
- Ensuring all students are progressing toward college and career readiness.

To best plan for instruction, teacher teams “backward plan” from collaboratively created assessments. Similarly, we believe schools will be wise to begin their RTI journey by examining models of successful schools. These models represent what’s possible when schools devote years to building robust systems of support, driven by the principles of RTI, that anticipate challenges and deliver instruction and intervention related to all student needs. Please remember - models are not meant to be blindly replicated. They should not result in sentiments such as “We could never do this,” or “We do not have the resources or personnel to do this,” or “We would never get the buy-in to do this.” Models are idea generators - samples of one school’s solution. They are demonstrations that it is possible to build systematic sets of supports for students and that we, as educators, have the skills needed to do so. When we summon the will to take the *first* steps and to proceed to the *next* steps, all students grow and achieve the highest levels of success.

As you review the characteristics of schools that are successfully implementing RTI-based practices on the following pages, respond to the following prompts:

What are we currently doing <i>well</i> ?
What are our targets and goals?
What’s a next step?

Model Elementary School

We believe that response to instruction and intervention can be used synonymously and interchangeably with the very notion of schooling—of teaching and learning. Thus, our descriptions of model schools will be fairly comprehensive. This section includes both graphic and narrative descriptions of the RTI-driven support systems of a diverse elementary school within a major U.S. city. More than 80 percent of students at this school are classified as English language learners and are eligible for free or reduced-price lunch.

RTI Grid

The table in Figure 1.1 summarizes the goals and actions of the model elementary school.

RTI Grid

	Academics	Social Behaviors	Academic Behaviors
Tier 1	<ul style="list-style-type: none"> Standards-driven curriculum maps Instructional framework to continuously refine and improve instruction Common formative assessments to provide the “target” and drive instruction 	<ul style="list-style-type: none"> School-wide (across grades and classrooms) common expectations that are consistently reinforced Explicit teaching of desired behaviors 5:1, positive acknowledgments: negative interactions 	<ul style="list-style-type: none"> Executive functioning and self-regulatory behaviors that support success with short-term and long-term academic tasks These academic behaviors are both explicitly taught and consistently embedded within content-area instruction
Tier 2	<ul style="list-style-type: none"> Specific times, schedules, and identified personnel to provide supports Thirty minutes twice a week for reading and twice a week for mathematics Grade level schedules are staggered to maximize the use of support personnel Supports involve more time and alternative approaches to ensure that students master the essentials Evidence from common 	<ul style="list-style-type: none"> Simple diagnostic protocols to ensure that staff knows “what” behavior to target and “why” the student might be misbehaving Identification and communication of the target behavior and matching strategy to teacher and student “Check in/check out” process to mentor students and monitor the effectiveness of strategies 	<ul style="list-style-type: none"> Simple diagnostic protocols to ensure that we develop an emerging and ever-increasing understanding of the antecedents of motivational and volitional needs Identification and communication of the target behavior and matching strategy to teacher and student “Check in/check out” process to mentor students

	formative assessments and data analysis protocols drives these supports	<ul style="list-style-type: none"> • Focus on reteaching and more frequently reinforcing common expectations • For students with moderate, immediate deficits in behavioral skills 	and monitor the effectiveness of strategies <ul style="list-style-type: none"> • Focus is on reteaching and more frequently reinforcing common expectations • For students with moderate, immediate deficits in behavioral skills
Tier 3	<ul style="list-style-type: none"> • Students with deficits in foundational skills—who are not yet responding to instruction and intervention—receive intensive, 30-minute sessions of support in place of less essential content • The less essential content that students miss shifts from week to week, with one week following an “A” schedule for interventions and the next week following a “B” schedule Programs: <ul style="list-style-type: none"> • Math—FASTT Math, Fraction Nation, Math 180 • Phonological Awareness—System 44 • Phonics—iRead • Fluency & Comprehension—Read 180 	<ul style="list-style-type: none"> • For students who are not responding to Tier 2 supports and/or have been diagnosed to have intensive needs in specific areas—anger, trauma, etc. • Using research-based interventions such as Anger Coping and CBITS in small groups or individually • These require specific programs, and programs require training 	<ul style="list-style-type: none"> • For students who are not responding to Tier 2 supports and/or have been diagnosed to have intensive needs in specific areas—motivation, self-image, etc. • Using research-based approaches in attribution (Weiner) and self-efficacy (Bandura) • These require specific programs, and programs require training

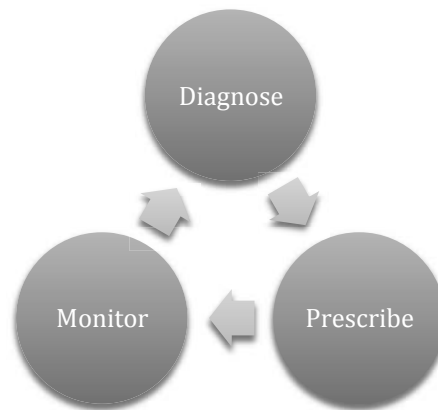
The RTI Engine

All school decisions are informed by *evidence*. Evidence is the engine of RTI. At all tiers of support and within each domain, evidence drives initial approaches and allows staff to define needs and target supports when students are not yet responding to instructional and intervention efforts.

The simple illustration in Figure 1.2 could be superimposed within each of the sections of the RTI Grid in Figure 1.1. Teacher teams use this process when designing, delivering, and differentiating supports to ensure that all students access and master essential content. RTI teams, composed of staff members who are engaged with

students and/or possess the diagnostic skills to help determine *why* a student is experiencing difficulties and *what* supports will best meet the diagnosed needs, meet every other week to problem-solve and determine appropriate supports.

Simple RTI Problem-Solving Model



Problem Solving and Assessment

The educators at this model elementary school have spent years refining their use of key assessments and evidence-gathering tools and processes, as well as their management, warehousing, organization, and use of data. Figure 1.3 lists assessments for each tier.

Assessments for Each Tier

	Tier 1	Tier 2	Tier 3
CFAs	Every half-month in all content areas		
Screeners			<ul style="list-style-type: none"> • HMH Math and Reading Inventories • Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Screening Scale (SIBSS) for behavior • Staff-to-staff electronic communication for all domains
Progress monitoring		<ul style="list-style-type: none"> • Alternate versions of portions of the common formative assessment 	<ul style="list-style-type: none"> • HMH Math and Reading Inventories • easyCBM

		• “Check in/check out” for behavior	• “Check in/check out” or behavior intervention plan (BIP) for behavior
Diagnostics		<ul style="list-style-type: none"> • Diagnostic interviews in phonological awareness, phonics, fluency, vocabulary/ comprehension, attention, motivation, early numeracy, and overall mathematics • Qualitative Reading Inventory for overall reading • Assistance from psychologist, speech and language pathologist, and occupational therapist for additional diagnostic supports • Simplified behavioral diagnostics for social and academic behaviors • Functional Behavioral Analysis (FBA) to inform the creation of BIPs 	
Data organization	Google Docs are used to warehouse data, record notes, and communicate with all internal stakeholders		

Formal data and evidence are gathered using the tools listed in Figure 1.3. More informal and qualitative—but equally significant—evidence is entered on a weekly basis into Silverback Mileposts. The exchange of information, and the problem-solving process are facilitated by the following meetings and processes:

- Teacher teams meet weekly to complete their established Data Team tasks and to discuss students they are especially concerned about. Notes on these students are entered into Mileposts by Friday afternoon.
- The RTI team (principal, psychologist, counselor, speech and language pathologist, specialists, and interventionists) meets twice a month to solve problems on behalf of students who have been identified as priorities by teacher teams and the RTI team. Priority students are those who have recently been identified as at-risk or those who are not adequately responding to the current levels of support. The notes from these meetings are entered into Silverback Mileposts for all internal stakeholders to review and act upon.

The key leader in the problem-solving and assessment process, and in the entire RTI-based system of support, is the principal. The principal drives the process, asking key questions, holding staff accountable, and ensuring that required resources are allocated.

A Guaranteed, Viable Curriculum in Academics and Behavior

Over the past several years, staff members in this school have designed and refined curriculum maps in all content areas. The maps represent the essential standards that all students must master within the school year and within each block of instruction. Maps have been refined as increased levels of vertical articulation have revealed gaps in content or student learning. Common formative assessments have been crafted that represent the level of rigor and the format at which students must demonstrate mastery. Because these assessments include tasks that require extended responses, the educators have crafted scoring guides, and they have selected anchor solutions from exemplary student work to guide the accurate grading and analysis of assessment results.

In the area of behavior, the school has adopted “respect, responsibility, and readiness,” as the attributes on which instruction, reinforcement, and intervention focus. The educators have found that inattention and classroom disruption represent the greatest areas of student need. The school has adopted “motivation, metacognition, and monitoring” as key attributes of desired academic behaviors. They regularly support students in behaving in authentically engaged ways and in employing executive functioning skills (planning, organization, time management) when completing tasks, large and small.

Bell Schedule

The school’s schedule was altered three years ago by inserting one 30-minute “intervention/enrichment” block once a week to provide Tier 2 supports to students in reading. Due to the positive impacts of these supports on student learning, the school now has a 30-minute intervention/enrichment block for Tier 2 reading and a 30-minute intervention/enrichment block for Tier 2 mathematics in the schedule four days a week. Students are dismissed one hour early each Wednesday, when educators collaborate and engage in professional development. Figures 1.4, 1.5, and 1.6 contain the school’s schedules, including intervention blocks, for different grade levels.

Schedule for Kindergarten and First Grade

Time	Content
8:00–10:00	English language arts
10:05–10:20	Recess
10:25–11:25	Math
11:30–12:05	Lunch
12:10–12:40	Special/elective
12:45–1:15	Social studies
1:20–1:50	Science
1:55–2:25	Intervention/enrichment block 1
2:30–3:00	Intervention/enrichment block 2

Schedule for Second and Third Grade

Time	Content
8:00–9:00	Math
9:05–9:35	Special/elective
9:40–9:55	Recess
10:00–12:00	English language arts
12:05–12:40	Lunch
12:45–1:15	Intervention/enrichment block 1
1:20–1:50	Intervention/enrichment block 2
1:55–2:25	Social studies
2:30–3:00	Science

Schedule for Fourth and Fifth Grade

Time	Content
8:00–8:30	Social studies
8:35–9:05	Science
9:10–10:10	Math
10:15–10:45	Special/elective
10:50–11:05	Recess

11:10–11:40	Intervention/enrichment block 1
11:45–12:15	Intervention/enrichment block 2
12:20–12:55	Lunch
1:00–3:00	English language arts

Students who require Tier 3 supports—who have been diagnosed to require intensive assistance with foundational skills—temporarily miss special classes, social studies, or science. The school leaders and educators believe that students with significant deficits in reading or mathematics require immediate, intensive, and targeted supports to at least get back on track for high school graduation, and to graduate ready for college or a skilled career. While students may miss time within these critical content areas temporarily, until they have gotten back on track to meet grade-level expectations, they need not miss the same content each week. The intervention schedule is shifted every two weeks, moving the time during which the Tier 3 support is provided, so that while a student may miss attending a certain class, they will not miss that same class during the following two-week cycle. The compromise is imperfect, but illiteracy and innumeracy will not allow a student to access opportunities later if they are not intensively ameliorated early.

Intervention Schedule

Over the last several years, the school has inventoried the allocation of all human resources, attempting to ensure that personnel spend as much time providing direct supports to students as possible. This has resulted in repurposing classroom assistants and one member of the office staff. To help assistants work more efficiently, they now travel from classroom to classroom to provide targeted small group supports to students; teachers have staggered the start times of their instructional blocks to allow this to occur (as is shown in Figures 1.4, 1.5, and 1.6). The office staff has been reduced from three to two members; the third member of the previous office staff was retrained to become an interventionist. The workload of the office was streamlined through technology, more efficient processes, and by shifting responsibilities amongst administrative and teaching staff. The school now utilizes four interventionists. These

interventionists provide small-group supports during Tier 1 English language arts and mathematics instruction, Tier 2 supports during the intervention/enrichment block, and targeted Tier 3 supports to students most at risk. A week's roster for students requiring Tier 3 support is included in Figure 1.7, and a daily schedule for one of the interventionists is illustrated in Figure 1.8.

Roster for Tier 3 Supports

Interventionist
Mrs. Harrison
Phonological
Awareness
Jason (1st)
Erin (Kinder)
Bella (1st)
Sadie (Kinder)
Anahi (Kinder)
Summer (Kinder)

Interventionist
Mrs. Barquer
Phonological
Awareness
Logan (1st)
Abraham (1st)
Marisol (1st)
Zoe (1st)

Interventionist
Mrs. Cooper
Phonics
Saul (3rd)
Lucas (2nd)
Isaiah (3rd)
Blake (3rd)
Brittany (2nd)
Natalie (2nd)

Interventionist
Mr. Gregory
Phonics
Jason M (5th)
Anahi (4th)
German (5th)
Dulce (5th)
Jason R (4th)
Samantha (4th)
Omar (5th)
Jasmine (4th)

Interventionist
Mrs. Harrison
Advanced Phonics
Angel (5th)
Sergio (4th)
Marisol (5th)
Dominique (4th)
Antonio (5th)
Daniel (5th)

Interventionist
Mrs. Barquer
Numeracy
Saul (5th)
Johnny (5th)
Brittany (4th)
Jennifer (5th)
Lexandra (4th)
Marleni (5th)

Interventionist
Mrs. Cooper
Phonics
Lupe (5th)
Lesley (4th)
Daysi (5th)
Maite (5th)
Jesus (5th)

Interventionist
Mr. Gregory
Numeracy
Fabiola (5th)
Yareth (4th)
Audrey (4th)
Shane (5th)
Lesley (4th)

Interventionist
Mrs. Harrison
Advanced Phonics
Juan (5th)
Christian (4th)
Brandon (4th)
Stephanie (5th)
Brenda (5th)

Interventionist
Mrs. Barquer
Comprehension
Lupe (4th)
Lesley (5th)
Maite (4th)
Jesus (5th)
Fabiola (4th)

Interventionist
Mrs. Cooper
Comprehension
Eric (2nd)
Daysi (3rd)
Ian (3rd)
Chance (2nd)
Chase (3rd)
Mark (3rd)

Interventionist
Mr. Gregory
Phonological
Awareness/Early
Phonics
Juan (1st)
Christian (2nd)
David (2nd)
Stephanie (1st)
Yareth (1st)
Ian (2nd)

Interventionist
Mrs. Harrison
Fluency
Brenda (5th)
Anthony (4th)
Stephanie (5th)
Isabel (4th)
Jocelyn (4th)

Interventionist
Mrs. Barquer
Comprehension
Saray (5th)
Jerrylee (4th)
Amayrani (4th)
Kim (5th)
Kevin (4th)

Interventionist
Mrs. Cooper
Phonics
Estefania (3rd)
Alexis (4th)
Natalie (3rd)
Francisco (3rd)
Elvis (4th)
Anayeli (3rd)

Interventionist
Mr. Gregory
Fluency
Jerrod (5th)
Vanessa (4th)
Jorge (3rd)
Ariana (4th)
Jason (3rd)
Azucena (4th)

Interventionist's Schedule

Mrs. Harrison—Interventionist—Schedule

Times	Focus	Program	Location
8:00–8:30	Tier 1 ELA—Mrs. Wilson (4th)		Room 123
8:30–9:00	Tier 1 ELA—Ms. Norgren (5th)		Room 125
9:00–9:30	Tier 1 ELA—Mr. Beyer (3rd)		Room 114
9:30–10:00	Phonics	System 44	Room 212
10:25– 10:55	Tier 1 math—Mrs. Pederser (2nd)		Room 105
10:55– 11:25	Tier 1 math—Mrs. Marshall (3rd)		Room 116
11:30– 12:00	Advanced phonics	System 44	Room 212
12:45–1:15	Advanced phonics	System 44	Room 212
1:20–1:50	Fluency and Comprehension	Read 180	Room 212
1:55–2:25	Tier 2 ELA (2nd)		Room 105
2:30–3:00	Tier 2 math (2nd)		Room 105

Model Secondary School

Secondary schools can just as efficiently and effectively systemize supports for all students. More than 55 percent of students at a model secondary school are classified as English language learners, and more than 45% are eligible for free or reduced price meals.

RTI Grid

The grid in Figure 1.9 summarizes the goals and actions of this model secondary school.

RTI Grid

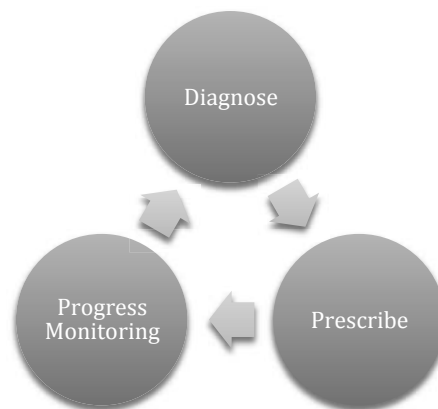
	Academics	Social Behaviors	Academic Behaviors
Tier 1	<ul style="list-style-type: none"> Standards-based curriculum maps for each course Teacher-led “lesson studies” to inform improvements to pedagogy Common formative assessments to provide the “target” and drive instruction Cornell notes employed in all classrooms Literacy and nonfiction writing across all content areas 	<ul style="list-style-type: none"> School-wide (across grades and classrooms) common expectations that are consistently reinforced and monitored by all staff in all settings Explicit teaching of desired behaviors in all classrooms and reinforcement at critical times of the school year 5:1 positive acknowledgments 	<ul style="list-style-type: none"> Executive functioning and self-regulatory behaviors that support success with short-term and long-term academic tasks Academic behaviors are both explicitly taught and consistently embedded within content area instruction Academic behaviors are connected to the overarching expectations of the school
Tier 2	<ul style="list-style-type: none"> Specific times, schedules, and identified personnel to provide supports Supports involve more time and alternative approaches to ensure that students master the essentials covered in the maps Co-planned/co-taught courses Academic center—specific teachers pull 	<ul style="list-style-type: none"> Simplified Functional Behavior Analyses (FBAs) to ensure we know “what” behavior we’re targeting and “why” the student might be misbehaving Identification and communication of selected strategy to teacher and student “Check in/Check out” process to mentor student and monitor the 	<ul style="list-style-type: none"> Simplified Functional Behavior Analyses (FBAs) to ensure that we develop an emerging and ever-increasing understanding of the antecedents of students’ motivation and volitional needs Identification and communication of selected strategy to teacher and student “Check in/Check out” to

	<p>students for specific activities</p> <ul style="list-style-type: none"> • Additional times for credit recovery • Targeted study sessions (after school, lunch, X block) focused on specific skill or content areas 	<p>effectiveness of strategy</p> <ul style="list-style-type: none"> • For students with moderate, immediate skill deficits in behavioral skills • Offer replacement behavior as students work toward demonstrating the expected behavior 	<p>mentor student and monitor the effectiveness of strategy</p> <ul style="list-style-type: none"> • The focus is on reteaching and more frequently reinforcing common expectations • Assess whether the deficit is competency-based or conduct-based
Tier 3	<ul style="list-style-type: none"> • Students with deficits in foundational skills—who are not yet responding to instruction and intervention—receive intensive 30-minute sessions during the second half of select periods, during noncore instruction, or during X block from a highly qualified staff member • Support may require intensive one-on-one instruction for significant skill deficiency <p>Programs:</p> <ul style="list-style-type: none"> • Math—FASTT Math, Fraction Nation, Math 180 • Decoding—System 44 • Fluency & Comprehension—Read 180 	<ul style="list-style-type: none"> • For students who are not responding to Tier 2 supports and/or have been diagnosed to have intensive needs in specific areas—anger, trauma, etc. • Using research-based intervention such as Anger Coping and CBITS in small groups or individually • These require specific programs and may involve self-contained classrooms 	<ul style="list-style-type: none"> • For students who are not responding to Tier 2 supports and/or have been diagnosed to have intensive needs in specific areas—motivation, self-image, etc. • Using research-based approach (Wraparound) to build constructive relationships and support networks • These require specific programs and may include pullout and additional support from special education personnel

The RTI Engine

The information gleaned from data and evidence again drives the simple problem-solving model that the school applies to each section of the RTI model (as shown in Figure 1.10). Teams use this process to design, deliver, and differentiate to ensure that all students access and master essential content.

Simple RTI Problem-Solving Model



Problem Solving and Assessment

This model secondary school has refined its use of key assessments and evidence-gathering tools and processes, as well as its management, warehousing, organization, and use of data. Assessments for each tier are listed in Figure 1.11.

Assessment for Each Tier

	Tier 1	Tier 2	Tier 3
CFAs	Every month in all content areas		
Screeners			<ul style="list-style-type: none"> • HMH Math and Reading Inventories • Student Risk Screening Scale (SRSS) and Student Internalizing Screening Scale (SIBSS) for behavior • Staff-to-staff communication for all domains
Progress monitoring		<ul style="list-style-type: none"> • Alternate versions of portions of the common formative assessment • “Check in/check out” for behavior 	<ul style="list-style-type: none"> • HMH Math and Reading Inventories • “Check in/check out for behavior

Diagnostics		<ul style="list-style-type: none"> • Diagnostic interviews in phonological awareness, phonics, fluency, vocabulary/ comprehension, attention, motivation, early numeracy, and overall mathematics • Bader Reading and Language Inventory for overall reading • Assistance from psychologist, speech and language pathologist, and occupational therapist for additional diagnostic supports • Simplified Functional Behavioral Analysis for social and academic behaviors
Data organization	Google Docs are used to warehouse data, record notes, and communicate with all internal stakeholders	

Formal data and evidence are gathered using the tools listed in Figure 1.11. More informal and qualitative evidence is entered on a weekly basis into Google Docs. The exchange of information and the problem-solving process are facilitated by the following meetings and processes:

- Teacher teams meet weekly to complete their established Data Team tasks and to discuss students they are especially concerned about. Notes on these students are entered into Google Docs by Friday afternoon.
- The RTI Team (principal, assistant principals, psychologist, special education staff, counselor, speech and language pathologist, specialists, and interventionists) meets twice a month to discuss students who have been identified as priorities by teacher teams and the RTI team. Priority students are those who have recently been identified as at-risk or those who are not adequately responding to the current levels of support. A primary role of this team is to ensure that Tier 3 supports are targeted and effective.

The key leader in the problem solving and assessment process, and in the entire RTI-based system of support, is the principal. The principal drives the process, asking key questions, holding educators accountable, and ensuring that required resources are allocated.

A Guaranteed, Viable Curriculum in Academics and Behavior

The staff members have designed and refined pacing calendars in all content areas over the past several years. The calendars represent the Priority Standards that should be mastered by all students within each course. They are not daily or delivery-

method specific, but they do ensure sufficient time is provided to the learning progressions that educators know will be critical for success. Common formative assessments have been crafted that represent the level of rigor and format at which students must demonstrate mastery. Teams have crafted scoring guides, and they have selected exemplars to guide the accurate grading and analysis of assessment results.

In the area of social behaviors, the school has adopted “respect, responsibility, and pride” as the attributes on which instruction, reinforcement, and intervention focus. The school intentionally aligned its behavior expectations with its elementary school. School leaders and educators have found that engagement and defiance represent the greatest areas of student need. In the area of academic behaviors, the school has adopted “motivation, metacognition, and monitoring,” as their key attributes to align with the expectations at their neighboring elementary school. They regularly support students in behaving in authentically engaged ways and in employing executive functioning skills when completing tasks, large and small.

Bell Schedule

This secondary school began three years ago by realigning its traditional secondary school block schedule by inserting a 25-minute intervention block into the schedule four days a week (Monday through Thursday) as part of an extended lunch to provide identified supports to students in mathematics and English language arts. For those students on track, this additional time is devoted to enrichment and extension of their learning. Additionally, on Friday the school day begins with 55 minutes of staff collaboration time during which the educators meet in their professional learning communities to review and identify kids who might need additional support. Figure 1.12 illustrates the secondary school schedule.

Secondary Schedule

Monday–Thursday	
Period 0	6:54–7:54
Period 1	8:00–8:50
Period 2	8:56–9:50

Break	9:50–10:05
Period 3	10:11–11:01
Period 4	11:07–11:57
Lunch	11:57–12:58
Interventions	12:03–12:28
Period 5	1:04–1:54
Period 6	2:00–2:50

Friday	
Collaboration	7:30–8:25
Period 1	8:30–9:18
Period 2	9:24–10:14
Break	10:14–10:29
Period 3	10:35–11:23
Period 4	11:29–12:17
Lunch	12:17–1:02
Period 5	1:08–1:56
Period 6	2:02–2:50

Students who require Tier 3 supports—who have been diagnosed to require intensive assistance with foundational skills—temporarily miss class during electives, social studies, or science, or during “zero period.” While zero period has traditionally been a time when advanced students could take additional courses, Tier 3 interventions are now also offered. The school leaders and educators believe that students with significant deficits in reading or mathematics require immediate, intensive, and targeted supports to at least get back on track for high school graduation, and to graduate ready for college or a skilled career. The challenges that emerge in a secondary school are driven by inflexibility in restructuring students’ classes. This places a premium on the interventions being imposed for a defined length of time and not resulting in a permanent schedule switch for the student. Removing students from

certain classes for short periods of time during which they can receive intense instruction/intervention in a required skill demands that educators “let go” of some structural beliefs. The compromise is imperfect, but the school recognizes that illiteracy and innumeracy will not allow a student to compete in the 21st century workplace.

Intervention Schedule

Over the last several years, this school has inventoried the allocation of all human resources, attempting to ensure that personnel spend as much time providing direct support to students as possible. This has resulted in repurposing interventionists and support staff personnel. The interventionists provide 25-minute interventions to small groups during each block of the school schedule. By splitting the blocks in half, students only miss a portion of their noncore content electives. A typical daily roster for the interventionist to address students requiring support is included in Figure 1.13.

Interventionist's Schedule

Mr. Faulkner—Interventionist—Schedule

Times	Focus	Program	Location
8:00–8:25	Tier 2 ELA		Room 123
8:25–8:50	Tier 2 ELA		Room 123
8:56–9:23	Tier 2 ELA		Room 123
9:23–9:50	Tier 2 ELA		Room 123
10:11–10:36	Tier 2 math		Room 123
11:07–11:32	Tier 2 math		Room 123
11:33–11:57	Advanced phonics	REWARDS	Room 123
12:02–12:27	Advanced phonics	REWARDS	Room 123
12:32–12:57	Fluency	Six Minute Solution	Room 123
1:02–1:27	Comprehension	Soar to Success	Room 123
1:32–1:59	Tier 3 math	FASTT Math and Fraction Nation	Room 123

Systems of Support Self-Assessment

Add any and all artifacts, documents, evidence, and data that support the analysis.

- 4: Consistent and effective
- 3: Fairly consistent and generally effective
- 2: Inconsistent and occasionally effective
- 1: Not present or observable

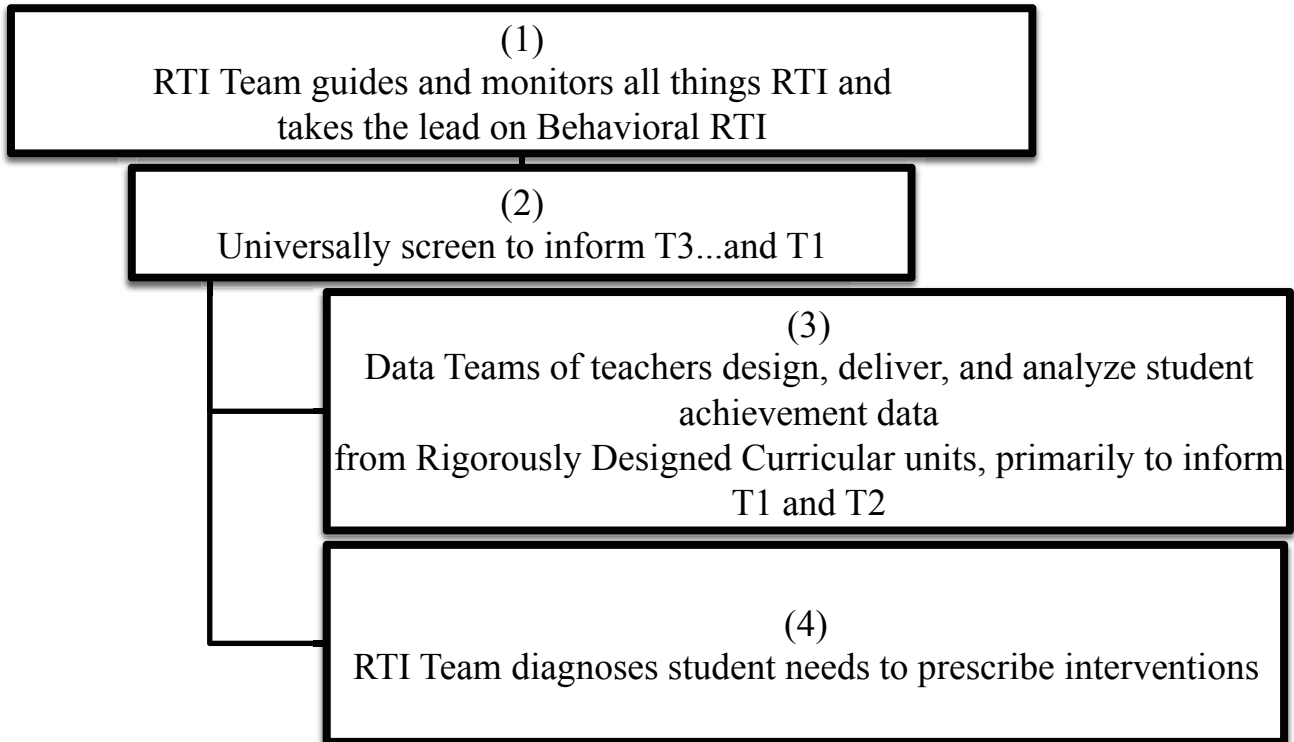
	Rate 1-4	Notes
Every staff member believes that all students can learn at very high levels.		
We honestly discuss our biases and expectations for students.		
We use evidence to challenge assumptions.		
We are willing to do whatever it takes (altering schedules, teaching assignments, past practices) to ensure that all students learn at the very highest levels.		
We have researched schools that have been successful with students like those we serve and we have analyzed lessons we can take away to improve student learning.		
We have identified and celebrated the strengths of all staff. We have honestly acknowledged our collective and individual areas for growth.		
We have collectively established team norms based on cooperation and compromise and the best interest of students.		
<p>Our teams meet regularly to work on well-defined tasks. We collaboratively address the following question:</p> <ol style="list-style-type: none"> 1. What are the essential learning targets we expect students to master during the upcoming unit? 2. What scaffolding and differentiation strategies will allow all students access the essential learning targets? 3. How will we measure our effectiveness as teachers? In other words, how will we informally and formally assess student mastery of essential learning targets? 4. What collective supports will we provide to students when need extra time and alternative approaches to master essential learning targets? 5. What collective supports will be provided to extend and enrich the depth and complexity of their mastery of essential learning targets? 		

We have scheduled regular lesson studies in which small groups of teachers “plan–practice–re-plan–practice–review” lessons with their students, with release provided by roving substitutes or by school staff.		
Each grade level or content-alike team is crystal clear on the agreed-upon essential learning targets and is committed to ensuring that every student masters them.		
Each grade level or content-alike team has unwrapped each essential learning target, ensuring that there is a common understanding about the rigor and format to which students will be held accountable.		
Each lesson addresses a focused learning target—use caution; standards or textbook lessons may address more than one learning target.		
Each grade level or content-alike team has backwards planned from common assessments to ensure that instruction matches the required rigor and format at which students will demonstrate mastery.		
Resources and materials, including but not necessarily limited to textbooks, are collaboratively identified and shared to provide tasks that match the rigor and format of the “unpacked” essential learning targets.		
Instructional strategies are identified and shared that best help students master essential learning targets.		
The school clearly identifies and articulates, teaches, consistently models, assesses, provides differentiated supports, and positively reinforces the <i>social</i> behaviors that it expects all students to exhibit, including but not limited to the areas of: <ul style="list-style-type: none"> <input type="checkbox"/> Cooperation <input type="checkbox"/> Attention <input type="checkbox"/> Respect (physical, verbal) <input type="checkbox"/> Attention <input type="checkbox"/> Attendance 		
The school clearly identifies and articulates, teaches, consistently models, assesses, provides differentiated supports, and positively reinforces the <i>academic</i> behaviors that it expects all students to exhibit, including but not limited to the areas of: <ul style="list-style-type: none"> <input type="checkbox"/> Motivation <input type="checkbox"/> Organization <input type="checkbox"/> Study skills <input type="checkbox"/> Task completion <input type="checkbox"/> Emotional stability 		

Every staff member at the school provides explicit instruction for the <i>social</i> and <i>academic</i> behaviors that they expect all students to exhibit.		
Every staff member at the school consistently models, corrects, and positively reinforces the <i>social</i> and <i>academic</i> behaviors that they expect all students to exhibit.		
Each grade level or content-alike team collaboratively analyzes common assessment data.		
Teams use data on a regular basis to determine students who needs additional time and support, the areas in which these identified students most need the additional time and support, and areas in which all students will benefit from additional time and support.		
Each grade level or content-alike team draws on the successes of members of the team to continuously refine and improve teaching and learning.		
The school has inventoried assessments to ensure that gaps and duplications do not exist.		
Common (commonly created or selected, administered, and analyzed) assessments are continuously and vigorously used to inform, refine, and improve instruction.		
An increasing percentage of all assessments given are used to inform teaching and learning. They include: <ul style="list-style-type: none"> <input type="checkbox"/> Pretests that assess the prerequisite skills that students should possess to successfully learn upcoming content. <input type="checkbox"/> Mid-unit tests that assess student progress part of the way through a unit, but well before the end of the unit, so that timely interventions can be provided. <input type="checkbox"/> End-of-unit tests that allow teams to know which students will continue to require support in mastering certain essential learning targets even though a new unit of instruction is set to begin. <input type="checkbox"/> Formal or informal checks for understanding including tickets-out-the-door and mid-lesson whiteboard checks. <input type="checkbox"/> Progress monitoring using CBMs that more frequently and validly monitor students' response to intervention, and when errors are analyzed, can also diagnose students' needs. 		
Screening, diagnostic, and monitoring tools are used to assess student needs in the areas of social and academic behaviors.		

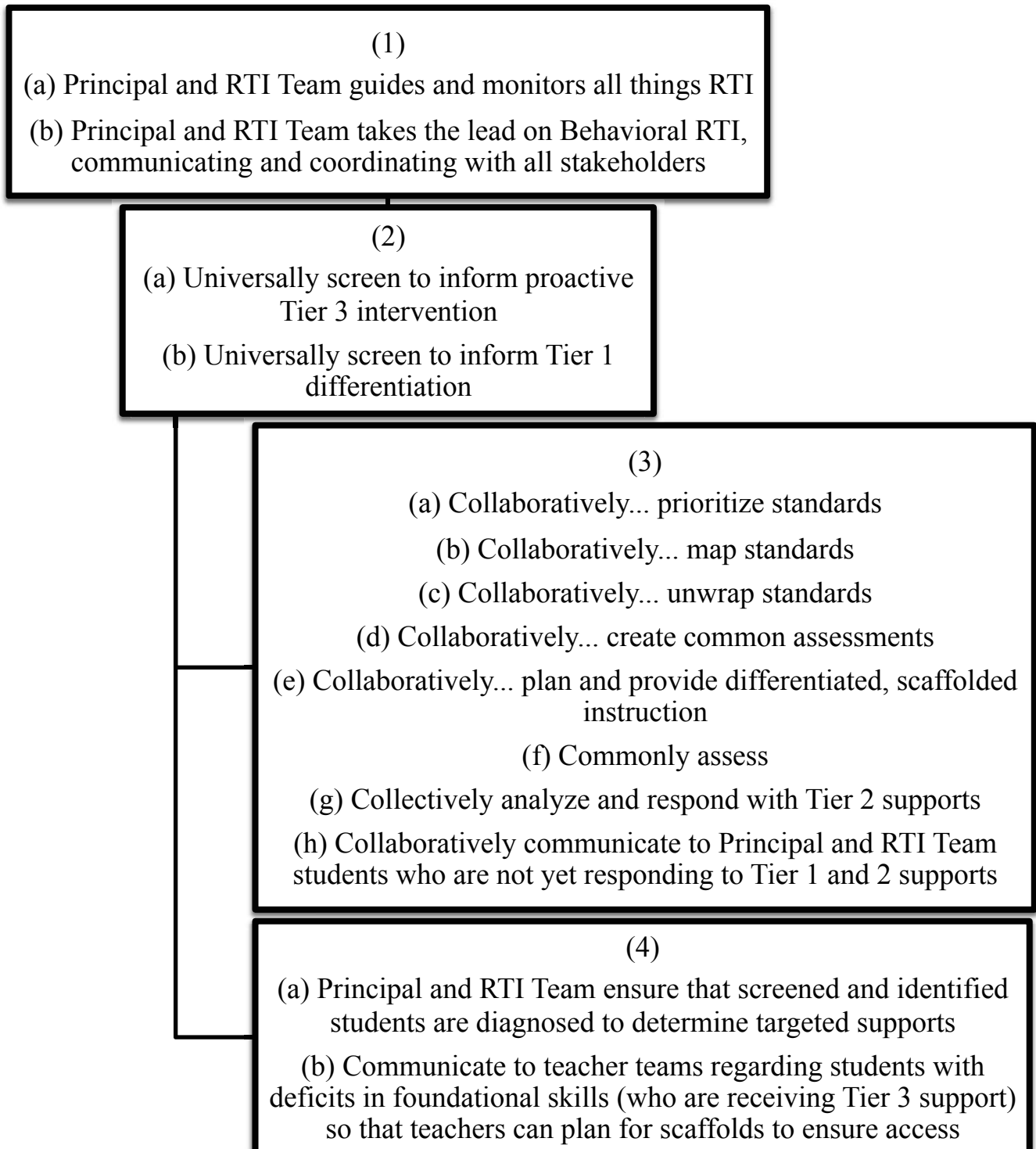
The principal and other administrators are constant participants in these analyses.		
Every student has access to the time and/or supports (academic and behavioral) they need to learn at the very highest levels.		
Grade level and content-alike teams have built time into their normal instructional day to provide additional supports (intervention and enrichment) to students on essential learning targets (academic and behavioral).		
Grade level and content-alike teams have collaboratively identified and/or collaboratively created strategies and activities to meet the remedial and enrichment needs of their students.		
The school has built times into the instructional day for students to receive supplemental support <i>in addition to</i> core instruction <i>and</i> differentiated instruction provided by grade level and content-alike teams.		
The school has collaboratively identified and/or collaboratively created strategies, activities, and programs to meet the <i>more intensive</i> needs of students who have not yet responded to instruction and interventions.		
The school has inventoried all staff members' availabilities and abilities and has assigned them to directly providing supports to students, with initial and ongoing professional development provided.		

Systems of Support Flowchart



Reflect upon the tasks detailed in the following pages that represent the work of RTI. Use this flowchart to understand how the work of RTI within the school is connected. Use this flowchart to guide your school and school district through the process of building RTI-based practices.

	What are we currently doing <i>well</i> ?	What are our targets and goals?	What's a next step?



(1)(a)

WHO will take the lead on guiding and monitoring all things RTI?

WHAT supports are needed to ensure that the Principal (and RTI Team) initiate, motivate, and sustain RTI?

- What evidence?
- What meeting times and opportunities?
- What professional development?
- What material resources?
- What personnel?

WHEN will the Principal (and RTI Team) support staff?

- Meeting times and frequencies?
- Evidence-gathering methods and frequencies?

HOW will teams communicate with school staff regarding all things RTI?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(1)(b)

WHO will take the lead on Behavioral RTI?

WHAT supports are needed to ensure that the Principal (and RTI Team) define, communicate, and support in the areas of:

Tier 1			
Content	Instruction	Assessment	Reinforcement
<ul style="list-style-type: none"> • Social and academic behaviors • 21st-century skills • College and career readiness skills • Self-regulation • Executive functioning • Learning and life strategies • Sample school topics 	<ul style="list-style-type: none"> • Schoolwide instruction • Tier 1 differentiation • Behavioral instruction within academics • Morning meetings • Consistent classroom management, routines, procedures, and expectations 	<ul style="list-style-type: none"> • Evidence gathering • Behavior documentation forms • Walk-through protocols • SWIS 	<ul style="list-style-type: none"> • Acknowledging the positive • Corrections and pre-corrections • De-escalating
Behavior screening	Tier 2		Tier 3
	Assessment	Strategies	
<ul style="list-style-type: none"> • Tier 1 differentiation • Tier 3 interventions • Formal behavior screeners <ul style="list-style-type: none"> ◦ SRSS / SIBSS • Behavior screening template 	<ul style="list-style-type: none"> • General diagnostic interview • Specific diagnostic interviews • Monitoring and mentoring using CICO 	<ul style="list-style-type: none"> • Target behavior(s) • Re-teach • Specify pre-corrections • Specify de-escalation strategies • Target strategies • Teach student strategies • Support staff 	<ul style="list-style-type: none"> • Formal Functional Behavior Analysis (FBA) • Formal Behavior Intervention Plan (BIP)

WHEN will the Principal (and RTI Team) support behaviors?

- When will the team provide consistent professional development?
- When will the team provide information to teacher teams?
- When will the team meet to determine the needs of students at-risk behaviorally?
- When will the team support students at-risk behaviorally?

HOW will teams communicate with school staff regarding students in need of additional behavioral supports?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(2) (a) and (b)

WHO will take the lead on screening students in the areas of:

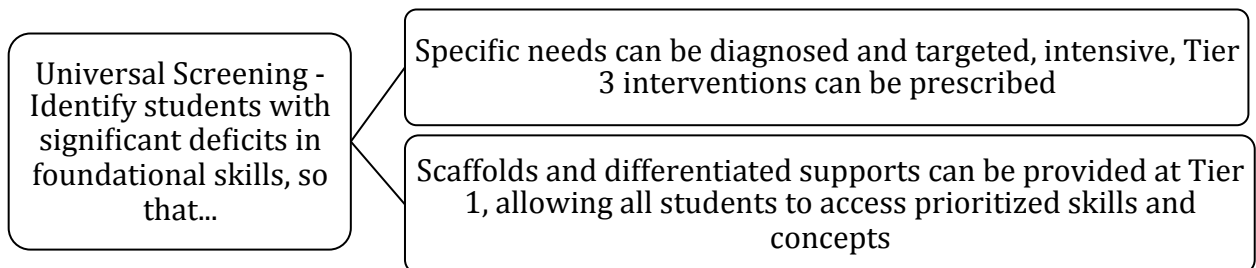
Literacy		Numeracy			Behaviors	
Reading • Phonological Awareness • Single-Syllable Phonics • Multi-Syllabic Phonics • Fluency • Implicit and Explicit Comprehension	Writing • Legibility • Spacing • Punctuation • Subject-Verb • Organization • Spelling • Coherent Idea(s)	Early Numeracy • Subitizing • Magnitude • Counting • Correspondence • Cardinality • Hierarchical Inclusion • Part-Whole • Compensation • Unitizing	Computation • Facts ○ Add ○ Subtract ○ Multiply ○ Divide • Multi-Digit ○ Add ○ Subtract ○ Multiply ○ Divide	Fractional Awareness/Proportional Reasoning • Part-Whole • Visual Modeling • Equivalence • Unitizing • Fraction-Decimal-Percent	Pro-Social Behaviors • Cooperation • Social, Physical, & Verbal Respect • Attention • Self-Control • Attendance • Honesty • Empathy	Pro-Functional Behaviors • Metacognition • Positive Self-Concept • Self-Monitoring • Motivation • Strategy Use • Perseverance • Resiliency

WHAT tools and/or processes will be employed, and what strategies are required to help educators efficiently and effectively screen to identify students with significant deficits in foundational skills?

WHEN will the screening be completed, so that next year’s Tier 3 supports can be fully planned prior to the end of the school year and so that interventions will begin the first two weeks of school?

HOW will the information be communicated to:

- Teams of teachers – so that differentiated supports can be planned.
- Specialists – so that needs can be diagnosed and specific interventions prescribed.



HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(a) (*Refer to the Rigorous Curriculum Design process as a more detailed guide* (Ainsworth, 2011))

WHO will take the lead on collaboratively *prioritizing* standards (district design teams, school design teams) so that a viable scope and sequence of essential learning outcomes will be planned that all students can master at depth?

WHAT supports will staff need to prioritize standards and what “permissions” will classroom staff need to translate the “idea” of a guaranteed, viable curriculum into practice so that the breadth of standards does not compromise the depth of understanding that is necessary for 21st-century learning?

WHEN will staff be given time to collaborate on the prioritization of standards?

- With what content or subject area will the prioritization process begin, recognizing that the work involved with step (3) will take significant time to do well?

HOW will design teams communicate and collaborate with colleagues, who are not members of the design team, regarding the rationale for the process?

- In what way will all staff have a voice in the process?
- How will collaboration with other teams ensure vertical articulation and interdisciplinary connections?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(b) (*Refer to the Rigorous Curriculum Design process as a more detailed guide* (Ainsworth, 2011))

WHO will take the lead on collaboratively *mapping* standards (district design teams, school design teams) so that a viable scope and sequence of essential learning outcomes will be planned that all students can master at depth?

WHAT supports will staff need to map standards and what “permissions” will classroom staff need to translate the “idea” of a guaranteed, viable curriculum into practice so that the breadth of standards does not compromise the depth of understanding that is necessary for 21st-century learning?

- How will time be built into units of instruction for:
 - Pre-assessment, mid-unit assessment, end-of-unit assessment, and other assessment as learning?
 - Conceptual, procedural, and application-based learning experiences?
 - Students working together, and teachers working with students, in small groups?
 - “Buffer” time for reteaching and extension opportunities?

WHEN will staff be given time to collaborate on the mapping of standards?

- With what content or subject area will the mapping process begin, recognizing that the work involved with step (3) will take significant time to do well?

HOW will design teams communicate and collaborate with colleagues who are not members of the design team regarding the rationale for the mapping process?

- In what way will all staff have a voice in the process?
- How will collaboration with other teams ensure vertical articulation and interdisciplinary connections?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(c) (Refer to the *Rigorous Curriculum Design* process as a more detailed guide (Ainsworth, 2011))

WHO will take the lead on collaboratively “*Unwrapping*” standards (district design teams, school design teams) into learning targets so that all staff has a consistent and thorough understanding of prioritized standards?

WHAT supports will staff need to “unwrap” standards so that:

- Students are clear on the target they are working toward?
- Teachers can create more accurate common assessments?
- Teachers can determine the targets involved in mastering prioritized standards so that teams can collaboratively backwards plan to ensure student success?

WHEN will staff be given time to collaborate on the “*unwrapping*” of standards?

- With what content or subject area will the “*unwrapping*” process begin, recognizing that the work involved with step (3) will take significant time to do well?

HOW will design teams communicate and collaborate with colleagues who are not members of the design team regarding the rationale for the process?

- How will all staff be provided the time to develop a consistent and thorough understanding of prioritized standards?
- In what way will all staff have a voice in the process?
- How will collaboration with other teams ensure vertical articulation and interdisciplinary connections?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(d) (Refer to the *Rigorous Curriculum Design process and/or Common Formative Assessment process as a more detailed guide* (Ainsworth, 2011; Ainsworth & Viegut, 2006))

WHO will take the lead on collaboratively *creating common assessments* (district design teams, school design teams) that accurately measure mastery of the prioritized standards?

WHAT supports will staff need to create common assessments so that:

- Both selected-response and constructed-response tasks are included to accurately assess “unwrapped” learning targets?
- Rubrics/scoring guides can be developed to accurately assess constructed-response tasks?
- Exemplars or anchor solutions assist teachers in assessing constructed-response tasks and students in self-assessing constructed-response tasks?

WHEN will staff be given time to collaborate on the creation of common assessments?

- With what content or subject area will the common assessment process begin, recognizing that the work involved with step (3) will take significant time to do well?

HOW will design teams communicate and collaborate with colleagues who are not members of the design team regarding the rationale for the process?

- How will all staff be provided the time to engage meaningfully with common assessments?
- In what way will all staff have a voice in the process?
- How will collaboration with other teams ensure vertical articulation and interdisciplinary connections?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(e) (*Refer to the Rigorous Curriculum Design process as a more detailed guide* (Ainsworth, 2011))

WHO will take the lead on collaboratively *planning and providing differentiated, scaffolded instruction* that ensures mastery of the prioritized standards?

WHAT supports will staff need to collaboratively plan and provide differentiated, scaffolded instruction so that:

- Prerequisite skills are pretaught?
- Students have voice and choice in learning?
- Content, process, product, and environments are differentiated?
- 21st-century skills are embedded within instruction and tasks?
(using provided Cognitive Planning Protocols)

WHEN will staff be given time to collaboratively plan and provide differentiated, scaffolded instruction?

- What common time will teams have to participate in collaborative dialogue?
- What norms help structure and guide collaborative work?

HOW will collaborative teams communicate with other school staff, including:

- Other collaborative teams to increase vertical articulation and interdisciplinary connections?
- The school principal and admin to ensure that professional development and resources are provided?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(f) *(Refer to the Rigorous Curriculum Design process and Data Teams 4 Learning process as a more detailed guide (Ainsworth, 2011; Peery, 2011))*

WHO will take the lead to ensure that collaboratively created assessments are commonly administered to prepare for the collective analysis of student performance?

WHAT supports will staff need to ensure that assessments can be administered on approximately the same date?

- What supports will staff and students require to meaningfully involve students in self-assessing, reflecting, and goal setting?

WHEN, and with what frequency will assessments be administered in common?

HOW will collaborative teams communicate with other school staff regarding:

- The dates of common assessments?
- The prioritized content on common assessments?
- The results of common assessments?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(g) (Refer to the *Rigorous Curriculum Design process and Data Teams 4 Learning process as a more detailed guide* (Ainsworth, 2011; Peery, 2011))

WHO will take the lead to ensure that common assessments are collaboratively analyzed and that teams collectively respond with Tier 2 supports based on specific student needs?

WHAT supports are needed to allow staff to efficiently analyze evidence from commonly administered assessments to reveal?

- Which strategies and approaches have proven to be most successful in ensuring all students master prioritized content?
- What prioritized content for not sufficiently mastered?
- Which students require more time and alternative approaches to master *which* prioritized content?
- Which students are ready to explore prioritized content at greater levels of depth and complexity?
- Which staff has had relatively greater levels of success ensuring that students master prioritized content (to take the lead in guiding students and staff in choosing the most appropriate strategies)?

WHEN will staff have time to collaboratively analyze evidence from common assessments? **AND**

WHEN will students have frequent opportunities to receive Tier 2 supports during buffer or “no new” time – portions of the day during which core instruction is not taking place?

- More time and alternative approaches for students who have not yet mastered prioritized content.
- Opportunities for students who have already mastered prioritized content to learn at greater levels of depth and complexity.

HOW will collaborative teams communicate with other school staff, regarding:

- Students who require more time and alternative approaches to master prioritized content?
- Prioritized content with which staff and students will continue to work to reach mastery?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(3)(h)

WHO will take the lead to ensure that students who:

- Repeatedly require Tier 2 time and support to master prioritized content
- OR students who repeatedly do not master prioritized content
- OR students identified by teachers as having significant deficits in foundational prerequisite skills

Are efficiently and systematically communicated to the Principal (and team) so that additional supports can be determined and provided?

WHAT supports are needed to ensure that students in need are known by all staff, most significantly the Principal (and team)?

- (using provided Data Analysis Protocol)

WHEN will teacher teams communicate with the Principal (and team) regarding students in need of additional supports?

HOW will teams communicate with other school staff, most significantly the Principal (and team), about students in need of additional supports?

- Which forms or documents will be used?
- Can technological solutions increase efficiency and effectiveness?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(4)(a)

WHO will take the lead on diagnosing screened students to determine the necessary targeted Tier 3 supports?

- Targeted literacy needs? Targeted numeracy needs? Targeted behavioral needs?
 - When will these supports be provided within the school day?
 - Which staff member will provide these supports? Do they possess, or how will they acquire, necessary skills?
 - What materials, resources, programs, or strategies will be used?
 - How will progress be monitored?

WHAT supports are needed to ensure that the Principal, clinicians (psychologists, speech/language pathologists, counselors, social workers), and special education staff can efficiently and effectively determine the needs and required Tier 3 supports for students screened to have significant deficits in foundational skills, or students who are not responding to Tier 1 and 2 supports, so that targeted, intense interventions can be initiated in a timely manner?

- What assessments and processes?
- What information or professional development?
- What opportunities to meet with students?
- What opportunities to meet with knowledgeable staff?

WHEN will the Principal, clinicians, and special education staff meets to problem solve on behalf of students? **AND**

WHEN will the diagnoses of students be completed, and when will collaborative problem solving occur (so that , for example, next year's Tier 3 supports can be fully planned prior to the end of the school year, so that interventions will begin in the first two weeks of school)?

- When will the team meet with students?
- When will the team communicate to interventionists who will provide the Tier 3 supports?
- When will the team communicate with teacher teams?

HOW will the information be communicated to:

- Teams of teachers – so that they know the Tier 3 supports that their students are receiving, thereby allowing them to reinforce these interventions, informally monitor student progress, and encourage students' efforts.
- Interventionists – so that needed Tier 3 interventions are fully informed and optimally targeted.
- Which forms or documents will be used?
- Can technological solutions increase efficiency and effectiveness?

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

(4)(b)

WHO will take the lead on communicating with teams of teachers regarding students with deficits in foundational skills (who are receiving Tier 3 support) so that they can plan for scaffolds to ensure access to content within Tier 1?

WHAT differentiated strategies and scaffolds will be employed by all staff to ensure that students with significant deficits in foundational skills can successfully access grade level essentials?

- A student's inability to read, write, numerate, or behave should not prevent learning from occurring.

WHEN will teams of teachers, both within grade-alike and content-alike teams and across the school, collaborate to identify and plan for differentiated practices that will ensure that students with significant deficits in foundational skills can successfully access grade level essentials?

HOW will the information be communicated to:

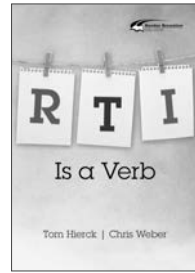
- All teachers – so that no matter the student, the staff member, the grade level, or the content area, differentiated practices are implemented that will allow students with deficits in reading, writing, numeration, or behavior to learn essential content.
- All staff – regarding the extent to which differentiated practices within Tier 1 are adequately meeting the needs of students with significant deficits, so that staff can learn from one another and timely adjustments can be made.

HOW WILL THE SCHOOL PRINCIPAL ENSURE THAT THESE TASKS ARE COMPLETED SYSTEMATICALLY AND SUCCESSFULLY?

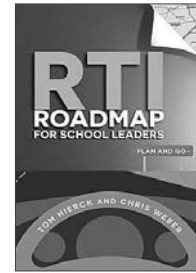
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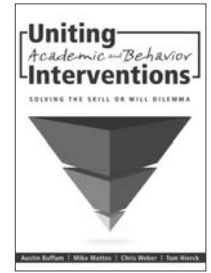
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	HB7897	Collaborative System of Support	\$35.95
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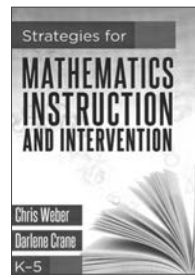
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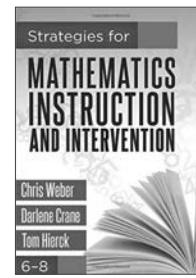
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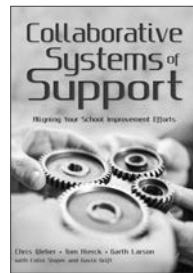
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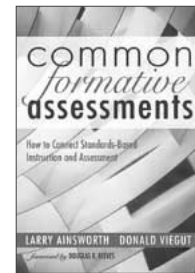
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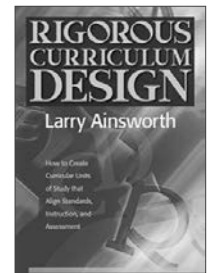
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