Illinois State Personnel Development Grant (SPDG) – IL RtI Network

Special Education Director’s conference
August, 2014

Presented by:
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Julie West,
Statewide Administrator

The Illinois RtI Network is a State Personnel Development Grant (SPDG) project of the Illinois State Board of Education and is administered by Lee/Ogle ROE #47. All funding (100%; $1.7 million/year) is from federal sources.

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Illinois SPDG Components

- **Illinois RtI Network**
  *(COACHING to build capacity within school districts)*

- **Illinois IHE Partnership**
  *(working with EDUCATOR PREPARATION programs)*

- **Parent/Family Engagement** *(strengthening PARENT/FAMILY ENGAGEMENT & leadership in I-RtI Network participating districts)*

- **External Evaluation - ISU**
Illinois RtI Network

1 Statewide Administrator (at Lee/Ogle ROE 47)

Regionally-based staff (serving 7 areas)

Work focused at district level (82 districts)

Directly serve External Coaches & district teams; connected to district improvement process
I-RtI Network: Focusing on “Why”

**WHY**
Improve performance & outcomes of students in grades K-12

**WHAT**
Scale up a coaching-of-coaches framework

**HOW**
Deliver training, TA, & coaching on MTSS as part of district & school improvement

**TO WHOM**
External Coaches; district & school teams
Illinois’ Regional System
Evidence-based Professional Development (EBPD) Framework

- Training
- Coaching
- Technical Assistance
**Definitions**

**Training**
- to teach knowledge acquisition and skill development across the core principles of RtI

**Coaching**
- to support application of skills to the school setting

**Technical assistance**
- to problem-solve struggles or barriers with implementation and offer advice, information, and resources to assist with the implementation
## I-RtI Network EBPD Professional Development Scope and Sequence Overview

### Year 1 (Focus on Tier 1)

- **Coaching**
  - Role Expectations
  - Partnership Principles
  - Components of Coaching
  - Self-Assessment
  - Characteristics of effective coach

- **Consensus**
  - Shared vision
  - Systems change
  - Climate
  - Culture
  - Stakeholders

- **Infrastructure**
  - CCSS
  - Walk through
  - District/Building

- **Team Process**
  - Tier 1
  - District Leadership Team

### Year 2 (Focus on Tier 2)

- **Coaching**
  - Role Expectations
  - Self-Assessment
  - Review Coaching components, partnership principles
  - Professional Development Practices

- **Consensus**
  - Systems change
  - Parent Partnerships
  - Faculty/Staff

- **Infrastructure**
  - Tier 2 Interventions
  - Integrity
  - Professional Development for implementation

- **Team Process**
  - Tier 1
  - District Leadership Team

### Year 3 (Focus on Tier 3)

- **Coaching**
  - Role Release
  - Self-reflection
  - Review Coaching components, partnership principles
  - Professional Development Practices

- **Consensus**
  - Parent Partnerships
  - Community
  - Faculty/Staff

- **Infrastructure**
  - Tier 3 Alignment of Special Education to Tier 1
  - Coordinated intervention support

- **Team Process**
  - Tier 3 Individual P-S team
    - IEP Team

### Implementation

- **Action Plan/ Monitor**
  - Action Plan around Tier 1
  - Resource Allocation
  - Communicate to stakeholders

- **Evaluation**
  - Evaluate and refine Tier 1 plan
  - Action plan Tier 2
  - Resource Allocation
  - Communicate to stakeholders

- **Implementation**
  - Evaluate and refine at Tier 1, Tier 2
  - Action plan Tier 3
  - Resource Allocation
  - Communicate to stakeholders
Illinois RtI Network resource materials

To access the content, articles, presentation guides for P.D. material developed by the Illinois RtI Network... go to [http://www.illinoisrti.org/home](http://www.illinoisrti.org/home) and click on the following drop down boxes. This holds material from statewide conferences, quarterly network meetings, and monthly External Coach Meetings.
About IL SPDG

Illinois’ State Personnel Development Grant (SPDG) is a five-year federal grant that the U.S. Department of Education awarded to the Illinois State Board of Education (ISBE) in October 2010. Its purpose is to scale up implementation of a multi-tiered system of supports (MTSS), commonly known as Response to Intervention (RtI), statewide. The primary, overarching goal of the Illinois SPDG is to:

Scale up implementation of a coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and implement a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students in grades K-12, including those with disabilities.

ISBE operates the Illinois SPDG via funding issued to the Lee/Ogle Regional Office of Education (ROE) 47, Southern Illinois University at Edwardsville (SIUE), and the state’s two federally-funded Parent Training and Information (PTI) Centers. There are three key components/projects of the Illinois SPDG, plus external evaluation, as discussed below.

For Educators
For Administrators
For Coaches
For Parents & Families
For Higher Ed Faculty
Networking Meetings

During each school year, the I-RtI Network staff conducts bi-monthly, area-based Networking Meetings that are designed to provide consistent, high quality professional development in the application of RtI/MTSS principles to all aspects of district and school improvement. With a target audience consisting of teams of staff and administrators who are supporting implementation of RtI/MTSS at the building and district levels, the meetings are a combination of training, technical assistance, and opportunities for cross-team networking.

The topic and practices addressed in the Networking Meetings are aligned to the I-RtI Network’s professional development scope and sequence, with essential learning outcomes identified for each session. Further, to ensure consistency of trained practices across Networking Meeting sites, the same presentation content and materials are utilized in all locations.

The main topic for the 2013-2014 Networking Meetings is “Professional Practices in RtI Implementation,” with different practices covered in each of the months. See the calendar of events for dates, locations, and registration information. A printable schedule of 2013-2014 Networking Meetings is also available.

Networking Meeting Materials:
2013-2014

- Selecting Tier 2 Interventions
  - Facilitator:
    - PDF of PowerPoint
    - PowerPoint
    - Facilitator Notes and Agenda
Logistics: (complete for each of your meetings)
Facilitator Name(s) ____________________________

Location (City) ____________________________
Date ____________________________
Area ____________________________

Supplies:
- Chalk Paper
- Markers
- Handout
- Meeting Paperwork
- TA Attendance Sheet

Prior to the Meeting:
- Create charts needed for the activities
- Print supplementary handouts/worksheets
- Be familiar with slide content and notes
- Read articles and watch video – check on link
- Be familiar with the participant handout

Facilitator Notes & Fidelity Checklist
Note: Add lunch and breaks in at times that work for your group.

Learner Outcomes:
Participants will . . .
- Evaluate strengths and weaknesses of 2 models of Tier 2 supports
- Evaluate and audit district screening and diagnostic tools for Reading and Math
- Outline a process for writing or refining decision rules
- Strategize for coaching the development of best practices in those areas
- Plan for the administration of the SAHS-6 by October 31.

<table>
<thead>
<tr>
<th>Time</th>
<th>Slide</th>
<th>Notes:</th>
<th>Fidelity Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td>Use a 'whip around activity' to check in with coaches about how</td>
<td></td>
</tr>
<tr>
<td>Tier 2 Models</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>These are two main models for providing support to students at Tier 2. These definitions summarize the basic differences between the two models.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The first outcome listed for this section involves evaluation of Tier 2 models of support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share results of the pre-testing survey for your area. Available on the first page of the manual and the EC Faculty Checklist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present the micro-outcomes for this section. These include activities to prepare coaches to complete the extension activity. Work on the manual and the EC Faculty Checklist.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In Handouts:** A more detailed comparison and context of the two models.
Tier 2 includes strategies and interventions designed to provide a limited, but targeted, supplemental support system for groups of students who are not meeting grade-level performance standards.

Checklist for Selecting Tier 2 Strategies/Interventions

<table>
<thead>
<tr>
<th></th>
<th>High Impact</th>
<th>Somewhat Effective</th>
<th>Varied</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there empirical documentation of efficacy for the intervention or strategy?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Does the intervention/strategy incorporate critical features:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Instructional explicitness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Instructional design that eases the learning challenge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. A strong conceptual basis for skills/procedures that are taught</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. Extra opportunities for practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. Cumulative review</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. Frequent feedback to the student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. Motivators to help students regulate their attention and behavior to work hard</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. A mechanism for fading support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. Means for communicating regularly with parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Do you have the capacity and resources to implement the intervention/strategy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 involves supplemental interventions that are provided with an increased level of intensity in addition to core instruction for small groups of students who show some risk of not meeting grade level standards. Tier 2 interventions usually involve additional practice and skill building.

Purpose: To evaluate a district or school team’s strengths and potential areas for improvement on various components of Tier 2. Directions: Mark the number corresponding to your level of implementation for each item and note evidence and potential areas for improvement in the notes column.

### Checklist for Tier 2 Logistics

<table>
<thead>
<tr>
<th>1. WHO receives a Tier 2 intervention including:</th>
<th>Not</th>
<th>Somewhat</th>
<th>Usually</th>
<th>Very</th>
<th>Excellent</th>
<th>Notes / How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Clear decision rules are defined. Refer to decision rule checklist for additional details</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>b. Process is established that focuses on groups of students rather than focusing on one student at a time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>c. District &amp; school staff has been trained &amp; understands process &amp; decision rules</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>d. Regularly scheduled meetings occur to determine who receives Tier 2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>e. Meeting agenda is reflective of process for determining Tier 2 recipients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>f. Decision rules are applied consistently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Instructional needs for groups of students determined using data-based decision making including:

| a. Teams conduct group level analysis of screening data (e.g., quartile sort, error analysis of screening data, group diagnostic assessments, pre-assessments, formative assessments, lesson studies) | 1   | 2        | 3       | 4    | 5         |                          |
| b. Teams use multiple data sources to determine instructional needs of these students | 1   | 2        | 3       | 4    | 5         |                          |
## Checklist for Evaluating Rti Tools for Monitoring Academic Progress

<table>
<thead>
<tr>
<th>Name of Measure:</th>
<th>Academic Area:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes or No (Circle one)</td>
<td>Relevant Questions About the Proposed Measure</td>
<td>Notes</td>
</tr>
<tr>
<td>Y N 1. Does the measure provide a reliable score? Research evidence demonstrates that the measure is reliable (e.g. similar results are obtained when different people give the measure or when alternate forms of the measure are given at different times).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y N 2. Does the measure yield a reliable trend of student progress (reliability of slope)? The measure has been shown to accurately identify and differentiate the trend or rate of improvement of different students over time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y N 3. Is the measure a valid indicator of the academic skill of interest? The measure provides meaningful information about the academic ‘construct’ being assessed (i.e. the cognitive skills or processes needed to complete the academic skill(s) of interest).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y N 4. Does the measure predict success on important high-stakes student achievement measures or milestones? Students’ performance on the measure has the power to ‘predict’ whether those same students are likely to be successful on other key academically relevant objectives, such as state tests or course completion (0.7 or better correlation is strong).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y N 5. Are there sufficient ‘alternate forms’ of the measure to allow for adequate student progress monitoring? The measure has at least 9 alternate versions of equivalent difficulty to permit the school to repeatedly assess student progress over time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y N 6. Is the measure sensitive to improvements in student skills?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I-Rti Network Resources & Links

Illinois Resources & Links

Illinois State Board of Education (ISBE) - [http://www.isbe.net/rti](http://www.isbe.net/rti)

The ISBE website includes a section on RtI.

Illinois Statewide Technical Assistance Center (ISTAC)

Funded by ISBE, ISTAC is an integrated system of technical assistance for families and school districts. Each ISTAC project uses a coaching and support network model, focusing on building the capacity of districts through the implementation of evidence-based practices, utilizing data collection and analysis in support of data-based decision making. The I-Rti Network collaborates and partners with ISTAC in working with school districts, and this primarily involves the following three ISTAC projects:

- Illinois Positive Behavior Interventions & Supports (PBIS) Network ([http://www.pbisillinois.org/](http://www.pbisillinois.org/)), which builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities.
- Project CHOICES ([http://www.projectchoices.org/](http://www.projectchoices.org/)), which is a least restrictive environment (LRE) initiative that partners with school districts in an integrated systems approach to provide access and equity for all students through general education.
## Illinois SPDG Evaluation Tools
### I-Rti Network Project Evaluation Tools

<table>
<thead>
<tr>
<th>TOOL</th>
<th>PURPOSE/DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Assessment of Problem Solving Implementation – District Level (SAPSI-D)</td>
<td>Helps monitor ongoing efforts to establish permanent problem solving procedures, tools, and products and thereby implement RtI/MTSS at the district level. Assesses the extent to which districts are implementing MTSS/RtI in reading and math.</td>
</tr>
<tr>
<td>Self Assessment of Problem Solving Implementation – School Level (SAPSI-S) (Also see SAPSI-S Glossary of Terms)</td>
<td>Helps to monitor ongoing efforts to establish permanent problem solving procedures, tools, and products and thereby implement RtI/MTSS at the school level. Assesses the extent to which schools are implementing MTSS/RtI in reading and math.</td>
</tr>
<tr>
<td>Monthly Professional Development (PD) Log</td>
<td>Documents mode (i.e., face-to-face, phone, video/virtual, email) type (i.e., training, coaching/TA) duration, frequency, and participant roles of all PD provided by I-Rti Network staff.</td>
</tr>
<tr>
<td>Networking Meeting: Fidelity Checklist (sample)</td>
<td>Embedded in the presenter agendas/guides for each Networking Meeting. Completed by self and/or an outside observer to determine fidelity of implementation of planned content. Provides ongoing feedback to professional</td>
</tr>
</tbody>
</table>
Consensus and Commitment

Please complete each item that applies to your district’s implementation status this year. Be certain to complete your implementation status for each domain (i.e., Behavior, Reading/Literacy, and Math) and for general questions (i.e., Yes box) only if that item has been fully and consistently implemented for SIX OR MORE MONTHS.

You must be able to document with a tangible product that these components are in place (see example products of evidence within each question). If you cannot document your efforts of implementation for a given definitional component, then you are required to leave the box unchecked.

3. District Leadership Team has regular (monthly) meetings scheduled.

   Example Product(s) of Evidence: District Leadership Team Meeting Schedule, Agendas, Meeting Minutes

4. District Leadership Team includes members from schools, parents, community, etc.

   Example Product(s) of Evidence: Meeting Minutes
Please fill out the following form. You can save data typed into this form.

<table>
<thead>
<tr>
<th>The coach ensures that the following principles are met:</th>
<th>Observed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Equality: Coach and team are equal partners</td>
<td></td>
</tr>
<tr>
<td>Indicators that this principle is being met:</td>
<td></td>
</tr>
<tr>
<td>a. Coach listens to the team members with the intent to learn, to really understand, and then respond, rather than with the intent to persuade</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Coach demonstrates that the team’s beliefs are valuable</td>
<td>Yes</td>
</tr>
<tr>
<td>Noted success:</td>
<td></td>
</tr>
<tr>
<td>Noted barrier:</td>
<td></td>
</tr>
</tbody>
</table>

2. Choice: Team members have choices on what and how they learn

| Indicators that this principle is being met:            |           |
| a. Coach does not make decisions for the team          | Yes | No | N/A |
| b. Team members made decision collaboratively          | Yes | No | N/A |
| c. Coach meets people where they are currently performing and offers choices | Yes | No | N/A |
| Noted success:                                          |           |
| Noted barrier:                                          |           |
2014 Fall Leadership Conference

Save the Date!
September 8 & 9, 2014
Tinley Park Convention Center, Tinley Park, IL

Equity and Access for All Students:
Multi-Tiered System of Supports

Co-Hosted by the Illinois PBIS Network & the Illinois RtI Network

Click here to view the Save the Date Information!
THANK YOU

Thanks for attending!
Larry Fairbanks, lfairban@isbe.net
Julie West, jwest@leeogle.org