No Child Left Behind
2010 Annual Statewide Conference Presentation Slides

Supporting Improved
Student Performance

Professional Development Modules for Improved Student Performance

RtI

Three-Tier
Instruction and Intervention Model

Learners will be able to:

- Identify the essential components of RtI in a three-tier model.

- Describe the continuum of research and how to define evidence-based practices.

- Apply the problem-solving process at each of the three tiers.

- Identify strategies for collaboration during problem-solving and instruction within the three-tier model.

- Use data from universal screening, diagnostics, and progress monitoring to make educational decisions.

Leadership Skills

Learners will be able to:

- Enhance student achievement and school improvement through shared leadership.

- Influence teams to be effective and productive.

- Develop structures that build collaboration.

- Understand how assessment data are critical to informing instructional decisions.

- Engage family and community members to improve student performance.

- Utilize professional development to support change within the learning community.

Parental Involvement

Learners will be able to:

- Define parental involvement.
- Describe six parental involvement objectives and the benefits to different stakeholders.
- Identify parental involvement practices that develop collaborative relationships and equal access for students and their families.
- Compare various parental involvement practices in terms of their impact on program policy, academic achievement, or behavioral improvement.
- Select effective parental involvement practices that engage parents in the RtI process to promote positive outcomes.

Culturally and Linguistically Diverse Learners

Learners will be able to:

- Identify factors that impact learning for ELLs.
- Evaluate the effectiveness of the collaborative problem-solving team.
- Generate systemic and specific (Tier 1, 2 and 3) interventions for factors that impact ELLs' academic success.
- Evaluate or design culturally and linguistically responsive assessments and progress monitoring tools to match interventions.
- Evaluate effectiveness of a particular practice when implemented with ELLs.

Scientific, Research-Based Assessment

Learners will be able to:

- Gain an overview of the IL three-tier model and problem solving model.

- Define screening, diagnostic and progress monitoring assessments and understand how each type of assessment is used.

- Select technically adequate universal screeners, diagnostic assessments, and progress monitoring instruments.

- Involve families in the problem solving process through data collection and analysis.

Data-Based Decision-Making

Learners will be able to:

- Understand the research basis and importance of data-based decision-making in a system of continuous improvement.

- Identify key definitions and the rationale for data-based decision-making.

- Distinguish among formative, summative, and diagnostic assessment data and how each is used in a three-tier model.

- Participate in collaborative decision-making processes that use multiple data points to determine appropriate educational interventions.

Scientifically-Based Instruction and Interventions

Learners will be able to:

- Define scientifically-based instruction/ strategies and gain knowledge of the evidence-based continuum.

- Recognize the central role of the teacher in RtI.

- Describe effective Tier 1 instruction.

- Define Differentiated Instruction.

- Describe the Gradual Release of Responsibility.

- List characteristics of effective reading and mathematics instruction.

- Identify effective interventions for Tier 2 and Tier 3.

- Make recommendations regarding appropriate supports and interventions for elementary, middle, and high school students.

Determining and Designing Effective Interventions in Literacy

Learners will be able to:

- Recognize school improvement and RtI as the means to increase student achievement.
- Identify importance of choosing assessments and using data for school improvement and data-based decision-making in RtI.
- Connect key research findings on literacy instruction to their instructional program.
- Describe the components and elements of an effective primary literacy program.
- Design and implement Tier 2 and Tier 3 interventions.
- Collaborate with team members to engage in problem-solving.

Determining and Designing Effective Interventions in Mathematics

Learners will be able to:

- Articulate a process for RtI in mathematics.
- Implement strategies and tools for strengthening Tier 1 mathematics instruction.
- Locate, identify, and evaluate Tier 2 and Tier 3 assessments and interventions in mathematics.
- Generate conversations and problem-solving approaches within districts by comparing models of RtI implementation in Illinois.
- Begin, strengthen, and/or maintain an implementation of RtI in mathematics.

Direct Training Format

- **Instructor Guide**
  - Preparation Checklist
  - Module Summary and Learner Outcomes
  - Topic Objectives
  - Learning Activities and Directions
  - PowerPoint Presentation
  - Instructor Notes
  - Resources
  - Glossary of RtI Terms
  - Handouts
  - Video Clips

Preparing to Present the Module

Download all Module Documentation and Multi-media Resources

❑ Print Instructor Guide, which consist of the following elements:
- ° Module Summary, Outcomes, and Agenda
- ° Detailed guide for all module topics
- ° Resources
- ° Glossary
- ° Handouts

❑ Print Participant Guides, which consist of the following elements:
- ° Module Summary
- ° PowerPoint slides (two slides per page)
- ° Resources
- ° Glossary
- ° Handouts

❑ Multi-media files - save to hard drive or external drive:
- ° PowerPoint file
- ° Download and copy Handout #9
  http://www.mcrel.org/pdf/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf

Read the Materials

❑ Familiarize yourself with the "Glossary of Rti Terms."
❑ Familiarize yourself with the materials and websites listed in the resources and bibliography.

Module 2
Leadership Skills for Improved Student Performance

Module Summary

This module provides an overview of the leadership skills needed to implement an RtI initiative efficiently and effectively. Participants will explore the necessary components to make the RtI initiative work in their schools. These components include collaborative teaming structures and processes, shared leadership by administrators and teachers, problem-solving processes, family and community engagement, and professional development.

Learner Outcomes

Learners will be able to:
- Enhance student achievement and school improvement through shared leadership.
- Influence teams to be effective and productive.
- Develop structures that build collaborative teams.
- Understand how assessment data are critical to informing instructional decisions.
- Engage family and community members to strengthen the learning community and improve student performance.
- Utilize professional development opportunities to support change within the learning community.

Duration

Six hours for module

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Module Agenda

Topic	Estimated Time	Page #
Part 1		
I. Introduction and RtI Overview	(25 minutes)	7
II. Collaborative Process for School Teams	(30 minutes)	15
III. Effective Teaming	(45 minutes)	23
IV. Challenges in Teaming	(45 minutes)	27
V. Assessing Team Effectiveness	(20 minutes)	39
Part 2		
VI. Administrative Leadership & Support	(90 minutes)	43
VII. Promoting Teacher Leadership	(30 minutes)	63
VIII. Problem-Solving	(40 minutes)	69
IX. Engaging Family & Community Members	(30 minutes)	75
X. Conclusion	(5 minutes)	85

I. Introduction and RtI Overview

Topic Objectives:

° The interrelationships among the 13 RtI training modules
° Introduction of the module
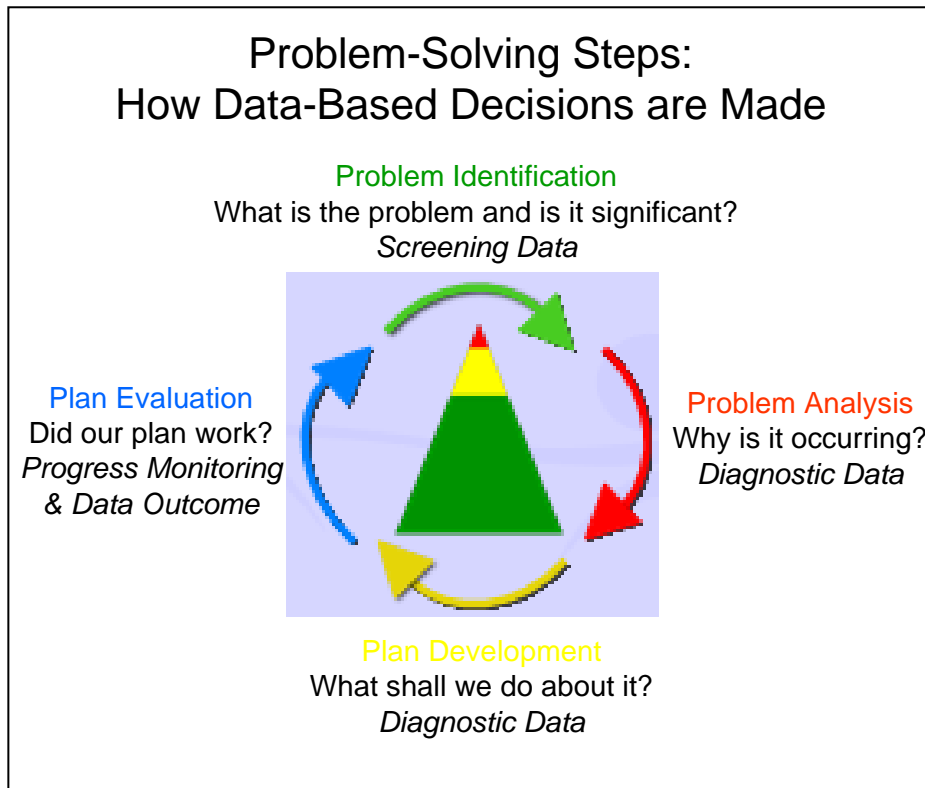
Format: Lecturette

Time: 25 minutes

Materials:

- PPT Slides
    - ° Slide #1:   Title Slide: School Leadership for Improved Student Performance
    - ° Slide #2:   What is RtI?
    - ° Slide #3:   In an RtI Initiative
    - ° Slide #4:   RtI: Meeting the Needs of ALL Students
    - ° Slide #5:   Three-Tier Model of School Supports
    - ° Slide #6:   Data System that Informs Instruction
    - ° Slide #7:   Problem-Solving Steps: How Data-Based Decisions are Made
    - ° Slide #8:   ISBE Professional Development Modules
    - ° Slide #9:   Module Agenda
    - ° Slide #10:   Learner Outcomes
- Handouts
    - ° Handout #1: Module Agenda

6. Problem-solving Steps

Slide #7

Problem-Solving Steps:
How Data-Based Decisions are Made

Problem Identification
What is the problem and is it significant?
Screening Data

Plan Evaluation
Did our plan work?
*Progress Monitoring
& Data Outcome*

Problem Analysis
Why is it occurring?
Diagnostic Data

Plan Development
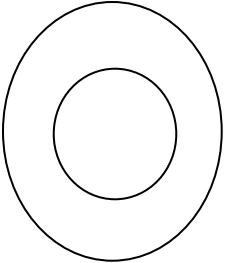What shall we do about it?
Diagnostic Data

- Problem-solving method of decision-making: Across the tiers, the problem-solving method is used to match instructional resources to educational need. The problem-solving method is as follows:
  - ° Define the problem by determining the discrepancy between what is expected and what is occurring.
  - ° Analyze the problem using data to determine why the discrepancy is occurring.
  - ° Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured.
  - ° Use progress monitoring data to evaluate the effectiveness of the intervention plan.

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Activity Format: Groups of Four to Six for Leadership Circles

Slide #89

Leadership Circles

- Concerns
- Influences

- Distribute chart paper and markers to groups of four to six people. Ask each group to discuss and write in the inner circles any concerns related to teacher leadership, and on the outer circles, how teacher-leaders can influence others in a positive way.

Slide #90

Leadership Connection

My personal leadership goal will be to…

Write a SMART goal:

•Specific and Strategic
•Measurable
•Attainable
•Results-Oriented
•Timebound

- Ask participants to write a SMART Goal in the Teacher Leadership text box on Handout #8: Leadership Connections template. Share the following information to explain each component of a SMART Goal:
  - *Specific* - Focus on skills needed for targeted groups of students.

Handout #15
First-Grade RtI Problem-Solving Scenario

After a recent winter benchmark assessment in oral reading fluency, two groups of students were identified who needed to be brought up at the grade-level team's problem-solving meeting. One group needed core plus an intervention in reading, and the other group needed more enrichment and in-depth instruction in reading.

Group 1 - Critical information

Jacob - five words per minute oral reading fluency (504 - ADHD)
Mario - eleven words per minute oral reading fluency
Nikki - eight words per minute oral reading fluency
Jasmine - seven words per minute oral reading fluency (ELL)
Gwal - fourteen words per minute oral reading fluency (ELL)
Juan - eight words per minute oral reading fluency (ELL)
Tyler - four words per minute oral reading fluency
Sean - ten words per minute oral reading fluency

All of the students are reading at a kindergarten guided reading level (A/B).

Group 2 - Critical Information

All students surpassed the target scores for oral reading fluency, retellings, and phoneme segmentation. When given a reading inventory, their instructional level was at a third-grade reading level.

Lily	Grant	Sarah
Vuk	Steve	Isabel
Ilya	David	Meagan

The first-grade team is made up of a four-person team. There are two general education classes and two ESL classes.

Using the completed Grade-Level Problem-Solving Meeting Form (Handout #17), go through the various steps to see how the needs of these two groups could be addressed.

Resources

Annotated Bibliography (standard APA format)

Barth, R. S. {1999). The Teacher Leader. Providence. RI: The Rhode Island Foundation.

> Roland Barth captures the definition of teacher leadership by sharing experiences of teachers in Providence. The book addresses the impediments teachers face and how to create opportunities by leading. Perspectives of the principal and teacher are evident to demonstrate that through collaboration a different future in schools could be achieved.

Burns, M. K. & Gibbons, K A. (2008). Implementing Response-to-Intervention in Elementary and Secondary Schools. New York: Routledge.

> The authors are implementers of Rtl with many years of collective experiences in schools. The book guides school-based practitioners in the implementation of Rtl. It provides a step-by-step approach that goes beyond the rationale and informs daily practice in the schools from assessment and decision-making to Tiers 1, 2, and 3 interventions.

Corzemius. A. & O'Neil. (2002). The Handbook for SMART School Teams. Bloomington, IN: Solution Tree.

> The authors present essential information related to teaming in an easy-to-read and how-to format. The topics addressed include collaboration, effective teamwork, group processes, and problem-solving. A variety of planning tools are available in the text and on the accompanying DVD.

DuFour. R., DuFour, R., Eaker, R., Mary, T. {2006). Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree.

> The authors present research and best practices regarding professional learning communities. Concrete ideas and practical strategies are shared as a means to move professional learning communities from the conceptual stage to full …

Glossary of RtI Terms

1) **Accommodation**
   Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities and for English Language Learners (ELLs). Accommodations might include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

2) **Aimline**
   See Goal Line

3) **Assessment**
   Assessment refers to student performance data that is collected for the following purposes:
   a. **Universal Screening**
      A systematic process for assessment of all children within a given grade, school building, or school district on critical academic and/or social-emotional skills. Universal screening yields data to identify or predict students who may be at risk for poor learning outcomes and to identify areas in the core curriculum where enhancements may be needed. If corroborated through diagnostic testing, students receive supplemental or intensive intervention and instruction beyond what is provided through core programming. Universal screening tools are typically easy to use and administer and allow for repeated administration (i.e., at least two but preferably three times per year). However, due to the narrow scope of universal screeners, additional information is necessary to confirm indications of students at risk and to properly identify the causes and different screeners that may be needed for some student groups such as English Language Learners.
   b. **Diagnostic Assessment**
      Assessments administered for the purpose of verifying and specifying problems or areas of concern and identifying what a student needs to enhance performance.
   c. **Progress Monitoring**
      The process of regularly collecting student achievement data (both qualitative and quantitative) for use in making educational decisions. Within a three-tier intervention …

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Direct Training Format

- **Participant Guide**
  - Module Summary and Learner Outcomes
  - PowerPoint Presentation
  - Resources
  - Glossary of RtI Terms
  - Handouts

Online Self-paced Learning Format

- Module Overview
- Essential Question
- Challenge
- Action Steps
- Resources
- Check Your Understanding
- Demonstration of Understanding
- Reflection

Overview – The learner is greeted with a description and the learner outcomes for the module.

Overview

Welcome to the Determining and Designing Effective Interventions in Math (grade 9 through 12) Module!

Learner Outcomes

- Articulate the process of RtI in mathematics.
- Implement strategies and tools for strengthening Tier I mathematics instruction.
- Identify and evaluate Tier 2 and Tier 3 assessment and intervention processes in mathematics.
- Select appropriate components for RtI implementation for personal practice.
- Begin, strengthen, and maintain an implementation of RtI and mathematics in
- personal practice.

Essential Question & Challenge - An overarching, essential question is posed, followed by a challenge with a "real world" context, to guide the learner's thinking and learning.

Essential Question & Challenge

Essential Question

What essential concepts and strategies help educators to determine and design quality grade K-3 literacy instruction and interventions to support improved student performance?

Challenge

You are transferred to a school that is in the initial phases of implementing RtI to support improved student performance. Your principal asks that you become the "expert" in understanding how to determine and design quality primary literacy instruction and interventions to support improved student performance. She asks that you prepare a presentation for the primary teachers in the school sharing this Information. She suggests you use this module for your research as it specifically aligns and correlates with the ISBE vision of RtI.

Your challenge is to identify slides for a presentation which describes concepts and strategies that lead to quality primary literacy instruction and Interventions.

Action Steps – Action Steps lay a path to successful challenge completion. Questions scaffold learning as does the opportunity to **"Check understanding"** with each step.

Action Steps

The 5 action steps below will assist you in completing the challenge. Explore the resources provided to deepen and develop your expertise in each section as often at needed.

When you are comfortable with each phase of your challenge, return to **"Check your understanding."** Follow the link to confirm your readiness to advance to the next step of the process. After the action steps, you will be asked to **"Demonstrate your understanding."**

Action Step #1   Action Step #2   Action Step #3   Action Step #4   Action Step #5

Action Step #1

Develop or renew familiarity with essential concepts of Rtl.

Success in completing this challenge Is dependent on your familiarity with essential concepts of Rtl.

- What is RtI? How will you apply the problem-solving steps as you approach your challenge? How does the Illinois Three-Tier Model of School Supports frame your work on this challenge?

    Resources

    Check your understandings

    Check your understanding #1

    Check your understanding #2

Resources – Resources, in various formats, extend and deepen the learners understanding of key concepts necessary to complete the challenge. They may find it helpful to return often to the action steps as they develop expertise in each section.

Resources

Dive into the resources below to deepen and develop your expertise in each section. After you have finished exploring them, return to the Action Steps to **"Check your understanding."** Click here to learn the meaning of the icons for the various resources.

Action Step #1 Resources   Action Step #2 Resources   Action Step #3 Resources

Action Step #4 Resources   Action Step #5 Resources   Action Step #6 Resources

Additional Resources

Action Step #1 Resources

Develop or renew familiarity with essential concepts of RtI that leaders need to know.

Overview of RtI

First Grade RtI Problem Solving (PDF)

Grade Level or Building Level Problem-Solving (PDF)

Problem-Solving Team Procedural Checklist (PDF)

Select one of two:

- RtI Leadership That Works
- Leaders' Change-Facilitating Actions

Demonstration of Understanding - With a deepened insight and
heightened expertise, the learner will demonstrate understanding of concepts detailed in the learner outcomes. Not a test, but an opportunity to synthesize learning and download those results for future reference.

Demonstration of Understanding

Have you completed the **"Check your understanding"** for each **"Action Step"?** If not. return to do so now. When you are ready, you will demonstrate what you have learned below.

Click on the image below to Demonstrate your Understanding for this module as it relates to your initial challenge.

Three Tier Model of School Support

ACADEMIC SYSTEMS		BEHAVIOR SYSTEMS

Tier 3: Comprehensive & Intensive *Students who need individualized/very small group interventions.*

Tier 3: Intensive Interventions *Students who need individualized intervention.*

1-5%

**Tier 2: Strategic Interventions** *Students who need more support in addition to the core curriculum.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to school-wide positive behavior program.*

5-10%

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*

Tier 1: Universal Interventions *All students in all settings.*

80-90%

Academic and/or Behavior
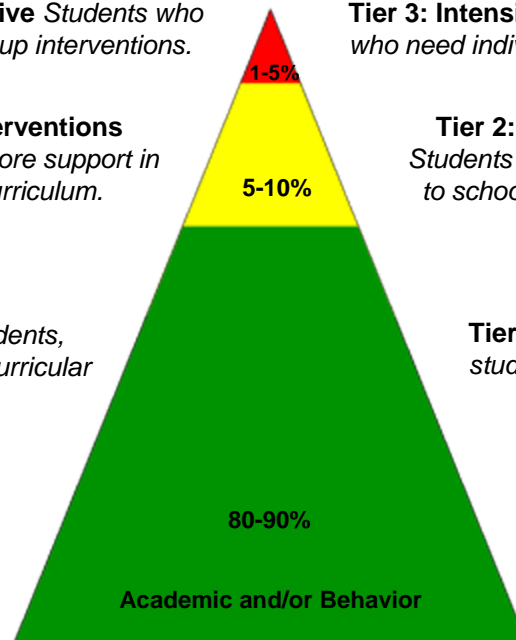
Reflection and Application - The learner will have an opportunity to reflect upon what was learned and plan the first steps to apply that learning to personal practice in a document that can be downloaded. This document can become an extremely valuable resource for learners as they work to support improved student performance.

Reflection & Application

The guiding questions found below are intended as a scaffold to encourage and focus your thoughts:

- as you reflect back on your learning.
- as you plan the first steps to apply that learning to your personal practice.

Your responses will be of great value as you begin to incorporate RtI into your curriculum and instruction; for that reason, a downloadable form is provided for you to compose and save your **"Reflection & Application."**

Question 1:

- What essential concepts and strategies help educators to determine and design quality grade 4-8 literacy instruction and interventions to support improved student performance?

Question 2:

- What may be the greatest obstacles to implementing these concepts in my work in my district?

Question 3:

- What actions can I take to overcome such challenges?