



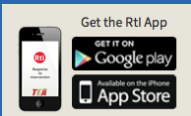
Response to Intervention

Helping to turn learning challenges into advantages

RtI Guidance at Your Fingertips

Savannah Hill, RME SMU

JoAnn Bilderback, TEA



Objectives

- You will learn to utilize the the Rtl Guidance Document mobile application and website.

1

- You will develop an understanding of the components of Response to Intervention.

2



Response to Intervention

Helping to turn learning challenges into advantages

English

Espanol

Search...







Home

Teacher

Administrator

- About the RtI Guidance Documentation

-  Intent of the Project
-  Acknowledgements
-  FAQs
-  Contact Us

+ Resources and Tools

+ Professional Development Resources

Finally... Tech helps end struggle to restore learning

Response to Intervention (RtI) is a multi-tiered system of supports designed to identify, assess, and assist struggling learners through effective strategies for intervention across Curriculum Implementation.

The Texas Education Agency mobile app is designed for two audiences in mind: Teachers and Administrators across grade band (Elementary, Middle, and High School) in the areas of Reading, Writing, Mathematics, Behavior, and Social-Emotional Learning.



Response to Intervention

Tap screen to Begin



Acknowledgements

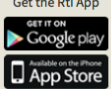
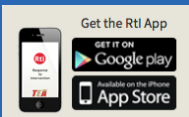


GET IT ON
Google play

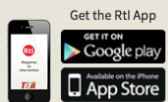
Available on the iPhone
App Store

Today, we will take a look at Mr. Bell and Ms. Robertson, educators who work in a local middle school. Ms. Robertson is the assistant principal and Mr. Bell is a seventh grade English-language arts teacher.

Their school is about to start implementing RtI and they will work together (along with others in their building) to learn more about RtI and what implementing RtI entails.



- **What is Rtl, and how is it important for your students?**
- **Have you used Rtl in your schools and classrooms?**
- **Which population(s) of students do you think will benefit the most from Rtl?**

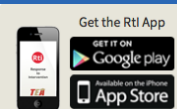



[Home](#) / [Curriculum and Instruction](#) / [Special Education](#) / [Programs and Services](#)

Response to Intervention

Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

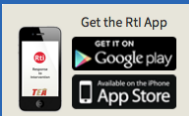
[Programs \(OSEP\)](#) clarified this issue.





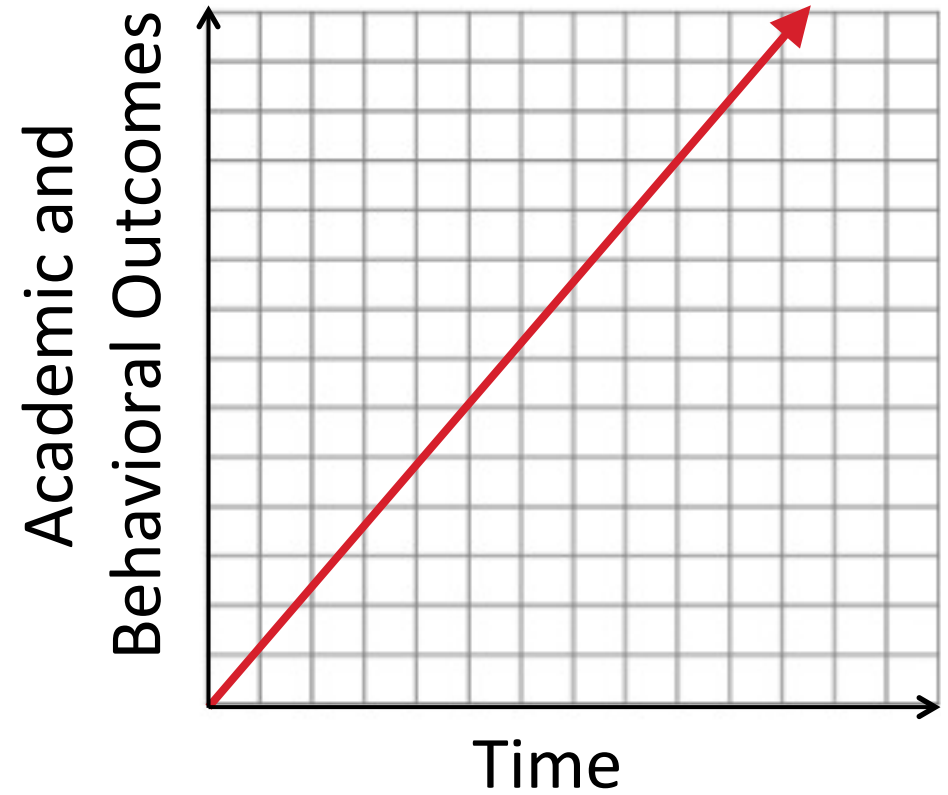
“The practice of providing high-quality **instruction** matched to student need, monitoring **progress** frequently to make decisions about changes in instruction or goals, and applying student response data to important educational **decisions.**”

National Association of State Directors of Special Education [NASDSE], 2006

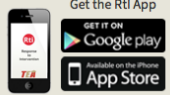




Student Needs



GA PS

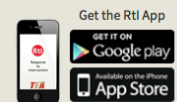


Where
do I use
RtI?

Whom do I
use RtI
for?

When
do I use
RtI?

© Thinkstock
by Getty Images



CAMPUS

WIDE

reading generalizing G/maddles R/d second behavior



Audience

- Teachers
- Administrators

Grade Bands

- Elementary
- Middle
- Secondary

Content Areas

- Reading
- Writing
- Mathematics
- Behavior
- General

Consistent Framework

- Curriculum
- Instruction
- Assessment
- Implementation

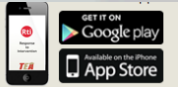


Response to Intervention

Tap screen to Begin




Acknowledgements



After a staff meeting, Mr. Bell and Ms. Robertson are discussing their school's plan to start implementing RtI, but Mr. Bell still has some reservations about it.




Get the RtI App



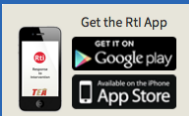
GET IT ON
Google play

Available on the iPhone
App Store



Well, will it really meet the needs of all of my students? Where can I find more information about what RtI is and how it is designed to support all students?

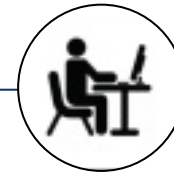
Let's look at the on the RtI website and see if we can find information that addresses your concerns.



Review Quiz

With which students can RtI be implemented?

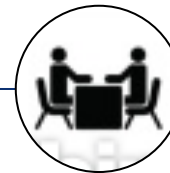
- Students in general education
- Everyone except those who are in a gifted and talented program
- Students receiving special education services and English language learners
- All students



Comprehensive
Assessment
System



High-quality,
research-based
instruction



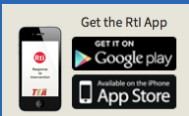
Research-
based
interventions



Systems-level
planning



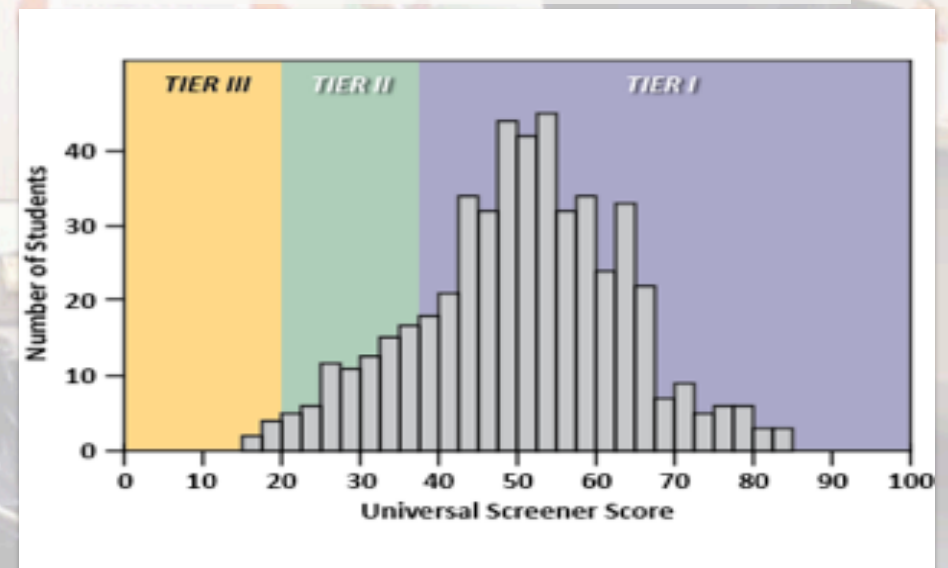
Professional
development



Universal Screening

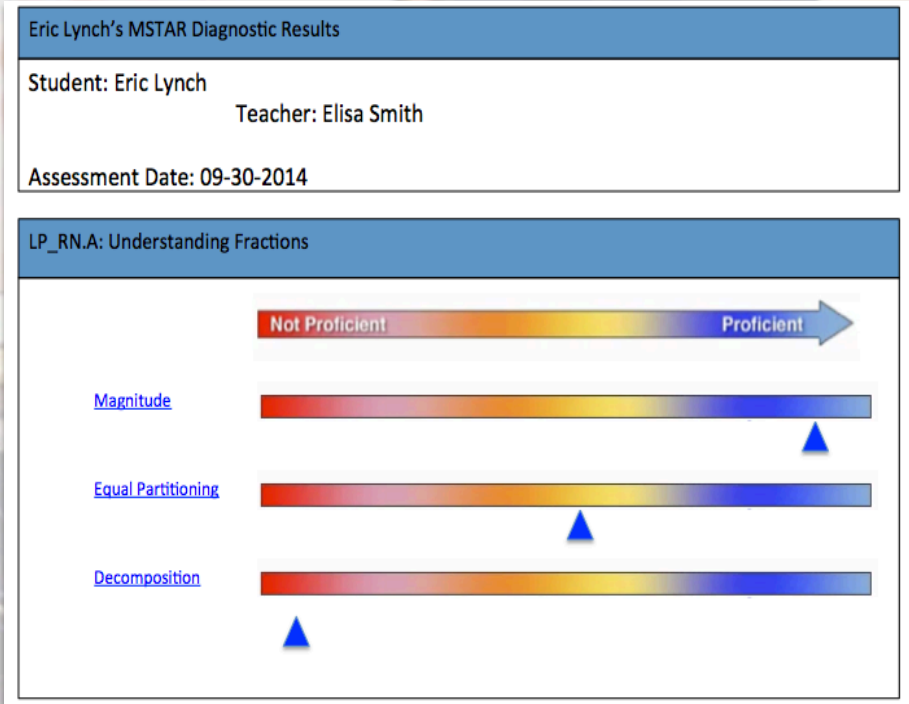
- Provides information regarding students' risk status
- Determines students' needs for additional intervention
- Assess all students
- Establishes entry and exit criteria for each tier of intervention

Sample Universal Screening Graph



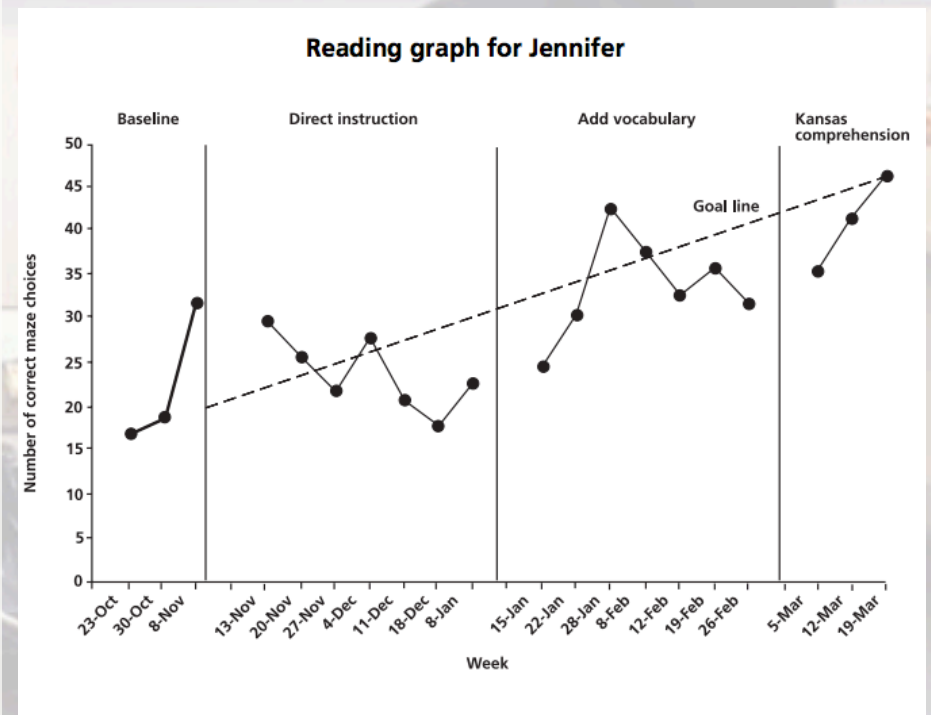
Diagnostic Assessments

- Provide information regarding students' areas of strength and needs in specific content-area
- Determines areas of strengths and areas of opportunities for intervention
- Assesses students in Tier 2 and Tier 3
- Provide valuable data for students with disabilities



Progress Monitoring

- Provides information regarding a student's rate of progress over time and allows teachers to monitor if the student is adequately responding to intervention
- Assists with making instructional decisions when used in conjunction with other student data
- Assess all students
- Alternate forms of the same test and frequent administration of progress monitoring test forms



Summative Assessment

- Provides information regarding students' mastery of the standards.
- Appropriate when providing an end of a content unit, grading period, or end of the year evaluation of the students performance.
- Assess all students through end-of-unit, end-of-year, and final course exams.

Administration Summary		PASSED		DID NOT PASS		Needs for End-Reporting Category					
Students Tested	Number	Level 3 (Exceeds Expectations)		Level 2 (Meets Expectations)		Level 1 (Approaching Proficiency)		Level 0 (Minimal Proficiency)		Level 0 (No Proficiency)	
Students Not Tested	Number	Level 3 (Exceeds Expectations)		Level 2 (Meets Expectations)		Level 1 (Approaching Proficiency)		Level 0 (Minimal Proficiency)		Level 0 (No Proficiency)	
Mean	149	100%		100%		100%		100%		100%	
SD	196	100%		100%		100%		100%		100%	
Total Students Submitted	2075	100%		100%		100%		100%		100%	
<p>NAME _____ DATE _____ PERIOD _____</p> <p>I Chapter 1 Test, Form 2A (continued)</p> <p>11. Evaluate $x - 2y$ if $x = -3$ and $y = -5$. A. 1 B. 2 C. 13 D. 7 11. _____</p> <p>12. Write 15 more dogs than cats as an algebraic expression. E. $c + 15$ G. $c - 15$ H. $15c$ J. $\frac{c}{15}$ 12. _____</p> <p>Write each verbal sentence as an algebraic equation.</p> <p>13. -16 is twice a number. A. $-16 = 2 + n$ B. $-16 = \frac{n}{2}$ C. $-16 = 2n$ D. $-16 = n - 2$ 13. _____</p>											



Ms. Robertson just had a meeting with the 7th grade teachers to talk about how an Rtl assessment system could benefit their students. Mr. Bell still has some questions about assessments in Rtl and how they could apply to his English-language arts class. He goes to his assistant principal for some guidance.





That's why I'm here. I just don't see how all the different assessments could benefit my ELA class.

Well, let's look at the app to see if we can find some more information about this.



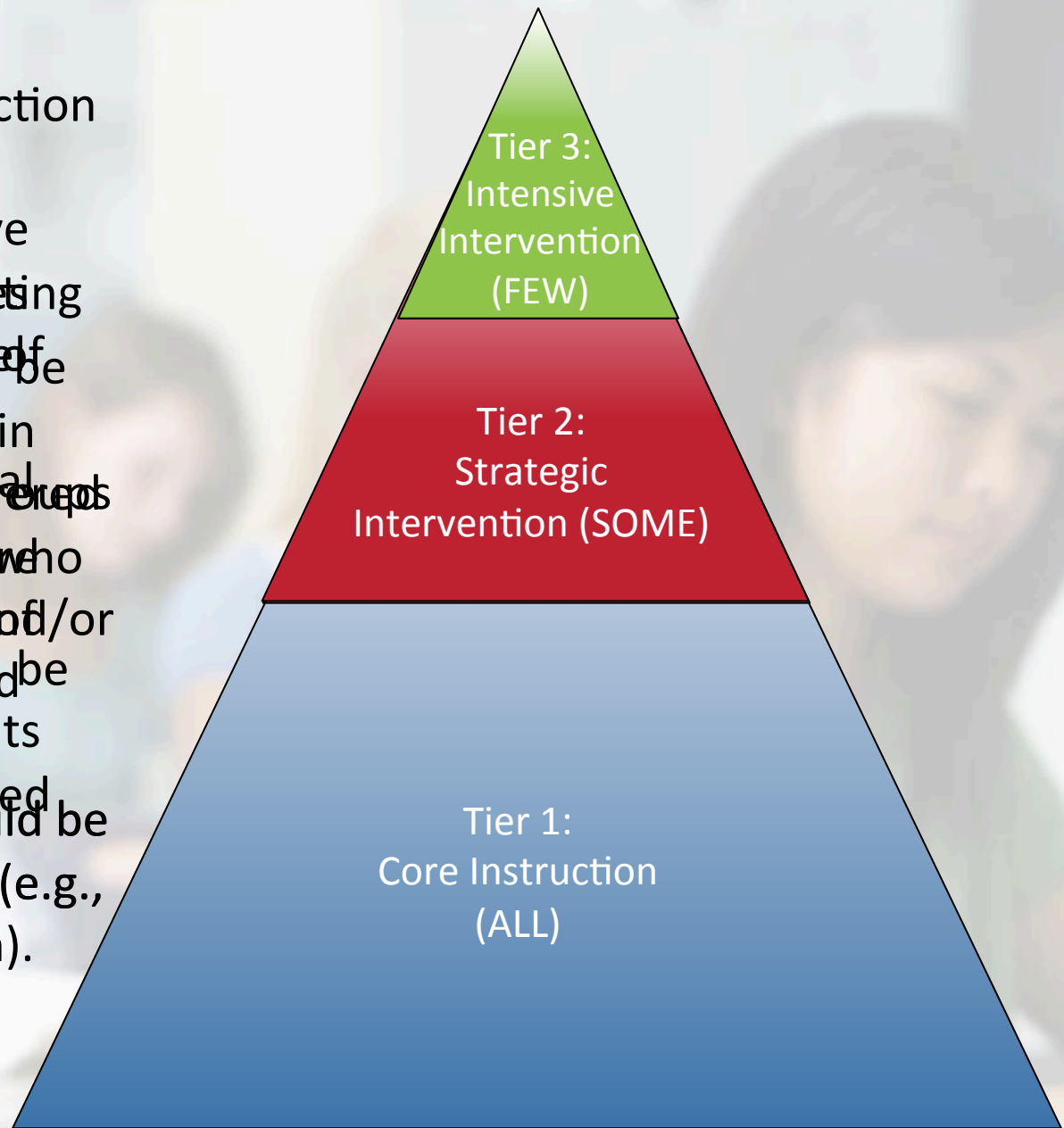


Quiz

Which of the following resources are reliable for determining high-quality, research-based supporting documents?

- Peer-reviewed articles from education journals
- National Research Council
- IES What Works Clearinghouse
- Wikipedia
- Magazine articles
- Building Rtl Capacity
- Resources from state and federal education agency websites
- Links found from online searching
- Publications from research institutes

- **Goal:** The intervention instruction helps to bring equality in achievement by providing intervention that focuses on the essential grade level of content that is aligned with the Texas Essential Knowledge and Skills (TEKS) for students who are identified as having a significant academic and/or behavioral, suggested and delivered to all students and differentiated based on student needs. Student progress should be frequently monitored (e.g., once or twice a month).



Student: Alex Lopez

Subject	Placement	Plan
Reading	Tier 1	Continue with core instruction
Mathematics	Tier 2	Group intervention – 3X/week; monitor progress 2x/month
Writing	Tier 1	Continue with core instruction – monitor more frequently – 1x a month

- General

Why RtI?

Why Would You Use RtI?

Additional Resources

Curriculum

TEKS

Supporting Documents

Instruction

Tier 1

Tier 2

Tier 3

Assessment

Universal Screening

Diagnostic

Additional Resources

[Expand All](#) | [Print](#) 

The following chart provides an overview of the components of a three-tier Response to Intervention (RtI) framework and research-based recommendations for the implementation of each component.

- Description

Essential Components of RtI Model and Implementation Recommendations			
Essential Components	Tier 1 - Core Classroom Instruction	Tier 2 - Targeted or Strategic Intervention	Tier 3 - Intensive Intervention
Grouping	Whole class with differentiated instruction	Targeted small-group instruction of 3-5 students	Intensive small-group instruction of 1-3 students
Setting	General education classroom	Appropriate setting inside or outside the classroom as designated by the school	Appropriate setting inside or outside the classroom as designated by the school
Assessment	Universal screening three times per year (or as academic/behavioral needs indicate) teacher, interventionist)	Frequent progress monitoring (every 2-3 weeks) interventionist)	Frequent progress monitoring (weekly)



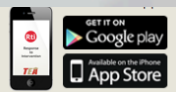
Ms. Garcia is a math teacher in Mr. Bell's school. She comes by during her planning period to ask a question about a student.





I gave her a mathematics universal screener and it placed her in Tier 2, but I am not sure what that means or what to do. How is it different than what she is already receiving?

Ms. Robertson showed me where I could find more information to help me understand more about Rtl.




Not an
Intervention

Intervention

Intervention

Intervention

Not an
Intervention



We just briefly discussed the differences between the tiered levels of instruction, but what does this look like when interventions are implemented?



- **General**

Why RtI?

- Why Would You Use RtI?
- Additional Resources

Curriculum

- TEKS
- Supporting Documents

Instruction

- Tier 1
- Tier 2**
- Tier 3

Assessment

- Universal Screening
- Diagnostic
- Progress Monitoring
- Summative

Implementation

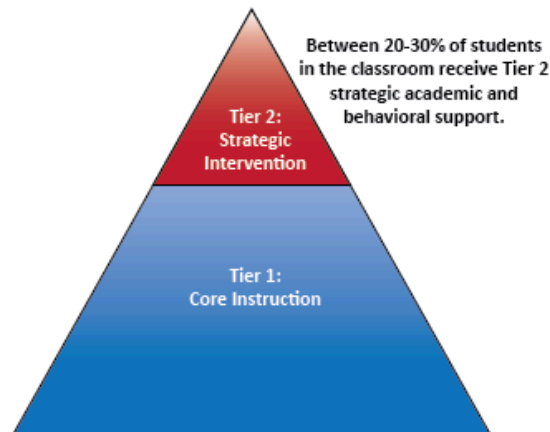
- Communicating About RtI

Tier 2

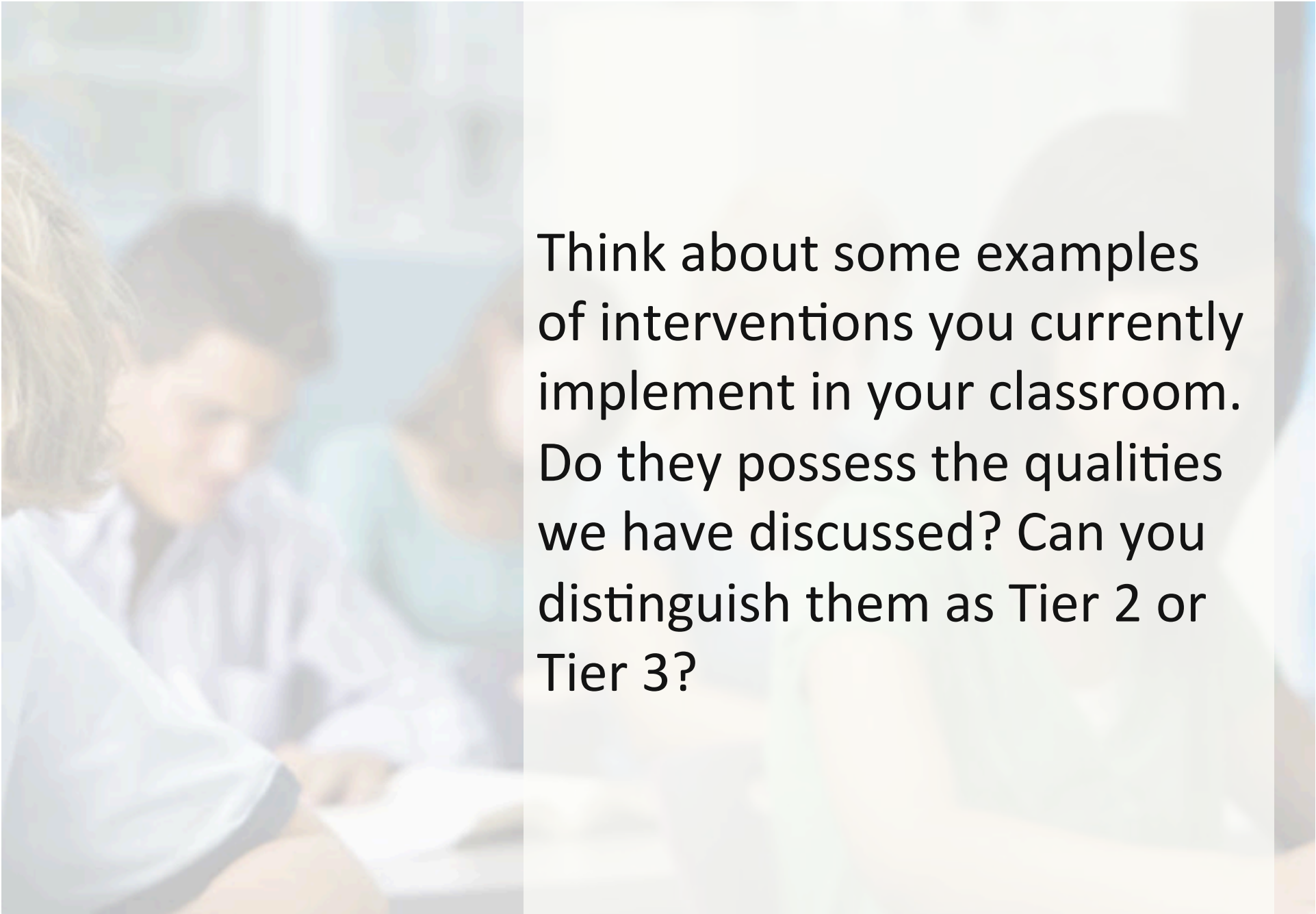
[Expand All](#) | [Print](#)

Tier 2 intervention provides additional academic or behavioral support for students who require support or may be identified as at risk. Key components of Tier 2 intervention within a Response to Intervention (RtI) framework include additional instructional time beyond Tier 1 instruction, instruction that focuses on closing learning gaps, and ongoing progress monitoring.

- Description



The goal of Tier 2 intervention is to close gaps in academic performance or improve problem behaviors of high school students. Students are identified for Tier 2 instruction using entry and exit criteria based on results from universal screening and progress-monitoring data. Tier 2 includes targeted interventions at least three times per week, 30 minutes per session, with homogeneous groups of 3-5 students. Tier 2 uses evidence-based materials and strategies. Students should be provided with ample practice opportunities and corrective feedback. Student progress should be frequently monitored (e.g., every 2-3 weeks) to ensure adequate response to Tier 2 instruction.



Think about some examples of interventions you currently implement in your classroom. Do they possess the qualities we have discussed? Can you distinguish them as Tier 2 or Tier 3?



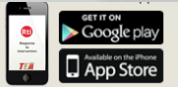
Ms. Robertson asked Mr. Bell to prepare for their next team meeting by looking into how he can support those students who need to receive Tier 2 interventions.

Mr. Bell is reflecting over today's meeting about RtI where the tiered levels of instruction were discussed, but he is still struggling.






Let's see if the app can give me more information.





Get the Rtl App



GET IT ON
Google play

Available on the iPhone
App Store



Home

Teacher

Administrator

Elementary

Middle

Secondary

- + Writing
- + Reading
- + Information
- + Information
- + Resources
- + Resources

Get the Rtl App

GET IT ON
Google play

Available on the iPhone
App Store

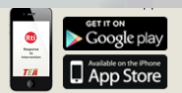


Ms. Robertson is excited about starting the implementation of RtI with her school and knows she must start the year with a needs assessment, but she isn't sure where to start.





I think the RtI Website had some information about it. Let me see how it can help me.







+ About the RtI Guidance Documentation

+ Resources and Tools

+ Professional Development Resources

Establishing a Schoolwide RtI Plan



- RtI committee

Members of the RtI committee include the principal and instructional administrative team; counselors; teachers; and other personnel who could serve interventionist roles (e.g., social worker, intervention/prevention specialist, data analyst, or specialized professional staff).

- RtI structure, process, and system
- Needs assessment
- Action plan



Quiz – Question 1

Rtl is

- An initiative that supports all students.
- An initiative that only supports those students identified as receiving special education.

Rtl supports all students, including those who are English language learners, gifted/talented, in the general classroom, and those with disabilities .

Quiz – Question 2

Rtl is

- Intended to help all students meet standards.
- Intended only to identify students requiring special education services.

Although it could be used to help determine placement of students into special education, Rtl is intended to help all students meet the standards.

Quiz – Question 3

Rtl is

- Intended to identify students strengths and weaknesses in learning.
- Intended to track students.

Rtl can be used to help identify students who are on track, those who struggling, and where they may have weaknesses.