

Response to Intervention (RtI) Symposium:

Making the Connection With Higher Education

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Memorial Hall – James Madison University

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Presentation Goals and Objectives

- Informational: Participants will receive an overview of the Rtl pilot program in Virginia and its current course of action.
 - State level
 - Division level
 - School level

What is RtI?

RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

A comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk

Alternative to the discrepancy model for the identification of students with learning disabilities

What RtI is Not

- Another special education program
- A program run by special education
- A system to “track” students
- An out of the box “program”
- A quick-fix for short term improvement
- Another “system” to add to other categorical systems already in place

Core Principles of RtI

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model
- Use research-based instruction and interventions
- Monitor student progress to inform instruction
- Use data to make decisions
- Assessment drives instruction

(NASDSE, 2005)

Essential elements:

- Scientifically sound instruction (Is there research to back it?); where 80% of students are “getting it”
- Universal screening
- Student progress monitoring
- Scientifically sound interventions
- delivered in “tiered” system

Where's all this coming from?

- December, 2004 President Bush signed re-authorized version of IDEA
- July 1, 2005 that law became effective
- August 16, 2006 regulations released
- October 16, 2006 regulations took effect

Individuals With Disabilities Education Improvement Act

- In general. Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602(29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in ...
- A child shall not be determined to be a child with a disability if determinant factor is:
 - Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction

Individuals with Disabilities Education Improvement Act

- (B) Additional authority. In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention.
- Process refers to “Problem Solving Process”
- Responds refers to “Response to Intervention”

Language in Virginia's SOA and SOQ support RtI

- Each local school board shall adopt a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. (Virginia Standards of Quality; 22.2-253.13:6(B))

Simply put.....

- Rtl is a method of

organizing

delivering

and

monitoring

instruction in a more systematic and predictable way,

and in a way that meets the needs of more

dependent students

Rtl is an “instructional framework”

Who Benefits from RtI?

- Students experience less frustration and receive instruction based do needs
- Parents are satisfied that their child is receiving timely, appropriate interventions
- Teachers are able to utilize peer problem solving strategies and teaming to provide targeted instruction
- Site Administrators achieve a positive school climate and improved academic outcomes
- District Administrators are able to align programs and make efficient use of resources

RtI Pilots and Cohorts

- 15 pilot school divisions selected April 2008
- Initial training began July 7-11, 2008
- DOE provided training for the pilots through June 2011
- October 2010 - 22 divisions selected to participate in new RtI cohort
 - Training began December 2010

RtI pilot Divisions and Schools

- Alleghany County Mountain View Elementary
- Augusta County Beverly Manor Elementary
- Bath County Valley Elementary
- Gloucester County Petsworth Elementary
- Loudoun County John Tolbert Elementary
- Manassas Park Cougar Elementary
- Martinsville City Albert Harris Elementary
- Mecklenburg County Chase City Elementary
- Northampton County Occohannock Elementary
- Portsmouth City Simonsdale Elementary
- Prince Edward County Prince Edward Elementary
- Prince William County Mary Williams Elementary
- Pulaski County Pulaski Elementary
- Shenandoah County Sandy Hook Elementary
- Smyth County Marion Primary

22 New RtI Cohort Divisions

Region 1

- Powhatan

Region 2

- Northampton

Region 3

- Gloucester
- Richmond County
- Spotsylvania

Region 4

- Prince William
- Shenandoah
- Falls Church
- Clarke County

Region 5

- Augusta
- Charlottesville
- Fluvanna

Region 6

- Covington

Region 7

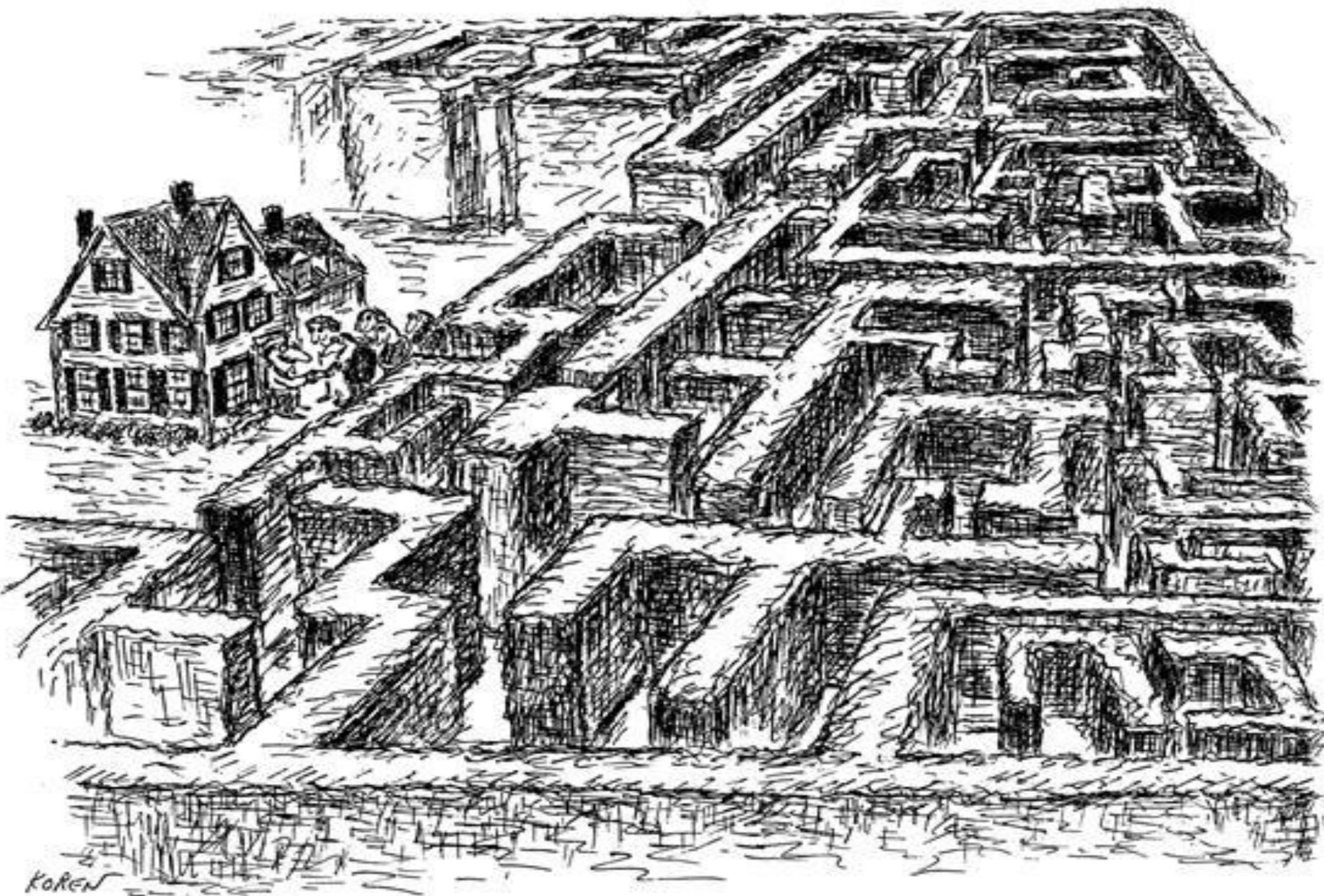
- Bristol
- Dickenson
- Pulaski
- Scott
- Buchanan

Region 8

- Lunenburg
- Mecklenburg
- Halifax
- Prince Edward

Plans for RtI in VA

- 5 - 2 day RtI cohort training sessions scheduled from November 2011 through July 2012
- RtI statewide institute – March 2012 in Williamsburg
- Supplemental RtI guidance document
- RtI coach training manual
- RtI Action Network on-line mentor program
 - 10 RtI cohort divisions participating in monthly webinars led by expert RtI mentors from around the country
 - Researching effective on-line RtI training modules for use in school divisions across Virginia



"Your instructions were perfect."

We started with...

Implementation 101:

- Consensus Building
- Infrastructure
- Implementation

- “You can’t tweak it if you don’t start it.”
 - Dean Fixsen, National Implementation Research Network

We discovered...

Some interesting myths and information:

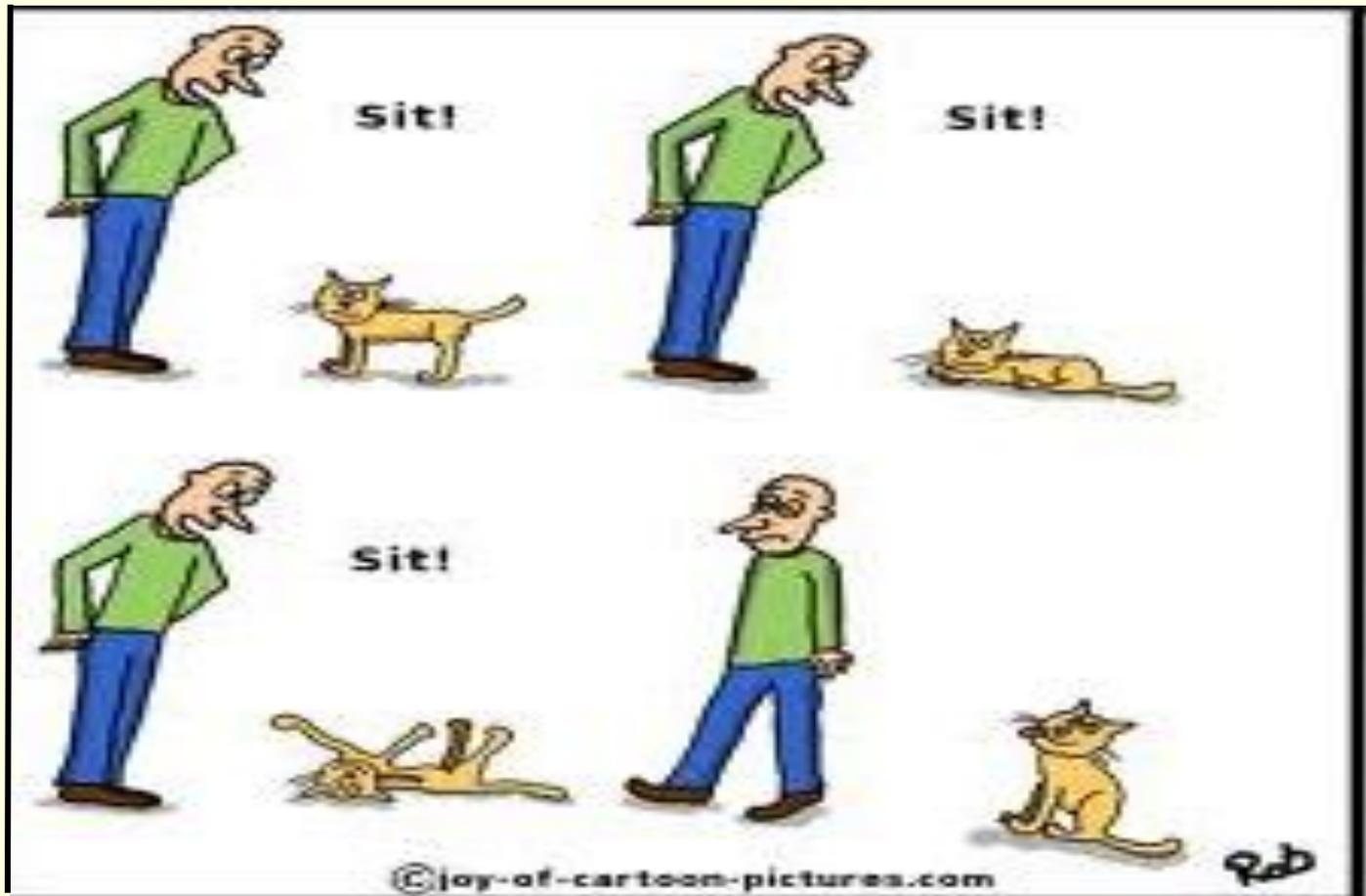
- This too shall pass
- Who's got the good interventions?
- Who's idea was is to make one more hoop to jump through to get to special education?
- What is all this data going to say about me?
- We've had a lot of administrative changes around here – which blueprint was that?
- Oh yeah, we're good – got the Rtl thing going

We discovered...

- We don't have the money in our budget anymore
- We've got a lot of programs going – Rtl is just one more
- We've got some Rtl kids at each grade level

We're working on...

A clearly defined, observable process of systems change evidenced by student growth



Cat Training

Nuts and Bolts of Rtl

Morning Session

Afternoon Session

Section 1
Starting the Infrastructure

Section 2
The Rtl Leadership Team

Section 3
Self-Assessment, Blueprint, and Mapping

Section 4
Universal Screening And Data Disaggregation

Section 5
Tier Definition

Defining the Process

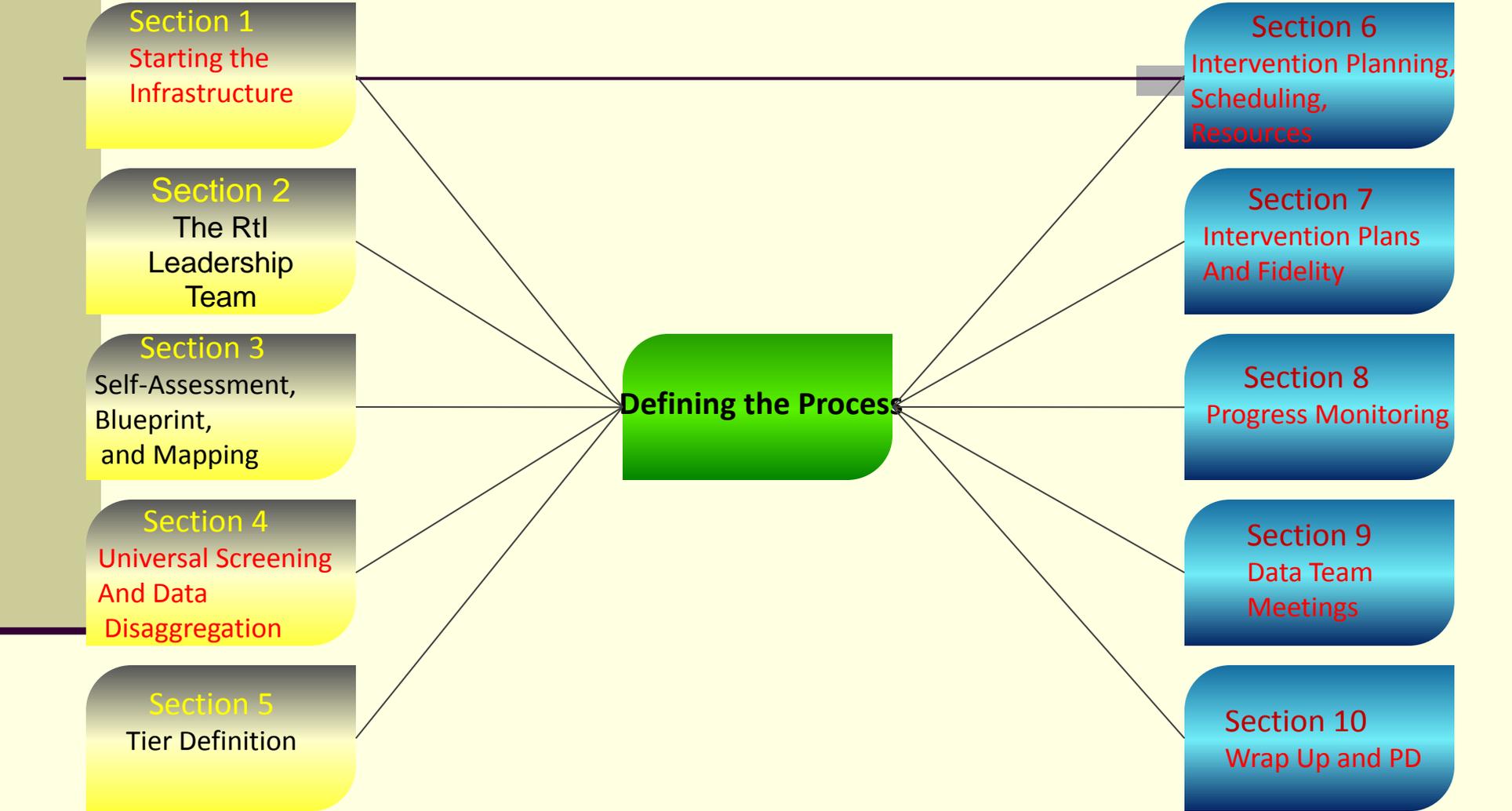
Section 6
Intervention Planning, Scheduling, Resources

Section 7
Intervention Plans And Fidelity

Section 8
Progress Monitoring

Section 9
Data Team Meetings

Section 10
Wrap Up and PD



Here's where you come in...

Domains of Educational Practice for Higher Education Teacher Preparation

Multi-Tiered Model

Data-Based Decision Making

Problem-Solving Process

Curriculum and Instruction

Classroom Environment

Collaboration

Professional Attitudes and Beliefs

Prasse and Morrison, Lead Authors
Loyola University, Chicago

60 Seconds:

Domain	Sampling of Comments	Percent of Responses
Knowledge of the <u>RtI</u> process	General knowledge of <u>RtI</u>	
Data Collection and Interpretation for instructional decisions	Include progress monitoring with CBMs, need to be able to read and use PALS, using the data to make instructional decisions to guide instruction	
Differentiation and ability to make instructional matches	Ability to truly differentiate in reading and math, have to make an instructional match and teach the needed skill	
Personal skills/qualities	Patience, willingness to dive in, able to self-reflect on their own instruction and not blame the student	
Strong skills in teaching core instruction	Ability to use instructional conversations with students, teach the core!	
Skills in research based strategies and interventions	Teacher must be trained in a specific reading program, knowledge of the strategies that are research based	



Domain	Sampling of Comments	Percent of Responses
Knowledge of the <u>RtI</u> process	General knowledge of <u>RtI</u>	1%
Data collection and interpretation for instructional decisions	Include progress monitoring with CBMs, need to be able to read and use PALS, using the data to make instructional decisions to guide instruction	33%
Differentiation and ability to make instructional matches	Ability to truly differentiate in reading and math, have to make an instructional match and teach the needed skill	22%
Personal skills/qualities	Patience, willingness to dive in, able to self-reflect on their own instruction and not blame the student	17%
Strong skills in teaching core instruction	Ability to use instructional conversations with students, teach the core!	11%
Skills in research based strategies and interventions	Teacher must be trained in a specific reading program, knowledge of the strategies that are research based	14%

