Session Overview

- In this session, you will:
  - Review the problem solving process across the tiers
  - Learn about a team data-based decision making process to support ALL students (Core Review Meetings)
  - Become familiar with the Core Review Meeting Agenda
  - See an educator lead and support the meetings at the school level

RTI Team Structures

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Purpose</th>
<th>Students</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Review Meetings</td>
<td>Review effectiveness of tiered systems of support and make adjustments</td>
<td>ALL</td>
<td>Screening (DRM), Attendance (ODR), Progress Monitoring (CRD)</td>
</tr>
<tr>
<td>Group Intervention Review Meetings (20% Meetings)</td>
<td>To make changes for students in interventions</td>
<td>Same students</td>
<td>Progress monitoring (CRD)</td>
</tr>
<tr>
<td>Individual Problem Solving Meetings</td>
<td>To further intensify interventions for those in need</td>
<td>Few Students</td>
<td>Progress Monitoring (CRD)</td>
</tr>
</tbody>
</table>

ORTII

9 Essential Components

SLD Decision Making

Progress Monitoring

Interventions

Universal Screening

Core Materials and Instruction

Leadership

Teaming & DBDM

Professional Learning

Culture

Growth Mindset & High Expectations For ALL Students

Culture of Collaboration to Improve Outcomes

Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.
Why do we look at whole grade level core instruction for these meetings?

R.T.I. is T.I.R.

• Thinking is Required
  – If our students are in the green or low risk what does that mean?
  – How can we improve instruction so that all students continue to grow and improve?
  – How can we support one another in attaining growth for students?

Purpose: 100% Data Meetings/Core Review Meetings

• Determine if the grade level is benefiting from core instruction AND
• Refine core instruction to better meet the needs of ALL students at the grade level.

Trying to make decisions to improve outcomes for our students can feel like this...

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Moving from congenial conversations
To collegial conversations...

Before the meeting preparation

- Data Reports
- Meeting Agendas
- Short ppt (5 Slides) if new to process
- Logistics: Reserve a room, setting up technology, meeting reminders
- Communicate what to bring: curriculum materials, additional common data reports
- Treats

Why Problem Solving?

Framework to identify, analyze & address needs at all levels

- Consistent
- Efficient
- Effective
- Sustainable

Problem Solving Across Levels of Support

Tier 2/3:

20% Meetings

SOME STUDENTS

What is the problem?

How is it working?

Why is the problem occurring?

Tier 3:

Individual Problem Solving Meetings

FEW STUDENTS

What is the problem?

How is it working?

Why is the problem occurring?

Tier 1:

100% Meetings

ALL STUDENTS

What are we going to do about the problem?

Use an Agenda
Identify Effective Instructional Strategy

What impacts student achievement?

- Student expectations: +1.44
- Response to Intervention: +1.07
- Formative Evaluation: +0.90
- Teacher Clarity: +0.75
- Reciprocal Teaching: +0.74
- Feedback: +0.73
- Teacher-Student Relationships: +0.72
- Socioeconomic Status: +0.57
- Parental Involvement: +0.51
- Computer based instruction*: +0.37
- School Finances: +0.23
- Aptitude by Treatment Interactions*: -0.19
- Family Structure: +0.17
- Retention: -0.16

What impacts learning?

- Effective teaching variables
- Other variables

Effect size

Effective teaching
variables

Other variables

Effect size

Student expectations: +1.44
Response to Intervention: +1.07
Formative Evaluation: +0.90
Teacher Clarity: +0.75
Reciprocal Teaching: +0.74
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**Step 1: Problem Identification**

A problem is defined as a discrepancy between:

- **Where we want to be**
- **Where we are**

**Problem Definition**

Do we use data?

- "I think..."
- "I feel like..."
- "I believe..."

**versus**

- "Our data/evidence indicates..."

How clearly are you currently defining "problems" in your school? Do you primarily rely on the data?

**Action Time**

- Review Step One on the Agenda
- Record Data

*If grade level is already at 85% or more consider setting goals based on the priority skill identified*
The Problem Solving Process

1. Problem Identification

2. Problem Analysis

Why is the problem occurring?

Why is the problem happening?

* What is the grade level's priority skill need(s)?
  - Comprehension
  - Vocabulary
  - Fluency
  - Phonics
  - Phonemic Awareness

DIBELS Measures: Proficiency Skill Indicators

<table>
<thead>
<tr>
<th>Skill</th>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>Oral Reading Fluency</th>
<th>Vocabulary</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS Test Measure</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
</tr>
<tr>
<td>Reading Accuracy &amp; Fluency</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the priority skill need?

We want the priority skill to be close to 80% (at least)

*Select the earliest pre-requisite skill which is not at 80%

Literacy Skills

Foundational Skills

- Oral Reading Accuracy & Fluency
- Phonics (Alphabetic Principle)
- Phonemic Awareness

Identifying the Priority Skill Need
Identifying the Priority Skill Need

Going Deeper: What do your students need in the priority skill area?

Identify Priority Skill

Identify Priority Skill

Literacy Skills: English

Foundational Skills
- Oral Reading Accuracy & Fluency
- Phonics (Alphabetic Principle)
- Phonemic Awareness

Reading Comprehension

Vocabulary

Identify Priority Skill: What is skill need of your students...
Identify Priority Skill:
What is skill need of your students...

Facilitating Thinking
• Help teachers understand the progression of reading skills
• Identify the area of priority skill

Facilitating Thinking

Action time
What is your current data-based decision making meeting structure?
How is this system a new or different way of looking at data?

3. Plan Identification
*How should we address the priority skill need(s)?
• Make common agreements based on research-based teaching practices and your core reading program

Step 3: Plan Development
What are we going to do about the problem?

The water....
Focus on “the water”:
• Instruction
• Curriculum
• Environment
Focus on the ICE

<table>
<thead>
<tr>
<th>Instruction:</th>
<th>Curriculum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How you teach</td>
<td>What you teach</td>
</tr>
<tr>
<td>Environment:</td>
<td>Learner:</td>
</tr>
<tr>
<td>Where you teach</td>
<td>Who you teach</td>
</tr>
</tbody>
</table>

3. Plan Development

*What common agreements can we make around:
Curriculum
Instruction
Environment
(We can control these things)

And provide professional learning opportunities
to allow staff to implement these agreements

Common Instructional Strategies

**Instruction is as important as curriculum**

Common Active Engagement Strategies

**How we keep students involved**

- Oral Responses
- Written Responses
- Action Responses

*How should we increase our active engagement of the priority skill need?*
Professional Development Needs

It can take up to 20 times of trying to implement a new teaching move to begin to develop proficiency.

Coaching for Success!

- Model lessons by coach or peer
- Peer lesson observation
- Video a master teacher
- In-school experts training at staff meetings
- Instructional highlights at staff meetings
- Include paraprofessionals

What professional development do teachers need to implement the plan?

Step 4: Plan Implementation & Evaluation

How is it working?

4: Plan Implementation & Evaluation

- How do we ensure that we implement our plan?
  - Make it public
  - Revisit the agreements at regular PLC/PLT/SAT times
  - Principal walkthroughs

100% Meeting Agreements
Implementation and Evaluation

From ‘islands of expertise’…

• Move from isolation to collaboration
• Culture of continuous instruction improvement
• Take them from where they are to higher levels
• ALL students are OUR students

Thank you!

For questions and or support visit:
http://www.oregonrti.org/