Vision: Every child in every district receives the instruction that they need and deserve…every day.

RTI “Strategery”
Nicole Kaye, PhD
ORTli Implementation Coach

Working hard...
Doesn’t always lead to success

• Video

.....This Didn’t Work!

Well, THIS didn’t work out like I’d hoped...

Learning Targets

• Learn and apply the three components of successful strategic planning for an innovation:
  – Standards of Practice
  – Professional Learning
  – Monitoring

• Learn the process of how to strategically plan for an innovation:
  – Identify needs
  – Set priorities
  – Develop action plan
It’s all about the plan!

• Video

Strategic Planning is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions.

A strategic plan describes how goals will be achieved through the use of resources.
Minimize the Implementation Dip

It’s All About Strategery!

- **Goal**
  - To minimize the implementation dip and to reach effective and sustainable RTI implementation
    - Resources & Talent
    - Alignment
    - Capacity

- **Who?**
  - District Implementation Leadership Team
  - Building Implementation Leadership Team

**How can you improve strategic planning for RTI?**

- Standards of Practice
- Professional Learning
- Monitoring

**Implementation**
Standards of Practice

A set of expectations you set to ensure quality performance or care

Standards of Practice Example

- Highlight/rate your plan for SOP:
  - Develop
  - Communicate
  - Train
  - Monitor

Resource: Professional Learning Implementation Tool
Active Learning Time

1. Review the form independently
   - Star what surprised you and check what affirmed your thinking
2. Talk to your neighbor
   - What surprised or affirmed your thinking.
   - How might your district utilize this tool for developing and training Standards of Practice?

Learning is Messy

How can you improve strategic planning for RTI?

Implementation
The largest struggle for teachers is not learning new approaches to teaching but implementing them.

Often professional development is not effective because it doesn’t support teachers during the stage with the steepest learning curve: implementation.

### Professional Learning for RTI

- **Goal**
  - To teach and support staff to consistently and fluently use the skills necessary to implement RTI
  - Effective instruction
  - Assessment
  - Data based decision making
  - Teaming

<table>
<thead>
<tr>
<th>Trainings</th>
<th>PLCs</th>
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<tbody>
<tr>
<td>Coaching</td>
<td>Peer observation</td>
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### Professional Learning Implementation Tool

<table>
<thead>
<tr>
<th>Training</th>
<th>Coaching &amp; Follow Up</th>
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</table>

1. Review the forms independently
   - Star what surprised you and check what affirmed your thinking
2. Talk to your neighbor
   - What surprised or affirmed your thinking.
   - How might your district utilize this tool for developing and training Standards of Practice?
How can you improve strategic planning for RTI?

Implementation

- Standards of Practice
- Professional Learning
- Monitoring

Monitoring for RTI

- Goal
  - To determine if staff is consistently and fluently using the practices that have been agreed upon and taught
  - To identify a plan to provide additional support as needed
  - FOCUSED on your Standards of Practice

Principal walkthroughs
Instructional rounds

Learning Walks
Self Monitoring

It’s Important to Monitor

Monitoring SYSTEMS not Teachers

No shame, no blame

Monitoring helps build & sustain collective efficacy!
Avoiding the pitfalls of monitoring

<table>
<thead>
<tr>
<th>What NOT to do</th>
<th>What to DO</th>
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</thead>
<tbody>
<tr>
<td>Focus on individual teachers and what those teachers did not do, or did incorrectly. Then, not give any ideas or suggestions on how they could improve.</td>
<td>Notice and record what teachers did well as a group and how they could add on to improve. Be specific! Collect information across the school and seek out patterns for support.</td>
</tr>
<tr>
<td>Monitors react with frustration, anger, or disappointment. Punitive consequences.</td>
<td>Monitors act in a positive and helpful manner. Ask - &quot;What do you need? How can I support you?&quot;</td>
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<tr>
<td>Use observations as a reactive strategy, such as targeting specific teachers to monitor because there is a concern.</td>
<td>Create a proactive plan that involves all teachers in an equitable manner and examines the outcomes that you want to achieve based on your professional learning goals.</td>
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How can you improve strategic planning for RTI?

Strategic Planning

Use a process and tools to be successful

<table>
<thead>
<tr>
<th>Standards of Practice</th>
<th>Professional Learning</th>
<th>Monitoring</th>
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<tbody>
<tr>
<td>Implementation</td>
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ORTII Installation Matrix

YEAR 1

CORE

<table>
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<tr>
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<tbody>
<tr>
<td>All students can learn when provided with effective and targeted instruction</td>
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<td>All adults can improve and refine practices</td>
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<td>Input of all staff is sought and valued</td>
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<tbody>
<tr>
<td>Establish the amount of time dedicated to teach the core program (90 minutes or equivalent per day for all students, including special populations)</td>
<td>Teach &amp; coach how to spend time in the core (e.g., whole group)</td>
<td>Determine what will be monitored in the core (e.g., essential materials and high leverage instructional strategies are used)</td>
<td>Determine how staff is expected to implement the standards of practice and</td>
<td>Review district implementation standards (e.g., DRT 99)</td>
</tr>
<tr>
<td>Determine which essential materials from the core curriculum will be taught by all teachers (e.g., in whole group and small group)</td>
<td>Teach &amp; coach how to use core materials</td>
<td>Determine who will monitor the core (e.g., principal, specialists, peer)</td>
<td>Determine how the standards of practice for core will be monitored (e.g., walkthroughs)</td>
<td>Provide additional pacing &amp; coaching support as needed</td>
</tr>
<tr>
<td>Determine the pace of curriculum delivery</td>
<td>Communicate the pacing guide</td>
<td>Determine how the standards of practice for core will be monitored</td>
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</tr>
<tr>
<td>Determine a set of high leverage instructional strategies to be emphasized</td>
<td>Teach &amp; coach how to use effective instructional strategies</td>
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</table>
**ORIT II Installation Matrix**

**YEAR 1**

**CORE**

<table>
<thead>
<tr>
<th>Standards of Practice</th>
<th>Professional Learning</th>
<th>Monitoring</th>
<th>Implementation</th>
<th>Evaluate &amp; Enhance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine which essential materials from the core curriculum will be taught by all teachers</td>
<td>Train &amp; coach how to use diverse instructional strategies</td>
<td>Determine what staff is expected to implement the standards of practice</td>
<td>Review district implementation plan (e.g., DMT 88)</td>
<td>Review data information from state and local sources</td>
</tr>
<tr>
<td>Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Language, SOP)</td>
<td>Train &amp; coach how to use diverse instructional strategies</td>
<td>Determine which essential materials from the core curriculum will be taught by all teachers</td>
<td>Review district implementation plan (e.g., Universal Screener, common core assessments, SBAC)</td>
<td>Review data information from state and local sources</td>
</tr>
<tr>
<td>Determine high leverage instructional strategies to develop language skills for all students (e.g., Constructing Language, SOP)</td>
<td>Train &amp; coach how to support language development for all students</td>
<td>Determine the frequency in which the core will be monitored</td>
<td>Provide additional training &amp; coaching support as needed</td>
<td>Review data information from state and local sources</td>
</tr>
</tbody>
</table>

**Culture and Beliefs:**
- All students can learn when provided with effective and targeted instruction
- Input of all staff is sought and valued

**Strategic Planning: Identify Needs**

What are your needs?
Action Time!

• Installation Matrix Activity
  1. Review ORTIi Tier 1 Installation Matrix Core section with your district in mind.
  2. Consider if your district has standards of practice and professional learning:
     • In place
     • Partially in place
     • Not in place
  3. Go place your dots in each section of the Installation Matrix

Strategic Planning: Determine Priorities

What are the most important needs to address?

Run of the Mill District Priorities

• Standards of practice
  – Instructional strategies
• Professional Learning
  – Materials
  – Strategies

District Run of the Mill: Priorities

What is in place
• 90 minutes of core with Journeys
• Scope & sequence
  – Pacing guide
• Training provided by publisher for Journeys

What they need
• Materials
  – Deeper training
• Expectations for use of instructional strategies
  – Choral responses, precision partner talk, vocabulary routine…
Action Time: Determine Priorities

- Review your installation matrix
- Identify priorities
  - What is the easiest need to address
  - What is the most impactful need to address
- Share with your partner what your priority is and why

How can you improve strategic planning for RTI?

Implementation

Strategic Action Plan Standards of Practice: Run of the Mill

- **Goal:** Develop S.O.P. for reading instructional strategies for K-5 teachers.
- **Actions:** Assemble team of key stakeholders to design and plan to communicate expectations and instructional strategies
  - Who: Principals, District Representatives, Primary grade reps., upper grade reps., specialists
  - Utilize: Current research on evidence-based practice, previous district training and professional learning
- **Resources Needed:** Funding, time allocated, staff or outside experts to support process

District Run of the Mill

1. Develop standards of practice for instructional strategies
2. Train staff on using the evidenced based instructional strategies
3. Create monitoring plan
Strategic Action Plan **PL: Run of the Mill**

- **Goal**: train K-5 teachers to build expertise and confidence in implementing S.O.P.
- **Actions**: Provide training on use of materials and instructional strategies
  - Instructional strategies: active engagement and explicit instruction
  - When:
    - Initial training at the end of September
    - On-going monthly
- **Resources Needed**: Funding, time allocated, staff or outside experts to provide training

Strategic Action Plan **PL: Run of the Mill**

- **How much**:
  - Initial: 6 hours
  - On-going: 2 hours monthly
- **Who conducts training**: Coaches, Principals, Title support
- **Funding source**: Title 2
- **Resources Needed**: coaches, PLC time, materials, teacher time
- **Proficiency**: 80% of teachers implementing by January

Strategic Action Plan **Monitoring**

**Run of the Mill**

- **Goal**: Monitor whether K-5 S.O.P. for reading and Instructional Strategies are being implemented in classrooms with proficiency
- **Actions**: Complete walkthroughs with agreed upon form to gather data about implementation materials and instructional strategies
  - Who: principals, coaches, teachers (self)
  - When:
    - Initial Baseline data in October
    - February and May
- **Resources Needed**: time, feedback forms, agreement to review data collected

Take it one step at a time, but start walking!
You are not alone in this work!

- http://www.oregonrti.org/
  – ORTii
- http://www.intensiveintervention.org/
  – National Center on Intensive Intervention
- http://www.rtinetwork.org/
  – RTI Action Network

For a deeper dive into leadership, professional learning, and walkthroughs...

“Are Your Walkthroughs Helping Improve Instruction? Leadership Matters in Improving Core Instruction!”
Session 6
Room: Ferber/Hansberry
Jenice Pizzuto