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Is Rtl...? 3

- Is it a new source of stress for already overworked teachers?
- The latest educational buzz word that will be replaced by the next school year?

OR...

- Is it something useful for meeting the needs of each student in our classrooms?

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Training Goals 4

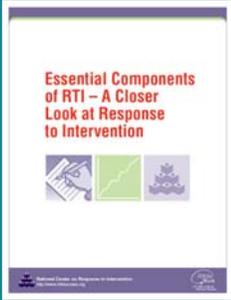
- Develop a common understanding of Rtl
 - What is Rtl?
 - What is the purpose for Rtl?
- Help alleviate common concerns which surround Rtl implementation
- Learn to use Tejas LEE data to identify which students should receive intervention

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What is Rtl? 5

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<http://www.rti4success.org>



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What is Response to Intervention (RtI)?

- RtI is a school-wide, multi-level instructional system which includes both prevention and intervention to reduce the number of students with reading difficulties
- RtI uses data to make instructional decisions including the identification of students with Learning Disabilities

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RtI relies on assessments to inform instruction:

- benchmark assessments that helps teachers match students to instruction
- progress monitoring tools that assess how students responds to evidence-based intervention



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Rti and Students with Learning Disabilities

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“IDEA 2004 allows states to use a process based on a student’s response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD).”

“In an RTI framework, a students’ response to or success with instruction and interventions received across the levels of RTI would be considered as part of the comprehensive evaluation for SLD eligibility.”

National Center on Response to Intervention, 2010, p. 12.

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What’s Different about Rti?

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- Rti is a preventative model—we don’t wait for students to fail
- A key in identifying students for Special Education services is whether the type and amount of instruction provided results in progress
- Teachers providing classroom and intervention instruction collaborate to provide coordinated instruction
- Helping struggling students is the responsibility of the whole school and parents, not just special ed teachers

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What is Response to Intervention (Rti)?

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What is Rti?
A multi-level prevention approach where assessment informs instruction so that teachers may respond quickly and effectively to students who are at risk for learning difficulties.

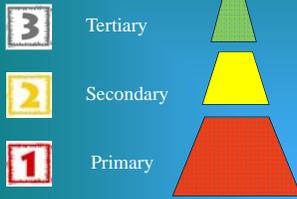
What is the purpose of Rti?
To provide support and intervention to reduce the number of students with learning difficulties and to assist with the identification of students with learning disabilities.

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RtI: Prevention and Intervention

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There are 3 levels of prevention which reflect the intensity of the services provided to students



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An RTI Approach is a Whole-School Commitment

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- A multi-level approach to prevention and intervention is complex
- A well-planned model must be in place if RTI is to be successful
- Considerations:
 - RTI leadership team (decision-making, planning, monitoring student progress ...)
 - Assessments (type, when/how often, data analysis ...)
 - Resources (staff, materials, location ...)
 - Daily/Weekly schedules (time for meeting, planning and instruction ...)
 - Highly skilled teacher-interventionists (professional development, specialist support ...)

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Levels of Prevention

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1 Primary

- All students
- Whole and small group instruction
- High-quality research-based reading curriculum
- 90 minute block of reading instruction
- Benchmark assessments 3 times/year
- Data is used to plan whole group and small group instruction

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Levels of Prevention

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1

A. Level of Prevention
 B. Which Students are Served
 C. Instructional Grouping
 D. Description of Instruction
 E. Duration of Instruction
 F. Provider of Instruction
 G. Assessment(s) Used

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Levels of Prevention

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2 Secondary

- Students identified as at-risk are served
- Groups of 2- 6 students
- Similar instructional needs
- Evidence-based intervention(s) are of moderate intensity
- Additional 20-30 minutes, 3-5 / week
- Provided by the classroom teacher, an interventionist or specialist
- Progress monitoring occurs every 2 weeks

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Levels of Prevention

17

2

A. Level of Prevention
 B. Which Students are Served
 C. Instructional Grouping
 D. Description of Instruction
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Intervention Should Adapt to Student Needs 18

“Progress monitoring data are used to determine when a student has or has not responded to instruction... Increasing the intensity of an intervention can be accomplished in a number of ways:

- Lengthening instructional time
- Increasing the frequency of instructional settings
- Reducing the size of the instructional group
- Adjusting the level (and focus)of instruction
- Providing support from a teacher with more experience and skill”

National Center on Response to Intervention, 2010, p. 7.

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Revisit your Instructional and Academic Strategies 19

- Another consideration is the effectiveness of the actual reading instruction.
- Lack of student progress should lead educators to reconsider the instructional strategies and modalities being used with students

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Levels of Prevention 20

3 Tertiary

- Students who don't respond to Tier 2
- More intensive
- One-on-one instruction or group of 2
- Instruction targeted to specific needs
- Intervention instruction is 30-45 minutes daily
- Classroom teacher, an interventionist or specialist
- Weekly progress monitoring

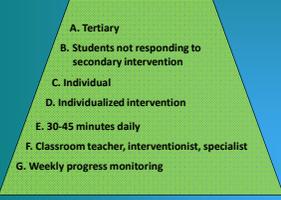
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Levels of Prevention

21



A. Level of Prevention
 B. Which Students are Served
 C. Instructional Grouping
 D. Description of Instruction
 E. Duration of Instruction
 F. Provider of Instruction
 G. Assessment(s) Used



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Levels of Intensity

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Tertiary

Secondary

Primary



Individualized instruction for students with intensive needs ~ 5% of students

Small group instruction for students at-risk who are not adequately responding to Primary Level ~ 15% of students

Classroom instruction for all students, includes differentiated instruction ~ 80% of students will benefit with this level of effective instruction alone

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Activity

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Discuss with a neighbor what you have learned about RtI.

- What is RtI
- What are the three levels of Intensity
- What do the three levels look like
- The concept of shared responsibility

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Using Tejas LEE Results with Rtl

Performance Levels

Nivel de logro:

	Principio	Mitad	Final
<input checked="" type="checkbox"/>	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Desarrollado (D) = The student has mastered the skill.

Performance Levels

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
<input checked="" type="checkbox"/>	0-2	0-2	
NI			0-2

Nivel esperado (NE) = Indicates the student is performing at a level expected for that grade and time point. The student is expected to further develop this skill during the remainder of the school year. A score of NE is acceptable and should not be considered problematic.

Performance Levels 27

Nivel de logro:

	Principio	Mitad	Final
D	3-4	3-4	3-4
NE	0-2	0-2	
NI			0-2

Nivel de intervención (NI) = The student is performing well below the expected level for the grade level and time point; intervention is strongly recommended.

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Use the Numerical Score 28

- Instructional needs of students can vary greatly, even within the NI performance level.
- Always look at numerical scores, not just NI, NE or D

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Who Should Receive Intervention? 29

The ultimate decision for placement in intervention is a district/campus decision based on the needs of students in the district/campus, and the resources available to provide intervention.

Considerations:

- What are the instructional strengths of the district/campus?
- What are the instructional weaknesses of the district/campus?
- Have any changes occurred that might affect these patterns?
- What are the instructional goals/priorities for the district/campus?
- What resources are available for intervention?

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Suggested Tejas LEE Tier 2 Criteria 30

(Secondary Level of Prevention)

TEJAS-LEE
SUGGESTED CRITERIA FOR TIER 2 INTERVENTION
2013-2014

Below are the suggested criteria for using the TEJAS-LEE to identify students who may need additional interventions. These are not the only criteria. Educators can use any one or more of the suggested criteria to identify students who may need additional interventions and use any other criteria as well.

RECOMMENDATIONS

BOY

ANY ONE OF THE FOLLOWING

- 100% on section 1
- 100% on section 2
- 100% on section 3

MOY

ANY ONE OF THE FOLLOWING

- 100% on section 1
- 100% on section 2
- 100% on section 3

EOY

ANY ONE OF THE FOLLOWING

- 100% on section 1
- 100% on section 2
- 100% on section 3

TEJAS-LEE
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MOY and EOY

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- 100% on section 2
- 100% on section 3

RECOMMENDATIONS

BOY, MOY and EOY

ANY ONE OF THE FOLLOWING

- 100% on section 1
- 100% on section 2
- 100% on section 3

RECOMMENDATIONS

BOY, MOY and EOY

ANY ONE OF THE FOLLOWING

- 100% on section 1
- 100% on section 2
- 100% on section 3

Adjusting Tier 2 Criteria 31

- In some cases, your Tier 2 Criteria may identify more students than you can possibly serve or identify very few students for intervention
- In these cases, you will want to adjust your criteria upwards or downwards

Tejas LEE Suggested Criteria 32

Grade 2

SECOND GRADE

BOY, MOY and EOY

ANY ONE OF THE FOLLOWING

- "NI" on section 1
- "NI" on section 2: Exactitud de lectura and/or Comprensión de lectura
- "NI" on sections 3

Example #1 36

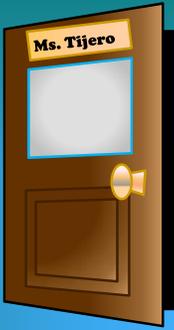
Summary

- Suggested criteria **over-identified** students for intervention
- Need to prioritize students in order to effectively serve them in intervention
- Look at raw scores to determine students' with greatest needs

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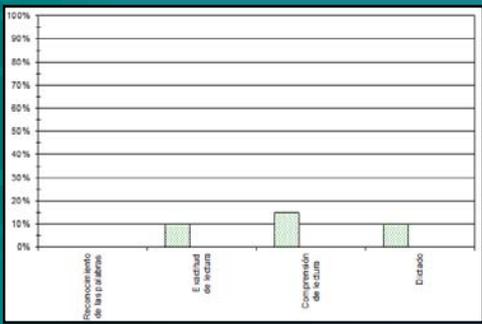
Example #2 37

Welcome to Ms. Tijero's Second Grade Class



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Example-Class 2 Ms. Tijero 38



Categoría	Porcentaje
Reconocimiento de los parámetros	0%
Escritura de palabras	10%
Comprensión de la lectura	15%
Escritura	10%

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Your Turn 42

School 3
 Enrollment: 100 2nd Graders in Bilingual
 Rtl Capacity: Can serve 30 students

Category	Percentage
Word Reading	96%
Reading Accuracy	81%
Comprehension	73%
Spelling	33%

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Considerations for Identifying Students for Intervention 43

When classifying students using any criteria, four results are possible:

	Students At-Risk	Students NOT At-Risk
Criteria Identifies At-Risk	At-risk students receive intervention	Students not at-risk receive intervention
Criteria Misses Some At-Risk	At-risk students DON'T receive intervention	Students not at-risk don't receive intervention

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Reflection Activity 44

What are the key ideas you wish to keep in mind when setting criteria for placement in Tier 2?

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Review of RtI 45

- A multi-level approach to instruction for the purpose of reducing the number of students with learning difficulties
- There are 3 levels which reflect the intensity of the service provided to students
- We can use our Tejas LEE data to help us set criteria for deciding which students will receive intervention
- When setting our criteria, we need to consider many factors and create criteria that work for our district/campus
- We also use our Tejas LEE data to help us know who to teach what – in other words, how to target our instruction to meet the needs of all learners in our classrooms

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A Successful RtI Program... 46

- Is a collaborative effort between administrators, classroom teachers and others providing assistance
- Identifies students for intervention based on criteria
- Serves an appropriate number of students as school resources will allow
- Is flexible and is updated as students demonstrate mastery of skills through progress monitoring

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Where is your school? 47



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