RTI/MTSS for Academics: How to Audit Your District- and School-Wide Learning Supports

Jim Wright
www.interventioncentral.org
Response to Intervention/Multi-Tier System of Supports

Intervention Central
www.interventioncentral.org
RTI/MTSS Classroom Teacher Toolkit
First Responder: How Teachers Can Provide Effective Classroom Academic Interventions
Jim Wright, Presenter

May 17, 2019
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Chatham, NY

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Workshop Materials: http://www.interventioncentral.org/rtiaudit
Workshop PPTs and handout available at:

http://www.interventioncentral.org/rtiaudit
RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the ‘Status’ column with a ‘0’. If you decide that a goal should be a priority to complete during the current school year, mark it with a ‘1’. If you believe a goal can be delayed until at least the next school year, mark it with a ‘2’.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

**Tier 1: Core Instruction.** The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The teacher’s whole-group instruction:</th>
<th>Discussion (current implementation; questions; next steps; persons responsible, etc.)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- [A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.</td>
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<td></td>
<td>- [A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.</td>
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RTI/MTSS for Academics: An Introduction. What does the RTI/MTSS model look like?
RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

• RTI usually refers to a school’s academic support system only.

• MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.

• However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.
For Want of a Nail (proverb)

For want of a nail the shoe was lost…

For want of a shoe the horse was lost…

For want of a horse the knight was lost…

For want of a knight the battle was lost…

For want of a battle the kingdom was lost…

So a kingdom was lost—all for want of a nail.
MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Five Core Components of RTI/MTSS Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are ‘evidence-based’
4. The ‘procedural integrity’ of interventions is measured
5. RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 1: Classroom Academic Interventions

Tier 2: Strategic

Tier 3: Intensive
RTI/MTSS for Academics:
Pyramid of Interventions
RTI/MTSS for Academics:
Pyramid of Interventions

Tier 1: Core Instruction
(100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.
RTI/MTSS for Academics:
Pyramid of Interventions

Tier 1: Core Instruction

Tier 1: Classroom Academic Interventions

Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 1: Classroom Academic Interventions

Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 2: Strategic

Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are still general-education.
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 1: Classroom Academic Interventions

Tier 2: Strategic

Tier 3: Intensive
Continuum of RTI: Across Grade Levels

Elementary School  Middle School  High School
What does RTI/MTSS for academics look like when applied to an individual student?

A widely accepted method for determining whether a student should be referred to Special Education under MTSS is the ‘dual discrepancy model’ (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to ‘close the gap’ with classmates (discrepancy in rate of learning relative to peers).
Response to Intervention/Multi-Tier System of Supports

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI/MTSS Model of Learning Disability (Fuchs 2003)
RTI/MTSS: Decision Rules: Identifying the ‘Non-Responsing’ Student in Academics

The student:

• received interventions in current classroom to address concerns.
• has completed a combination of 3 or more ‘intervention trials’ at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.
• continues to show a large academic ‘performance deficit’.
• has failed to close the academic gap with peers (as measured by school-wide screening tools).

The RTI/MTSS ‘evidence trail’ shows the interventions were:

• research-based.
• appropriately matched to the student concern.
• carried out with integrity.
Reality Check: Multi-Tier System of Supports (MTSS)...

• is a continuous-improvement model.

• will take 3 to 5 years to fully implement within a school...because MTSS must be achievable within a school's current resources.

• cannot advance faster than the ability of staff to ‘assimilate change’.

• is unlikely to be successful unless every educator has a clearly defined MTSS role and knows what that role is.
**Pivot Points.** What are key classroom competencies that ANY student needs for school success?
The Struggling Student in a General-Education Setting: Pivot Points

Directions. The student competencies in the table below represent ‘pivot points’—opportunities for educators to support the at-risk student to ‘pivot’ them toward school success. Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

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<td>B.</td>
<td>Academic Survival Skills. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.</td>
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<td>E.</td>
<td>Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.</td>
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<td>F.</td>
<td>Emotional Control. The student manages emotions across settings, responding appropriately to setbacks and frustrations.</td>
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<td>G.</td>
<td>Peer Interactions. The student collaborates productively and has positive social interactions with peers.</td>
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<td>H.</td>
<td>Self-Efficacy. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes (‘growth mindset’).</td>
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<td>Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.</td>
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The Struggling Student in a General-Education Setting: Pivot Points

Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.
Pivot Points: Strengthening the Student Skillset

- Basic academic skills
- Emotional control
- Academic ‘survival skills’
- Peer interactions
- Work completion
- Self-efficacy
- Transitions
- Self-understanding
- Attentional focus
- Self-advocacy
Pivot Points: The Struggling Student in a General Education Setting

1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
3. **Work Completion.** The student independently completes in-class work and homework.

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Pivot Points: The Struggling Student in a General Education Setting

5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

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Pivot Points: The Struggling Student in a General Education Setting

9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

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Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY

1. **Basic Academic Skills.** The student has sufficient mastery of classwork.
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**DIRECTIONS.** Review the 10 ‘pivot points’ discussed today.

1. Select up to 3 that you or your school find most challenging.
2. Number those selected in order from greatest (‘1’) to least (‘3’) importance.
3. Be prepared to report out.
Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY

1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

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Agenda for Today’s RTI/MTSS Work . . .

Review RTI/MTSS Elements. What are the essential components of RTI/MTSS that should be part of any district’s planning?

Prioritize RTI/MTSS Elements. Which elements has your district already completed? Which should take precedence during the 2018-198 school year? Which can be delayed until next year (or later)?

Develop This Year’s RTI/MTSS Roll-Out Plan. For each of the RTI/MTSS elements targeted for this year, what is a concrete plan (e.g., persons responsible, deadline dates, resources needed, etc.) to make it a reality?
Tier 1: Core Instruction. What are the elements of strong direct instruction that promote student success?
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

Tier 1: Classroom Academic Interventions

Tier 2: Strategic

Tier 3: Intensive
RTI/MTSS for Academics:
Tier 1: Core Instruction
Guiding Points for Leadership...

• Teachers need clear guidance on how to include direct-instruction elements in lesson plans.
• Schools require a shared definition of ‘high-quality instruction’ across all classrooms to bring up the academic performance of all students.
MTSS: Tier 1: Core Instruction

- Strong core instructional practices are the foundation of MTSS. They underlie and strengthen classroom instruction.

When teachers are able successfully to teach across the full range of classroom ability levels, individualized interventions may not be needed.

Strong instruction includes making optimal use of instructional time, integrating direct-instruction elements into lessons, and providing accommodations & supports as appropriate.
How To: Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by building assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenhine, 2008).

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight checklist' to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

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<th>Instructional Element</th>
<th>Notes</th>
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<td>Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, &amp; Boice, 2008, Rosenhine, 2008).</td>
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<td>Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenhine, 2008).</td>
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2. Provided 'Scaffolding' Support

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<tr>
<td>Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, &amp; Boice, 2008, Rosenhine, 2008).</td>
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<td>Collaborative Assignments. Students have frequent opportunities to work collaboratively—either in pairs or groups. (Baker, Gersten, &amp; Lee, 2002, Gettinger &amp; Seibert, 2002).</td>
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# How to: Implement Strong Core Instruction

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How To Implement Strong Core Instruction

*Increase Access to Instruction*

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

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How To Implement Strong Core Instruction

*Increase Access to Instruction*

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day’s lesson are shared (Rosenshine, 2008).

4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

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How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

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How To Implement Strong Core Instruction

*Provide ‘Scaffolding’ Support*

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
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## ‘Scaffolding’ Support

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## Timely Performance Feedback

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Motivating Students Through Collaboration: Numbered Heads Together (Online)

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

– instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).
– students should have enough wait-time to formulate an adequate answer.,
– the teacher should provide targeted performance feedback (Maheady et al., 2006).
Motivating Students Through Collaboration: Numbered Heads Together

- **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).
Motivating Students Through Collaboration: Numbered Heads Together

**Procedure:** During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)
Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.
Motivating Students Through Collaboration: Numbered Heads Together

4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]
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<td>Work Models</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Opportunities for Review/ Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Engagement</td>
</tr>
<tr>
<td>Collaborative Assignments</td>
</tr>
<tr>
<td>Checks for Understanding</td>
</tr>
<tr>
<td>Distributed Practice</td>
</tr>
</tbody>
</table>
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
## How to: Implement Strong Core Instruction

<table>
<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Match</td>
<td>Group Responding</td>
</tr>
<tr>
<td></td>
<td>High Rate of Student Success</td>
</tr>
<tr>
<td></td>
<td>Brisk Rate of Instruction</td>
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<tr>
<td></td>
<td>Fix-Up Strategies</td>
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<tr>
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<td>Timely Performance Feedback</td>
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<tr>
<td></td>
<td>Regular Feedback</td>
</tr>
<tr>
<td></td>
<td>Step-by-Step Checklists</td>
</tr>
<tr>
<td></td>
<td>Opportunities for Review Practice</td>
</tr>
<tr>
<td></td>
<td>Spacing of Practice Throughout Lesson</td>
</tr>
<tr>
<td></td>
<td>Guided Practice</td>
</tr>
<tr>
<td>Checks for Understanding</td>
<td>Support for Independent Practice</td>
</tr>
<tr>
<td></td>
<td>Distributed Practice</td>
</tr>
</tbody>
</table>

### Activity: Strong Direct Instruction

1. Review this list of **elements** of direct instruction.
2. Select 1-2 of these elements that teachers in your school or district find most challenging in whole-group instruction. Discuss possible ways to help them to overcome these challenges.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2019-20.

Tier 1: Core Instruction. The teacher delivers high-quality core instruction—at least 80% of academic screening benchmarks through classroom instructional support alone.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The teacher’s whole-group instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.</td>
</tr>
<tr>
<td></td>
<td>☐ incorporates essential elements of explicit and systematic instruction into lessons.</td>
</tr>
<tr>
<td></td>
<td>☐ for reading and mathematics instruction, uses programs and/or practices supported by research.</td>
</tr>
<tr>
<td></td>
<td>☐ provides differentiated instruction matched to student needs.</td>
</tr>
</tbody>
</table>
Tier 1: Core Instruction (4). The teacher delivers high-quality core instruction—at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone. Whole-group instruction:

[A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.

[A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.

[A.1.3] for reading and mathematics instruction, uses programs and/or practices supported by research.

[A.1.4] provides differentiated instruction matched to student needs.
Tier 1: Classroom Intervention. How can teachers create, document, and implement academic intervention plans for specific students?
Tier 1: Core Instruction

Tier 1: Classroom Academic Interventions

Tier 2: Strategic

Tier 3: Intensive

RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.
RTI/MTSS for Academics:
Tier 1: Classroom Interventions

Guiding Points for Leadership...

- Academic problems should be clearly defined: “If you can’t name it, you can’t fix it.”
- Interventions should be supported by research.
- Any interventionist should document (write down) the intervention plan before starting it.
- Formative data should be collected on any intervention to monitor student progress.
- Interventions should be carried out with integrity.
Activity: What Are Your Expectations of the Teacher as Academic ‘First Responder’?

- Imagine a teacher who has a student experiencing ongoing, serious academic difficulty in a class or course.
- For each of these items, decide what you believe should be the minimum expectations for that teacher to respond to this profile of struggling student.

Elements of Effective Classroom Academic Intervention

1. Describe the student academic problem(s) clearly and specifically.
2. Find/use effective academic-intervention strategies.
3. Use instructional adjustments/accommodations as appropriate.
4. Record (write down) intervention efforts.
5. Collect data on whether academic performance improves.
6. Communicate with the student.
7. Communicate with parent(s).
MTSS: Tier 1: Classroom Intervention

- Teachers sometimes need to put reading (or other academic) interventions in place for 'red flag' students. These are students whose delays or difficulties require a sustained remediation plan that will last at least several weeks.

Tier 1 interventions take place in the classroom, typically during core instruction.

Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the full MTSS problem-solving approach—adapted to the realities of a busy classroom environment.
Teacher Problem-Solving: Just a Part of the Job...

Instructors regularly engage in problem-solving efforts, such as:

- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.
Teacher Problem-Solving: All the Work, Little Credit…

In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: “Teachers are already doing 90% of the work. But they are often getting zero credit."

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1: Core Instruction
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Tier 1: Core Instruction

Rayshawn. Typical student making expected progress with core instruction alone. No intervention plan needed.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Tier 1: Core Instruction

Sara. Requires occasional reteaching, reinforcement of core instructional content. No intervention plan needed.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

**Tier 1: Core Instruction**

**Neda.** Needs sustained teacher attention across several instructional weeks. Benefits from strategies to boost math-fact fluency (e.g., Cover-Copy-Compare). Documentation of intervention plan recommended.
Teachers & Classroom Support Plans: Finding the Balance

When helping teachers to plan Tier 1/classroom interventions, what is the right balance between too little and too much support?

- **Teacher Alone**: Too Little Support
- **Teacher & Consultant**: “Sweet Spot”: Appropriate Support
- **Teacher & Grade-Level/Instructional Team**: Too Much Support
- **Teacher & RTI Problem-Solving Team**
Tier 1: Classroom Intervention: Building Capacity
Tier 1 Intervention Plans: Essentials...

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
RTI/MTSS Classroom Support Plan: ‘Message in a Bottle’:

Who might benefit?

**Colleagues.** Your intervention efforts can be read by your fellow teachers and future educators.

**Parents & Student.** You can make the creation of the Classroom Support Plan the focus of student and parent conferences.

**RTI/MTSS Problem-Solving Team.** Your classroom intervention plan helps the team to make better recommendations.

**Special Education Eligibility Team.** Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - '0'=done
  - '1'=priority to work on this year.
  - '2'=postpone until 2019-20.

### Tier 1: Classroom Intervention: Building Capacity

The school has prepared teachers in carrying out classroom (Tier 1) interventions.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The school has:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>□ created a bank of academic intervention ideas accessible by all staff.</td>
</tr>
<tr>
<td></td>
<td>□ created a bank of classroom data-collection methods accessible by all staff.</td>
</tr>
<tr>
<td></td>
<td>□ defined the ‘essentials’ of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).</td>
</tr>
<tr>
<td></td>
<td>□ developed standardized form(s) to record classroom interventions.</td>
</tr>
<tr>
<td></td>
<td>□ developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).</td>
</tr>
</tbody>
</table>
Tier 1: Classroom Intervention: Building Capacity (5). The school has prepared a ‘toolkit’ of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- [A.1.5] created a bank of academic intervention ideas accessible by all staff.
- [A.1.6] created a bank of classroom data-collection methods accessible by all staff.
- [A.1.7] defined the ‘essentials’ of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).
Tier 1: Classroom Intervention: Building Capacity (Cont.).

The school has prepared a ‘toolkit’ of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

[A.1.8] developed standardized form(s) to record classroom interventions.

[A.1.9] developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).
Tier 1: Classroom Intervention: Teacher Skills
Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan.

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.
RTI Files...

Case 1: Tomás: Grade 7: Reading Comprehension

Case 2: Jacqueline: Grade 1: Letter Knowledge

Case 3: Russell: Grade 10: Attendance & Preparedness

Case 4: Neda: Grade 4: Math-Fact Fluency
RTI Files: Case 1

Tomás
Grade 7

Problem: Reading comprehension

Intervention: Read-Ask-Paraphrase
RTI Files: Case 1

• **Problem:** When Tomás reads assigned informational passages independently, he does not always retain the key ideas.

• **Intervention:** His Social Studies instructor, Mr. Garber, decides to teach Tomás to use **Read-Ask-Paraphrase** (RAP), a self-managed reading comprehension strategy. The student will then use RAP on all assigned readings.
Reading Comprehension: Self-Management Strategies

• RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

**Read-Ask-Paraphrase: STEPS:**

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.
RTI Files: Case 1

- **Progress-Monitoring:** Mr. Garber already assesses class-wide comprehension of assigned readings once per week with a brief bell-ringer quiz (5-item: short-answer).

At **baseline**, Tomás is earning quiz grades averaging 40 percent (2 of 5 correct). The **outcome goal** in 6 weeks is for Tomás to earn quiz grades of 80 percent or higher.
Readiness Assessment Tests (RATs). RATs are brief teacher-made assignments that students complete after reading but before that reading is reviewed in class (Weinstein & Wu, 2009). The teacher identifies the most relevant information from the assigned reading and constructs a few questions (e.g., 5) to test that knowledge.

The instructor selects the RAT-question format: short-answer; essay; multiple-choice, or any combination.
Readiness Assessment Tests (RATs): Sample Questions.

Multiple Choice.

A solar eclipse occurs when:

- A. the sun cools and dims.
- B. the moon passes between the earth and sun.
- C. the earth spins on its axis.
- D. the earth blocks moonlight.

Short Answer.

A solar eclipse occurs when the ________ passes between the ________ and sun.

Essay

Write a brief essay explaining the cause of a solar eclipse.
RTI Files: Case 1
Tomás: Grade 7: Read-Ask-Paraphrase

Tomás: Bell-Ringer Quiz Grades

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage Items Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1</td>
<td>40</td>
</tr>
<tr>
<td>WK 2</td>
<td>40</td>
</tr>
<tr>
<td>WK 3</td>
<td>60</td>
</tr>
<tr>
<td>WK 4</td>
<td>80</td>
</tr>
<tr>
<td>WK 5</td>
<td>80</td>
</tr>
<tr>
<td>WK 6</td>
<td>100</td>
</tr>
</tbody>
</table>

Goal
RTI Files: Case 1: Take-Away

• With many middle- and high-school classroom academic interventions (such as **Read-Ask-Paraphrase**), the student is the interventionist and the teacher is the coach.

• That is, students are encouraged to become self-managing learners, mastering and using effective strategies on their own.
Jacqueline
Grade 1

*Problem:* Limited letter knowledge

*Intervention:* Incremental Rehearsal
RTI Files: Case 2

- **Problem**: Jacqueline cannot identify all mixed-case letters.

- **Intervention**: Her teacher, Mrs. Sampson, decides to use **incremental rehearsal**, a high-success intervention to help her to master all letter names. This intervention will be delivered 3 times per week in 12-minute sessions—and will last for 6 weeks.
Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

- K
- P
- b
- t
- m
- c
- D
- l
- a
- w
- q
- h
- N
- C
- Y
Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the ‘KNOWN’ pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the ‘UNKNOWN’ pile.

<table>
<thead>
<tr>
<th>‘KNOWN’ Letters</th>
<th>‘UNKNOWN’ Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>K</td>
</tr>
<tr>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>Y</td>
<td>C</td>
</tr>
<tr>
<td>h</td>
<td>w</td>
</tr>
<tr>
<td>q</td>
<td>l</td>
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<tr>
<td>D</td>
<td>a</td>
</tr>
<tr>
<td>m</td>
<td>c</td>
</tr>
<tr>
<td>t</td>
<td></td>
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</tbody>
</table>
Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an ‘unknown’ letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.

K
Incremental Rehearsal of Letter Names

Step 3 (Cont.): Next the tutor takes a letter from the ‘known’ pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K  b
Step 3 (Cont.): The tutor then repeats the sequence—adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one ‘unknown’ letter and eight ‘known’ letters (a high ratio of ‘known’ to ‘unknown’ material).
Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.
Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new ‘unknown’ letter to identify—and the review sequence is once again repeated each time until the ‘unknown’ letter is grouped with nine ‘known’ letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an ‘unknown’ letter incorrectly three times.
RTI Files: Case 2

• **Progress-Monitoring**: During the intervention, Mrs. Sampson keeps a cumulative record of any additional letter-names that Jacqueline masters, entering them on a log sheet.

At **baseline**, Jacqueline can identify **21** letters correctly. The **outcome goal** for Jacqueline is to name **all 52** mixed-case letters accurately and quickly.
RTI Files: Case 2
Jacqueline: Grade 1: Incremental Rehearsal

Jacqueline: Letter Names

Letters Named/Mixed Case

<table>
<thead>
<tr>
<th>Week</th>
<th>Letters Named/Mixed Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>21</td>
</tr>
<tr>
<td>Wk 2</td>
<td>27</td>
</tr>
<tr>
<td>Wk 3</td>
<td>42</td>
</tr>
<tr>
<td>Wk 4</td>
<td>52</td>
</tr>
</tbody>
</table>

Goal
RTI Files: Case 2: Take-Away

• Interventions are not...
  – an object (‘flashcards’)
  – a person (‘the Reading Teacher’)
  – a place (‘The Learning Center’).

• Instead, interventions are the actual instructional strategies/steps used to teach the struggling learner.

• So while ‘flashcards’ are not an intervention, ‘incremental rehearsal using mixed-case letter ID flashcards’ is an intervention.
RTI Files: Case 3

Russell
Grade 10

Problem:
Attendance and preparedness

Intervention:
Learning Contract
RTI Files: Case 3

• **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.

• **Intervention:** Russell’s science teacher, Mr. Rappaport, meets with the student during the school’s ‘extra-help’ period. In that session, he works with Russell to develop a **learning contract**.
Learning Contracts: Put Student Promises in Writing...

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.


Learning Contract: Example

Russell B: Success Contract: Science 10
I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities
I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities
My teacher will help me to achieve success in this course through these actions/supports:
1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3. 
4.

Length of Contract
The terms of this contract will continue until:
April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs
Russell B.             Mr. Rappaport
Mr. Rappaport         Russell B.
Teacher               Student
[Parent Name]         [Parent]
Learning Contracts: Put Student Promises in Writing…

**Benefits.** Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.


Learning Contract: Example

Russell B: Success Contract: Science 10

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4. 

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April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Russell B. Mr. Rappaport

Mr. Rappaport
Teacher
Russell B.
Student
[Parent Name]
Parent
I am taking part in this learning contract to improve my grades and pass the course.

**Statement of Purpose.** The contract opens with a statement presenting a rationale for why the contract is being implemented.
Learning Contract:

Example

Russell B. Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3. 4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Russell B. Mr. Rappaport
Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, note materials, and assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course.
Learning Contract: Example

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities

I have chosen to complete the following actions:

1. I will arrive to class on time.
2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3. I will keep my desk organized during independent work.
4. I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3. [Other action]
4. [Other action]

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Russell B.  Mr. Rappaport
**Teacher Actions.** Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

**Teacher Responsibilities**

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.
Learning Contract: Example
Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.
Learning Contract:
Example

Name: Russell B.  Teacher: Mr. Rappaport  Class/Course: Science 10  Date: Feb 4, 2018

Russell B: Success Contract: Science 10
I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities
1. I have chosen to complete the following actions:
   1. I will arrive to class on time.
   2. I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
   3. I will keep my desk organized during independent work.
   4. I will submit any current homework at the start of class.

Teacher Responsibilities
My teacher will help me to achieve success in this course through these actions/supports:
1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.  
4.  

Length of Contract
The terms of this contract will continue until:
April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs
Russell B.  Mr. Rappaport
Mr. Rappaport  Russell B.
Teacher  Student
RTI Files: Case 3

• **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0—so Russell can earn a maximum of 4 points per day.

**Russell was on-time to science class.**

☐ YES ☐ NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.
RTI Files: Case 3
Russell: Grade 10: Attendance & Preparedness

Graph:
- Title: Russell: Attendance & Preparedness
- X-axis: Week (WK 1 to WK 6)
- Y-axis: Global Score/DBR (0-4)
- Data points:
  - WK 1: 1.5
  - WK 2: 2.2
  - WK 3: 3
  - WK 4: 2.8
  - WK 5: 3.6
  - WK 6: 3.4
- Goal line: 3.5

Graph indicates an upward trend towards the goal.
RTI Files: Case 3: Take-Away

• **Learning Contracts** are a great tool to record the outcome of parent conferences.

The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as ‘RTI plans’—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.
RTI Files: Case 4

Neda
Grade 4

*Problem:* Limited math-fact fluency

*Intervention:* Cover-Copy-Compare
RTI Files: Case 4

• **Problem:** Neda is slow in solving basic multiplication facts.

• **Intervention:** Neda’s math teacher, Ms. Tanger, decides to use **Cover-Copy-Compare (CCC)**, a student-directed strategy that relies on short-term memory retrieval to memorize math facts. The student will use CCC during daily deskwork.
Cover-Copy-Compare: Math Facts

In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).
### Cover-Copy-Compare Math Fact Student Worksheet

<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 x 7 = 63</td>
<td>9 x 7 = 63</td>
</tr>
<tr>
<td>9 x 2 = 18</td>
<td></td>
</tr>
<tr>
<td>9 x 4 = 36</td>
<td></td>
</tr>
<tr>
<td>9 x 1 = 9</td>
<td>9 x 1 = 9</td>
</tr>
<tr>
<td>9 x 9 = 81</td>
<td></td>
</tr>
<tr>
<td>9 x 6 = 54</td>
<td></td>
</tr>
<tr>
<td>9 x 3 = 27</td>
<td></td>
</tr>
<tr>
<td>9 x 5 = 45</td>
<td></td>
</tr>
<tr>
<td>9 x 10 = 90</td>
<td></td>
</tr>
<tr>
<td>9 x 8 = 72</td>
<td></td>
</tr>
</tbody>
</table>
RTI Files: Case 4

- **Progress-Monitoring:** Ms. Tanger will assess Neda’s math-fact fluency once per week with a timed (2-minute) worksheet of randomly selected basic multiplication facts. The sheet will be scored for number of correct digits.

  At **baseline**, Neda scores 28 correct digits/2 minutes. According to Grade 4 benchmark norms, the **outcome goal** after 6 weeks is for Neda to score at least 49 correct digits/2 minutes.
RTI Files: Case 4
Neda: Grade 4: Math-Fact Fluency

Neda: Math Fact Fluency

Goal

Correct Digits/2 Minutes

WK 1 WK 2 WK 3 WK 4 WK 5 WK 6

34 39 36 42 45 51

www.interventioncentral.org
RTI Files: Case 4: Take-Away

• **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.

• Schools can use a wide range of personnel to deliver interventions: classroom teachers, support staff (including teacher assistants/aides, adult volunteers, and cross-age (older) peer tutors—even parents!

• Interventions like Cover-Copy-Compare are perfect for non-instructional personnel to administer or oversee.
RTI Files...

Case 1: Tomás: Grade 7: Reading Comprehension

Case 2: Jacqueline: Grade 1: Letter Knowledge

Case 3: Russell: Grade 10: Attendance & Preparedness

Case 4: Neda: Grade 4: Math-Fact Fluency
Tier 1: Intervention: Classroom Support Plan
(pp. 6-10 & Online)

Tier 1: Classroom Support Plan

Case Information

<table>
<thead>
<tr>
<th>Student: Nada J.</th>
<th>Intervention(s): Mrs. Kennedy</th>
<th>Date of Plan</th>
<th>5 Feb 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention: Start Date</td>
<td>Intervention: End Date</td>
<td>Total/Intervention Weeks:</td>
<td>6 weeks</td>
</tr>
<tr>
<td>10 Feb 2018</td>
<td>30 Mar 2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of the Student Problem

Environmental Conditions or Task Demands | Problem Description | Typical or Expected Level of Performance
--- | --- | ---
On a 2-minute multiplication-facts worksheet (0-12) | Nada computes 28 correct digits | While the benchmark for Grade 4 is at least 49 correct digits

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: if you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Nada will be taught to use the Cover-Copy-Compare (CCC) math intervention. She will use the self-guided strategy daily for 10 minutes during math independent seatwork.

At the end of each session, Nada will be given the math facts for her next session and will fill out her CCC worksheet for that session.

Materials

<table>
<thead>
<tr>
<th>What to Write:</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jot down materials (e.g., flashcards) or resources (e.g., internet-connected computer) needed to carry out this intervention.</td>
<td>Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
</tbody>
</table>

Use the math CCC interactive form from: http://www.interventioncentral.org

Nada will meet with the teacher for 1 session to be trained to use the CCC strategy.

Progress-Monitoring: Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>26 correct digits/2 mins</td>
</tr>
</tbody>
</table>

How often will data be collected? (e.g., daily, every other day, weekly): 2 times weekly Weekly
## Tier 1: Intervention: Classroom Support Plan

**Case Information.** In the header of the Plan, the teacher records essential information about the case: Student, interventionist, meeting date, etc.

<table>
<thead>
<tr>
<th>What to Write:</th>
<th>Case Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Information:</td>
<td>In the header of the Plan, the teacher records essential information about the case: Student, interventionist, meeting date, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student:</th>
<th>Neda J. Gr 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionist(s):</td>
<td>Mrs. Kennedy</td>
</tr>
<tr>
<td>Date of Plan:</td>
<td>5 Feb 2018</td>
</tr>
<tr>
<td>Intervention: Start Date:</td>
<td>10 Feb 2018</td>
</tr>
<tr>
<td>Intervention: End Date:</td>
<td>30 Mar 2018</td>
</tr>
<tr>
<td>Total/Intervention Weeks:</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>
**Tier 1: Intervention: Classroom Support Plan**

**Problem Description.** The student problem is stated clearly in 3-part format. This problem-ID statement will ‘drive’ the remainder of the Classroom Support Plan.

<table>
<thead>
<tr>
<th>Environmental Conditions or Task Demands</th>
<th>Problem Description</th>
<th>Typical or Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a 2-minute multiplication-facts worksheet (0-12)</td>
<td>Neda computes 28 correct digits</td>
<td>while the benchmark for Grade 4 is at least 49 correct digits.</td>
</tr>
</tbody>
</table>
Intervention. This section includes any useful information about the intervention(s) to be used: e.g., specific strategies, frequency and duration of sessions, etc.

What intervention(s) must be used with this student? TIP: If you have a script for this intervention, you may write its name here and attach the script to this sheet.

Neda will be taught to use the Cover-Copy-Compare (CCC) math intervention. She will use the self-guided strategy daily for 10 minutes during math independent seatwork.

At the end of each session, Neda will be given the math facts for her next session and will fill out her CCC worksheet for that session.
## Tier 1: Intervention: Classroom Support Plan

### Materials
If materials of any kind must be created or obtained for the plan, they are recorded here.

<table>
<thead>
<tr>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the math CCC interactive form from:</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a></td>
<td></td>
</tr>
</tbody>
</table>

### Training
When anyone associated with the intervention needs training (e.g., teacher, para-professional, student), notes are entered here on how and when that training will be provided.

<table>
<thead>
<tr>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neda will meet with the teacher for 1 session to be trained to use the CCC strategy.</td>
<td></td>
</tr>
</tbody>
</table>
**Progress-Monitoring.** The data section of the plan includes how the data will be collected; baseline performance; outcome goal; and frequency of data collection.

| Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12 |
|---|---|
| Baseline | Outcome Goal |
| 28 correct digits/2 mins | 49 correct digits/2 mins |

How often will data be collected? (e.g., daily, every other day, weekly):
**Weekly**
Tier 1: Intervention: Classroom Support Plan

Case Information

<table>
<thead>
<tr>
<th>What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: Nada J. Gr 4</td>
</tr>
<tr>
<td>Intervention: Start Date: 10 Feb 2018</td>
</tr>
</tbody>
</table>

Description of the Student Problem

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<tr>
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Training

<table>
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<tr>
<th>What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</th>
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<tbody>
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</tr>
</tbody>
</table>

Progress-Monitoring: Select a method to monitor student progress. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention.

| Type of Data Used to Monitor: Curriculum-Based Measurement (CBM) 2-Min Math Fact Fluency Worksheet: Multiplication Facts 0-12 |
|---|---|
| Baseline: 28 correct digits/2 mins | Outcome Goal: 49 correct digits/2 mins |

How often will data be collected? (e.g., daily, every other day, weekly): 2 times weekly Weekly
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2019-20.

## Tier 1: Classroom Intervention: Teacher Skills

The classroom teacher is the ‘teacher’ who gives additional individualized support to struggling students beyond what is provided in group interventions.

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS: The teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ defines the student’s presenting academic problem(s) in clear and specific terms.</td>
</tr>
<tr>
<td></td>
<td>□ chooses appropriate academic intervention(s) supported by research</td>
</tr>
<tr>
<td></td>
<td>□ selects method(s) of data collection suitable for tracking the student’s intervention progress.</td>
</tr>
<tr>
<td></td>
<td>□ documents the classroom intervention plan in writing.</td>
</tr>
</tbody>
</table>
Tier 1: Classroom Intervention: Teacher Skills (4). The classroom teacher is the ‘first responder’, giving additional individualized support to struggling students. The teacher:

- **[A.1.10]** defines the student’s presenting academic problem(s) in clear and specific terms.
- **[A.1.11]** chooses appropriate academic intervention(s) supported by research.
- **[A.1.12]** selects method(s) of data collection suitable for tracking the student’s intervention progress.
- **[A.1.13]** documents the classroom intervention plan in writing.
Intervention Websites.
What websites are good sources for classroom academic-intervention ideas?
Intervention Sources: Intervention Central

- The Intervention Central website includes a number of intervention write-ups to address common academic concerns.

- The course webpage (http://www.interventioncentral.org/bedford) includes a look-up table of academic intervention strategies:
Intervention Sources: WWC Practice Guides

- The What Works Clearinghouse is a federally sponsored site that includes a series of ‘practice guides’: summaries of current best practices in classroom instruction.

All guides are written for teachers and are free for download.
Response to Intervention/Multi-Tier System of Supports

Intervention Sources: Florida Center for Reading Research

- This website is a product of a research center at Florida State University.
- The site includes free lesson plans for reading across grades K-5. (Many of the grade 4-5 resources are appropriate for secondary students with reading delays.)

Student Center Activities

From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center Activities for use in fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers differentiated instruction and how to use the Student Center materials.

Grades K-1 Student Center Activities
Grades 2-3 Student Center Activities
Grades 4-5 Student Center Activities
Intervention Sources: Evidence-Based Intervention Network

- This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri.
- It contains research-based ideas for reading, math, and behavior interventions.

Welcome to the EBI Network!
To support the use of evidence based interventions (EBI) in schools, the Evidence Based Intervention Network (EBIN) was developed to provide guidance in the selection and implementation of EBI in the classroom setting. The EBIN has an extensive resource base including evidence based intervention briefs, video modeling of EBIs, information on selecting and using EBI. Each of these resources has been developed in collaboration with faculty and students from a variety of universities. We hope you find the information useful to help children who are struggling.
Tier 2: Strategic Interventions for Academics. What quality indicators define RTI/MTSS support for students whose moderate-to-severe academic deficits lie beyond the capacity of the classroom teacher alone to repair?
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 1: Classroom Academic Interventions

Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

Tier 3: Intensive
RTI/MTSS for Academics: **Tiers 2: Strategic Interventions**

Guiding Points for Leadership...

- Tier 2 interventions should target off-grade-level academic skill deficits. They are **not** simply reteaching of classroom content, homework, or test preparation.

- Tier 2 interventions should be **dynamic**—students can enter or exit Tier 2 at several checkpoints during the school year.

- Schools should **inventory** their current range of Tier 2 academic interventions to verify quality and note any gaps in service.
Tier 2: Strategic Intervention Services: Essentials

Tier 2 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the following slides for recommendations on how MTSS: Tier 2 services should be structured at your school...
Use Interventions Supported by Research.

Intervention plans for Tier 2 students contain programs or practices supported by research.
Defining High-Quality Tier 2/3 Reading Interventions Example:
HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills.

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.
HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE
HELPS: Tier 2 Reading-Fluency Program
Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.
Cap Group Size. Tier 2 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students. (Tier 3 groups are capped at 3 students.)
Tier 2: Strategic Intervention Services: Interventions

Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes. (Tier 3 services meet daily for at least 30 minutes.)
Scheduling Elementary Tier 2/3 Interventions

Option 3: *Floating MTSS*: *Gradewide Shared Schedule*. Each grade has a scheduled MTSS time across classrooms. No two grades share the same MTSS time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: MTSS Daily Schedule

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

MTSS: Tier 2/3: Supplemental Intervention

• Secondary schools have explored these scheduling ideas:
  – *Schoolwide MTSS period.* The school sets aside a period per day (e.g., 35-45 minutes) for Tier 2/3 support.
  
  – *‘Zero’ period.* Students attend electives before the official start (or after the end) of the school day—freeing up time for MTSS help.
  
  – *Core course with extended time.* Students attend a double period of English or math, allowing additional time for MTSS support.
  
  – *Study hall coordinated with MTSS services.* 4-6-week MTSS mini-courses run opposite a study hall. Students can be recruited for a mini-course based on need.
  
  – *Credit recovery.* Students can take a core course online (via credit recovery) to allow time for MTSS support during the school day.
Tier 2: Strategic Intervention Services: **Interventions**

Put Plans in Writing. Tier 2 intervention plans are written down before the intervention begins.
Tier 2: Small-Group Intervention Plan

<table>
<thead>
<tr>
<th>Interventionist: Identify the interventionist(s) for this group.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Targeted Academic Skills: Describe the academic skill(s) to be the focus of this intervention group.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time Allocated: Start Date</th>
<th>End Date</th>
<th>Session Length (e.g., 30 mins)</th>
<th>Session Frequency (e.g., 3x/wk)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students: Name</th>
<th>Baseline: Starting Point</th>
<th>Goal: Criterion for Success</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intervention(s): Describe the research-based program(s) or practice(s) to be used with these students.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Progress-Monitoring: Record the type of data to be used to monitor student growth during the intervention.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Frequency of Data Collection: How often will data be collected? (e.g., daily, every other day, weekly):</th>
</tr>
</thead>
</table>
Tier 2: Strategic Intervention Services: **Data**

- **5** Monitor the Intervention. Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month. (Tier 3 data collection occurs at least weekly.)

- **6** Measure Intervention Integrity. Information is collected (e.g., student attendance, direct observation of Tier 2 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.
Tier 2: Strategic Intervention Services: Data

7 Adopt Entrance/Exit Criteria. Enrollment in Tier 2 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.

8 Use Objective Data Sources. Students are identified for Tier 2 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
Tier 2: Strategic Intervention Services: Data

9. Select Screeners that Identify the Right Students. Data sources used for Tier 2 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.

10. Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2 services.
### Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

<table>
<thead>
<tr>
<th>School:</th>
<th>Date of Inventory:</th>
<th>Person(s) Completing:</th>
</tr>
</thead>
</table>

**Directions.** Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. **NOTE:** If you are unsure of exact dates of purchase or most recent training, use approximate dates.

<table>
<thead>
<tr>
<th>Name of Academic Program or Practice</th>
<th>Academic Areas Targeted (e.g., reading comprehension, math computation)</th>
<th>Grade Level(s) Served</th>
<th>Date of Purchase or First Use in Your School</th>
<th>Interventionists (who in your school is trained to use this program?)</th>
<th>Date of Most Recent Training in this Program/Practice</th>
<th>Additional Comments (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td>Reading fluency</td>
<td>Grades 4-5</td>
<td>Dec 1, 2012</td>
<td>2 Reading Teachers, 1 Teaching Assistant</td>
<td>Refresher training Sept 2015</td>
<td>Our school intends to expand this program to grade 6 next year.</td>
</tr>
</tbody>
</table>

**Available Online**
Conducting a School-Wide Inventory of Tier 2/3 Services

Schools can verify the quality of their Tier 2/3 reading services and better coordinate them by inventorying their current Tier 2/3 offerings. For each program, the following information is collected:

- **Name of Academic Program or Practice**
- **Academic Area(s) Targeted** (e.g., phonics/alphabetics; reading comprehension)
- **Grade Level(s) Served**
- **Date of Purchase or First Use in Your School**
- **Interventionists (who in your school is trained to use this program?)**
- **Date of Most Recent Training in this Program/Practice**
MTSS: Tier 2: Supplemental Intervention

Q: Where can schools find good Tier 2 programs to match different areas of academic need?

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs: http://ies.ed.gov/ncee/wwc/
Best Evidence Encyclopedia
http://www.bestevidence.org/

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
National Center on Intensive Intervention Academic Intervention Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Sponsored by the National Center on Intensive Intervention, this page provides ratings to intervention programs in reading, math, and writing.

Users can streamline their search by subject and grade level (elementary or middle school).
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2019-20.

**Tiers 2/3: Strategic/Intensive Intervention: Building Capacity.** Students receive high-quality interventions that target their specific academic deficit(s). Approximately 10-15% of students.

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS: The school:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.</td>
</tr>
<tr>
<td></td>
<td>□ has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.</td>
</tr>
<tr>
<td></td>
<td>□ provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).</td>
</tr>
<tr>
<td></td>
<td>□ has a process to periodically measure <em>intervention integrity</em> via direct observation, educator self-rating, work products, and/or attendance.</td>
</tr>
</tbody>
</table>
Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (4). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

- [A.2.1] verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.
- [A.2.2] has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.
- [A.2.3] provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).
Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (Cont.). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

[A.2.4] has a process to periodically measure intervention integrity via direct observation, educator self-rating, work products, and/or attendance.
Tier 3: Intensive Intervention: The RTI/MTSS Problem-Solving Team. When a student fails to respond to academic interventions at Tiers 1 and 2, what is the Problem-Solving Process at Tier 3?
RTI/MTSS for Academics: Pyramid of Interventions

Tier 1: Core Instruction

Tier 2: Strategic

Tier 3: Intensive

Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are still general-education.
RTI/MTSS for Academics: **Tier 3:**

**Intensive Intervention: RTI/MTSS**

**Team:** Guiding Points for Leadership...

- Schools need a well-functioning RTI/MTSS Team at Tier 3—because students who come to that team require an intensive ‘problem-solving’ approach to figure out why they are struggling.

- In districts fully implementing RTI/MTSS, a student is seldom referred to the Special Education Team to investigate a reading disability without first having gone through a Tier 3 MTSS Team meeting and intervention plan to verify that all reasonable general-education supports were provided.
MTSS: Tier 3: Intensive Intervention

- Students with substantial reading deficits who do not respond to lesser interventions may receive a Tier 3 intervention. In a typical school, 1-5% of students may need a Tier 3 intervention in a given year.

The group that designs and implements the Tier 3 intervention plan is the MTSS Problem-Solving Team.

The MTSS Team develops customized intervention plans. The Team identifies the most important blockers to student success and develops a unique intervention plan to address those concerns.
MTSS Team: A Multi-Disciplinary Group

The MTSS Problem-Solving Team functions best when it has a mix of disciplines serving on it. Possible members include general and special-education teachers, support staff (e.g., counselors, school psychologists), related-service providers, and administrators.

While a school may want to recruit a large pool of MTSS Team talent, a smaller number (e.g., 4-6 Team members) would typically be invited to a particular student meeting.
RTI Problem-Solving
Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator
Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1:** Select Intervention Target(s)
- **Step 2:** Inventory Student's Strengths, Talents, Interests, Incentives
- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:

  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2019-20.

**Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team.** The individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students meet these needs each school year.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The RTI/MTSS Problem-Solving Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ meets on referred students within 1-2 weeks of initial referral.</td>
</tr>
<tr>
<td></td>
<td>☐ has procedures in place (e.g., guidelines and a gate-keeper) to ‘screen out’ referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.</td>
</tr>
<tr>
<td></td>
<td>☐ follows a standardized problem-solving meeting format, with formal meeting roles and steps.</td>
</tr>
<tr>
<td></td>
<td>☐ produces a written record of RTI/MTSS Team meeting discussion, including a customized intervention plan.</td>
</tr>
<tr>
<td></td>
<td>☐ Routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.</td>
</tr>
</tbody>
</table>
Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (5). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

[A.3.1] meets on referred students within 1-2 weeks of initial referral.

[A.3.2] has procedures in place (e.g., guidelines and a gate-keeper) to ‘screen out’ referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.

[A.3.3] follows a standardized problem-solving meeting format, with formal meeting roles and steps.
Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (Cont.). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

[A.3.4] produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.

[A.3.5] routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.
Interventions: Collecting Data. What are ways to collect data on classroom interventions?
<table>
<thead>
<tr>
<th>Table Title: Data Collection: How to Monitor Classroom Interventions © 2016 Jim Wright <a href="http://www.interventioncentral.org">www.interventioncentral.org</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Behavior Report Cards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary of the student’s behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Checklists</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The dividing of a larger behavioral task or sequence into consistent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cumulative Mastery Records</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A cumulative record of the student’s acquisition/mastery of a defined collection of academic items such as multiplication math facts. This record is updated after every intervention session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Curriculum-Based Measures/Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student’s performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grades</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent in letter or number form the teacher’s formal, summative evaluation of the student’s academic performance on an assignment, quiz, test, or longer span of evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Logs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rubrics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An instrument designed to measure a student on complex tasks. In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student’s work for each dimension.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Work Products</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work that reflects performance on a series of similar in-class or homework.</td>
</tr>
</tbody>
</table>

- On p. 11: General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
- On p. 12: Academic enabling behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
- Behavioral routines
- Generalization: Target behavior carried out across settings
- Any discrete collection of academic items to be mastered: e.g., vocabulary, math facts, spelling words, letter or number names
- Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
- Homework grades
- Test grades
- Quarterly report card grades
- Homework completion
- Incidents of non-compliance
- Student record of dates when he or she uses a self-guided academic intervention.
- Listing of student-teacher meetings
- Any complex, multi-dimensional task: e.g., participation in a discussion, writing a research paper, preparing and presenting a PowerPoint, completing and documenting a science lab project, etc.

Handout pp. 11-13
Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months—whether the intervention is effective.

- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

- **include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student’s baseline performance (starting point) and uses that information to calculate an outcome goal.
### Classroom Assessment Methods: Elementary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Archival Data</td>
</tr>
<tr>
<td>2.</td>
<td>Behavior Report Cards</td>
</tr>
<tr>
<td>3.</td>
<td>Checklists</td>
</tr>
<tr>
<td>4.</td>
<td>Cumulative Mastery Records</td>
</tr>
<tr>
<td>5.</td>
<td>Curriculum-Based Measures/Assessment</td>
</tr>
<tr>
<td>6.</td>
<td>Grades</td>
</tr>
<tr>
<td>7.</td>
<td>Logs</td>
</tr>
<tr>
<td>8.</td>
<td>Rubrics</td>
</tr>
<tr>
<td>9.</td>
<td>Work Products</td>
</tr>
</tbody>
</table>
Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student’s behavior.
Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**
  - General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
  - Academic ‘enabling’ behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Rodney: Behavior Report Card

Student Name: Rodney  Date: __________
Rater: Mrs. Smith  Classroom: __________

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Rodney spoke respectfully and complied with Mr. Jones’ requests within 1 minute without argument or complaint.

Did Rodney succeed in this behavior goal?
☐ YES  ☐ NO

Rodney remembered instructions and directions without needing extra reminders.

The degree to which Rodney met this behavior goal

I have reviewed this completed Behavior Report with my child.

Parent Signature: ________________________________  Date: ______________

Comments: __________________________________________
Charlene: Behavior Report Card

Student Name: Charlene  Date: _____________________________

Rater: Mr. Wright  Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Charlene brought all necessary work materials to class.

How well Charlene did in meeting the behavior goal?

1 ........... 2 ........... 3
Poor   Fair   Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: _______________________________  Date: __________________

Comments:
Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.
Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

  CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student’s performance.
Classroom Data Tool: Curriculum-Based Measurement/Assessment

- What It Can Measure:
  
  - Speed and accuracy in basic academic skills, such as:
    - letter naming: 1 min
    - number naming: 1 min
    - number sense: 1 min
    - oral reading fluency: 1 min
    - reading comprehension (maze): 3 mins
    - production of writing: 3 mins
    - math fact computation: 2 mins
Early Math Fluency: Measuring ‘Number Sense’

- Early Math Fluency measures track primary-grade students’ acquisition of number sense (defined as mastery of internal number line)
• **Early Math Fluency: Quantity Discrimination [1 minute]:**
  The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

  
  
  
  4 12

  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall QD (Chard et al., 2005)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter QD (Chard et al., 2005)</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring QD (Chard et al., 2005)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>15</td>
<td>8→22</td>
<td>20</td>
<td>8→32</td>
<td>23</td>
<td>12→34</td>
<td>0.25</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>16→30</td>
<td>30</td>
<td>21→39</td>
<td>37</td>
<td>28→46</td>
<td>0.44</td>
</tr>
</tbody>
</table>

### Early Math Fluency: Missing Number [1 minute]:

The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number. 

```
14 __ 16 17
```

---

**Missing Number (MN): 1 Minute:** The student is presented with response items consisting of 3 sequential numbers with one of those numbers randomly left blank. (Each 3-number series is randomly generated from the pool of numbers 1-20.) The student attempts to name the missing number in each series.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall MN (Chard et al., 2005)</th>
<th>Fall: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Winter MN (Chard et al., 2005)</th>
<th>Winter: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Spring MN (Chard et al., 2005)</th>
<th>Spring: +/-1 SD (≈16th%ile to 84th%ile)</th>
<th>Weekly Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>3</td>
<td>0→7</td>
<td>10</td>
<td>3→17</td>
<td>14</td>
<td>7→21</td>
<td>0.34</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>3→15</td>
<td>17</td>
<td>11→23</td>
<td>20</td>
<td>14→26</td>
<td>0.34</td>
</tr>
</tbody>
</table>

• **Early Math Fluency: Number Identification [1 minute]:** The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

```
34 37 50 38 1
```

Numberfly Early Math Fluency Generator
http://www.interventioncentral.org

Use this free online application to design and create Early Math Fluency Probes, including:

• Quantity Discrimination
• Missing Number
• Number Identification
Math Computation Fluency

• Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.
Benefits of Automaticity of ‘Arithmetic Combinations’
(Gersten, Jordan, & Flojo, 2005)

• There is a strong correlation between poor retrieval of arithmetic combinations (‘math facts’) and global math delays

• Automatic recall of arithmetic combinations frees up student ‘cognitive capacity’ to allow for understanding of higher-level problem-solving

• By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties...
• **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Example: Student Worksheet

```
62
x11
```

Example: Answer Key

```
62
x 11
  62
  62
  682
```
Math Computation Fluency [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Computation Fluency Norms
(Burns, VanDerHeyden, & Jiban, 2006; Deno & Mirkin, 1977; Fuchs & Fuchs, 1993; Fuchs & Fuchs, n.d.)*

CBM-Computation Fluency measures a student’s accuracy and speed in completing ‘math facts’ using the basic number operations of addition, subtraction, multiplication, and division. Computation fluency in the elementary grades is a strong predictor of later success in higher-level math coursework (Gersten, Jordan, & Flojo, 2005). CBM-Computation Fluency probes are 2-minute assessments of basic math facts that are scored for number of ‘correct digits’.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>0.3</td>
<td>0.5</td>
</tr>
</tbody>
</table>
**Math Computation Fluency [2 minutes]:** The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Level</th>
<th>Correct Digits per 1 Min</th>
<th>Weekly Growth: 'Realistic'</th>
<th>Weekly Growth: 'Ambitious'</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Burns, VanDerHeyden, &amp; Jiban, 2006)</td>
<td>(Fuchs &amp; Fuchs, 1993)</td>
<td>(Fuchs &amp; Fuchs, 1993)</td>
</tr>
<tr>
<td>2</td>
<td>Mastery</td>
<td>More than 31</td>
<td>0.3</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Instructional</td>
<td>14-31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frustration</td>
<td>Less than 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mastery</td>
<td>More than 31</td>
<td>0.3</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Instructional</td>
<td>14-31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frustration</td>
<td>Less than 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mastery</td>
<td>More than 49</td>
<td>0.75</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>Instructional</td>
<td>24-49</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frustration</td>
<td>Less than 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mastery</td>
<td>More than 49</td>
<td>0.75</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>Instructional</td>
<td>24-49</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frustration</td>
<td>Less than 24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Response to Intervention/Multi-Tier System of Supports

• **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Level</th>
<th>Correct Digits per 2 Mins</th>
<th>Weekly Growth: 'Realistic'</th>
<th>Weekly Growth: 'Ambitious'</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Mastery</td>
<td>More than 79</td>
<td>0.45</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Instructional</td>
<td>40-79</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frustration</td>
<td>Less than 40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Track Classroom Reading Interventions

Review methods of classroom data collection (pp. 11-13).

Select 1-2 methods you would like to use (or use more often) in your classroom.

Classroom Data Tools: What Are They and What Can They Measure?

When a teacher wants to monitor a student’s progress on a classroom academic intervention, the instructor will (1) decide what data ‘channel’ to use to collect that data, and then (2) select a data tool designed to capture the desired information. Here are those steps:

Step 1: Select a Data ‘Channel’. While there are many ways to collect data to monitor student academic performance, virtually all information is gathered through one of four general ‘data channels’: direct observation, interviews, work products, or self-monitoring.

- Direct observation. The evaluator watches the student engaged in the academic task and records significant behaviors observed during that observation.
- Interviews. The evaluator talks with the student and/or adults familiar with the student to collect useful information about the student’s academic performance.
- Work products. The evaluator reviews completed student work (e.g., in-class or homework assignments, quizzes and tests, etc.) to draw conclusions about what the student’s academic performance is.
- Self-monitoring. The student collects information about his or her own academic performance and shares that data with the evaluator.

The four channels described here give teachers access to vital information on student performance. However, it is likely that the data the teacher collects across multiple situations will be highly variable and subjective—unless that instructor makes an effort to collect information in a structured, consistent format over time.

For example, a teacher might observe a student weekly during independent work to monitor whether the learner is consistently applying all steps of an academic strategy. If the teacher simply jots down random notes during these observations, the information collected will probably vary considerably across time, depending on what the teacher decides to include in his notes on any given day. If instead, however, the teacher uses a checklist that includes the essential steps in the academic strategy, that instructor’s observations are far more likely to record accurately and consistently what steps in the strategy the student actually uses.

Checklists, rubrics, and other tools can transform information collected via observation, interviews, work products, or self-monitoring into objective formative data that can be charted over time to track the outcomes of classroom interventions.

Step 2: Select a Data Tool. Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This ‘look-up’ chart provides a review of the most common data sources and what they can measure:

<table>
<thead>
<tr>
<th>Data Tool</th>
<th>What Its</th>
<th>What It Can Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archival Data</td>
<td>Existing data routinely collected by schools that provides useful ongoing information about the student’s academic or behavioral performance.</td>
<td>Attendance, Office disciplinary referrals, Other aspects of behavior or academic performance captured in the school database.</td>
</tr>
</tbody>
</table>
School-Wide Reading:
Screening & Progress-Monitoring.
How can schools use screening tools in reading proactively to enter students into and exit them from Tier 2/3 services?
RTI/MTSS for Academics:
Tiers 2/3: School-Wide Screeners

Guiding Points for Leadership...

• School-wide screeners should be designed to predict student risk for academic failure.

• Classroom instructional information (e.g., Fountas and Pinnell; Developmental Reading Assessment) should not be used for school-wide screening, as it is not normed.

• If teacher nominations are used for Tier 2/3 placement, they should be weighted less than formal screeners, as they can be subjective.
MTSS Literacy: Assessment & Progress-Monitoring

To measure student ‘response to instruction/intervention’ effectively, the MTSS Literacy model measures students’ reading performance and progress on schedules matched to each student’s risk profile and intervention Tier membership.

- **Tier 1: Benchmarking/Universal Screening.** All children in a grade level are assessed at least 3 times per year on a common collection of literacy assessments.

- **Tier 2: Strategic Monitoring.** Students placed in Tier 2 (supplemental) reading groups are assessed 1-2 times per month to gauge their progress with this intervention.

- **Tier 3: Intensive Monitoring.** Students who participate in an intensive, individualized Tier 3 reading intervention are assessed at least once per week.

School-Wide Academic Screeners: Purpose and Types
Building-Wide Screening: Assessing All Students

(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students. Screening data can be used to:

– evaluate and improve the current core instructional program.

– allocate resources to classrooms, grades, and buildings where student academic needs are greatest.

– guide the creation of targeted Tier 2/3 (supplemental intervention) groups.

Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

1. Basic Skills. These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.
DIBELS Next

DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

Transition to DIBELS Next Today

Getting Started With DIBELS Brochure
Transitioning to DIBELS Next
DIBELS Next® Benchmark Goals
Basic-Skills Screener Example: DIBELS Next

“DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals.”

<table>
<thead>
<tr>
<th>CBM</th>
<th>Skill Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Sound Fluency/Letter Name Fluency</td>
<td>Alphabetics/Phonics</td>
<td>1 Minute: Student reads letter names or sounds from a randomly generated list.</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>Reading Fluency</td>
<td>1 Minute: Student reads aloud from a text passage.</td>
</tr>
<tr>
<td>Reading Comprehension Fluency (Maze)</td>
<td>Reading Comprehension</td>
<td>3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage.</td>
</tr>
<tr>
<td>Early Math Fluency</td>
<td>Number Sense</td>
<td>1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification</td>
</tr>
<tr>
<td>Computation Fluency</td>
<td>Math Fact Fluency</td>
<td>2 Minutes: Student completes math facts and receives credit for each correct digit.</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Mechanics/Conventions of Writing</td>
<td>4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.</td>
</tr>
</tbody>
</table>
Schoolwide Screening Tools: 2 Types (Cont.)

School-wide screening tools tend to fall into 2 broad categories:

2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is Measures of Academic Progress.

The assumption built into curriculum-skills screeners is that when teachers can map the ‘holes’ in a student’s academic skills, they can adjust instruction to address those gaps.
Measures of Academic Progress
Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible—providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.
Curriculum Skills Screener Example: Measures of Academic Progress

“MAP is a system of computerized adaptive assessments, meaning that each student taking a MAP test receives a set of items that is optimal for the student's ability level. The MAP Mathematics, Reading, and Language Usage tests are available for students in Grades 2-10.”

Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

• In schools where a substantial number of general-education students struggle with basic academic skills, that school should select “basic-skills” tools for schoolwide screening.

• Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a “curriculum-skills screener” that provides more complete information about each student’s skill set.
Clearinghouse for MTSS Screening and Progress-Monitoring Tools

- The National Center on Intensive Intervention (http://www.intensiveintervention.org/chart/progress-monitoring) maintains pages rating the technical adequacy of MTSS progress-monitoring tools that can also be used for screening. Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’= done
  - ‘1’= a priority to work on this year.
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### Tiers 2/3: Data: School-Wide Academic Screeners

Screeners are administered to determine eligibility for Tier 2/3 services.

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<th>Status (0,1,2)</th>
<th>GOALS: The school has:</th>
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<tbody>
<tr>
<td></td>
<td>□ selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.</td>
</tr>
<tr>
<td></td>
<td>□ identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.</td>
</tr>
<tr>
<td></td>
<td>□ established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.</td>
</tr>
<tr>
<td></td>
<td>□ ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.</td>
</tr>
</tbody>
</table>
Tiers 2/3: Data: School-Wide Academic Screeners (4).

Screeners are administered to all students to identify those needing Tier 2/3 services. The school has:

- [A.2.5] selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.

- [A.2.6] identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.

- [A.2.7] established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.
Tiers 2/3: Data: School-Wide Academic Screeners (Cont.). Screeners are administered to all students to identify those needing Tier 2/3 services. The school has:

[A.2.8] ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.
RTI & Teacher Reluctance: What are reasons why teachers may be reluctant to support RTI in the classroom?
RTI & ‘Teacher Reluctance’

The willingness of teachers to implement interventions is essential in any school to the success of the RTI model. Yet general-education teachers may not always see themselves as ‘interventionists’ and indeed may even resist the expectation that they will provide individualized interventions as a routine part of their classroom practice (Walker, 2004).

It should be remembered, however, that teachers’ reluctance to accept elements of RTI may be based on very good reasons. Here are some common reasons that teachers might be reluctant to accept their role as RTI intervention ‘first responders’...
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions

1. **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms.

2. **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description.
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

3. **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.

4. **‘Status Quo’ Bias.** Teachers are comfortable with the current situation and do not sense a need to change their professional routines.
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

5. **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose control of the classroom.

6. ‘**Undeserving Students**’. Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are ‘more deserving’.
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

7. **The Magic of Special Education.** Content-area teachers regard special education services as ‘magic’. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.
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District-Wide RTI/MTSS Coordination & Support. What district-level supports can promote the success of the RTI/MTSS model?
Response to Intervention/Multi-Tier System of Supports

RTI/MTSS for Academics:

District-Wide:

Guiding Points for Leadership . . .

• The school district should have an RTI Leadership Team in place to provide ‘command-and-control’ over RTI/MTSS.

• All schools should use a standard set of RTI/MTSS procedures, forms, and language.
The RTI Leadership Team: What is Its Purpose?

The RTI Leadership Team guides the overall RTI process.

The group meets periodically (e.g., monthly) on an ongoing basis to evaluate the RTI project, shape its future direction, determine what resources the project requires, and allocate those resources.

The RTI Leadership Team also ensures that a standard RTI process is followed across individual schools.
What is the Purpose of the RTI Leadership Team?

- The RTI Leadership Team has several functions: (1) to draft and update a district RTI implementation plan, (2) to keep all schools throughout the district in compliance with good RTI practices, and (3) to identify and make available to schools the resources required to implement RTI successfully. The RTI Leadership Team’s duties include:
  
  - **Drafting a multi-year plan** that will guide the district in the implementation of RTI while using existing resources. The team’s RTI Plan should encompass a three-year rollout schedule.
  
  - **Supervising RTI implementation.** The RTI Leadership Team oversees that RTI is implemented in a uniform manner throughout the school district.
RTI/MTSS: Decision Rules: Identifying the ‘Non-Responding’ Student in Academics

The student:

• received interventions in current classroom to address concerns.
• has completed a combination of 3 or more ‘intervention trials’ at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.
• continues to show a large academic ‘performance deficit’.
• has failed to close the academic gap with peers (as measured by school-wide screening tools).

The RTI/MTSS ‘evidence trail’ shows the interventions were:

• research-based.
• appropriately matched to the student concern.
• carried out with integrity.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
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**RTI/MTSS District-Wide.** The school district has adopted a process of planning and oversight with fidelity and consistency across classrooms, grade levels, and schools.

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<tr>
<td></td>
<td>☐ established a district-level RTI/MTSS Leadership Team composed of central office and building representatives. This team meets every 4-8 weeks to implement and update the district RT/MTSS Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to find solutions to challenges as they arise.</td>
</tr>
<tr>
<td></td>
<td>☐ developed decision rules to determine when a general-education student on RTI/MTSS intervention is a ‘non-responder’ and requires referral to the special education eligibility team (CSE).</td>
</tr>
<tr>
<td></td>
<td>☐ created a written RTI/MTSS implementation plan to cover all schools.</td>
</tr>
</tbody>
</table>
RTI/MTSS District-Wide (3). The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools. The district has:

[A.4.1] established a district-level RTI/MTSS Leadership Team composed of central office and building representatives. This team meets every 4-8 weeks to implement and update the district RT/MTSS Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to find solutions to challenges as they arise.
RTI/MTSS District-Wide (Cont.). The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools. The district has:

- [A.4.2] developed decision rules to determine when a general-education student on RTI/MTSS intervention is a ‘non-responder’ and requires referral to the special education eligibility team.
- [A.4.3] created a written RTI/MTSS implementation plan to cover all schools.
Activity: Develop Your RTI/MTSS Academic ‘Action Plan’

1. Review your list of prioritized MTSS-Academic goals (Handout 2).
2. From that list, identify 2-3 RTI/MTSS ‘next steps’ you would like to accomplish by the end of the current school year.
3. Be prepared to report out.