

HARDEMAN COUNTY SCHOOL DISTRICT
Response To Intervention: Getting Started

Prepared by

Dr. Donald Hopper, Superintendent
Debbie DeBerry, School Psychologist
Debbie Williams, Program Specialist

RESPONSE TO INTERVENTION GETTING STARTED

LEADERSHIP - Administrative Support

- In order to facilitate teacher “buy-in”, top administration MUST
- possess knowledge of the RTI components
 - create a climate of change
 - ensure necessary training for teachers and staff
 - provide accountability

BEGIN TRAINING WITH:

Superintendent-Supervisors-psychologists

ADD:

Principals – a few teachers

APPOINT DISTRICT RTI FACILITATOR

APPOINT LITERACY LEADERS IN EACH SCHOOL

PURCHASE UNIVERSAL SCREENING

FORM COMMITTEE TO WRITE DISTRICT PLAN (from the one’s who have been attending trainings) (Ask “SIG” for help)

ESTABLISH QUESTIONS THAT ARE TO BE ANSWERED IN THE PLAN

START OUT VERY, VERY SLOWLY

NON-NEGOTIABLES – MUST HAVES:

- universal screening
- progress monitoring
- research-based core reading program
- grade group meetings (collaboration time)
- direct instruction strategies
- on-going professional development
- parent engagement

SOME QUESTIONS TO CONSIDER:

WHO:

Will write the district plan

Is going to screen the students

Is going to read and interpret the data

Is going to monitor uninterrupted reading blocks

Is going to provide intervention

Is going to progress monitor

Is going to monitor intervention fidelity

Is going to determine “at risk” students

Is going to provide professional development

Determines if a teacher is instructing with fidelity

Is going to conference with ineffective teachers

Is going to model appropriate methods of instruction

Is going to maintain documentation of data

Is going to determine if a student should be referred for special education assistance

Is going to determine the “cut” score for Tier 2 intervention

Receives progress monitoring

WHAT:

Universal screening will be implemented
Research-based reading program will be the core reading program
Research-based intervention will be used
Will be used to determine if instruction is effective or ineffective
Instructional practices will the teachers implement
Guide will be used for fidelity checks

WHEN:

Will the benchmark test take place
Will the teachers progress monitor
Will intervention take place
Will a student be referred for special education assistance
Will grade group meetings (collaboration) be
Will parents be notified of data
Will teachers be checked for fidelity

WHERE:

Will the kids be tested
Will the intervention take place
Will the students be that are not receiving intervention
Will the special needs students be during the 90 minute block and interventions
Will you obtain professional development and staff training

HOW:

Do you establish a 90 minute uninterrupted reading block
Do you establish literacy centers with differentiated instruction
Do you establish a rotation of centers without chaos in the classroom
Do you test each student one at a time when there are so many
Many tiers will the district implement
Long does a student stay in an intervention
Many interventions does a student go through
Do you keep up with data/documentation
Do you involve parents
Do you provide appropriate and adequate professional development
How many grades will implement the RTI process
Often do teachers progress monitor

HEART (Hardeman Empowering Achievement Response Team) Manual is located on the State of Tennessee Education Website. Click on Hardeman to view the manual.

TIER 1 GETTING STARTED

MUST HAVE'S:

- Good Classroom Management
- High Expectations
- Teach to Mastery
- Universal Screening
- Research-Based Core Reading Program (All teachers follow a pacing guide)
- Progress Monitoring

INSIDE THE TIER 1 CLASSROOM: (ALL students receive Tier 1)

- (At least) 90 minute **uninterrupted** block
- Whole group instruction
- Small group instruction
- Literacy Centers grounded in the 5 elements of reading
- Direct Instruction Strategies
- Differentiation
- Instruction driven by data
- High Energy
- Motivation

Small Group: (MOST IMPORTANT TIME IN THE TIER 1 SETTING)

- Pull students according to data homogeneously
- No more than 6 students in small group at a time
- Re-teach/close gaps/provide intervention

Centers:

- Must be pre-taught (concept, routine, organization, procedure and rules)
- Activities must cover concepts that have been previously introduced
- Must be grounded in one or more of the 5 elements of reading
- Must provide differentiation
- Must show accountability
- Students grouped heterogeneously
- Personal recommendation: No more than 4 centers during reading.
- Personal recommendation: Open only 1 new center at a time (teach procedure to whole group before opening.)

Special Education Assistance

- All students (including special education students (resource) will be included
- Special students MAY need inclusion assistance (according to data)
- IEP dictates if assistance is needed in the Tier 1 class
- Special Education personnel (during inclusion time according to IEP) may co-teach, teach small group and/or help in providing differentiation in small group and centers
- While in the Tier 1 classroom, special education personnel may work with all students
- Special Education students who need more intensive intervention (according to data) will receive help outside the Tier 1 reading block with special education

STARTING OUT:

1. Principals, office staff, teachers understand the 90 minute reading block will be protected against any type of interruption (unless an emergency). No intercom, no parents, no phone calls etc. Reading begins on time everyday and teachers are prepared with lesson plans that will be followed according to the research based reading program. (Administration will check classrooms for fidelity. Students and teachers will learn to ignore the checks and continue with their work without being distracted.)
2. Teachers will spend the first few days teaching classroom management, organizational skills, routine, procedure and rules. These are vital skills that must be mastered in order to have an effective classroom. (Teachers must teach each of these skills specific to whole group instruction, small group instruction and especially for center time.)
3. Teachers will introduce one (1) center at a time to the whole group and will not introduce a second center until the class demonstrates understanding of center routine, procedure and center etiquette.
4. Small group will begin after center is established and students demonstrate understanding of routine, procedure and center etiquette. Students will be called to small group instruction while other students are participating in the center. Teacher may only be able to call 2 groups to small group while establishing centers.
5. Once 3-4 centers have been established, whole group instruction will last 15 - 30 minutes (according to lesson plan). Centers will begin after whole group. It is suggested that centers rotate every 15 to 20 minutes (this varies according to the age of the students and the depth of the center activity). Teachers pull students from centers for small group instruction (according to data). Teachers may keep some students in small group for 5-10 minutes while others may stay in small group longer as they may need more intensive help. When the student leaves small group instruction, student will locate his center group and begin or proceed with center activity.
6. Regular Education Teacher and Special Education Teacher must collaborate in order to meet the needs of all students. Grade level meetings must be scheduled and Special Education Teachers must be included in the meetings to help in determining appropriate differentiated instruction and what role the Special Education Teacher will play in the Tier 1 classroom (if the IEP dictates special education personnel must be in the Tier 1 classroom).

TIER 1 - 90 MINUTES

WHOLE GROUP

Teacher Model / Think Aloud

Teacher explicitly models State indicator(s), thinking aloud the strategy good readers use to process through the text to “hold their thinking” and perform a skill. Reciprocal teaching with a peer may follow the teacher’s model. Teacher follows the pacing guide to stay on track. Whole group may last 10 -30 minutes depending on the skills being taught.

Teacher may assign students to post a note in their tracking logs to help them “hold your thinking” on a skill(s) that have been taught (as they may be using the skill(s) in center/workshop time).

SMALL GROUP GUIDE /INTERVENE

Needs-based student (homogenous) groups work at their *Zone of Development*. Small groups may last from 10 – 20 minutes depending on data and student needs. During small group, the teacher may:

- Revisit strategies used to think through the text /hold your thinking
- Re-teach instruction presented in whole group
- Read aloud using best practice strategies
- Using best practice strategies, revisit vocabulary and word attack skills
- Using AIMSweb data, teacher may give direct instruction on phonemic awareness skills, phonics skills, fluency skills, comprehension skills and vocabulary skills
- Teacher provides rich, interactive discussion through engaging the students and the students responding

Students demonstrate their understanding so the teacher may provide immediate feedback, clear up misconceptions, and conversation / re-teaching can take place.

Teacher and/or student may document in tracking log the small group instruction and how the student performed (ex. (blending phonemes) M = mastery NM=non-mastery). Documentation reminds teacher what instruction each student needs the “next day”.

NOTE: Research shows that student demonstration (“explain / evaluate/ show me”) with corrective conversation by the teacher attributes to mastery learning rather than a “complete these questions and return to me” environment.

CENTERS/WORKSHOPS

What other students are doing who are not in small group

Center/Workshop Examples:

Word Building Center/Workshop

Vocabulary Center/Workshop

Listening Center/Workshop

Writing Center/Workshop

“Buddy” Reading for Comprehension Center/Workshop

Computer Center/Workshop

(IT IS RECOMMENDED TO HAVE NO MORE THAN 3-4 CENTERS/WORKSHOPS)

Students are divided into (heterogeneous) groups and rotate from one center/workshop to another. Time at each center/workshop depends on age of students and activities in the centers/workshops.

BEST PRACTICE

At the end of the 90 minute reading block, students come together and share strategies used and learned during the reading block. “Recap Today’s Learning” (METACOGNITION). (2 Minutes)

ESTABLISHING CENTERS IN TIER 1

CENTERS (Upper Grades may want to call them workshops)

Centers or workshops provide a time each day in which students work collaboratively to practice and review material taught in lessons or to complete projects. This time gives the teacher an opportunity to work with students in small groups.

Centers/workshops are a vital part of the Tier 1 program. They will continue throughout the year and play an important part in developing student responsibility and student growth.

When creating centers/workshops, keep in mind:

No two children are alike

No two children learn the same way

An enriched environment for one student is not necessarily enriched for another

Differentiating is creating multiply paths so that students of different abilities, interest, or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process

Activities **MUST** be worthy of a student's time and appropriate to their learning needs

**DIFFERENTIATED INSTRUCTION BEGINS WITH STUDENT
ASSESSMENT: AIMSweb**

As students gradually take on more responsibility during center/workshop, they learn to set learning goals, make decisions about the use of time and materials and collaborate with their peers. Teachers must introduce and reintroduce centers/workshops and familiarize students with rules and materials that will be used.

ESTABLISHING THE CENTER/WORKSHOP

Introduce the **concept** of centers/workshops to students. Explain its **organization, routines, procedures** and **rules**. While some of the students are familiar with center/workshop time from the previous year, you cannot assume that the students know what they should be doing.

Concept: A time each day in which students will work collaboratively to practice and review materials taught in the lesson. (Explain the term collaborative to the students and have them give examples of working collaboratively.) A variety of activities may take place during this time and each of you may be doing something a little different. Students will learn to be responsible, learn to make decisions and learn to depend on one another for help. Take time to find out what the students already know about centers/workshops and what their expectations may be.

Routine: Everyday, reading class will begin with whole group instruction. During this time, students will learn new concepts as well as review previously taught materials. Everyday, students will look at Center/Workshop Chart and discover which centers/workshops they will visit and in what order. Everyday, students will move into centers/workshops and work for a specified amount of time. Everyday, students will meet with the teacher in a small group setting while centers/workshops are taking place. Everyday students will complete a tracking log and place it in a specified location at the end of reading class. Activities change. The routine stays constant. Center/workshop routine encourages students to work productively in order to make choices within limits and to solve problems.

Organization: A management chart will tell each student which center/workshop they will visit each day and when. Each student will have a tracking log folder that will track the centers they work in daily. Tracking log folder will be placed in a specified location each day after reading. There will be a list of "MUST DO'S" and a list of "MAY DO'S" on a chart each day. Before anyone can do a "MAY DO", the "MUST DO" must be complete and tracked in the tracking log. When it is time to change centers/workshops, a specified sound will alert students to move to the next center/workshop. A security guard will be appointed weekly to help out students during center/workshop time if the group is unable to establish an answer. The teacher must not be interrupted during small group instruction unless it is an emergency (explain what might be an emergency). Organization is a key factor in the success of centers/workshops.

Procedure: Upon entering classroom each morning, students will get their tracking log and check for any notes the teacher may have written to the student. The student will also list on the next blank page, the date and the order of the centers/workshops they will be visiting on this date (teacher will display pocket chart with centers/workshops and whom will be visiting the centers and in what order). Tracking logs are placed in desk until time to move to centers/workshops.

A sound cue will be given to alert the students that it is time to move to the appropriate center/workshop. Every group will have a designated leader for the week who will gather the materials for the center/workshop activity. The leader will aid in handing out the materials and getting the activity started. Should there be a question the leader is unable to answer, the leader will take the question to the security guard. If the security guard is unable to help, the guard will write the name of the group down and give to the teacher when groups are changing. (Leaders of the week (in each group) may wear a pin or a sash. Security guards may have the privilege of wearing a hat or some other type of badge.) Students earn the right to be leaders and to be security guards. Obviously, it is best if all students are able to participate in holding one of these positions.

Students will be called to the small group table with the teacher randomly (according to data). Students may miss a center/workshop each day, or, they may not have time to complete center/workshop work because they were in small group. The tracking log will indicate that the student was participating in small group rather than in the center/workshop.

Students must have structure, repetition and routine in order to feel comfortable and confident during center/workshop time. Providing students will clearly defined parameters help them to make maximum use of center/workshop time.

At the end of reading class, students will place their tracking log in a specified location for the teacher to check.

Students are placed in workshop groups heterogeneously. The logic to this is so that the higher level students may help the lower level students. Research tells us that students learn much from one another. This is also the reason why workshops must have differentiated activities.

Students go to the small group instruction with the teacher homogeneously. The purpose of this is so the teacher can work with the students that are somewhat on the same level and have much the same gaps in their learning.

The teacher will build up to this level once all the workshops are up and running and teachers have access to assessment data

Rules:

Rules are based on following routine and procedure correctly as well as respecting teacher and peers. Most teachers have their own set of classroom rules. Since many activities will be going on during center/workshop time, it is essential to establish rules of behavior. If there were constant confusion and discussion about how to proceed with centers/workshops, neither the student nor the teacher would be able to accomplish their goals. Do not rush the introduction or what the teacher expects of the students. Use student experiences with centers/workshops to introduce the rules.

Have the students read each rule

Asks the students to explain what each rule means

Model desired behaviors with students

Review the rules again

Post the rules where everyone can see them

From the very beginning of school, establish consequences for not following the rules. Write the rules and consequences on paper and ask for signatures of students and parents.

Go over the rules and procedures daily for several days.

The more you expect of children, the more they will do.

Review all information given to students.. Have students repeat back to teacher routine, procedure, and rules. Make sure each student is participating in recalling this information. Place on chart "MAY DO'S". Go over these with students:

MAY DO'S

Read a book from the class library

Listen to a book on tape

Computer time

Restroom break

Imagination/creation box

AR testing

Complete other assignments

Journal writing

“MAY DO’S” are a privilege. If a student has completed center/workstation activities and activities are logged into tracking log appropriately and student has cleaned up his area, the student may go to the MAY DO list and pick out an activity until time to move to another station.

Place on chart **“MUST DO’S”** and go over with the students.

MUST DO’S

Complete center/workshop activity

Complete tracking page in tracking log

Clean-up your space and put all materials in their places

Respect your leader and others in your group

Work responsibly

In order for a student to **“MAY DO”**, the student must complete **MUST DO’S**.

Pass out tracking log folders to students. Go over each step of documentation for which the student will be responsible.

NOW, the students know routine, procedure, rules and what must be done.

By this time, the students are getting excited about their new responsibilities. They are anxious to get started in the groups and excited that they will someday be a leader and /or a security guard. On this day, the teacher may want to display the management chart of the different centers. It is much more fun to have **“cool”** names for the centers/workshops. For example: taking on a Star Wars Theme:

INVESTIGATION STATION (vocabulary)

INQUIRING MINDS (writing workshop)

R2 D2 – Read to Determine two facts about... (paired reading, Reader’s Theater, etc.)

C-3PO – Computer – Power

Warp Speed – (Listening center/workshop)

Tell the students only enough information on this day to get their curiosity flowing.

Review the previous day's information. Make sure all students can feed back the information on routine, procedure and rules. Go over the center/workshop names. Ask students what they think they might do in each center/workshop. Unveil one of the workshops and have a grand opening. Teacher will explain, demonstrate, and model workshop activity. Students will demonstrate understanding by modeling what the teacher has shown them. As students work on activities, teacher models, makes corrections and leads students in appropriate workshop etiquette.

The variety of activities available to the students depends upon the teacher's ability to use activities suggested in Trophies and the teacher's ability to create unique (differentiated) activities to meet the needs of the students. Differentiation engages students more deeply in their learning, provides for constant growth and development and provides for a stimulating and exciting classroom.

When teacher is confident that students have an understanding of workshop behavior and what is expected of them, the teacher can then proceed with the one workshop and pull students for small group instruction.

When teacher is confident that students have an understanding of workshop behavior while small group instruction is taking place, the teacher may then add additional workshops to the class. (Add only one workshop at a time.)

The process of establishing centers/workshops in the classroom must be implemented slowly and with patience. Eventually, students will automatically go to the appropriate areas and begin.

Once teacher receives universal data on the students, the teacher will be able to drive the instruction from the data and place the students in small group according to data.