Rationale for Manual Refinements

- Update terminology and improve alignment with other work in the department
- Refine Tier II and III to align with similar changes in Tier I part of the manual
- Clarify things from the manual that cause confusion or ineffective implementation in Tier II or III
Manual Refinements

- Purpose of the Manual
- Audience
RTI² Framework Manual Feedback

- Provide feedback about strengths, weaknesses, opportunities for growth, threats to implementation
- Provide feedback from the lens of how we support students with characteristics of dyslexia through the Tier II or III implementation
Norms

- Speak from your experience
- Speak in facts as much as possible
- Listen and value the ideas and feedback of others
- Contribute, but monitor air time
- Seek to understand, not just to be understood
- Be solutions oriented
Share Out

- Strengths
- Weaknesses
- Opportunities for Growth
- Threats to implementation
- Things to change
- Things to stay the same
RTI² Listening Tour

- 7 Town Halls
- High School Focus Groups
  - 8 high schools across the state
  - 7 student focus groups
  - 8 staff focus groups
Town Hall Feedback

Examining Current Guidelines

Top 3 areas:

- Fidelity
- Assessment
- More options for screeners
  - Flexibility in PM
  - Communication home not every 4.5 weeks

- Group Size
No Changes

- Group Size
- Flexibility, Time, Overall
- Progress Monitoring
- Data Teams
- Universal Screening
Strengths

- Professional Learning
- Universal Screening
- Schedule
- Data Team Meetings
- Data-based Decision Making
- Personnel
- Resources and District Collab
- Specific PM Vendors
- Student Outcomes
- Instruction in Intervention
- State Resources
- Group size
- Flexibility
- Focus on skills
Challenges

- Lack of trained intervention...
- Scheduling Challenges
- Lack of intervention materials (math...)
- Personnel
- Buy-In Mindset
High School Strengths

- Teacher-Student Relationships
- Collaboration
- Nonacademic Support
- Class Size
High School Challenges

- Want Training
- Schedule/Credits
- Structure of Class
- Progress Monitoring
- Data-based Decisions
Student likes and dislikes

Likes
- Choice
- Working with other students
- Connection to real life
- Relationship with teacher
- Setting goals
- Class size

Dislikes
- Too easy
- Too much time on the computer
- Not getting to work with other students
- Unclear why there or what working on
Students would like...

- To know what they are progressing towards
- More teacher-directed instruction
- More collaborative work with peers
- More choice and making it relevant to real life