RMS RTI Resource Manual

"Pursuing Excellence…

Impacting the lives of our students, our community, our world"

A Response to Instruction and Intervention (RtI) is defined as:
"a multi-tiered delivery system that uses a data-driven problem solving model to identify specific student need and match appropriate instructional strategies".

The RtI framework is a 3 tier model that provides an ongoing process of instruction and intervention that allow students to make progress at all levels, particularly those students who are struggling. This framework provides:

- High quality instruction aligned to Alabama Course of Study Standards.
- Instructional decisions driven by ongoing formative assessment.
- Additional time beyond the allotted core instruction for more explicit and intensive remediation.
- Research-based intervention provided by highly trained personnel.

Responsibilities and Roles of School Level RtI: Support Team:
The RtI: Support Team (ST) is the primary decision making unit at the school level. This team will meet on regularly scheduled intervals to consider student referrals and review progress of identified Tier 2 and Tier 3 students. The purpose of RtI:ST is to guide general education intervention services for all students who have academic or behavioral difficulties. The RtI:ST is central to the school's successful implementation of the RtI Framework.

The RtI: ST is responsible for overseeing decisions which ensure the following:

- students receive instruction and interventions matched to their identified needs
- appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention
- progress monitoring data is used to make timely instructional decisions which maximize student outcomes.

Team members may include the following:

- Classroom Teachers
- Counselor
- Administrator (Principal or Assistant Principal)
- Parent(s)

Secondary Schools RTI

- Purpose
    - Prevention
    - Supplemental Support
    - Content-Specific Interventions
- Outcome
    - Increased student achievement
    - Appropriate Identification

RtI is....	RtI is not....
About Instruction	Just about interventions
An initiative that supports general education school improvement goals	A pre-referral system for special education
A method to unify general and special education in order to benefit students through greater continuity of services	An individual teacher, classroom, or class period
Focused primarily on effective instruction to enhance student growth	Focused primarily on disability determination and documented through a checklists
A system to provide instructional intervention immediately upon student need	A method for just increasing or decreasing special education numbers
A whole-school approach to addressing student needs	Modifications or lowered expectations

What is an Intervention?

Definition: An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student's classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student's skills in areas that are necessary to allow him/her to achieve grade-level expectations.

An Intervention:

- Must involve instruction.
- Must be provided in a small group or individually.
- Must be in addition to, not in place of the general curriculum.
- Must be provided consistently a minimum of three times a week over a period of at least 6 weeks.
- Shall not be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specific identified weakness.

An Intervention Is Not:

- Completing a form
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment

- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Peer buddies
- Retention
- In or out of school suspension
- Small group or any other instruction, if the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning
- Other accommodations, modifications, or differentiation (see appendix that follow for definitions)

An Intervention is what a classroom teacher implements with a student. An intervention is the specific instruction provided to meet the student's academic or behavioral needs (program/lessons/strategies that are taught).

What are Accommodations?

Accommodations are changes to the way a child is expected to learn or how he/she is tested. Accommodations eliminate obstacles that would interfere with a student's ability to perform or produce at the same standard of performance as all general education students.

- Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting.
- Accommodations are intended to reduce or even eliminate the effects of a student's academic or behavioral deficits.
- Accommodations do not reduce learning expectations.
- Accommodations can be provided for:
    - Instructional method and materials
    - Assignments and assessments
    - Learning environment
    - Time demands and scheduling
    - Special communication systems
- Examples of Accommodations:
    - Reading a test to a student (with no additional help).
    - Allowing extra time to take the same test or complete the same assignment
    - Signing an assignment book
    - Breaking down work into smaller segments, but still expecting all elements to be completed
    - Staying after school for homework help
    - Preferential seating
    - Providing an extra set of books at home
    - Paraphrasing directions

- Extended time
- Behavior modification strategies, manipulatives
- Assistive technology

What is Differentiation?

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of good core instruction at TIER 1. Differentiation may include additional small group instruction and/or purposeful design of instructional centers within the classroom.

- Examples of Differentiation:
  - Ability grouping students for small group reading and using appropriate below level, on level, and above level text to teach the emphasized concepts for the current lesson/unit.
  - Providing targeted lessons to address a specific need of a small group of students a few times within a given week or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention).

Academic RtI Flow Chart

General Education

- Baseline testing administered to all students.
- Core Curriculum is taught with fidelity.
- Behavioral/Classroom Management supports are implemented.

87%
6-9
Weeks

- ❑ Make instructional adjustments (Whole Group)
- ❑ Differentiate instruction specific to student need (Individualized)
- ❑ Utilize re-teaching time/small group instruction
- ❑ Review previous grade-level records.
- ❑ Review standardized test data
  - ❑ Imagine Learning/Reading Horizons data
- ❑ **Start RTI Documentation Log**
- ❑ Discuss Students at Data Meetings.
- ❑ Implement Tier 1 Strategies

1 Tier 1 (ONGOING) Universal

NO ⬇ The student responded to intervention(s) showing progress/meeting goals? YES ⬆

RTI

- Planning/Prioritizing students with greatest need
- Strategic Intervention Planning
- Follow Up meeting with Team & Parents

10%
6-9+
Weeks

- ❑ Continue to make adjustments/Differentiate
- ❑ Complete RTI Referral Forms
- ❑ RTI Committee assesses all forms/documentation
- ❑ RTI leader makes classroom observations
- ❑ RTI team creates a strategic plan of action
- ❑ After 6-8 weeks: RTI team completes Intervention Progress Review and determines next steps.

2 Tier 2 STRATEGIC

NO ⬇ Did student respond to intervention(s)? No showing progress/meeting goal? YES ⬆

Intensive Team Needed

3%

- Intensive team meeting is needed to move to this tier.
- Develop new plan of action for individualized needs
- Intensive intervention used with fidelity
- Intensive team observations

3 Tier 3 INTENSIVE

NO ⬇ Student responded to multiple Tier 3 interventions? YES ⬆

THE GOAL OF RTI IS STUDENT GROWTH!

Tiered Instruction

The purpose of Tier I instruction is to deliver high-quality differentiated instruction by the general education teacher through whole group, flexible and differentiated small group, and connected practice. ***All*** *students will receive Tier I instruction daily. Effective core instruction is based on the Alabama Course of Study Standards and is differentiated to the varied skill levels of the students based on, summative assessment, formative assessment, and student data. This instruction should meet the needs of at least 80% of the students.* ***Tier I instruction is the first layer of prevention, and it should be the focus of instruction, providing a strong foundation, and striving to meet the needs of all students.*** *If at least 80% of students are not meeting grade-level standards, the core curriculum, as well as the delivery of instruction, must be evaluated and adjustments made to ensure student mastery*.

Tier I Core Instruction 80-87%

- High-quality instruction aligned to State Standards
- Instructional decision driven by ongoing formative assessment
- High-quality professional development and support
- Ongoing Assessment
    - Does not meet grade-level expectations: Tier II or Tier III interventions
    - Meets grade-level expectations: Tier I
    - Exceeds grade level expectations: Provide enrichment Tier I

Tier II Core Instruction 10-13%

- Address the needs of struggling students
- Additional time beyond time allotted for the core instruction
- High-quality intervention matched to student-targeted area of need
- Provided by highly trained personnel
- Progress Monitoring required for data-based decision making
    - Does not meet grade-level expectations: Tier III
    - Meets grade-level expectations: Tier I

Tier III Targeted Intervention 3-5%

- Addresses small percentage of struggling students
- More explicit and more intensive intervention targeting specific area(s) of need
- Intervention provided by highly trained personnel
- Progress Monitoring required for data-based decision making
    - Does not meet grade-level expectations: Consider possible need for Special Education referral after Tier II and Tier III interventions and fails to make adequate progress based on gap analysis
    - Meets grade-level expectations: Tier II

Progress Monitoring:

*Progress monitoring is a way for teachers to take a snapshot of student performance on specific skills. It includes both **formative and summative assessments given at regular intervals to check for understanding of the standards**. Progress monitoring shows how well the intervention is working and helps determine whether an intervention is successful or needs to be changed.*

Formative Assessment	**Summative Assessment**
● Occurs throughout a chapter or unit ● Improves how students learn ● Covers small content areas ● Monitors how students are learning ● Focuses on the process of student learning ● Aides teachers in determining next instructional steps	● Occurs at the end of a chapter or unit ● Evaluates what students learn ● Covers complete content areas ● Assigns a grade to students' understanding ● Emphasizes the product of student learning

Multi-Tiered Instruction

How Tier I Instruction Looks in the Classroom

6th - 12th Grade Tier 1 Overview

Sixth through Twelfth Grade (6-12) Instruction should be student-focused with constant opportunities for students to read, interact, and engage with a text and each other, with the teacher guiding students to gain their own insights from reading (rather than telling students what a text means). Research indicates that students now "read to learn," particularly in social studies, science, and mathematics, although students well behind grade-level may still struggle to "learn to read." In particular, 6-12 students should build the necessary reading skills, including comprehension and stamina, to read, understand, and write about increasingly complex and lengthy texts. Every time reading is involved it should focus on the following:

- Close reading (including re-reading and chunking particularly difficult sections)
- Speaking and listening about the text through text-dependent questioning (requiring students to cite evidence and analyze content and structure)
- Vocabulary development through the text (with a focus on understanding academic vocabulary, or tier II words, using context)
- Writing-to-sources (students write about what they have read).

Tier I ELA and Math

Tier I 6-12 ELA

In 6-12 ELA, the core curriculum (Tier I), addresses the needs of all students. Using flexible, small groups and targeting specific skills in reading, specifically vocabulary/word-study, classroom teachers should be provided with tools and training including:

- Core ELA or literature programs, research-based and aligned to grade-level Alabama Course of Study Standards
- Regular Formative assessments determine instructional needs
- Ongoing embedded support and professional development.

The following is an example of Tier I instruction in 6-12 ELA:

Whole group instruction may include such activities as: close reading, interactive read-alouds, mini-lessons, and share time (reflective learning using speaking and listening standards). The ELA class should also contain several sessions of small group work or instruction per week. Teachers should regularly monitor and interact with each group. Each small group should contain no more than 6-8 students. The small groups can be teacher-led, transitioning to student-led as students learn to independently own their work. Small group instruction should be flexible and differentiated. Differentiation during core Tier I instruction uses assessment data (e.g., formative assessments, placement tests, teacher-made assessments, textbook-based assessments, common assessments, benchmark assessments, and universal screening) to identify individual student needs. Instruction addresses individual needs and matches instructional materials to support the specific skills. The small groups that are formed based on this assessment data are flexible, meaning group membership changes based on student progress, interests, and needs. Differentiated core instruction is not using only whole-class instruction, using small groups that never change, or using the same independent seatwork assignments for the entire class. Students should have teacher contact a minimum of every other day. It is recommended that struggling students be seen by the teacher every day. Student conferencing may occur during this time as well, or outside of class.

Tier I 6-12 Mathematics

While the Alabama Course of Study specifies the content necessary for all students to become college and career ready, we recognize that not every student moves at a uniform pace to meet that goal. In 6-12 mathematics, the core curriculum (Tier I) addresses the needs of all students. Flexible, small groups may be used. Instruction in 6-12 should be student-focused, with constant opportunities to engage in mathematical thinking and reasoning. As teachers shift toward a balance of conceptual understanding, procedural fluency, and application, they should engage students in a variety of tasks and activities. These activities should address specific goals which embed the Standards for Mathematical Practice in all instruction and assessments. Problem solving should be at the heart of the mathematics classroom. Students should have the opportunity to make sense of mathematical concepts on their own and regularly discuss their ideas with peers. Teachers should be skilled in

frequently assessing student understanding and pressing students toward the mathematical goals and essential understanding without telling students how to solve problems. Teachers should be skilled in orchestrating classroom discussions that promote connections between student ideas and multiple representations for deeper understanding. Students should have regular practice and support in demonstrating fluency with both number facts and algebraic manipulation. Students should have the opportunity to apply problem-solving skills in new and unfamiliar contexts and situations.

The following is an example of Tier I instruction in 6-12 Mathematics:
Students should receive regular, systematic direct instruction from the teacher. The teacher should:

- demonstrate problem-solving strategies
- provide models for different representations of mathematical concepts
- develop the students' mathematical vocabulary.

Students should be given time to work individually to build perseverance in problem solving. Depending on the students, teachers can work to develop perseverance by starting with a short private think time a few times a week as they increase in frequency and duration. Teachers should work to develop students who are able to sustain productive, individual engagement in a task. Students should spend time in small groups of 3-5 students discussing and sharing ideas on a regular basis. Students can explore mathematical ideas together and listen to other students' ideas as they begin to develop mathematical reasoning and arguments. Small group time can also be stations set up for students to work individually or collectively on specific skills according to the needs of the students as determined by the teacher through frequent formative assessment data. It is recommended that the teacher work to interact with as many groups as possible daily and have contact with individual students at least every other day. Students should also engage productively in whole class discussion facilitated by the teacher where they can share ideas and demonstrate their reasoning to the class. Students are expected to present and defend their ideas, listen to and critique the reasoning of others in a respectful manner.

<u>Ongoing Assessment in Tier I</u>
Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and indicates areas where a change in instructional strategy may be advised. Ongoing assessment is essential to determine effectiveness of instructional programs. Ongoing assessment is a method for tracking and comparing an individual's or a group's performance and progress through collecting data. Ongoing assessment creates data points. These data points can be used to make decisions regarding instruction. Once several data points are collected, a pattern of response can be investigated. In Tier I, ongoing assessment is used for all students, aligned with grade-level instruction, and done continuously throughout the year. This creates a cycle of: teach, assess, monitor, and adjust. Ongoing assessment in Tier I may include:

- Formative assessments (both formal and informal)
- Summative assessments

How Tier II Instruction Looks in the Classroom

6th - 12th Grade Tier II Overview:

Tier II is in addition to the instruction provided in Tier I and should meet the needs of 10-15% of students. Students who score two grade levels below current grade level will receive more intense intervention in Tier II. When a student begins an intervention a more precise assessment may be needed to identify the specific area(s) of deficit. Tier II interventions are systematic and research-based that target the student's identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, vocabulary, mathematics calculation, mathematics problem solving or written expression). Interventions will be developed based on the unique needs of students. A problem-solving approach within an RTI model is used to tailor an intervention to an individual student. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluation. School level data analysis teams will determine the most appropriate intervention approach based upon student needs, varying resources, and personnel.

Tier II ELA and Math

Tier II in 6-12 ELA:

Note that the Alabama Reading Standards for Literacy text complexity standards (Standard Number 10) apply to all students. While leveled reading is useful in building confidence, stamina, fluency, and engagement, all students should be given the opportunity to encounter and productively struggle with on- or above-grade-level complex text. With struggling readers, teachers are encouraged to differentiate the level of scaffolding or support they provide students (e.g., different entry points to text, vocabulary support, modeling of comprehension strategies) rather than the level of text. Intervention should include explicit instruction within the area of need for all struggling students. For example: If a student in sixth grade has phonics deficits, then this student requires intervention in the area of phonics. If research based computer programs are used, students should still have daily interaction with a teacher who can hold them accountable for what they have read and to ensure that they practice new skills.

Tier II in 6-12 Mathematics:

Tier II addresses the needs of struggling and advanced students. Advanced students should receive reinforcement and enrichment. Students who require assistance beyond the usual time allotted for Tier I instruction should receive additional intensive small group attention daily. Teachers should use the vertical coherence (map) of the Alabama Course of Study to identify standards from previous grades that might be prohibiting a student from accessing grade-level standards. Research indicates that students' struggles in mathematics are often attributed to a lack of conceptual understanding of number sense. It is important to diagnose specific student deficiencies through carefully designed assessments in order for the proper support to be given. Students who struggle with fluency can

oftentimes continue to learn grade-level concepts. In this case, Tier II intervention should target the necessary fluencies to support conceptual understanding.

The following is an example of Tier II instruction in and 6-12 content area:
Once teachers have identified who needs intervention, the teacher will plan for direct instruction based on the needs of those students. Small-group instruction will be based on students' learning deficits identified through various pieces of data. Tier II small groups should include 2-6 students, all sharing identified common gaps in learning. While students receive Tier II instruction, the rest of the students will continue to receive Tier I instruction (i.e. students are in groups, so the groups not needing intervention are continuing with Tier I instruction).

Tier II intervention requires intentional pre-planning. Establishing routines and procedures are imperative. It is recommended that teachers meet with small groups 3-5 days per week lasting 10-20 minutes per session. Consistency in implementing intervention is key for students.

How Tier III Instruction Looks in the Classroom

Tier III Overview:
Tier III is in addition to the instruction provided in Tier I. Tier III interventions should meet the needs of 3-5% of students. School RTI data analysis team will decide the best placement for students in Tier III. Tier III interventions must be more intense than Tier II interventions. Students who have not made adequate progress with Tier II interventions will receive more intense intervention in Tier III. These cut scores should be based on national norms, at a minimum, and identify students who are at-risk. As a guideline, students below 10th percentile would be considered the most "at-risk" and in possible need of Tier III intervention. When teachers and school level RTI support teams are making placement decisions for Tier III interventions, it may be necessary to consider other assessments, data and information on the student. Tier III interventions will be systematic, research-based interventions that target the student's identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, or written expression). Interventions will be developed based on the unique needs of students. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluation.

Tier III in ELA and Math
Tier III 6-12 ELA:
Tier III addresses 3-5 percent of students who have received Tier I instruction and Tier II intervention and continue to show marked difficulty in acquiring necessary reading and writing skill(s). It could also include students who are 2 to 3 (or more) years behind or are below the 10th percentile and require the most intensive interventions immediately. Students at this level should receive daily, intensive, small group, or individual intervention targeting specific area(s) of deficit, which are more intense than interventions received in Tier II.

Tier III 6-12 Mathematics:

Tier III addresses 3-5 percent of students who have received Tier I instruction and Tier II intervention and continue to show marked difficulty in acquiring necessary mathematics skill(s). It could also include students who are 2 to 3 (or more) years behind or are below the 10th percentile and require the most intensive interventions immediately. Students at this level should receive daily, intensive, small group, or individual interventions targeting specific area(s) of deficit, which are more intense than interventions received in Tier II.

Appendix

Appendix A: Glossary of Terms

Benchmark - Short term or long-term assessment goal used to indicate grade level expectations during a specific grade level and at a specific time period (e.g., fall, winter, spring).

Data-Based Decision Making – Data-based decision making is the process of using appropriate data collected to inform and drive each instructional decision.

Diagnostic Evaluation/Assessment - Standardized assessments designed to assess the extent to which students are on track to master grade level standards and to determine individual strengths and concerns of skills. Diagnostic assessments may also provide evidence of curricular strengths and needs in particular skill areas.

Differentiated Instruction (Differentiation) - Targeted instruction provided to meet the needs of students. Instruction includes diverse avenues to learn the skills and content to process, construct, extend, generalize, or make sense of ideas. Furthermore, differentiation will develop learning opportunities so all students within a classroom will learn effectively, regardless of differences in student progress, interests, and needs.

Direct Instruction - Direct instruction is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

English Language Arts (ELA) – College and Career-Ready Standards in English Language Arts that includes teaching, learning, and mastery of skills to appropriately build and possess the strong foundational skills of reading;read various types of texts to include literature, fictional, informational and technical texts and media technology;write and speak for different purposes and to various audiences;and to have full command and use of appropriate language.

English Language Learner (ELL) - A student who through testing and other means is found to have some difficulty speaking, reading, and/or writing in English.

Enrichment - Enrichment activities expand on students' learning in ways that may differ from the strategies used during Tier I instruction. They often are interactive and project- focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways to deepen students' understanding. These activities are designed to be interesting, challenging, and

impart knowledge. They should allow students to apply knowledge and skills learned in Tier I to real-life experiences.

Evidence-Based Intervention - Interventions that have been tested and have demonstrated success with a particular group of students. This means that the research results are reliable and valid. As a result, the research shows there is reasonable evidence to indicate the program or strategies will result in academic gains when used appropriately.

Explicit Instruction - Instruction that involves direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction. It involves explanation, demonstration, and practice with topics being taught in a logical order. Another characteristic of explicit teaching is modeling skills, thinking, and behaviors. This also involves the teacher thinking out loud when working through problems and demonstrating processes for students.

Fidelity - The extent to which the prescribed instruction or intervention plan is executed. Fidelity includes addressing the deficit area, using the type of intervention prescribed, maintaining an appropriate group size, length of session, etc.

Flexible grouping/small groups - A basic strategy for grouping students for the purpose of providing targeted instruction to meet the needs of student groups. Grouping provides the opportunity for students to work together in a variety of ways, and in a number of arrangements. Groupings may be whole class, small groups, individual, and partners, teacher-led or student-led and are commensurate to instructional activities, learning goals, and student needs. Flexible grouping provides the opportunity for student groups to change based on the changing needs of students, as indicated in benchmark and progress monitoring assessments.

Fluency (Reading) - Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody). Reading fluency is the ability to read with sufficient accuracy and rate to support comprehension. Reading fluency applies to accurately reading on-level fiction, prose, and poetry with expression through repeated reading. Non-fiction and technical reading passages generally requires a slower more thoughtful level of reading rate to support comprehension. Reading fluency can also be the rate at which young students demonstrate and name their conceptual understanding of letter-sound correspondence, alphabetic knowledge, and reading nonsense words, sight words, sentences, and texts.

Fluency (Math) - Mathematical fluency is the ability to make sense of problems and/or patterns and structure and to proficiently calculate and accurately find appropriate solution paths to identify, solve, and find reasonable explanations. Mathematical fluency can also be the rate at which young students

demonstrate and name their conceptual understanding of numerals, counting, naming numerals, and addition, subtraction, multiplication, and division facts.

Formative Assessment - Quality instruction includes assessments during instruction to provide the information needed to effectively direct and target teaching and learning as it occurs. Formative assessments enable the teacher to push instruction toward the targeted goals to ensure mastery of intended outcomes.

Intervention - Support at the school level for students performing below grade-level expectations. Educational professionals determine academic intervention needs of students (determined by ongoing data), determine methods for dealing with academic issues, and – most important – monitor on an ongoing basis whether these methods are resulting in increased student learning and achievement.

Math (Mathematics/Mathematical) Computation - The knowledge and retrieval of facts and the application of procedural knowledge in calculation.

Math (Mathematics/Mathematical) Problem Solving - Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical knowledge at the conceptual level.

Multi-Sensory – Multi-sensory teaching and learning is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see) auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read, spell, reason, count, and compute.

Oral Reading Fluency (ORF) - A standardized reading measure of accuracy and fluency with connected text or passages, usually measured beginning mid-first grade through sixth grade.

Phonological Awareness - Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like “money” and “mother.”

Progress Monitoring - Progress monitoring is used to assess students’ academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Prescriptive Intervention - An intervention specifically targeted to meet the instructional needs of the student.

Prevention - The practice of providing additional assistance in any academic area to prevent students from falling behind.

Rate of Improvement (ROI) - The expected rate of improvement on progress monitoring assessments is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The ROI is compared to the improvement of a typical peer to determine adequate progress.

Reliable - Reliability refers to the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test.

Research-Based Instruction/Intervention - A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the student can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

Scaffold - Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

Scientifically-Based Research – Scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment

experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings;and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Screening - A quick checklist, survey or probe used to provide an initial general indicator of levels of performance. Screenings may also include diagnostic assessments to gain more information about a student's academic strengths and/or areas of concern.

Specific Measurable Outcome - The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms.

Standardized Assessment - An assessment test that is developed using standard procedures and is then administered and scored in a consistent manner for all test takers.

Summative Assessment - Summative assessment is a form of evaluation used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Systematic - Systematic instruction refers to a carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic, and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across the five major areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.

Trend line or trajectory - A straight line that connects a series of results from assessments on a graph used to help determine progress toward intended target.

Valid - Validity refers to the extent to which a tool accurately measures the underlying construct that it is intended to measure.

Written Expression - Involves basic writing skills (transcription) and generational skills

(composition). Transcription: difficulty producing letters, words, spelling;Composition: difficulty with word and text fluency, sentence construction, genre- specific discourse structures, planning processes, and reviewing and revising processes.

Appendix B: Academic Interventions

Reading

Language Interventions

- Pre-teaching
- Simplifying directions
- Rephrasing directions
- Repetition
- Chunking
- Visual/verbal cues

Word Recognition Interventions

- Manipulate letters and words; word sorts
- Time letter recognition
- Find letters in print and circle
- Introduce letters and sounds in spelling pattern groups
- Practice decodable text with patterned language
- Tap out and blend beginning, middle, and ending sounds
- Use onset and rime card to build words
- Use familiar word families as basis for reading complex, multisyllabic words
- Roots and affixes

Fluency Interventions

- Repeated readings
- Reader's theatre
- Choral reading with reading buddy
- Sight word practice
- Letter/sound association
- Explicit instruction and practice on targeted phonic patterns
- Pattern books with word families
- Audio books
- Wilson "scooping" techniques
- Shared reading/Echo reading
- Read songs without music to experience rhythm of language
- Timed repeated readings
- Practice reading poetry

- Reproduce text so reading is divided into phrases
- Color code appropriate phrases on reproduced text to practice phrasing

Comprehension Interventions

- Previewing
- Rephrasing
- Pre-teaching of vocabulary
- Use of graphic organizers
- Making connections: text-to-self, text-to-word
- Visualizing
- Use word shape activities to help visual learners
- Use word families and changes onsets to form new words
- Use onset and rime activities to build new words and practice spelling patterns
- Tap out sounds or syllables to support spelling
- Peer-conference for editing

Writing

- Mnemonic device
- Journaling
- Outlines
- Proofreading
- Grammar checklists
- Reverse Outlining
- Highlighting errors
- Rereading with a partner
- Oral spelling tests
- Status checking
- Conferencing
- Graphic organizers

Math Interventions

- Use manipulatives when introducing a concept
- Provide an illustration when defining math vocabulary
- Mnemonics (FOIL, Please Excuse My Dear Aunt Sally)
- Draw visual representatives of the solution
- Daily review of basic facts
- Daily review of math concepts through Calendar Math
- Teach student to use a number line
- Provide addition/multiplication tables when doing math beyond fact recall
- Use fractions as grades and have students convert to percents
- Teacher problem solving process along with problem solving strategies

- Flashcards

Organizational/Study Skills Interventions

- Use of assignments notebook
- Folders for each subject area
- Organizational binders with frequent binder checks
- Homework written on board daily
- Consistent classroom routines
- Notes on board at start of class for materials needed
- Frequent desk cleaning
- Incentives for being prepared or getting homework completed
- Designated “take home” or “homework” folder
- Study guides
- Guided notes
- Glossary of terms
- Vocabulary flashcards
- Cut and paste notes
- Cooperative groups
- Cloze activities
- Teacher websites with notes, lesson, homework assignments
- Goal setting and reward parties for achievement
- Review games
- Homework club
- Preview critical concepts prior to reading/learning
- Provide written directions for assignments

Appendix C: Differentiated Strategies

- **Anchor Activities (Sponge Activities):** Tasks for students to work on independently after assigned work is completed at a high level of quality. Tasks that a portion of the class can be working on when the other part of the class is meeting with the teacher to "sponge" up time without wasting instructional time.
- **Bloom's Taxonomy:** A model to facilitate higher level thinking skills for gifted students.
- **Centers (see Stations**): Areas in the classroom containing collections of activities and/or materials designed to reinforce, or extend certain skills or concepts, or to motivate students to explore topics of interest.
- **Choice Boards** (Product Options): Students select from assignments that are placed in pockets and changed as necessary. Teachers can target student need and readiness by directing them to select from a certain row.
- **Compacting**: A three-stage process where teachers assess students prior to teaching a unit or skill to determine what the student does know, does not know, and what alternate experiences will replace those activities already mastered.
- **Cubing** (Q-Matrix): An interactive technique for considering a subject from six points of views. Cubing can also help students think at different levels of the taxonomy. Cubes can also be constructed with tasks in a particular area of the multiple intelligences.
- **Flexible Grouping**: Temporarily grouping students by interest, achievement level (readiness), learning profile, activity preference, or special needs.
- **Graphic Organizers**: A thinking tool that allows students to organize information and see their thinking. A visual representation of facts and/or concepts.
- **Group Investigations** (Interest Groups & Interest Inventory): Students are introduced to topics related to something being studied in class and grouped by interests, then are guided through the investigation of a topic with teacher support.
- **Independent Study** (see Learning Contracts): Allows students to pursue questions or topics of interest, or develop talent in certain areas with set goals and criteria agreed upon by both student and teacher.
- **Jigsaw**: A cooperative strategy where students work with peers who study one fact of a topic and then return to a "home-base" group for sharing what they have learned.
- **Learning Contracts** (see Independent study): A negotiated agreement between teacher and student which gives students freedom in acquiring knowledge and skills, provides for student choice, delineates working conditions, and establishes what information will be learned and how it will be shared.

- **Literature Circles**: A student led discussion format, which allows students to read on topics of interest, or select books of choice, and share readings and ideas with others who read the same materials. Various jobs are assigned to the different group members.
- **Menus** (see Choice Boards/Product Options): A list of learning and/or product options students may chose from.
- **Orbital Studies**: This strategy encourages students to raise questions of interest related to the curriculum, figure out how to find answers to their questions, and devise ways to share their findings with peers.
- **Portfolios**: Collections of student work to help students set learning goals and evaluate their own growth.
- **Problem Based Learning**: Students are presented with an unfamiliar, unclear, complex problem for which they must gather additional information, define the problem, locate and appropriately use resources, make decisions about and communicate a solution, and assess the effectiveness of the solution.
- **Socratic Seminar:** A discussion format where students share with each other their thoughts on a particular piece from literature, history, current events, issues, or hypothetical situations.
- **Stations (see Centers**): Different spots in the classroom where students work with various tasks simultaneously, which are linked by a set of concepts and skills.
- **Think, Pair, Share:** A Questioning technique where the students are given a prompt or question. The students are asked to think by themselves, pair with another student, and finally share their ideas with the group.
- **Tic-Tac-Toe**: A menu or options arranged in a 3 x 3 block grid. Students choose their tasks in a vertical, horizontal, or diagonal line. (Product Choices)
- **Tiered Assignments**: Changing the depth or complexity of a. lesson to create multiple levels of tasks and assigning students to a level according to their readiness.
- **Web Quests:** A teacher designed Internet lesson developed with specific learning goals in mind, some specified and relevant Internet links, and guidelines that support students in the research or inquiry process.

Resources from:

Gregory, Gayle. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Thousand Oaks, CA: Corwin Press.

Heacox, Diane, Ed.D. (2002). Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grade 3-12. Minneapolis, MN: Free Spirit Publishing.

Kingore, Bertie. (2004). Differentiation: Simplified, Realistic, and Effective. Austin, TX: Professional Associates Publishing.

Tomlinson, Carol Ann. (2001). How To Differentiate Instruction in a Mixed Ability Classroom, 2nd Edition. Alexandria, VA: ASCD.

Winebrenner, Susan. (2001). Teaching Gifted Kids in the Regular Classroom, 2nd Edition. Minneapolis, MN: Free Spirit Publishing.

Complied by Sherrl Samuels - October 2005

Appendix D: Formative Assessment Examples

Appendix E: Forms

1. **Referral Form**
2. **Parent Contact Form**
    a. **Please update Parent Contact Form located in Google Classroom**
    b. **https://forms.gle/C7dTWmZfoEGSoSH18**
3. **RTI Data Sheets**
    a. **Located in Google Classroom**
    b. **RTI Data Form**

	Russellville Middle School RTI:ST Referral Form			
Name:	**Grade:**	**Date:**	**Referred by:**	**Area of concern:**

****DO NOT COMPLETE THIS FORM IF THE STUDENT RECEIVES SPECIAL EDUCATION OR ELL SERVICES****

Academic History

Has this student ever repeated a grade?	❑ Yes ❑ No	If so, what grade?
Is this student transitioning from SPED services to General Education?	❑ Yes ❑ No	If so, SPED release date?

Current Grades

Subject	Teacher	Current Average	Comments

Scantron Data

Reading					
Scaled Score	Grade Level Equivalence	Performance Band			
		❑ Below Avg	❑ Low Avg	❑ Above Avg	❑ High Avg
Math					
Scaled Score	Grade Level Equivalence	Performance Band			
		❑ Below Avg	❑ Low Avg	❑ Above Avg	❑ High Avg

Imagine Learning Data

Reading				
Benchmark	Reading Performance Band:			
	❑ Proficient	❑ Basic	❑ Below Basic	❑ Far Below
Math				
Benchmark	Math Performance Band:			
	❑ Proficient	❑ Basic	❑ Below Basic	❑ Far Below

Parent Contact

Name of Parent Contacted:		
Date Contacted:	Form of Communication ❑ Phone Call ❑ Email ❑ Meeting	Summary of conversation:
Date Contacted:	Form of Communication ❑ Phone Call ❑ Email ❑ Meeting	Summary of conversation:
Date Contacted:	Form of Communication ❑ Phone Call ❑ Email ❑ Meeting	Summary of conversation:

Tier I Strategies Attempted

Strategies Attempted	Date	Outcome
