Endless Possibilities

**Meeting Our Moral Responsibility
for Every Child**

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Solution Tree

Workshop Norms

- Start on time, end of time
- Be **honest** and respectful
- We will not use "I think…" or "I like…"
- Focus on what we can do

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Our Mission

To assure high levels of
learning for _all_ students!

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What do we mean by
high levels of learning?

High School + Plus

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How?

1. Focus on student learning
2. Create a collaborative culture
3. Clearly define what every student needs to learn.
4. Constantly measure our effectiveness.
5. Systematically respond when students need additional time and support.

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In a PLC, collaborative teams focus on three key questions.

1. What do we expect students to learn?
2. How do we know when they have learned it?
3. How do we respond when they don't?

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If We Believe All Kids Can Learn

- What do we expect them to learn?
- How will we know when they have learned it?
- **How will we respond when they don't learn?**

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We assume that long-standing, traditional practices are "best" practices!

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Traditional Interventions

- Up to each teacher
- Remedial classes
- Summer school
- Retention
- Special education

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Fundamental Assumption

Our traditional special education model is fatally flawed, and in fact detrimental to most students that receive services.

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Why adopt an RTI model?

Answering this question requires us to look back into history.

1975, PL 94–142
- Identifying students with handicapping conditions denied access to public education
  - "Child Find"
- Procedural safeguards as a major component of identification process

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Why adopt an RTI model?

Impact on "regular education"

– Educators came to understand that when students failed to learn, it was expected (even required) that they refer students for special education testing.

● "Failure to succeed in a general education program meant the student must, therefore, have a disability." —David P. Prasse, Loyola University

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What is RTI?

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Response to Intervention

aka:

Response to Instruction

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IDEIA, 2004

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Fundamental Assumption

To achieve our mission, it is not a "regular ed" issue, nor a "special ed" issue.

It's an "ed" issue!

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Systematic Interventions

Effective Interventions   Certain Access

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If a site builds a POI with ineffective interventions, the result will be an assurance that all students will have equal access to poor practices and designed failure.

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Learning CPR

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CPR: Cardio-Pulmonary Resuscitation

- Urgent, life-saving process
- Directive
- Timely
- Administered by trained professionals
- Targeted
- Systematic

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**Characteristics of
an Effective Intervention**

- **Urgent**
- **Research based**
- **Directive**
- **Timely**
- **Administered by trained professionals**
- **Targeted**
- **Systematic**

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Urgent

- Do we have a sense of urgency when implementing interventions?
- Is our sense of urgency around children or around state testing?
- Do we treat "learning emergencies" with the same sense of urgency as medical emergencies?

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Scientifically Research Based

vs.

Research Based

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Interventions

- Scientific, research-based interventions
  - "Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs." (NCLB)
    - Systematic, empirical, rigorous analysis of data, reliable and valid data, random assignment to groups
- Florida Center for Reading Research (www.fcrr.org)

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Directive

Are targeted students required to
attend or participate?

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Timely

Extended time to learn essential standards

Timely school response when students don't learn

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Timely

Extended time to learn essential standards

Timely school response when students don't learn

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Timely

- How often are students identified for this program?
- How often do we evaluate progress?
- How often do students receive corrective feedback?
- Does this intervention provide extended learning time and multiple opportunities for students to demonstrate mastery?

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**Administered
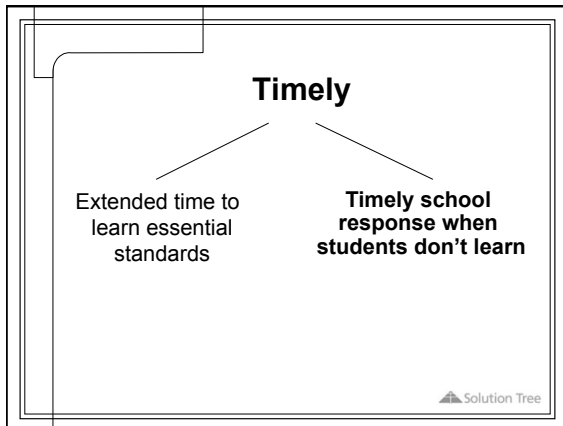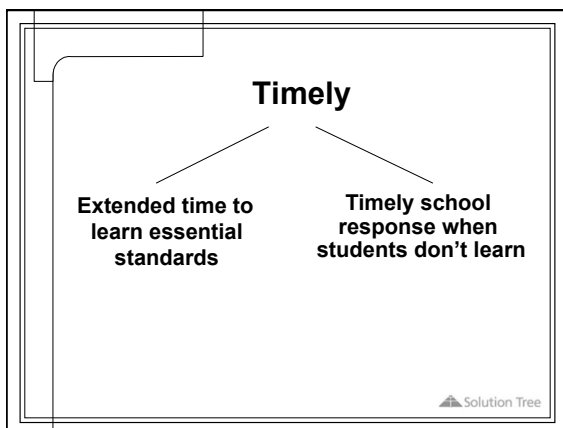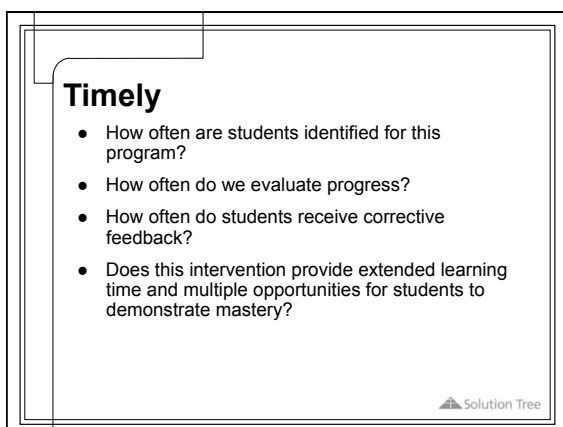by Trained Professionals**

- Who will teach or otherwise implement this intervention? On what basis will this selection be made?
- Do our instructors have the training and resources necessary for success?

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Pearl #4

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Pearl …

Identify students for interventions based upon the <u>cause</u> of their struggles, not by the symptoms.

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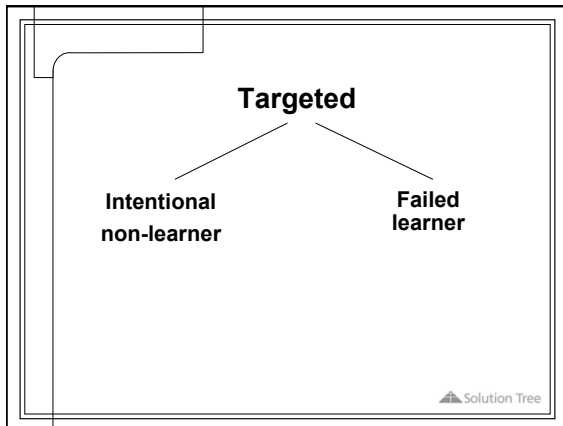

Targeted

Students who don't do their work

Students who lack the skills to do their work

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Targeted

Intentional
non-learner

Failed
learner

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**Interventions
for Intentional Non-Learners**

- **Make them do the work!**
- **Care more about them doing the work than they care not to do it.**
- **Need a *tight*, timely process of accountability more than highly trained teachers.**

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**Interventions
for Failed Learners**

- **Provide additional time and practice.**
- **Provide frequent feedback**
- **Fill learning gaps (prerequisite skills).**
- **Provide *different* instruction.**

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**Students can be both
intentional non-learners
and failed learners.**

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Targeted

- What is the intended outcome of the intervention?
- Does it provide differentiated, research-based instruction?
- Which students should be selected for participation (intentional non-learners or failed learners)?

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Characteristics of an Effective Intervention Program

- **Urgent**
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Systematic Interventions

Effective
Interventions

Certain Access
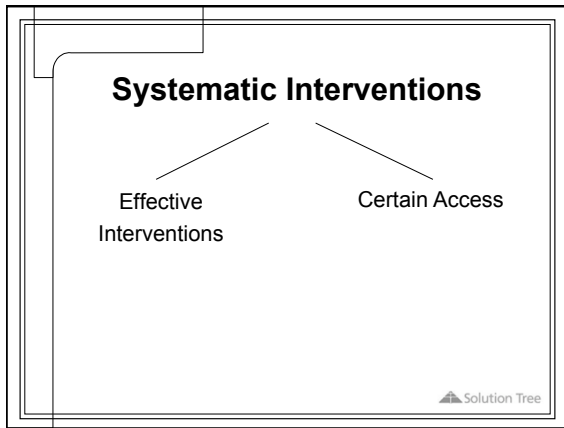
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Thank You!

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To schedule professional
development, contact
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