

Alaska School Leaders Institute

Implementing RTI in a Secondary Context May, 2012



Today's Objectives

- Present basic info on RTI at the secondary level
- Review ongoing research efforts on instructional components of RTI
- Present what we know about effective instruction and intervention for adolescents
- Discuss some challenges with implementing RTI at the secondary level

RTI Defined

“RTI is the practice of providing high quality instruction matched to students needs and using rate of learning over time to make important educational decisions.”

National Association of State Directors of Special Education (2005).

RTI in Secondary Schools vs. Elementary Schools

- DIFFERENT purpose(s)
 - Remediation of academic difficulties (vs. prevention of academic difficulties)
 - Prevention of high school dropout
 - Increased academic performance and graduation rates
 - Increased attendance
- Note: RTI for the purpose of LD identification MAY apply at the secondary level, but high schools do not seem focused on this.

(National High School Center, National Center on Response to Intervention, & Center on Instruction, 2010)

RTI in Secondary Schools vs. Elementary Schools

- DIFFERENT implementation strategies and challenges
 - How do we handle course credits?
 - How do we schedule interventions?
 - Where can we find appropriate screening/progress monitoring tools?
 - What kind of intervention strategies are most effective and where can we find materials?

(National High School Center, National Center on Response to Intervention, & Center on Instruction, 2010)

RTI in Secondary Schools vs. Elementary Schools

- SAME critical components:
 - Core Instruction
 - Universal Screening
 - Ongoing Progress Monitoring
 - Tiered Interventions
 - Data-Based Decision Making

(National High School Center, National Center on Response to Intervention, & Center on Instruction, 2010)

Eight Elements of High School Improvement

- **Rigorous Curriculum** and Instruction
- Teacher Effectiveness
- Stakeholder Engagement
- Organization and Structure
- Assessment and Accountability
- Student and Family Supports
- Leadership and Governance
- Resources for Sustainability

(National High School Center, 2008 & 2010)

RTI: A Systematic Problem Solving Approach

If a student isn't performing as expected, we will change what WE'RE doing ...

and continue problem solving until we find what works.

Four Organizing Principles

•**Earlier rather than later** -- Prevention and early intervention are supremely more effective and efficient than later intervention and remediation for ensuring reading success.

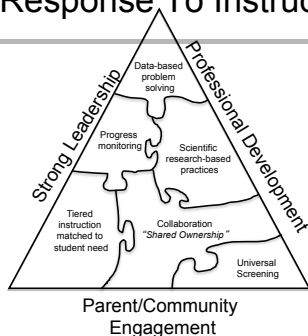
•**Schools, not just programs** -- Prevention and early intervention must be anchored to the school as the host environment and primary context for improving student outcome

•**Evidence, not opinion** -- Prevention and early intervention pedagogy, programs, instruction and materials should be based on trustworthy scientific evidence.

•**Each and All** -- To teach all children to read, we must teach each child to read.

Kameenui, E.J., Simmons, D.C. ♪

Response To Instruction

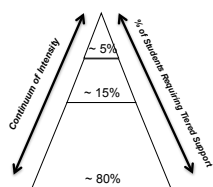
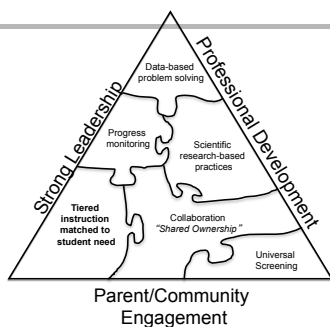


RTI is the practice of:

- providing high quality instruction
- matching to student needs
- using a 3-tiered model,
- using rate of learning over time and level of performance for making important educational decisions

(Batsche et al., 2005)

Tiered Instruction



Tier 1 Core Instruction

- Use of a evidence-based practices.
- Differentiate instruction, providing instruction designed to meet the specific needs of students.
- Consistent and intentional use of formative assessments to catch breaks in student understanding early.
- Research demonstrates approximately 80% of students respond to high quality, research-based core instruction

Tier 1: Features of Effective Instruction Across All Content Areas

- Provide explicit instruction and supportive practice in the use of effective comprehension strategies
- Increase the amount and quality of discussion of content
- Establish high standards for text, conversation, questions, & vocabulary
- Increase motivation and engagement with reading
- Teach essential content knowledge

(Torgesen et al., 2007)



Tier 1: What Level of Support Can Content-Area Teachers Provide to Struggling Readers?

Content-area teachers are not necessarily teachers of reading. However, there are some simple strategies that can be embedded in all classrooms and integrated with the teaching of conceptual and domain knowledge in content-area classrooms that SUPPORT reading.

Tier 1 Core Instruction

■ Guiding Questions:

- Is the core program sufficient?
- If the core is not sufficient, why isn't it?
- How will the needs identified in the core be addressed?
- How will the effectiveness of the core be monitored over time?
- Have improvements to the core been effective?
- For which students is the core program sufficient or not sufficient and why?

Video

■ Tigard Oregon Video

http://www.youtube.com/watch?v=YtTKuBZ-nvY&feature=player_embedded



Four Square Discussion

■ Number off from 1-4

- #1's discuss your notes in quadrant 1
- #2's discuss your notes in quadrant 2
- etc.

Additional Tier 1 Resources

Center on Instruction Resources

- Bringing Literacy Strategies into Content Instruction **Brand New!**
- Effective Instruction for Adolescent Struggling Readers: A Practice Brief
- Effective Instruction for Adolescent Struggling Readers PD Module
- Adolescent Literacy Resources: An Annotated Bibliography
- Academic Literacy Instruction for Adolescents
- Series of Academic Literacy webinars
- Instructional Models and Strategies for Teaching English Language Learners
- Language Development for English Language Learners Professional Development Module

All available on www.centeroninstruction.org
NOTE: Math and Science resources are also available on the COI website

Other Resources

- Doing What Works website
www.dww.org
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices (IES Practice Guide)
<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=WWC20084027>

Tier II Instruction

- Strategic interventions supplement instruction to students who are not achieving standards through the core curriculum alone.
- Consists of 10-20% of the student body.
- Occurs in small groups of 3-6 students.
- Short-term in duration (9-12 week blocks)
- Recommended 4 sessions per week in addition to Tier 1.
- Students progress is monitored more frequently at Tier II, usually every two weeks.

Tier III Interventions in Secondary

- Placing the right students, in the right intervention class, with the right instructional focus
 - Considering data when placing students
 - Considering what materials to use for instruction
 - Considering credit bearing classes for reading intervention

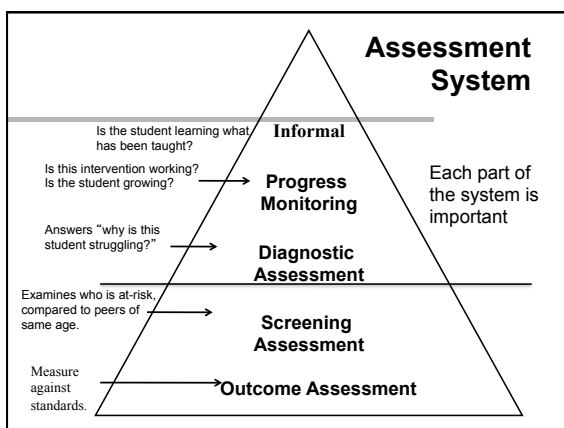
A Culture of Collaboration

“Collaborative teacher conversations must quickly move beyond, ‘What are we expected to teach?’ to ‘How will we know when each student has learned?’ ”



Content-area teachers can...

- Have students record major milestones of the Civil War on a timeline while reading a chapter in their history book
- Pre-teach the most important vocabulary words through simple definitions, examples and non-examples before reading a new chapter
- Hold meaningful student discussions about character development to support understanding while reading a novel
- Teach students specific strategies for identifying the main idea and writing summaries
- Provide students with texts written about the same topic but written from three different perspectives and teach them to critique and analyze the writer's intent



Most Screening tools used in Alaskan Secondary schools

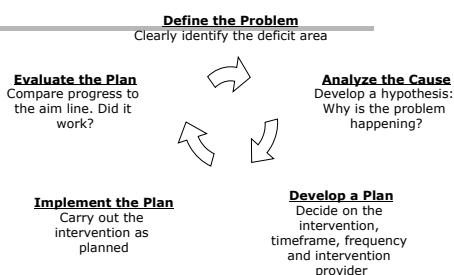
- MAP
 - Adaptive: Screening measure until it begins to adapt, then becomes diagnostic
- COREK12
 - Fixed assessment at grade level
- SRI
 - Comprehension measure with a lexile
- AIMSweb (RCBM & MAZE)
 - Fluency and Close comprehension measure
 - Only normed through 8th grade
 - Is most effective when coupled with a grade level standards based screening

- **Identify students at-risk:**
 - State outcome assessment (SBA)
 - MAP or Standards Based Screening
 - Give students a Grade Level AIMSweb Fluency assessment
- **Give students who didn't meet the target an informal diagnostic assessment**

Next Steps: Questions to think about

1. How are PLCs currently running at your site?
2. How is data reviewed? How are instructional decisions based on the data made?
3. In what areas of collaboration and data-based decision making do we need to become more effective?

A Problem Solving Process



Russell Middle School

http://www.youtube.com/watch?v=VIRM6k7EZ0&feature=player_embedded#at=81



Inside/Outside Circle

- What did you notice in the video about collaboration between teachers?

- What did you notice about intervention?

- How do either of these work in your school?

What Kind of Support Can Specialized Teachers Provide to Struggling Readers?

- Specialized teachers (e.g., intervention teachers, reading specialists, special education teachers) can use strategies with struggling students during small-group instruction or intervention classes.
- Specialized teachers can also coordinate with content-area teachers to provide guidance on instructional strategies that may assist struggling readers in their content-area classes as they learn to read expository text.

Intensive Reading Interventions

- **Fundamental principle:** Instruction must simultaneously improve reading levels while also providing access to a range of genres of print (e.g. information text)

- Reading interventions can be conceptualized in terms of “layers”

(Reed & Vaughn, 2010)

Layers of Reading Interventions

From Reed & Vaughn, 2010

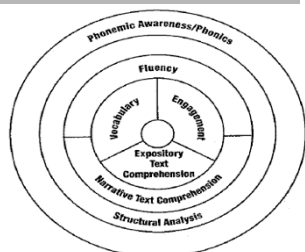


FIGURE 7.1. Layers of reading intervention for older students.

Phonemic Awareness/Phonics Interventions

- Applies to the smallest percentage of students beyond grade 3
- Direct instruction of phonemes and graphemes supplemented with high-frequency sight words and irregular words
- Provide many practice opportunities that incorporate specific feedback and self-correction strategies

(Reed & Vaughn, 2010)

Structural Analysis Interventions

- Appropriate for students who have adequate phonological processing and decoding single-syllable words but cannot read multisyllable words quickly and accurately
- Focus on identifying syllable types, morphemes, syllabic analysis
- Practice generalizing skills

(Reed & Vaughn, 2010)

Fluency Interventions

- **VERY limited research with high school students**
- Instruction should include:
 - Prosodic features of language
 - Expert modeling of fluent reading
 - Opportunities for students to apply skills to authentic texts through assisted and repeated readings (not to exceed three repetitions)
 - Immediate instructional feedback related to students' individual goals for rate, accuracy, and expressions

(Reed & Vaughn, 2010)

Narrative Text Comprehension Interventions

- Appropriate for students who have not acquired an awareness of narrative stories' structural pattern
- Instruction should include:
 - Explicit instruction on story grammar, identifying main ideas and themes
 - Collaborative work with peers to read and summarize text
- Students have difficulties generalizing knowledge to unfamiliar texts and novel situations

(Reed & Vaughn, 2010)

Expository Text Comprehension Interventions

- Worthwhile components of instruction include:

<ul style="list-style-type: none"> ■ Semantic mapping ■ Visual displays ■ Mnemonic illustrations ■ Text structure identification ■ Cognitive mapping ■ Identifying main ideas 	<ul style="list-style-type: none"> ■ Summarizing ■ Paraphrasing ■ Self-questioning ■ Reciprocal teaching ■ Strategy generalization ■ Building background knowledge ■ Self-monitoring
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(Reed & Vaughn, 2010)

Vocabulary Interventions

- Most effective strategies include:
 - Semantic maps
 - Semantic feature analysis
 - Fostering relational connections
 - Word associations
 - Mnemonic pictures

(Reed & Vaughn, 2010)

Academic Engagement

- Students report being more engaged when teachers:

- Do more listening than talking
- Make material personally relevant
- Allow some choice in texts or strategies
- Genuinely respond to student questions or opinions
- Set an appropriate level of challenge
- Explain the purpose of activities and goals for the lesson



Additional Resources on Academic Interventions

Center on Instruction Resources

- Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice
- Effective Instruction for Adolescent Struggling Readers PD Module
- Academic Literacy Instruction for Adolescents
- A Summary of Nine Key Studies: Multi-Tier Intervention and Response to Interventions for Students Struggling in Mathematics
- Effective Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities

All available on www.centeroninstruction.org

Other Resources

- Doing What Works website www.dww.org
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices (IES Practice Guide)
<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=WWC0084027>
- Key syntheses and meta-analyses
 - Edmonds et al., 2009
 - Scamacca et al., 2007
 - Wexler et al., 2008
- Florida Center for Reading Research--www.fcrr.org
- Meadows Center for Preventing Educational Risk--www.meadowscenter.org

High School Tiered Interventions Initiative (HSTII)

- Collaboration among three national technical assistance centers
 - Center on Instruction
 - www.centeroninstruction.org
 - National Center on Response to Intervention
 - www.rti4success.org
 - National High School Center
 - www.betterhighschools.org
- Goal is to enhance the understanding of how tiered intervention models are emerging in high schools

Common Implementation Challenges

- Staff Capacity
- Scheduling
- Resources
- Fidelity

(National High School Center, National Center on Response to Intervention, & Center on Instruction, 2010)

Staff Capacity

- Developing teachers knowledge of RTI
- Developing teachers knowledge of research-based strategies
- Provide time to problem solve
- Coaching

Additional Resources on RTI in Middle and High Schools

- ◆ Tiered Interventions in High Schools: Using Preliminary 'Lessons Learned' to Guide Ongoing Discussion
- ◆ High School Tiered Interventions Initiative (HSTII) Webinars:
 - High School Tiered Interventions Initiative (August 26, 2009)
 - High School Tiered Interventions Initiative (September 23, 2009)
 - An Introduction to High School Response to Intervention (February 11, 2010)
 - High School Response to Intervention: Progress Monitoring (May 12, 2010)
- www.centeroninstruction.org
www.rti4success.org
www.betterhighschools.org
- ◆ Webinar: RTI in Middle Schools (February 9, 2010)
http://www.rti4success.org/index.php?option=com_content&task=view&id=1446
- ◆ Assortment of published books available for purchase

Some Current and Ongoing Research Efforts in RTI at the Secondary Level

- CREATE Project
- Texas Center for Learning Disabilities (TCLD)
- Florida Center for Reading Research (FCRR)
- Education and Brain Research Program at Kennedy Krieger Institute

CREATE Project

- Center for Research on the Educational Achievement and Teaching of English Language Learners
- www.cal.org/create
- Addressing the challenges of educating English language learners (Grades 4-8) and focused on instruction in science and social studies classrooms
 - Develop research-based interventions
 - Test these interventions using controlled experiments/randomized field trials with classroom teachers
 - Combine them into a comprehensive package
 - Test the effectiveness of the combined package using randomized experiments

Florida Center for Reading Research (FCRR)

- www.fcrr.org
- Conducting research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading
- Disseminating information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade
- “Home” of the Reading Strand of the Center on Instruction

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Thank You!



The greatest danger
for most of us is not
that our aim is too high
and we miss it, but
that it is too low and
we reach it.

Michelangelo

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