



Implementing RTI: Beginning with Effective Tier I Instruction

The International Dyslexia Association

November 1, 2007

Thea Woodruff, PhD

Objectives

- * Share some perspectives from the field
- * Relate these perspectives to Response to Intervention (RTI)
- * Ideas to consider when implementing RTI

The 3-Tier Model isn't fair...

It doesn't allow us to provide intervention to all of our students who need it.

- Literacy Coach

Their intervention is basically 30 minutes of whole group instruction because almost their entire class qualified for intervention.

- Technical Assistance Provider

Fifty percent of our students are qualifying for Tier 3. What do we do?

- Superintendent

Response to...Intervention

* “Response to”

- How do we define it?
- How do we measure it?

* “Intervention”

- How do we define it?
- How do we measure it?

Response to...

- * Defined as...

- Something done in reaction to *something else*

- * Measured by...

- A test score
- Multiple assessment scores
- Multiple assessment performances over time & across contexts (including Tier I)

Intervention

* Defined as...

- Action undertaken to change what is happening or *might happen*...especially to *prevent something undesirable*

* Measured by...

- One person's observation
- One person's observations over time
- A team of observers examining instruction over time & across contexts (including Tier I)

Time: A Key Element in RTI

- * Look at response and intervention over time
 - What has come before and what is to follow?
- * There is **NO TIME TO WASTE**
 - How can we use our students' time most effectively and efficiently?

Tier I Comes to Mind

- * Differentiation through the **effective** use of...
 - Management techniques?
 - Grouping?
 - Scaffolding?
 - Practice & review (with feedback)?
- * Supporting teachers with professional development in effective strategies?

How to Make It Happen

- * Foster effective **instructional** leadership
- * Create opportunities for collaboration
 - Share data, strategies, materials, etc.
- * ***Really*** change our expectations
- * Think, think, think

When I look at these scores, it makes me think:

What's been going on in Tier I for this student? What can we do there to address his needs?

- 3rd Grade Teacher

We've seen our teachers change. We've seen their attitudes change and we've seen what we consider good instruction change...because we've trained them in a model that has made them better at the art of teaching... They've always been good teachers, we've always thought they were good teachers, but when we placed them in a process that improved on that and gave them more tools...it has made them...incredible.

- Superintendent

Most people think that if they hear 3-Tier reading, they think it is a canned program, that it's this thing that you just put in place. It's really not. You're really looking at which instructional arrangement can best meet the needs of individual children. It's the scientific aspect of teaching – using data and being flexible. It's very easy to say. It's very difficult to do.

- Elementary School Principal