Beginning to Implement RtI/MTSS in a Catholic School

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An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.
Outcomes

• Reacquaint ourselves with RtI/MTSS
• Identify the indicators of a high-quality Tier I program
• Create priorities for strengthening Tier I in your school

Our Motivation for this Work
“By reason of their baptism, all Catholics are equal in dignity and have the same divine calling. Catholics with disabilities, like all Catholics, are incorporated in the Body of Christ as integral members. They, like any other member, belong to the faith community.”

— Guidelines for the Celebration of the Sacraments for Persons with Disabilities

“Inclusion calls us to provide access and integration into the sacramental, formational, educational, pastoral, ministerial and communal life of the Church, offering accommodations when needed to enable the person with a disability to achieve the fullest measure of personal participation. Inclusive communities celebrate the diversity of gifts and support the needs of all members.”

— National Catholic Partnership on Disability

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

- RtI Network

RtI and the Law

IDEA 2004 –

For identification of students with disabilities

states a) may no longer require severe discrepancy, which was the traditional approach of requiring marked underachievement relative to intellectual ability, and b) must permit school districts to use “a process that determines if the child responds to scientific, research-based intervention” (§ 1414[d][3]).

may permit other alternative research-based procedures

“consider data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, … provided to the child’s parents” (§ 300.309[b]).
State Laws Regarding SLD Eligibility Determination

Mandatory

Requires RtI and Prohibits SD
- FL, IN, CO, WV, DE, GA

Requires RtI and Allows SD
- IL


RtI in Illinois

In accordance with 23 Illinois Administrative Code 226.130, districts must use a process that determines how a child responds to scientific, research-based interventions as part of the evaluation procedures to determine special education eligibility under the category of specific learning disability (SLD). While this requirement is specific to SLD, districts also have the option of using such a process as part of the evaluation procedures for other disability categories.


RtI doesn’t always have to be about Special Education
Weak Foundations limit the size of the Tower!

High Tides raise all boats

Tertiary Prevention 5%
Secondary Prevention 15%
Primary Prevention 80%

Wrap Around
Teacher Assistance Team
Targeted Group Interventions

Assessment Literacy
Curriculum Design
Instructional Strategies
Behavior Management

Ongoing Assessment
Response to Intervention: A Blueprint for Catholic Schools
By Michael J. Boyle, Ph.D.
ISBN: 1558334645

Tier One

Curriculum Instruction Assessment Literacy Behavior

Pillar One: Curriculum
Key Indicators

Key Indicators-Curriculum
- Written, standards-based curriculum
- Balanced Literacy program, including directed development of phonics and reading strategies
- Balanced mathematics, including balance between calculations and problem solving
- Collaborative planning process
- Common Assessments
- Data-based adjustments to teaching

What might this look like?

- Written Year-long plans & Unit plans
- Balanced Literacy & Math Programs
- Collaborative Planning
- Data-based Adjustments to Teaching
Our school has an agreed upon, written curriculum designed down from state/diocesan standards.

Our school has a reading program that is evidenced based and explicitly addresses critical components including a explicit instruction of phonics.

Our school has an on-going, collaborative planning process dedicated to developing curriculum.

Our school has developed a system of common assessments (in addition to universal screenings) to track student learning.

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**Pillar 2—Instructional Strategies**

**Key Indicators**
Key Indicators-Instructional Strategies

- Talk about effective teaching strategies
- Teachers collaborate on implementing strategies
- Values use of DI
- Evidence of DI in the classrooms
- Explicit system to address students who struggle
- Explicit system to address students who excel

Some sobering statistics based on observations from 1,500 classes in 2005:

- 0 Classrooms in which there was evidence of a clear learning objective: 4%
- 0 Classrooms in which high-yield strategies were used: 0.2%
- 0 Classrooms in which there was evidence of higher order thinking: 3%

“In every school, from poor to affluent, we seldom caught kids reading or writing. ... What we did see was staggering amounts of coloring.” (Schmoker, 2006)
What might this look like?

Our school allow teachers to meet with each other to talk about effective teaching strategies.

Our teachers work together on implementing research-based instructional strategies, including Marzano’s High Yield Strategies.

Our school can provide evidence that Differentiated Instructional practices are being used in the classroom.

Our school has an explicit system to allow teachers to engage in peer observations involving instructional strategies.
Pillar 3-Assessment Literacy

Key Indicators

- Evidenced based decision making
- Data collection system in place
- Data readily available
- Artifacts assist data analysis
- Time provided to analyze data
- Data informs teaching
What might this look like?

Universal Screener/Benchmarking System

PLCs
Collaborative Data Analysis

Sharing Data
Celebrating Growth

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<td>Our school has established systems for gathering and communicating student data (including a system of universal screening and progress monitoring).</td>
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<td>Our school makes dependable data readily available to all relevant stakeholders, including easy access to data for teachers.</td>
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<td>Our school regularly creates artifacts (i.e. graphs, charts, etc.) to assist in analysis of data.</td>
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<td>Our school provides time for teachers and administrators to analyze student data in collaborative teams.</td>
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<td>Our teachers make changes in teaching based on dependable student data.</td>
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Pillar 4 - Positive Behavior Management
Key Indicators-Positive Behavior

- 3-5 agreed upon school-wide behavioral expectations
- System to teach behavioral expectations to students
- System to teach behavioral expectations to transfer students
- Plan to celebrate student success
- System to collect data on student behavior
- Data used to make changes in school program

What might this look like?

- Defined School-wide Behavioral Expectations
- System to Track Behavioral Data
- System to Incentivize Positive Behavior
Our school has 3-5 school-wide behavioral expectations that are agreed to by the staff.

Our school has a system to teach the behavioral expectations to our students.

Our school has a system to teach the behavioral expectations to transfer students.

Our school has a defined plan to celebrate student success.

Our school has an explicit system to collect data on student behavior.

**4 CORNERS**

Considering everything you heard, what do you think the school’s Tier I priority should be? Move to the appropriate corner.

*With the group, discuss*
- First steps to improvement in your school
- Necessary resources (time, professional development, materials)