Taking your RtI/MTSS Program to the Next Level

RtI (Response To Intervention)
3 Tiers of Support

Andrew M. Greeley Center for Catholic Education

Sandria Morten, Ed.D. & Debra Sullivan, Ed.D.
Andrew M. Greeley Center for Catholic Education
School of Education
Loyola University Chicago

smorten@luc.edu
dsullivan2@luc.edu

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS

8.3 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.
Outcomes

- Understand the connection between PLCs and the work of RtI/MTSS
- Analyze the use of distributed leadership, systems and routines within teams to support RtI/MTSS
- Identify next steps for “teaming” within your school to strengthen RtI/MTSS implementation

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

Assessment Literacy
Curriculum Design
Instructional Strategies
Behavior Management
Teacher Assistance Team
Targeted Group Interventions
Wrap Around
Continual Improvement of Core Program
On-going Assessment
Defined School-wide Behavioral Expectations

System to Track Behavioral Data

System to Incentivize Positive Behavior

Continual Improvement of Core Program
- Assessment Literacy
- Curriculum Design
- Instructional Strategies
- Behavior Management
- Targeted Group Interventions
- Wrap Around Systems
- and Routines to ensure interventions are implemented & effective

Using scientific, research-based strategies to remediate problems

Track progress; Adjust intervention
Continual Improvement of Core Program

Assessment Literacy
Curriculum Design
Instructional Strategies
Behavior Management

Targeted Group Interventions

Wrap Around Systems and Routines to ensure interventions are implemented & effective

TAT Team Maintenance

Problem-solving Team (TAT)
Individual, intense interventions
Wraparound Services

So much to do…
Teaming and Collaboration are CENTRAL to RtI/MTSS

Professional Learning Communities (PLCs) can carry the load

What teams do you have in place at your school?
What is the typical “work” of those teams?
Does it relate to RtI/MTSS?

PLCs are NOT...

- Book Clubs
- An another name for Faculty/Department/Team Meetings
- A Program
- A Fad

Professional Culture of PLCs

- Focus on Student Learning
- Collaborative Culture
- Results Orientation
“The fact that teachers collaborate will do nothing to improve a school...The purpose of collaboration can only be accomplished if the professionals engaged in collaboration are focused on the right work.”
- Dufour, Dufour, Eaker & Many, 2010, p. 120

4 Critical Questions for PLCs

What do students need to know and be able to do?
- Clarify essential outcomes
- Ensure vertical and horizontal alignment

How will we know when they have learned it?
- Develop common assessments
- Analyze results

What will we do when they have not learned it?
- Plan for instruction and improvement strategies

What will we do when they already know it?

PLCs are a specific way of working together

How can we maximize the work of the PLC to ensure that they...
- Focus on the RIGHT work
- Get the work DONE
- GROW PROFESSIONALLY
- Experience SUCCESS and validation
Structural Elements of Highly-effective PLCs

- Protected Time
- Norms and Protocol
- Collective learning and its application (SMART Goals)
- Shared Personal Practice & Ownership
- Celebrating the Work

Protected Time

Meetings are reserved for work directly related to your goal.
- Data Analysis
- Collaboratively developing curriculum or common assessments
- Reporting progress and brainstorming next steps
- Researching interventions

PLCs must have time to meet within the teacher’s work day.
- Frequent enough to make progress on goal
- Long enough to work with substantial depth during each meeting

Team Norms

- Norms are our collective, public promises to keep one another safe while working collaboratively.
- Ensures high-performing teams
- Will stick only if the group puts them into practice over and over again.
- Produce a positive experience

Begin and end meeting on time.
Eliminate distractions. (No cell phone use/emails)
Assume positive intentions.

"I think these face-to-face meetings are so important, don't you?"
Protocol

- Useful to guide the work and ensure everyone’s participation

Unit Planning Protocol

1. Presenter – Unit Overview (3 mins)
   The presenter distributes copies of the Unit Planner and shares about his/her efforts on the unit to date. The presenter may highlight particular questions that need to be addressed.

2. Unit Review – (3 mins)
   Reviewers will silently read the unit, making notes of clarifying questions and ideas to address the presenter’s questions or otherwise strengthen the unit.

3. Clarifying Questions – (3 mins)
   Reviewers will ask presenter clarifying questions.

4. Share and Respond – (10 mins)
   Collaborative discussion among reviewers and presenter sharing ideas for the unit.

Collective Learning & Application

- Find commonalities across grade levels and share the work
- All teachers can engage in collaborative unit planning or assessment development
- Practicing Instructional Strategies across grade levels with peer observation
- Grade bands can focus on implementing the same intervention

Shared Personal Practice

- Develop Routines for Collective Accountability
- Share work to cloud-based folders
- Schedule teachers to bring units/assessments/student work to share for feedback
- Bring data from progress monitoring
Celebrate the Work

- Celebrate student progress as teacher success
- Share the work and success across grade bands and departments (Gallery Walks)
- Set milestones for curricular development and celebrate achievement
- Shout it from the rooftops!
  - Board, Parents, Students

Teaming and Collaboration are CENTRAL to RtI/MTSS

How can your current school teams/departments function more like PLCs?

- What is the right work for your staff right now?
- Can you make shifts to structural elements to improve effectiveness?
  - Protected Time
  - Collective Learning/Application
  - Norms
  - Shared Personal Practice
  - Protocol
  - Celebrate the Work

If the work of Tier I (core program improvement) and Tier II (targeted interventions) could be owned by PLCs, what about Tier III?

Teacher Assistance Teams (TAT)

- Supports teachers in their RtI/MTSS work
- Establishes a system for student referrals
- Also called a Prereferral Intervention Team (PIT), Student Intervention Team (SIT), Student Success Team (SST), Interdisciplinary Problem-solving Teams (IPTS), to name a few...
A decision making process

1. Problem Identification
2. Problem Analysis
3. Plan Development
4. Plan Implementation
   - Revise
   - Modify
   - Intensify
   - With Expanding Support

Systems/Structures to Support the Process

1. Problem Identification

Teacher Assistance Team: Student Referral Form

Student's Name: ___________________ Case of Referral: ___________
Referring Teacher or Parent: ______________ Grade: _______

Please answer the following questions with as much detail as possible:

1. What are the child's strengths?
   - __________________________________________
   - __________________________________________
   - __________________________________________

2. Please describe your specific concern, and where it occurs most often.
   - __________________________________________
   - __________________________________________
   - __________________________________________

3. List specific interventions that have been used with the student regarding your specific concern.
   - __________________________________________
   - __________________________________________
   - __________________________________________
10/5/16

1. Problem Identification

What systems and routines does your TAT use for problem identification?
How do you ensure that teachers are identifying students and utilizing the TAT process?

2. Problem Analysis

3. Plan Development

A decision making process

Please return to the TAT mailbox in a sealed envelope or email it to: tat@stmatthiasschool.org
1. Structure for Problem-solving Meeting
   - Who is there?
   - Review of case/observations
   - Teacher comments
   - Brainstorming
   - Plan Development

2. Documentation

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Classroom Intervention Planning Sheet

**Student Information**

**Case Information**

- **What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

- **Student:**
- **Interventionist(s):**
- **Date Intervention Plan Was Written:**
- **Date Intervention is to Start:**
- **Date Intervention is to End:**
- **Total Number of Intervention Weeks:**

**Description of the Student Problem:**

- **What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

**Materials**

- **Training**

**Progress-Monitoring**

- **What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor</th>
<th>Ideas for Intervention Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x Existing data: grades, homework logs, etc.</td>
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<tr>
<td></td>
<td>x Cumulative mastery log</td>
</tr>
<tr>
<td></td>
<td>x Rubric</td>
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<tr>
<td></td>
<td>x Curriculum-based measurement</td>
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<tr>
<td></td>
<td>x Behavior report card</td>
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<tr>
<td></td>
<td>x Behavior checklist</td>
</tr>
</tbody>
</table>

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Response to Intervention Student Behavior Plan

**Student’s Name:** ____________________________________________________

**School:** ________________________________________________

**Teachers:** ______________________________________________________

**Date:** ________________________________________________________

**Targeted (Unwanted) Behavior**

**Replacement Behavior**

**Student Plan of Action**

**Review Date:**

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Parent Signature ____________________________________________ Date ______________________

Teacher Signature ____________________________________________ Date ______________________
2. Problem Analysis and 3. Plan Development

Who is involved in the TAT meeting to develop the plan?

How is the meetings structured?

How is the plan documented?

A decision making process

4. Plan Implementation

Plan Implementation

1. Training and Materials for Teacher/Interventionist

2. Frequent Check-in/Observation by TAT member

3. Documentation – Common forms to track intervention fidelity and progress monitoring.
Systems/Structures to Support the Process

4. Plan Implementation

1. Do the teachers/interventionists receive adequate training and materials?
2. How do you identify the challenges in implementation during week 1?
3. Documentation – Are the interventions being implemented with fidelity and the with the same frequency as planned?

A decision making process

Revise, Modify, Intensify?

1. How and when is the case revisited?
2. What is the structure of the meeting?
5. Revisiting the Case (Revise, Modify, Intensify)

- How often is the case revisited?
- What support does the teacher receive in making a decision about revising intervention?
- If an educational evaluation is warranted, who manages the paperwork?