

RTI Webinar:
RTI at the Secondary Level

Looking on the
Bright Side

IRA Commission on RTI members:
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and
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Moderator: Janette Klingner



Who We Are & Why We're Here

USING THE CHAT BOX, PLEASE TELL US:

WHO ARE YOU?

WHAT IS YOUR POSITION?

HOW MANY YEARS HAVE YOU BEEN AN EDUCATOR?

IN WHAT TYPE OF SETTING DO YOU WORK

(e.g. URBAN, RURAL)?



Barbara J. Ehren,
University of Central Florida

Libby

Barbara P. Laster
Towson University

Bracha



and we acknowledge the work
of Sandra Goetze, Oklahoma State University,
who could not be with us tonight.

This webinar is about:

**Offering guidance in
planning and
implementing RTI
approaches for
adolescents.**



This Webinar's Agenda

- **Background Information**
- **Systemic Issues**
- **Differentiating Core Literacy Instruction**
- **Intervention Beyond the Content Classroom**





Background Information



The Charge of the Commission on RTI

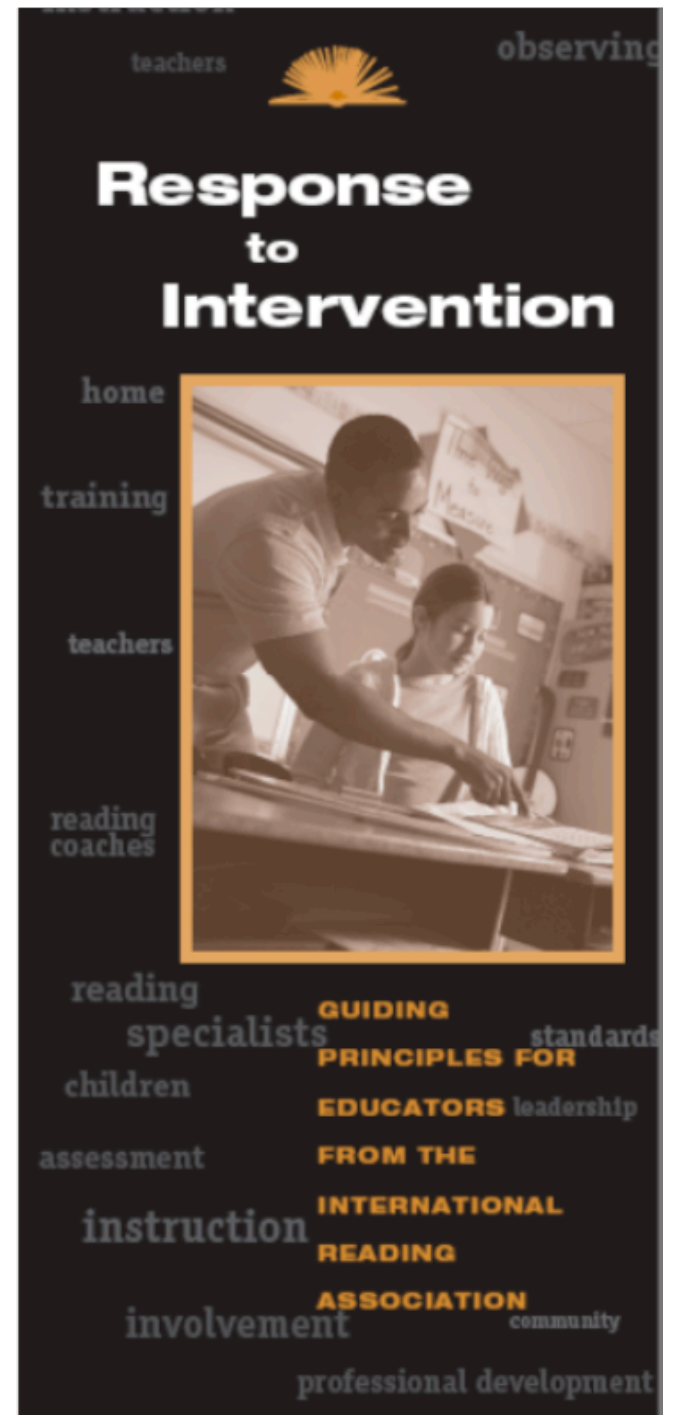
(2008-2011)

*Develop a framework of core principles that represents the best interests of all children, effective teacher practices, and the wealth of knowledge across IRA.
Bring to this conversation, perspectives from diverse partners, members, and constituencies.*



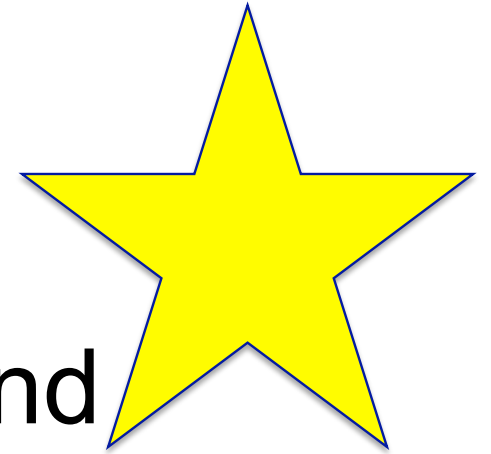
Guiding Principles for Educators from the IRA Commission on RTI

2009



Guiding Principles for Educators

1. Instruction
2. Responsive Teaching and Differentiation
3. Assessment
4. Collaboration
5. Systemic and Comprehensive
6. Teacher Expertise





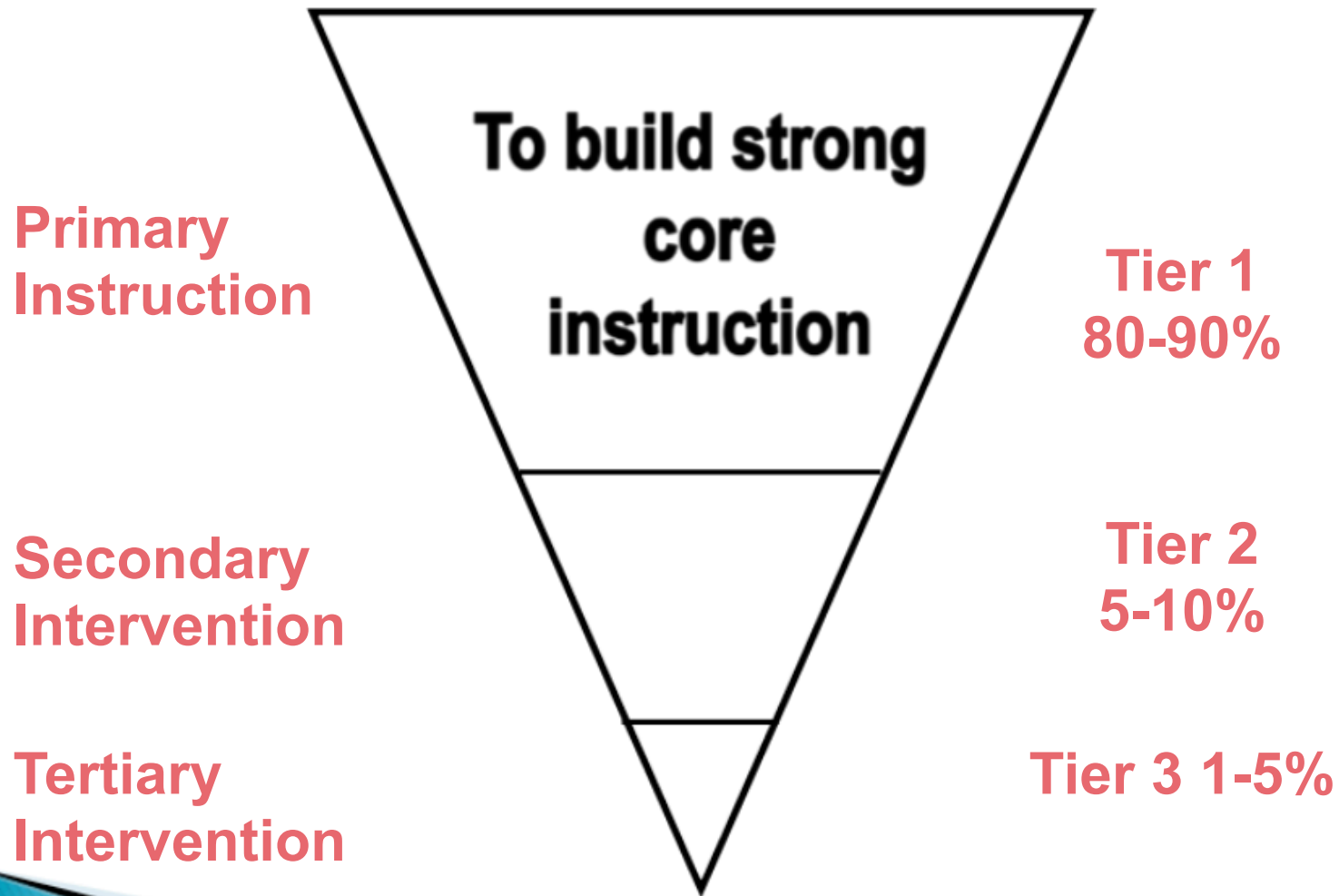
SYSTEMIC ISSUES



Seizing Opportunities



Three-Tiered Version of RTI



Ehren, Ehren & Proly (2009)

To build a comprehensive approach to meeting all students' needs.

Prevention

Intervention

**Determination
of LD**

**High Quality
Core Instruction**

**Increasingly
Intense
Assistance
Outside of
Special
Education**

**Comprehensive
Evaluation,
Including RTI
Data to Explore
the Existence of
a Disability**



Ehren, Ehren & Proly (2009)

**To build on the existing
foundation of school reform.**

- **Beliefs**
- **Practices**

**What is going “right” in a school that
you know?**

Beliefs

- *All students can learn.*
- *One size does not fit all in learning.*
- *Waiting for students to fail is not a good approach.*
- *Research has value in guiding education.*
- *Assessment is crucial to instruction.*
- *Education is a partnership.*
- *There is no quick fix.*
- *The system will change only if I change.*



Practices

- *Teachers use sound instruction.*
- *Options are offered to meet learning needs.*
- *A committee or team coordinates supports.*
- *A data management system exists.*
- *Data are used to inform instruction.*
- *Teachers, support personnel and administrators work together to meet the learning needs of all students.*
- *Teachers and administrators participate in ongoing professional development*



**To redeploy professionals to
strengthen school wide efforts.**

Changing Roles of Professionals



All stakeholders in a middle or high school have...

- **Shared responsibility for outcomes of ALL students**
- **Commitment to evidence based practice and data-based decision making**
- **Willingness to learn from each other**



Classroom Teachers

- **Altering instruction based on data**
- **Utilizing differentiated instruction**
- **Engaging in more direct interaction with instructional support personnel**

What specialists are in your building or used in your district? Indicate middle or high school.



Special Education Teachers

- **Having high expectations and committing to standards**
- **Redefining roles with students who are not eligible for SPED**
- **Collaborating with teachers and other instructional support personnel**



Reading Specialists

Assisting teachers to

- 1. understand assessment data both for individual students and for aggregates or groups of students.**
- 2. find appropriately leveled materials for particular curricular units in all content classes.**
- 3. integrate language and literacy skills and strategies in the content disciplines.**



Speech-Language Pathologists (SLPs)

- **Assuming roles with literacy (move beyond being the “speech teacher”)**
- **Orienting therapeutic intervention to the curriculum**
- **Collaborating with teachers and others, especially those who share expertise in language and literacy (reading specialists, ELL teachers)**



School Psychologists

- **Abandoning “referral” orientation**
- **Taking an active role in assessment for instruction**
- **Collaborating with teachers and other instructional support personnel**



Add to their already full plate?

NOT

GIVE THEM A NEW PLATE!



Avoiding Pitfalls



Unbalanced Tiers



Balancing Tiers

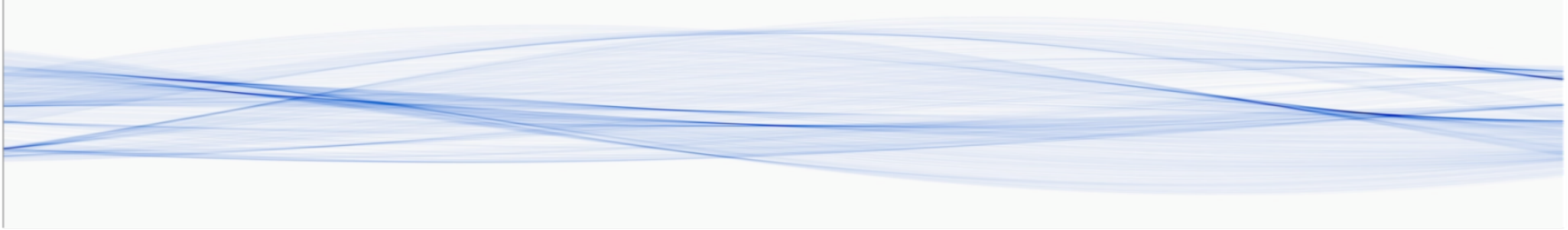
- **All tiers should be developed in a school**
- **Perhaps not all at once**



Isolated Tiers



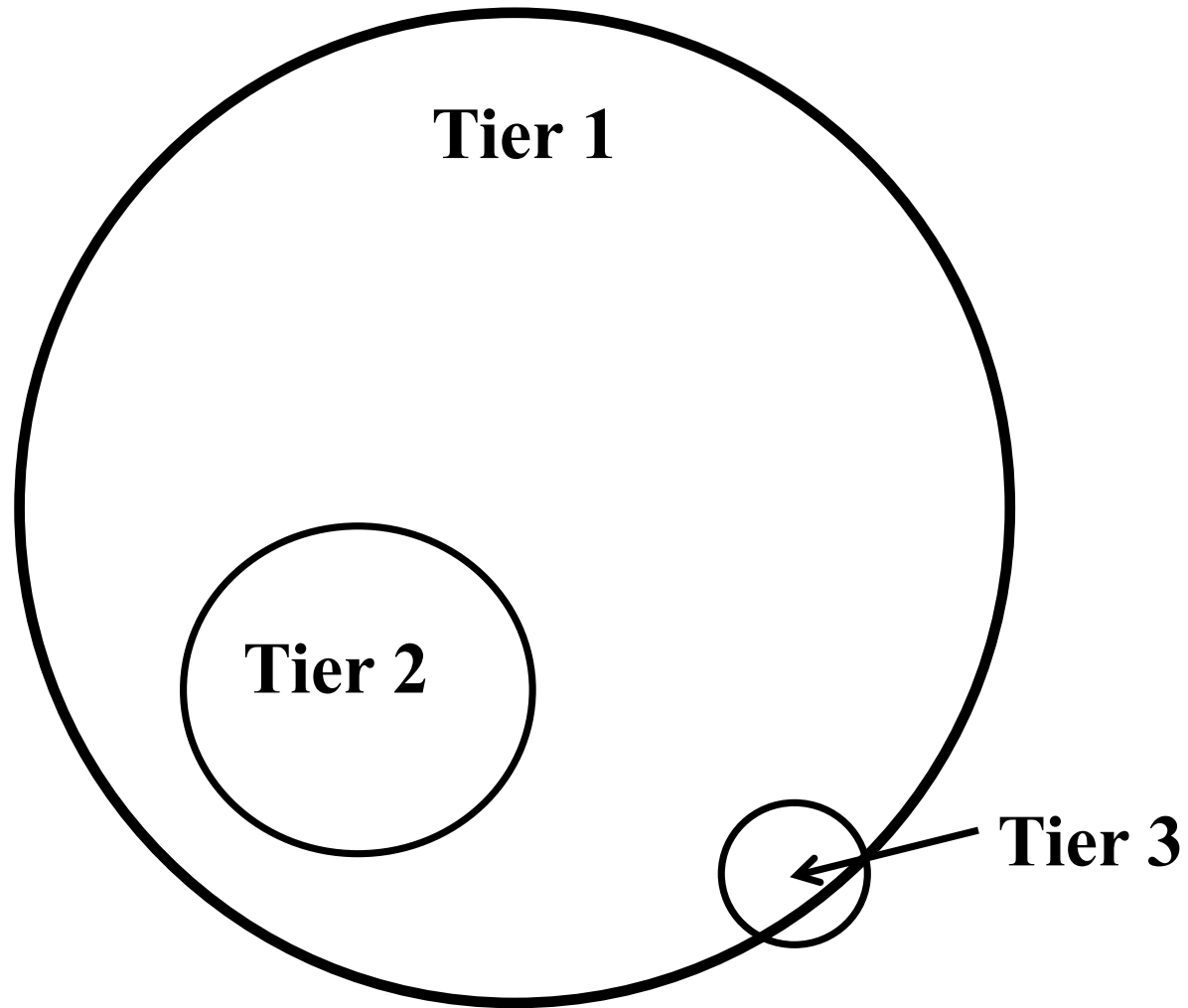
Fluidity: Movement Across Tiers



- **The goal is RESPONSIVENESS.**
- **Movement depends on progress trajectories and benchmarks.**
- **Students must get the supports they need when they need them.**
- **Time and place definitions of tiers can be obstacles to fluidity.**
- **Thinking of each tier as separate and discrete can be a hindrance to fluidity.**



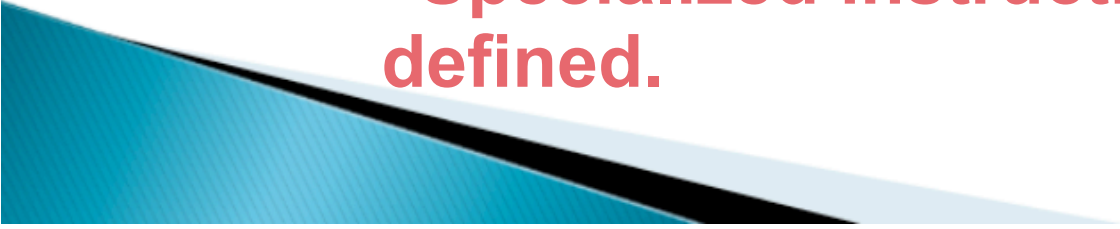
Alternative Three-Tiered Version



Ehren, Ehren & Proly (2009)

Delays in Needed Services



- **Students with disabilities should not have to go through preliminary tiers when they need special education services.**
 - **Appropriate services are provided to students when they need them.**
 - **“Specialized instruction” is clearly be defined.**
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DIFFERENTIATING CORE LITERACY INSTRUCTION



Elements of good core instruction at middle and high school

In the school(s) that you are in, have you noticed any elements of good core instruction with differentiation? In which content disciplines?

Successful Adolescent Readers

Afflerbach (2004) calls for assessment of specific needs.

Allington (2009) suggests for RTI models:

- 1.access to high success text
- 2.consideration of reading volume
- 3.motivation to read.

These factors, plus an understanding of

- 1.*reading flow* (Gallagher, 2009) and
 - 2.skillful teaching of discipline-specific literacy
- 

Opportunities to engage with multiple texts in multiple ways (discussion, independent reading, paired or small group reading, writing response, etc.)

- High success texts on the student's instructional level AND
- Experience with complex texts



DIFFERENTIATING CORE LITERACY INSTRUCTION

(Preuss

School as described in Alvarez & Mehan, 2010)

1. Rigorous core instruction for all students
2. Scaffolding and personalizing instruction by all teachers
3. Specific strategy instruction in all content areas.
4. Early warning system to set in motion a variety of interventions.



Explicit Instruction for Vocabulary & Comprehension

- Conceptual vocabulary

- Think Alouds

- Monitoring & Regulating behaviors

- Identifying key information

- Predicting

- Summarizing

- Inferring

- Evaluating



Students' ability to acquire discipline-specific knowledge is dependent on their ability to access content knowledge through reading, writing, listening, and speaking.

English composition & literature

Mathematics

Social Sciences

Science

Fine Arts

Physical Education

See the webinar on Teacher Expertise.



Adolescents who have missed core instruction with differentiation

- Comprehension strategy instruction in the specific content discipline
- Specialized vocabulary knowledge
- Use of technology
- Engaging texts/students' interests

(Pitcher, et al., 2010)



Teacher Expertise for Literacy in the Content Disciplines

**With which content discipline are
you most aligned?**



Discipline-specific knowledge is an opportunity for COLLABORATION

- with students and their families**
- within a department**
- across departments: All the subjects that a particular student is taking**
- with specialists (reading, SLP, ESOL, School Psych, etc.)**

[See webinar on Comprehensive and Collaborative.]





INTERVENTION BEYOND THE CONTENT CLASSROOM



Availability of Intensive Options

Kamil, 2008

- Use reliable screening instruments followed by assessments to pinpoint each student's instructional needs.
- Select interventions that provide an explicit instructional focus to meet each student's identified learning needs.
- Provide interventions in which intensiveness matches student needs.



One size does not fit all!

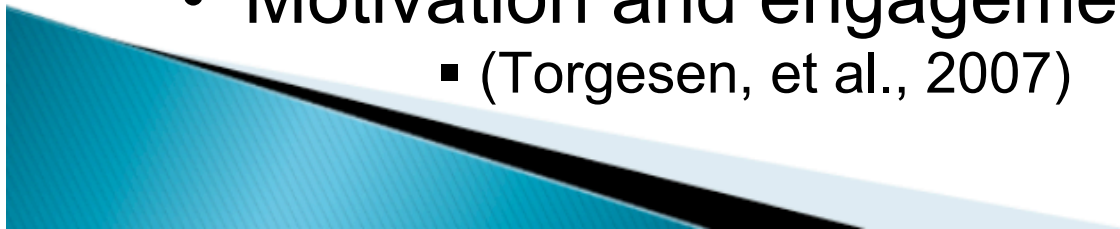
Diverse patterns of reading and writing difficulty call for different interventions.




Generate specific enough information to provide a direction for intervention.

**Determine a student's
Strengths AND Needs**

- Fluency of text reading
- Vocabulary (depth and breadth)
- Strategies to enhance comprehension
- Background knowledge
- Higher level reasoning skills
- Motivation and engagement
 - (Torgesen, et al., 2007)



Some Questions to Ask

- Is the student struggling with comprehension because of word-level issues?
 - Is the student a fluent reader with difficulty manipulating meaning?
 - Does the student have syntax-level difficulties in which he gets lost in complex structures?
 - Are some discipline literacies easier for the student than others?
 - How does the student do with literacies outside the context of school?
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Complexity of assessment calls for collaboration



Interventions should

- Address specific areas of need
- Be appropriate for adolescents
- Have a track record of effectiveness

Edmonds, et al. (2009)

Gajiria, et al. (2007)

Guthrie, et al. (2004; 2008)

Kamil, et al. (2008)


Liang & Dole (2006)

Scammacca et al. (2007)

Torgesen et al. (2007)



Examples

- **Explicit instruction in comprehension practices that engage students in thinking about text, learning from text, and discussing what they know.**
 - **Effective single interventions**
 - Text structure
 - Cognitive mapping
 - Identifying main idea
 - Paraphrasing
 - Self-questioning
 - **Combined strategies**
 - Collaborative Strategic Reading
 - Concept Oriented Reading Instruction (CORI)
- 

MANTRA

**Students get what
they need when they
need it.**

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Students get what they need when they need it.



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References page 2

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