

Strand 19: Rtl Implementation at the Administrative Level - 'Yes, It's Still a 'Thing'!'

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Learning Targets:

In this third session, participants will review possible models and frameworks for building-wide implementation. We will discuss how to align Rtl with other building level practices and state-mandates to improve student achievement.

Participants will review next steps and create an action plan to assist with implementation of Rtl at the building level.

Fredonia Central School District

Amy Piper, Ed.S., NCSP

Elementary Principal

- Community of approximately 11,000 residents
- Enrollment of approximately 1600 students in grades K – 12
- Located in the southwestern corner of New York State, approximately 50 miles southwest of Buffalo and over 400 miles west of NYC

Fredonia, NY



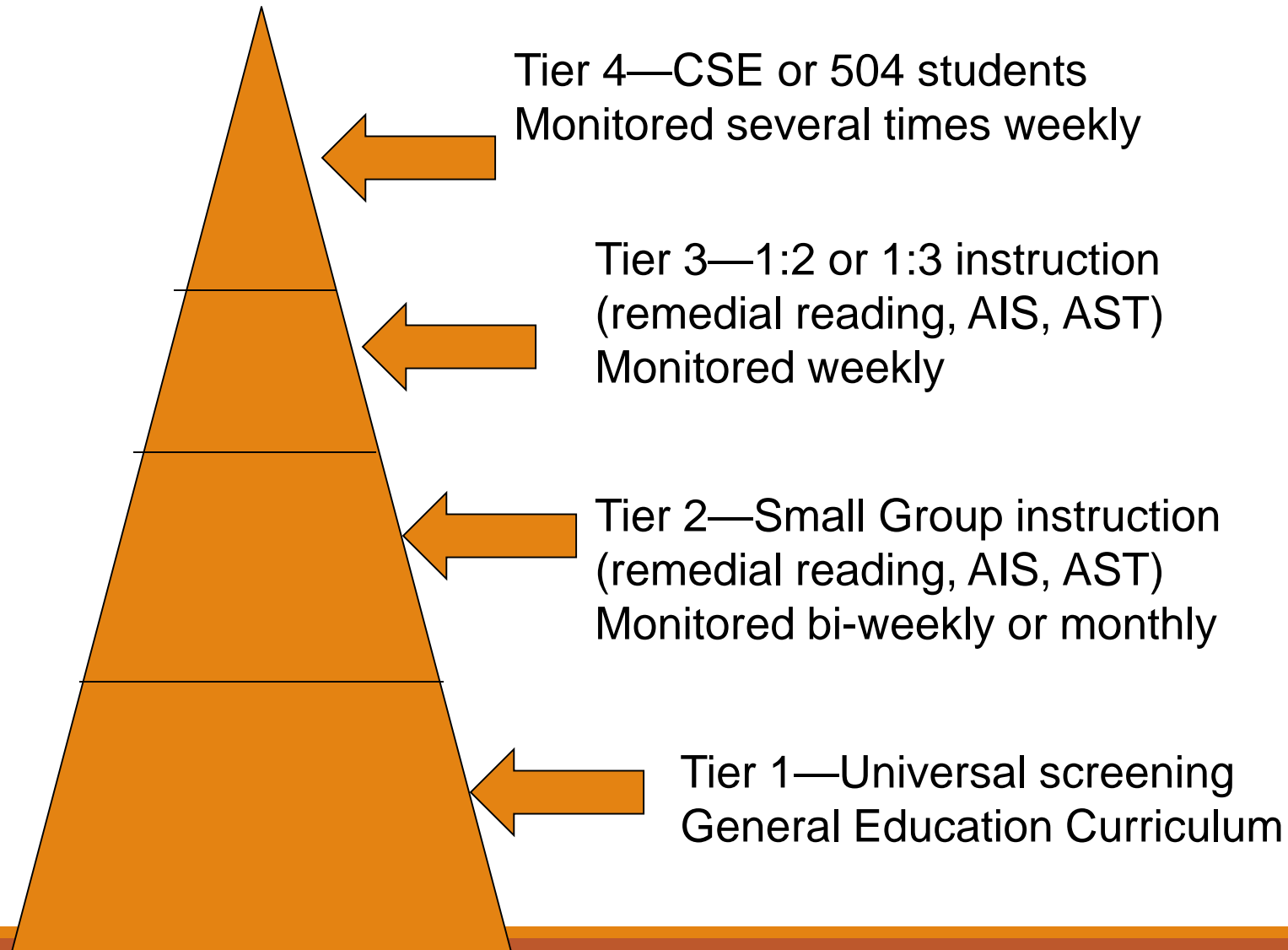
- Free/Reduced Lunch Rate = 43%
- Student Stability = 97%
- Ethnicity:
 - 92% White
 - 4% Hispanic
 - 2% African-American
- Limited English Proficient = 3%

Definition of RtI

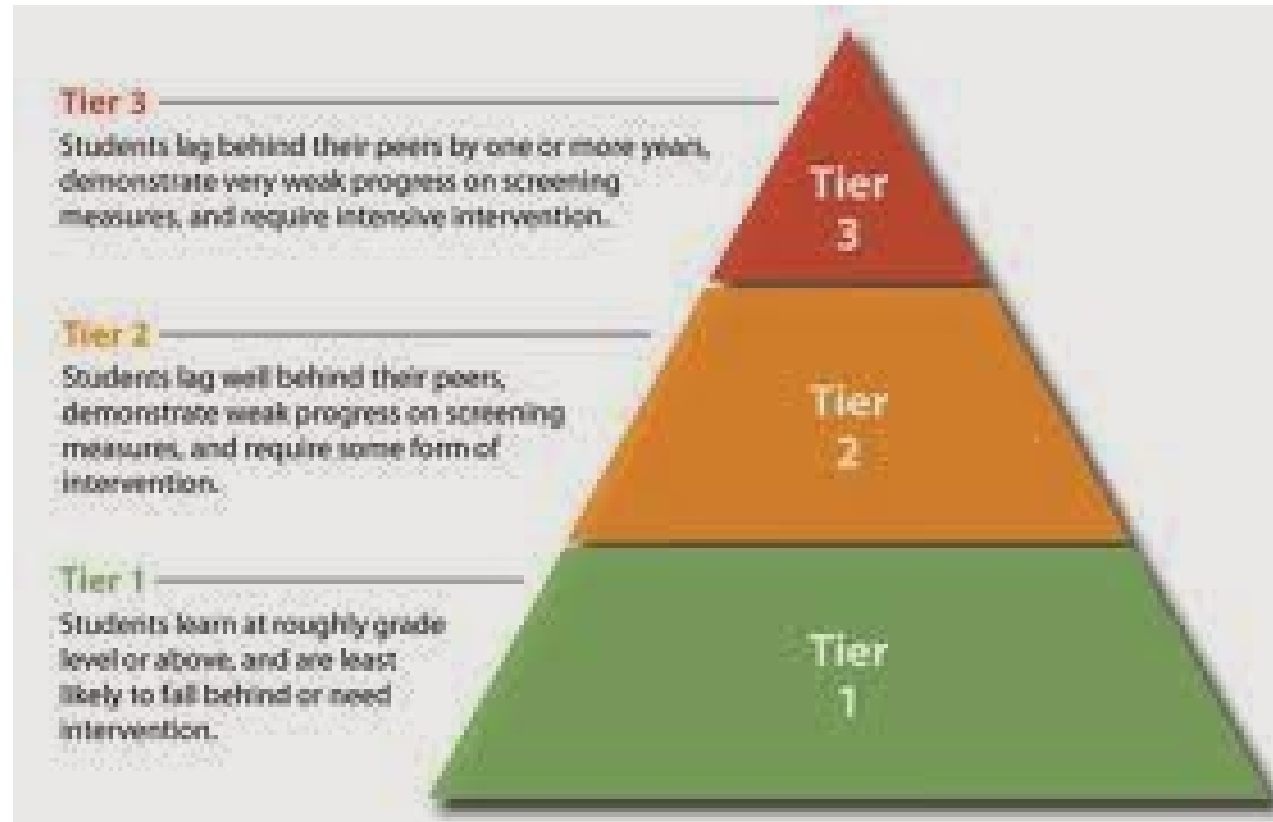
RtI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.



One approach to RTI— 4 Tier Model



Another approach—3 Tier Model

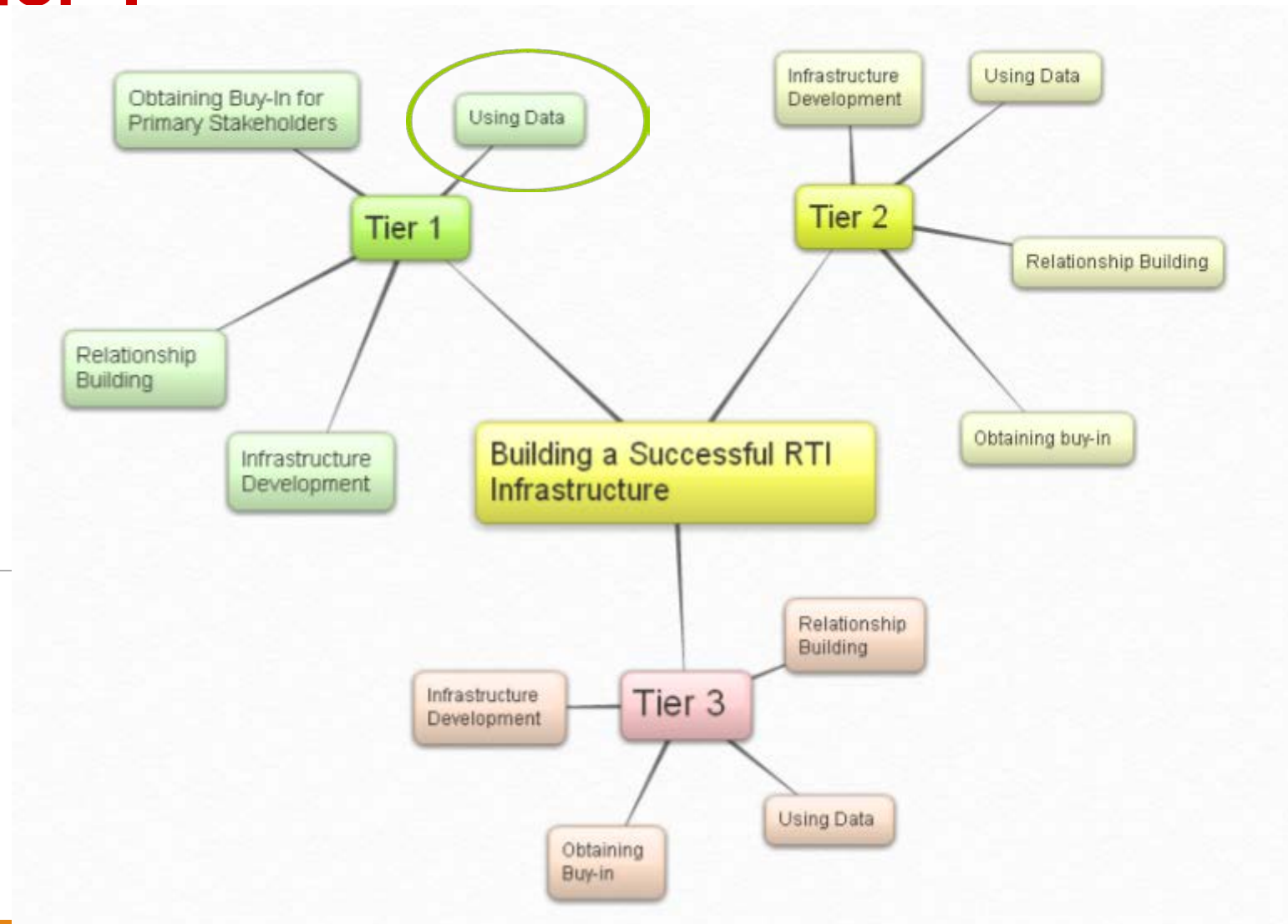


Tier 1 implementation

Four important Decisions for Administrators:

1. What data are we going to use and how are we going to use it?
2. How do we obtain stakeholder buy-in?
 - From staff
 - From parents
3. How do we continue to build relationships within our building while implementing RtI?
4. What will the infrastructure in our building look like?

Tier 1



Data

Step 1 – Decide what types of data are needed to make good decisions about student achievement. FIRST, do an assessment audit and determine what types of data are already being collected. Are these assessments providing valid and reliable data for our students in the areas that we are concerned about (primarily the different components of reading)?

Good resources for assessment audits:

Nysrtitac.org:

https://nysrti.org/files/documents/franklin/marshall_assessment_audit_final_2011.pdf

Assessment Audit

Conducting a Rtl Assessment Audit serves several purposes:

1. Identifies the different types of assessments used in the area of literacy
2. Clarifies the purpose (screening, progress monitoring, diagnostic, and outcome) of each assessment tool
3. Identifies the construct being assessed (e.g.. concepts of print, comprehension, fluency, etc..)
4. Identifies training needs of staff members relative to the administration and interpretation of targeted assessments
5. Provides an opportunity for a school to identify redundancies or gaps in the assessment process

(from the Marshall Plan, www.nysrtitac.org)

One Example from the TAC website:

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other		
KINDERGARTEN		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome												<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome												<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
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Data Analysis Meetings

- How should meetings be set up?
 - Create structure
 - Training (with modeling)
 - Define the needs/questions your data are to address
 - Address the positioning of district assessments, state assessments, and screeners, etc.)
 - focus on group data (Core curriculum)
 - How is data use to evaluate core instruction/ curriculum needs
 - Have a format for data analysis meetings with acceptable data, multiple measures, set cut scores, and reg ed representation

Obtaining Buy-In From Stake Holders

Reviewed in last webinar

This is Step 2:

Communicate, communicate, communicate!

Never assume that teachers or parents know what you are talking about or understand it.

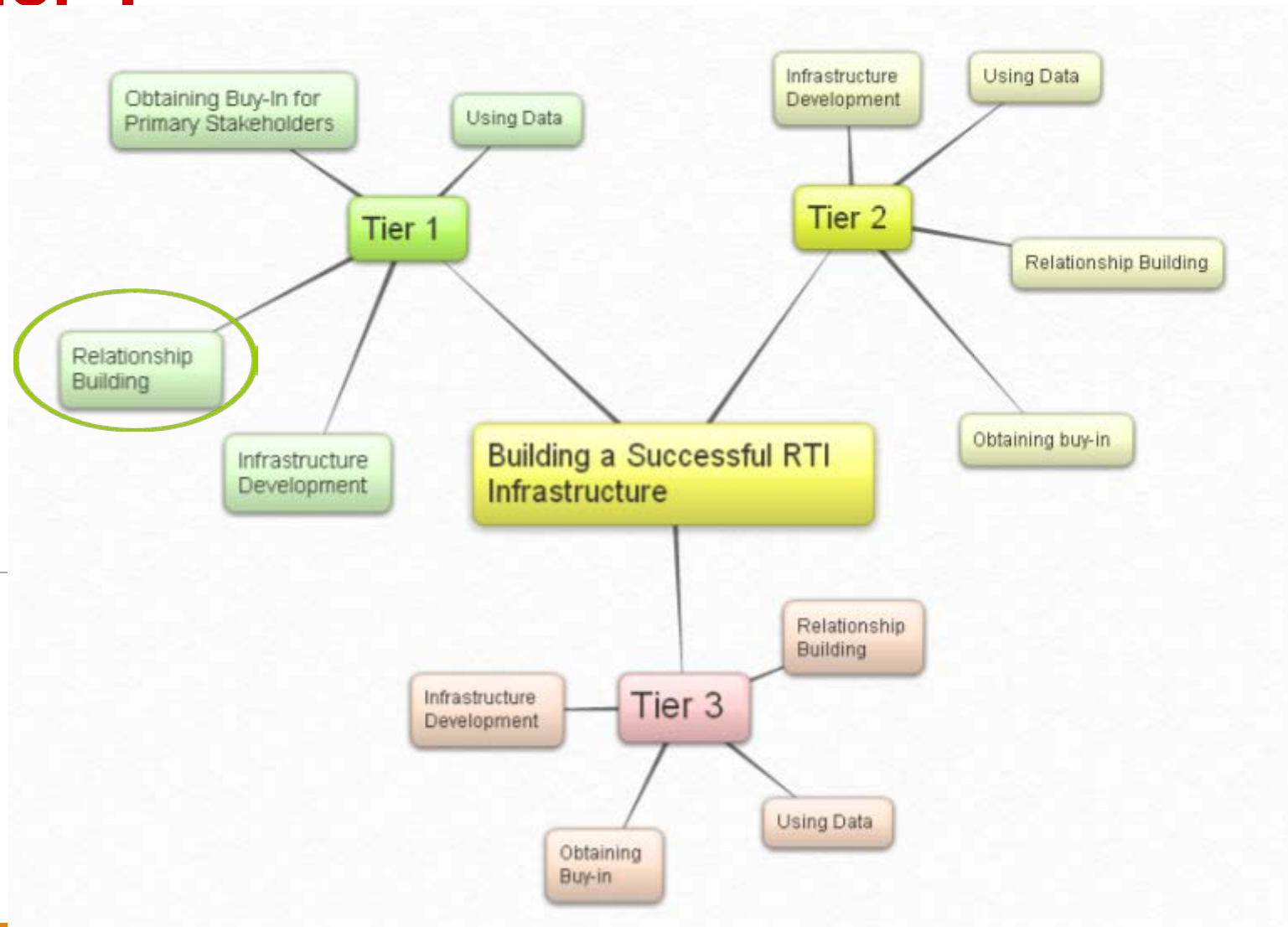
TRANSPARENCY!

Present at PTA meetings, BOE meetings, Rotary, etc.

Put information in newsletters, parent packets, etc.

Develop a leadership team of teachers and staff members who are well-respected. Have them speak about their experiences with Rtl and the value they've found in the process.

Tier 1



Relationship Building

Step 3:

While building buy-in, administrators continue to cultivate relationships.

Note questions and concerns, and provide research-based documentation and answers.

Provide opportunities for teachers to share successes (faculty meetings, PLC's, Board meetings, PTA meetings, etc.)

Honor and note when teachers think outside the box or try something outside their comfort zone.



Infrastructure Development

Last step of Tier 1:

How do you envision Tier 1?

PLC's?

Data Meetings?

RtI/AIS/Reading Teachers?

How many? What will their day look like? What will their responsibilities be?

How do you, as administration, determine if Tier 1 Core Instruction is successful and sufficient?

What will be the role of the School Psychologist? School Counselor? Others?

Tier 2

These same questions exist for Tier 2, but especially:

What data are we going to use and how are we going to use it?

Through the assessment audit, the type(s) of data can be determined. Also need to determine what data will be used for progress monitoring decisions.

How often will students be progress monitored (recommendations are at least bi-monthly, but preferably weekly).

What will the cut scores be for Tier 2 and Tier 3?

How many data points will be needed before decisions are made?

Tier 2

What will the infrastructure in our building look like?

- How often will we review progress monitoring data? At the grade level? At the building level?
- What process will we use to look at data and make decisions about services?
- Who will do the progress monitoring?
- How often should Tier 2 students be given reading instruction (recommendation is 3x/week for 30 minutes)?
- How will this schedule look?
- What materials will be used to provide interventions?
- How do we know if the materials are research-based?
- How do we determine if the interventions are being done with fidelity?

Tier 3

These same questions exist for Tier 3, but especially:

What data are we going to use and how are we going to use it?

Through the assessment audit, the type(s) of data can be determined. Also need to determine what data will be used for progress monitoring decisions.

How often will students be progress monitored (recommendations are at least weekly)

What will the cut scores be for Tier 2 and Tier 3?

How many data points will be needed before decisions are made?

How do we know which students should be referred to the Student Assistance Team?

Student Assistance Teams

Problem-solving model?

Standard Protocol model?

What will the format look like?

When will the meetings be held?

Will parents be invited?

Who will run them (Administrators!) and who will take the notes?

Who will inform the parents? How?

Referral to Committee on Special Education

When are these referrals made?

Who determines this?

Is there communication about the RtI process and understanding of when students will be referred with the Director of Special Education, CSE chair, and school psychologist(s)?

Is there a school policy on AIS/RtI?

Are you following it or does it need to be revised and BOE approved?

How Did We Get to This Point?

Started by benchmarking students in grades K-8 in 2005 with AIMSweb.

Continuous professional development around Curriculum Based Measures and Data Based Decision Making.

AIS and SE teachers provided with in-depth AIMSweb training and changed AIS titles to RtI teachers.

Tweaked, tweaked, tweaked RtI expectations, scheduling, review of data, etc., etc.

Partnership between Elementary Principal and Director of Student Services.

How Did We Get To This Point?

PTA purchased Driven By Data book for every teacher

Developed building-level Inquiry Team

Provided professional development for Inquiry Team (principal was turn-key trainer) on-going for a full year (through book study)

Continued to review and refine procedures at monthly Instructional Leader meetings and Faculty Meetings

How Did We Get to This Point?

Tweak, tweak, tweak!

Continuous revisions to Interim Assessments

Continuous revisions to Data Analysis Meeting protocols

Staff buy-in through improved student achievement

- True understanding and knowledge of ELA and Math CCLS
- Data truly drives instruction

Focus on Relational Trust

Staff completed survey on Relational Trust

- Parent to Teacher
- Teacher to Teacher
- Teacher to Administrator

Results indicated high level of trust

- Parent to Teacher
- Teacher to Administrator

Moderate level of trust

- Teacher to Teacher



Questions to Assess Relational Trust

Anthony Bryk and Barbara Schneider, authors of *Trust in Schools* (2002), developed questions to identify the level of trust teachers have for their principal, their colleagues, and parents. As evidenced in their research, school leaders who work in the direction of affirmative responses to the following statements can expect to see increases in the degree of teacher collaboration, orientation to innovation, staff-parent interactions, and gains in student achievement.

Relational Trust Survey Items

Note that the structure of some questions has been modified to match with a consistent scale, 1 indicating “strongly disagree” and 10 indicating “strongly agree”.

Parent to Teacher examples:

My students’ parents do their best to help their children learn.

1 2 3 4 5 6 7 8 9 10

Teachers at this school feel good about parents’ support of their work.

1 2 3 4 5 6 7 8 9 10

Teachers at this school really care about this local community.

1 2 3 4 5 6 7 8 9 10

My students’ parents support my teaching efforts.

1 2 3 4 5 6 7 8 9 10

Relational Trust Survey Items

Teacher-Teacher Questions

Teachers in this school really care about each other.

1 2 3 4 5 6 7 8 9 10

Teachers in this school trust each other.

1 2 3 4 5 6 7 8 9 10

It’s okay in this school to discuss feelings, worries, and frustrations with other teachers.

1 2 3 4 5 6 7 8 9 10

Teachers respect other teachers who take the lead in school improvement efforts.

1 2 3 4 5 6 7 8 9 10

Relational Trust Survey Items

Teacher-Administrator Questions

It's OK in this school to discuss feelings, worries, and frustrations with one or both of the administrators.

1 2 3 4 5 6 7 8 9 10

The administrators look out for the personal welfare of the faculty members in this school.

1 2 3 4 5 6 7 8 9 10

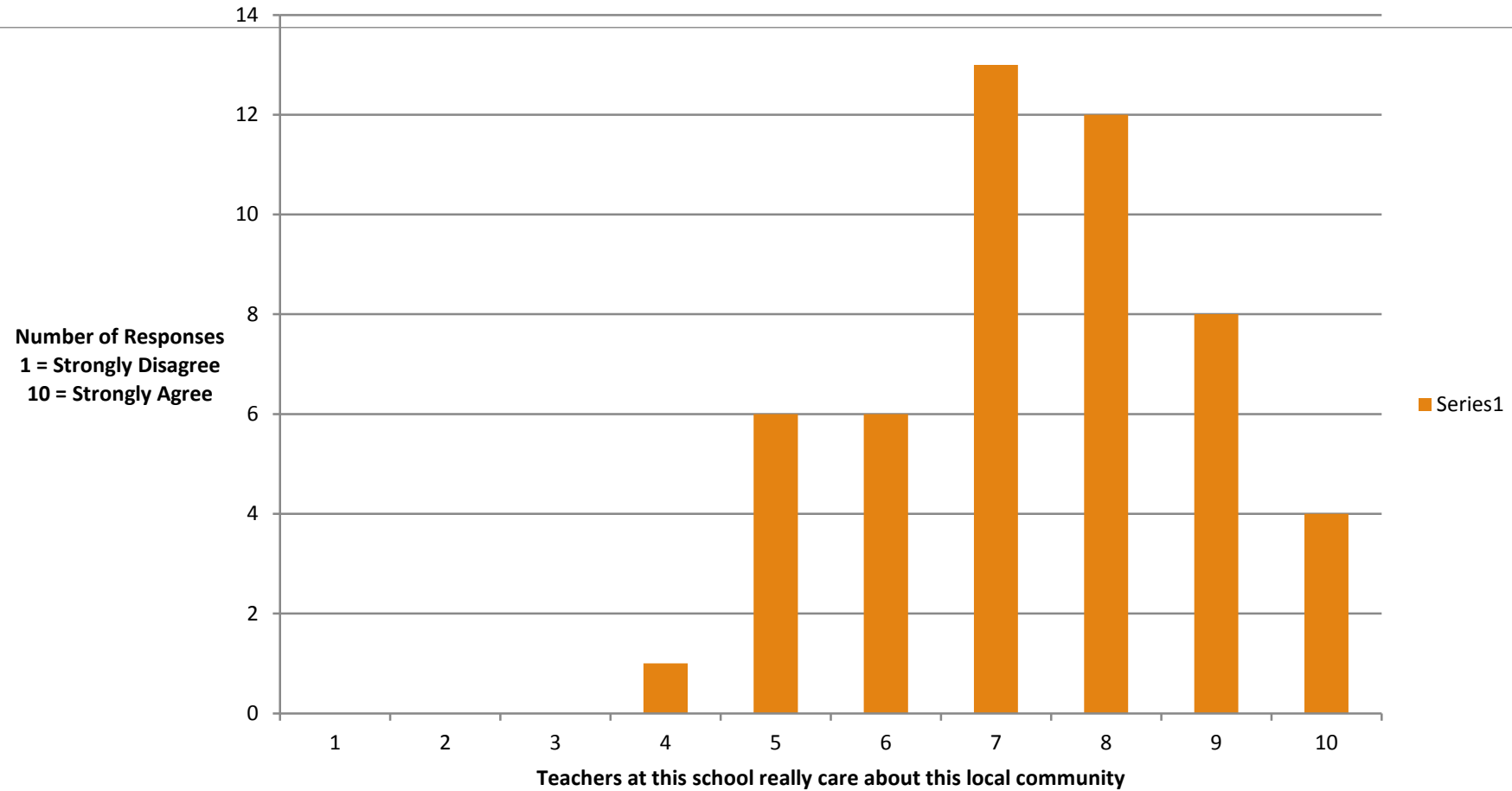
I take the administration at his or her word.

1 2 3 4 5 6 7 8 9 10

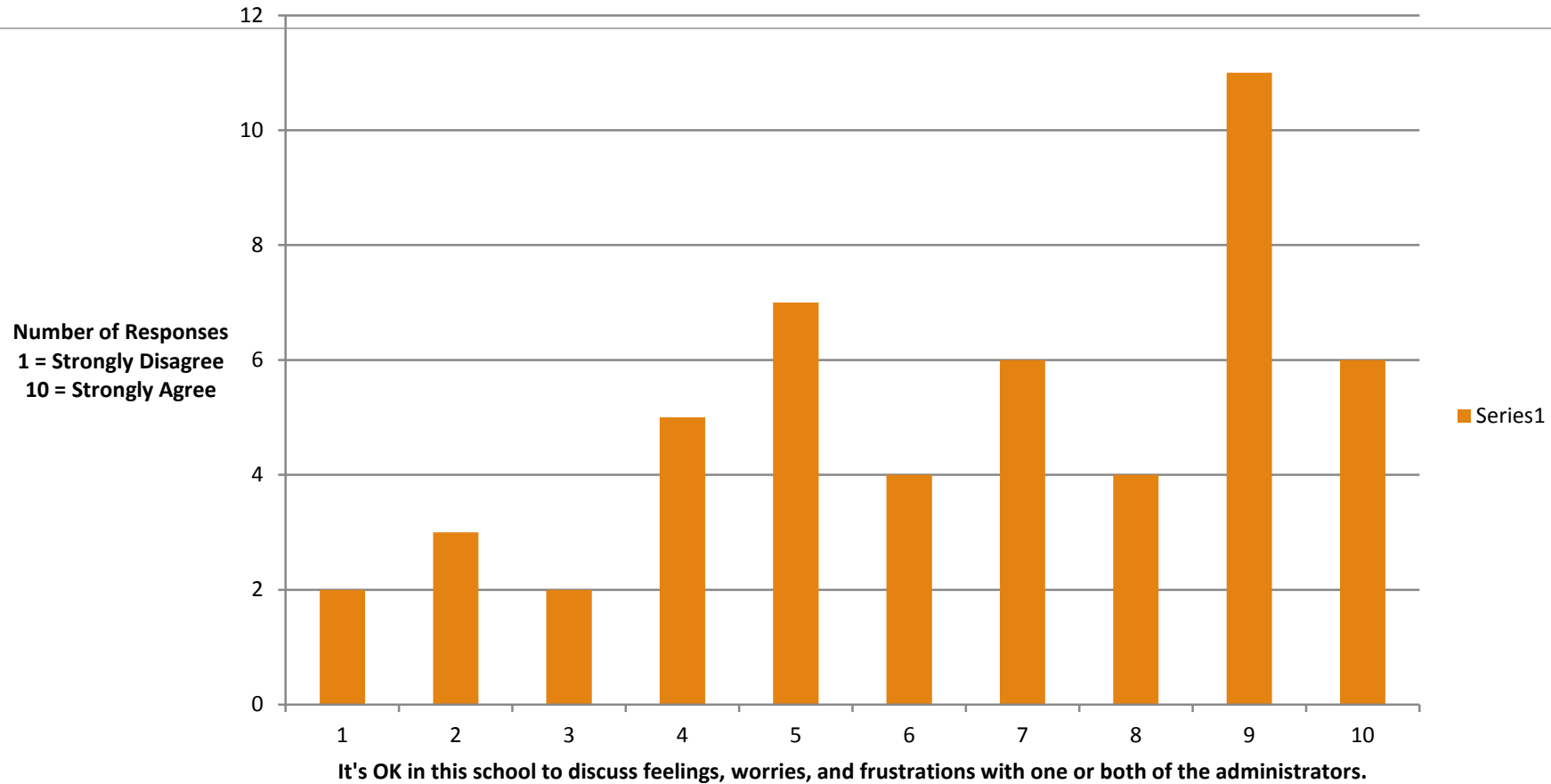
The administrators in this school are effective managers, who makes the school run smoothly.

1 2 3 4 5 6 7 8 9 10

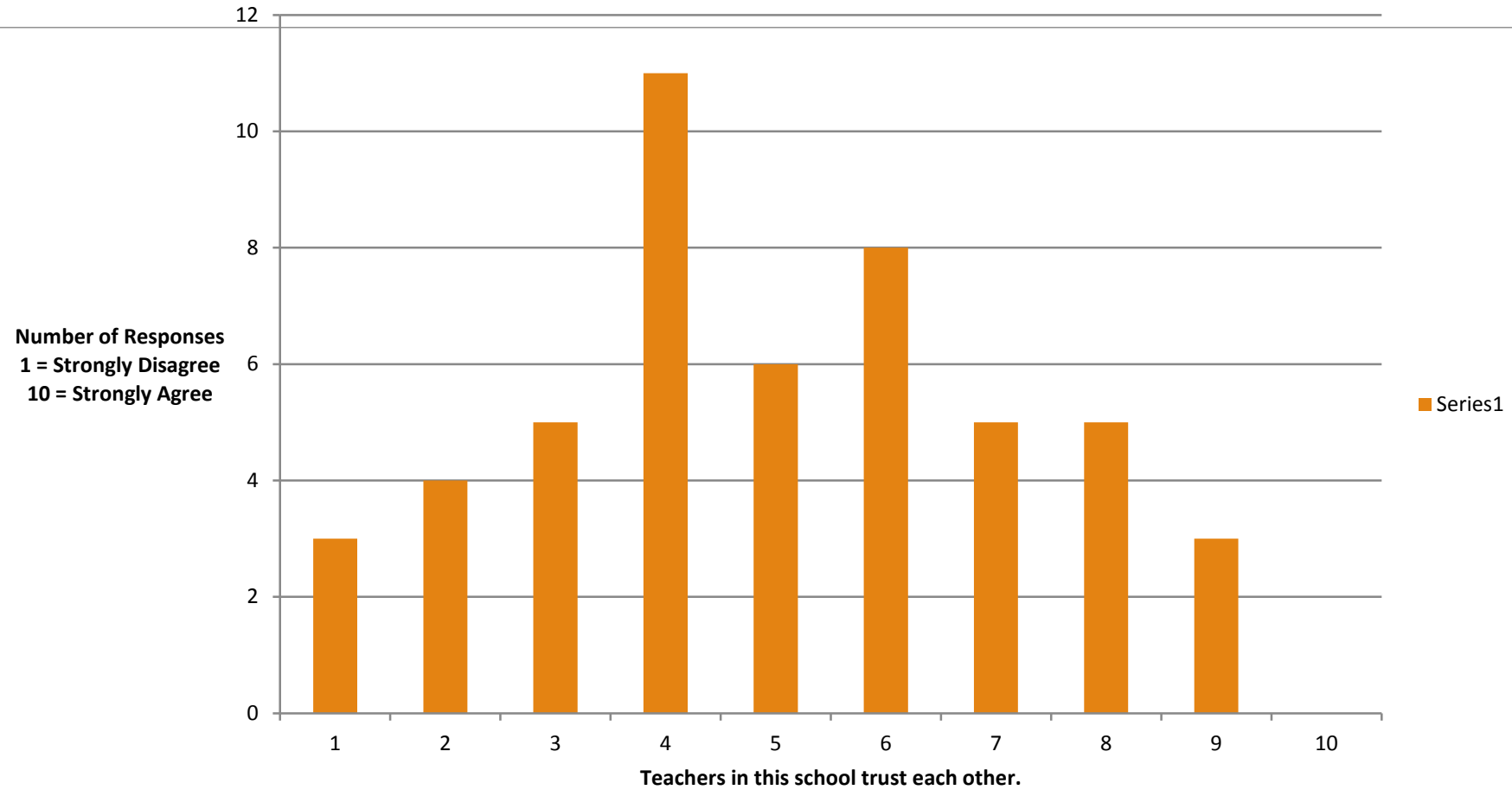
Results: Parents to Teacher



Results: Teacher to Administrator



Teachers to Teachers



Relational Trust Goals

Each grade level/department set Relational Trust goals for their team.

Focused on strengths and 1-2 areas to work on.

- Examples: Presume positive intentions. Ask questions rather than make “you” statements. Have FUN!



Parent communication

Team meetings have encouraged increased parent communication

- Webpage
- Weekly newsletters
- Videos/pictures
- Weebly's
- Parent Teacher Conferences
- [Ms. Clark's weebly](#)



It's ok to have fun!



Next steps

Create an action plan for your building.

Given the information from this webinar strand, what is already working in your building?

What needs to be implemented?

What can you focus on first?

Set a pacing calendar for when you want to achieve each goal.

Get district administration approval and support for your building level plan.