

January, 2010

## Oregon RTI Newsletter

### Happy New Year

Welcome back! We hope that everyone had a wonderful and restful break. With the new year upon us hopefully we can reflect upon our current practices and see what improvements we would like to make. We have continued to be out and about the state visiting school districts and have seen great work being done. In December we went to Knappa, Cascade, Springfield, Fern Ridge, South Umpqua, Grants Pass, and North Bend. Tammy visited many districts as well. In these site visits we have mainly been helping districts complete a needs assessment to facilitate the development of RTI goals and an action plan. Our goal with this work is to help districts identify their RTI priorities and streamline their process to achieve their goals. We also held the second of our TTSD model school site visits in which many of you attended. We hope that these model site visits continue to expand your knowledge of what RTI looks like in practice. DrRTI is planning trips to Central and Eastern Oregon as well as the Coast in the near future. In these site visits we would like to provide some targeted professional development to address the prioritized goals that each district has developed.



### Roseburg Studio Visit

The Roseburg studio visit is a day to engage in the practices of multi-tiered instruction. You are an active participant and a member of our team on this day. As a district that is still working on our implementation, we want to be very transparent regarding the pieces we feel are strong and those that we need support from our studio visitors. Your day starts with an observation of a team meeting. We then de-brief the meeting and provide feedback to the grade level team regarding the decisions they made. This process has refined our response to students who are having difficulty. We thank you for your input!

We then spend time in classrooms observing core and intervention instruction with a teacher leader, principal, or myself. We use the fidelity checklists to guide our observations and de-brief the level of instruction. This process ends with a thank you note written to the teacher.

The data review piece of the day allows us to bring forward data that we need support with.

We demonstrate our district strategies for looking at and triangulating data. We talk about what is “tight” and “loose” regarding the use of data in our district and ask for your suggestions regarding groups of students and grade levels that need additional support.

The final piece in our day is a “goldmining” activity. We invite teacher leaders, principals, district office staff, and other members of our RTI team to the studio. We divide you up by job-alike positions and allow you to ask questions of those who are in your same position. This has become a favorite activity that provides that connection back to the work of your district. We enjoy being a part of your team and these conversations help us grow!

Thank you to the 65 people who have been a part of the studio this year. We have two final studio visits at our elementary schools. The April 7th visit still has 3 spaces available if you are interested in attending.

### Mark Your Calendars

- February 23rd - On site visit, Tigard/Tualatin (4 spots left)
- April 7th—Roseburg Studio Visit (3 spots left)
- April 22nd - On site visit, Tigard/Tualatin
- May 3rd—Dr. Anita Archer Seminar (Register on website)

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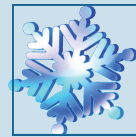
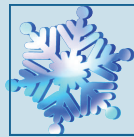
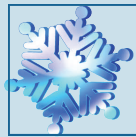
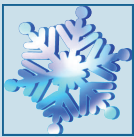
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### **School-Wide Data Team Meetings:**

With the next benchmarking coming up, it is a great time of the year to review your current practices in your school-wide data team meetings. During these meetings school teams review the health of their core at each grade level and determine what is needed to enhance the core to make it more effective. A useful tool to embark on this task is to use the reports from your benchmarking assessment. These reports show the percentages of students who are performing in the low risk, some risk and at-risk categories. Essentially these reports help you to develop your triangle. Another useful task at these meetings is to determine if students at each instructional recommendation are making adequate progress. For example, are students in the at-risk category moving toward the some risk or low risk category, are students in the some risk category moving towards the low risk category, and are low risk students staying low risk. A useful tool in the DIBELS assessment system to determine this progress is the Summary of Effectiveness report and worksheet. Some data to review for the core program are the following:

#### Review and analyze benchmark screening data.

1. Determine percentage of students at low risk, some risk and at-risk levels
2. Determine percentages compared to previous years and earlier in the year
3. Determine percentages of student movement amongst levels
4. Evaluate subgroup performance
5. What trends do you see in these data



When 80% of students are not reaching benchmark or moving towards benchmarks it may be helpful to review these questions:

#### **What instructional adjustments are needed to improve the health of the core?**

1. What agreements can the grade level make on common instructional strategies?
  - (1) How are you going to make the instruction more explicit?
  - (2) How are you going to provide extra guided practice when needed?
  - (3) How are you going to provide more corrective feedback to students?
  - (4) How and when are you going to have students practice skills independently?
2. What are the common instructional needs of the students this grade level?
3. Establish an end of the year goal to work toward for the percentage of students you would like to see in each tier based on assessment data.
4. What agreements can the grade level make on common active engagement strategies? How will you increase active engagement to increase the effectiveness of the instruction?
5. What has worked?
6. How is your team using fidelity checklists to improve the instruction with the core?
7. What can you do to improve your teaching of the core to fidelity?
8. What are the professional development needs?

## JOIN US FOR:

### Active Student Engagement & Effective Instruction with Dr. Anita Archer



This upcoming spring, The Oregon RTI project will be hosting a presentation by nationally-renowned educator Dr. Anita Archer. Dr. Archer is the author of several research-based reading programs including Phonics for Reading and REWARDS, and is nationally recognized as an expert in the field of education. On May 3rd, 2010, Dr. Archer will be presenting these strategies :

- 1) Keeping students actively engaged
- 2) Delivering effective instruction to the full range of learners
- 3) Effective vocabulary instruction

Dr. Archer is a wonderful presenter and participants are sure to leave with a multitude of useful strategies for improving both the quality of core instruction and the effectiveness of interventions for struggling readers. Space will be limited to no more than 5 participants per district, so please register early to ensure availability at [www.oregonrti.org](http://www.oregonrti.org).



### RTI TIPS

With many districts now examining both behavior and academic needs in their RTI/EBIS meeting we thought that it might be helpful to share some helpful hints in being able to hold these meetings efficiently and effectively. Often times it seems that the behavior needs of students can take up much of the meetings time. Some districts are finding it helpful to talk about which students need behavior changes and then discuss the specifics of the changes at another time. This ensures that these students get reviewed and that their needs are discussed and an appropriate intervention is developed to meet their needs.

### REMINDER

If you have not turned in all your sub grant paperwork, we are needing it ASAP. Please forward the following:

- RTI Professional Calendar
- RTI Sub Grant Budget
- Most Recent Reading Protocol & Decision Rules.
- 1-3 Focused Goals for 09-10 School Year

With the school year progressing, more students may be moving towards the Individual Problem Solving Level of intervention. It can become increasingly difficult to keep track of these students' progress and changes to their interventions. The document provided below is a form that can be used to efficiently keep track of these students.

**INDIVIDUALIZED PROBLEM SOLVING MEETING NOTES**

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_ Date: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

**Reason for EBIS referral:**

**Summary of Data to date:**

**Summary of Interventions to date:**

PAST -

CURRENT -

**Hypothesis Development:**

- TEAM REVIEWS/COMPLETES THE HYPOTHESIS DEVELOPMENT QUESTIONS PAGE IN THE IPSW PACKET.

Next Steps:

Individualized Intervention Plan:	How Progress is Monitored:	Person Responsible for Monitoring:	Review Date:

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**FOLLOW-UP:** MTG DATE: \_\_\_\_\_

○ RESULTS:

○ DECISION: