Preparing Educators to Serve Integral Roles in Response to Intervention

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Session Overview

- State of RtI in Guilford County Schools
- New initiatives in Guilford County Schools
- State of Teacher Education Programs
- High Point University & GCS Partnership
- Results from Pilot programs training pre-service educators on RtI Concepts
- Action Plan
## RtI in Guilford County Schools

### Where we were...
- 2 schools in DPI RtI Pilot Study
- District-wide universal screening in reading since 2008
- RtI team training for schools in 2009 - 2011

### Where we are...
- District changes and support for pieces of core instruction
- Equipping PLCs to direct Tier II
- Transitioning intervention support team to Tier III team
- Aligning academic and behavior efforts
- Go slow to go fast!

### Where we are going...
- Providing core instruction to meet the needs of most students, including subgroups
- Layering intervention programming connected to core instruction
Guilford County Schools – Strategic Plan 2016

PERSONALIZED LEARNING

"THE BEST WAY TO PREDICT THE FUTURE IS TO INVENT IT."
- ALAN KAY

Literacy Strategy 1.28 – Give teachers high quality resources and a standardized, specific plan to teach reading.
- Explore research-based, standardized reading programs
- Improve the quality of instruction in the literacy block
- Increase student achievement and decrease the percentage of students who need intensive intervention

Early Intervention Strategy 1.33 – Provide high quality, research-based interventions for students.
- Provide a multi-tiered system of supports that ensures student receive effective and timely interventions
GCS Historical Early Literacy Data

• Regular analysis of kindergarten through third grade Reading 3D assessment data reveals that current instruction has not aligned with early literacy benchmarks. Result has been a loss of students in each grade level each year who are prepared for life-long reading proficiency. District trends remain unchanged from 2008 to present.

• Performance at proficient level or higher on End of Grade reading assessments (grades 3-8) at 68.1 percent.
## GCS Literacy Changes

<table>
<thead>
<tr>
<th>Instructional Changes</th>
<th>Professional Development</th>
<th>Measuring Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustments to Core (Tier I Changes)</td>
<td>• Summer 2013, teachers received professional development and materials in new instruction and programs</td>
<td>• Assessments for all students to measure growth over time</td>
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<tr>
<td>Adjustments to Intervention (Tier II Changes)</td>
<td>• Elementary Curriculum Facilitators received one day of word study training during the summer institute</td>
<td>• K-3 Reading 3D (Reading)</td>
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<tr>
<td>New K-8 instruction and programs in the area of word study</td>
<td>• Principals and Curriculum Facilitators will receive ongoing professional development targeting effective implementation</td>
<td>• 6-8 AIMSweb (Reading and Math)</td>
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<td>• K-3 Fundations</td>
<td>• Assessments for all students to measure growth over time</td>
<td>• Principals and Curriculum Facilitators will analyze data through facilitated sessions at key points during the school year to determine effectiveness</td>
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<tr>
<td>• 4-5 Words Their Way</td>
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<td>• K-3 Reading 3D (Reading)</td>
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<td>• 6-8 Just Words</td>
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<td>• 6-8 AIMSweb (Reading and Math)</td>
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GCS Instructional Changes
Shifting from Instructional Recommendations...

Balanced Literacy

Explicit Instruction
Reading
Writing
Word Study
Speaking & Listening

Context-embedded Instruction

Comprehension

Independent Practice

Guided Practice

Modeled Instruction

Shared Instruction
GCS Instructional Changes
... to providing instructional resources

Kindergarten through Fifth Grade

Balanced Literacy Block
Tier I, Core Instruction

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
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**Word Study**
30 minutes, whole group

**Teacher Directed Reading**
30 minutes, whole group

**Guided Reading**
60 minutes, small group
(3-4 groups daily, 15-20 minutes each)
## K – 3 Literacy Changes– Fundations Program

| Instructional Changes | Fundations (Word Study instruction, 30 minutes daily)  
|                       | • 2013 – 14 – Kindergarten through Second Grade  
|                       | • 2014 – 15 – Kindergarten through Third Grade  
| Core instruction      | • Daily instruction word study instruction for K-3 students (by 2014-15)  
| Supplemental Instruction | • Additional supplemental instruction for struggling learners 3 times a week (by 2015-16)  
| Professional Development | • All K-2 teachers (approximately 1,000 teachers) trained and received materials between June 18 and August 22  
|                       | • Coaching provided by Wilson (publisher) at 1 school per region  
|                       | • 12 internal Fundations Facilitators (existing positions)  
| Measuring Progress    | • Initial implementation measured by walkthrough checklists, implementation checklists  
|                       | • Student progress documented on unit tests  
|                       | • After initial implementation, growth expected in Reading 3D data  

K – 3 Literacy Changes– Fundations Program

What is Fundations?
• Fundations is a word study and spelling program for kindergarten through third grade students.
• Fundations addresses the Foundational Reading Skills Strand of CCSS.
• Fundations is the curriculum for one component (30 to 35 minutes) of the daily GCS balanced literacy block (120 minutes).
• Fundations includes mastery assessments after each unit.
• Each K – 2 teacher received a teacher kit.
  • Teacher kit contains teacher manual, posters, letter cards, teacher cue cards
• Students use the student materials each day.
  • Student materials include dry erase board, magnetic letter journal, composition notebook

WHAT IS FUNDATIONS?
Information for K-2 parents

Starting with the 2015-16 school year, GCS students in kindergarten through second grade will learn to read, spell and write with a new tool called Fundations.

Fundations is a phonics, spelling and handwriting program that makes learning to read fun while laying the groundwork for life-long literacy. Students learn by mastering a series of skills, such as building on those skills, including: phonics, vocabulary, comprehension and writing.

How Fundations Works:
Students learn how to recognize, manipulate and decode simple and complex sounds, then words, and how words fit into sentences. They will learn the spelling rules and concepts that are the basis of the English language. Students will also learn how to spell the 10 percent of English words that don’t follow the rules (trick words). Students may not have weekly spelling lists or tests; instead, spelling will be assessed at the end of each unit.

In Fundations, students learn why words are spelled the way they are, instead of memorizing lists of words. (Students will still memorize those trick words that don’t follow the rules.)

Think of it like math: when a teacher wants students to understand subtraction, she reviews the process and provides examples of different problem-solving techniques and processes. Similarly, students do not learn how to spell words in isolation, but instead learn to apply the rules in context. The teacher does not present the students with a list of words to memorize by Friday. She wants to be sure her students know how to subtract, not that they can memorize the answers to a limited number of examples.

In the same way, a Fundations teacher wants to be sure her students know how to spell, not just how to memorize.

WHAT IS FUNDATIONS?
Information for K-2 parents

Helping At Home:
• Students may bring practice skills home to work with your child on these skills to reinforce the lessons he or she is learning at school.
• Talk about words and why they look the way they do, as well as what they mean and why they can’t be used in a sentence or a story.
• Read together: studies show that students who read at least 20 minutes a day see significant improvement in their literacy skills.
• Help your child succeed with GCS Roadmap 2 Reading Challenge: We’re asking all students to read at least 20 minutes a day outside instructional time. Each minute read equals a mile “traveled” on a map. Students, schools and GCS overall are trying to “read” from the Outer Banks to San Francisco. Find out more at www.gcsnc.com/literacy
### Fourth and Fifth Grade Literacy Changes

<table>
<thead>
<tr>
<th>Instructional Changes</th>
<th>Words Their Way (Word Study Instruction, 30 minutes daily)</th>
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</table>
| Professional Development | • All 4-5 teachers (approximately 500 teachers) trained and received materials between June 18 and August 22  
• Coaching provided by GCS ELA Specialists to School Curriculum Facilitators |
| Measuring Progress | • Initial implementation measured by walkthrough checklists, implementation checklists  
• After initial implementation, growth expected in DIBELS data, Reading levels |
Fourth and Fifth Grade Literacy Changes

What is Words Their Way?

- Words Their Way is a word study and spelling program utilized for fourth and fifth grade students.
- Addresses the Foundational Reading Skills Strand of CCSS
- Words Their Way is the curriculum for one component (30 minutes) of the daily GCS balanced literacy block (120 minutes).
- Each 4 – 5 teacher received a text book and instructional support manuals.
- Provides small group, differentiated instruction based on a developmental spelling inventory
- Provides instruction exactly where students are “using but confusing” spelling features and word parts
- Allows for active manipulation of words in order to explore general spelling patterns and spelling/meaning connections
  - Example sort of when to spell a word with -dge (after a short vowel sound) versus when to spell a word with -ge (after a long vowel sound)

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K – 5 Literacy Assessment – Universal Screening/Reading Levels

**Assessment Tool**

* Grade Level
* General Outcome Measure
* Reading Level

**K – 3**

- **mCLASS:** DIBELS

**4 – 5**

- **mCLASS:** DIBELS
- **mCLASS:** TRC
- **DIBELS**
- **Paper/pencil**
- **Fountas & Pinnell Benchmark**
- **mCLASS**

**Teacher Training**

- Administration trainings
  - In person training
  - Online modules

**Using Data to Drive Instruction**

- Training to utilize data at the school level
  - Sessions 4 times a year with principal and curriculum facilitators
- Training to utilize data at the classroom level
  - Summer training and optional sessions for curriculum facilitators
  - District trainers attend school PLCs upon request
### 6 – 8 Literacy Update

**Instructional Changes**

<table>
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<tr>
<th>Just Words</th>
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<tbody>
<tr>
<td>Curriculum for reading intervention, 45 minutes daily, 90 students per school</td>
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<tr>
<td>Just Words is the replacement for Read 180</td>
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<td>A replacement for Read 180 was required when 3 years of End of Grade test results did not demonstrate significant growth for students in the Read 180 classes.</td>
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**Professional Development**

| Reading Lab teachers (20 teachers) trained and received teacher/student materials |

**Ongoing Professional Development**

| Coaching from Wilson |
| Quarterly teacher meetings |

**Measuring Progress**

| Initial implementation measured by walkthrough checklists, implementation checklists |
| Student progress documented on unit tests |
| Growth expected in AIMSweb data |
What is Just Words?

• Just Words provides a curriculum for the study of word structure through the six syllable types in English and the most common Latin roots.

• Just Words is a word-level intervention program with a highly explicit and systematic focus on the study of word structure.

• Just Words is for students who have mild to moderate gaps in their decoding and spelling proficiency.

• Just Words is the curriculum for reading intervention in middle schools.

• Each middle school reading intervention teacher received a teacher kit and student kits:
  • Teacher kit contains teacher manual, instructional materials, interactive whiteboard capability
  • Student kit contains dry erase tablet, magnetic journal with letter tiles, student composition book
6 – 8 Universal Screening– AIMSweb (Reading and Math)

Assessment Tool

Teacher Training
- Administration trainings
- AIMSweb training for 2 staff members

Using Data to Drive Instruction
- Training to utilize data at the school level
- Sessions 2 times a year with principal and curriculum facilitators
What do you wish you had learned about RTI in your teacher preparation program?
WHY NOT PAIR FUTURE EDUCATORS IN A CROSS-DISCIPLINE PARTNERSHIP WITH A SCHOOL PSYCHOLOGIST INSTEAD OF A TEACHER TO LEARN ABOUT RTI?
Current Media Coverage: Teacher Preparation Programs
TEACHER PREPARATION FOR IMPLEMENTATION OF RTI: SUMMARY OF RESEARCH
Teacher’s role essential in RtI:

• Core Curriculum Instruction in Tier 1
• Differentiation within Tier 1 instruction
• Universal Screening Administration
• Interventions within Tier 1 and Tier 2
• Progress Monitoring
• Referral to RtI Team/IST Team
• Designing appropriate interventions for targeted skill
• Conducting interventions with fidelity
• Communication with parents
• Year 1—Introduction to Teaching; 10 hours; mostly observing
• Year 2—Nature of the Learner & 21st Century Learning; 15 hours each; observing plus helping
• Year 3—Collaboration in General Education; 15 hours; paired with struggling student & Practicum-60 hours with teacher
• Year 4—Internship—80 hours with cooperating teacher then full-time Student Teaching in Spring
• All experiences paired with a teacher
The Diagram is a synthesis of two sources: [http://www.csus.edu/cec/director_msg.stm](http://www.csus.edu/cec/director_msg.stm) and [http://mgmoses.com/Jumpstart/SectionII/Chap1%20Overview%20SL/Defining_SL.html](http://mgmoses.com/Jumpstart/SectionII/Chap1%20Overview%20SL/Defining_SL.html)
Pilot Program
• Junior level course required of all education majors
• Major concepts covered include: Collaboration, Response to Intervention, Differentiation of Instruction, Inclusion, Co-teaching, Referral Process, Problem Solving
• Assigned to a teacher in their licensure area; strongly suggested to work with struggling learner
• Must complete 15 hours in classroom
• Pilot: Assigned to a school psychologist instead of a classroom teacher
• Spring section of course utilized as a pilot due to smaller class size
• N = 8 (7 females, 1 male)
• Each student was assigned to a school psychologist and to a particular school
• 2 school psychologists participated (1 female, 1 male)
• 3 possible school placements due to school psychologists covering multiple schools
• Elementary school placements only
• Characteristics of schools varied widely
• Discussion of expectations, alignment within RtI procedures, and school structure
• Taught and modeled
  – Administration of diagnostic assessments and progress monitoring
  – Administration of interventions
  – Documentation on GCS tiered paperwork
• Observation and Feedback
  – Treatment integrity of intervention fluency and progress monitoring accuracy
Practicum students provided tier II level interventions:

- 1st-2nd grade English language learner students
- 30 min interventions provided to each student weekly
- 12 weeks with elementary student
Practicum students:
- Implemented interventions and progress monitoring with high treatment integrity
- Collaborated well with English as a Second Language teacher
- Kept accurate qualitative and quantitative data
- Utilized district paperwork
- Maintained great rapport and student motivation
• School psych taught HPU students to administer Initial Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency CBMs on a Palm device
• HPU student paired with a classroom teacher
• HPU student conducted universal screening at MOY and progress monitoring of all students on Personalized Education Plans (PEP)s and involved with Tier 2 interventions
• Teachers were instructed to have HPU students help with interventions but this typically did not occur
• Initial design involved HPU students conducting interventions as directed by teachers in 4th and 5th grade classrooms
• HPU students were not being utilized so partway through semester plan changed
• School psych taught HPU students an evidenced-based math intervention for word problems that requires a direct instruction approach and is implemented using a Nook device
• HPU students conducted the intervention with small groups of 3rd, 4th, and 5th grade students weekly
Results:

- Overall, experience was rated as a valuable addition to learning
- Very different based on assigned school and assigned school psychologist
- Placement matters!
- Potential to be a powerful learning tool if design roadblocks can be overcome
Statistically Significant Change

\[ t = -5.916(7), p < .01 \]
What percentage of your RtI knowledge is attributed to class vs. practical experience?

Source of Knowledge

- Class Content: 66.88%
- Practical Experience: 33.13%
VERSION 2.0: PLANNED INTERVENTION TIME
• Recipient of service learning grant
• Hallmark: Needs of customer combined with 25 students in Fall and 25 in Spring
• Piloted using students to conduct Tier 2 interventions within planned classroom intervention time in K-2 classrooms
• Assigned to a teacher; 25 hours per semester
• Responsible for conducting interventions planned by teacher during targeted intervention time
• Small group of children organized by targeted skill
• Flexible groups change with progress monitoring
• Currently analyzing same survey data to determine satisfaction, % of RtI knowledge attributed to experience vs. class, and increase in RtI knowledge post-class

• Informal: disorganized, teachers did not provide planned interventions, most of time spent moving between rooms, inefficient classroom management, lack of sufficient materials, frustration that used as e-mail or catch-up time
VERSION 3.0 & 4.0: MIDDLE SCHOOL TIER 2 INTERVENTIONS
• Version 4.0: Junior Special Education majors participating in a RtI practical lab as part of Policies and Procedures 1 course
• Each HPU student working with 3 middle school students identified via universal screening
• HPU students trained to conduct HELPS (reading fluency intervention)
• Middle school student receives HELPS intervention 2 x per week, PM weekly
• 5.0: Small Groups?
Action Plan