RTI (Part 4):
Putting It All Together

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module synthesizes the information in RTI (Parts 1, 2, and 3) to provide teachers and other school personnel with a more comprehensive illustration of how to successfully implement RTI (est. completion time: 3 hours).
- *STAR Legacy* Cycle
- Related to This Module
    - ◦ Link: Module Outline
    - ◦ Video: Navigating an IRIS *STAR Legacy* Module
    - ◦ Link: IRIS and Adult Learning Theory
    - ◦ Wrap-Around Content Map

Challenge

- Video: This year, the staff of Rosa Parks Elementary has decided to scale-up the RTI approach to include the 2nd grade. But first, the teachers must undergo extensive training.

Notes

Initial Thoughts

- What is RTI?
- How can Mr. Brewster and the other school professionals at Rosa Parks Elementary School prepare to implement RTI?
- How can the Rosa Parks teachers effectively implement the RTI components in each tier?
- What other considerations should Mr. Brewster and the other school professionals be aware of when implementing RTI?

Notes

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Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  - ◦ Recognize fundamental elements that support successful RTI implementation
  - ◦ Understand how to coordinate assessment procedures and high-quality reading instruction within the RTI approach
  - ◦ Gain an understanding of other factors that influence effective implementation of RTI
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

❖ **Page 1: Preliminary and Ongoing Professional Development**

- What teachers need to receive training in [bullet points]
- RTI Implementation Process
- Progress monitoring in second grade [bullet points]
- Example of RTI training schedule

Notes

❖ **Page 2: Before School Starts**

- Audio: Thea Woodruff discusses the importance of teachers' planning and organizing for the school year
- Items to address in preparation for the start of class [bullet points]
- Core Reading Program
  - ◦ Link: phonemic awareness [definition]
  - ◦ Link: phonics and word study [definition]
  - ◦ Link: vocabulary [definition]

- ◦ Link: fluency [definition]
- ◦ Link: comprehension [definition]
- Student Information
  - ◦ Link: View Mr. Brewster's student information list
- Classroom Arrangement
- Materials Storage
- Data Management System
  - ◦ Teacher's Material Center
    - ▪ Link: Data Management Program
    - ▪ Link: Personalized Student Graph
    - ▪ Link: CBM Graphing Software Resources
    - ▪ Link: Progress Monitoring Resources
    - ▪ Link: Graph Paper

- Classroom Management System
  - ◦ Link: Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan and Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan [IRIS Modules]
- Daily Schedule
  - ◦ Activity: The 2nd-grade team is ready to finalize its schedule
    - ▪ Link: Help Mr. Brewster structure his day and week

Notes

❖ Page 3: Once School Starts
- Activity: Mr. Brewster has gathered last year's data for practically all of his students from the Rosa Parks 1st-grade teachers
  - ◦ Link: Help Mr. Brewster create initial groupings based on last year's results
- Prepare Students
  - ◦ To Do List
  - ◦ FYI

Notes

❖ Page 4: Universal Screening
- Administering the Universal Screening Assessment
  - Link: How to administer PRF
- Grouping
  - Activity: Compare your groups with Mr. Brewster's groups
  - Keep in Mind
- Identifying Potential Struggling Students
  - Mr. Brewster identifies the students he will monitor for next eight weeks

Notes

❖ Page 5: Tier 1
- Link: Worksheet used to track types of grouping strategies
- Link: Example lesson plan
- Providing 90 Minutes of High-Quality Instruction
  - Whole-Group Instruction
    - Link: Example of whole-group activities
  - Small-Group Instruction/Learning Activities
  - First 20-minute session
  - Second 20-minute session
  - Third 20-minute session
- Keep in Mind
- Media: Thea Woodruff offers helpful hints for the successful implementation of learning centers
- Reading in Pairs
  - Link: Review this method

- Independent Work
  - Link: Scheduling chart to help plan different instructional groups
- Progress Monitoring
  - Activity: Practice administering a PRF probe
    - Link: Listen as Irina reads a passage
- Making Tier Decisions
  - Using collected data to calculate the learning slope
  - Remember… [bullet points]
  - Comparing Students
  - Activity: Evaluate Adam's performance level and rate of growth and make the placement decision based on the data

Notes

❖ Page 6: Tier 2

- Providing 30 Additional Minutes of High-Quality Instruction
  - For Your Information
  - Link: View an example lesson plan that addresses each of the five core components.
  - Link: Quick review of the core reading components and when to address each
  - Link: Overview of how one teacher schedules and provides Tier 2 intervention
- Progress Monitoring
- Making Tier Decisions
  - Determining whether students are making adequate progress
  - Student placement examples
- Activity: Make a placement decision for Adam
  - Link: Help Mr. Brewster decide whether Adam is making adequate progress

Notes

❖ **Page 7: Tier 3**

- Evaluation check list
- Providing High-Quality Instruction (40–60 minutes)
  - Link: View the core reading components
  - Tier 3 is different from Tier 2 [bullet points]
  - FYI
- Progress Monitoring
- Making Instructional Decisions
  - Data and Instructional Decision
- Activity: Evaluate and determine whether Ms. Jacob needs to make instructional changes
  - Link: Help Ms. Jacobs make a decision regarding Laney's instruction

Notes

❖ **Page 8: Initiating and Discontinuing Intervention**

- Two Purposes of RTI
- Tier Initiation Decisions
  - Summary of process
- Tier Discontinuation Decisions
  - Keep In Mind
  - Tier Discontinuation Process
  - FYI
- Example Decisions

Notes

❖ **Page 9: Addressing Diversity**

- Cultural and Linguistic Diversity
  - Elements of culturally responsive classroom in Mr. Brewster's Class…
  - Audio: Thea Woodruff describes how a culturally sensitive reading probe can impact student assessment scores
- Disability
  - Examples of students with disabilities
- Keep In Mind

Notes

❖ **Page 10: Communicating with Students, School Personnel, and Parents**

- What to do [bullet points]
- Audio: Melissa Brock describes her school's process for communicating with students about their performance by using progress monitoring data
- Communicating with School Personnel
  - What to do [bullet points]
- Communicating with Parents
  - What parents should be informed of [bullet points]
  - Link: Sample parent letter
  - Video: How Mr. Brewster conducts a parent meeting
  - Keep in Mind
  - Audio: Doug and Lynn Fuchs discuss when to inform parents of RTI process

Notes

❖ Page 11: Troubleshooting

- Questions and Answers regarding...
  - ◦ Universal Screening
    - ▪ Link: Roles personnel might have in the universal screening process
  - ◦ Tier 1
  - ◦ Tier 2
  - ◦ Tier 3
  - ◦ RTI in General
  - ◦ Audio: James Herman describes components of Reading First that are similar to the components in the RTI approach

Notes

❖ Page 12: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 13: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Summary of the module
- Video: As Mr. Brewster begins to implement RTI, he learns that...
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

Notes

You Have Completed This Module
- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]