

RESPONSE TO INTERVENTION (RTI)

Scheduling to Facilitate RTI

(Follow-Up to Overview)

Updated March 2014



Where Have We Been?

- Overview for secondary schools on Response to Intervention (RTI)
- Regulations that impact secondary schools



What Is Response to Intervention?

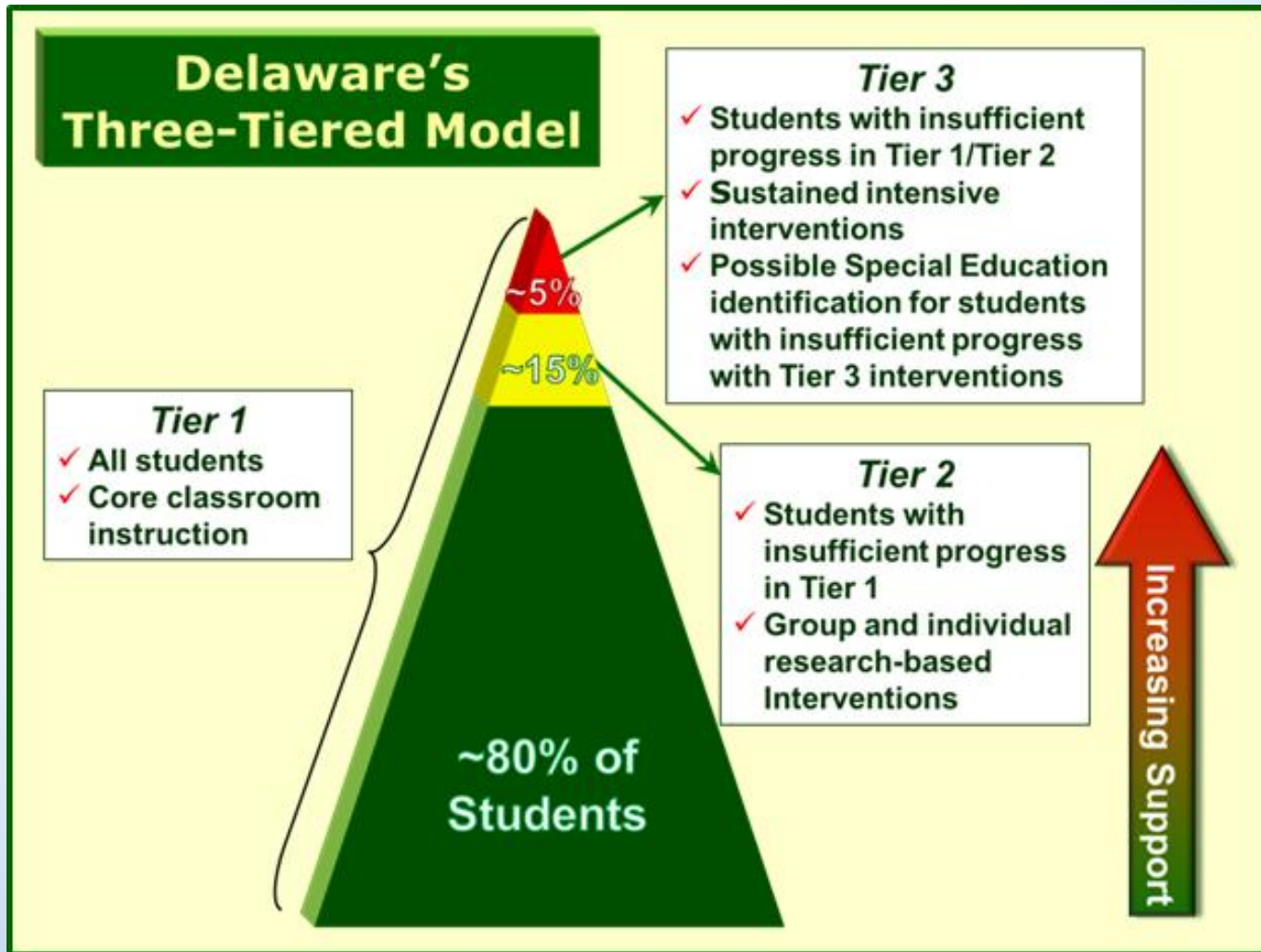
- A multi-tiered process to provide services and interventions (at increasing levels of intensity) to students who struggle with learning
- Regularly scheduled monitoring of student progress at each tier of service and intervention
- Using data from monitoring to inform instruction and guide selection of interventions and services for students in a decision-making process

Implementation of RTI in Secondary Schools

Scheduling with RTI Regulations

- Secondary schools identify students “at risk” of academic failure
- All students identified as “at risk” must be screened within 2 weeks of the beginning of the school year or within 2 weeks of entering school (e.g., transfers or new students)
- Secondary schools establish factors to help identify students “at risk” of academic failure

Delaware's Three-Tiered Model



Tier 1

➤ Core classroom instruction

- Delivered in a general education setting, by a general education teacher
- Delivered with fidelity as part of a scientifically-based core curriculum
- Matched to student need
- All students receive core instruction aligned to state standards in the regular classroom

Tier 2

- In addition to regularly scheduled core instruction in the general education curriculum
- Small group intervention for 90 minutes per week, not less than 2 sessions per week
- The instructional support team (IST) designs intervention plan for students needing intervention in both reading and mathematics proportionate to student need but not less than 120 minutes per week

Tier 2

- Students must receive a minimum of 6 weeks of intervention with weekly progress monitoring
- Problem-solving team reviews progress monitoring data to decide if sufficient progress has been made, or the student needs to continue for an additional 6 weeks

Tier 3

- In addition to regularly scheduled core instruction in the general education curriculum
- Small-group intervention for 120 minutes per week and not less than 4 sessions per week
- The IST designs intervention plan for students needing intervention in both reading and mathematics proportionate to student need but not less than 150 minutes per week

Tier 3

- Students must receive a minimum of 6 weeks of intervention with weekly progress monitoring
- Problem-solving team reviews progress monitoring data to decide if sufficient progress has been made, or the student needs to continue for an additional 6 weeks

Today

- Focus on how to infuse the intent of responding to the instructional needs of all students into the scheduling process

Scheduling That Supports RTI

- The master schedule is critical to a successful secondary school experience

- It affects:
 - Students
 - Administrators
 - Teachers
 - Counselors
 - Nurses
 - Support staff
 - Transportation providers
 - Parents

Master Schedule

- For many schools, the master schedule remains the same from year to year
- Among the reasons for maintaining the same schedule are
 - It works
 - The teachers are happy with it
 - It accommodates the bus schedule
 - It fits in all the lunches
 - It accommodates band, chorus, and athletics

Scheduling Considerations

➤ Curriculum

- What courses will be offered?
- How many students will select what courses?
- How many teachers are assigned to the school?
- What are the teachers' areas of expertise and certification?
- In what areas are teachers highly qualified?

Scheduling Considerations

➤ Parameters

- Periods in the day
- Days in the cycle
- Courses that do not meet on a daily schedule
- Back-to-back courses
- Double-period classes (e.g., science labs)
- Carnegie units

Traditional Master Schedules

- Characteristics of most schedules
 - Time bound
 - Based on a quarter, semester, or school year
 - Rigid
 - Difficult to change
 - Requires grades and credits
 - Deadlines for changing classes

Scheduling That Supports RTI

- How RTI challenges traditional scheduling
 - All students access general curriculum
 - Flexible movement within class day and school year
 - Three tiers of instruction
 - Time
 - Staff
 - Matching interventions to quarters, semesters
 - Meeting course and credit requirements

Scheduling That Supports RTI

Activity – Part 1

- Individually, identify those issues that present a challenge to your school as you think about how to implement RTI
- Write each issue you identify on separate note paper

Scheduling That Supports RTI

Activity – Part 2

- As a school team, sort your issues into categories
- Place them on the poster paper with the heading that most closely matches your category
- Choose a member of your team to clarify your issues and to discuss them with other schools

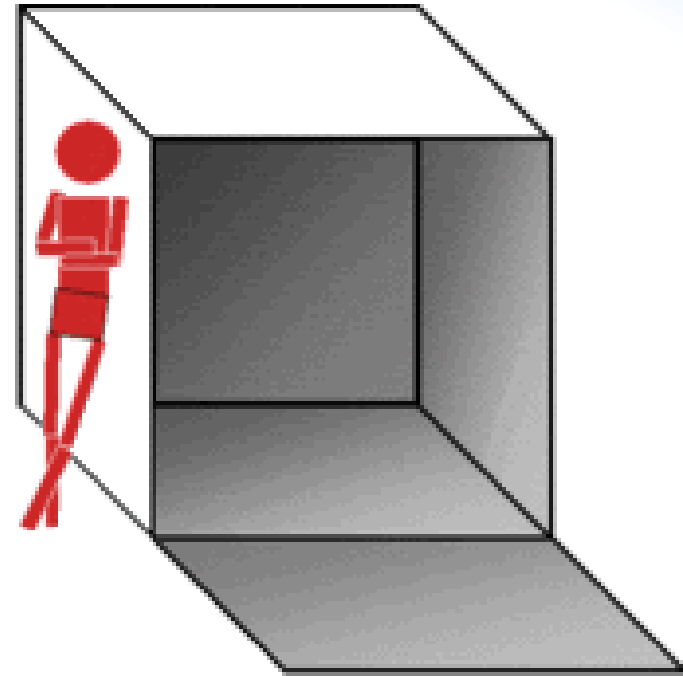
Scheduling That Supports RTI

➤ Constraints

- Shared or part-time teachers
- Room limitations
- Team teaching
- Specific course placements
- Number of lunches (determined by size of cafeteria)
- Teacher contracts
- Work-study assignments
- Bus schedules

Scheduling That Supports RTI

**Think outside
the box!**



Scheduling That Supports RTI

- There are effective models for implementation at the secondary level
- Most of the literature talks about Tier 2 taking place within the general education classroom during regularly scheduled class time
- There are significant implications for teacher training to implement such a model

Scheduling Considerations That Support RTI

➤ Step 1

- Create a scheduling team or committee
- Establish your beliefs about student learning

➤ Step 2

- Survey staff capacity and availability
- Examine and analyze student data

➤ Step 3

- Assess all students
- Determine number of students in need of Tier 2 intervention

➤ Step 4

- What interventions will be delivered?
- When will they be delivered?
- Who will provide the interventions?
- How do students move in and out of interventions?

Some Scheduling Options That Help Support RTI

- Modify the schedule
 - Move to A Day, B Day
 - Stagger the school day
 - Split blocks
 - Common planning time
 - Add minutes to the day
 - Incorporate homeroom into 1st period
 - Shorten each period by a few minutes to create a skinny
- Freshman academies
- Team teaching
- Instructional specialists
 - Deliver instruction to students
 - Support classroom teachers

Scheduling to Support RTI

- There is no one way to design a schedule or to provide interventions in Tier 2
- Your response to intervention is as individual as your school, its staff, and the students you serve

Getting A New View of The School Schedule

Team Planning Activity

Considerations

1. Number of days in the cycle
2. School bus arrival and departure times
3. Cafeteria lunch periods
4. Sessions for instrumental, choral, and sports activities
5. Catalog of available courses
6. Matrix of available instructors
7. Student schedule requests
8. Other activities at your school? (List)
9. Other factors at your school? (List)

Complete Your Worksheet #1 – Discuss at Your Table

- First, indicate on your Scheduling Worksheet #1 the order of importance of various criteria in the development of this year's building instructional schedule at your school.
- Then, discuss with others at your table the following question:
 - Is our school schedule a resource or a constraint in our efforts to improve instruction?

Worksheet #2

- Fill in Worksheet #2 on your own
- Discuss at your table one of the schedule features your team believes might work at your school with suitable preparation and support

Create a Possible Scheduling Template



Worksheet #3

- What opportunities for student success would be possible with a schedule designed with these characteristics in mind?
- What challenges would need to be solved in order for the schedule to work?

3:15 p.m. Harvest

- Additional Information needed on scheduling
- Discoveries we can build around