Using RtI and Data-Driven Strategies in the Common Core Era

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WE TALK AND TALK AND COMMISERATE AND TALK AND, OFTEN, TAKE NO SUSTAINABLE ACTION TO SOLVE OUR ACHIEVEMENT PROBLEMS.
Top-down change doesn't work--people resist when leaders try to tighten things up. The track record for bottom-up change (let a thousand flowers bloom) is not any better.

Fullan, 2010
There is little evidence that school-based management produces substantial of sustainable improvements in either the attitudes of administrators and teachers or the instructional components of schools...There is little evidence that school-based management improves student achievement.

Malen, Ogawa, and Kranz, 1990
Shared Principles + Coherent Strategies + Fidelity of Implementation = Success

Kukic, 2011
Relationship between collaborative goal setting, board alignment, allocation of resources, and nonnegotiable goals for achievement and instruction

Nonnegotiable Goals
For Achievement

Nonnegotiable Goals
For Instruction

Collaborative Goal Setting

Board Alignment

Allocation of Resources

Marzano and Waters, 2009
ACADEMIC PLAN – DISTRICT ALIGNMENT
Curriculum/Staff Development Component
LEE COUNTY SCHOOL DISTRICT

Curriculum Content and Skills (Academic Plans) → Textbook Adoption/Implementation → Supplementary Programs/Materials → Instructional Software/ITV-Media Support → Technology/Hardware Components and Support

Instructional Strategies (Differentiation) → School Structure/Restructuring

Curriculum and Staff Development Training/Support Systems

Critical Alignment Processes (Stakeholder Collaboration)

Dr. Lawrence D. Tihen
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RESPONSE TO INTERVENTION DELIVERY SYSTEM
ELEMENTARY SCHOOL READING GUIDELINES

Classroom Assignments/Curricular Options

Undifferentiated Classroom Assignment → Classroom Assignment by Educational Need

Core Program (90 Minute Minimum) → Core Program Plus Supplementals (90 + 30 Minutes Minimum) → CIRP Program Plus Intensive Intervention Strategies (120 Minutes Plus)

Instructional Intervention Support Continuum

SBRR Best Practices (Tier 1) → Differentiated Small Group Instruction (Tiers 1 and 2) → Targeted Small Group Instruction (Tier 2) → Individual Accommodations/Modifications (Tiers 2 and 3) → Intensive Intervention Strategies (Tier 3)

This RtI system is also designed and aligned with ESE student inclusion components and processes.
RESPONSE TO INTERVENTION DELIVERY SYSTEM
MIDDLE SCHOOLS – READING PROGRAMS

Classroom Assignments/ Curricular Options

Undifferentiated Classroom Assignment → Classroom Assignment by Educational Need

Content Area Program(s)-Implementing Reading Strategies → Developmental Reading Program and Targeted Supplementals (1 period) → Intensive Intervention Reading Program (2 periods)

Instructional Intervention Support Continuum

SBRR Best Practices (Tier 1) → Differentiated Small Group Instruction (Tiers 1 and 2) → Targeted Small Group Instruction (Tier 2) → Individual Accommodations/Modifications (Tiers 2 and 3) → Intensive Intervention Strategies (Tier 3)

This RtI system is also designed and aligned with ESE student inclusion components and processes.
RESPONSE TO INTERVENTION DELIVERY SYSTEM
HIGH SCHOOLS – READING PROGRAMS

Classroom Assignments/ Curricular Options

Undifferentiated Classroom Assignment → Classroom Assignment by Educational Need

Content Area Program(s) implementing Reading Strategies

Intensive Reading Program (1 period)

Intensive Intervention Program (2 periods)

Instructional Intervention Support Continuum

SBRR Best Practices (Tier 1)

Differentiated Small Group Instruction (Tiers 1 and 2)

Targeted Small Group Instruction (Tier 2)

Individual Accommodations/ Modifications (Tiers 2 and 3)

Intensive Intervention Strategies (Tier 3)

This RtI system is also designed and aligned with ESE student Inclusion components and processes.
### 9th Grade Algebra 1 Course Options

<table>
<thead>
<tr>
<th>Quarter 1 (30 Hrs)</th>
<th>Quarter 2 (30 Hrs)</th>
<th>Quarter 3 (30 Hrs)</th>
<th>Quarter 4 (30 Hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>HP</em> (LVL 4-5)</em>*</td>
<td>Honor Algebra 1</td>
<td>Honor Algebra 1</td>
<td>Honor Algebra 1</td>
</tr>
<tr>
<td><em><em>RP</em> (LVL 3)</em>*</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td><strong>ET</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*<em>IP</em>, <strong>ET</strong></td>
<td>Algebra 1A</td>
<td>Algebra 1A</td>
<td>Algebra 1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Algebra 1A Credit)</td>
<td></td>
</tr>
<tr>
<td>**IP, *<em>ET, <strong>RC</strong></em></td>
<td>Intensive Math</td>
<td>Intensive Math</td>
<td>Algebra 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Intensive Math Credit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensive Math</td>
<td>Intensive Math</td>
<td>Algebra 1A</td>
</tr>
<tr>
<td></td>
<td>(Algebra 1A Credit)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*KEY: HP - Honors Program  RP - Regular Program  IP - Intervention Program  ET - Extended Time  RC - Reduced Content*

### Possible Four-Year Plan for FCAT Levels 1 and 2

<table>
<thead>
<tr>
<th>Level 1</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Intensive Math and Algebra 1A</td>
<td>Informal Geometry or Geometry</td>
<td>(Intensive Math, if needed)†</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Level 2</td>
<td>Algebra 1A and Algebra 1B</td>
<td>Informal Geometry or Geometry</td>
<td>Algebra 1B</td>
<td>Algebra 2 (Optional) or Math College Readiness</td>
</tr>
<tr>
<td></td>
<td>Intensive Math and Algebra 1</td>
<td>Informal Geometry or Geometry</td>
<td>Algebra 1</td>
<td>Math College Readiness or 4th Math Credit</td>
</tr>
</tbody>
</table>

LEE COUNTY, FLORIDA (2009)  Dr. Lawrence D. Tihsen  PROTOTYPE A

†FCAT Preparation and/or Remediation
## Essential Concept(s) Instructional Guide

### Course:
- **Periods:**
  - Possible ESL Strategies:
    - Initial Writing
    - Direct Instruction
    - Language Experience
    - Key Words
    - Story Telling
    - Multi-sensory
    - Experiential
    - Silent Reading
    - Whole Language
    - Vocabulary
    - Creative Evaluations
    - Inquiry Approach
    - Cooperative Learning
    - Adult/Peer Tutor
    - Computer Assisted
    - Other (Specify)

  - Possible IEP Accommodations:
    - Pre-Teach Vocabulary
    - Examples of Finished Projects
    - Extended Time
    - Simplify/Expand Directions
    - Shorten Assignments/Assessments
    - Flexible Assessment
    - Audio/Visual Aid/Tutor
    - Written Outline/Study Guide
    - Oral Directions/Key Points on Board
    - Visual Aids/Graphic Organizer
    - Other (Specify)

### Teacher:
- **Academic Plan Quarter:**
- **Essential Knowledge Concept(s):**

### Standards Alignment:

### Reading Standard(s)/Strategies:

### Interactive Learning Strategies (Movement):

### Section/Topic:
- **Date Range:**
- **Resources:**

### Schedule

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>What</th>
<th>Why</th>
<th>Explain/Model</th>
<th>Support/Corrective Feedback</th>
<th>Perfect Practice</th>
<th>Self-Monitoring/Application</th>
<th>Introspection/Reflection</th>
</tr>
</thead>
</table>

**Direct Instruction**

Teacher is in the “I Do” phase of the learning model; students understand the (1) content, (2) strategy and/or (3) process to be learned, i.e. introduction activity (bell ringer), review activity, learning objectives, etc.

Teacher is in the “I Do” phase of the learning model, Teacher sets purpose for content, strategy and/or process for learning, i.e. activate prior knowledge, review activity to reinforce purpose, connect to past and/or future learning.

Teacher is in the “I Do” phase of the learning model; teacher instructs the content, strategy and/or process for learning; i.e. Lecture, Model, Think Alouds, Demonstrations, Video, power point, differentiation as appropriate, etc.

**Guided Practice**

Students begin the “We” part of the learning process where the students learn/apply the content, strategy and/or process with teacher support; i.e., reciprocal teaching strategies, cooperative structures, review, practice with teacher, rubric support, etc.

Supplants teacher support; Begins the transition of “we do” to “you do” Student practices content, strategy and/or process with support for learning, application and/or self-monitoring; i.e. answer key with process as support, anchor papers as model, etc.

This continues the “You Do” (student) part of the learning process; student applies content, strategy and/or process for learning; i.e., homework, classwork, projects, tests, quizzes, exams, presentations, data folders, higher order questioning, critical thinking, Bloom, Webb, application, etc. questions i.e.: 1. What did I learn? 2. What did I do with what I learned? 3. How well did I use/apply what I learned? 4. What else could I have done with what I learned?

**Higher Order Thinking**

Student uses metacognitive skills to enhance learning: i.e. Students answer questions like: 1. What helped me with the learning? 2. How did I learn it? 3. What didn’t work or inhibited my learning? 4. What would have helped me learn more successfully?
FLORIDA READING MODEL: BASED ON EDUCATIONAL NEED
Prescriptive Integrated Cumulative Learning System

Explicit Systematic Instructional Process
STUDENT/TEXT CONSIDERATIONS
Implicit Learning Instructional Process

READ ALOUD
1. Oral Language
   a. Skills taught prior to reading
   b. Reinforced/Expanded during reading
   c. Assessed after reading
   a. Prerequisite skills present
   b. Skills reinforced/expanded during reading
   c. Assessed after reading

2. Prior Knowledge
   a. Exposes children to literature
   b. Models fluent reading
   c. Develops language patterns & vocabulary
   d. Develops book/story conventions
   e. Develops listening skills
   f. Teaches reading process through "Think Alouds"

3. Phonological Awareness
   a. Skills taught prior to reading
   b. Application modeled and practiced during reading
   c. Application assessed during/after reading
   a. Prerequisite skills present
   b. Skills expanded and practiced during reading
   c. Application assessed during/after reading

4. Print Awareness
   Purpose: a. Provides maximum support during reading
   b. Allows children to enjoy books they can’t read on their own
   c. Helps develop fluency
   d. Focuses strongly on word analysis skills and their application
   e. Models reading strategies/processes through interactive “Think Alouds”
   f. Builds vocabulary & comprehension skills/strategies

5. Phonics & Word Analysis/Recognition

6. Vocabulary Comprehension
   a. Skills taught prior to reading
   b. Modeled/Scaffolded teacher support
   c. Assessed during/after reading
   a. Skills taught during reading
   b. Application supported/reinforced during reading
   c. Assessed during/after reading

7. Reading Fluency
   a. Text is at instructional level
   b. Teacher models/supports reading skills/strategies
   c. Teacher supports student to develop skills/strategies to independence
   d. Focuses strongly on comprehension and higher order thinking skills
   e. Provides ongoing assessment of fluency

8. Text Comprehension Strategies/Processes

9. Text Content/Knowledge
   a. Teacher provides analysis/feedback regarding student’s independent reading
   "If a student is required to read text above present reading level, necessary skills must be taught prior to reading
   a. Prerequisite content appropriate for students’ present skills/reading level

10. Higher Order Thinking Skills
    "Reading content appropriate for students’ present skills/reading level
       * Reading content appropriate for students’ present skills/reading level
       * Literacy Discussion Groups may be utilized with all 4 types of reading activities

Purpose: a. Provides opportunities to practice reading skills/strategies
b. Provides for practice of self-monitoring and self-correction skills
   c. Allows reading in areas of interest
   d. Allows child to read at own pace
   e. Enhances fluency

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