



Panel Discussion

Looking at the Big Picture: Before, During and After Implementing RTI

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What does student screening and progress monitoring look like?

Before: Linear approach of fall and spring testing and “hoping” for progress

Now: A cyclical approach of 3 – 4 screenings/year.

- High risk students’ progress is monitored weekly
- Use of the data; data is first thing presented in discussing students
- Cycle - evaluation of contributing factors; change of instruction and programs; implementation; reassessment



What does student screening and progress monitoring look like?

Before: Benchmark assessments administered 3x/year.

- Progress monitoring for intensive students only
- Progress monitoring done by Title I and special education teachers

Now: Benchmark assessments administered 3x/year

- Some risk and at risk students' progress is monitored weekly
- Progress monitoring is done by classroom teacher
- Use of the data; data is first thing presented in discussing students
- Converging data is used to guide instruction for all students



What does student screening and progress monitoring look like?

- **Before:**

- Students were tested at the beginning and end of the school year.
- Test data was not analyzed or used in instructional planning.

- **Now:**

- All students are tested three times a year.
- Students on I-Plans or in the lower 20% are progress monitored weekly.
- Student data is reviewed and used to plan instruction.



How have staff and parent attitudes changed?

Before: Teachers referred to “my students,” “my class.”

Now: Most teachers feel it is “our students,” each student is our responsibility.”

Before: Parents sometimes made excuses regarding student’s family involvement and outside support.

Now: No excuses, no generalizations, no assumptions and an increase in home visits and notifications systems



How have staff and parent attitudes changed?

Before: Teachers referred to *my students, my class*. Lowest student’s performance is someone else’s responsibility.

Now: Teachers feel it is *our students*. Each student’s performance is our responsibility.

Before: Parents felt disconnected from school; they often did not know how their child was performing or how to support their child.

Now: Parents feel a part of the school; they are informed about their child’s performance level and have ideas on how to help support their child at home.



How have staff and parent attitudes changed?

Before: Parents were intimidated by meetings with a large group of educators, they were defensive about their child's progress, and uncomfortable with the process.

Now: Parents are involved in the process from the very beginning. They feel good that so many people in the building want to help their child become a successful learner.

Before: Teachers were frustrated with the process because they weren't receiving help in a timely manner. Teachers felt overwhelmed by the number of students needing additional help.

Now: Teachers are getting the help they need for students right away. They feel that they are getting their students' needs met sooner.

Dalton Elementary

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How is student service delivery organized?

Before: Students not making gains were referred to special education.

Now: Students not making gains (those in lowest 20%) are given additional interventions; related data is collected. Information is shared with members of team(s). Teams meet to assess progress before referral process begins.

Tualatin Elementary

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How is student service delivery organized?

Before:

- Students not making gains were referred to the Building Assistance Team, often with the pre-conceived idea the student needed to be enrolled in special education.
- Students did not always continue to receive core if receiving additional support.

Now:

- Students who are not making adequate progress are given additional support and always remain in the core.
- Ongoing progress monitoring is used to guide instructional decisions.
- One of the outcomes from the system of data-based decision making over time may be the student is entitled and in need of special education.

Cornell Elementary

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How is student service delivery organized?

Before:

- Student interventions were done by classroom teacher.
- There was no support from specialists in the building.
- Students were referred to special education without much intervention.

Now:

- Team approach is utilized to create and carry out interventions.
- Student interventions and progress monitoring are done by any teacher or paraprofessional available to do it.
- Interventions are monitored to make sure the correct interventions are being used and that students are making adequate growth.

Dalton Elementary

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How have staff roles changed?

Before: Specialists were distant from classroom teacher's curriculum

Now:

- Specialists' roles have moved to a more consultant, supportive model.
- Specialists are generalists; generalists are specialists



How have staff roles changed?

Before: Reading specialists were disconnected from the core curriculum and rarely collaborated with classroom teachers.

Now:

- Reading specialists are knowledgeable in the core curriculum and collaborate with classroom teachers on a consistent basis.
- Both classroom teachers and reading specialists work together to support student progress in reading.



How have staff roles changed?

Before:

- Special education staff was unavailable for support.
- The general education curriculum was not followed for students on IEPs. Different materials were used with children with special needs.
- Classroom teachers didn't know what was happening with their students in special education. They rarely saw them.

Now:

- Special education teachers and staff have moved out of the resource room and into the general education classrooms to support all students.
- Special education teachers and general education teachers work collaboratively to create the best learning environment for all students.



How have resource (personnel and materials) decisions changed?

Before: Budgets were often based on past practices or spending history.

Now: Materials are purchased with more clearly defined criteria. ALL use of resources are questioned and maximized.



How have resource (personnel and materials) decisions changed?

Before: Resources (people and materials) were often based on past practices and personal preferences of teachers.

Now: Materials are purchased with more clearly defined criteria. ALL use of personnel are questioned and maximized based on student performance data.



How have resource (personnel and materials) decisions changed?

Before:

- Resources were purchased based on what needed replacing.
- We bought resources based on a committee's ideas of what was good, not based on research.

Now:

- Resources are now purchased only if they are scientifically researched based.
- More resources are being purchased to help provide good interventions, not just core programs.
- The state is offering lists of good scientifically researched based materials for districts to choose from.



How has the building principal's role changed?

Before: It was enough if the principal had some knowledge of reading intervention.

Now: Principal needs to know details about the components of effective reading intervention.

Before: Conversations with parents and teachers about students' programs and needs were very general.

Now: Conversations with parents and teachers are specific, detailed, and thoughtful.



How has the building principal's role changed?

Before: Principal's role primarily made sure interventions were being done - quality and fidelity of implementation were not the focus

Now: Principal's role primarily to be an instructional leader; to be knowledgeable about a comprehensive reading program

Before: Conversations with parents and teachers about students' programs and needs were very general.

Now: Conversations with parents and teachers are specific, detailed, and thoughtful.



How has the building principal's role changed?

Before:

- The principal had a disconnect with what was being taught in the classrooms.
- The principal's primary focus was on discipline issues.
- The principal was rarely consulted about how to provide strategic interventions for students.

Now:

- The principal's conversations with parents and teachers are meaningful and detailed about academic needs for children.
- Principal knows details about the components of effective intervention.
- Principal facilitates team meetings.
- Principal monitors progress of school model.
- The principal now orchestrates building professional development.