Austin Buffum

Austin Buffum, EdD, has thirty-eight years of experience in public schools. His many roles include serving as former senior deputy superintendent of the Capistrano Unified School District in California.

Dr. Buffum has presented to more than five hundred school districts throughout the country and around the world. He delivers trainings and presentations on the RTI at Work™ model. This tiered approach to RTI is centered on Professional Learning Communities at Work™ concepts and strategies to ensure every student receives the time and support necessary to succeed. Dr. Buffum also delivers workshops and presentations that provide tools educators need to build and sustain PLCs.

Dr. Buffum was selected 2006 Curriculum and Instruction Administrator of the Year by the Association of California School Administrators. He attended the Principals' Center at the Harvard Graduate School of Education and was greatly inspired by its founder, Roland Barth, an early advocate of the collaborative culture that defines PLCs today.

Dr. Buffum later led Capistrano's K–12 instructional program on an increasingly collaborative path toward operating as a PLC. During this process, thirty-seven of the district's schools were designated California Distinguished Schools, and eleven schools received National Blue Ribbon recognition.

Published Works

Books

- *Simplifying Response to Intervention: Four Essential Guiding Principles*
- *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Students Don't Learn*
- Trust: The Secret Ingredient to Successful Shared Leadership" in *The Collaborative Administrator: Working Together as a Professional Learning Community*

Multimedia

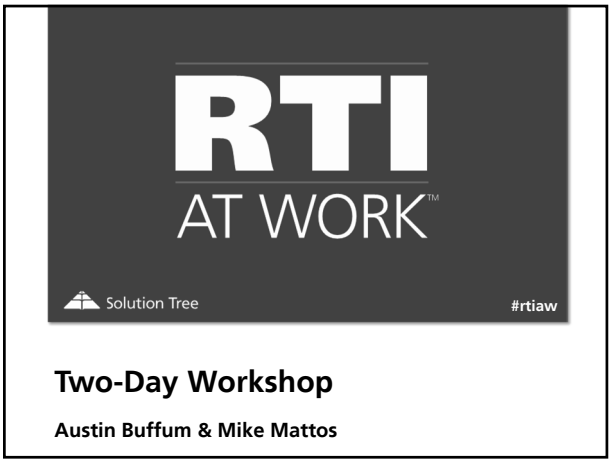
- *Learning CPR: Creating Powerful Responses When Students Don't Learn*
- *Tiers Without Tears: A Systematic Approach to Implementing RTI in PLC Schools*
- Pyramid Response to *Intervention: Four Essential Guiding Principles*

Online CEU/Grad Credit

- *Pyramid Response to Intervention: How to Respond When Kids Don't Learn*

Solution Tree

Slide Presentation



Two-Day Workshop

Austin Buffum & Mike Mattos

The most important question in any organization has to be:

"What is the business of our business?"

—Judith Bardwick

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Schools are here to prepare children to be adults.

As educators, it is our job to ensure our students learn the essential skills, knowledge, and dispositions needed to succeed in their adult life.

RTI AT WORK #rtiaw Solution Tree

If schools exist to prepare students to be adults, then we, as educators, must have an accurate vision of the future for which we are preparing our students.

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Higher levels of education and training are required!

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Our Mission …

To ensure high levels of learning for ***all*** students!

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What Do We Mean by High Levels?

- High school + plus
- Grade-level or better

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Fundamental Assumptions

- All students don't learn the same way.
- All students don't learn at the same speed.
- Some students lack prior skills and knowledge.
- Some students lack academic behaviors.
- Some students have a home life that is counterproductive to academic success.

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Fundamental Assumptions

- Virtually all educators start each day with honorable intentions, worked tirelessly on behalf of their students, and utilize the best strategies they possess.
- Our traditional school system has never achieved the goal of all students learning at high levels.
- No teacher has all the skills, knowledge, and time necessary to meet the needs all the students assigned to his or her classes.

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Our Goal

To create a **systematic** process that ensures every child receives the additional time and support needed to learn at high levels

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Current Reality, Critical Question

Can you make every parent this promise?

"It does not matter which teacher your child has at our school, if your child needs extra time and support to learn at high levels, we guarantee he or she will receive it."

Discuss your school's current reality.

RTI AT WORK #rtiaw Solution Tree

Response to intervention is our best hope to provide every child with the additional time and support needed to learn at high levels.

RTI's underlying premise is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need.

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The Big Picture

How do we visually think about a system of interventions?

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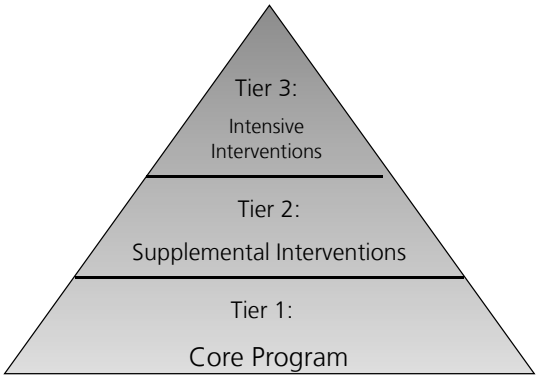

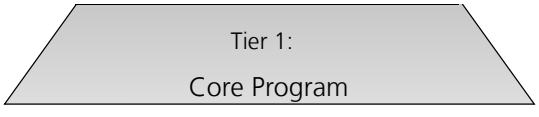

Critical Point!

What do **all** students **need** at Tier 1?

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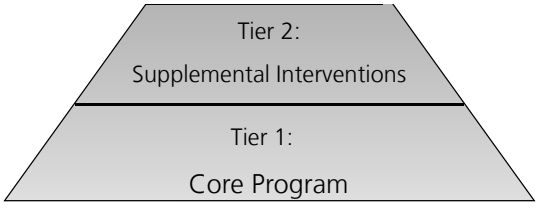

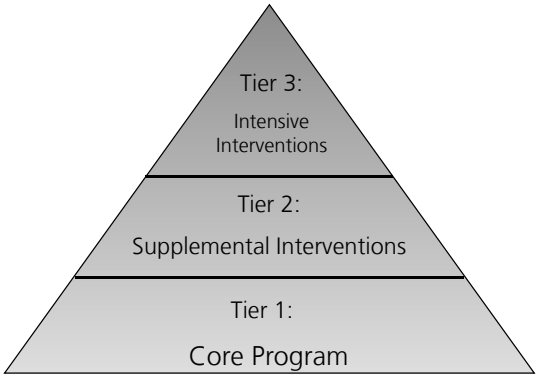

Critical Point!

It's not core ***or*** interventions …
It is:

Core
Core and more
Core and more and more

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Current Reality, Critical Question

Is this how your school or district views RTI?

Discuss your school's current reality.

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By the end of the workshop, you will …

- Understand how to simplify your school or district approach to RTI.
- Acquire the strategies and tools to not only understand the work, but to be able to do it.
- Leave with a draft pyramid and an action plan.

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Questions?

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Where do we start?

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Critical Point!

Effective interventions can not compensate for an ***ineffective*** Tier 1 core program!

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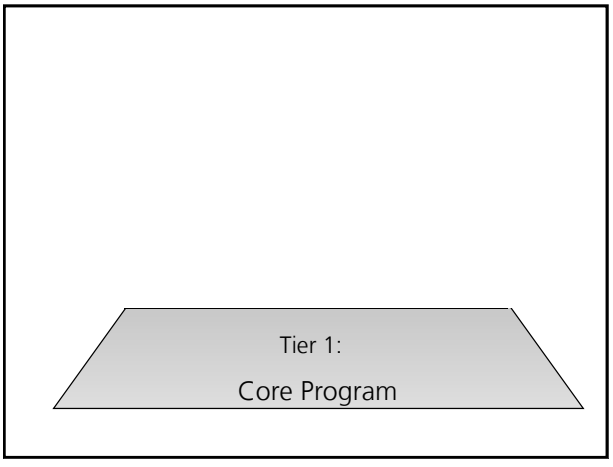

Technical Change and Cultural Change

RTI AT WORK #rtiaw Solution Tree

"Substantial cultural change must precede technical change."

While technical changes are necessary to improve our schools, they produce few positive results when the people using them do not believe in the intended outcome or the change.

—**Muhammad**, *Transforming School Culture: How to Overcome Staff Division* (2009), p. 16

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"The heart and soul of school culture is what people believe, the assumptions they make about how school works."

—**Sergiovanni**, *Leadership for the Schoolhouse: How Is It Different? Why Is It Important?* (1996)

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Collective Responsibility

A **shared belief** that the **primary** responsibility of each member of the organization is to **ensure** high levels of learning for every child

Thinking is guided by the question:
Why are we here?

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Collective responsibility is built on two fundamental beliefs:

1. We, as educators, accept responsibility to ensure high levels of learning for every child.

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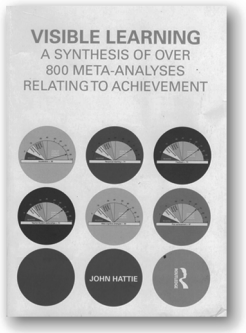
John Hattie

Visible Learning:

A Synthesis of Over 800 Meta-Analyses Relating to Achievement



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Visible Learning

A meta-meta-analysis of:

- Over 800 meta-analyses
  - Comprising over 50,000 individual studies
    - Representing the achievement of over 80 million students worldwide

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1.0 Standard Deviation Equals …

- Two to four grade equivalents
- 30-plus percentile points on ITBS
- Six ACT score points
- 200 SAT score points
- U.S. TIMMS rank from 23rd to top 5

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The "Typical School Effect"

- One year of a student's maturation: **.10**
- One year of a teacher's instruction: **.30**

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In other words, we can expect the average student to academically improve **.40** if he or she stays alive and regularly attends school for a year.

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The "Home Effect"

- Socioeconomic status: **.57**
- Home environment: **.57**
- Parental involvement: **.51**

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The good news:
Socioeconomic status was 31st on his list of the factors that have the greatest impact on student learning.

Schools directly control 30 practices that have a greater impact on student learning.

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More Powerful Than Poverty

- Response to intervention: **1.04**

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Collective responsibility is built on two fundamental beliefs:

1. We, as educators, accept responsibility to ensure high levels of learning for every child.
2. We assume all students can learn at high levels.

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But does **all** really mean **ALL**?

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Building Consensus for a Culture of Collective Responsibility

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Critical Point!

If you wait for everyone to ***get on board*** before starting, the train will never leave the station.

Most people become committed to a process once they see that it works.

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"No one person, no matter how competent, is capable of single-handedly developing the right vision, communicating it to vast numbers of people, eliminating all the key obstacles, generating short-term wins, leading and managing dozens of change projects, and anchoring new approaches deep in an organization's culture.

"Putting together the right coalition of people to lead a change initiative is critical to its success."

—**Kotter**, *The 8-Step Process for Leading Change* [Kotter International online]

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Three Critical Teams

School Leadership Team

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A **school leadership team** is responsible for:

- Building consensus about the school's mission of collective responsibility for student learning

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Who Should Be on the Leadership Team?

1. Principal and administration
2. Team leaders from every teacher team
3. All four types of power

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Kotter's Four Kinds of Power

1. Position power
2. Expertise
3. Credibility
4. Leadership

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Activity:

Building a Leadership Team

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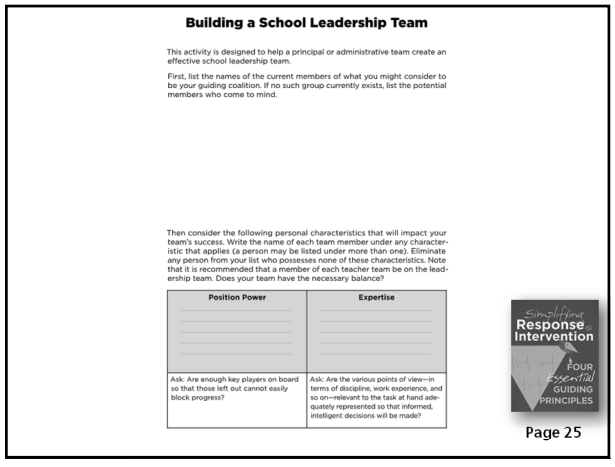

Building a School Leadership Team

This activity is designed to help a principal or administrative team create an effective school leadership team.

First, list the names of the current members of what you might consider to be your guiding coalition. If no such group currently exists, list the potential members who come to mind.

Then consider the following personal characteristics that will impact your team's success. Write the name of each team member under any characteristic that applies (a person may be listed under more than one). Eliminate any person from your list who possesses none of these characteristics. Note that it is recommended that a member of each teacher team be on the leadership team. Does your team have the necessary balance?

Position Power	Expertise
Ask: Are enough key players on board so that those left out cannot easily block progress?	Ask: Are the various points of view—in terms of discipline, work experience, and so on—relevant to the task at hand adequately represented so that informed, intelligent decisions will be made?

Simplifying Response to Intervention — Four Essential Guiding Principles

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Activity:

Building Consensus for a Culture of Collective Responsibility

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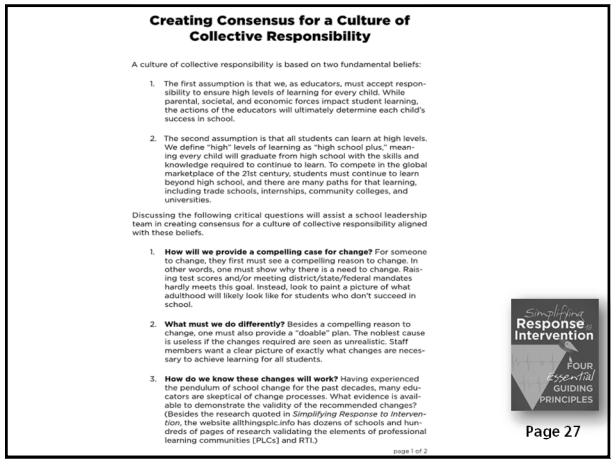
Solution Tree



Creating Consensus for a Culture of Collective Responsibility

A culture of collective responsibility is based on two fundamental beliefs:

1. The first assumption is that we, as educators, must accept responsibility to ensure high levels of learning for every child. While parental, societal, and economic forces impact student learning, the actions of the educators will ultimately determine each child's success in school.
2. The second assumption is that all students can learn at high levels. We define "high" levels of learning as "high school plus," meaning every child will graduate from high school with the skills and knowledge required to continue to learn. To compete in the global marketplace of the 21st century, students must continue to learn beyond high school, and there are many paths for that learning, including trade schools, internships, community colleges, and universities.

Discussing the following critical questions will assist a school leadership team in creating consensus for a culture of collective responsibility aligned with these beliefs.

1. **How will we provide a compelling case for change?** For someone to change, they first must see a compelling reason to change. In other words, one must show why there is a need to change. Raising test scores and/or meeting district/state/federal mandates hardly meets this goal. Instead, look to paint a picture of what adulthood will likely look like for students who don't succeed in school.
2. **What must we do differently?** Besides a compelling reason to change, one must also provide a "doable" plan. The noblest cause is useless if the changes required are seen as unrealistic. Staff members want a clear picture of exactly what changes are necessary to achieve learning for all students.
3. **How do we know these changes will work?** Having experienced the pendulum of school change for the past decades, many educators are skeptical of change processes. What evidence is available to demonstrate the validity of the recommended changes? (Besides the research quoted in *Simplifying Response to Intervention*, the website allthingsplc.info has dozens of schools and hundreds of pages of research validating the elements of professional learning communities [PLCs] and RTI.)

page 1 of 2

Simplifying Response to Intervention — Four Essential Guiding Principles

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Consensus

1. Everyone has had a say.
2. The will of the group has emerged.
3. It is evident, even to those who disagree.

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To create change, those you lead deserve:

1. A compelling reason to change
2. A doable plan
3. Trust in the leadership

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Creating a Culture of Collective Responsibility

- To what extent are the two fundamental beliefs embraced by your staff?
- If not, what needs to be done?
  - Is there a compelling case?
  - Is there a doable plan?
  - How do we know this will work?
  - What concerns will we face?
  - What is the best setting for the conversations?
  - How will we know if we have reached consensus?

Next Steps

- Form an effective **guiding coalition** aligned to Kotter's four types of power.

  This coalition works to provide a compelling reason to change.

- Build consensus based on the two fundamental assumptions of collective responsibility.

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Visible Learning

Based on his synthesis of over 800 meta-analyses of research, Hattie asserts that:

1. Teachers must work collaboratively rather than in isolation.

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Three Critical Teams

Teacher Teams

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Collaborative teacher teams are teams of educators whose classes share essential student learning outcomes; these teachers thus work collaboratively to **ensure** that **their students** master these critical standards.

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Team Structures

- Grade-level teams
- Course and content teams
- Vertical teams
- Interdisciplinary skills
- District and regional
- Electronic teams

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By teams, we do not mean groups who assemble for traditional grade-level and department meetings.

The act of meeting together does not define a group of people as a team.

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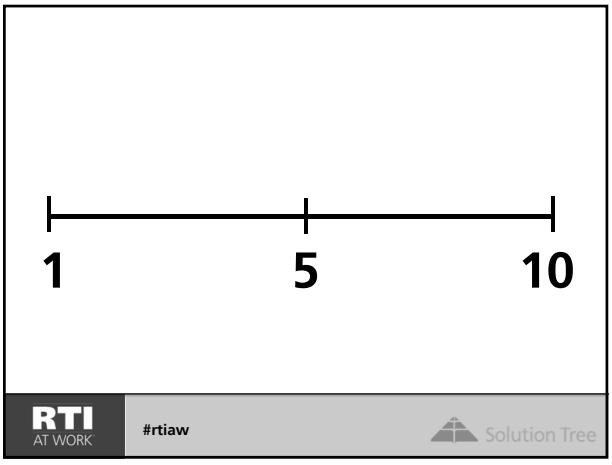

Visible Learning

Based on his synthesis of over 800 meta-analyses of research, Hattie asserts that:

1. Teachers must work collaboratively rather than in isolation.

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The Four Cs of RTI

1. Collective responsibility
2. **Concentrated instruction**
3. Convergent assessment
4. Certain access

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Concentrated Instruction

A systematic **process** of identifying **essential knowledge** and skills that all students must master to learn at high levels **and** determining the specific learning needs for each child to get there

Thinking is guided by the question:
Where do we need to go?

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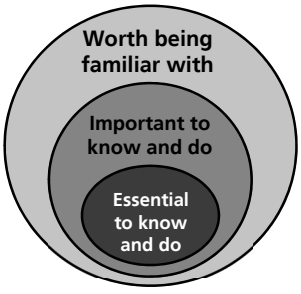
Establishing Curricular Priorities



(**Wiggins & McTighe**, *Understanding by Design*, 1998)

"Nice to Know"

Versus

"Got to Know"

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Critical Point!

Essential standards do **not** represent all that you are going to teach.

They represent the minimum a student must learn to reach ***high levels*** of learning.

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Marzano Says …

"To cover all of this content, you would have to change schooling from K–12 to K–22 …. The sheer number of standards is the biggest impediment to implementing standards."

—**Scherer**, "How and Why Standards Can Improve Student Achievement: A Conversation With Robert J. Marzano," *Educational Leadership* (September 2001), p. 15

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Common Core Standards vs. a Viable Curriculum

"The common core standards have not solved the problem for the classroom teacher of developing standards that truly represent a viable curriculum—one that can be adequately addressed in the current time available to classroom teachers."

—**DuFour & Marzano**, *Leaders of Learning* (2011), p. 93

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Fourth-Grade English Language Arts

(Excerpted from Common Core State Standards Initiative, 2010, p. 28)

A student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking by:

- Using relative pronouns and relative adverbs
- Forming and using progressive verb forms
- Using modal auxiliaries to convey various conditions
- Ordering adjectives within sentences according to conventional patterns
- Forming and using prepositional phrases
- Producing complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Correctly using frequently confused words (to, too, two)

Creating a guaranteed, viable curriculum is the **number-one factor** for increased levels of learning.

(**Marzano**, *What Works in Schools: Translating Research Into Action*, 2003)

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Teacher Team Responsibilities

- Clearly define essential student learning outcomes.

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We are *not* making a list.
It is a *process*!

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What Is It We Expect Students to Learn?					
Grade:	Subject:	Semester:	Team Members:		
Description of Standard	**Example of Rigor**	**Prerequisite Skills**	**When Taught?**	**Common Summative Assessment**	**Extension Standards**
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?

Simplifying Response to Intervention — Four Essential Guiding Principles

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Essential Standards Criteria (Reeves, 2002, p. 54)

1. **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
2. **Leverage:** Will it provide knowledge and skills that are valuable in multiple disciplines?
3. **Readiness:** Will it provide students with knowledge and skills essential for success in the next grade/level of instruction?

Figure 4.2: Essential standards chart.

Math: Second-Grade Essential Standards

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can compare whole numbers to 1,000 by using symbols <, =, >.	**Example:** What goes in the box to make this problem correct? 62 ☐ 21 + 31 < > = +	I know the place value of digits from 1 to 1,000. I understand key words: greater than, less than, fewer, least, and most.	CFAs designed by the second-grade team are administered halfway through and at unit's completion.	September	I can compare money written in decimal form.
I can use commutative and associative rules to simplify addition and check my answers.	**Example:** Which problem can you use to check your answer for 9 + 5 = 14? 13 – 5 = 9 14 – 9 = 5 5 + 9 = 14	I understand relationships within fact families.	Same as above	October	I can use commutative and associative rules to simplify multiplication and check my answers.
I can add and subtract multidigit numbers with regrouping.	**Examples:** a) 638 + 734 = b) Jose gathered 714 stickers and then gave 476 away to his friends. How many stickers does he have left? c) 345 +465 387 - 149	I can follow steps when regrouping. I can count on and back. I can recognize when regrouping is necessary. I can add and subtract sums to 20 and differences from 20, and I relate addition and subtraction facts. **Examples:** 8 + 7 = 8 + what number = 15	Same as above	October–November	I can solve multiplication and division problems. I can apply addition and subtraction skills to multistep problems involving multiple operations.

2007–2008 Second Semester Essential Standards

Course Title: **Algebra 1** Team Members: **Jackie Martin, Bre Welch, Jackie Stoerger, Mary Hingst**

Standard	Standard or Description	Example and Rigor	Prior Skills Needed	Common Assessment	When Taught
2.0 10.0	Students understand and use the rules of exponents. Students multiply and divide monomials.	Simplify: $\frac{5x^3y^7}{10xy^9}$	Multiplying monomials and polynomials (Chapter 4)	Chapter 4 CA	Feb.
11.0	Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	Factor completely: 1. $3a^2 - 24ab + 48b^2$ 2. $x^2 - 121$ 3. $9x^2 + 12x + 4$	Multiplying and dividing monomials and polynomials (Chapter 4 and Chapter 5: Sec. 1–3)	Chapter 5 CA	Feb.
12.0	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	Simplify: $\sqrt{16} + \sqrt{8}\ \frac{x^2 - 4xy + 4y^2}{3xy - 6y^2}$	Factoring by finding GCF, difference of two squares, and trinomials (Chapter 5)	Chapter 6 CA	March
2.0	Students understand and use the operation of taking a root and raising to a fractional power.	Simplify: $\sqrt{16} + \sqrt{8}$	Understanding rational and irrational numbers and prime factoring	Chapter 11: Sec. 3, 4, 5 CA	March
14.0	Solve a quadratic equation by factoring or completing the square.	Solve by completing the square: $x^2 + 4x = 6$	Factoring quadratics (Chapter 5) and simplifying radicals (Chapter 11)	Chapter 12: Sec. 1–4 and Chapter 5: Sec. 12 CA	Late March
21.0	Students graph quadratic functions and know that their roots are the *x*-intercepts.	Graph: $y = x^2 - 3x - 4$ and state the x intercepts.	Solving quadratic equations by factoring, completing the square, and quadratic formula (Chapter 12)	Chapter 8: Sec. 8 and p. 389 CA	April

What Will Teacher Teams Need to Do This Work?

1. State standards
2. Common core
3. District standards and pacing guides
4. Blueprints to high-stakes tests
5. Time!

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Next Steps

- Form an effective guiding coalition aligned to Kotter's four types of power.

  This coalition works to provide a compelling reason to change.
- Build consensus based on the two fundamental assumptions of collective responsibility.
- Teacher teams identify essential standards and outcomes.

RTI AT WORK #rtiaw Solution Tree

Based on his synthesis of over 800 meta-analyses of research, Hattie asserts that:

1. Teachers must work collaboratively rather than in isolation.
2. Teachers must agree on the essential learning all students must acquire.
3. **Teachers must agree on how students will demonstrate their learning.**

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The Four Cs of RTI

1. Collective responsibility
2. Concentrated instruction
3. **Convergent assessment**
4. Certain access

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Convergent Assessment

An ongoing process of collectively analyzing targeted evidence to **determine** the **specific** learning needs of each child and the **effectiveness of the instruction** the child receives in meeting these needs

Thinking is guided by the question:
Where are we now?

RTI AT WORK #rtiaw Solution Tree

Headline News!

Researchers discover approach to helping students learn that rivals one-on-one tutoring.

Best of all, it costs next to nothing to implement.

RTI AT WORK #rtiaw Solution Tree

"Assessment for learning, when done well, is one of the most powerful, high-leverage strategies for improving student learning that we know of."

—Michael Fullan

RTI AT WORK #rtiaw Solution Tree

Research Says …

The student gains in learning triggered by **formative** assessment were amongst "the largest ever reported for **educational interventions**."

—**Black & Wiliam**, "Inside the Black Box: Raising Standards Through Classroom Assessment," *Phi Delta Kappan* (1998)

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Research Findings

Study	S.D. Gains
Bloom (1984)	1.0 to 2.0*
Black and Wiliam (1998)	.5 to 1.0**
Meisels et al. (2003)	.7 to 1.5
Rodriguez (2004)	.5 to 1.8**

*Rivals one-on-one tutorial instruction

**Largest gains for low achievers

(**Stiggins, Arter, Chappuis, & Chappuis**, *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2004)

Critical Point!

To achieve these benefits from your assessments, they must be **common formative** assessments.

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What Are Common Assessments?

Any assessment given by two or more instructors ***with the intention of collaboratively examining the results*** for:

- Shared learning
- Instructional planning for individual students
- Curriculum, instruction, and/or assessment *modifications*

(Cassandra Erkens)

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We would need to know to respond effectively when students don't learn.

1. Which students did or did not master **specific** essential standards?

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You must get down to …

By student, by standard

(by learning target)

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What Are Learning Targets?

A **learning target** is any achievement expectation for students ***on the path*** toward mastery of a standard.

It clearly states what we want the students to learn and should be understood by teachers and students.

Learning targets should be formatively assessed to monitor progress toward a standard.

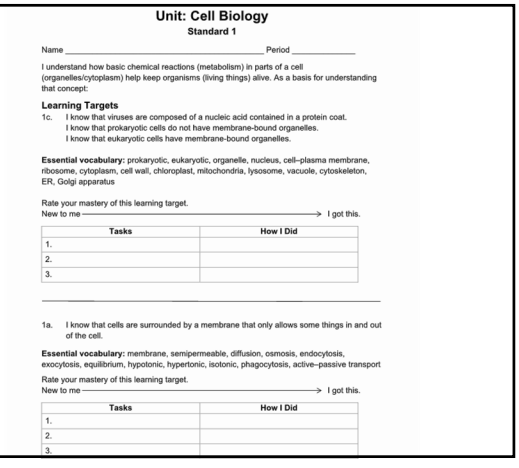
RTI AT WORK #rtiaw Solution Tree

Grade-8 Science, Ohio

Describe the interior structure of Earth and Earth's crust as divided into tectonic plates riding on top of the slow moving currents of magma in the mantle.

I can …

- Identify the earth's four major layers (crust, mantle, inner core, outer core)
- Describe the basic characteristics of each layer.
- Place the earth's layers in the correct sequence.
- I can explain that density, temperature and pressure at each layer increases as you go deeper into the Earth.



Unit: Cell Biology
Standard 1

Name _____ Period _____

I understand how basic chemical reactions (metabolism) in parts of a cell (organelles/cytoplasm) help keep organisms (living things) alive. As a basis for understanding that concept:

Learning Targets

1c. I know that viruses are composed of a nucleic acid contained in a protein coat.
I know that prokaryotic cells do not have membrane-bound organelles.
I know that eukaryotic cells have membrane-bound organelles.

Essential vocabulary: prokaryotic, eukaryotic, organelle, nucleus, cell–plasma membrane, ribosome, cytoplasm, cell wall, chloroplast, mitochondria, lysosome, vacuole, cytoskeleton, ER, Golgi apparatus

Rate your mastery of this learning target.
New to me → I got this.

Tasks	How I Did
1.	
2.	
3.	

1a. I know that cells are surrounded by a membrane that only allows some things in and out of the cell.

Essential vocabulary: membrane, semipermeable, diffusion, osmosis, endocytosis, exocytosis, equilibrium, hypotonic, hypertonic, isotonic, phagocytosis, active–passive transport

Rate your mastery of this learning target.
New to me → I got this.

Tasks	How I Did
1.	
2.	
3.	

We would need to know to respond effectively when students don't learn.

1. Which students did or did not master **specific** essential standards, and **which specific targets** underpinning those standards?

2. Which instructional practices did or did not work?

RTI AT WORK #rtiaw Solution Tree

Based on his synthesis of over 800 meta-analyses of research, Hattie asserts that:

1. Teachers must work collaboratively rather than in isolation.
2. Teachers must agree on the essential learning all students must acquire.
3. Teachers must agree on how students will demonstrate their learning.
4. **Teachers must assess their individual and collective effectiveness on the basis of the evidence of student learning.**

Current Reality, Critical Question

Do your teacher teams:

- Give common assessments to measure every essential standard?
- Identify students for extra help, by the student, by the standard, **by the target**?
- Compare results to identify most effective teaching practices **by the target**?

How do you know?

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Want to get great?

Embed this process in Tier 1!

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The Teaching Cycle …

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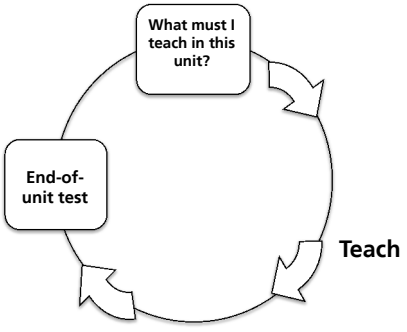
Traditional Unit Plan

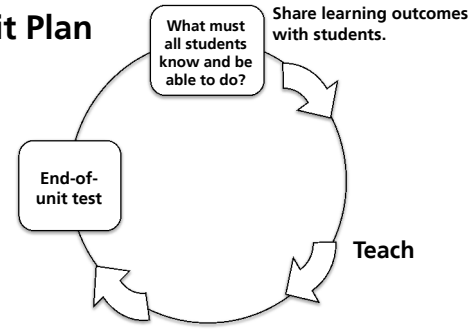


What If We Would …

1. Determine student learning outcomes and share with students.

RTI AT WORK #rtiaw Solution Tree

Unit Plan



What If We Would …

1. Determine student learning outcomes and share with students.
2. Plan one common formative assessment during instruction.

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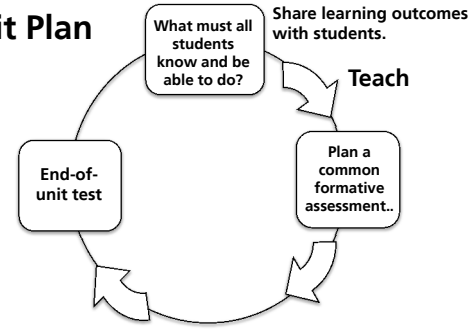
Unit Plan

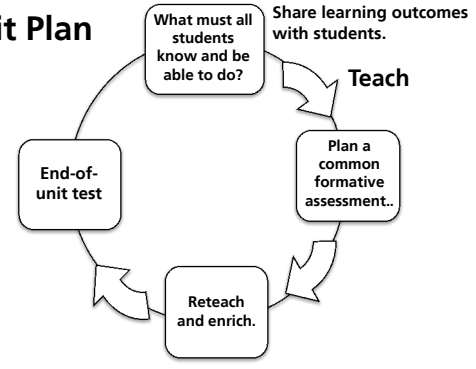


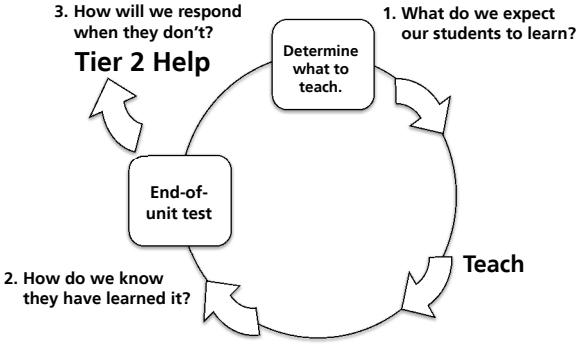
What If We Would …

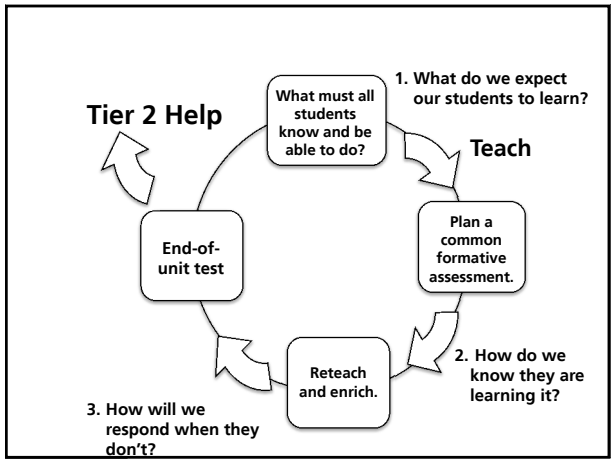
1. Determine student learning outcomes and share with students.
2. Plan one common formative assessment during instruction.
3. Plan one day to reteach after analyzing common assessment.

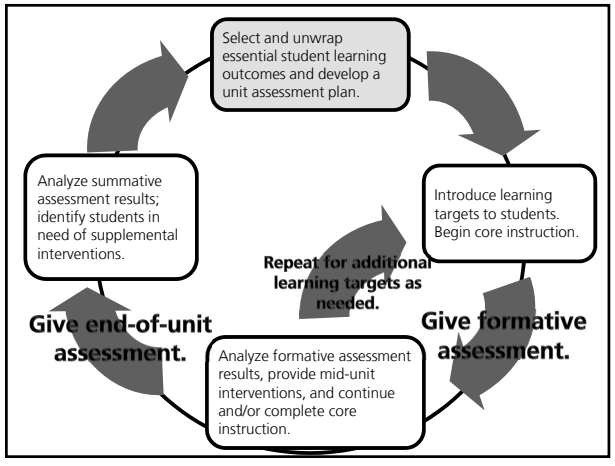
RTI AT WORK #rtiaw Solution Tree

Unit Plan









Next Steps

- Form an effective guiding coalition aligned to Kotter's four types of power.

  This coalition works to provide a compelling reason to change.
- Build consensus based on the two fundamental assumptions of collective responsibility.
- Teacher teams identify essential standards and outcomes.
- Teacher teams utilize common formative assessments for **each** essential standard.

The Four Cs of RTI

1. Collective responsibility
2. Concentrated instruction
3. Convergent assessment
4. **Certain access**

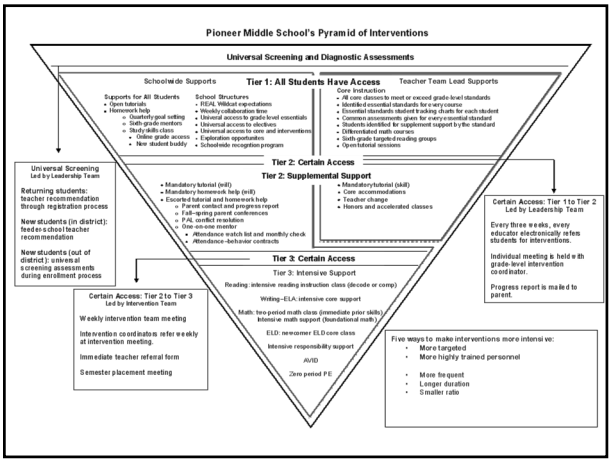
RTI AT WORK #rtiaw Solution Tree

Certain Access

A systematic process that guarantees every student will receive the time and support needed to learn at high levels

Thinking is guided by the question:
How do we get every child there?

RTI AT WORK #rtiaw Solution Tree



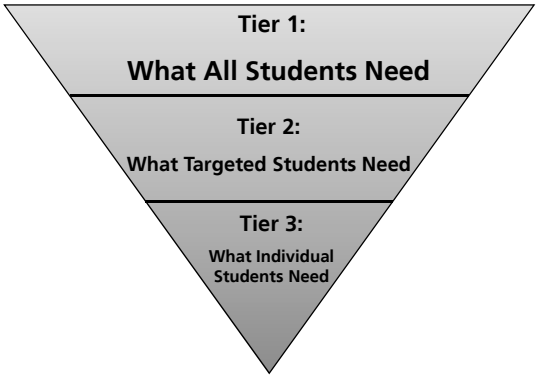
If we know what to do, then why are so many schools struggling?

RTI AT WORK #rtiaw Solution Tree

If we know what to do, then why are so many schools struggling?

1. We are doing the right things for the wrong reasons.

RTI AT WORK #rtiaw Solution Tree



If we know what to do, then why are so many schools struggling?

1. We are doing the right things for the wrong reasons.
2. When everyone is responsible for learning, no one is responsible.

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Classroom Teachers Think …

Where do I send my struggling students?

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In Response, Leadership Thinks …

Classroom teachers, you are the first level of interventions!

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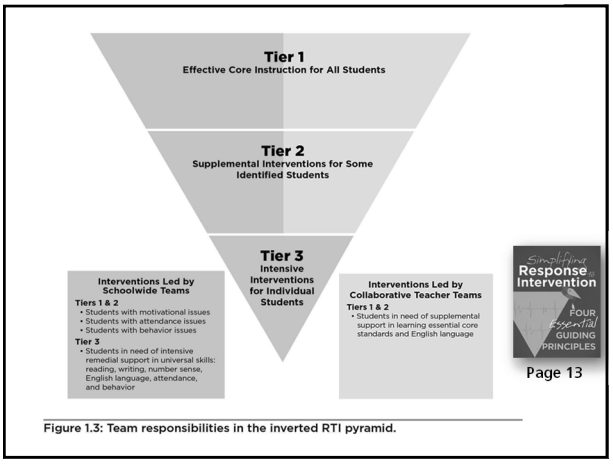
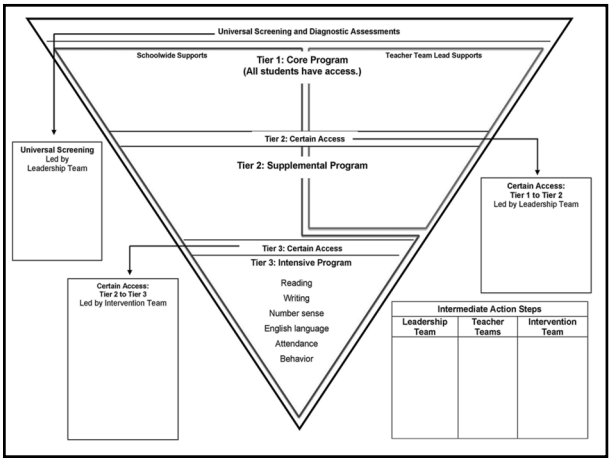
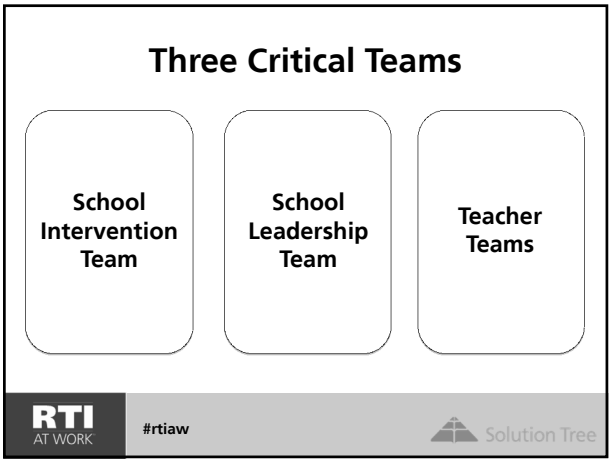
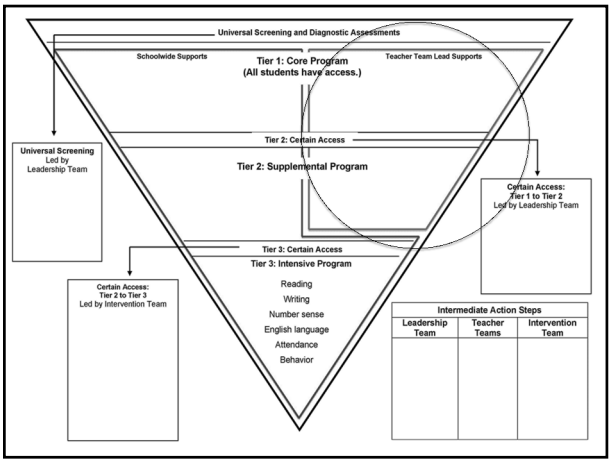


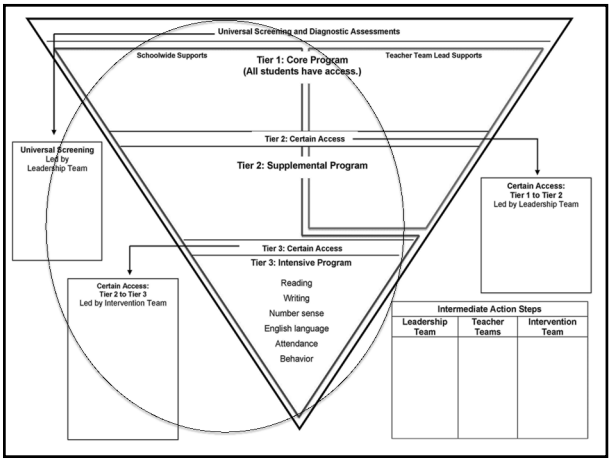
Page 13

Figure 1.3: Team responsibilities in the inverted RTI pyramid.









Coordinate schoolwide human resources to best support core instruction and interventions, including:

- Site counselor
- Psychologist
- Speech and language pathologist
- Special education teacher
- Librarian
- Health services
- Subject specialists
- Instructional aides
- Other classified staff

If we know what to do, then why are so many schools struggling?

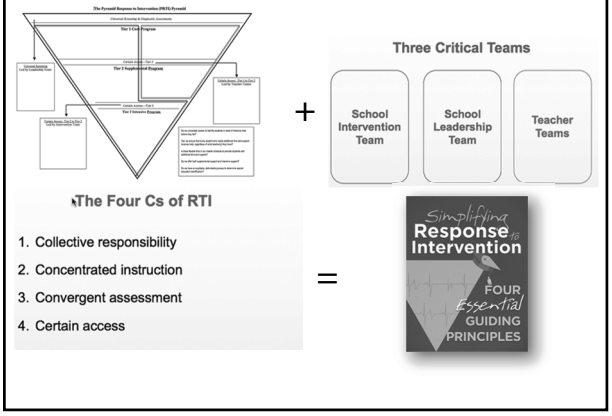
1. We are doing the right things for the wrong reasons.
2. When everyone is responsible for learning, no one is responsible.
3. We are making RTI too complicated.

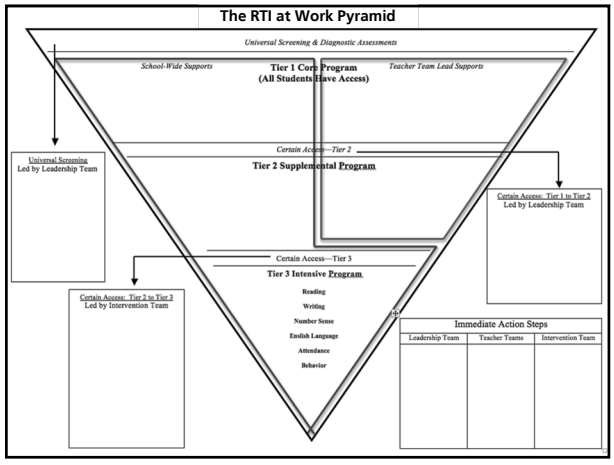
RTI AT WORK #rtiaw Solution Tree

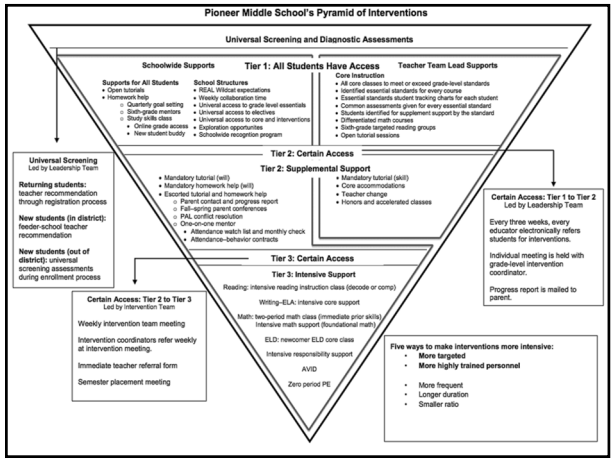
The Four Cs of RTI

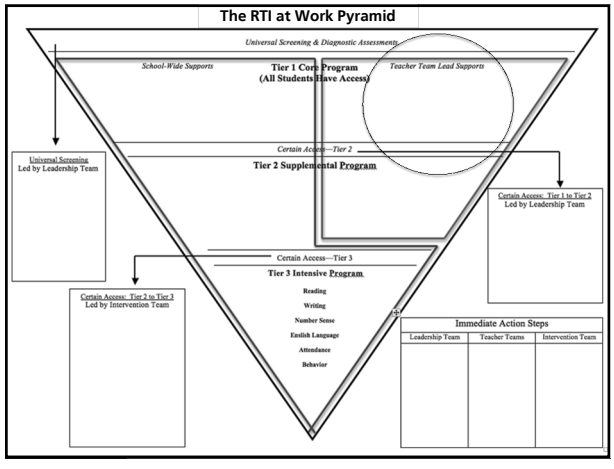
1. Collective responsibility
2. Concentrated instruction
3. Convergent assessment
4. Certain access

RTI AT WORK #rtiaw Solution Tree









Tier 1 = What *all* kids get

Green box = Teacher team responsibility

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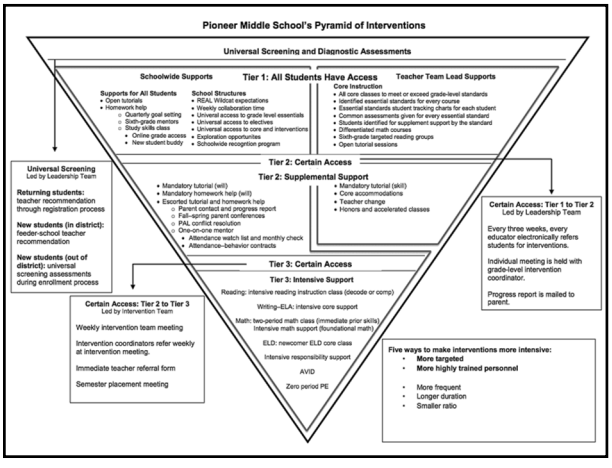

Teacher Teams

- All core classes meet or exceed grade-level standards.
- Identify essential standards for every grade or course.
- Share learning targets with students.
- Give common assessments for every essential standard.
- Identify students for Tier 2 by student, by the standard.

Use two colors:

Color 1 = We are doing it!

Color 2 = We need to do this!

RTI AT WORK #rtiaw Solution Tree

Teacher Teams

- All core classes meet or exceed grade-level standards.
- Identify essential standards for every grade or course.
- Share learning targets with students.
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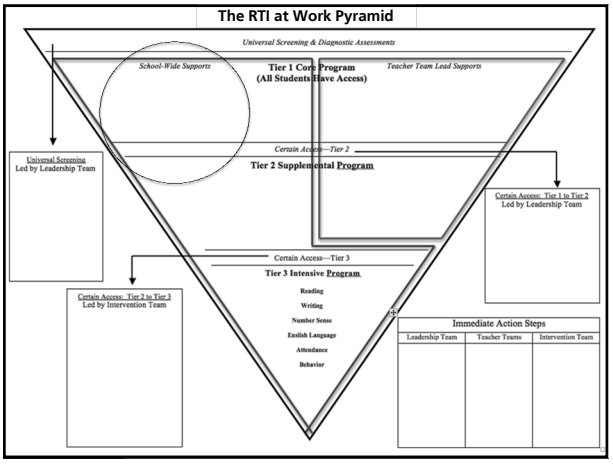


Tier 1 = What *all* kids get

Red box = Leadership team responsibility

RTI AT WORK #rtiaw Solution Tree

Leadership Team

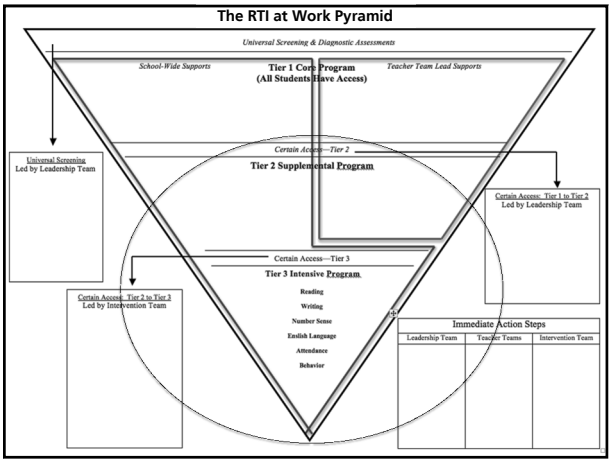
School structures:

- Weekly collaboration time
- Universal access to grade-level essentials
- Universal access to core **and** interventions
- **REAL** Wildcat expectations
- Universal access to electives
- Exploration opportunities
- Schoolwide recognition program

Leadership Team

Supports for all students:

- Open tutorials
- Homework help
- Quarterly goal setting
- Sixth-grade mentors
- Study skills class
- Online grade access
- New student buddy



Preparing to Build a Pyramid …

Please brainstorm:

Your current site interventions

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What Is an Intervention?

"An intervention is anything a school does, above and beyond what all students receive, that helps a child succeed in school."

—**Buffum, Mattos, & Weber**, *Simplifying Response to Intervention* (2012), p. 129

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Identifying Students

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Student Identification

- Common assessment data
- Staff recommendation

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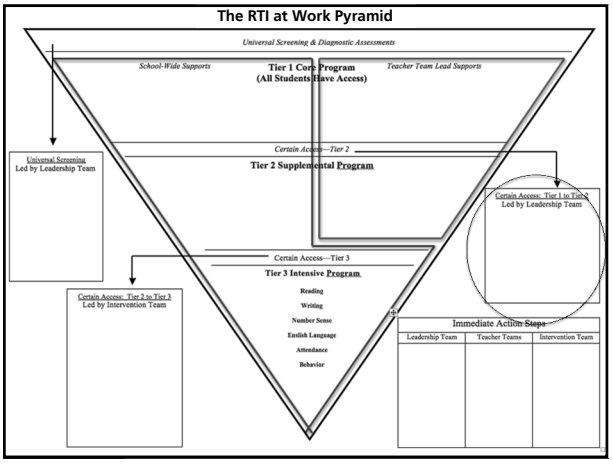

Staff Recommendation Process

- About every three weeks
- All faculty members involved
- Not too laborious
- Need to get the 360-degree view

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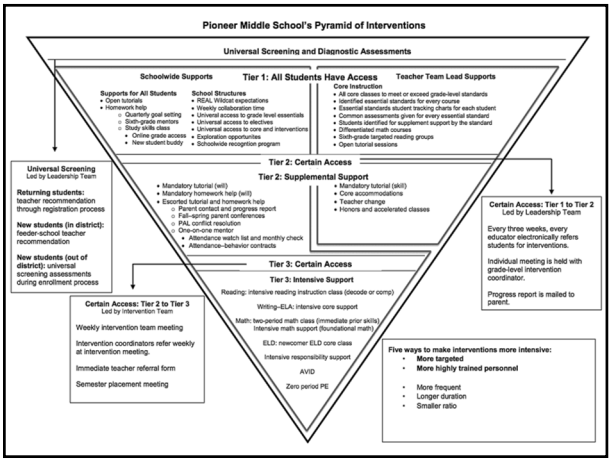
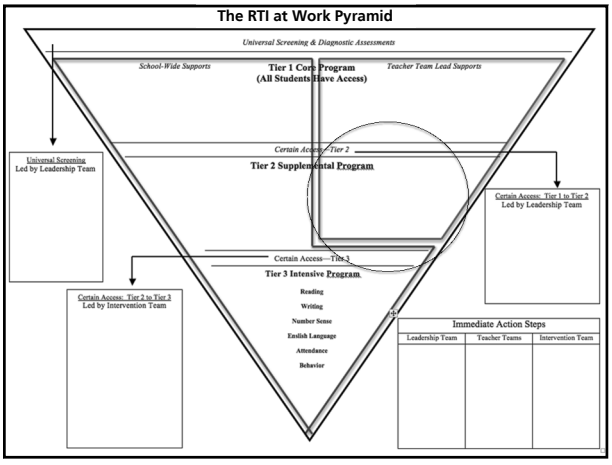


Leadership Team

Certain access: Tier 1 to Tier 2

- Every three weeks, every educator electronically refers students for interventions.
- Hold individual meeting with grade-level intervention coordinator.
- Mail progress report to parents.



Tier 2 = A little help

Green box = Teacher team responsibility

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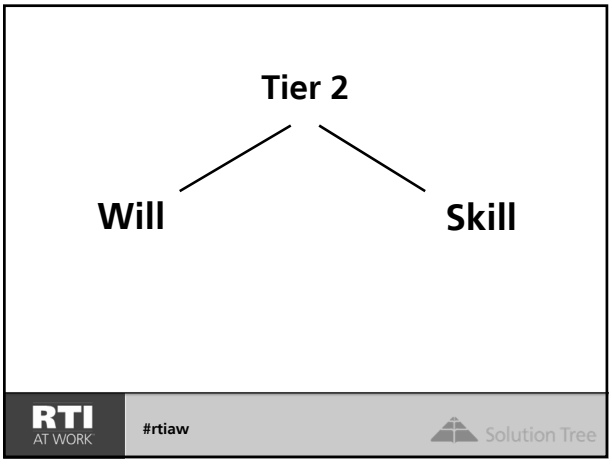
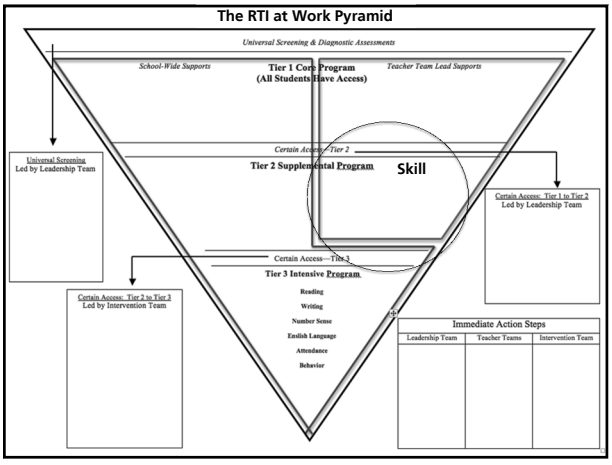
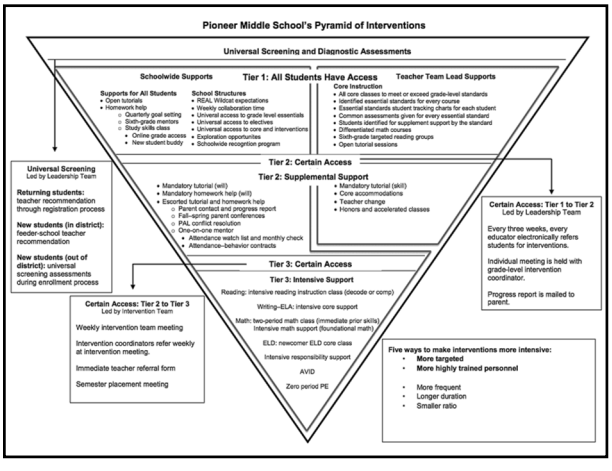
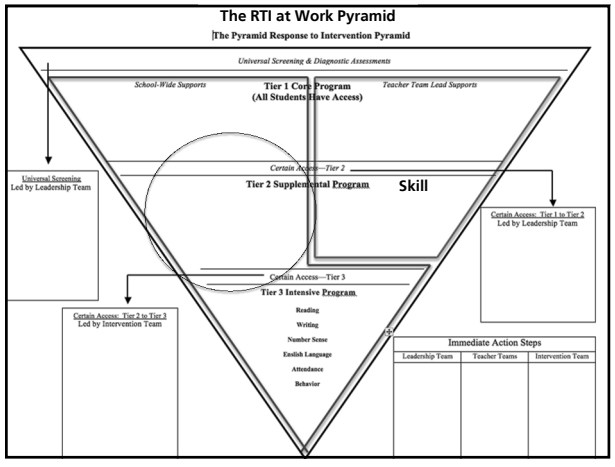




Teacher Team Responsibilities

- Clearly define **essential** student learning outcomes.
- Provide effective Tier 1 core instruction.
- Assess student learning and the effectiveness of instruction.
- Identify students in need of additional time and support (every three weeks).
- Take primary responsibility for Tier 2 supplemental interventions for students who have failed to master the team's identified essential standards.





Tier 2 = A little extra help

Red box = Leadership team responsibility

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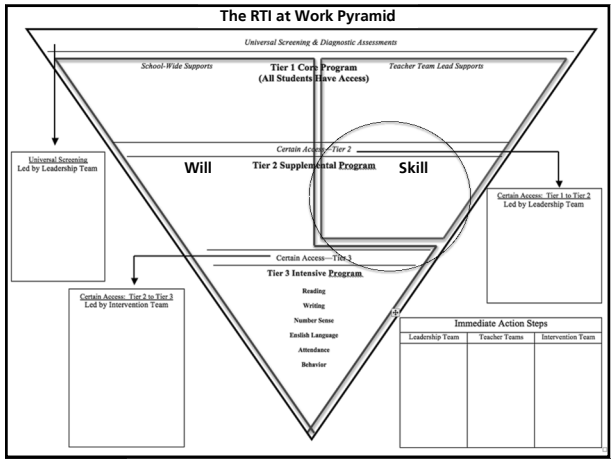

Ensure that sufficient, effective resources are available to provide Tier 2 interventions for students in need of supplemental support in:

- Motivation
- Attendance
- Behavior

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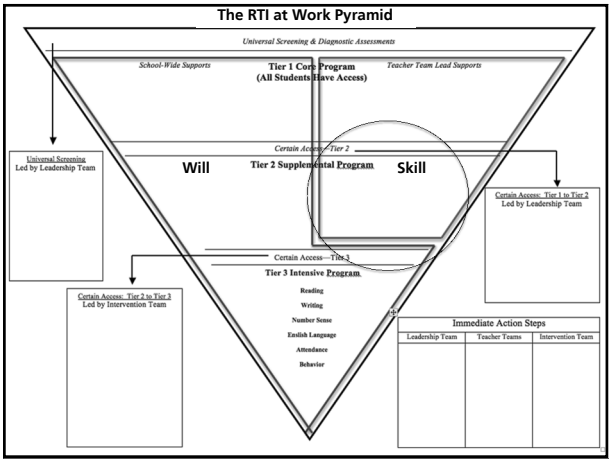

Coordinate schoolwide human resources to best support core instruction and interventions, including:

- Site counselor
- Psychologist
- Speech and language pathologist
- Special education teacher
- Librarian
- Health services
- Subject specialists
- Instructional aides
- Other classified staff

There must be flexible time embedded in the master schedule for teacher teams to lead supplemental interventions.

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How Much Time and How Often?

- Frequently (weekly)
- About 30 minutes per session
- Available to all students

Students cannot miss new essential standards.

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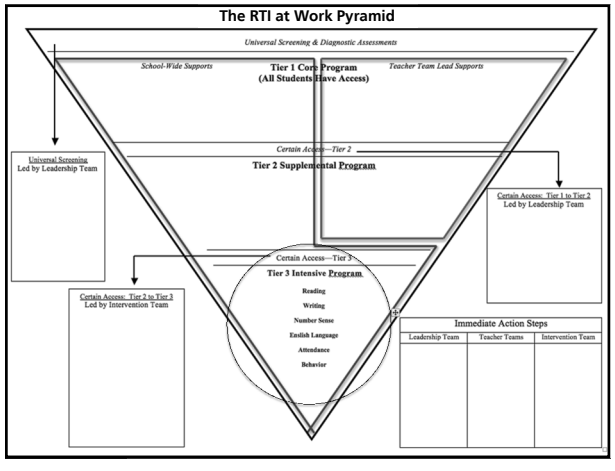

Universal Skills of Learning

- Reading
- Writing
- Number sense
- English language
- Attendance
- Behavior

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Student Identification

- Common assessment data
- Staff recommendation
- Universal screening

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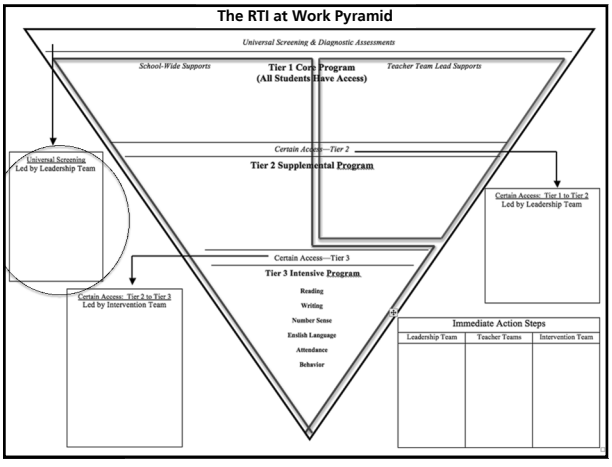

Three Critical Teams

- School Intervention Team
- School Leadership Team
- Teacher Teams

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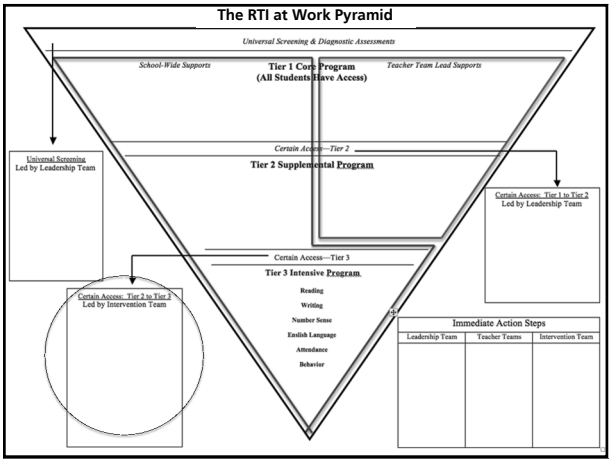
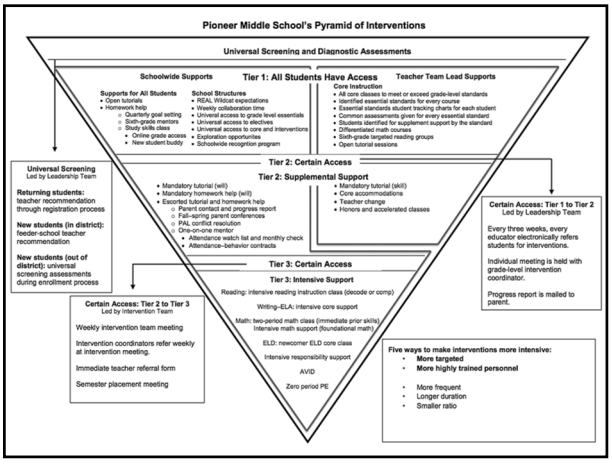
The RTI at Work Pyramid



Pioneer Middle School's Pyramid of Interventions



Five Years!

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Final Thoughts …

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Workshop Materials

The Four Cs of RTI

Source: The Four Cs of RTI is excerpted from *Simplifying Response to Intervention*, pages 9–10.

If our goal is to create the right way of thinking about our work as educators, then what are the essential principles that must guide our actions? What practices must we follow if we want all students to succeed? We believe there are four—we call them the four Cs of RTI. They are:

1. **Collective responsibility:** A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child. Thinking is guided by the question, *Why are we here?*

2. **Concentrated instruction:** A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels, and determining the specific learning needs for each child to get there. Thinking is guided by the question, *Where do we need to go?*

3. **Convergent assessment:** An ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of the instruction the child receives in meeting these needs. Thinking is guided by the question, *Where are we now?*

4. **Certain access:** A systematic process that guarantees every student will receive the time and support needed to learn at high levels. Thinking is guided by the question, *How do we get every child there?*

We contend that these four Cs are the essential guiding principles of RTI.

Consider for a moment the meaning of the word *essential.* When something is essential, it is absolutely indispensable, so important to the whole that the whole cannot survive without it. Without each of the four Cs, it is impossible for a school to achieve high levels of learning for every child. The four Cs work interdependently to create the systems, structures, and processes needed to provide every child with additional time and support.

Assumptions About Learning

The Charles Darwin School

"We believe all kids can learn . . . based on their ability."

We believe that all students can learn, but the extent of their learning is determined by their innate ability or aptitude. This aptitude is relatively fixed, and as teachers we have little influence over the extent of student learning. It is our job to create multiple programs or tracks that address the different abilities of students and then guide students to the appropriate program. This ensures that students have access to the proper curriculum and an optimum opportunity to master material appropriate to their ability.

The Pontius Pilate School

"We believe all kids can learn . . . if they take advantage of the opportunity we give them to learn."

We believe that all students can learn if they elect to put forth the necessary effort. It is our job to provide all students with an opportunity to learn, and we fulfill our responsibility when we attempt to present lessons that are both clear and engaging. In the final analysis, however, while it is our job to teach, it is the student's job to learn. We should invite students to learn, but if they elect not to do so, we must hold them accountable for their decisions.

The Chicago Cub Fan School

"We believe all kids can learn . . . something, and we will help all students experience academic growth in a warm and nurturing environment."

We believe that all students can learn and that it is our responsibility to help all students demonstrate some growth as a result of their experience with us. The extent of the growth will be determined by a combination of the student's innate ability and effort. Although we have little impact on those factors, we can encourage all students to learn as much as possible and we can and will create an environment that fosters their sense of well-being and self-esteem.

The Henry Higgins School

"We believe all kids can learn . . . and we will work to help all students achieve high standards of learning."

We believe that all students can and must learn at relatively high levels of achievement. We are confident that students can master challenging academic material with our support and help. We establish standards all students are expected to achieve, and we continue to work with them until they have done so.

Creating Consensus for a Culture of Collective Responsibility

A culture of collective responsibility is based on two fundamental beliefs:

1. The first assumption is that we, as educators, must accept responsibility to ensure high levels of learning for every child. While parental, societal, and economic forces impact student learning, the actions of the educators will ultimately determine each child's success in school.

2. The second assumption is that all students can learn at high levels. We define "high" levels of learning as "high school plus," meaning every child will graduate from high school with the skills and knowledge required to continue to learn. To compete in the global marketplace of the 21st century, students must continue to learn beyond high school, and there are many paths for that learning, including trade schools, internships, community colleges, and universities.

Discussing the following critical questions will assist a school leadership team in creating consensus for a culture of collective responsibility aligned with these beliefs.

1. **How will we provide a compelling case for change?** For someone to change, they first must see a compelling reason to change. In other words, one must show why there is a need to change. Raising test scores and/or meeting district/state/federal mandates hardly meets this goal. Instead, look to paint a picture of what adulthood will likely look like for students who don't succeed in school.

2. **What must we do differently?** Besides a compelling reason to change, one must also provide a "doable" plan. The noblest cause is useless if the changes required are seen as unrealistic. Staff members want a clear picture of exactly what changes are necessary to achieve learning for all students.

3. **How do we know these changes will work?** Having experienced the pendulum of school change for the past decades, many educators are skeptical of change processes. What evidence is available to demonstrate the validity of the recommended changes? (Besides the research quoted in *Simplifying Response to Intervention*, the website allthingsplc.info has dozens of schools and hundreds of pages of research validating the elements of professional learning communities [PLCs] and RTI.)

4. **What concerns do we expect, especially from staff members traditionally against change?** The leadership team should brainstorm the concerns staff members will have regarding the recommended changes. What will be the leadership's response to these concerns?

5. **What is the best setting and/or structure for the conversation(s) needed to create consensus?** One of the leadership team's greatest leverage points is its ability to determine the location, structure, and timing of the conversation(s) to create staff consensus. All stakeholders must have a voice in the process, but not necessarily in the same meeting. Sometimes the feelings of the silent majority can be drowned out by the aggressive opinions of a loud minority resistant to change. Consider a series of meetings with teams, grade levels, or departments. Also, set clear norms for the meeting, as professional, respectful dialogue is essential.

6. **How will we know if we have reached consensus?** Remember, it does not take 100 percent approval to get started; it takes consensus. Consensus is reached when all stakeholders have had a say and the will of the group has emerged and is evident, even to those who disagree (DuFour, DuFour, Eaker, & Many, *Learning by Doing*, 2010). Consider how many key people will be needed to create the tipping point necessary for consensus.

In the end, true commitment comes when people see that the changes work. So the key is to build consensus, then get started doing the work. You will never get commitment until you start doing the work, but you cannot start until you get consensus.

Creating Consensus for a Culture of Collective Responsibility

Critical Questions to Consider	Forces in Our Favor	Forces Working Against Us	What Are Our Next Steps to Effectively Address This Question?
How will we provide a compelling case for change? ❑ Quantitative evidence ❑ Qualitative evidence			
What must we do differently? How doable is our plan? ❑ Clarity of changes needed ❑ Skills and resources to support change			
How do we know these changes will work? ❑ Research ❑ Experience			
What concerns do we expect, especially from staff members traditionally against change? ❑ Staff concerns ❑ Leadership's response			
What are the best setting and structure for the conversations needed to create consensus? ❑ Which meetings? When? ❑ Clear norms			
How will we know if we have reached consensus? ❑ Evidence of consensus ❑ Implementation			

Creating Consensus Survey

A culture of collective responsibility is based on two fundamental beliefs:

1. The first assumption is that we as educators must accept responsibility to ensure high levels of learning for every child. While parental, societal, and economic forces impact student learning, the actions of educators ultimately determine each child's success in school.

2. The second assumption is that all students can learn at high levels. We define high levels of learning as *high school plus*, meaning every child graduates from high school with skills and knowledge required to continue to learn. To compete in the 21st century global marketplace, students must continue to learn beyond high school. There are many paths for learning, including trade schools, internships, community colleges, and universities.

Collective Responsibility Survey

1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always, or almost always

Statement	5	4	3	2	1
1. We show teachers why there is a need for change. This need is not primarily tied to raising test scores or meeting district, state, and federal mandates. The need for change is tied to what the future looks like for students who do not succeed in school.					
2. In addition to providing compelling reasons to change, we make change doable. Our plans for change are realistic and scaffolded.					
3. We provide teachers with evidence that demonstrates the validity of recommended changes. We acknowledge that teachers are rightfully skeptical of change processes due to constant swings of the pendulum.					
4. We anticipate concerns staff members have regarding proposed changes and prepare our responses in advance.					
5. We create a series of meetings and opportunities for staff to express their opinions. We are careful to structure meetings in a way that encourages professional dialogue rather than allowing a few voices to dominate.					
6. We define consensus so that it does not require 100 percent approval to get change started. The tipping point is reached when the will of the group is evident, even to those who still oppose it.					

Three Essential RTI Teams

Source: The following three pages are excerpted from *Simplifying Response to Intervention*, pages 33–37.

Collaborative Teacher Teams

Collaborative teacher teams are teams comprising educators who share curricula, and thus take collective responsibility for students learning their common essential learning outcomes. Most often, these are teachers who teach the same grade level, subject, and/or course. The responsibilities of each teacher team in the RTI process is as follows:

- Clearly define essential student learning outcomes.
- Provide effective Tier 1 core instruction.
- Assess student learning and the effectiveness of instruction.
- Identify students in need of additional time and support.
- Take primary responsibility for Tier 2 supplemental interventions for students who have failed to master the team's identified essential standards.

School Leadership Team

A school leadership team serves as the "guiding coalition" for the building. Comprising representatives from each collaborative teacher team, administration, and classified and support staff, this team's primary responsibility is to unite and coordinate the school's collective efforts across grade levels, departments, and subjects. To achieve this goal, the school leadership team should specifically:

- Build consensus for the school's mission of collective responsibility.
- Create a master schedule that provides sufficient time for team collaboration, core instruction, supplemental interventions, and intensive interventions.
- Coordinate schoolwide human resources to best support core instruction and interventions, including the site counselor, psychologist, speech and language pathologist, special education teacher, librarian, health services, subject specialists, instructional aides, and other classified staff.

- Allocate the school's fiscal resources to best support core instruction and interventions, including school categorical funding.

- Assist with articulating essential learning outcomes across grade levels and subjects.

- Lead the school's universal screening efforts to identify students in need of Tier 3 intensive interventions before they fail.

- Lead the school's efforts at Tier 1 for schoolwide behavior expectations, including attendance policies and awards and recognitions (the team may create a separate behavior team to oversee these behavioral policies).

- Ensure all students have access to grade-level core instruction.

- Ensure that sufficient, effective resources are available to provide Tier 2 interventions for students in need of supplemental support in motivation, attendance, and behavior.

- Ensure that sufficient, effective resources are available to provide Tier 3 interventions for students in need of intensive support in the universal skills of reading, writing, number sense, English language, motivation, attendance, and behavior.

- Continually monitor schoolwide evidence of student learning.

School Intervention Team

While the school leadership team takes the broader macroview of the school's efforts to ensure high levels of learning for every child, the primary responsibility of the school intervention team is to lead the school's focused microview on the specific students in need of Tier 3 intensive support. Students in need of intensive support most often struggle due to:

- Significant weaknesses in the foundational skills of reading, writing, number sense, and/or English language

- Chronic and excessive absenteeism

(*Simplifying Response to Intervention*, page 2 of 3)

- Severe behavior and/or motivational concerns
- Combinations of all these factors

Because the obstacles facing these students are often systemic and profound, meeting their needs will usually require multiple interventions, embedded within the instructional day and administered by highly trained professionals.

It is unlikely an individual teacher or teacher team will have the diverse expertise and resources to best diagnose the needs of a student needing this level of help. Nor would a teacher team have the authority to assign schoolwide resources (school psychologist, speech and language pathologist, counselor, specialists, and special education teacher) needed to provide intensive interventions. The primary purpose of an intervention team is not to be the gatekeeper to special education testing—it is to focus intensely on the individual needs of a school's most at-risk students. Consequently, the primary responsibilities of the site intervention team are to:

- Determine the specific learning needs of each student in need of intensive support.
- Diagnose the cause(s) of the student's struggles in Tier 1 and Tier 2.
- Determine the most appropriate intervention(s) to address the student's needs.
- Frequently monitor the student's progress to see if interventions are achieving the desired outcomes.
- Revise the student's intervention(s) when they are not achieving the desired outcomes.
- Determine when special education identification is appropriate.

(*Simplifying Response to Intervention*, page 3 of 3)

Building a School Leadership Team

This activity is designed to help a principal or administrative team create an effective school leadership team.

First, list the names of the current members of what you might consider to be your guiding coalition. If no such group currently exists, list the potential members who come to mind.

Then consider the following personal characteristics that will impact your team's success. Write the name of each team member under any characteristic that applies (a person may be listed under more than one). Eliminate any person from your list who possesses none of these characteristics. Note that it is recommended that a member of each teacher team be on the leadership team. Does your team have the necessary balance?

Position Power	Expertise
Ask: Are enough key players on board so that those left out cannot easily block progress?	Ask: Are the various points of view—in terms of discipline, work experience, and so on—relevant to the task at hand adequately represented so that informed, intelligent decisions will be made?

Credibility	Leadership
Ask: Does the group have enough people with good reputations that its recommendations and decisions will be taken seriously?	Ask: Does the group include enough proven leaders to be able to drive the change process?

Building a Site Intervention Team

Team Members:

Essential Role	Recommended	Staff Members Best Trained to Meet This Need
Administration	Principal	
Reading	Reading specialist	
Writing	ELA specialist	
Math	Math specialist	
English language	EL specialist	
Language	Speech and language pathologist	
Teaching differentiation	Special education teacher	
Behavior	Psychologist	
Social–family	Counselor	
Instructional resources	Librarian	
Community resources	Community resource officer Social worker Counselor	

- When will this team meet? (Determine a weekly meeting time and location.)
  - Time
  - Location

- Team norms:

How Districts Hinder or Promote the Development of RTI

(Adapted from Talbert, 2010)

Professional Change Strategies

1. Building a shared vision and leaders' capacity to support change

- Top administrators exhibit deep understanding of RTI.
- Top administrators have developed a vision of RTI implementation.
- Top administrators have engaged in a dialogue about RTI with school staff.

Low High

1 2 3 4 5 6 7 8 9 10

Specific examples:

2. Developing capacity to address individual student achievement gaps

- Top administration has articulated the shift from teaching to learning.
- Top administration has articulated the shift from coverage to mastery.
- Top administration has "given permission" to cover less, learn more.
- Top administration controls outside pressures of accountability.

Low High

1 2 3 4 5 6 7 8 9 10

Specific examples:

3. Developing a web of knowledge resources for RTI

- Top administration has attempted to build shared knowledge, rather than rely on regulations.
- Top administration has gone beyond mere identification of RTI specialists through common training.

Low High

1 2 3 4 5 6 7 8 9 10

Specific examples:

4. Establishing mutual accountability among professionals

- Teachers feel accountable to district or state.
- Teachers feel accountable to each other.
- Teachers feel more accountable for results on their formative assessments than state tests.

Low High

1 2 3 4 5 6 7 8 9 10

Specific examples:

Additional Notes

Criteria for Selecting Essential Standards

In *The Leader's Guide to Standards* (2002), Douglas B. Reeves outlines three criteria for selecting essential standards:

1. **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?

2. **Leverage:** Will it provide knowledge and skills that are valuable in multiple disciplines?

3. **Prepare for the next level:** Will it provide students with essential knowledge and skills essential for success in the next grade or level of instruction?

REPRODUCIBLE

Essential Standards Chart

What Is It We Expect Students to Learn?					
Grade:	Subject:	Semester:	Team Members:		
Description of Standard	**Example of Rigor**	**Prerequisite Skills**	**When Taught?**	**Common Summative Assessment**	**Extension Standards**
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?

Working in collaborative teams, examine all relevant documents, common core standards, state standards, and district power standards, and then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete this chart by the second or third week of each instructional period (semester).

Math: Second-Grade Essential Standards

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can compare whole numbers to 1,000 by using symbols <, =, >.	**Example:** What goes in the box to make this problem correct? 62 ☐ 21 + 31 < > = +	I know the place value of digits from 1 to 1,000. I understand key words: greater than, less than, fewer, least, and most.	CFAs designed by the second-grade team are administered halfway through and at unit's completion.	September	I can compare money written in decimal form.
I can use commutative and associative rules to simplify addition and check my answers.	**Example:** Which problem can you use to check your answer for 9 + 5 = 14? 13 – 5 = 9 14 – 9 = 5 5 + 9 = 14	I understand relationships within fact families.	Same as above	October	I can use commutative and associative rules to simplify multiplication and check my answers.
I can add and subtract multidigit numbers with regrouping.	**Examples:** a) 638 + 734 = b) Jose gathered 714 stickers and then gave 476 away to his friends. How many stickers does he have left? c) 345 +465 387 - 149	I can follow steps when regrouping. I can count on and back. I can recognize when regrouping is necessary. I can add and subtract sums to 20 and differences from 20, and I relate addition and subtraction facts. **Examples:** 8 + 7 = 8 + what number = 15	Same as above	October–November	I can solve multiplication and division problems. I can apply addition and subtraction skills to multistep problems involving multiple operations.

Math: Second-Grade Essential Standards (continued)

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can solve problems using combinations of coins and bills.	 **Example:** What is the total value? $6.06 $6.36 $6.26	I know the value of bills and coins. I can add coins and bills together. I know symbols to use when writing money.	CFAs designed by the second-grade team are administered halfway through and at unit's completion.	December	I can create budgets for my classroom and determine how much money would be necessary to purchase supplies.
I have memorized the products of 2, 5, and 10, multiplying from 1 to 9.	**Example:** Find the following products: 7 x 2 = 5 x 6 = 5 x 10 =	I can use repeated addition, arrays, and skip counting to multiply.	Same as above	February	I have memorized the products of all digits.
I can recognize, name, and compare unit fractions from 1/12 to 1/2.	**Example:** Which fraction has the greatest value? 1/2 1/5 1/7 1/12	I understand the value of fractions. I can visualize different fractions.	Same as above	March	I can add fractions with like denominators and create pictures that represent the problem.
I can measure objects in inches to the nearest quarter inch.	**Example:** Measure this line _____ to the nearest quarter inch.	I can describe the length of objects using familiar objects, like paper clips.	Same as above	May	I can solve problems involving the measurement of volume and mass.

Math: Second-Grade Essential Standards (continued)

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can put shapes together and take them apart to form other shapes.	**Example:** Two right triangles can be arranged to form a rectangle. 	I can recognize and name shapes. I know how many vertices, edges, and sides a shape has.	CFAs designed by the second-grade team are administered halfway through and at unit's completion.	May	I can measure and compute the perimeters of shapes when both are separate and put together.
I can represent the same data set in more than one way.	**Example:** A class has 3 apples, 4 oranges, and 6 bananas. Create two graphs that represent this data.	I can read graphs. I can interpret tally marks.	Same as above	June	I can plan and implement a class survey, and gather results. I can graph and display the data.

Reading: Second-Grade Essential Standards

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can read one-syllable and two-syllable words with short vowels, long vowels, and with common prefixes and suffixes.	**Examples:** a) I can read *return*, *later*, *chapter*, *plugging*. b) I can read a second-grade passage at a rate of 110 words correct per minute.	I can read one-syllable words with consonant digraphs, long vowels, and inflectional endings. I can read *chat*, *play*, *cave*, *deeply*.	Students read second-grade words and passages that include one- and two-syllable words with short and long vowels and with common prefixes and suffixes. Teachers track running records monthly.	Monthly	I can read multisyllable words with Latin suffixes.
I can see patterns when reading and use patterns to read and write new words.	**Examples:** a) I can read the following: p**ea**ch, p**aw**. b) I can read a second-grade passage at a rate of 110 words correct per minute.	I know vowel and spelling patterns.	Students read grade-level passages on a monthly basis. Teachers take running records and analyze patterns of errors.	Monthly	I can produce a portfolio of words with diphthongs and other special vowel spellings.
I can use syllabication rules when reading.	**Examples:** a) Read the following: v/cv = su/per; vc/cv = sup/per b) Read a second-grade passage at a rate of 110 words correct per minute.	I can identify vowels and consonants. I can understand and apply syllabication rules.	Same as above	Monthly	I can consistently use all six syllable types in decoding words.

Reading: Second-Grade Essential Standards (continued)

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can decode two-syllable nonsense words and regular multisyllable words.	**Examples:** a) I can read the following: map/pet; sit/ten; nal/low. b) b) I can read a second-grade passage at a rate of 110 words correct per minute.	I can identify vowels and consonants. I can understand and apply syllabication rules.	Students read grade-level passages on a monthly basis. Teachers take running records and analyze patterns of errors.	Monthly	I can decode read irregular multisyllable words.
I can describe how characters behave throughout a story after key events or challenges.	**Example:** After reading *Frog and Toad Together*, I can give three details about how Frog changes throughout the story.	I can describe characters, settings, and events. After listening to the teacher read *Matilda*, I can describe one character, one setting, and one key event.	Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.	October	I can describe characters' motivation and feelings throughout a story. I can explain how characters' actions affect key events.
I can identify and use regular and irregular plurals.	**Example:** I can read the following (-s, -es, -ies): fly/flies; wife/wives.	I can recognize roots and bases. I know rules for regular and plurals.	Same as above Also, students read grade-level passages monthly—in this case, passages that contain plurals. Teachers take running records and analyze error patterns.	November	I can produce a portfolio of irregular plurals drawn from my experiences and independent reading.

Reading: Second-Grade Essential Standards (continued)

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can understand and explain antonyms and synonyms.	**Examples:** a) What is an antonym for *scared*? (Brave). b) What is a synonym for *full*? (Stuffed). c) c) Which word means the opposite of *loud*? (Quiet).	I know the meaning of antonym and synonym.	Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.	December	I can produce a collection of vocabulary graphic organizers that include antonyms and synonyms for each word.
I can determine the meaning of compound words.	**Example:** What does *bookcase* mean?	I know the meaning of each word in a compound word.	Same as above	January	I can produce an illustrated portfolio of abbreviations drawn from my experiences and independent reading.
I can recognize common abbreviations.	**Examples:** a) Give the abbreviations for *Doctor* (Dr.); *January* (Jan.); *Mister* (Mr.). b) b) *St.* is an abbreviation for what word? (Street).	I understand what an abbreviation is. I can use correct punctuation when abbreviating.	Same as above Students also read grade-level passages monthly—in this case passages that contain abbreviations. Teachers take running records and analyze error patterns.	March	I can produce a portfolio of abbreviations drawn from my experiences and independent reading.

Reading: Second-Grade Essential Standards (continued)

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can determine the meaning of simple prefixes and suffixes.	**Examples:** a) What does pre in *preheat* mean? (before). b) Use and recognize the following affixes: over-, un-, -ing, -ly.	I can identify the base word and affixes in words. I now meaning and placement of prefixes and suffixes.	CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.	April	I can produce a portfolio of affixes drawn from my experiences and independent reading.
I can identify simple multiple-meaning words.	**Examples:** a) Give the meanings of *ring* (e.g., jewelry; a clear, vibrating sound). b) *My mom is wearing a shiny ring.* In which sentence is *ring* used the same way? • The ring of the doorbell woke me up. • The girl had on a beautiful ring. • I still hear ringing in my ears after the ball hit me.	I know some words have more than one meaning.	Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.	June	I can produce a portfolio of homonyms drawn from my experiences and independent reading.

Writing: Second-Grade Essential Standards

Standard–Description	Example–Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
What is the essential standard to be learned? Describe in student-friendly vocabulary.	**What does proficient student work look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary are needed to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standards?**
I can write a narrative story that: a) tells about several events, b) includes details that describe my actions, thoughts, and feelings, c) uses special words to signal that time is passing, and d) closes with an effective ending.	[See the attached anchor paper.]	I can write a narrative story that tells about two events that includes a few details.	Students' stories are collaboratively assessed to ensure interrater reliability and to determine the need for minilessons using the attached analytic rubric.	September–December	I can enhance my narrative story to include multiple characters and dialogue.
I can use the past tense of irregular verbs.	**Examples:** I know past tense of: a) *sit* (sat) b) *hide* (hid) c) *tel1* (told) d) *blow* (blew)	I know the past tense of regular verbs: a) *call* (called) b) *file* (filed) c) *nail* (nailed)	Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second-grade team are administered halfway through and at unit's completion.	December–March	I can create a portfolio of irregular past-tense verbs that are organized by similar patterns.
I can revise and expand my sentences, adding more details through adjectives and adverbs.	**Examples:** I can write sentences such as: a) The boy watched the movie. b) The little boy watched the movie. c) The little boy intently watched the action movie.	I can write complete sentences, with a subject and a predicate.	Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second grade team are administered within each unit.	Monthly	I can write compound and complex sentences and can vary the voice of sentences, using methods such as switching subjects and objects.

2007–2008 Second Semester Essential Standards

Course Title: **Algebra 1** Team Members: **Jackie Martin, Bre Welch, Jackie Stoerger, Mary Hingst**

Standard	Standard or Description	Example and Rigor	Prior Skills Needed	Common Assessment	When Taught
2.0 10.0	Students understand and use the rules of exponents. Students multiply and divide monomials.	Simplify: $\frac{5x^3y^7}{10xy^9}$	Multiplying monomials and polynomials (Chapter 4)	Chapter 4 CA	Feb.
11.0	Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	Factor completely: 1. $3a^2 - 24ab + 48b^2$ 2. $x^2 - 121$ 3. $9x^2 + 12x + 4$	Multiplying and dividing monomials and polynomials (Chapter 4 and Chapter 5: Sec. 1–3)	Chapter 5 CA	Feb.
12.0	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	Simplify: $\sqrt{16} + \sqrt[3]{8}\ \frac{x^2 - 4xy + 4y^2}{3xy - 6y^2}$	Factoring by finding GCF, difference of two squares, and trinomials (Chapter 5)	Chapter 6 CA	March
2.0	Students understand and use the operation of taking a root and raising to a fractional power.	Simplify: $\sqrt{16} + \sqrt[3]{8}$	Understanding rational and irrational numbers and prime factoring	Chapter 11: Sec. 3, 4, 5 CA	March
14.0	Solve a quadratic equation by factoring or completing the square.	Solve by completing the square: $x^2 + 4x = 6$	Factoring quadratics (Chapter 5) and simplifying radicals (Chapter 11)	Chapter 12: Sec. 1–4 and Chapter 5: Sec. 12 CA	Late March
21.0	Students graph quadratic functions and know that their roots are the *x*-intercepts.	Graph: $y = x^2 - 3x - 4$ and state the x intercepts.	Solving quadratic equations by factoring, completing the square, and quadratic formula (Chapter 12)	Chapter 8: Sec. 8 and p. 389 CA	April

Essential Standards: U.S. History

Standard	Standard or Description	Example and Rigor	Prior Skills Needed	Common Assessment	When Taught
8.1.1	Describe the relationships between the moral and political ideas of the Great Awakening and the Enlightenment and the development of revolutionary fervor.	**Prompt:** Describe how the movements gave lead to the development of revolutionary fervor.	**Define and understand:** The Great Awakening The Enlightenment	**Venn diagram:** compare–contrast movements with written analysis.	First quarter: September Resources: Holt, Chapter 2
8.1	Understand the major events preceding the American Revolution.		Cause-and-effect relationships	**Timeline of events:** illustrated and annotated	First quarter: September–October Resources: Holt, Chapter 3
8.1.2	Analyze the philosophy of government expressed in the Declaration of Independence (individual rights).	**Test Question:** Which of the following is not an unalienable right?	7.6.5: Experience analyzing historical documents (Magna Carta).	**Analysis of primary source document:** The Declaration of Independence **Identify key phrases:** "All men are created…" unalienable rights	First quarter: October Resources: Holt, Chapter 3
8.2.5	Understand the significance of religious freedom within the First Amendment and the importance of separation of church and state.	Why did the Supreme Court overturn Tinker v. Des Moines?	Understand the various elements of the First Amendment.	**First Amendment case study:** Research case; prepare visual and present.	First semester: November
8.2.7	Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, purpose of majority rule, and ideas of American constitutionalism.	How does the legislative branch check the executive branch?	Understand the three branches of government as well as the idea of checks and balances.	**Constitution test**	Second quarter

Essential Standards Chart: Grade-10 Biology

What Is It We Expect Students to Learn?					
Grade: 10	**Subject:** Biology	**Semester:**	**Team Members:**		
Description of Standard	**Example of Rigor**	**Prerequisite Skills**	**When Taught?**	**Common Summative Assessment**	**Extension Standards**
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
Ecosystems have finite, cycling resources.	How would increased carbon dioxide in the atmosphere affect the carbon, nitrogen, and water cycles?	• Tell difference between living and nonliving components of an ecosystem. • Recognize the symbols for common elements and compounds. • Identify relationships among organisms. • Matter changes forms, but can't be made or destroyed. • Represent relationships in a food web. • Understand the role of photosynthesis in energy transfer.	September–October	• Explain the Cottonwood River ecosystems model. • Construct a food web. • Create energy pyramids. • Conduct nitrogen cycle investigation. • Hold *What's in My Burger*? discussion.	Students will conduct an energy pipeline investigation.

Essential Standards Student Tracking Chart

Essential Standard	Common Assessment	Date Passed	Teacher Initials

Essential Standards Student Tracking Chart

Essential Standard	Common Assessment	Date Passed	Teacher Initials
Standard 4.0: I can solve equations in one variable. **Standard 5.0:** I can solve multistep problems involving linear equations in one variable and provide justification for each step.	**Equations Test** (sections 3-1 through 3-3, 3-5, 7-3, and 10-5)		
Standard 6.0: I can graph a linear equation and compute the *x*- and *y*-intercepts. **Standard 7.0:** I can write linear equations given points on a line. **Standard 8.0:** I understand the concepts of parallel and perpendicular lines and how their slopes are related. I can find the equation of a line perpendicular to a given line that passes through a given point.	**Ch. 8 Test** (sections 8-1 through 8-5)		

Unit: Cell Biology

Standard 1

Name _____ Period _____

I understand how basic chemical reactions (metabolism) in parts of a cell (organelles/cytoplasm) help keep organisms (living things) alive. As a basis for understanding that concept:

Learning Targets

1c. I know that viruses are composed of a nucleic acid contained in a protein coat.
I know that prokaryotic cells do not have membrane-bound organelles.
I know that eukaryotic cells have membrane-bound organelles.

Essential vocabulary: prokaryotic, eukaryotic, organelle, nucleus, cell–plasma membrane, ribosome, cytoplasm, cell wall, chloroplast, mitochondria, lysosome, vacuole, cytoskeleton, ER, Golgi apparatus

Rate your mastery of this learning target.
New to me ⟶ I got this.

Tasks	How I Did
1.	
2.	
3.	

1a. I know that cells are surrounded by a membrane that only allows some things in and out of the cell.

Essential vocabulary: membrane, semipermeable, diffusion, osmosis, endocytosis, exocytosis, equilibrium, hypotonic, hypertonic, isotonic, phagocytosis, active–passive transport

Rate your mastery of this learning target.
New to me ⟶ I got this.

Tasks	How I Did
1.	
2.	
3.	

Common Assessments
Collaborative Analysis and Collective Response

1. **Consider the assessment task.**
    - What worked well?
    - What was challenging about this task?
    - How might you revise the assessment to make it more effective?

2. **Analyze the data and identify areas for targeted response.**
    - **As a team:** Which learning targets require more attention?
    - **As a team:** Which students did not master which targets?
    - **As a team:** Which classrooms require additional support?
    - **As an individual teacher:** Which area was my lowest, and how can I improve?

3. **Create a team plan of action to address needs identified by the data.**
    - Assessment modifications? Curricular modifications? Instructional response?

Essential Questions for Special Education Identification

These questions are designed to help a site intervention team consider if special education identification is appropriate, justified, and defendable for a student. Unless the intervention team can answer each question affirmatively, then the decision to recommend special education is not appropriate or defendable.

Tier 1:

- Did the student have access to rigorous, grade-level curriculum?
- What evidence do we have that our school's initial instruction (Tier I) was effective for similar students?
- Was the student given additional time and differentiated instruction during Tier I instruction?

Tier 2:

- Did we identify the student for supplemental time and support in a timely manner?
- What were the child's specific learning needs?
- What was the cause of the student's struggles?
- What research-based interventions were used to address the student's specific learning needs?
- What evidence do we have that these interventions were effective for similar students?

Tier 3:

- When was the child referred for intensive support?
- What quality problem-solving process was used to better identify the child's specific learning needs and the cause(s) of the student's struggles?
- What research-based interventions were used to address the student's specific learning needs?
- What evidence do we have that these interventions were effective for students with similar needs?
- Are there any other intervention or supports that can or should be tried before considering special education placement?
- Do we have agreement among the intervention team that special education is necessary and appropriate to meet the needs of this child? Is this decision defensible?

Teaching Cycle Planning Calendar

Essential standard(s) that **all** students must learn:

Learning targets to be shared with students:

Use the planning calendar to schedule the following:

1. When will we start the unit of study? How will we share the learning target(s) with the students? When will each target be introduced?

2. When will our team meeting(s) during the unit of study be held? When are intervention/extension times available?

3. When are good points during the unit of study to collect evidence of student learning? How and when will we give common formative assessment(s)?

4. When will we collectively analyze the common formative assessment data?

5. When will we reteach students who do not demonstrate mastery of the learning targets on the common formative assessment(s)?

6. When and how will we provide extension and enrichment to those who demonstrate mastery on the common formative assessment(s)?

7. When will we give the end-of-unit common assessment?

Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Universal Screening Planning Guide

Universal Skill	**At-Risk Criteria** What criteria will be used to determine whether a child is in need of intensive support?	**Screening Process** What screening assessment and/or process will be used to identify students in need of intensive support?	**When** When will the screening process take place?	**Who** Who will administer the screening?	**Intensive Support Available** What intensive intervention(s) will be used to accelerate student learning and support the identified student(s)?
Reading					
Writing					
Number sense					
English language					
Attendance					
Behavior					

Universal Screening Planning Guide Protocol

This activity is designed to assist a leadership team plan for universal screening by creating a process to identify students in need of intensive support *before* they fail. Because the purpose is to provide preventive support, it is best if this activity is completed prior to the start of the school year.

For each universal skill, answer questions for each column:

1. **At-Risk Criteria.** At each grade level, what criteria will be used to determine whether a child is in need of intensive support? For example, in reading, an elementary school may determine that any student entering first grade without the ability to properly recognize all 26 letters (uppercase and lowercase) is extremely at risk in reading and will be considered for immediate, intensive support. At a high school, any student whose reading ability is two or more years below grade level (grade-level equivalent) could be considered for immediate, intensive support.

2. **Screening Process.** What screening assessment and/or process will be used to identify students in need of intensive support? The leadership team should identify the most effective, efficient, and timely process to gather the at-risk criteria data on each student.

3. **When.** When will the screening process take place? Obviously, if the purpose of universal screening is to provide preventive support, then this data should be collected either prior to the start of the school year or as early in the school year as possible. Finally, as new students will enroll in the school throughout the year, it is important to consider how these students can be screened during the enrollment process.

4. **Who.** Who will administer the screening? As the leadership team has representation from every teacher team, as well as responsibility for coordinating school support staff, this team is best positioned to organize the resources necessary.

5. **Intensive Support Available.** What intensive intervention(s) will be used to accelerate student learning and support the identified student(s)? There is no point in universal screening if there is no plan to provide these students extra support in their area(s) of need.

One final consideration: for a school new to universal screening, it may be overwhelming to begin universal screening in all six universal skills, at all grade levels, immediately. In this case, we recommend that the leadership team identify the universal skill (reading, writing, number sense, English language, attendance, behavior) that is currently the greatest area of need in their school. Start by focusing on this one. As the school builds skill and competence in this area, others can be added.

Pioneer Tutorial Schedule

Tuesday, October 9 (Priority—Math)
Thursday, October 11 (Priority—Science)

Any student may attend an open tutorial. To attend a closed tutorial, you must have teacher approval or "tutorial required" stamped in your Binder Reminder.

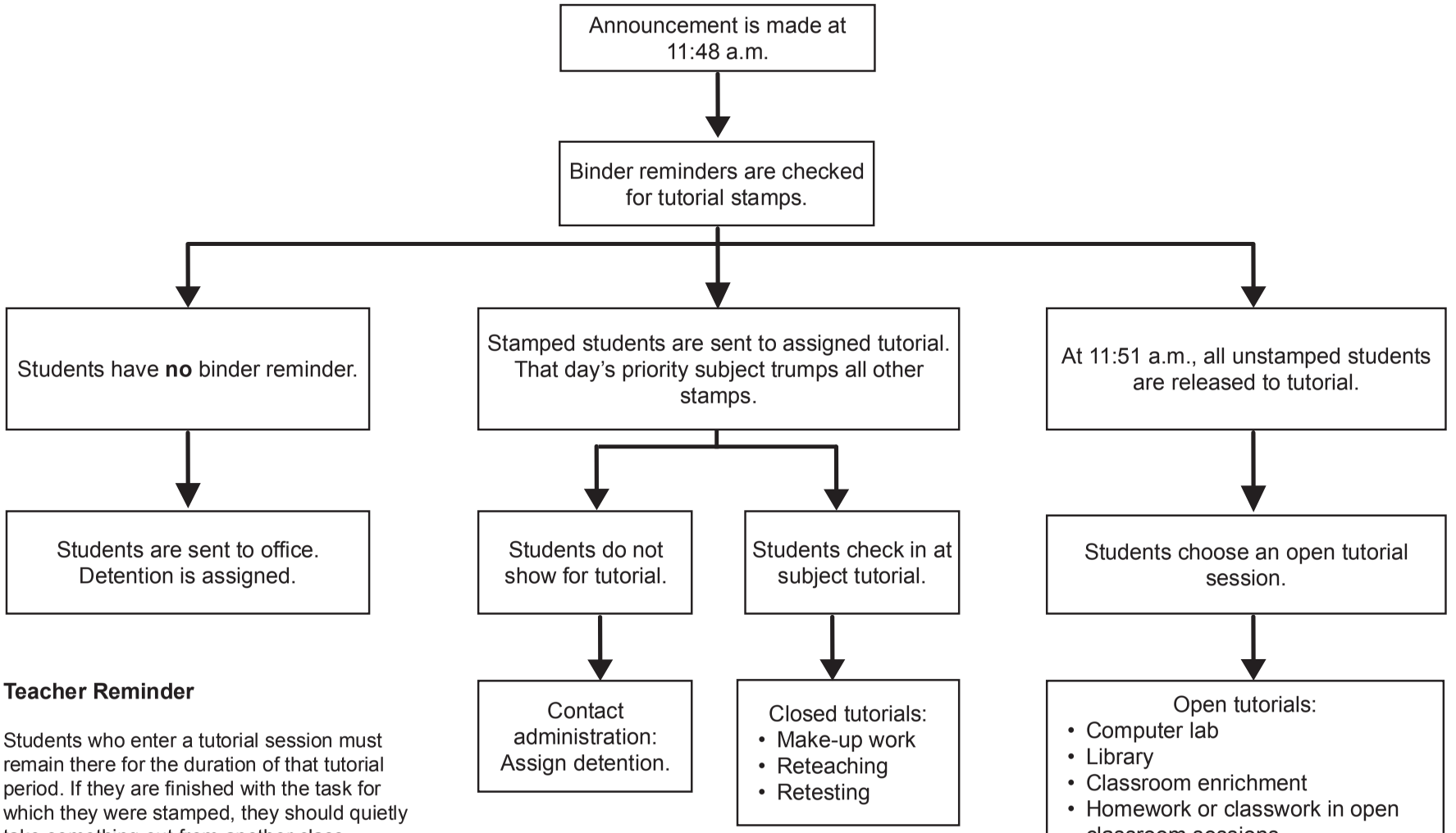
Teacher	Room	Open or Closed	Subject	Grade
Aguilar	602	Open	Study Hall for Maan's Students Spelling Lesson-2 Test Make-Up	7
Amsbary	504	Open	Grade-6 Core Tutorial	6
Arneson	303	Open	Grade-6 Earth Science Help	6
Badraun	603	Open	Study Hall for Prell's Students Spelling Lesson-3 Test Make-Up	7
Bell/Abrahams	502	Open	Grade-6 Core Make-Up	6
Billings	702	Open	Grade-8 Core: Enrichment	8
Cope	MPR	Open	Drama/Chorus Help	6, 7, 8
Dearborn	703	Closed	Grade-8 Core Homework Help	8
Delange	Track	Closed	Mile-Run Make-Up	6, 7, 8
Fischer	Band Room	Open	Band/Orchestra	6, 7, 8
Fuggitti	403	Open	Clothing/Foods	7,8
Hamamura	503	Open	Preposition Review/Make-Up	6
Harkin	405	Open	Pre-Algebra Help	7
Hingst	706	Open	Tues./Algebra, Thurs./Geometry	7, 8
Holmes	704	Closed	Grade-8 Core Homework Help	8
Kaahaaina	407	Open	Grade-7 Life Science Help	7
Kozuch	115	Open	Study Hall	6,7,8
Kridner	MPR	Closed	Pyramid of Intervention	6, 7, 8
Larson	802	Open	Grade-7 Life Science Help	7
Leon		Closed	Grade-6 Exploratory Language/French	6, 8
Lippert	505	Open	Grammar Review	6
Macias	402	Closed	Spanish IA	7, 8
Martin	806	Closed	Tues./Algebra, Thurs./Geometry	7,8
Mattos	801 Lab	Open	Internet Research/AR Tests	6, 7, 8
McCargar	Fitness Room	Closed	Fitness Log Instruction Make-Up	6, 7, 8

(Pioneer tutorial, page 1 of 2)

Teacher	Room	Open or Closed	Subject	Grade
Meyers	901	Open	Math 6	6
Miranda	701	Closed	Grade-8 Core Writing Conference	8
Mittleman	902	Open	Grade-8 Core Homework Help	8
Moore	Library	Open	Study Hall	6, 7, 8
Noonan	605	Open	Study Hall	6,7,8
Ocegera	501	Open	Grade-6 Core Make-Up	6
Payne, Mr.	121	Open	Computers/Video Help	6, 7, 8
Payne, Mrs.	101	Open	Math 6/PreAlgebra Help	6, 7
Polston	301	Open	Grade-6 Earth Science Help	6
Prell	601	Open	Study Hall for Aguilar Spelling Lesson 1 Test Make-Up	7
Randall	506	Open	Grade-6 Core Make-Up	6
Sanchez	705	Open	Spanish I/IB	8
Schaer	804	Open	Pre Algebra	6,7,8
Shafer	408	Open	Grade-8 Physical Science	8
Smith/Egan	Plaza	Open	Study Time/Extended Snack	6, 7, 8
Spiak	401	Open	Art/Yearbook	6, 7, 8
Stoerger	805	Closed	Algebra & Test Retake	7,8
Thomas	404	Closed	Make-Up Science Labs	8
VanHerde	Track	Closed	Mile-Run Make-Up	6, 7, 8
Welch	803	Closed	Grade-6 Pre-Algebra Help	6

(Pioneer tutorial, page 2 of 2)

The Tutorial Flow Chart

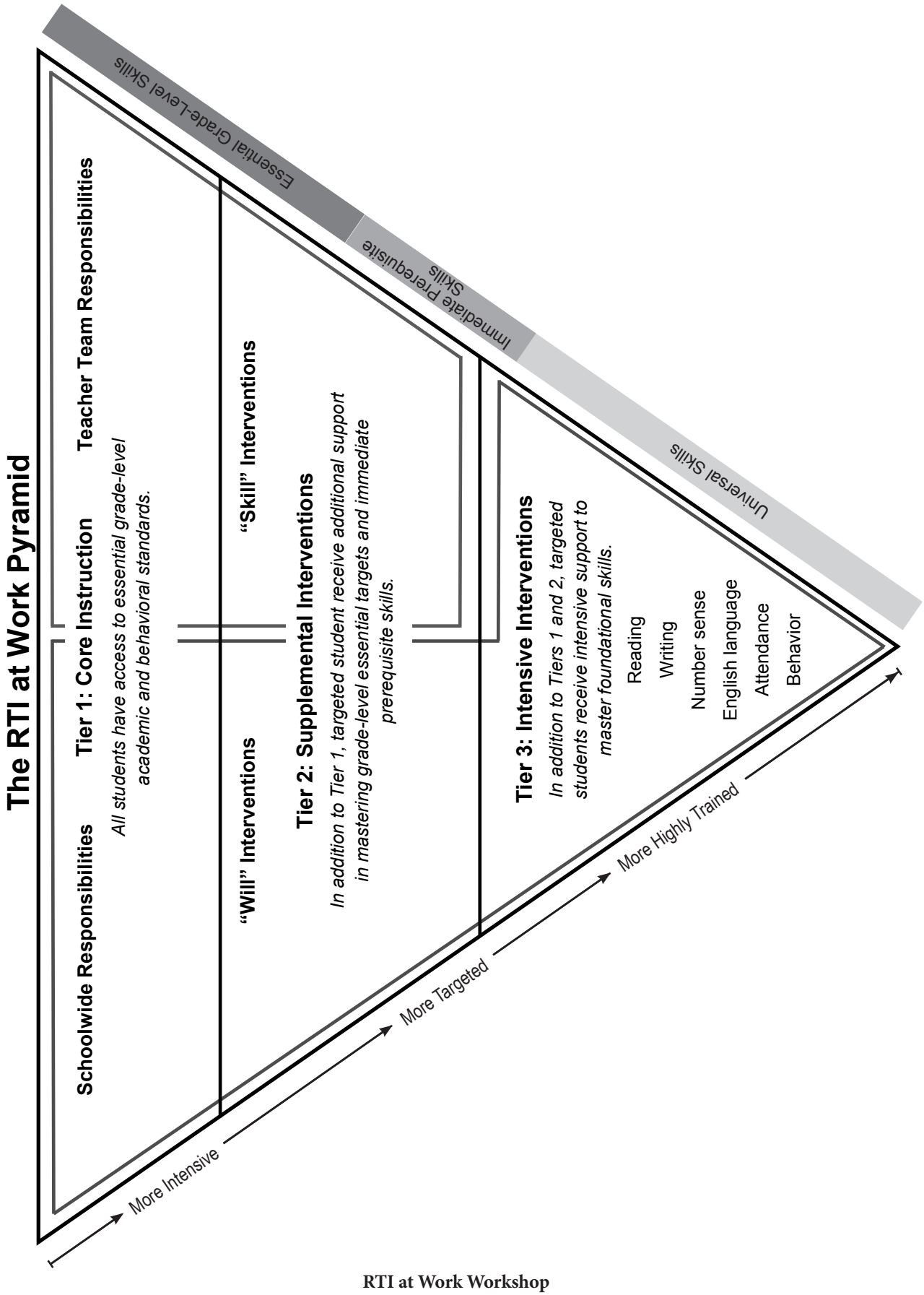


Teacher Reminder

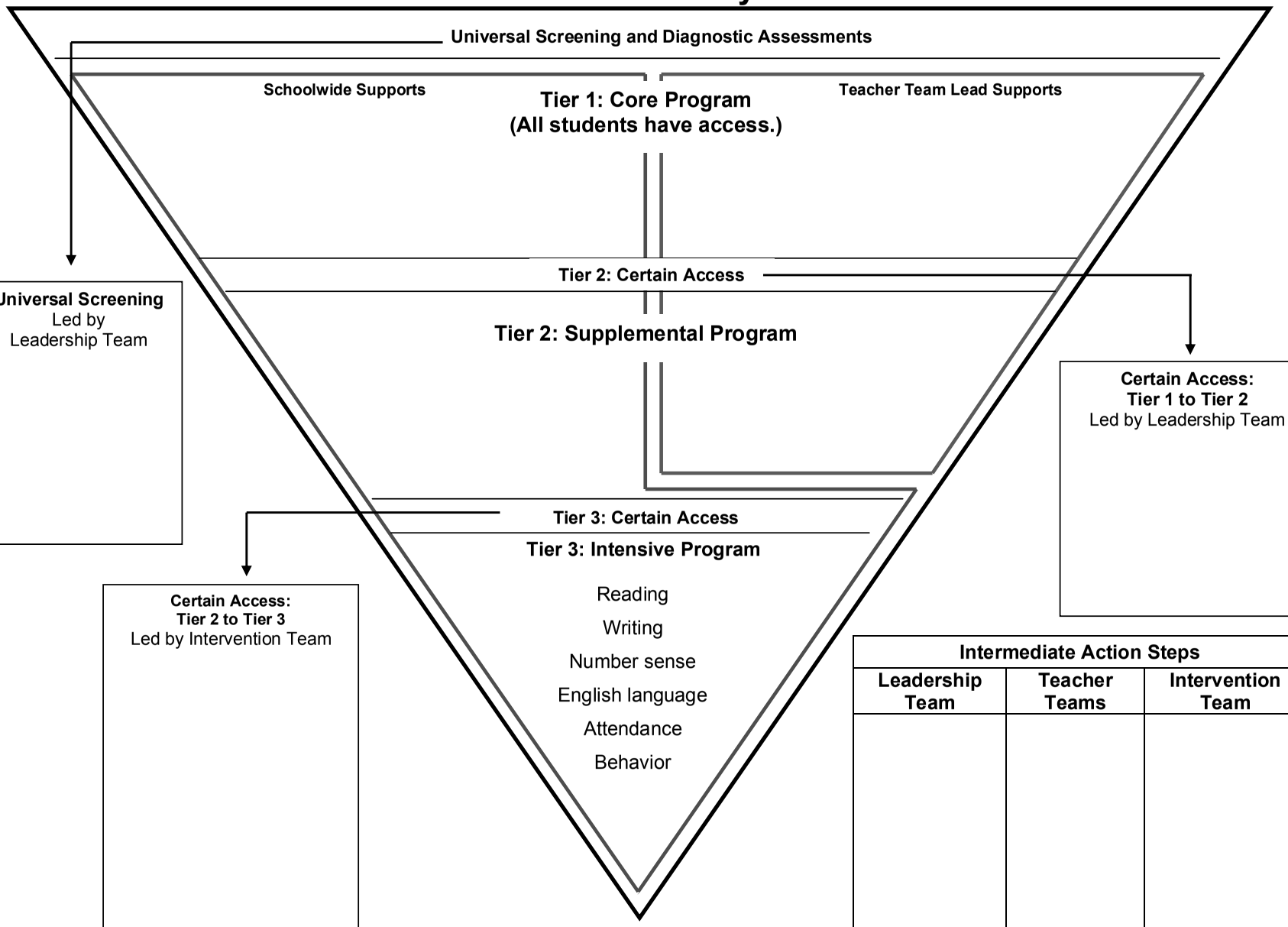
Students who enter a tutorial session must remain there for the duration of that tutorial period. If they are finished with the task for which they were stamped, they should quietly take something out from another class.

Students may not bounce from one tutorial session to another. If it is absolutely necessary for a student to leave a teacher's session to attend another, the teacher needs to sign a binder reminder giving permission to go to another session. This prevents needless wandering.

*Students at the plaza are required to have binder reminders ready to show that they have no stamps and are doing individual or small-group work.



The RTI at Work Pyramid



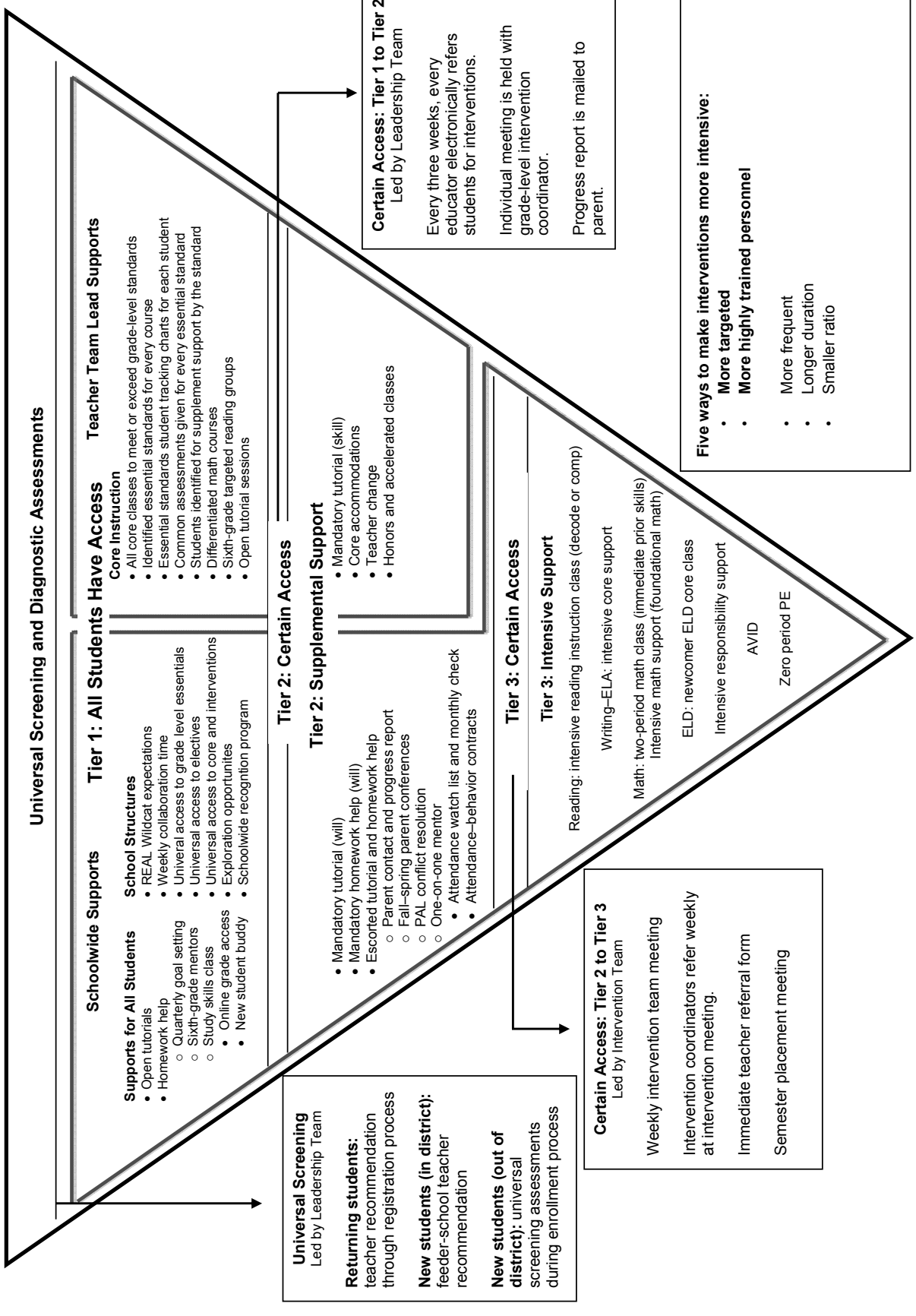
Universal Screening
Led by
Leadership Team

Certain Access:
Tier 1 to Tier 2
Led by Leadership Team

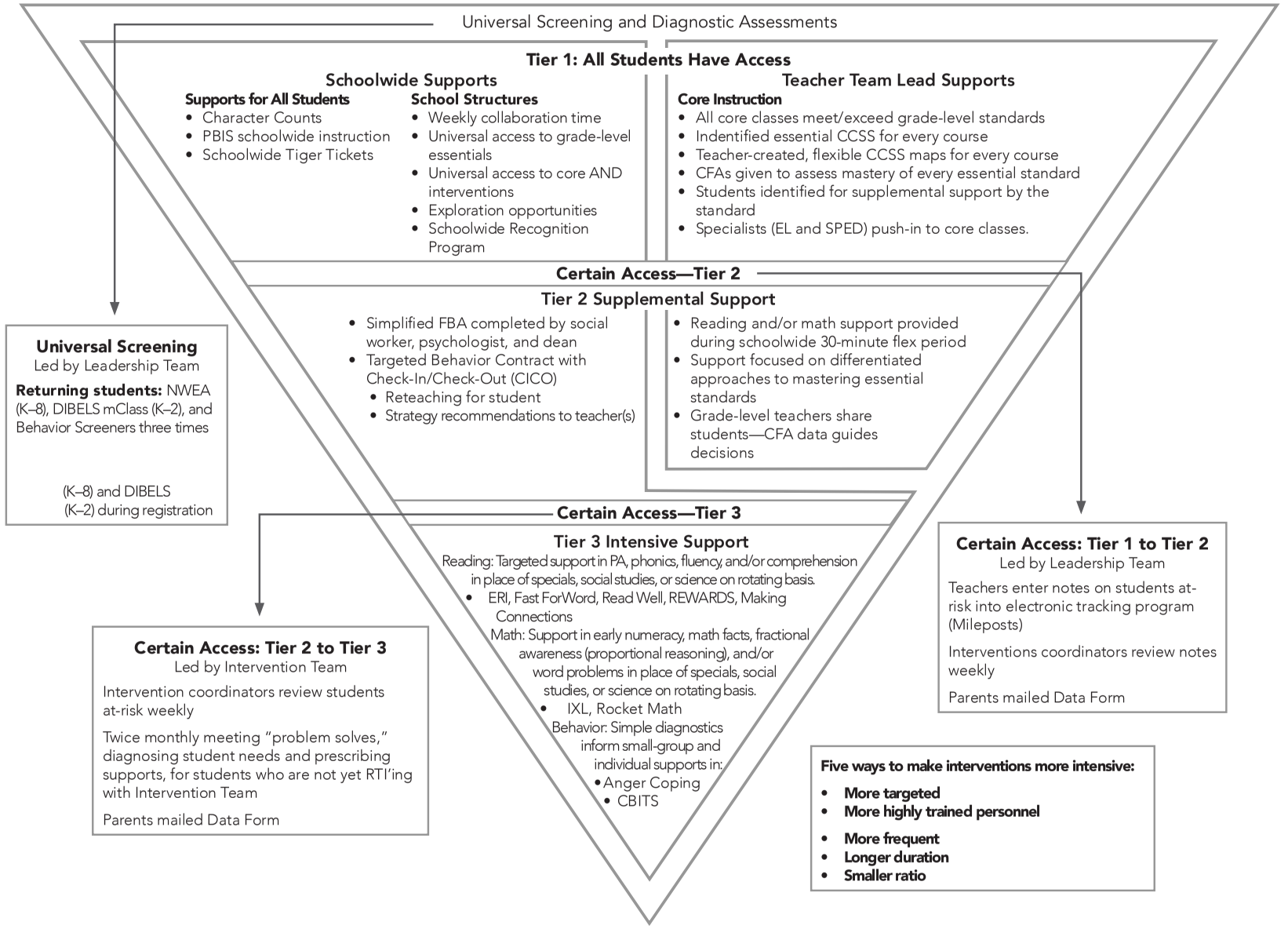
Certain Access:
Tier 2 to Tier 3
Led by Intervention Team

Intermediate Action Steps		
Leadership Team	**Teacher Teams**	**Intervention Team**

REPRODUCIBLE



West Belden Elementary (K–8) School's Pyramid of Interventions



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