Responsiveness to Instruction (RtI) - The Master Schedule

2011-2012 Regional RtI Networking Meeting #4
NC Department of Public Instruction
Agenda

• Introductions
• Need for change
• Traditional scheduling
• Scheduling with data in mind
• Networking
Introductions

• LEA/School
• Team members
• Where is your LEA/school with implementation?
• What would you like to gain from today’s meeting?
State Updates

- Integrating state initiatives
- Scaling up and sustainability
- RtI listservs
  - District level
  - School level
What is a Master Schedule?

- Resource for all staff members
- Tool to maximize student learning
- Tool to maximize staff support
- Flexible
Outcome

Support structure for staff

System

Curriculum, strategies, and materials staff should utilize

Practices

Data

Information for staff to utilize to make decisions
Educating in silos

Special Education

Title I

AIG

ESL

Educating Collaboratively

Slide adapted from Dale Cusumano, Ph.D.
Educating Collaboratively

Current School Improvement Model

Public Schools of North Carolina
Model of Schooling

• All district instruction and intervention services have a “place” in this model.

• Critical Questions:
  – Where does it “fit” in the triangle?
  – How is it integrated with core instruction?
  – How will the impact on student performance be measured?
3 Components of RtI

Core is Prevention

- Prevention
- Intervention
- SLD Determination
Resource Management

• Public Education Resource Deployment
  – Support staff cannot resource more than 20% of the students

  – Service vs Effectiveness--BIG ISSUE
Gather Data on All Students

1. Gather data on all students
2. Analyze data
3. Align staff and resources with student needs
Data For Each Tier - Where Do They Come From?

• Tier 1: Universal Screening, accountability assessments, grades, classroom assessments, referral patterns, discipline referrals

• Tier 2: Universal Screening - Group Level Diagnostics (maybe), systematic progress monitoring, large-scale assessment data and classroom assessment
Data For Each Tier - Where Do They Come From?

• Tier 3: Universal Screenings, Individual Diagnostics, intensive and systematic progress monitoring, formative assessment, other informal assessments
Academic “Skills” (examples)

• Elementary
  – Reading and Math Basic Skills
  – Application of Reading and Math to content areas

• Secondary
  – Reading and Math Basic Skills
  – Content
“Academic” Behaviors

- Class work completed/accuracy
- Home work completed/accuracy
- Test scores/accuracy
- Student Level of Performance
- Goal or benchmark
- Peer level of performance
Secondary

- Birth Year
- Number of credits
- Number of Suspensions (ISS and OSS)
- Number of attendance hours to recover
Analyzing the Core

- Are environmental interventions needed?
- Trends in data?
- More efficient to problem solve the core than individual students
Analyzing the Core

• Identify resources/training needs in order to improve the core

• Develop plan of action for core improvements- *timeline, roles, responsibilities*

• How will you monitor these improvements over time?
Analyzing the Core

• Is your curriculum aligned with standards and assessment?

• Are teachers using research-based strategies?

• Is your schedule working?
Scheduling: Considerations

- Create master schedule based on student needs

- Do students receive core instruction?

- Typically we rely on students to make the connection to core
  - How do we connect the varying programs/interventions for children?
Framing Issues and Key Concepts

• Academic Engaged Time (AET) is the best predictor of student achievement
  – 330 minutes in a day, 1650 in a week and 56,700 in a year
  – This is the “currency” of instruction/intervention
  – Its what we have to spend on students
  – How we use it determines student outcomes.

• MOST students who are behind will respond positively to additional CORE instruction.
  – Schools have more staff qualified to deliver core instruction than specialized instruction.
  – Issue is how to schedule in such a way as to provide more exposure to core.
RtI: Framing Issues and Key Concepts

• Managing the GAP between student current level of performance and expectation (benchmark, standards, goal) is what RtI is all about.

• The two critical pieces of information we need about students are:
  – How BIG is the GAP?
    » AND
  – How much time do we have to close it?

• The answers to these 2 questions defines our instructional mission.
Interventions:
When do they occur?
Intervention Block: Considerations

- Purpose
- Time of day
- Personnel
- Curriculum/Materials
- Alignment of teacher and student needs
- Expectations
Intervention Block: Considerations

- Connections to core
- Communication with educators
- Data collection
- Transition time
Creative Examples

• Mirroring Schedules
• South Johnston High School
• Integrating subject areas
• Co-teaching and Inclusion
  – Training is key
• Communication with staff
• Use of exploratory staff
Key Aspects

• What do you expect to see different in core as a result of intervention?

• What is connection between intervention and core?

• Use data to create schedule
Build a System of Support
Networking
How is it Done?

• How do you create your current master schedule?

• Why is it done this way?

• Is it working and how do you know?
Barriers...

• What barriers do you have to creating a more productive master schedule?

• How can you problem-solve these barriers
Sharing

• Group with common building levels and share the master schedule

• Share ideas, problem-solve

• ASK QUESTIONS!
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