RTII AND THE ADVANCED LEARNER

Gettysburg's Vision to Implement
Response to Instruction and
Intervention for Advanced Learners

PRESENTER INFORMATION AND RESOURCES

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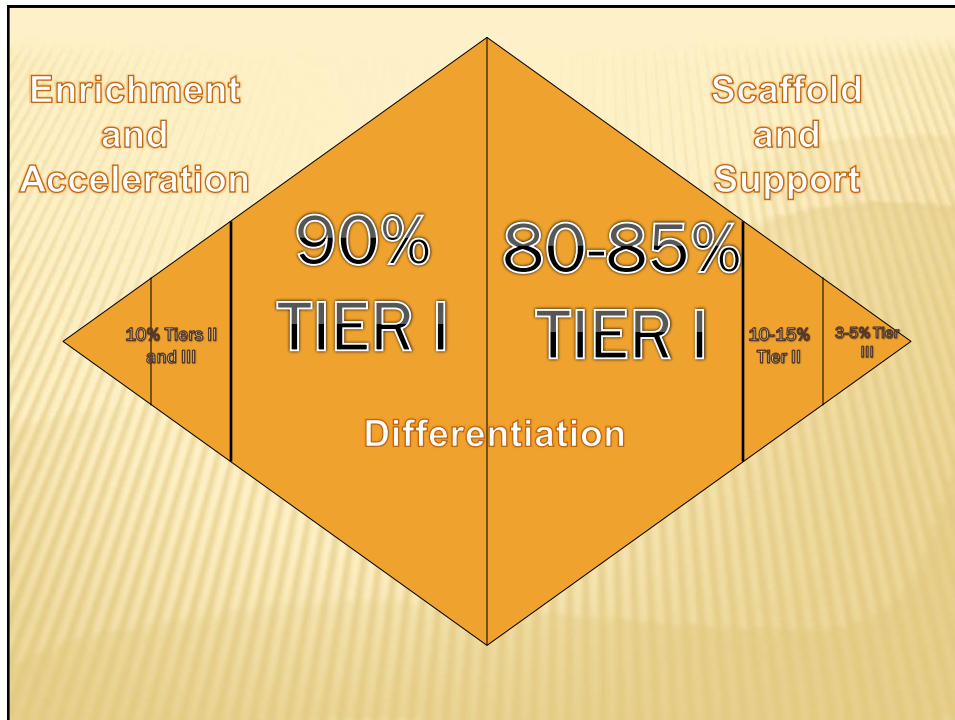
AGENDA

- × What we know
- × What we want to achieve
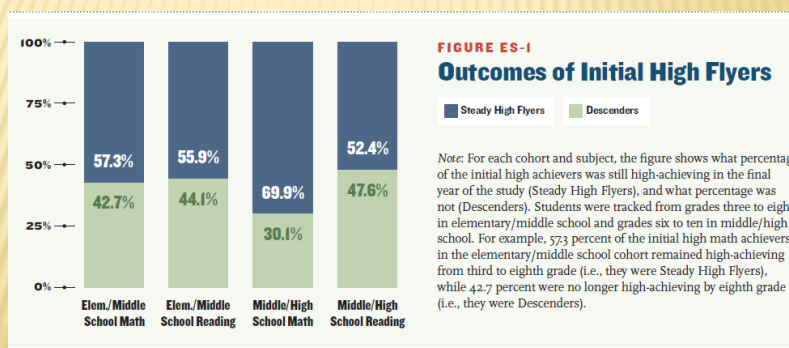- × How we are getting there
- × What are our next steps

RTII COMPONENTS

- × Leadership
- × High Quality Curriculum
- × Universal Screening
- × Shared Ownership
- × Data Based Decision Making
- × Tiered Levels of Support
- × Professional Development
- × Parent Engagement

Handouts:
RtII and the Advanced Learner

FORDHAM UNIVERSITY, 2011
STUDY 2000-2007

FIGURE ES-I
Outcomes of Initial High Flyers

Steady High Flyers   Descenders

Note: For each cohort and subject, the figure shows what percentage of the initial high achievers was still high-achieving in the final year of the study (Steady High Flyers), and what percentage was not (Descenders). Students were tracked from grades three to eight in elementary/middle school and grades six to ten in middle/high school. For example, 57.3 percent of the initial high math achievers in the elementary/middle school cohort remained high-achieving from third to eighth grade (i.e., they were Steady High Flyers), while 42.7 percent were no longer high-achieving by eighth grade (i.e., they were Descenders).

AGENDA

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VISION

- Use the components of RtII, but look at them through the lens of the proficient/advanced/gifted learners
- Match instruction to all learners
- Assure all learners grow

Handouts:
RtII and the Advanced Learner Article

TIER I – DIFFERENTIATION...ENRICHMENT

Tier I

- Differentiated Instruction that might include change of pace, content or task within the general education setting
- Pre-assessments
- Compacted Curriculum Units
- Independent Learning Contracts
- Cluster Grouping
- Flexible Grouping
- Activity Menus
- Learning Centers
- Differentiated assignments (in lieu of classroom assignments)
- Professional Development for general education teachers

Role of the Gifted Support Teacher: Procures resources for classroom teachers; assists in the planning of learning units, activity menus, independent contracts, compacted curriculum units, learning centers, and pre-assessments; conferences with students to introduce, monitor and assess performance on planned activities; serves as coach for the classroom teacher; co-teaches lessons in cluster-grouped classrooms.

Handouts:
RtII and Gifted Support Services
Data Analysis Protocol

TIER II - ACCELERATION OR ENRICHMENT

Tier II

- Individualized change of pace, content, task or environment that might be outside of the classroom
- Acceleration in one content area while sustaining current grade level placement
- Advanced course material typically one year above grade level
- Advanced Skill group instruction
- In addition to differentiated instruction in Tier I

Role of the Gifted Support Teacher: Advocates for students to ensure advanced/enriched learning opportunities are afforded to students evidencing an interest and/or a rate of acquisition that allows the students to advance at a faster pace; writes Gifted Individualized Education Plan.

Handouts:
RtII and Gifted Support Services
Enrichment Level Planning Form

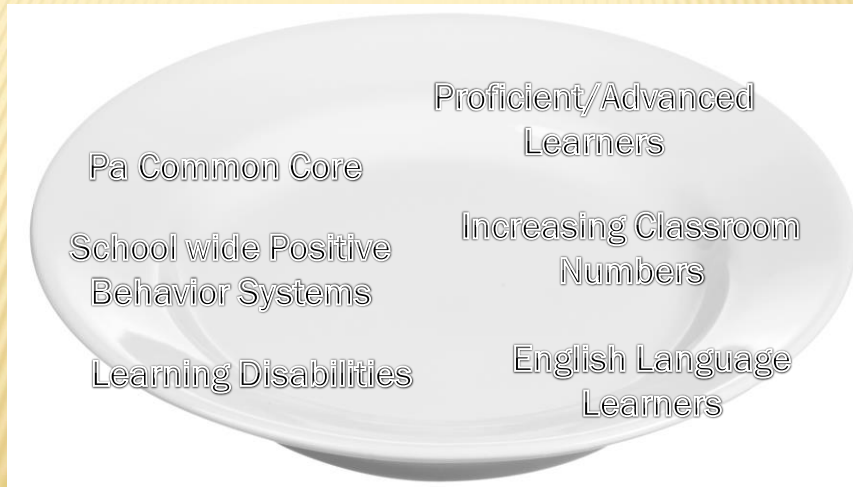## TIER III – ACCELERATION AND/WITH ENRICHMENT

Tier III

- Individualized change of pace, content, task, or environment that may be out of grade level or even school depending on age of student
- Acceleration in multiple classes
- Advanced course material
- In addition to differentiated instruction in Tier I

Role of the Gifted Support Teacher: Advocates for students to ensure accelerated learning opportunities are afforded to students evidencing an instructional level outside of the grade level's capacity; writes Gifted Individualized Education Plan
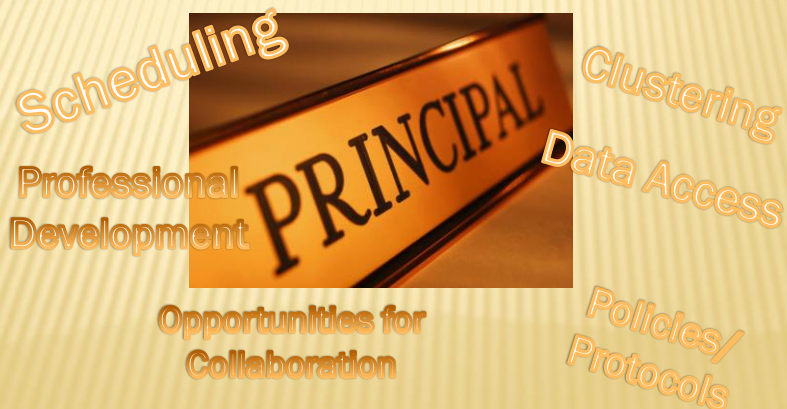
AGENDA

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HOW CAN THIS WORK EFFICIENTLY WITH SO MUCH ON A TEACHER'S PLATE?

Pa Common Core

Proficient/Advanced Learners

School wide Positive Behavior Systems

Increasing Classroom Numbers

Learning Disabilities

English Language Learners

EMPOWERING THE PRINCIPAL

× Needs to be supported by the instructional leader of the building

Scheduling
Clustering
Professional Development
PRINCIPAL
Data Access
Opportunities for Collaboration
Policies/ Protocols

DATA ANALYSIS PROTOCOL FOR ADVANCED LEARNERS

Step	What are we doing?	Who is Responsible?	What is the timeline for follow-through?
1	Review the Universal Screening Data Points for literacy and math.	Grade Level Teams collect and analyze the data.	Grade level teams should review the data by the dates established by the district assessment calendar.

SYSTEMATIC ASSESSMENT

All students are put into the assessment system

Students with "bigger" needs get stuck here

Students with less significant needs stop here

Students who are meeting the grade level expectations fall through the screening
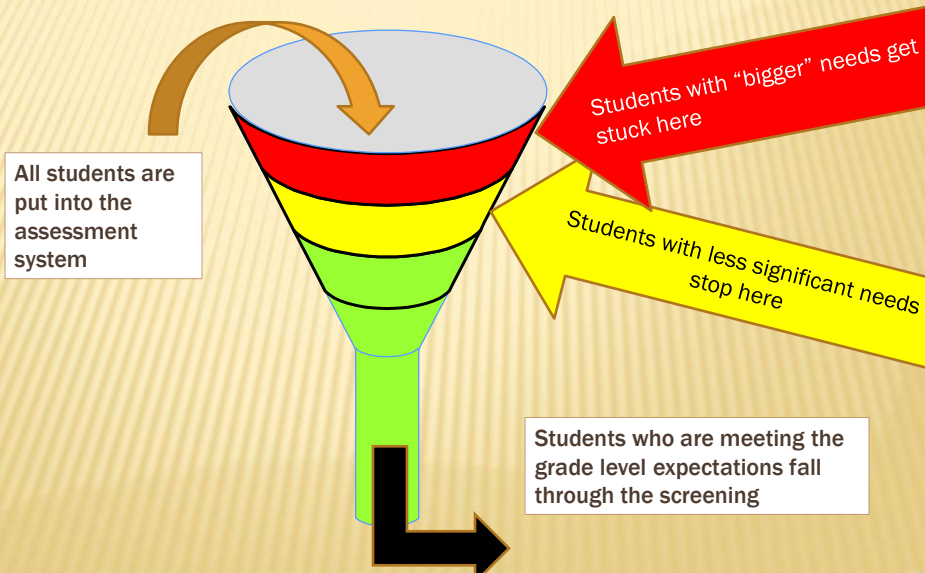
FINAL DRAFT – K-3 SCREENING

Universal Layer	Literacy	Math	Cut-Offs/Thresholds
	DIBELS PSF (Kindergarten) or DORF (1-3) at 90th %ile or above and DAZE where available (Grade 3) Developmental Spelling Inventory or something similar administered on grade level –90% Accuracy Most Recent Unit Test – 90% accuracy of better	EDM –If student scores at least a 93% on Part A, then Part B will be scored and a student will need to meet the cut-off of 90% or Above when calculating the average for Part A and B together. EDM –Beg or Mid (70% accuracy or higher)	3/3 Data Points in literacy for Grades K-2, 4/4 for Grade 3 or 2/2 Data Points in Math

TESTING CUT-OFFS – K-3 PROTOCOL

A	D Local%ile DORF	H Local %ile Daze	I DSI	J Most Recent Assessment
1	2	1	40	23
2	14	37	46	58
3	16	4	48	65
4	1	1	46	66
5	1	2	47	88
6	30	22	61	88
7	99	92	82	86
8	99	99	87	92
9	76	90	83	93
10	99	98	77	94
11	97	81	84	94
12	94	97	79	96

SORT BASED ON GIFTED CUT-OFFS

A	D Local%ile DORF	H Local %ile Daze	I DSI	J Most Recent Assessment
15	83	90	81	98
14	98	95	86	97
67	73	88	74	97
66	88	92	65	97
13	98	77	87	96
12	94	97	79	96
65	67	81	77	96
64	71	88	73	96
63	57	81	69	96
62	75	88	74	95
61	68	54	73	95
11	97	81	84	94
10	99	98	77	94
60	55	62	77	94
59	70	68	73	94
58	44	54	73	94
9	76	90	83	93
57	78	85	76	93

FINAL SORT

A	D Local%ile DORF	H Local %ile Daze	I DSI	J Most Recent Assessment
15	83	90	81	98
14	98	95	86	97
13	98	77	87	96
12	94	97	79	96
11	97	81	84	94
10	99	98	77	94
9	76	90	83	93
8	99	99	87	92
7	99	92	82	86
67	73	88	74	97
66	88	92	65	97

DATA ANALYSIS PROTOCOL FOR ADVANCED LEARNERS

Step	What are we doing?	Who is Responsible?	What is the timeline for follow-through?
2	Grade level teams are instructionally matching enrichment to students. Teachers should consult the Assessment and Enrichment Framework for guidance.	Grade level teams should consider what enrichment will look like, who will receive it, and how it will be delivered. Grade level teachers will deliver enrichment.	Grade level teams should implement decisions made at data analysis within two weeks of team meeting.
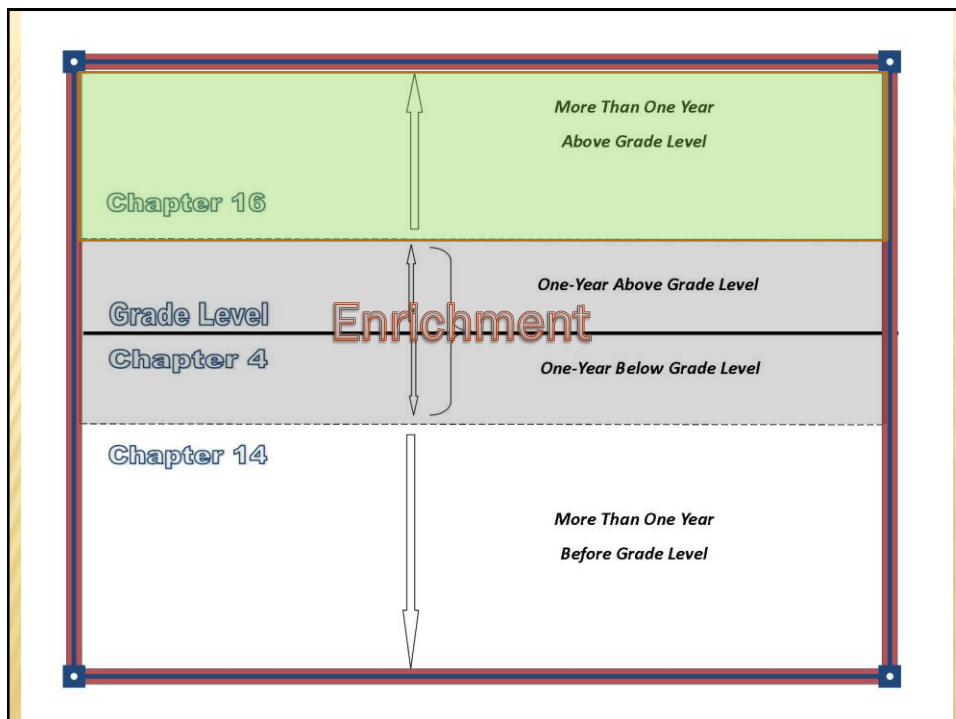
By any other name....

ENDURING
UNDERSTANDING

Webb's
Depth of
Knowledge –
L3 and L4

Enrichment

Extended
Learning

Real World/
Authentic

21st Century
Skills

Rigor/Relevance

RESOURCES

- Content Modifications
- Instructional Modifications
- Management Modifications
- Core Program Materials:
  + Journeys/Everyday Math
- Expertise and Collaboration of Classroom/Gifted Support Teacher

DOCUMENTING THE PLAN

Enrichment Level Planning Form

Teacher_____

Content/Skill Area	Enrichment Strateg(ies)	Measure of success

Students	Mid-Point Review	Determination Continue, Decrease Intensity, Increase Intensity	Notes for Follow-up

SAMPLE

Enrichment Level Planning Form

Teacher_____

Content/Skill Area	Enrichment Strateg(ies)	Measure of success
Comprehension of Non-Fiction Text	Socratic Seminar during Win Time (once every three weeks)	Student Self-Reflection Teacher reflection

Students	Mid-Point Review	Determination Continue, Decrease Intensity, Increase Intensity	Notes for Follow-up
Tim			
Kyleigh			
Pedro			
Ramon			
Selena			

DATA ANALYSIS PROTOCOL FOR ADVANCED LEARNERS

Step	What are we doing?	Who is Responsible?	What is the timeline for follow-through?
3	Identify group of advanced learners who have met the required multiple data points in literacy or math and should move on to the next phase of the gifted screening and evaluation process.	Building Level Data Team (Consider making a Screening Group on Performance)	Done at the meeting as long as they understand how to create the subgroup and data points that will be part of the screening and evaluation.

SCREENING LAYER PART II – DIAGNOSTIC/FORMATIVE

Screening Layer	Assessment(s)	Person Responsible	Cut-Offs/Thresholds
Gifted Screener (Diagnostic)	Gifted Screener WASI II 4pts-98Th (130- ↑) 3pts-95-97th(124-129) 2pts-92-94th (121-123) 1pt-91st (120-↓)	Psychologists will administer unless counselors have training in psychometrics.	To move on to Evaluation, students will need a minimum of 4 points.
Teacher input (Formative)	Teacher Rating Scale – 4 points (>33) 3 points (30-32) 2 point (26-29) 1 points (22-25) Masking Traits - +1		

TEACHER INPUT FORM

× Intellectual Ability - Consistently, Periodically, Not Observed

× Uses rich, extensive vocabulary to convey thoughts
× Makes connections between current and previous learning across subjects
× Reasons things out independently
× Asks in-depth questions regarding why or how things work
× Learns independently beyond what is expected
× Demonstrates a pursuit of interests in a variety of areas

CONSIDER MOVING TO A GIFTED EVALUATION

× K-5 Screen All Students twice a year
  + September/January
× 6-8 Screen All Student once a year
  + September
× Building Level Data Team
× District Level Data Team

4/14/2014

AGENDA

* What we know
* What we want to achieve
* How we are getting there
* What are our next steps

NEXT STEPS

* Formally Require Data Analysis Protocol with Grade and Building Level Data Teams
* Continued Curriculum Development for Elementary
* Continue Professional Development at Secondary
  + Focus on Content/Instructional/Management Modifications
  + Emphasize Data Collection at the Secondary
* Continued Training and Support for all General Education Teachers
* Parent Involvement/Communication