

Maine schools must be ready to provide multiple opportunities and various pathways for students to achieve the Common Core, Maine Learning Results, and Parameters for Essential Instruction. In order to prepare Maine students to be the most creative and innovative, schools must change

Tomorrow's students need to be prepared for jobs not yet created, products not yet invented, and skills unique to the next generation.

Response to Intervention Framework provides a structure of supports in which Maine schools can work to provide this opportunity to ALL students.

Defining the Maine RtI Framework

- *Define the common components of RtI*
- *Define the three tiers for both behavior and academics*
- *Identify the components necessary to prepare to implement*

The purpose of this training guide is to help schools and district personnel clearly understand the core components of the Maine RTI framework.

The purpose of this tool is to convey a common understanding of the common core components of RTI, the state's definition of each tier, both behaviorally and academically and to identify the component necessary to prepare to implement.

Defining RTI

“RTI integrates **assessment** and **intervention** within a **multilevel prevention system** to maximize student achievement and to reduce behavior problems.”

— National Center on Response to Intervention (NCRTI), 2010

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As defined by the National Center on RTI (NCRTI), Response to Intervention is a framework in which assessment data and related interventions are inextricably connected. Multi level prevention and intervention systems are in place to maximize student achievement and to reduce behavior problems school-wide.

RTI Approaches

- Two models of RTI implemented with variations
 - **Problem solving approach**
 - **Standard protocol**
 - Both approaches utilize core components:
 - High quality Tier I/core instruction
 - Universal screening
 - Multiple tiers of interventions
 - Ongoing progress monitoring
 - Decision making based on data
 - Fidelity of implementation
 - Parent involvement

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While there are two basic approaches to RTI implementation, both use different processes to meet the same goal of improved outcomes for all students.

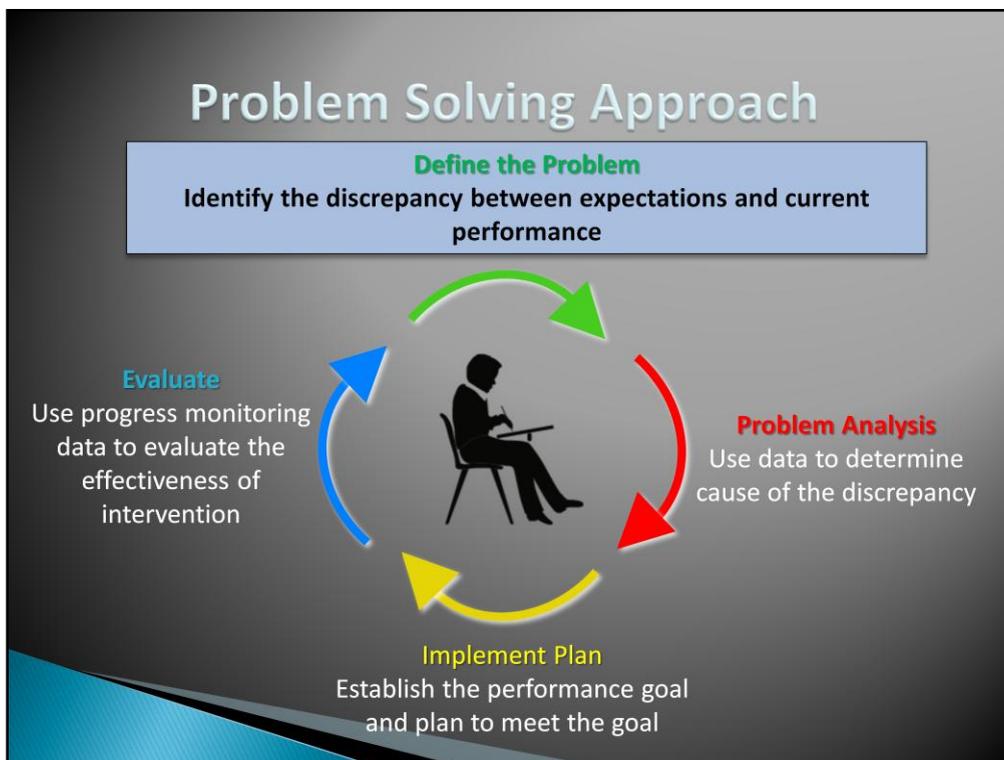
Both approaches focus on high quality instruction, with universal screening and ongoing progress monitoring as the foundation of the framework. Additionally, each provides multiple tiers of instructional and behavioral interventions with decisions about interventions determined by data with a strong focus on fidelity of implementation and ongoing parent involvement.

Problem Solving Approach Team Decision Making Process

- Focused on individualized instructional and behavioral decisions regarding the implementation of a variety of interventions that are:
 - Implemented with fidelity
 - Responsive to individualized student needs
 - Driven by data

The problem solving approach has a greater focus on the individual student and their specific instructional and behavioral needs.

This team based approach determines the most appropriate interventions and ensures that they are implemented with fidelity with individual progress monitored by data to determine the student's response to the plan developed based upon the student's individualized needs.



This graphic provides a visual representation of the Problem Solving Approach.

The Problem Solving Team follows a cycle of inquiry in defining the problem, analyzing the problem, implementing the plan, and evaluating the plan's effectiveness based on student responsiveness to the plan.

The process includes identifying the discrepancy between the grade level expectations and the student's current performance, uses data to determine the cause of the discrepancy, establishes a performance goal and a plan to meet that goal using progress monitoring data to evaluate the effectiveness of the intervention.

Standard Treatment Protocol Approach School-Wide Decision Making Process

- Focused on providing a specific evidence based academic or behavioral intervention to a group of students with similar needs
- Standardized format
- Implemented with fidelity
- Effectiveness monitored through data

The standard treatment protocol approach focuses on a group of students with similar academic and behavioral needs.

This approach determines the most appropriate interventions for this group of students with common learning needs and ensures that interventions matched to these needs are implemented with fidelity. Individual progress is monitored frequently to ensure that the intervention provided to the group is effective for each student within the group.

A lack of progress by a few students in the group would determine that a different intervention is needed.

Characteristics

RtI is a systematic data driven tiered approach to high-quality instruction with prevention, early intervention and instructional and behavioral strategies that benefit ALL students.

Evidence-based interventions with varying levels of intensity and specificity based on students' responsiveness

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An effective Response to Intervention framework is driven by data in a systematic approach to high quality instruction that focuses on both prevention of learning problems as well as intervention once these problems have been identified.

Both the academic and behavioral needs of ALL students are addressed utilizing evidence based interventions that vary depending on the specific needs of the students.

Systematic interventions are responsive to student's needs with clearly delineated entry and exit criteria for every level of intervention.

Benefits...

RtI promotes **collaboration** and **shared responsibility** for the learning of **ALL** students across all personnel and programs located at any given school.



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The most outstanding benefit of a systematic Response to Intervention framework is that it promotes collaboration and shared responsibility for all students with accountability for both behavior and academic instruction distributed across all personnel and all programs at a school site.

An effective RTI framework promotes a culture where private practice and silo programs cannot exist.

Maine's Tiered Model of Intervention Supports

Tier I

- **High-quality core instruction aligned to the Common Core that meets the needs of ALL students in every classroom.**

Tier II

- **Evidence-based intervention(s) of moderate intensity that address the learning or behavior challenges of some students.**

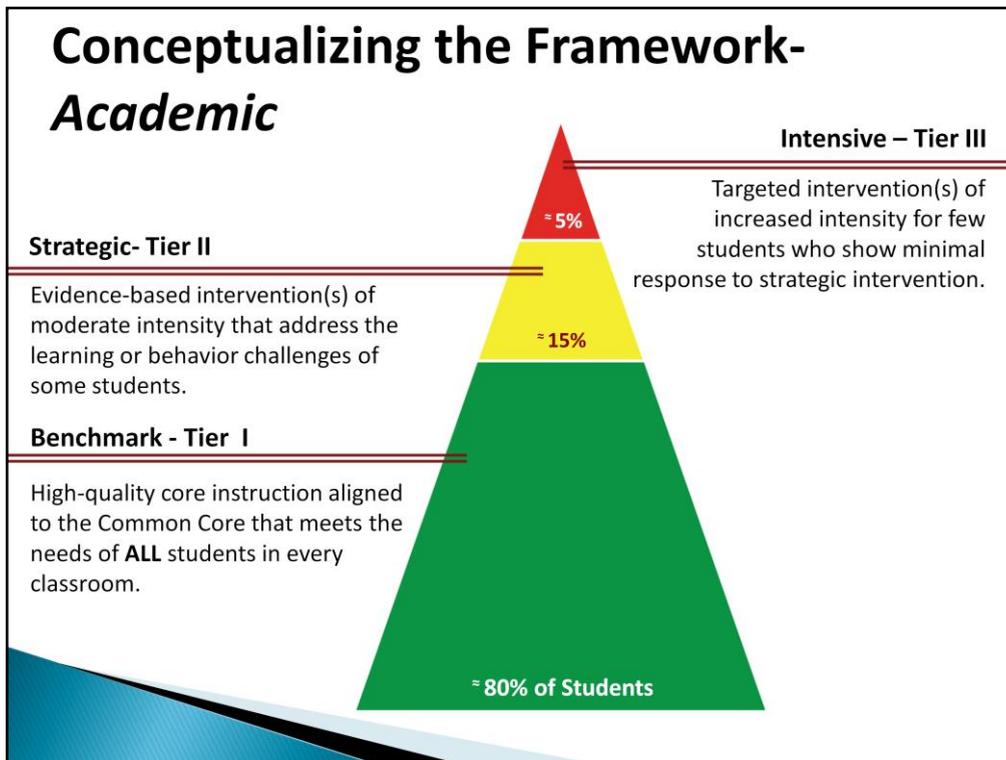
Tier III

- **Targeted intervention(s) of increased intensity for few students who show minimal response to strategic intervention.**

The State of Maine has identified a three tiered approach to its RTI framework. The focus of instruction for all students is Tier I which is characterized by high-quality instruction that is strongly aligned to the Common Core State Standards in order to meet the needs of ALL students in every classroom.

Tier II is characterized by evidence based interventions matched to student need based on data. These interventions of moderate intensity are intended to address short term issues related to academic and behavioral challenges faced by some students.

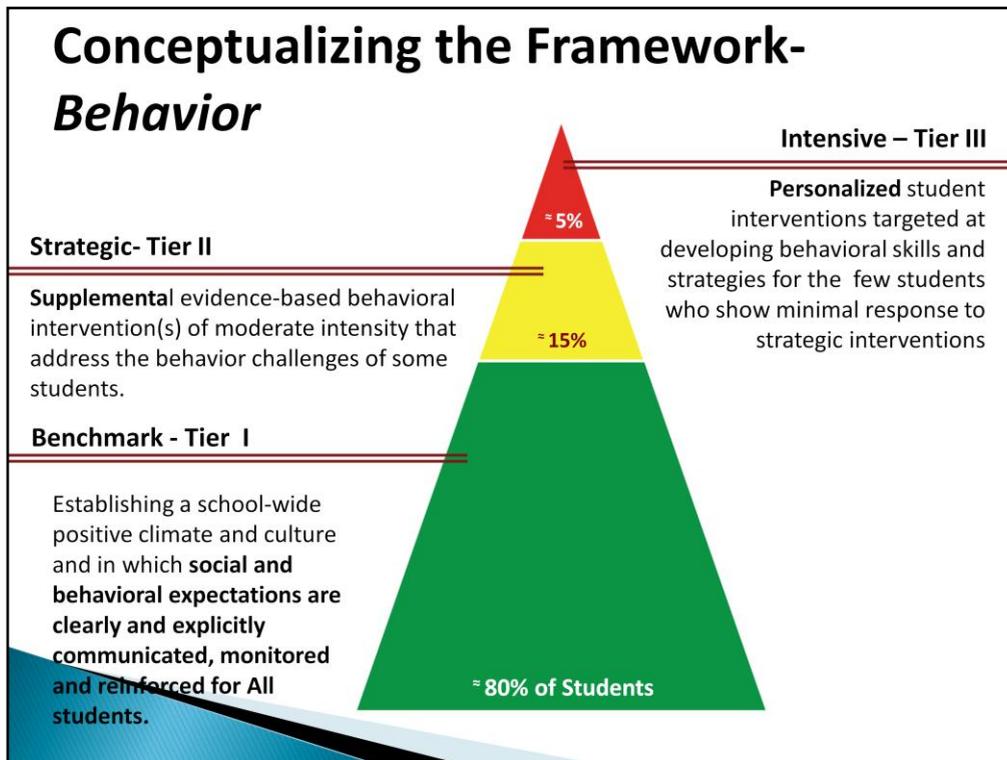
Tier III is characterized by increased intensity, either through increased time, or a smaller student to teacher ratio, in which students who have only had minimal or no progress to strategic interventions receive individually targeted skills based instruction.



The graphic provides an overview of the academic RTI framework. Research has identified that when strong standards aligned Tier I instruction occurs, approximately 80% of students are able to be successful in Tier I and are considered to be achieving at Benchmark levels.

A smaller group of students, approximately 15%, need additional instructional time focused on the instructional standards. This group of students benefits from strategic instruction to meet their learning challenges.

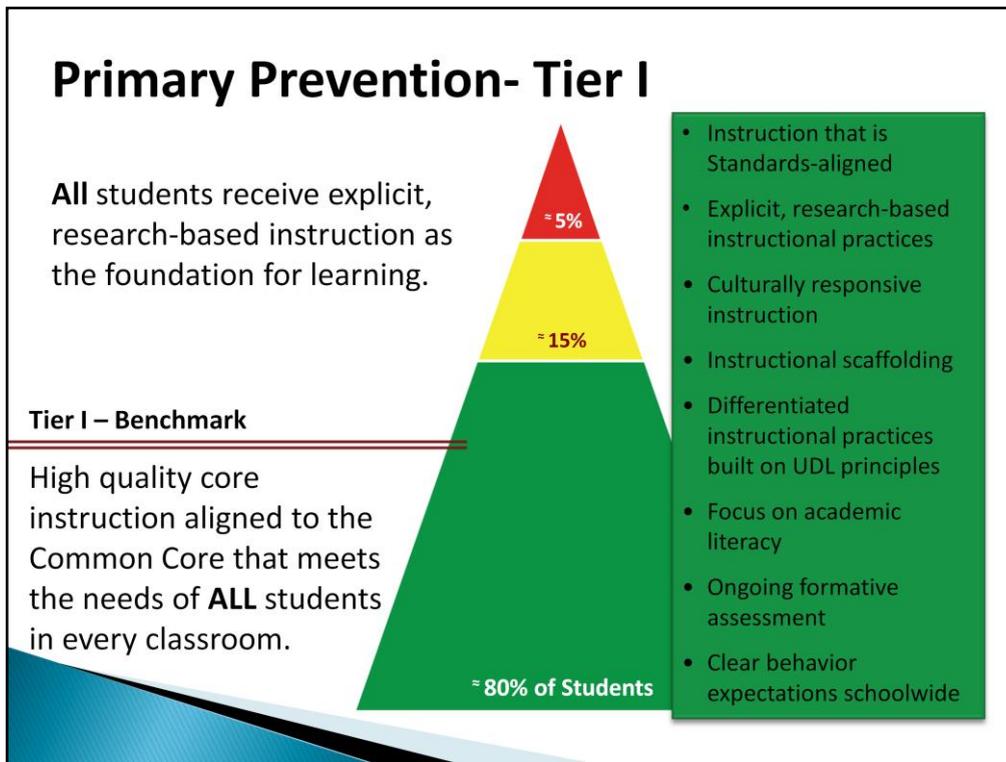
The intensive interventions are reserved for approximately 5% of the student population that have not responded to strategic interventions. This group of student's benefits from increased intensity and time for individually targeted skills based instruction.



The graphic provides an overview of the behavioral RTI framework that is also built upon a strong foundation of a school-wide positive climate and culture where social and behavioral expectations are explicitly taught and reinforced. Based on research, approximately 80% of the student population is able to benefit from this explicit behavioral instruction to support their learning and social growth in the school.

A small, 15% of the student population, will benefit from supplemental or strategic behavior supports that focus on helping students develop appropriate behavior and social skills. This group of students receives additional supports in the areas that data has identified a need.

The intensive behavioral interventions are reserved for approximately 5% of the student population who need personalized interventions that are specifically tailored to help them develop behavioral skills and strategies to support their success in school.



A strong focus on Tier I provides the greatest opportunity to impact overall student learning and success. A strong Tier I that is aligned to the standards, utilizing research based instructional practices that is culturally responsive is the foundation for the learning of all students.

Instructional practices that focus on scaffolding and differentiation for diverse learners, with an ongoing focus on academic literacy and formative assessment ensures that Tier I instruction is benefiting 80% of the students in the classroom.

A strong Tier I core classroom also reflects high behavior expectations that are explicitly taught and reinforced school wide.

Tier I- Benchmark Primary Prevention

Common Core Standards aligned quality evidence-based instruction that occurs in the ***general education classroom*** and is implemented by a ***general education teacher***.

Tier I is about primary prevention of academic failure. Tier I instruction reflects the Common Core standards through the development and implementation of standards aligned curriculum maps and ongoing formative assessment.

Strong Tier I instruction is delivered in the general education classroom by the general education teacher. Instructional practice is supported by strategies that are evidence based and include small group targeted instruction within the core.

Tier I- Benchmark Behavior

Establishing a school-wide positive school climate and culture and in which **social and behavioral expectations are clearly and explicitly taught, monitored and reinforced.**

Strong Tier I behavior is built around the establishment of a school-wide positive climate and culture that focuses on social and behavior skill development in order to equip students for lifetime social competency.

In a positive school climate social and behavioral expectations are consistent across all environments and are explicitly taught, monitored and reinforced.

Elements of Tier I Instruction

- Effective, learner-centered instruction
- Rigorous standards and aligned curricula
- Learner-centered instructional practices
- Assessment systems that provide timely, accurate data on achievement and growth
- Information systems that track learner growth over time

Tier I instruction is strengthened by alignment to rigorous standards with a focus on learner centered practices and an ongoing formative assessment system that provides timely and accurate data on student achievement and growth.

An effective Tier I is supported by an information system that allows teachers to quickly access student data and monitor student growth over time.

Tier II- Strategic Academic

Common core aligned classroom instruction *plus* specialized evidence-based intervention for students who are not meeting the grade level standard.

Intended for students who may be less than two years behind in grade level skills, implemented by the classroom teacher or other teachers.

Tier II strategic academic supports supplement the Common core aligned classroom instruction of Tier I. This instructional time, in addition to the core, is focused on evidence based standards aligned instruction for students not meeting grade level standards. This group of students benefits from systematic instructional strategies that support them in mastering the grade level standards.

These strategic interventions are intended for students who are less than two years behind in grade level skills and are implemented by either the classroom teacher or other teachers.

Tier II- Strategic Behavior

Implementation of **supplemental** behavioral interventions provided by **all staff** members including **weekly monitoring** of behavior.

Tier II behavior supports allow students who need behavioral interventions to receive additional behavior supports based on the skills that they need to develop. Tier II interventions are implemented in a timely manner as soon as the need is identified. Providing supplemental interventions supported by all staff members that monitor behavior on a daily basis prevent behaviors from becoming intensive.

Tier II interventions are not about taking incentives away, but giving the student what they need in the areas of attention and social skills.

Tier III- Intensive Academic

Targeted intervention(s) of increased intensity for students who are more than two grade levels below in reading or math skills and show minimal response to Tier II strategic intervention.

Implemented by trained teachers and/or specialists.

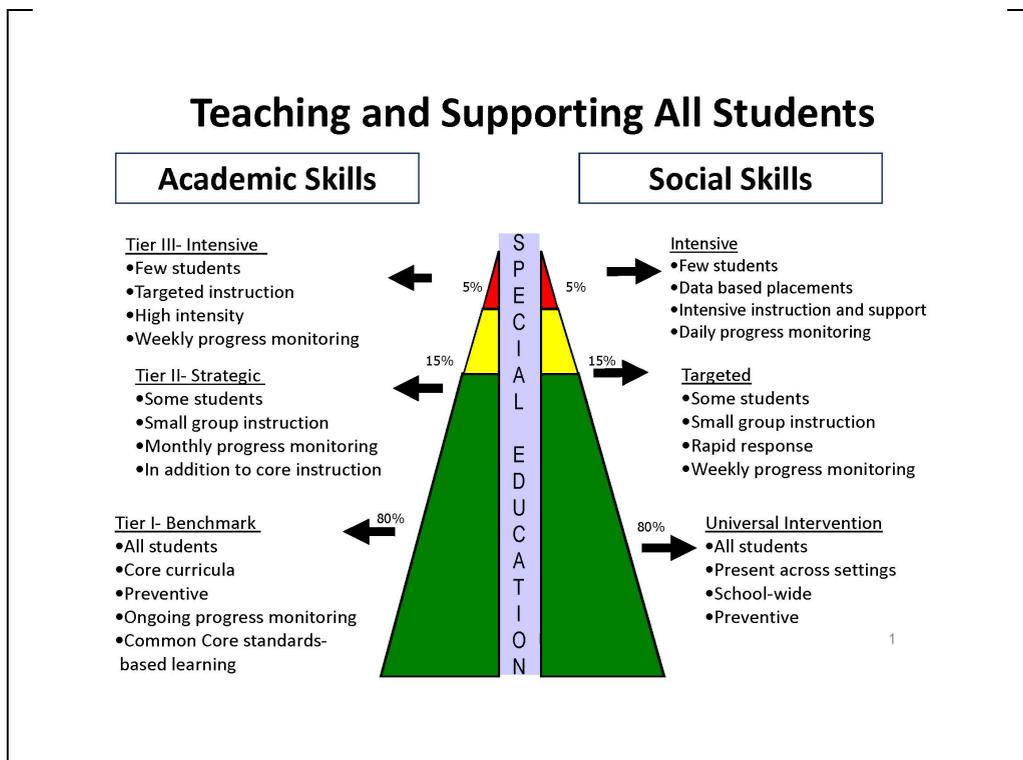
Intensive Academic Interventions are specifically targeted to the students' individualized needs. These students typically need skills based instruction since they are more than two years below their grade levels in reading and/ or math and have only shown minimal response to strategic intervention.

These systematic research based intervention approaches are implemented by trained teachers and/or specialists who have been trained in specific intervention programs and strategies.

Tier III- Intensive Behavior

Implementation of **personalized** student interventions targeted at developing **behavioral skills** monitored by frequent ongoing data collection and feedback.

Intensive behavior interventions are specifically individualized to target the development of specific behavioral skills that support the student to learn and develop social competency.



Since 1996, the triangle has been used as a visual model for what a fully implemented RTI system looks like for academic and social skill development.

Maine has amended this triangle to demonstrate that special education students are present in all tiers and can receive their specially designed academic instruction within the general education interventions when the data determines that it is the most appropriate intervention available.

This integrated approach supports the culture that all students belong to everyone and all teachers are responsible for teaching each student.

Introduction to Maine's RtI Initiative

What is RtI in Maine?

- Multi-tiered, decision-making approach that addresses academic and behavioral difficulties of ALL students
- Integrated school improvement model: standards driven, proactive, incorporating prevention and intervention based on data collection and analysis
- Systematic approach built on a foundation of strong quality core instruction
- Tiered supports: academically and behaviorally varying in intensity based on student need
- Strong collaboration with general and special education

Maine identifies Response to Intervention as a multi-tiered approach that addresses both academics and behavior in order to meet the needs of ALL students.

It is a proactive integrated school improvement model that is built on the foundation of the Common Core State Standards focused on prevention and intervention.

It identifies a systematic approach to interventions that are supported by the strong foundation of quality core instruction with multi- tiered supports in place to meet the academic and behavioral needs of all students.

The integrated RTI framework is supported by a strong collaboration between general education and special education.

Maine's Required Core Components

1. High quality classroom based instruction and behavioral support in general education
2. Universal (school-wide or district wide screening)
3. Multiple tiers of instructional strategies
4. Progress monitoring
5. Use of collaborative problem solving team

Maine has identified ten core components of any school or district's RTI implementation framework. These core components define the implementation process.

The core components include:

1. High quality classroom based instruction and behavioral support in general education
2. Universal (school-wide or district-wide) screening
3. Multiple tiers of instructional strategies
4. Progress monitoring
5. Use of collaborative problem solving team

Maine's Required Core Components

6. Data-based decision making
7. Fidelity of implementation modeled and monitored
8. Parent involvement throughout the process
9. Effective use of technology for assessment and instruction
10. Standards based education

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Additionally, the state has identified these core components:

6. Data-base decision making
7. Fidelity of implementation modeled and monitored
8. Parent involvement throughout the process
9. Effective use of technology for assessment and instruction
10. Standards-based education

Each of these areas will be discussed in depth throughout the remainder of this training.

1. High quality classroom based instruction and behavior support in general education

- Common core aligned
- Differentiated instruction
- Formative assessment driven instruction
- Summative assessment data analysis
- Data driven decision making
- Evidence based instructional strategies
- Regularly scheduled collaborative planning
- Systems of professional development

Should result in 80% of students meeting grade level standards for academics and behavior

The RTI framework in Maine is built upon the strong foundation of high quality classroom based instruction that is aligned to the Common Core Standards.

The instruction of these standards is supported by differentiation and research based strategies.

Formative and summative assessment data is regularly analyzed in order to inform regularly schedule collaborative planning time with ongoing job embedded professional development based on data and identified student needs.

The behavioral framework is built on a strong foundation of a positive school-wide climate and culture.

This strong Tier I core instruction should result in approximately 80% of students meeting grade level standards.

2. Universal screening

- Assessing **ALL** students (K-12) at appropriate benchmark times of the year (Fall, Winter, Spring) to identify student for academic or behavioral risk at the school or district level
- Identify which students are not making adequate progress

Universal screening is an essential component of an effective RTI framework. It ensures that no students fall through the cracks since ALL students are assessed in grades K-12 at appropriate times throughout the year in order to identify those students in need of extra supports. Ongoing progress monitoring identifies those students not making adequate progress, or those who may be falling behind.

Behavior screening identifies the students who are at risk of behavior problems. This data allows teachers and school staff to proactively support students in learning the behaviors that they need in order to be socially competent.

Without universal screening data, precious time is lost in identifying those students in need of strategic or intensive interventions.

3. Multiple tiers of instructional strategies

- **ALL** students have access to the core
- All students have access to additional tiers of instructional or behavioral support to target identified students needs
 - Differentiated to meet specific needs
 - Vary in duration, frequency and length of time
- Delivered by both regular teacher and/or other staff

Once a student need is identified, an effective RTI framework provides multiple tiers of instructional and behavioral strategies and interventions with differing levels of intensity and focus. The tiered interventions do not preclude the student from receiving the core instruction, but provides additional supports targeted to the student's specific instructional needs.

The level of need determines the focus of the instructional or behavioral intervention which will vary from student to student in frequency, and length of time.

These multi-tiered interventions are provided by classroom teachers when teacher group students into homogenous groups for an intervention period, or may provide the targeted instruction during a classroom small group instruction time.

Intensive interventions may be provided by other staff such as trained intervention teachers, or Title 1 teachers to support this small group of students.

4. Progress monitoring

- Determines if interventions are resulting in academic or behavioral gains
- Determines whether a more intensive form of intervention is required
- Instructional strategies are adjusted when data on progress reveals that students are not meeting goals
- Ongoing progress monitoring confirms if adjustments have benefited the student

In order to determine if the interventions being provided are effective, ongoing progress monitoring is essential.

The data from these evidence based screening and progress monitoring tools determine the interventions effectiveness and identifies the need for an adjustment of instructional strategies or approaches, and/or the need for a more intensive form of intervention.

5. Use of collaborative problem-solving team

- Collaboratively engage in examining data
 - To determine student's learning progress and needs
 - To make instructional and behavioral decisions
 - To implement and monitor instructional and/or behavioral plans

The progress monitoring data is analyzed regularly to determine if the student is benefiting from the interventions being implemented.

The collaborative problem solving process monitors the student's progress in order to make informed decisions about continuing, changing or exiting an intervention.

6. Data-based decision making

- Data from ongoing formative assessments used to:
 - Assess the effectiveness of instruction
 - Make changes to instruction
 - Make instructional decisions regarding continuing, or exiting student from interventions

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Data based decision making allows educators and decision makers to determine whether instruction has been beneficial to the student. The data from ongoing formative assessments makes it clear if students are learning the standards as expected.

The data allows teaching teams and school sites to assess the effectiveness of their instruction and to make changes to instructional practice or the delivery of interventions based on data rather than a perception of progress or failure.

7. Fidelity of implementation modeled and monitored

- Measures if intervention is being delivered in the way it was intended within the parameters of the research under which it was developed
- Monitored through data and observed in the delivery of systematic curriculum and explicit instruction

Student level data is used to determine the effectiveness of interventions. Interventions are to be delivered as intended within the parameters of the research environment in which it was developed.

The fidelity of the implementation is monitored through data and observed through observations of the delivery of a systematic curriculum or explicit instructional practices.

8. Parent involvement throughout the process

- Involve parents as partners in the decision making process by keeping parents apprised of:
 - Student's specific instructional needs
 - Ongoing instructional and behavioral interventions
 - Academic and behavioral goal targets
 - Progress on academic and behavioral goals

In an effective RTI framework, parents are partners throughout the process.

They are involved in the decision making processes that include the identification of the student's specific needs, the development of their goals and the identification of interventions to meet those goals.

Through ongoing communication, parents are apprised of progress toward academic and behavioral goals.

9. Effective use of technology for assessment and instruction

- Instruction and assessment in which:
 - Technology drives instruction providing students with the skill sets needed in the 21st century
 - Creates a bridge to engaging, relevant, meaningful and personalized learning
 - Provides a platform for using timely and relevant data to shape personalized learning
 - Provides differentiated opportunities for students to show what they know

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Instruction that utilizes technology as a tool to differentiate accommodates a broad range of learning styles, abilities and curriculum content.

Technology improves student performance when the technology is integrated with the curriculum content, and improves student performance when used in environments where teachers and district policies support the use of technology through frequent access to digital media.

Digital media supports differentiation in providing students with options for input as well as output in meeting the needs of students with all learning styles across all tiers of instruction.

10. Standards-based education

- A process in which
 - Teachers and students have a clear understanding of the expectations based upon standards
 - There is a clear understanding of the relevance of each lesson as it aligns to meeting the standards
 - Ensures that instruction to meet the standards is the focus of every lesson and activity

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Maine has adopted the Common Core State Standards.

Since 2007, classroom instruction has been aligned in seven areas to the Maine Learning Results with CCSS implementation beginning in 2012-2013 for math and English Language arts. The Maine Learning Results, Next Generation Science Standards and the Career and Technical Education Industry standards drive instruction for all students K-12.

Instruction that is aligned to standards provides clear expectations for what is learned and creates relevance for each lesson as teachers and students work toward meeting the standards that will make them successful 21st century citizens.

Planning for Rtl Frameworks

Readiness for implementation typically proceeds through three stages:

1. Consensus building – concepts are communicated, “whys” are taught, discussed and embraced
2. Infrastructure building- examine current implementation against core components and identify gaps to address
3. Implementation- structures and supports put in place to support, stabilize and institutionalize Rtl practices over time

The Maine Core Components for RTI allow for a common understanding of how the State of Maine defines an effective Response to Intervention Framework. It has identified what the framework is built upon and the non-negotiables for implementation within the state.

The purpose of this training was to identify the “What” of RTI for districts and sites. The “How” of RTI is built upon thorough planning and school-wide readiness for implementation.

The three stages necessary to begin implementation take time.

Consensus building is essential to guarantee a thorough understanding of the concepts of school-wide academic and behavioral supports as well as an opportunity to quell fears, and to provide answers to the questions that a change process generates.

Infrastructure building requires a thorough examination of current practices in order to identify which core components might already be in place and to identify training and systems that need to be put in place prior to implementation.

Implementation requires a thoughtful process built upon the identification of priorities for implementation and many opportunities for collaboration and data analysis in order to celebrate successes and identify areas for improvement.

Resources to Support Implementation

Maine Department of Education **NEW** RTI Website providing information about:

- Interventions
- Screening and progress monitoring
- Resources designed for specific grade level bands
- Professional development and training opportunities
- RTI and special education
- Implementation guides

<http://www.maine.gov/doe/rti/>

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The NEW Maine Department of Education RTI website has been developed to support classroom teachers and school level teams to efficiently identify screening and progress monitoring tools, identify interventions and resources that are grade span specific and provide information about available professional development and training opportunities.

The website will also provide guidance around RTI and special education and information on implementation practices.

The purpose of the website is to provide teachers and implementation teams easy access to the tools they need to move ahead in the implementation process.



The implementation of a Response to Intervention framework is hard work. It is a paradigm shift from private practice to joint ownership of all students with a primary driving force of academic and behavioral success for ALL students.

The time and dedication it will take to implement the framework will ultimately result in students who are ready to face the challenges of citizenship in the 21st century. The children of Maine appreciate the life-long opportunities provided to them through your hard work in this process.