Our Understanding of RTI (Response to Intervention)

“Response to intervention (RTI or RtI) is a method of academic intervention used in the United States to provide early, systematic assistance to children who are having difficulty learning.
RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.
It is believed that students who do not show a response to effective interventions are likely (or, more likely than students who respond) to have biologically based learning disabilities and to be in need of special education (Cortiella, 2007).
Quick View of the Tiered Levels

visually helped to provide me with a more clear mental picture of how the RTI process works. Since I'm a visual person this was an excellent aid to my understanding.

Danh English 2 years ago

I enjoyed watching this video. I learned a lot about the three tiers. Each tier builds upon the next. Tier 1 focuses on evidence-based intervention. Tier 2 focuses on strategic-based intervention. Tier 3 focuses on intensive-based intervention. Good video!

Lorinnewilliams 2 years ago

I learned a lot about the difference in the three tiers. Tier 1 uses evidence-based interventions. Tier 2 uses strategic-based interventions. Tier 3 uses intensive-based interventions. Each tier builds on the next. This is an excellent way of making sure that all students are getting the needed support for learning.

Lorinnewilliams 2 years ago

This was a great video. This video made it very clear to me what was done at each tier of intervention. It also made it clear who delivered the information to the students and what size group it was done in. I also like the fact that it made it very clear that these interventions did not take the place of the regular
In Minnetonka Public Schools, Chinese teachers apply a variety of strategies and activities to help student succeed in their academic study as well as in developing their social skills.
Classroom teachers incorporate reading activities in their classes during their regular *daily* instruction.
Station Times: about one hour each day for student group activities in reading, writing, computerized activities in the target language, and hands on experiences in building language acquisition related projects.
A Brief Introduction to Minnetonka Response to Intervention

How We Identify Students

We start from data collecting and analyzing with a system called Skyward, and then students are grouped according to their performance in reading fluency, accuracy, comprehension levels, and reporting skills.
1. **School-wide Screening:**

   Skyward: a data system that shows students status

   ![Skyward Screen](https://skyward.minnetonka.k12.mn.us/- Skyward Educator Access Plus - Windows Internet Explorer provided by Minnetonka Public)
A Brief Introduction to Minnetonka Response to Intervention

Teachers and paraprofessionals monitor and direct these activities. There are also specialists who work closely with classroom teachers and other school administrators to monitor students’ progress weekly.
The monitoring results are the references for teachers to adjust their instruction plans.

The results are also reported to students’ families so that their families are aware of the students’ progress, and thus appropriate supporting strategies are adopted by the families. Minnetonka School District also focuses on utilizing technology in supporting students’ progress.
A Brief Introduction to Minnetonka Response to Intervention

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我很喜欢上学，学校里的老师很好，又有爱心。同学们相亲相爱，大家一起上课，一起游戏，很开心。

在学校里，老师除了教我们写字，画画，还教我们做手工。

我喜欢快乐的学校生活，我会好好学习，做个好学生。
1. Intervention
Tier 1, 2, 3 grouping.
Intervention:
Tier 1: In-class intervention
Tier 2: Small group intervention
Tier 3: One on one instruction
Students are referred to Speci after nine weeks of intervention

2. Progress Monitoring: Weekly
读书时

○ 听到
字词的声音
句子的声音
回答问题的声音

○ 看到
书上的字
书上的图画
书上的句子
书上的段落

○ 感到
识字的快乐
爽快的句子
故事的快乐
读书的快乐
练习时

练习的字
我和同学们造的句子
故事情节

听到

造句的声音
表演的声音
问答的声音

看到

学会的快乐
应用的快乐
合作的快乐
读书的快乐

感到
Building Student **Efficacy**: self-awareness of progress; the joy of learning
Comprehension strategies: Graphic Organizers, Retelling the story, multiple choices, role play, reporting/presentations

三明治图表——把主题写在最上面，内容写在中间，结尾的句子写在最下面。

主题:

内容:

内容:

内容:

结尾的句子:
**Student output:** Student projects – graphics, games, and movies, etc – all created by students.
Sample Student work

SMART Notebook Internet browser

Browse to any web page within SMART Notebook collaborative learning software.

To see the same web page every time you open the file, press
Pin the Page.

To return to that page, press Go Back to Pinned Page.
Immersion Criteria for RI
Procedure for Low/Low Students in 2nd grade

L1 = English Reading Specialist
L2 = Chinese Teacher - Classroom/Interventionist

If student is in fall are
1. Receiving Tier 2 support in Immersion (* see criteria chart below)
   AND
2. Below 25%ile on English Oral Reading Fluency Benchmark
   - L1 would administer an ORF benchmark (5 – 1 minute read and take middle score to determine percentile)

THEN L1 and L2 would
1. Communicate with parents to ensure parent is reading to child (English) and child is reading to parent in Chinese and English for a total of 30 minutes
2. Reading resources in Chinese and English are going home A-Z reading (RAZ Kids, online home membership, Destination Reading, program internet at
   home access) etc.
3. Tier 1 Intervention in Chinese L2 (classroom is supported and monitored regularly by L1 and L2 teachers – L2 teacher (classroom teacher) provides in
class interventions as well as monitors student for 6 weeks to determine if Tier 2 is needed and L1 teacher simply supports teacher if they have questions
   from parents about English reading at home.
4. Tier 2 intervention by L2 teacher (Immersion Interventionist) begins if student is still below

If student is in winter are
1. GR 10 in I-2 Immersion assessment during January assessment window
   (These students would be required to take the Winter NNRA Reading assessment)

THEN English Reading Specialist would
1. Do an F & P assessment to determine their reading needs in English
2. Student goes to L2 teacher for Tier 2 support 4x a week and begins with
   English Reading Specialist at least 3x a week

3. January (2nd Semester) is when English Reading Teacher may begin to pull
   student for English reading instruction AND student must also be working
   with Immersion Intervention Teacher in Tier 2 and/or Tier 3

Immersion Criteria for RI
Procedure for Low/Low Students in 3rd grade

L1 Teacher = English LA Teacher (ELT)
L2 Teacher = Building English Reading Specialist

If student is in fall are
1. Receiving Tier 2 support in Immersion (* see criteria chart below)
   AND
2. below the 40%ile on the NNRA
3. below the 20%ile on the Oral Reading Fluency benchmark (English)

The English Reading Specialist would
1. Do an F & P assessment to determine their reading needs in English
   - Tier 1 English Language teacher (ELT) – 6 weeks of Tier 1 + Progress Monitoring
   - Tier 2 Reading Specialist begins Tier 2 if Tier 2 is required after 6 weeks

Spanish Immersion Criteria for RI — Must meet 1 of the 6 Criteria *
- DORA High Frequency Words – 1 grade level below
- DORA Phonics – 1 grade level below
- DORA Word Recognition – 1 grade level below
- Spanish Fluency – 25%ile or lower (LEX, SRI, ORR)

Chinese Immersion — Must meet both Criteria *
- NNRA – below the 50%ile
- Chinese Fluency – 25%ile or lower (ORF, RIF)

Chinese Immersion – Must meet both Criteria *
- NNRA – below the 50%ile
- Chinese Fluency – 25%ile or lower (ORF, RIF)

If student is below above criteria and NOT in Tier 2 Immersion Support by
Interventionist, then the Immersion Classroom Teacher is notified and begins 6
weeks of in-class intervention as well as progress monitoring. Immersion
Specialist supports Immersion teacher by helping determine most appropriate
Interventions needed
More Ideas?

Decoding

Comprehension

Writing

Fluency

Student Self-Efficacy

Congratulations!