

JACK O'CONNELL
State Superintendent
of Public Instruction


Response to Instruction and Intervention
RTI²

Bilingual Coordinators Network

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1




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The Gap Is Generating
A Moral and Economic Crisis

- Fewer well-paid, low skilled jobs.
- Global economy demands problem solvers, innovators, higher-level thinkers, strong communication skills
- Our students today must compete against students from all over the world.
- Learners gain understanding when they construct their own cognitive maps of the interconnections among concepts and facts with the guidance provided through high quality instruction

2




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Improvement of Schools

- Raise the standards of education for every student
- Improve the instructional practices of teachers
- Increase the engagement of each students in their education.

3




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- “While student test scores have steadily increased, California must still close an achievement gap that threatens the future of our diverse state,”
- RTI² offers educators no- or low-cost strategies, especially needed in these dire economic times, to improve education for these and all students.”
» State Superintendent Jack O'Connell

4




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RTI²

The California Department of Education's definition of Response to Instruction and Intervention (RTI²) includes the following critical components:

- RTI² is a systematic, data-driven approach to instruction that benefits every student.
- reference to the number 2 meant to communicate the full spectrum of instruction, from general to core, to supplemental or intensive, to meet the academic and behavioral needs of students.

5



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RTI² (Cont.)

- RTI² integrates resources from general education, categorical programs and special education through a comprehensive system of core instruction and interventions to benefit every student.

6



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The Core Components of RTI²

The California Department of Education's definition of Response to Instruction and Intervention (RTI²) includes the following critical components:

1. High-quality classroom instruction
2. Research-based instruction
3. Universal screening
4. Continuous classroom progress monitoring
5. Research-based interventions

7

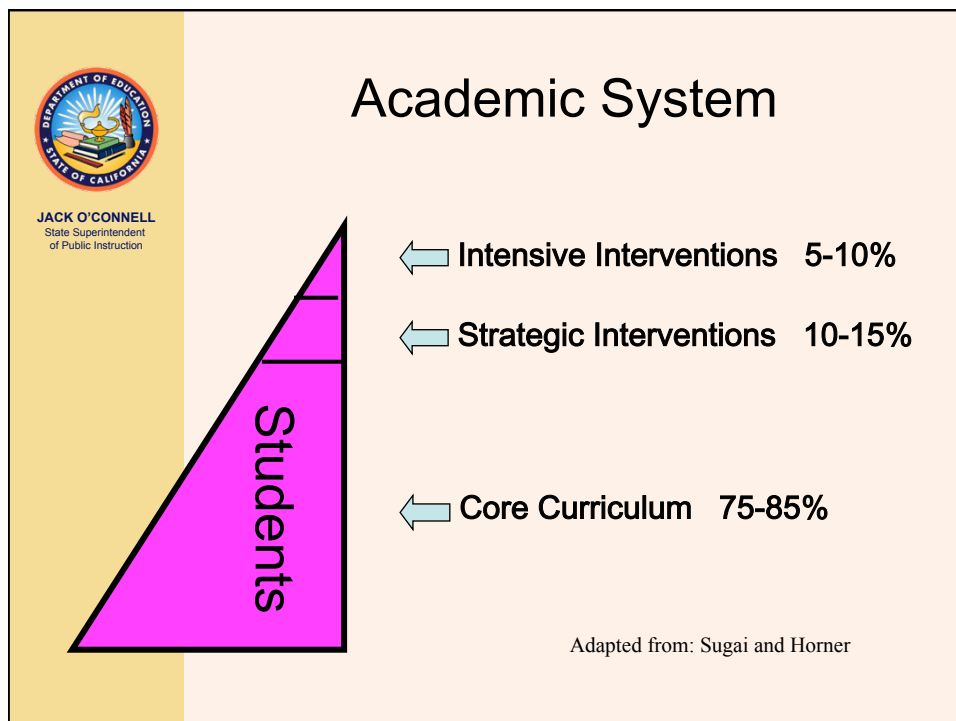
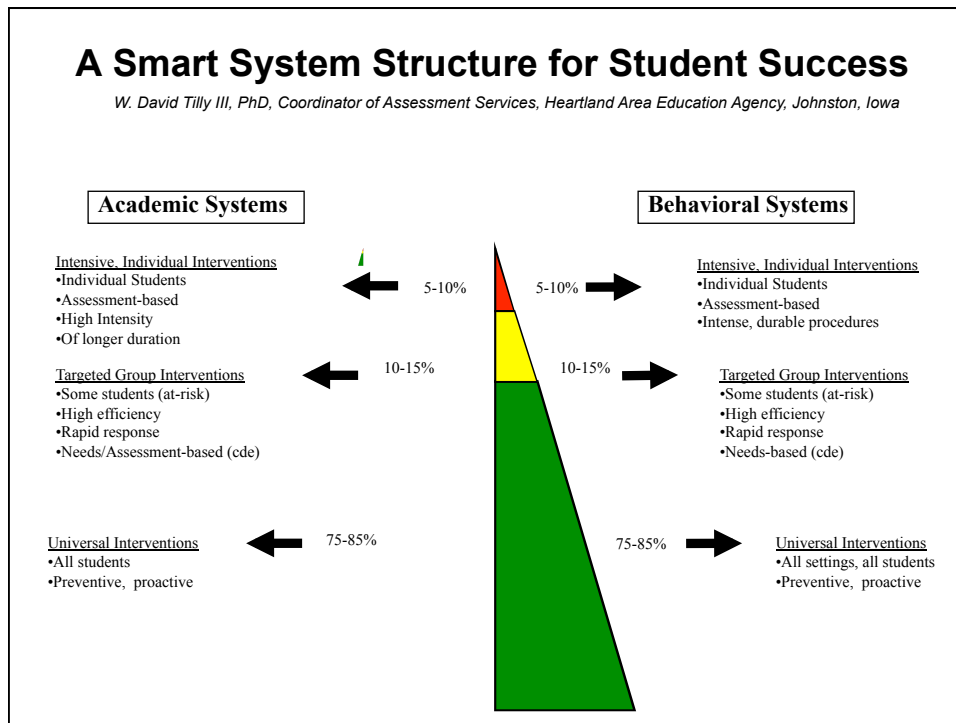


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The Core Components of RTI² (Cont.)

6. Progress monitoring during instruction and interventions
7. Fidelity of program implementation
8. Staff development and collaboration
9. Parent involvement
10. Specific Learning Disability (SLD) determination

8



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Tier I (75- 85%)

- All students
- Universal screening
- Core Instruction
- Frequent assessment of academic progress
- Decision making based on data
- RTI2 Instructional Team discussion

11



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Tier II (10-15%)

- Some students
- Core instruction continues
- Additional Intensive Intervention (Shadow Class, Afterschool Tutorial)
- Entrance and exit criteria developed for student based upon progress
- RTI2 Instructional Team Discussion

12



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Tier III (5-10 %)

- Individual student
- Assessment based
- High Intensity
- Intervention of Longer Duration

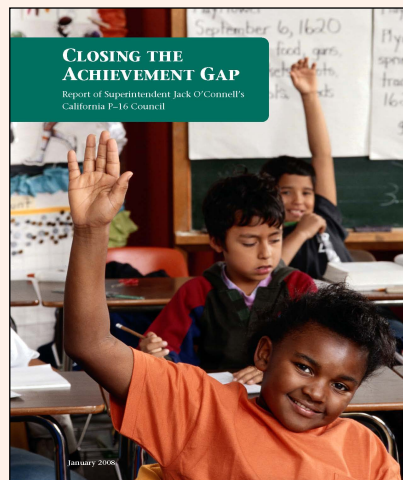
13



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P-16 Council Report

- January 2008, Council releases CTAG report
 - Not intended to be comprehensive
 - But important steps to follow
- Makes 14 recommendations



14



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Equity of Access to Quality Instruction Is A Key Component of RTI²

- It is by means of quality instruction that we close the achievement gap.
- Recommendation;
 - Data driven decision making
 - professional development
 - Culturally relevant pedagogy

15



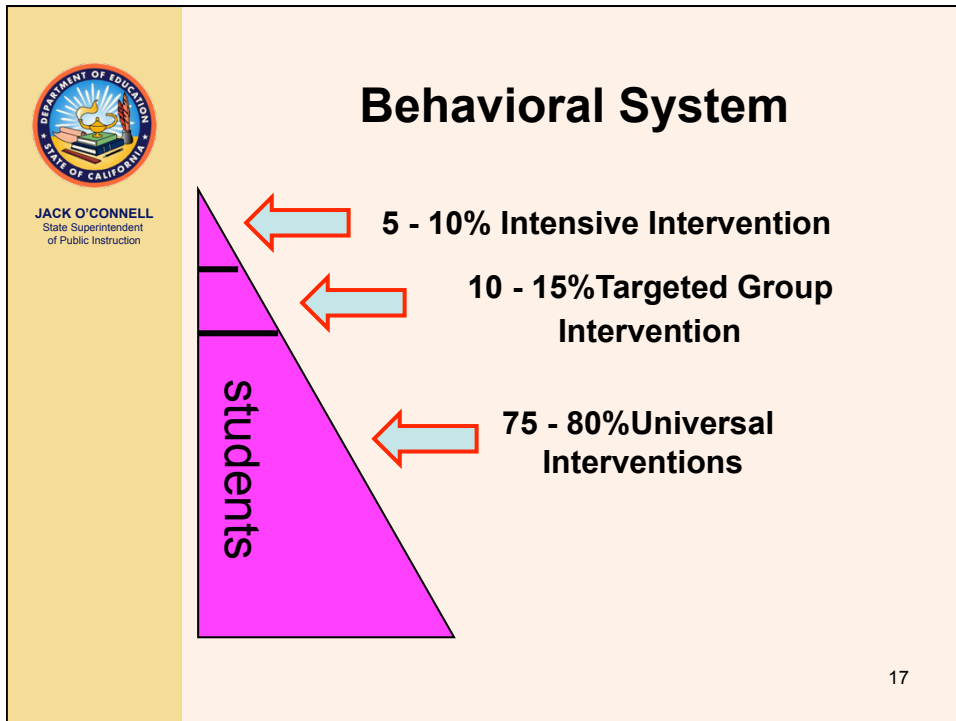
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Academic and Behavior Success

While the goal of RTI² is to enable all students to achieve academic success, the RTI² approach is also about analyzing and correcting behavioral issues before students fail.

- There is a high correlation between behavior issues and academic success.
- Many times behavioral issues such as: substance abuse, mental health disorders, violence, delinquency can be the factor that is causing the student to not succeed.

16



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- Behavior Support**
- Positive behavior support systems need to be integrated with academic support systems
 - Must be a priority to make schools safe, effective and supportive places to learn.
 - Clear articulated behavior systems of interventions for schoolwide, classroom, common areas, individual students
 - Developed by Jeffrey Sprague, Ph.D.
- DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA
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- 18



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Implementation in California

- December of 2008, Superintendent O'Connell released the department's philosophy, definition and core components of RTI².
- February 2009 development of CDE's website for RTI² at <http://www.cde.ca.gov/ci/cr/ri/index.asp>
- February 2009 Develop partnership between CDE and County Offices of Education to
 - Identify scientifically based research on RTI²
 - Develop tools to help LEAs in the implementation of RTI²
 - Identify promising practices currently being implemented in California

19



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Future Implementation of RTI²

- Development of a guidebook on how RTI² is connected to IDEA
- Infuse the RTI² notion into various guidance documents
- Infuse the information into the Universal Access chapters of the curricular frameworks

20