

# A Common Understanding RTI Framework

Nanaimo Ladysmith Public Schools



Response to Intervention is a district framework to unite us in the collective vision for:

1. The continuous improvement of instruction and assessment.
2. Meeting the unique needs of each learner.

### **What collaborative teams support our goals?**

Nanaimo Ladysmith Public Schools recognizes that professional collaboration focused on student learning is critical for improving student achievement. The collective wisdom of four team structures will attempt to address the complexity of student learning. Our district's focus in 2013-14 will be the development of Collaborative Teacher Teams, beginning with our inaugural Success for All Summer Institute, August 27-28, 2013.

#### **Collaborative Teacher Teams**

Teacher teams will identify essential learning outcomes, share evidence-based practices, identify students who need extra time and support, and use the Cycle of Inquiry for problem solving for Tier 1 and 2 needs.

#### **S-B Intervention Teams**

Also called school-based teams, these teams generally include school administrators, student support teachers, counsellors, and the student's classroom teachers. Other district personnel may be invited as appropriate. These teams use the Cycle of Inquiry for problem solving primarily for Tier 3 needs.

#### **School Level RTI Leadership Teams**

This team includes representatives from each teacher team, support staff, and administrators. The team coordinates the school's efforts and provides recommendations to the school staff committee in relation to establishing school goals, supports the school mission/vision, and helps plan the school's time table and use of human resources.

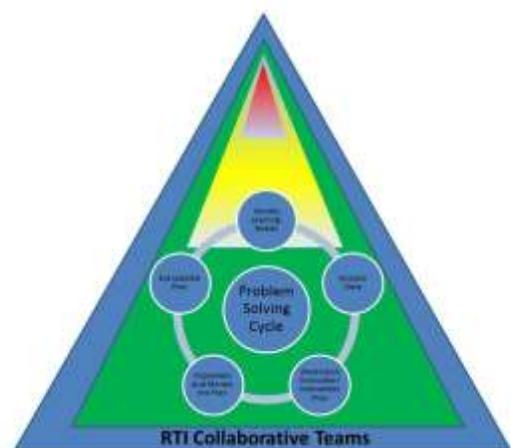
**Learning Support Services Team (LSST):** With the direction of an Assistant Superintendent, this district level team combines the professional knowledge of multiple disciplines to serve as a problem-solving team to support school-based teams.

### **Why Response to Intervention?**

Nanaimo Ladysmith Public Schools recognizes the passionate commitment to student learning demonstrated by our staff on a daily basis. We also recognize that as our students' learning needs become more complex, we need a structure that unites our efforts, facilitates our ability to share innovative, effective practices, and increases our capacity to collectively support students' learning.

Response to Intervention is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. It combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving as critical factors for improving student learning.

While many initiatives in education have focused on implementing new "programs", RTI is a framework that empowers educators to align essential learning outcomes, use reflective inquiry to identify the most effective instruction practices, develop a culture of collaboration, and provide proactive interventions to prevent students from falling behind, academically and behaviourally. RTI supports the belief that all students can learn at optimal levels.



**What is Self-Regulated Learning (SRL) and how does it fit with Response to Intervention?**

**Self-regulation** is the ability for learners to manage their own energy states, emotions, behaviours and attention in ways that help achieve positive goals, such as maintaining good relationships, learning and maintaining wellbeing. Within the context of Response to Intervention, our goal is to integrate the critical skills of self-regulated learning in all aspects of our instruction but primarily within the Tier 1 classroom environment. Some students will need extra support to acquire these critical, life skills, including flexible, responsive interventions. In our District, we are focusing on four pillars of self-regulated learning; physical, emotional, behavioural and academic.

**Addressing Common Myths About RTI Models**

**Myth:** District resource personnel can only be accessed through referrals to the Learning Support Services Team.

**Fact:** Teachers and schools can access counselors, instructional coordinators, school psychologist, resource teachers, etc. by phone calls, emails, etc. Referrals are only necessary when long term, intensive support is needed or an increased multi-disciplinary team response is requested.

**Myth:** RTI reduces the need for some school personnel.

**Fact:** RTI does not reduce the need for any position, it is a framework that increases collaboration and problem solving to improve student learning.

**Where do Educational Assistants fit in this model? Where does everyone fit?**

We recognize that EVERY staff member in our District plays a critical role in our students’ success. The RTI framework is rooted in flexible, collaborative practices that support student learning and behaviour. EAs support our learners throughout all three tiers of the RTI framework depending on their individual work assignments. Every staff member in our district has an essential contribution to our students’ success.

**Common Terms**

**Tier 1**

We refer to this as Universal Practices. It refers to the high quality instruction provided to all students. Examples include balanced literacy, real-world learning (inquiry/project-based, trades, apprenticeships), Aboriginal Understandings, Assessment “for”, “as”, and “of” Learning, and Universal Design for Learning (UDL).

**Tier 2**

We refer to this as Targeted Support. Despite our best efforts, we will have students who come to us without prerequisite skills or need more time and support to master essential learning outcomes. Often, Tier 2 intervention (supplemental instruction) is provided in the classroom and possibly by the classroom teacher in small groups. Tier 2 interventions target specific student needs. We monitor students’ response to Tier 2 intervention (approximately every 3-4 weeks as appropriate) to see if the intervention is working or if it needs to be adjusted.

**Tier 3**

We refer to this as Intensive Intervention. There will be a small group of students who need intensive support to master essential learning outcomes. These students may be significantly below grade expectations in basic skills. Due to the intensive nature of Tier 3, we may monitor students’ progress every one or two weeks as appropriate.

**Flexible Grouping**

Students move flexibly through the tiers based upon their individual needs and the effectiveness of the interventions.

**Progress Monitoring**

Simply the process of monitoring students’ response to provided interventions.

**Where Can I Learn More?**

Our district chose the use the internationally recognized term Response to Intervention (RTI) so that every staff member would be encouraged to learn about the model. Multiple resources are available on-line. In addition, many resources have been posted to our district’s Learning Services Portal at [https://wwwssl.sd68.bc.ca/Portal\\_SSS/DesktopDefault.aspx?tabindex=1&tabid=35](https://wwwssl.sd68.bc.ca/Portal_SSS/DesktopDefault.aspx?tabindex=1&tabid=35)

