

## RTI: Tiers Are Not Just For Cakes

Teacher's Institute  
June 9, 2021



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Welcome

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## Meet Me

- Sarah Bondy, M. Ed.
- K-3 Early Literacy Specialist
- English Language Arts Team
- Arizona Department of Education
- Since June 2018
- Sarah.bondy@azed.gov



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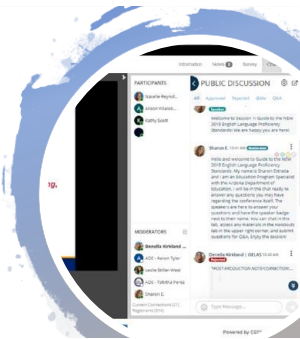
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## Let's Chat



- ✓ Be kind and respectful.
- ✓ Seek to understand.
- ✓ Ask confirming questions which build on your understanding.



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## Today's Session:

When strong, high-quality Tier I instruction is provided to all students, the necessity for intervention in the other tiers is ultimately decreased. This is the goal, of course, for any effective RTI model. First and foremost, providing all students with explicit and systematic core instruction using an evidence-based curriculum is crucial. However, when students are identified as below benchmark, we know that without our immediate intervention, they are likely to slip further behind. Tier II intervention allows educators to provide skill-specific intervention to small groups in order to close these gaps, so students approaching benchmark can quickly get back on target and progress appropriately. When students don't progress as expected and/or are so far behind, they require increased intensity, duration, and frequency with Tier III intensive intervention. This session is ideal for K-3 administrators looking to strengthen their understanding of a systematic three-tier model for efficient reading response to intervention.



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## Outcomes:

- Participants will be able to differentiate the level of supports appropriate for each tier of RTI.
- Participants will be able to support K-3 educators with implementation of universal screening followed by in-depth diagnostics to meet the varying needs of students.
- Participants will be able to critique the K-3 practices and supports currently in place and determine any adjustments needed.



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## Who is in the room today?

- 1 – Teacher's Track
  - Teacher
  - Parent
  - Paraprofessional
- 2 – Leader's Track
  - Administrator
  - Coach
  - Specialist
  - Higher Ed.



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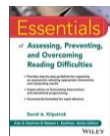
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## The Research: The Science of Reading

### Websites:

- <https://www.azed.gov/scienceofreading>
- <https://www.whatisthescienceofreading.org/>



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## What's the difference?

### MTSS

- Broader than RTI
- Whole-school initiatives
- School improvements in culture and leadership
- Integrated response to intervention to include academics, social-emotional, and behavior
- <https://www.azed.gov/mtss>

### RTI

- One example of a Multi-Tiered System of Supports
- Three tiers in which students are provided increasingly intensive interventions

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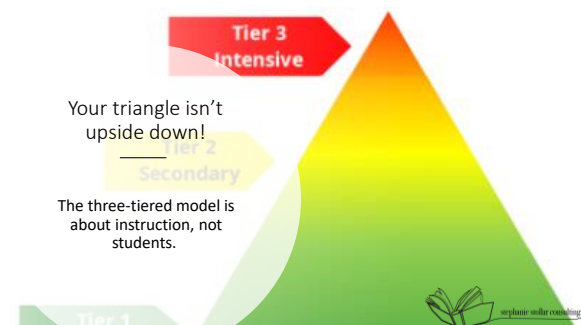
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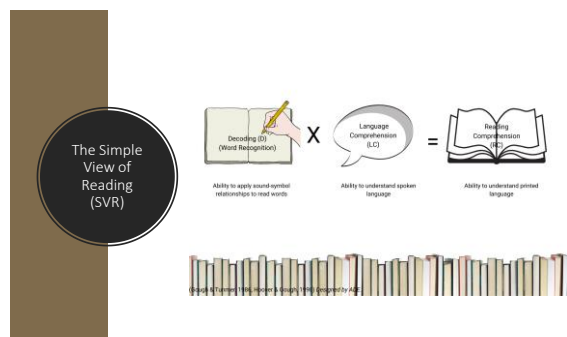
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### Universal Screening

- Children who make this benchmark have a high likelihood of reaching the next level up.
- Tells us who will do well later!  
Or at risk of not doing well later!

- All students "universal"
- One-on-one
- Brief
- Multiple times a year (Beg/Mid/End)



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### Approved Universal Screeners

Valid and Reliable

Think and chat:

- What universal screener does your school or child use?
- What do you feel it does well or the best?



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### Screening is *not*...

- The most *important* skills, but the skills that *best predict* later reading achievement.
- Every skill, only the *greatest predictors* of later reading success at a certain time of year.
- A way to group students, but who to test further to determine skill-level groups.

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## Core – Tier 1



Tier 1 will refer to general educational instruction that all students receive.



Whole group and/or small group.



Weak tier 1 results in flooding tier 2.

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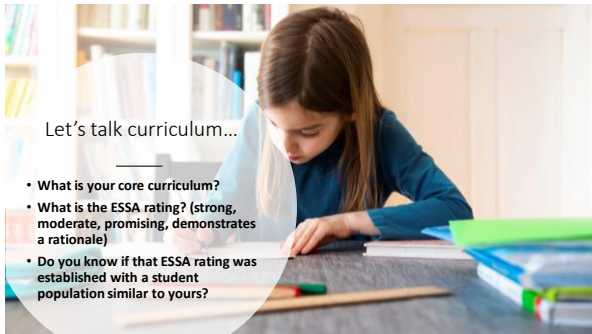
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## Let's talk curriculum...

- What is your core curriculum?
- What is the ESSA rating? (strong, moderate, promising, demonstrates a rationale)
- Do you know if that ESSA rating was established with a student population similar to yours?



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## What do you do when Tier 1 isn't enough?



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## Diagnostics

- Any student not at benchmark on screener
- Within two weeks of universal screener, ASAP
- Less than ten minutes/student
- Simplest to most complex skills
  - Up to 25 subskills within the PA area – not a composite score
- Informs decisions about best instructional approach (treatment plan)
  - HOW to help struggling readers
  - Group placement
- The most essential requirement for robust results!



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## Let's talk diagnostics...

- What diagnostics do you use?
- Does your diagnostic tell you exactly where to start intervention?
- Do you know whether to start at the syllable or phoneme level?
- How soon at the beginning of the year do you begin interventions? (K-3)



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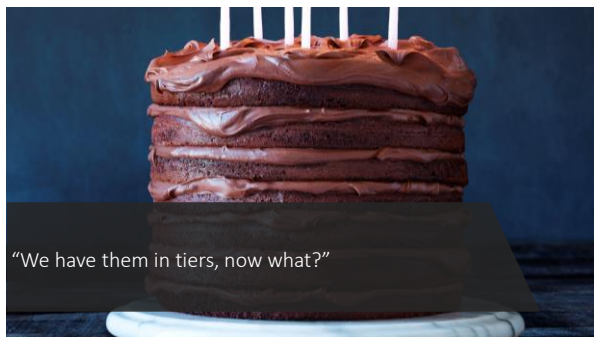
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## Intervention – Tier 2

Tier 2 will refer to the additional general educational instruction provided only to students who are at-risk readers or who demonstrate reading difficulties.

This is presumed to supplement Tier 1 instruction.

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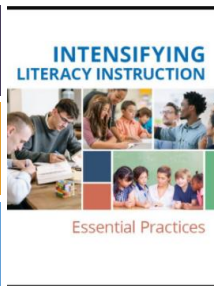
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## Intervention curriculum

- Knowledge and use of a learning progression for developing skilled readers and writers
- **Design and use of an evidence-based intervention platform as the foundation for effective intervention**
- On-going data-based decision making for providing and intensifying interventions
- Adaptations to increase the instructional intensity of the intervention
- Infrastructures (systems) to support students with severe and persistent literacy needs

### Practice #2



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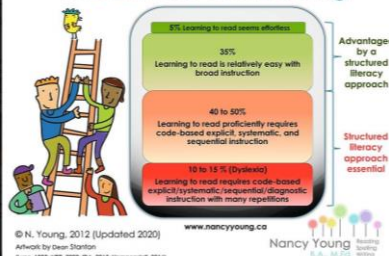
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## The Ladder of Reading



### Structured Literacy: Essential for Most, Advantaged by All

- Explicit instruction in the essential components of reading
- Systematic, simple to complex (scope and sequence)
- Cumulative (new concepts linked to previously learned, review)
- Diagnostic (differentiate based on student need)
- Multisensory

My Next Session at 1:15 Today

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Two types of Progress Monitoring



General Outcome PM  
(ex. DIBELS, not as often)



Content PM  
(Guides additional re-teaching, what skills moved from short to long-term memory, ex. curriculum check-up after lesson)

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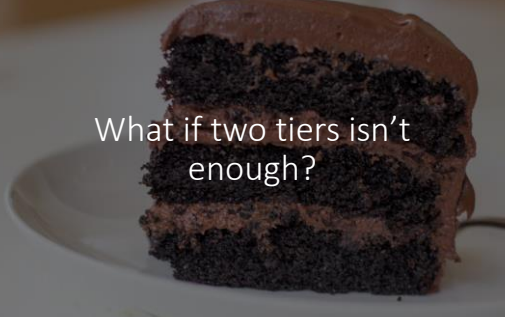
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What if two tiers isn't enough?



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### Tier 3



Tier 3 will refer to a more intensive level of instruction than Tier 2.



It is provided only to struggling students, typically those who have not demonstrated adequate response to Tier 2 intervention.



Any reference to Tier 3 today makes no presumption about whether it is delivered as a general educational or special educational service.

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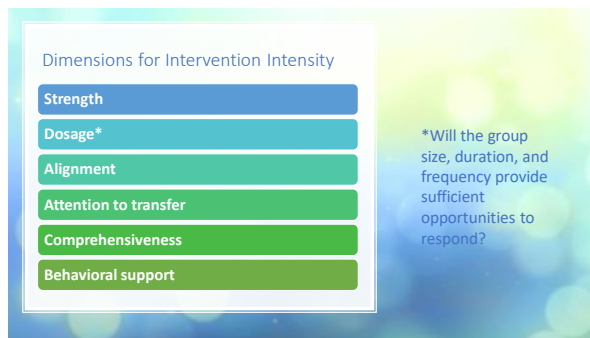
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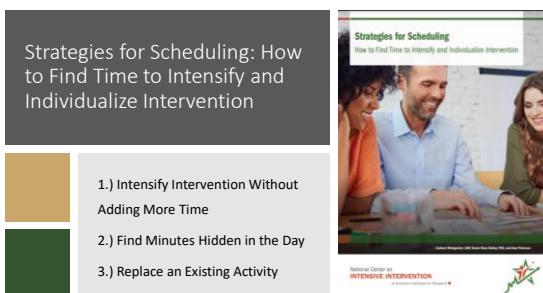
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Revisit Today's Outcomes:

- ✓ Differentiate the level of supports appropriate for each tier of RTI.
- ✓ Support K-3 educators with implementation of universal screening followed by in-depth diagnostics to meet the varying needs of students.
- ✓ Critique the K-3 practices and supports currently in place and determine any adjustments needed.

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Continue learning...

- MTSS Innovations Conference
- February 2022
- <https://www.mtss-innovations.com/>

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Thank you!

- Recorded sessions will be loaded to the Teachers' Institute & Leading Change webpage on the ADE website ~ one week after the live conference closes.
- <https://www.azed.gov/leadingchange>
- Recordings will not be archived through the CE21 platform.
- Survey – link at the top

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