

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

visuals 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.

[DarahEnglish](#) 2 years ago

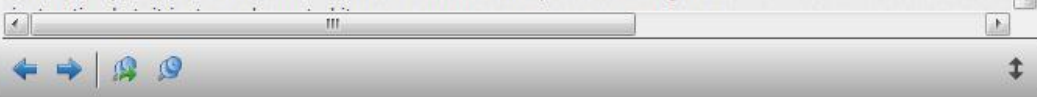
I enjoyed watching this video. I learned alot about the three tiers. Each tier builds upon the next. Tier 1 focus on evidence-based intervention. Tier 2 focus on strategic-based intervention. Tier 3 focus on intensive-based intervention. Good video!

[lavonnewilliams](#) 2 years ago

I learned alot 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.

[lavonnewilliams](#) 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*.



A Brief Introduction to Minnetonka Response to Intervention

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.**

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

Excelsior Elementary
G1 / 104 Prd2 GRADE 1

Class Options

- My Gradebook
- Attendance
- Discipline
- Message Center
- Report Card Posting
- Survey
- Test View and/or post grades to report card
- Curriculum Map
- Reports
- Online Assignment Templates
- District Assessment Tracker

Class Roster for G1/104 GRADE 1

Sorted By Absences Ascending [Return to default sort](#) | [Alert Legend](#)

Last Name	First Middle	Grade	Alerts	Absent	Discipline	Test Scores
BUT	DOLPH	01				12
CAO	IG	01				18
CHU	ICE	01				13
CLE	ON	01				10
CON		01				11
ENG	RENCE	01				12
FRID	IRMAN	01				14
GER	GE	01				12
GBS		01				12
GRA	OCK	01				11
HAY	ANNA	01				13
HER		01				11
JOH	NYANG	01				11
KEA	MARJE	01				12
KEN	INE	01				15
LAI		01				12
MOV	TRICK	01				10
NEL	EPH	01				15
NEV		01				12
NEV		01				12

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

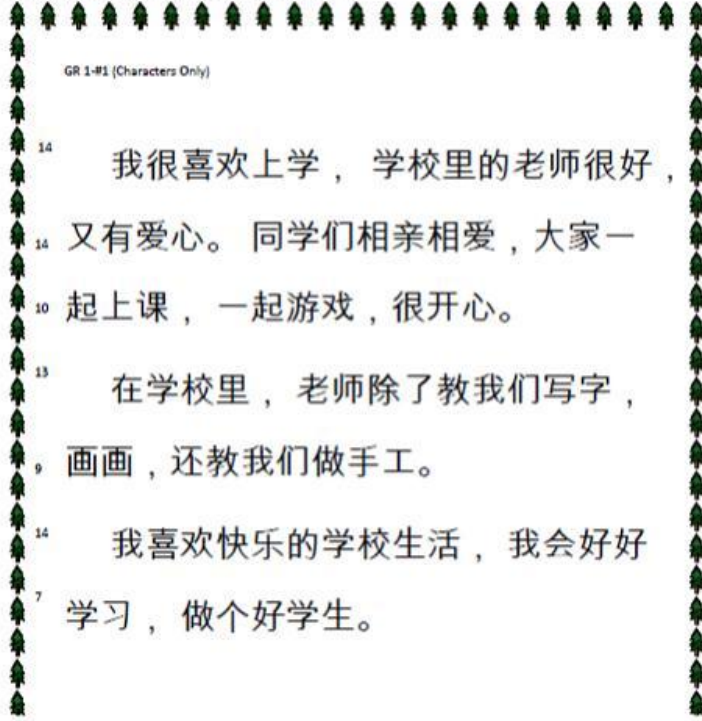
Classroom teachers incorporate reading activities in their classes during their regular daily instruction.

There are station times for about one hour each day for students group activities in reading, writing, computerized activities in the target language, and hands on experiences in building language acquisition related projects.

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.

Oral Fluency Assessment: One Minute Word Count



GR 1-#1 (Characters Only)

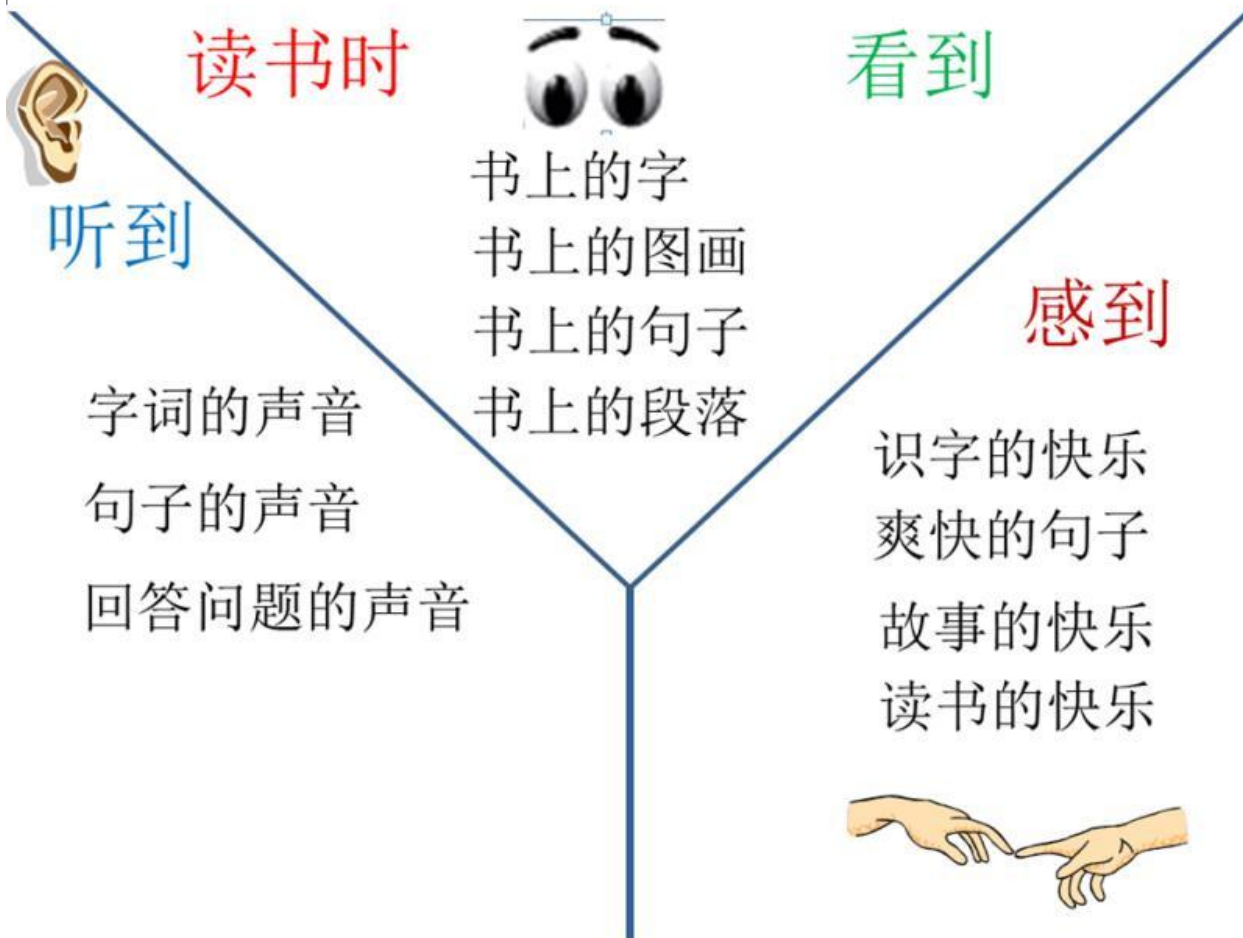
14 我很喜欢上学， 学校里的老师很好，
14 又有爱心。 同学们相亲相爱， 大家一
10 起上课， 一起游戏， 很开心。

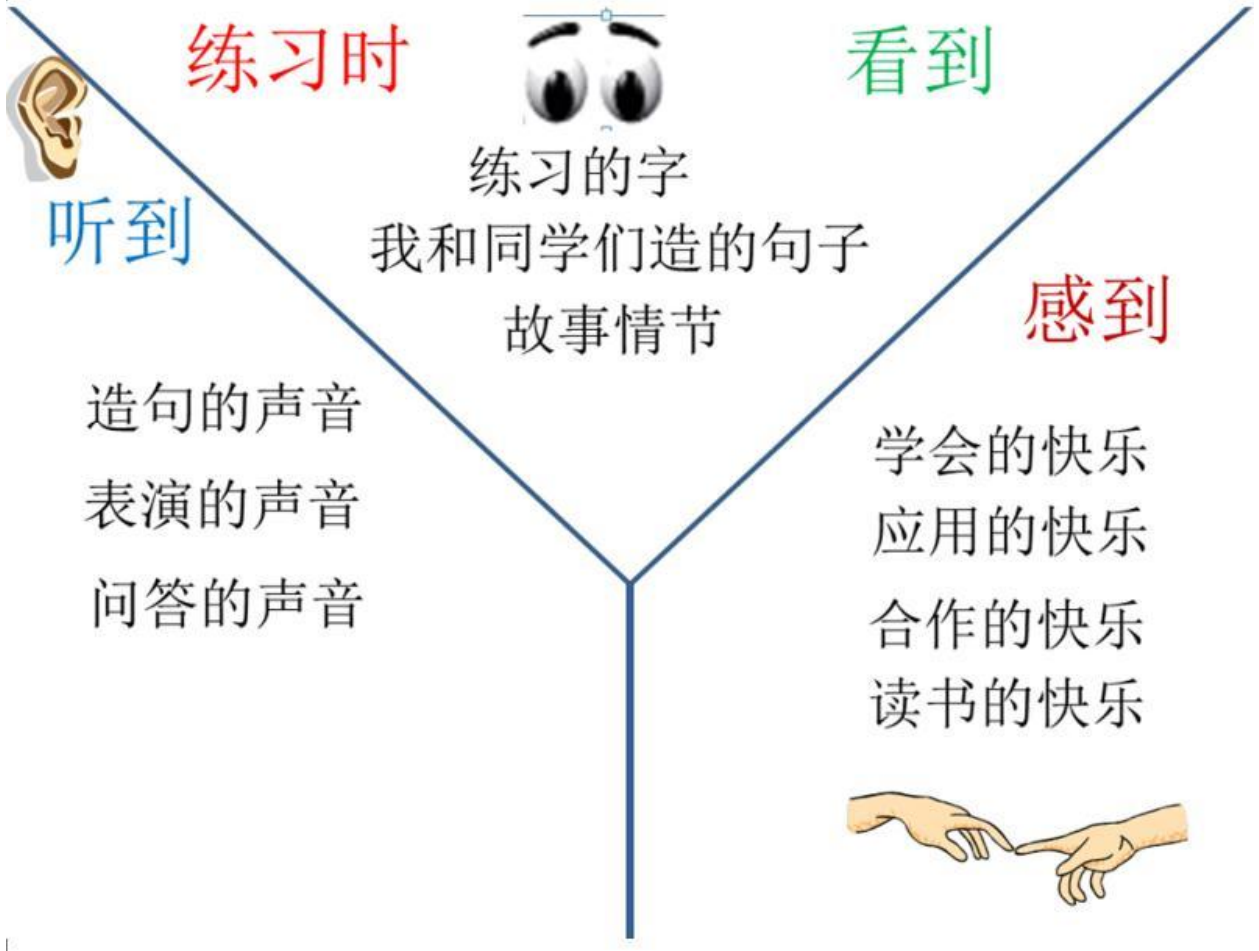
13 在学校里， 老师除了教我们写字，
9 画画， 还教我们做手工。

14 我喜欢快乐的学校生活， 我会好好
7 学习， 做个好学生。

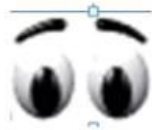
- 1. Intervention**
 Tier 1, 2, 3 grouping.
 Intervention:
 Tier 1: In-class intervention
 Tier 2: Small group interventi
 Tier 3: One on one instruction
 Students are referred to Speci
 after nine weeks of interventi
- 2. Progress Monitoring: Weekly**







练习时



看到



听到

练习的字

我和同学们造的句子

故事情节

感到

造句的声音

表演的声音

问答的声音

学会的快乐

应用的快乐

合作的快乐

读书的快乐




Building Student Efficacy: self-awareness of progress; the **joy** of learning



Comprehension strategies: Graphic Organizers, Retelling the story, multiple choices, role play, reporting/presentations

名字: _____ 日期: _____

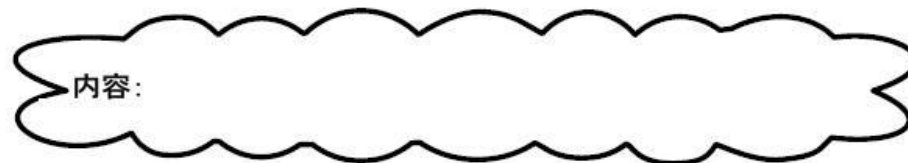
三明治图表——把主题写在最上面，内容写在中间，结尾的句子写在最下面。



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 RtI
Procedure for Low/Low Students in 2nd grade

L1 = English Reading Specialist

L2 = Chinese Teachers – Classroom/Interventionist

IF students in the **fall** are

1. Receiving Tier 2 support in Immersion (* see criteria chart below)

AND

2. Below 25thile on **English Oral Reading Fluency Benchmark** – L1 would administer an ORF benchmark (3 – 1 minute reads 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 5x/week
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 students in **winter** are

Still low in Immersion assessments* during January assessment window **(these students would be required to take the Winter NWEA 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 RtI
Procedure for Low/Low Students in 3-5th grade

L1 Teacher = English LA Teacher (ELT)

L2 Teacher = Building English Reading Specialist

IF students in the fall are

1. Receiving Tier 2 support in Immersion (* see criteria chart below)

AND

2. below the 40th %ile on the NWEA
3. below the 25th % 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 RtI – if still below goal after 6 weeks

Spanish Immersion Criteria for RtI – Must meet 3 of the 4 Criteria *

- DORA High Frequency Words – 1 grade level below
- DORA Phonics – 1 grade level below
- DORA Word Recognition – 1 grade level below
- Spanish Fluency - 25thile or lower (LSF, SRF, ORF)

Chinese Immersion – Must meet both Criteria *

- NWEA – below the 25thile
- Chinese Fluency – 25thile or lower (ORF, PNF)

Chinese Immersion – Must meet both Criteria *

- NWEA – below the 25thile
- Chinese Fluency – 25thile or lower (ORF, PNF)

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**



