

Implementing Best Practice Strategies

New Licensed Staff Induction Program



Module Overview/Purpose

- District 214's primary mission is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society.
- The D214 vision includes staff members who are leaders in instructional practices.

Objectives

- After today's session, participants will understand....
 - how RtI (Response to Intervention) can improve every student's learning through a variety of techniques.
 - ways to differentiate instruction to maximize student achievement.
 - key concepts of formative and summative assessment.

RtI (Response to Intervention)

According to the National Center on RtI...

"Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" (2010).

✓ Let's identify our school's RtI facilitator(s)*

Use these people as resources. They can observe classes, teach classes, and work with PLTs to help accomplish goals.

Levels of RtI

- **What are the three levels of RtI?**
- The **primary level** focuses on providing research-based best practice instruction to all students.
- The **secondary level** of RtI is characterized by smaller targeted groups of students who require additional support to be successful in the classroom. These students, for example, may receive additional support through academic resource room study and small group instruction.
- The **tertiary level** is for students who require intense, one-on-one instruction to be successful. The RtI pyramid outlines these levels of instructional support in this framework.

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

ACADEMIC SYSTEMS

BEHAVIORAL SYSTEMS

TIER 3/TERTIARY INTERVENTIONS

1-5%

- Individual Students
- Assessment-Based
- High Intensity

1-5%

TIER 3/TERTIARY INTERVENTIONS

- Individual Students
- Assessment-Based
- Intensive, Durable Procedures

TIER 2/SECONDARY INTERVENTIONS

5-15%

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

5-15%

TIER 2/SECONDARY INTERVENTIONS

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

TIER 1/UNIVERSAL INTERVENTIONS

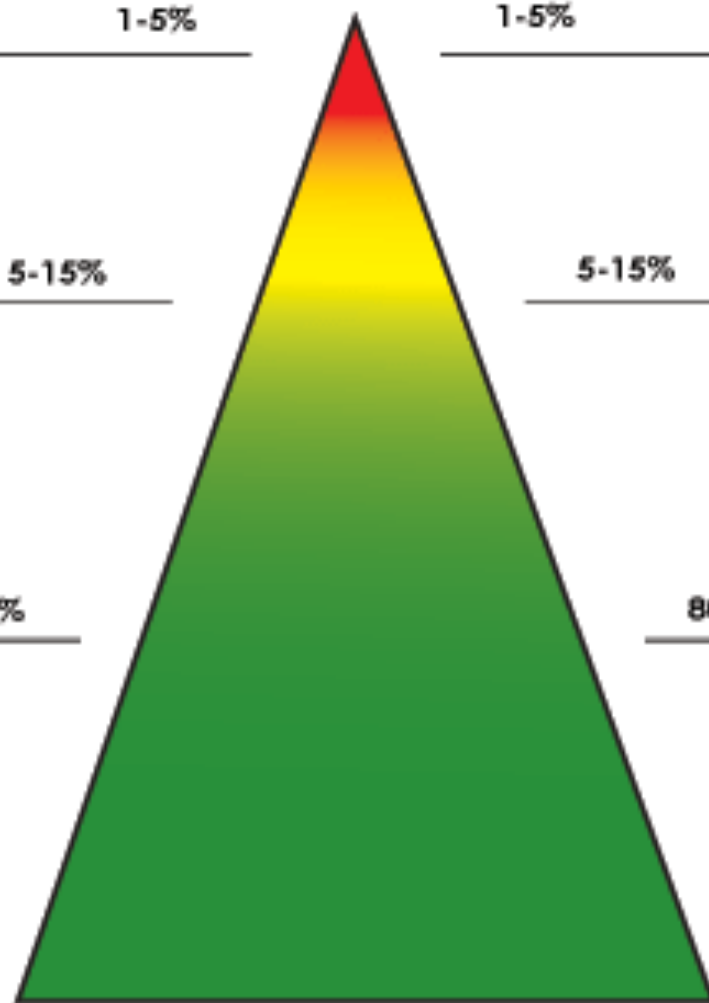
80-90%

- All Students
- Preventive, Proactive

80-90%

TIER 1/UNIVERSAL INTERVENTIONS

- All Settings, All Students
- Preventive, Proactive



Ways to Differentiate Instruction

- Use a variety of modalities (visual, auditory, kinesthetic)
- Provide students with choices as much as possible
- Use frequent formative assessment to guide direction of teacher's next steps
- Vary student grouping based on student needs
- Help students to self-assess and be aware of strengths and weaknesses

Assessment for/of Learning

- Assessment for Learning (formative assessment)
 - Used by teachers to make instructional decisions
 - Examples: written feedback, ungraded quizzes, exit slips
- Assessment of Learning (summative assessment)
 - Used by teachers to evaluate student achievement
 - Examples: unit tests, semester exams,

Grading/Student Feedback

- Grading is not the only way to give feedback to a student
- Incorporate peer feedback and student self-assessment as often as possible
- Rubrics provide guidelines and expectations for students and allow for consistent grading
- Providing examples of strong and weak work allows students to see the connection between the criteria on the rubric and the finished product

Questions/Comments

- What questions do you have about the information presented today?
- Is there a topic that you feel you need more information on?
- Do you have any specific concerns at this time?