

Taking Action: Connecting PLCs and RTI

Mike Mattos

How does your school respond when students don't learn? Compelling evidence shows that response to intervention can successfully engage a school's staff in a collective process to provide every student with the additional time and support needed to learn at high levels. Yet, at many schools, this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices that are misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger, schoolwide framework required to successfully create a multitiered system of supports.

Outcomes include:

- Understanding the guiding principles behind a multitiered system of interventions
- Learning the essential actions that collaborative teams must complete at Tier 1 to effectively respond when students don't learn
- Prioritizing resources to address academic and behavior interventions
- Beginning to create a pyramid of interventions for your school



Solution Tree



Mike Mattos

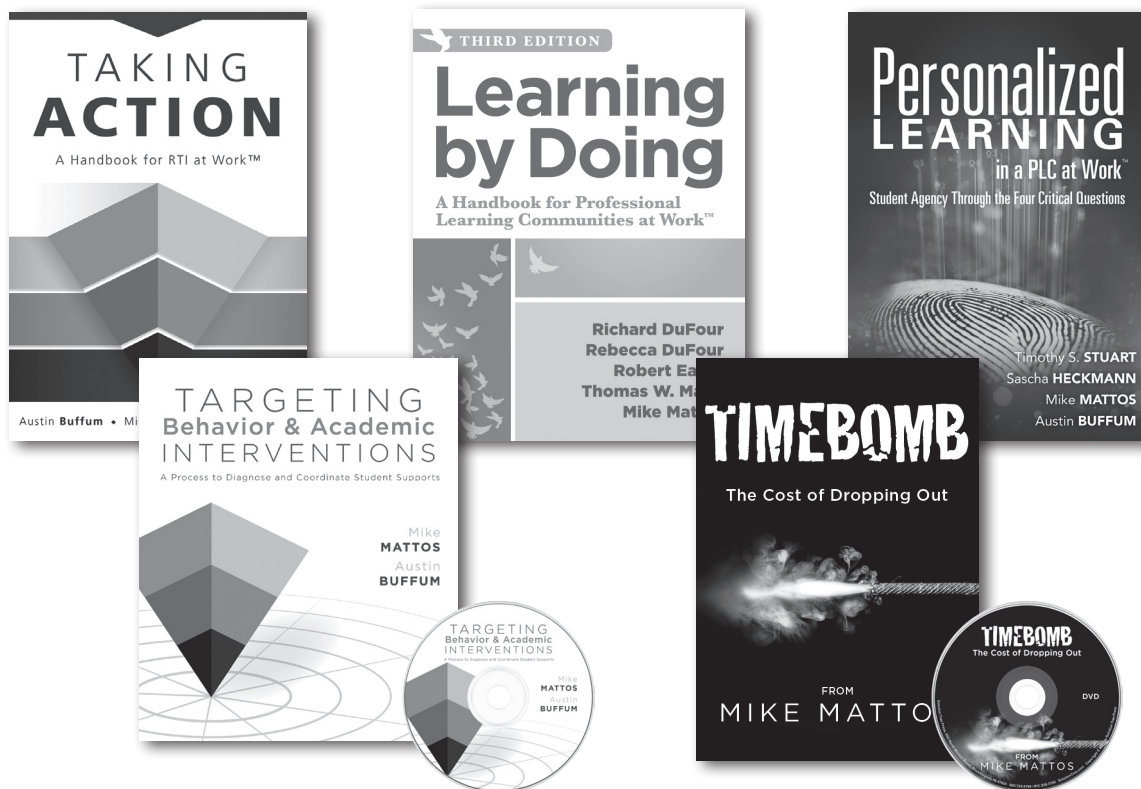
Mike Mattos specializes in uniting teachers, administrators, and support staff to transform schools by implementing response to intervention and PLCs. He is an architect of the PLC at Work and RTI at Work models.

Mike is former principal of Marjorie Veeh Elementary School and Pioneer Middle School in California. In 2004, Marjorie Veeh, an elementary school with a large population of youth at risk, won the California Distinguished School and National Title I Achieving School awards.

The standardized test scores at Pioneer, a National Blue Ribbon School, rank among the top 1 percent for California secondary schools. For his leadership, Mike was named the county's Middle School Administrator of the Year by the Association of California School Administrators.

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PLC
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**TAKING
ACTION**
Connecting PLCs and RTI



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In a PLC, Collaborative Teams Focus on Four Critical Questions

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

(DuFour, DuFour, Eaker, Many, & Mattos, Learning by Doing, 2016, p. 36)

When it comes to how educators should respond when students struggle in school, the research and evidence in our field have never been more conclusive—

Response to intervention (RTI) is the best way to intervene.




Multitiered System of Interventions

aka:

Response to intervention (RTI)

Multitiered system of support (MTSS)



“RTI’s underlying premise is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need.”

—Buffum, Mattos, & Weber, *Simplifying Response to Intervention: Four Essential Guiding Principles* (2012), p. xiii

Response to Intervention has an exceptional average yearly impact rate of **1.29 standard deviation**.

(Hattie, “250+ Influences on Student Achievement,” <https://goo.gl/ZLi4qQ>)

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A one-standard deviation increase is typically associated with advancing student achievement by **two to three years**.

(Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Student Achievement*, 2009, p. 7)

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Session Outcomes

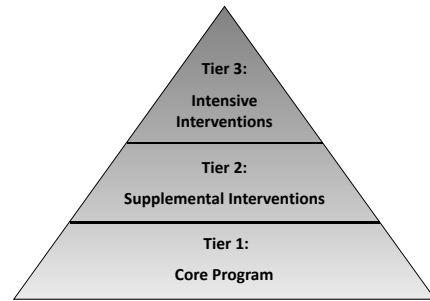
- Describe the correct thinking and essential elements of a **systematic, multitiered** intervention process.
- Show how the PLC process is required to successfully implement RTI or MTSS.

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THE BIG PICTURE

How do we visually
think about a
multitiered system
of support?

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Tier 1:
Core Program

!?

What do all students
need at Tier 1?

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The purpose of Tier 1 is to provide ***all*** students access to essential grade-level curriculum and effective initial teaching.

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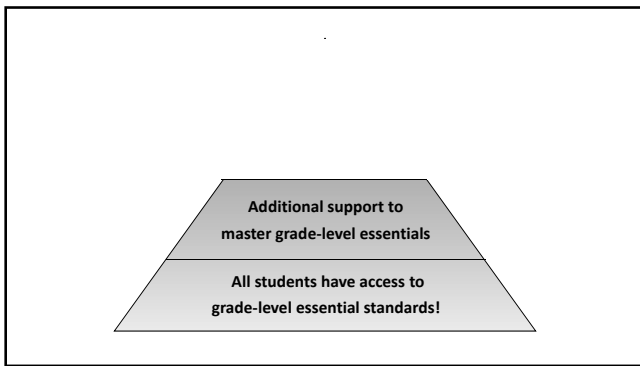
All students have access to
grade-level essential standards!

At the end of every unit of study, some students need additional time and support to master their essential grade-level curriculum.

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Tier 2:
Supplemental Interventions

Tier 1:
Core Program

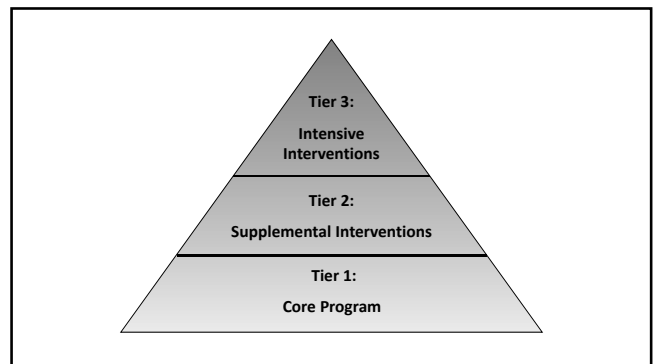


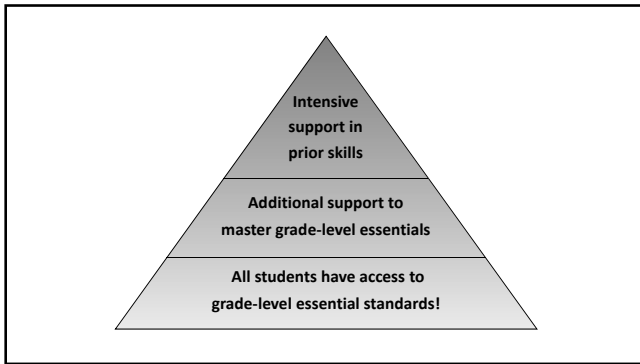
This support is focused on very specific essential standards and learning targets.

Placement into Tier 2 interventions must be timely, targeted, flexible, and fluid.

Some students enter each school year lacking essential foundational skills they should have mastered in prior years—such as foundational reading, writing, number sense, and English language.


These students require intensive interventions in these areas to succeed.





Universal Skills of Learning


- Reading
- Writing
- Number sense
- English language
- Attendance
- Behavior



Universal skills are developed over time.


Intensive interventions need to be provided for targeted students as part of their instructional day.

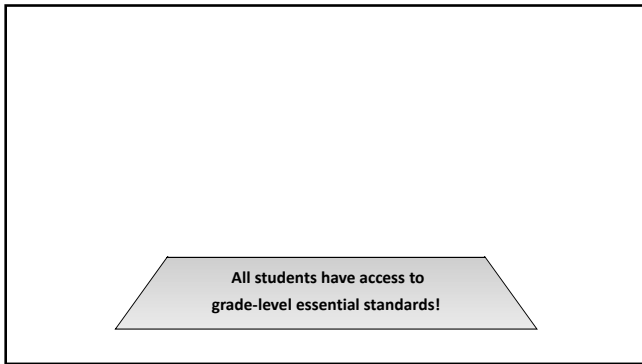
These intensive interventions should be provided by staff who are most highly trained in the student's targeted area of need.

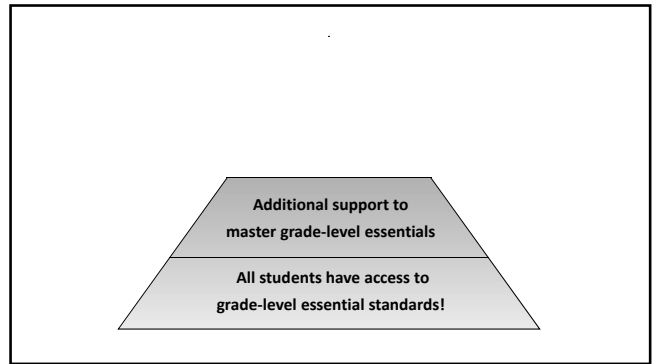


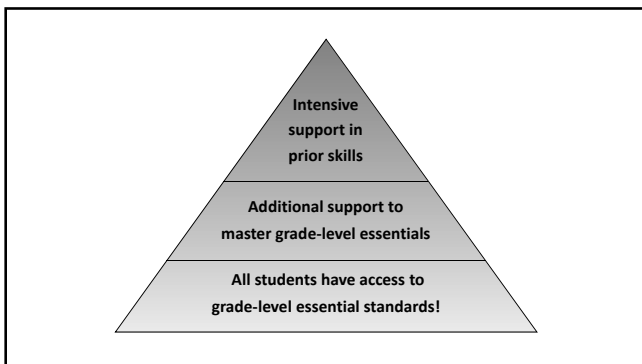
Critical Point!

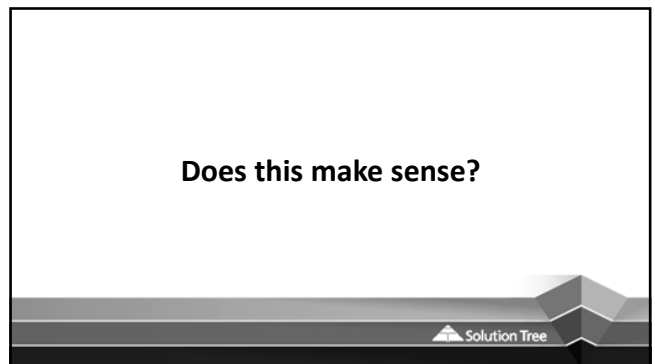
Some students require all three of the prior essential outcomes to learn at high levels.











Where does special education fit into the pyramid?

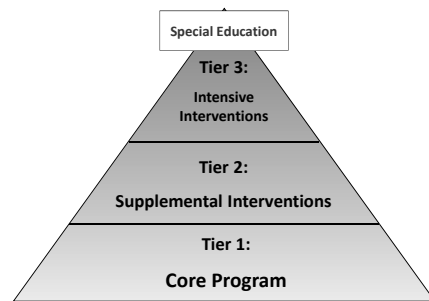
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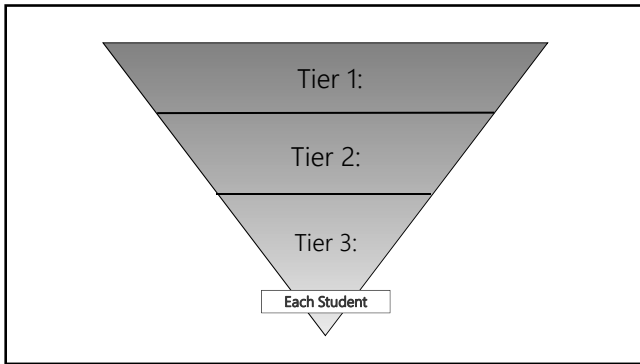
EIS - Early Intervening Services

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If RTI works, then why do we still have an achievement gap?


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*Evaluation of Response to Intervention Practices
for Elementary School Reading, US Department
of Education*

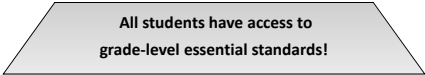
(Balu, Zhu, Doolittle, Schiller, Jenkins, & Gersten, November 2015)



Sixty-nine percent of schools in the impact sample offered at least some intervention services *during* Tier 1 core instruction. In such schools, intervention may have “displaced instruction time and replaced some small-group or other instruction services with intervention services.”

—Balu et al., 2015





What Is It We Expect Students to Learn?						
Grade:	Subject:	Semester:	Team Members:			
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards	
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?	

Essential Standards Criteria (Reeves, 2002, p. 54)

1. **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
2. **Leverage:** Will it provide knowledge and skills that are valuable in multiple disciplines?
3. **Readiness:** Will it provide students with knowledge and skills essential for success in the next grade/level of instruction?

—Buffum, Mattos, & Weber, *Simplifying Response to Intervention* (2012)

Essential Standards Chart

What Is It We Expect Students to Learn?						
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MATH: SECOND-GRADE ESSENTIAL STANDARDS

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can compare whole numbers to 1,000 by using symbols $<$, $=$, $>$.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Example: What goes in the box to make this problem correct?</p> $62 \square 21 + 31$ $< > = +$	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I know the place value of digits from 1 to 1,000. I understand key words: <i>greater than</i>, <i>less than</i>, <i>fewer</i>, <i>least</i>, and <i>most</i>.</p>	<p>What assessments will be used to measure student mastery?</p> <p>CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.</p>	<p>When will this standard be taught?</p> <p>September</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can compare money written in decimal form.</p>
<p>I can use commutative and associative rules to simplify addition and check my answers.</p>	<p>Example: Which problem can you use to check your answer for $9 + 5 = 14$?</p> $13 - 5 = 9$ $14 - 9 = 5$ $5 + 9 = 14$	<p>I understand relationships within fact families.</p>	<p>Same as above</p>	<p>October</p>	<p>I can use commutative and associative rules to simplify multiplication and check my answers.</p>

Essential Standards Chart: What is it we expect students to learn?									
Grade:	9	Subject:	Concept. Physics	Semester	Two	Team	J. Rudasill	N. Duncan	
						Members:	P. Barnard	M. McGrannahan	
							C. Hyslope		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	Extension Standard
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	What will we do w/ students have learned the essential standard(s)?
I can explain how energy is stored and transferred.		Identifying the positions at which energy converts to varying forms and where they are equal and apply the calculations associated with the skill.		Conservation of Energy, Potential Energy, Kinetic Energy		Calculate the potential and kinetic energy of a skateboarder in a half pipe at the top, middle and bottom of the process.		Early January	Design a roller coaster. Calculate and label KE, V, and G – forces.
I can describe the properties of magnetism and electromagnetism.		Create an electromagnetic coil that functions properly and student can explain how to increase and decrease electric output.		Polarity, magnets, neodymium, iron, polarity, field lines, charge particles		Draw magnetic field lines around a bar magnet and properly label all lines and fields.		January	Apply electromagnetic to everyday applications and machines.
I can explain the relationship between current, voltage, and resistance.		Students can create a parallel and series circuit and properly calculate current, voltage and resistance.		Direct/alternating Currents, Ohm’s Law, Short Circuiting, circuit flow, Open and Closed Circuits		Students will be asked to measure the current and resistance in a parallel circuit and then calculate these as well. They will then compare calculated and actual and determine reasons for errors and differences.		February	Design and build working speaker
I can explain the relationship between energy, frequency, and wavelength.		A string vibrates at its fundamental frequency. If the frequency is increase, causing the string to vibrate at its second harmonic, the Student can explain what happens to the speed of the wave on the string.		wavelength, frequency, period, amplitude, harmonic, longitudinal, transverse, oscillation, medium, interference		Using words like “wavelength” and “energy”, why were radio and low powered microwaves chosen for cell phones and not another waves like ultraviolet?		March/April	Explain how hearing slowly occurs in the auditory system.

Buffum/Mattos/Weber, 2011

In a PLC, Collaborative Teams Focus on Four Critical Questions

1. What do we expect students to learn?
2. How do we know they are learning it?
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4. How do we respond when they have already learned?

 Solution Tree

The school leadership team must create a master schedule that ensures all students ...

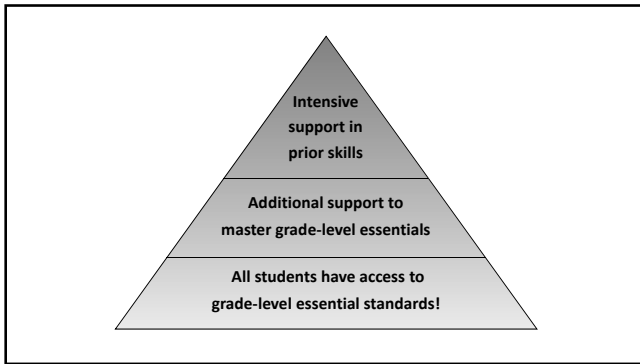
1. Have access to essential grade-level standards.
2. Have access to Tier 2 supplemental help when needed.
3. Have access to Tier 3 intensive remediation if needed.

 Solution Tree


All students have access to
grade-level essential standards!

Additional support to
master grade-level essentials

All students have access to
grade-level essential standards!




- www.allthingsplc.info/files/uploads/schedule_examples_elementary.pdf
- www.allthingsplc.info/files/uploads/middle_high_intervention_examples.pdf
- www.allthingsplc.info/evidence

 Solution Tree

“The most common implementation of RTI is fairly rigid ... with schools often using a single test to identify students for Tier 2 and a standard set of interventions once they get there.”


—Sparks, “RTI Practices Fall Short of Promise,” *Education Week* (November 2015)

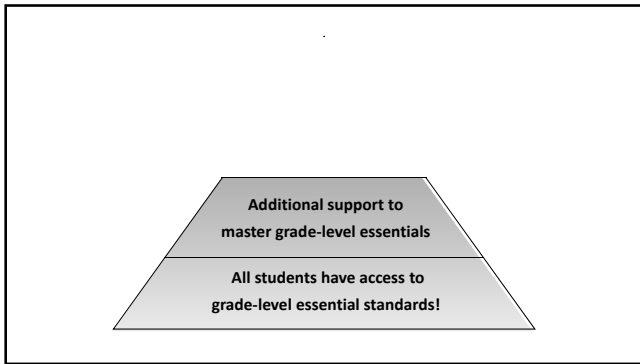
 Solution Tree

A Systematic Response Must ...

- Identify
- Determine
- Monitor
- Revise
- Extend


... regardless of the teachers.

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In a PLC, Collaborative Teams Focus on Four Critical Questions

1. What do we expect students to learn?
2. **How do we know they are learning it?**
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?



Tier 2

Team-created common formative assessments



The study found that, “even in schools using the more traditional model of providing intervention services only to readers below grade level, classroom teachers played an additional role and provided intervention services to 37 percent of those groups”

—Sparks, “RTI Practices Fall Short of Promise,” *Education Week* (November 2015)

Common Assessment Team Protocol

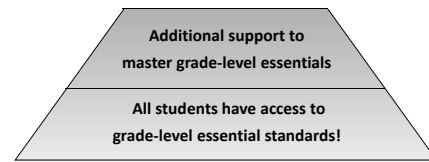
This protocol is designed to help a teacher team quickly and efficiently discuss a common assessment. If each teacher reviews his or her own assessment data prior to the team meeting, then the team should be able to collectively complete this activity within a typical team meeting of forty-five to sixty minutes.

1. Which specific students did not demonstrate mastery on which specific standards? (Respond by the student, by the standard)
2. Which instructional practices proved to be most effective?
3. What patterns can we identify from the student mistakes?
4. How can we improve this assessment?
5. What interventions are needed to provide failed students additional time and support?
6. How will we extend learning for students who have mastered the standard(s)?

Five Ways to Make Interventions More Intensive

- More frequent
- Longer duration
- Smaller ratio
- **More targeted**
- **More highly trained person administering the intervention**

 Solution Tree



Intensive support in prior skills

Additional support to master grade-level essentials

All students have access to grade-level essential standards!

Universal Skills of Learning

- Reading
- Writing
- Number sense
- English language
- Attendance
- Academic and social behaviors

 Solution Tree

Coordinate schoolwide human resources to best support core instruction and interventions, including:

- Site counselor
- Psychologist
- Speech and language pathologist
- Special education teacher
- Librarian
- Health services
- Subject specialists
- Instructional aides
- Other classified staff

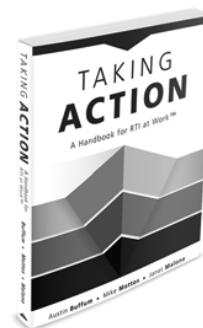
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In a PLC, Collaborative Teams Focus on Four Critical Questions

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Taking Action Breakout

Key Ideas and Action Steps

Reflection #1:

At your school/district, can targeted students receive Tier 1 (access to grade-level essential curriculum), Tier 2 (extra-support in mastering grade-level essential curriculum), **and** Tier 3 (intensive remediation in foundational skills)? If not, why not?

Reflection #2:

Has your school/district used the PLC process to create a guaranteed and viable curriculum? Do all students have access to these grade-level essential standards at Tier 1? Do these standards drive Tier 2 interventions? If not, why not?

Reflection #3:

Do common assessment results determine staff assignments for interventions? Do your most at-risk students have access to the best trained staff in their areas of need? If not, why not?