Working Together to Support RTI Efforts

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Teacher Quality Work at Vanderbilt University

- Meet Elementary and Secondary Education Act (ESEA, 2002) and Individuals with Disabilities Education Act (IDEA, 2004) priorities.
  - Scientifically based instruction: beginning reading
  - Improved least restrictive environment profiles
  - Greater integration of students with disabilities in the general education curriculum and environment
  - Improved outcomes for students with disabilities and economically disadvantaged students
What Is an Innovation Configuration?

- Development and implementation of educational innovations and methodologies (30 years).
  - Evaluate programs and fidelity of implementation of educational interventions.
  - Professional development tools guide implementation of innovation within a school and to facilitate the change process.
Definition

Innovation Configurations can be viewed as tools to assess **content** and **quality** of teacher preparation and professional development.
TQ Center Innovation Configurations

- Determine the degree to which **federal policies** and **evidence-based practices** are implemented in coursework and training.
  - Focuses on an entire program (not a single syllabus or professional development event)
  - Identifies the range and depth of the competencies addressed
  - Identifies the strengths, gaps, and redundancies
  - Creates consistency in common vocabulary and coherency within programs
Innovation configuration design typically have two dimensions:

- Essential components of the innovation
  - Essential components are based on research, policy, and best practices.
  - Descriptors and examples are included to guide application of criteria to coursework, standards, and classroom practice.

- Degree of implementation
  - The degree of implementation determines the breadth and depth of content coverage.
Levels of Implementation

- **No mention.** The component is not mentioned. (Code = 0)
- **Mentioned.** The component is mentioned. (Code = 1)
- **Mentioned, plus readings/tests** are specified. (Code = 2)
- **Mentioned, plus readings/tests, plus assignments such as papers, projects** are required. (Code = 3)
- All prior levels, **plus supervised practice (fieldwork) with feedback about degree of success** are required. (Code = 4)
Application of Innovation Configurations

- IHE faculty self-assessment, self-reflection, course improvement
- IHE department heads, deans, and other university administrators, high-quality instruction in teacher preparation programs
Application of Innovation Configurations

- State departments of education, instruction statewide with common language and goals that are consistent with federal policy (e.g., Maryland, Connecticut, Massachusetts, and Colorado)

- Grant performance measures of evidence-based practices within the curriculum (OSEP 325T grants)

What Is the Scientifically Based Reading Instruction Innovation Configuration?

- Essential key components (content validity)
  - *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998).
  - *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (National Reading Panel, 2000).
  - Policy support
    - ESEA (2002)
    - IDEA (2004)
Scientifically Based Reading Instruction Essential Components

- Scientifically based reading research/ESEA/IDEA
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Integration of components
- Systematic and explicit instruction
- Screening and progress monitoring assessment

Inter-Judge Reliability: approximately 0.85

See Smartt and Reschly, 2007
## Scientifically Based Reading Instruction

### Innovation Configuration (See Handout)

<table>
<thead>
<tr>
<th>Key Essential Component</th>
<th>None Code = 0</th>
<th>Mention Only Code = 1</th>
<th>Mention Plus Readings/Tests Code = 2</th>
<th>Plus Assignments Code = 3</th>
<th>Plus Supervised Practice Code = 4</th>
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<td>Integration</td>
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<td>Progress Monitoring</td>
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</table>
Practice Using an Innovation Configuration

Your Turn!
Innovation Configurations

- Innovation Configurations (Hall & Hord, 1987; Roy & Hord, 2004)

- TQ Center Innovation Configuration Topics
  - Scientifically Based Reading Research (Smartt & Reschly, 2007)
  - Classroom Organization and Behavior Management (Oliver & Reschly, 2007)
  - Inclusive Practices (Holdheide & Reschly, 2008)
  - Learning Strategies (Schumaker, 2009)
  - English Language Learners (McGraner & Saenz, 2009)
  - RTI in Middle and High Schools (Reschly & Wood-Garnett, 2009)
  - Mathematics Instruction and Assessment (Coming Soon)
Texas Reading First Higher Education Collaborative

- From 15 members in 2000 to 300 members from 100 IHEs
- Includes educational administration faculty and teacher educators (general and special education)
- Traditional certification programs and alternative certification programs
Higher Education Collaborative Goal: Establish a community of members who collaborate in the ongoing process of adjusting their instruction and materials to ensure the preparation of highly qualified teachers and school administrators.
Texas Reading First Higher Education Collaborative Members

- Share knowledge and expertise through a series of seminars.
- Revise syllabi and course requirements to incorporate scientifically based reading instruction.
- Participate in site visits and observations to support implementation.
As a Result...

- The Higher Education Collaborative has resulted in the following:
  - Teacher educators incorporating evidence-based research and instruction in preservice courses
  - The formation of sustainable collaborative relationships
- More states are interested in forming collaboratives.
- The TQ Center is committed to supporting such efforts.
Goals

• Provide RCCs a tool to initiate conversations within state education agencies (SEAs) regarding the role of teacher preparation programs in RTI implementation efforts.

• Provide a planning template to facilitate collaborative efforts between SEAs and IHEs leading to a comprehensive, statewide RTI initiative.
Five Areas of Consideration to Enhance Teacher Preparation in RTI

- Enhancing State Leadership
- Establishing Expectations
- Ensuring Implementation Fidelity
- Promoting Data Use
- Tracking Progress
Enhancing State Leadership

- The SEA has IHEs represented on their state RTI implementation team.
- The SEA has developed partnerships with colleges and universities to respond to the RTI training needs in the state.
Five Areas of Consideration

- Establishing Expectations

- The SEA has reviewed the state licensure standards to ensure the essential competencies of RTI are reflected within all licensure standards.

- The SEA has ensured that all state’s student achievement standards, instruction, and assessments are structured that learning builds progressively from grade to grade.
Five Areas of Consideration

- Ensuring Implementation Fidelity
  - The SEA and IHEs develop an initiative to train IHE general and special education faculty to ensure that RTI is integrated into the content and methods of instructional curriculum within all licensure areas.
  - The SEA offers training and tools designed to evaluate current teacher preparation efforts in the essential competencies of RTI; especially in reading and math.
Five Areas of Consideration

Promoting Data Use

The SEA identifies state and other assessments and/or criteria for selecting both summative and formative assessments that can be used for universal screening and progress monitoring for beginning reading and math. The SEA and IHE work collaboratively to ensure that faculty and professional development providers can educate teachers and teacher candidates on how these assessments can be used to monitor progress.
Five Areas of Consideration

- Tracking Progress
  
  - The SEA works with IHEs and LEAs to determine data collection needs to evaluate training initiatives.
  
  - The SEA monitors student achievement data, as measured by state-wide assessments, to determine areas for strengthening teacher preparation and professional development.
Take Five!

Review document with partner and discuss the following:

- Reactions
- Thoughts
- Suggested modifications

Questions/thoughts?
Essential partners to improving student achievement through RTI
The Situation

Universities, colleges, community colleges, and alternative certification programs prepare teachers and administrators and determine the following:

- Knowledge that teachers acquire
- Attitudes and dispositions of teachers
- Schema that teachers develop
- Instructional practices of teachers
Therefore….

➢ It is imperative that those educating our future teachers are informed about the following:

- National and state initiatives
- Research and data regarding initiatives
- What teachers need to know and be able to do to implement RTI effectively
- RTI in general
Informing Teacher Educators

Who informs the teacher educators about the following?

- Laws and implementation expectations of RTI
- Principles of RTI
- Link between RTI, evidence-based practices, and student achievement
- Link between RTI and state school improvement efforts
What Can We Do to Support Teacher Educators?

At your table, please do the following:

• Introduce yourself and your role/position.
• Select a facilitator.
• Select a recorder.
• Select a reporter.
Brainstorm

Focusing on your role, what have you done or do you plan to do that informs and instructs education stakeholders in your state about RTI?

- For example, podcasts, meeting facilitation, professional development, sustained coaching

- Record each activity; prepare to share.

- You have five minutes.
Consider I HEs

- What do you know about what is going on in the teacher education institutions in your region?
- What would you like to know?
- You have five minutes to discuss and record your notes.
When I think about involving teacher educators in supporting the implementation of RTI, I am most concerned about....
How Can We Support and Collaborate With Teacher Educators?

- In learning about RTI
- In disseminating information to teacher candidates
- In inquiring about the competencies associated with RTI
- In teaching candidates how to apply the precepts of RTI
- In becoming involved at a leadership level
- In collaboratively developing state RTI training initiatives
Consider “WII-FM”

How will the involvement of teacher educators in the RTI implementation process do the following?

- Benefit them
- Make their lives easier
- Contribute to their professional goals
- Enhance their candidates’ knowledge and skills
How can I, in my current role, include teacher educators in efforts to implement RTI?

How can I support teacher educators at IHEs in acquiring the essential RTI competencies so that they then can instruct teacher candidates about RTI?
Action Planning Guide

- How can I support teacher educators at IHEs in informing teacher candidates about RTI?
- How can I promote collaborative efforts among teacher preparation programs, SEAs, and LEAs to share information and coordinate efforts related to RTI?
Choose three activities and determine the following:

- Who are the targeted stakeholders?
- What are the steps to accomplish the activity?
- Who are the people responsible for each step?
- How will the effectiveness of the activity be evaluated?
Let’s Share

➤ Choose one activity to share per table.
Your Plans Are Important!

- Submit your plans for us to copy.
- They will be returned to you before you leave for the day.
- You will each receive a list of the activities suggested.

Thank you!
References


References


References


References


Presenters

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