



Rtl Follow Up

10-13-10

2:00 to 3:00
Millburn West Cafeteria



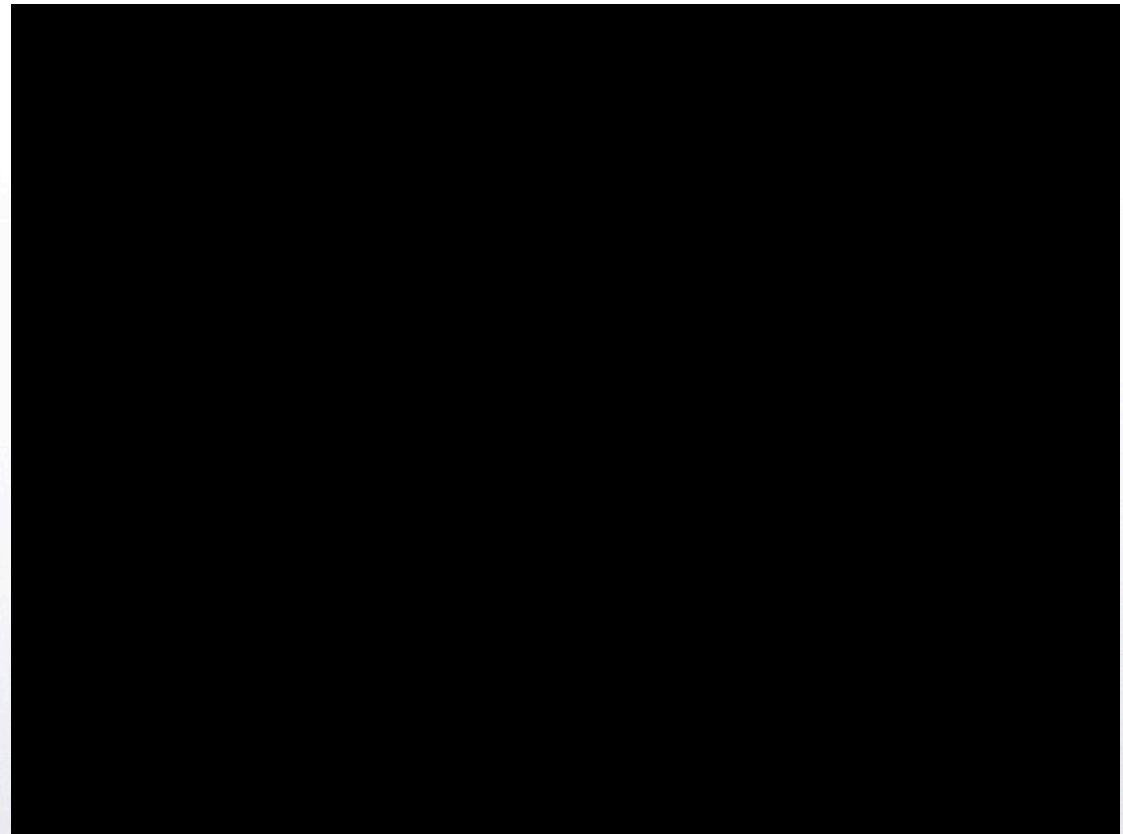
Agenda

- Look at staff responses to online survey questions.
- Answer questions to those asked.
- Celebrate things we like about Rtl.
- Icebreaker: A bit long, hopefully you will find humor in it. Intro, background



Icebreaker

- Mill Nye the Science Guy
- Heredity & Genetics
- 5 day project
- He keeps going and going and...

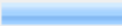







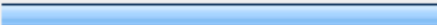


A Look at the Survey Questions:

- You are NOT required to make a binder. Yet :)
- The homeroom teacher is **REQUIRED** to make contact.

1. Are teachers required to construct a binder for RtI?

	Response Percent	Response Count
Yes 	23.3%	17
No 	48.6%	34
Not Sure 	30.1%	22
<i>answered question</i>		73
<i>skipped question</i>		0

2. Who is responsible for making contact with parents about a student who qualifies for RtI services?

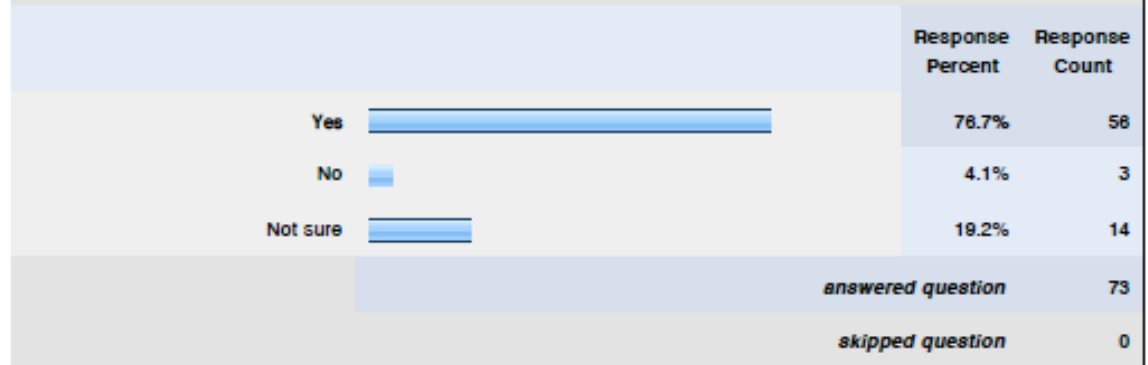
	Response Percent	Response Count
Principal 	0.0%	0
Homeroom Teacher 	84.9%	62
Interventionist 	15.1%	11
Psychologist 	0.0%	0
<i>answered question</i>		73
<i>skipped question</i>		0



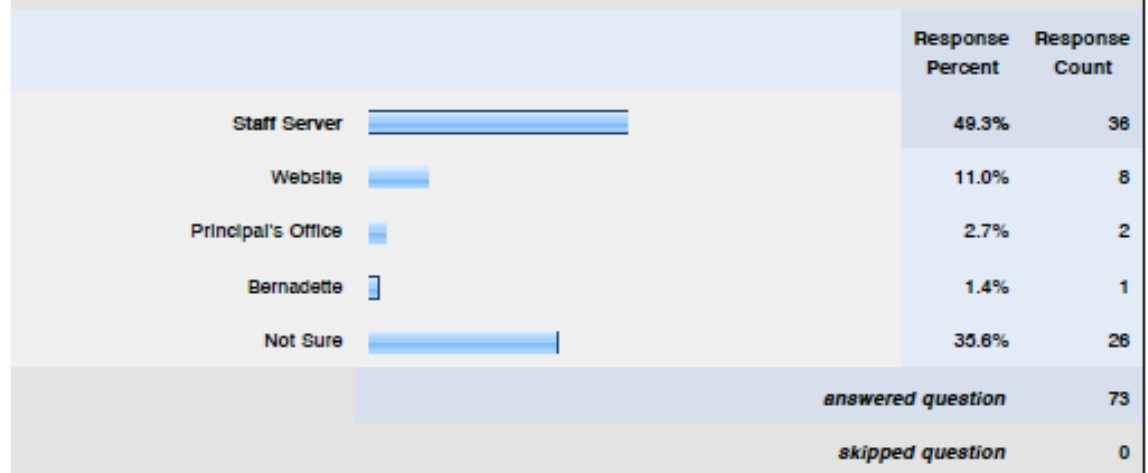
A Look at the Survey Questions

- Yes there is a form letter that is sent to families about students that will start Rtl.
- IPF forms are located on the Server in a folder called “--- Rtl”. This is a bit under construction.
- Bernadette? Really? Come on, Really? Really Seth? :)

3. Is there a district form letter that is sent to families about starting Rtl services?



4. Where are the IPF forms located?

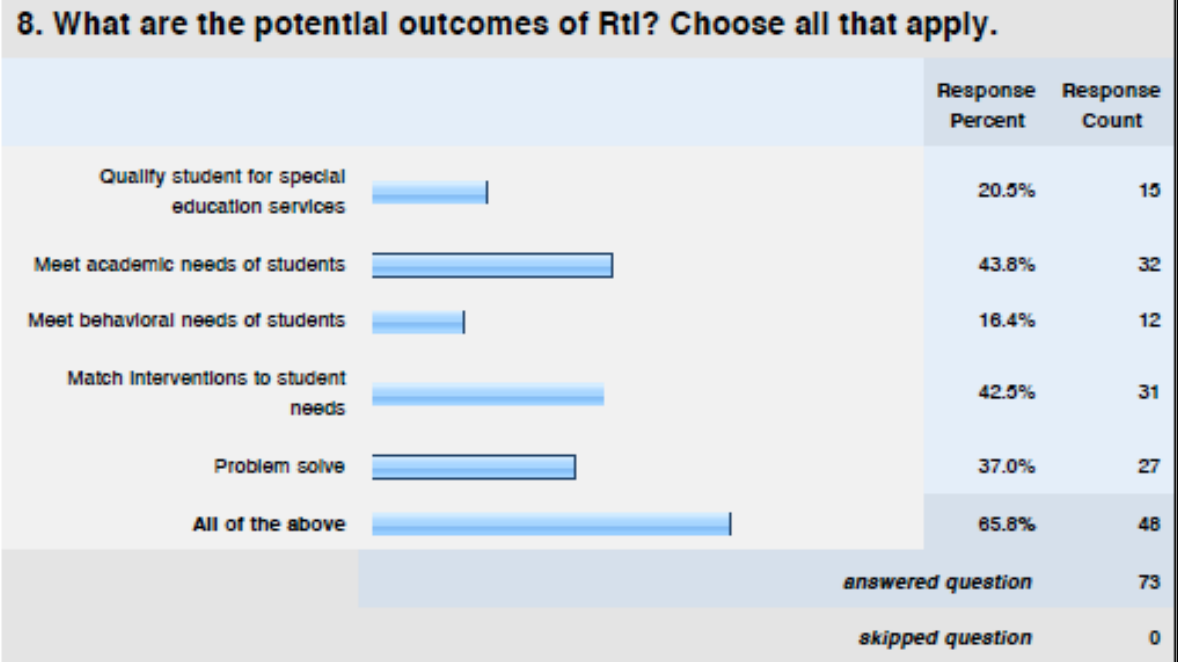


A Look at the Survey Questions

5. Rate your comfort level on the processes of Rtl.						
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable	Rating Average	Response Count
My Comfort Level	11.0% (8)	27.4% (20)	47.8% (35)	13.7% (10)	2.64	73
					<i>answered question</i>	73
					<i>skipped question</i>	0

- Okay so out of the people that took the survey 86.3% are Meeting or Exceeding in the state standards in the categories Somewhat comfortable to Very comfortable! Yee Hah!
- This gives us a good picture of where the staff is on this. We want to move the staff from the Not Comfortable and the Somewhat Comfortable categories to the Comfortable or Very Comfortable category.
- Also as important, we want to see more people moving into the Very Comfortable category so that we can prove that we are Exceeding the standards in Rtl for the state! :)

A Look at the Survey Questions



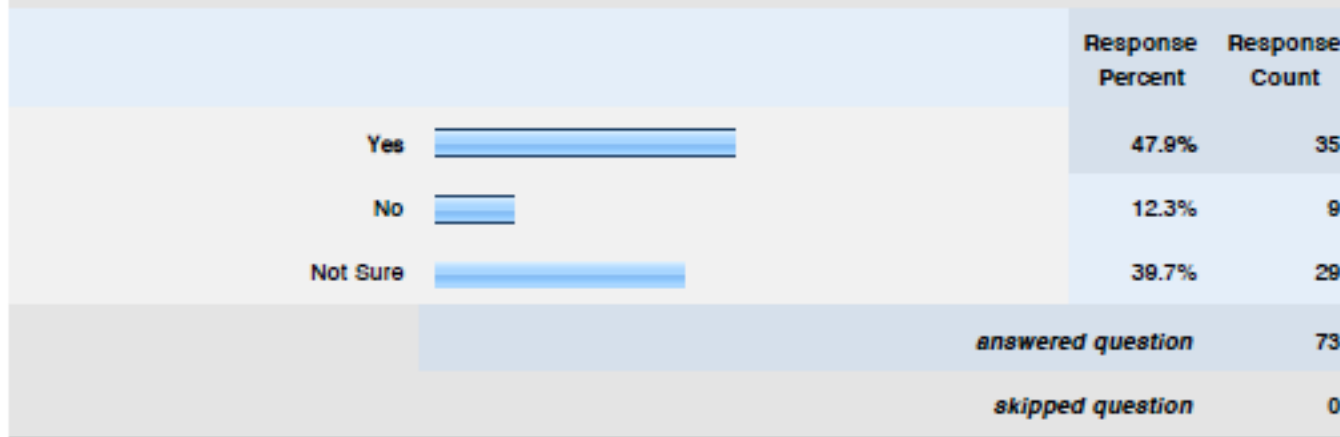
- Isn't it a clue when the question says **“Choose all that apply”**?
- Majority of you knew that all of these are potential outcomes for RtI. Bravo!
- Okay we slipped in the Behavioral outcome. This is coming...it is called PBIS...look for it in a school near you! More importantly...the school you are in next year! :)



A Look at the Survey Questions

- Includes all the Reading Resource Teachers: Marasco, Stone, Kilcoin-Johnson, Langanke, Washington,
- Includes several Related Arts / PE Teachers: Norgard, Lancaster, Rohlwing/Ames, Hoetzer, Tschanz, Souza, Reu
- Includes several Middle School Reading Teachers: Harpke, Tabourot, Oswald, Calhoun
- Includes anyone that we might have overlooked: ??

9. Do you know who the staff members are that deliver RtI services?





A Close Look at Survey Questions 6 and 7

6. Please list an unanswered question that you have about Rtl.

	Response Count
	24
<i>answered question</i>	24
<i>skipped question</i>	49

7. Please share something that you like about Rtl.

	Response Count
	27
<i>answered question</i>	27
<i>skipped question</i>	48

Who is ready to take a look at this?



7. Please share something that you like about Rtl.

	Response Count
1. early intervention w/ a team approach	27
2. I love that we are meeting each month to discuss progress	answered question 27
3. Some of the interventions that are put in place for the students to help them.	skipped question 48
4. Though there is undoubtedly merit, and I could easily make something up; it is more important to understand that morale is too low for people to respect this merit. Interestingly the merits are listed below...but scores on ISAT aren't mentioned.	
5. Less paperwork for speech/ artic kids but same service.	
6. Earlier intervention provided than waiting for IEP development.	
7. A step to collect data...avoids immediate identification for special education.	
8. Interventions are assessed regularly to determine whether or not they are working.	
9. It's nice to see the students academic standing listed on the board so we can see their ratings.	
10. It's an opportunity to give services to students, even if parents are unwilling to meet for possible IEP situations.	

“You can never cross the ocean unless you have the courage to lose sight of the shore.”
- **Christopher Columbus**



7. Please share something that you like about Rtl.

	Response Count
	27
10. It's an opportunity to give services to students, even if parents are unwilling to meet for possible IEP situations.	27
11. I like that it provides a child with the chance to succeed. When they see their progress, they are excited that they have accomplished something and motivates them to continue the hard work that it will take to get them closer to grade level. I like that it is forcing districts to provide for students instead of letting them slip through the cracks. I like that it front end loads the services instead of waiting until they are older and making it more difficult for them to achieve. I like that the parents don't have a choice when it comes to those services.	48
12. the teamwork	
13. The service of assisting those not on grade level.	
14. GPST meetings have been productive.	
15. The fact that students get help!! I don't like that there is no plan in place to replace	

“Even if you’re on the right track, you’ll get run over if you just sit there”
- **Will Rogers**



7. Please share something that you like about Rtl.

- the homeroom teacher at Resource. There has to be more consistency for the majority of the kids who are not in Rtl.
16. I enjoy seeing the excitement on the kids faces when they pass to a new stage of Symphony Math.
 17. Identifying students' needs early on, getting them interventions, and capitalizing on their successes. I appreciate the new programs available through our district.
 18. I like the monthly meeting to discuss student progress.
 19. We're finding students sooner that need some help rather than waiting for them to be really struggling. It puts more of the interventions back in the classroom.
 20. Student receives needed support sooner than before.
 21. I like the fact that students can receive the necessary services they need without an IEP
 22. Students in the reading programs have the opportunity for significant growth. These programs offer support that can not be given in the classroom.
 23. It reaches the low kids who wouldn't regularly get services.
 24. I feel more confident that students who are on the fence are continuously being brought to the surface, in order to reduce the number of students that may fall through the cracks.
 25. I differentiate for ALL kids better because of data
 26. Make sure students do not fall through the "cracks"
 27. I like that it provides students that do not qualify for other services with some kind of help. Hopefully, catching them before they fall through the cracks.
 28. Students that need extra help get it.

	Response Count
	27
<i>answered question</i>	27
<i>skipped question</i>	48

“Live your life each day as you would climb a mountain. An occasional glance towards the summit keeps the goal in mind, but many beautiful scenes are to be observed from each new vintage point.”
- Harold B Melchart



Movie Clip: Facing the Giants

Press Esc to exit full screen mode.

WINGCLIPS SELECT



00:00 / 03:28





6. Please list an unanswered question that you have about Rtl.

1. I think the process travels through too many people and the service isn't being extended to all of the students I think should qualify.

2. Too many to list, I really don't know where to start.

A comprehensive plan/outline that states the district's definition of terms/concepts and CLEAR expectation/responsibilities of those involved is needed. Classroom teachers are being inundated with "tasks" to do, with no clear direction or time to plan/organize these "tasks". The only thing that seems clear is that we are being told to teach for the test and poor NWEA/ISAT scores will lead to being fired, and tenure can't help us.

3. Do special teachers need to be aware of which students are in Rtl?

4. I am concerned that students could receive Rtl speech services but then might not qualify for OT if the speech service is provided by Rtl model vs IEP model.

5. Will special educators have any role?

6. When are the kids forms going to be on the server? I have tried to access them, and there are only a few listed?

7. How do we access the tools that should be made available to the classroom? Why does it take so long to give services to a child that clearly needs it? It's not a question, however I don't like that it takes so long to provide services to a student. Having the forms on the server is making it more difficult to get them filled out. It is not something that I can do at home.

	Response Count
	24
<i>answered question</i>	24
<i>skipped question</i>	49

Answers:

1. Team decisions; we have limits
2. See Website-Curriculum-Rtl
3. No. Of course it could help in some cases.
4. OT is starting Rtl too.
5. Perhaps. Some interventions when they are available and schedules conflict
6. Under construction: All but 2 grade levels at West.
7. In most cases, kids are getting service faster than they did prior to Rtl.



6. Please list an unanswered question that you have about RtI.

	Response Count
	24
8. Are other, more frequent progress monitoring tools available to classroom teachers aside from AIMSweb?	<i>answered question</i> 24
	<i>skipped question</i> 49
9. What does IPF stand for? What grade level is RTi started at? Can RTi be discontinued when student is found to be at grade level mid year or 3/4ths of the year into the service?	
10. Is the system flexible—can students get out if they are doing well??	
11. I don't have one.	
12. Why can't students new to Millburn, who are in need of immediate interventions, get the services with the other struggling kids? Waiting until the next pst meeting puts them even further behind.	

Answers:

8. Classroom Reading and Math tests
9. Instructional Planning Form; Kindergarten;yes.
- 10.Yes. This is a team decision during GPST's
11. Thanks for trying to come up with one :)
12. We need to have appropriate data to look at that justifies the need. It needs to be a group decision.



6. Please list an unanswered question that you have about Rtl.

	Response Count
13. Do we have to let a student fail before they qualify for special services?	
14. Is there a better way to train those who are delivering Rtl services? What would that be? I know there is frustration with this!	24
15. How are we going to determine whether or not a student is making adequate progress and what criteria will be used to say student is LD based on the data?	<i>answered question</i> 24
16. Scheduling is always an issue in middle school. How can we best serve the students without overwhelming them by taking away their resource time to do RTI programs?	<i>skipped question</i> 49
17. Will we begin math Rtl soon?	
18. Are we starting Rtl for math? Should these students be modified in the regular curriculum? Should the parents be notified of these modifications? If so, how?	

Answers:

13. No. Let's not do this. We have to provide interventions to see if child responds.

14. Yes. We are always looking to improve.

15. Is the student closing the gap with peers? Despite hard and heavy interventions, the child is not progressing.

16. Scheduling is always difficult at all grade levels. We have to give up something to get something.

17. Several elementary grades have started Math. More to follow.

18. Yes, modify in regular curriculum. Notify parents via Conference, Phone, Email, Note home, etc.



6. Please list an unanswered question that you have about Rtl.

	Response Count
19. would like to see more of a step-by-step process and types of interventions spelled out in a binder that is specific to grade level so that everyone has the same information and know where to get it.	24
20. How long should a student be in Rtl before being referred to Special Ed?	<i>answered question</i> 24
21. What all do I have to record each week for the RTI kids	<i>skipped question</i> 49
22. I am unsure how to implement RTI.	
23. What test scores qualify a student for RTI?	
24. When is Rtl for math beginning?	

Answers:

19. Good idea. I think we can get there.

20. We need to acquire extensive data to prove that we have tried to intervene without success.

The timeline on this will likely vary depending on grade level and specific child.

21. Depends: Homeroom teacher - keep IPF current, document communication with parents

22. Rtl should be implemented by the interventionists based on results from GPST meetings.

23. NWEA 34% and below, ISAT Below, AIMSWeb 25% and below, DRA significantly below peers or expected level,

24. Rtl for Math has started in several grade levels. Coming soon to a grade near you!



Perspective:

- No matter how bad things seem sometimes it is important to keep perspective.
- We have looked at the positive sides of Rtl and some of the challenges and frustrations associated with it.
- We will get there.
- At least we have not been trapped in a mine 2,000 feet below the surface for the past couple months!
- Celebrate our achievements!





Conclusion:

- Thank you for completing the survey.
- Now do it again. : 0 You know pre-test, post-test, show improvement, it is all about the data, without data it is only subjective, we can show improvement to our team and gloat about it, Jake might pin it up on the fridge at home, Jason might write a song about the results, okay, okay, okay.