



NDCI Advisory Board Teleconference Call

Monday, August 27, 2007

1:00-2:00 PM



Participants: Susie Atkinson, Louise Dardis, Steve Joyal, Lois Myran, Linda Paluck, John Porter, Dave Saxberg, Deb Syvertson, Anne Tweed, Justin Wageman

Minutes

TOPIC 1: Meeting dates for the topic of Response to Intervention (RTI)

Discussion Summary:

1. Discussion centered on whether to hold the RTI event for the November dates (previously established), and whether we should hold another meeting on a different topic before the RTI meeting.

Decisions/assignments:

1. It was decided by group consensus to hold the RTI meeting on November 5-6, 2007. Further, the group decided there were too many conflicts to hold another meeting in October. Instead of another meeting in the fall, March 10-11, 2008 were selected for another NDCI meeting
2. Please look over the agenda and send any feedback to Anne Tweed (atweed@mcrel.org).

TOPIC 2: Meeting dates and topics

Discussion Summary:

1. As a result of the discussion of when to hold the RTI meeting, the group established a new schedule of dates and topics.

Decisions/assignments:

1. The following dates and topics were established:
 - November 5-6, 2007 RTI
 - February 4-5, 2008 Adolescent Literacy
 - March 10-11, 2008 PLC's (Common Assessments)
 - April 28-29, 2008 Standards-based Report Cards, Grading and Assessment That Works
 - July 28-29, 2008 Math and/or Science – Focus will be on secondary for math; will have to decide to focus on K-12, elementary, or secondary for science
 - Fall 2008 - RTI again (to go full circle and follow up from fall 2007)
2. It was decided to promote the yearly schedule of events. Also, John Porter will contact Dena Larson to request permission to promote the NDCI event on RTI during the NDCASE workshop. Laurie Matzke is also interested in any information to send to schools in need of improvement.

ANNOUNCEMENTS:

1. The North Dakota Collegial Learning Program (NDCLP) will soon make an announcement about opportunities for schools to participate in collegial learning groups for the 2007-2008 year. For more information, see <http://www.ndclp.org/>.
2. Deb Syvertson announced a professional development event on early literacy with Randall Klein. Contact Deb for more information: deb.syvertson@sendit.nodak.edu
3. Lois Myran announced a professional development event on exploring and developing effective learning communities with Laurie Robinson. Contact Lois for more information: lois.myran@sendit.nodak.edu.

NEXT MEETING

Next meeting date: Thursday, September 27, 2007

Time: 1:00-2:30 p.m. CT

McREL's Conference Call System: 1-800-330-7428

Code: 6325528#

Attachments/comments:

Agenda for meeting on RTI, November 5-6, 2007

ND CASE Retreat registration information

Additional RTI Training from John Porter

Randall Klein schedule



Response to Intervention

North Dakota Curriculum Initiative

Bismarck, North Dakota

November 5-6, 2007



Morning, November 5th

Response to Intervention: What is it and how does it fit into existing school and district improvement efforts?

Essential Question:

- What does research say about effective intervention strategies to help students learn?

Focusing Question:

- What is a Response to Intervention approach?

Outcomes: Participants will

- Become familiar with a Response to Intervention model and how it differs at the elementary, middle and high school levels.
 - Be introduced to the aspects of Response to Intervention work that is being implemented in North Dakota.
 - Engage in self-reflection and discussion about their current district practices related to this school/district improvement framework.
 - Be prepared to initiate conversations in their districts about what initiatives are currently in place that support Response to Intervention and what strategies and instruction are missing.
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8:00 - 8:30	Welcome and Agenda Overview
8:30 – 10:00	Presentation: Overview of Response to Intervention—John Porter, North Dakota Department of Public Instruction
10:00 - 10:15	Break
10:15 -11:45	How Do You Set Up an Rtl System? David Saxberg— Jamestown School District District Discussions about what is currently in place.
11:45 – 12:30	Lunch



Afternoon, November 5th

Essential Question:

- What are the fundamental goals of Response to Intervention approaches?

Focusing Questions:

- What are we doing now to answer the questions, "What are we doing now to include instructional interventions?", and "How will we sustain the effort and support all students?"
 - What would our district need to "Get Started"?
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12:30 - 1:30	What Rtl Is and Isn't? What are the issues for your district?
1:30- - 2:15	How Do You Design Instructional Interventions? – Steve Joyal, Minot School District, Engaging the administrators.
2:15-2:30	Break
2:30-3:15	How Do You Sustain an Rtl Approach?—Deb Svertson,
3:15 - 3:45	Discussion: What are the implications of an Rtl model for your school or district?
3:45 - 4:00	Reflections for the Day

Morning, November 6th

Response to Intervention: What does a secondary model of Rtl look like?

Essential Question:

- What do secondary schools need to do to fit the Response to Intervention approach into existing efforts?

Focusing Questions:

- How would your district/school answer the following questions? "What are we doing now to include instructional interventions at the secondary level?", and "How will we sustain those efforts and support all students?"
 - How would your school/district address climate issues?
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8:00 – 9:30	Presentation: High School Readiness for Implementing an RtI Model -- (National High School Center or Hank O’Hannon) What does a secondary model look like and how would a school or district address the goals of RtI, the teaching and assessment strategies, the school reform and change elements and the additional resources needed. Table discussions to follow presentation.
9:30 – 10:30	Presentation: Overview of Positive Behavior Intervention Supports (PBIS), Bob and Pat Kelly
10:30- 10:45	Break
10:45 -11:45	District and school level discussions about what it would take to be ready to implement a secondary RtI program.
11:45 – 12:30	Lunch

Afternoon, November 6th

Essential Question:

- What is the best Response to Intervention district approach?

Focusing Questions:

- How would a district dig deeper to learn:
 - ⇒ How to set up the RtI system?
 - ⇒ How to design the interventions?
 - ⇒ How to prepare the teachers and establish the progress monitoring system?
 - ⇒ How to plan for sustainability?
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12:30 - 1:30	State Opportunities for Schools/Districts to learn more about RtI through ongoing professional development. John Porter, ND Department of Public Instruction
1:30- - 2:15	Opportunities for Schools/Districts to work with the National High School Center and the North Central Comprehensive Center to co-develop tools and templates to be used in a pilot high school RtI model. Mindee O’Cummings, National High School Center, Anne Tweed, North Central Comprehensive Center
2:15-2:30	Break
2:30-3:00	Final reflections and evaluations, Justin Wageman, North Dakota Curriculum Initiative.





North Dakota

The North Dakota Council of Administrators of
Special Educators (NDCASE)

Presents

4th Annual Administrators Retreat September 25 and 26, 2007

Comfort Inn
1030 Interstate Ave.
Bismarck, ND

“RtI: What Every Administrator Needs to Know”

Featured Speakers:

Lisa Stewart, Ph.D.

Mary Dosch, Ed.S.

Day 1 Tuesday, September 25th

8:00 – 8:30 a.m.	Registration
8:30 a.m. – Noon	Conference Workshop
Noon – 1:00 p.m.	Lunch (on your own)
1:00 – 4:00 p.m.	Conference Workshop continued
4:00 – 5:00	Completion of assignment for those attending for graduate credit
5:00 p.m.	Social/North Dakota CASE meeting

Day 2 **Wednesday, September 26th**

8:00 – Noon	Conference Workshop continued
Noon – 1:00	Lunch (on your own) (<i>Working Lunch for those attending for graduate credit</i>)
1:00 – 3:00	Conference Workshop continued
3:00 – 4:00	Panel Discussion

About the Presenters . . .

Dr. Lisa Stewart: Lisa is an associate professor in the department of psychology at the Minnesota State University Moorhead. Prior to this, Lisa served as a school psychologist for the Fergus Falls, MN school district and St. Croix River Education District, MN. Lisa has authored and co-authored several excellent articles for educators, including *Developing Academic Local Norms*, *Developing Local Norms for Academic Problem-Solving*, *Homework: Is it worth the effort?*, and *Using Curriculum-Based Measures to Identify Potential Candidates for Reintegration into General Education*. Lisa has presented on Response to Intervention and use of data in decision-making at district, state, and international conferences. Her areas of research interest include reintegration of students with disabilities into regular classrooms, curriculum-based assessment, and designing and evaluating academic interventions.

Mary Dosch: Mary is currently an adjunct professor in the department of psychology at the Minnesota State University Moorhead. Mary served as a school psychologist for the West Fargo School District. She was a co-presenter of "Measuring and Impacting Vocabulary Growth in Kindergarten Students" at the 2006 National Association of School Psychologists Annual Conference. Mary is also a consultant in RTI with a specialization in reading.

Workshop Description . . .

The problem-solving/Response to Intervention Language in IDEA 2004 provides the opportunity for school districts to develop, implement, and evaluate interventions that will improve student performance significantly. This presentation will focus on practical methods for addressing the questions and concerns of administrators who will be implementing RtI at the local level. An overview of the Response to Intervention process including core principles and essential components will be provided as well as a discussion of system barriers/resolutions, policy considerations, and professional development implications. A panel of local educators will share their experiences implementing an RtI model. Participants will receive a complimentary copy of the NASDSE publication *Response to Intervention: Policy Considerations and Implementation*.

This workshop is appropriate for all administrators including Special Education Directors, Coordinators, Building Principals and Superintendents, State level administrators and higher education personnel.

Graduate credit pending

No Registration Fee for NDCASE Members. \$50 registration Fee for Nonmembers.

There will be a Social and NDCASE meeting following the Tuesday Session.

Registration Information:

Complete the following form and send it to Marlys Albright, Secretary/Treasurer, NDCASE, PO Box 583, Mohall, ND 58761-0583. There is no registration fee for NDCASE members. All others send check or PO for \$50 with the registration form. (Associate memberships are available to any administrator or higher education personnel for \$25).

A block of rooms has been held at the Comfort Inn, Bismarck until September 11. You may Call 1-701-223-1911 to reserve a room. Please mention you are attending the ND CASE Retreat.

For more information contact Dena Larson, NDCASE President, at 352-2574 or email dena.larson@sendit.nodak.edu

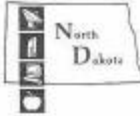
Name: _____ Phone: _____ Email: _____

Address: _____

School District/Special Ed Unit: _____

NDCASE Member: Yes No__If no, please include a check or PO for \$50. No refunds after September 11.

Will you attend Social? Yes No



Department of Public Instruction

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<http://www.dpi.state.nd.us>

Dr. Wayne G. Sanstead
State Superintendent

TO: ND Education Administrators

FROM: Robert Rutten, NDDPI Special Education Director
Laurie Matzke, NDDPI Title I Director

DATE: August 16, 2007

RE: Response to Intervention Professional Development

Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. RTI is a process of identifying students who are at risk of not learning and ensuring they receive appropriate interventions early, i.e., before failure sets in. Intervening early, along with monitoring progress, has been shown to have a positive impact on student outcomes, reduction of disproportionality in identification of minority children for special education, and reduction in the overall number of children identified as needing special education.

RTI provides a process for all entities within a school system to collaborate within the school improvement process under NCLB to meet the needs of all children. IDEA 2004 provides for the provision of Early Intervening Services (EIS) for students not yet identified as eligible for special education. IDEA 2004 also encourages schools to examine evaluation alternatives to the "discrepancy model" in the identification of Learning Disabilities. There is a major focus at the national level on the RTI model. The U.S. Department of Education intends to include information on RTI in the Title I targeted assistance guidance that is in the process of being updated. Title I staff are encouraged to collaborate in the RTI process, however, certain regulations must be adhered to in a targeted assistance program. Even while adhering to the regulations, there are many beneficial and practical ways in which Title I staff can participate in the RTI process. Title I guidance is available on the department's website at <http://www.dpi.state.nd.us/title1/response.shtm>.

The North Dakota Department of Public Instruction (NDDPI) is committed to supporting schools in the implementation and enhancement of RTI practices. In August of 2007 NDDPI contracted with Dr. Kimberly Gibbons to provide in depth training on RTI for local schools. The purpose of the training is to ensure that school staff members have the necessary knowledge and skills to implement RTI with fidelity. Many schools have already begun implementing some of the critical components of RTI as part of the Reading First initiative or other school improvement initiatives. If you are interested in implementing RTI in your school district, the following information clarifies expectations and requirements to participate in the upcoming training.

Commitments for Participation in Response to Intervention Training:

NDDPI will:

- Invite and select implementation sites
- Provide an external trainer (Dr. Kimberly Gibbons)
- Provide ongoing technical assistance
- Evaluate the effects of RTI
- Disseminate outcomes, information and resources

North Dakota Department of Public Instruction

RTI Implementation Plan

I. Introduction

Response to Intervention (RTI) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. RTI can be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data. Optimal learning outcomes occur when students' skills and abilities closely match the curriculum and instruction within the classroom. When a mismatch occurs, student outcomes and learning suffer. Quality classroom instruction usually provides a good match for most students. For other students, success is not easy. The hypothesis is that, with RTI, these struggling students can be identified early and provided with appropriate instruction, thus increasing the likelihood that they can be successful.

RTI is comprised of 5 major characteristics:

- 1) Data-Based Decision-Making** - Important educational decisions regarding supplemental and intensive interventions are based on data representing learning rate and level. Data are critical to making decisions about individual student response to instruction across multiple tiers of interventions, including eligibility for supplemental or intensive services, as well as exit from supplemental or intensive services.
- 2) Universal Screening** - Screening is a type of low-cost and easily administered assessment, testing age and grade-level critical skills or behaviors. It identifies high and low performing students who are at-risk of not meeting predetermined benchmarks.
- 3) Tiered Service Delivery** - An RTI approach incorporates a multi-tiered approach of educational service delivery. Each tier represents increasingly intense services that are associated with increasing levels of learner needs. The various tier interventions are designed to provide a set of curricular/instructional processes aimed at improving student response to instruction and student outcomes. A tiered approach consists of three broad tiers although some models may include more. The first tier is considered universal and is comprised of the core curriculum and includes all students. The second tier is referred to as supplemental. When a student is not making expected progress at the universal level, the student might receive supplemental instruction, in addition to the universal instruction. Intervention at this level is generally provided in small groups and can be a standard intervention for any student or can be individualized for a few students. The third tier is often referred to as the intensive level. Students who do not make expected progress with supplemental instruction can move into this level

where they receive individualized and more intensive intervention. Such interventions are tailored to the individual needs of the student and might involve modification of the curriculum or additional time with delivery of the intervention in very small or one-to-one settings.

- 4) **Progress Monitoring** - Progress monitoring is the scientifically and/or evidence based practice of assessing students' academic and behavioral performance on a regular basis. Progress monitoring serves two purposes:
 - a. To determine whether students are making appropriate progress from the core instructional program and
 - b. To build more effective programs for the students who are not making appropriate progress.

- 5) **Fidelity of Implementation** - Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and the way an explicit decision making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and teacher level (e.g., implementation of scientifically based core curriculum and progress monitoring).

II. Purpose

Many schools have already begun to put in place some of the critical components as part of the Reading First initiative or in anticipation of the changes in IDEA 2004.

NDDPI is committed to supporting schools in the implementation and enhancement of response to intervention practices by providing extensive training to schools interested in expanding and enhancing their efforts to implement RTI. The purpose of the training is to ensure that school staffs have the necessary knowledge and skills to implement RTI with fidelity and that LEAs can develop LD identification procedures using RTI data that meet the criteria outlined in state guidance.

III. Desired Outcomes

RTI is a process that has the promise of an array of school improvement benefits and over time NDDPI expects to see improved data as RTI is expanded across the state.

The outcomes expected from this project include:

- School sites implementing effective RTI practices with fidelity as a result of increased skills and knowledge.
- Students experiencing increased academic success through provision of appropriate and timely instructional services.
- Students identified and receiving services according to their need at earlier points, thus reducing the rate of failure and resulting in fewer students referred for special education.

IV. Plan of Action

NDDPI will:

- a) Invite and select implementation sites.
- b) Provide an external trainer with experience implementing RTI (Dr. Kimberly Gibbons).
- c) Provide ongoing technical assistance to schools as requested.
- d) Evaluate the effects of RTI.
- e) Disseminate outcomes and information across North Dakota through conferences, workshops, web-based resources and newsletters.

Participating districts will:

- a) Identify district leadership to coordinate implementation efforts, including coordination of resources and school improvement efforts.
- b) Identify one or two schools as the implementation sites. These sites will participate in initial training and be part of the district effort to potentially spread the practices district wide.
- c) Participate in team training and support teams training others within the district.
- d) Work with schools to identify or develop effective data management systems and support efforts to ensure efficient, timely evaluation data collection.

Participating schools will:

- a) Identify a school team to provide leadership and support for the implementation of RTI at the school level.
- b) Complete a self-assessment of existing RTI core elements.
- c) Commit to participate in and complete intensive RTI training.
- d) Commit to implement components from one training session and bringing data to the following training session as designated by the trainers.
- e) Collect and report student and school outcome measures.
- f) Coordinate resources with Reading First, PBS, and other similar school improvement efforts.
- g) Participate in possible district-wide efforts to provide training and support to other schools in the district as RTI is implemented district wide.
- h) Present findings at ND sponsored conferences or meetings.

School teams will:

- a) Participate in on-going RTI professional development to ensure the ability to implement interventions effectively for all students in their school.
- b) Meet regularly to review educational data, intervention strategies, and the effectiveness of the current school-wide plan.
- c) Provide training to other school staff members and identify additional training needs of all school staff and parents.
- d) Establish a data management system that allows the team to track progress and effect.
- e) Provide leadership in the development and implementation of interventions for students with intensive needs in collaboration with other community

agencies to ensure that needs that extend beyond the school setting are addressed.

- f) Collect RTI data at the individual building level to be submitted as part of the evaluation plan.

The **School Team membership** could include:

- principal or other administrator
- Title 1 staff
- general education teachers
- special education teacher representative
- school psychologist or speech language pathologist

Criteria for the selection of **Coaches/coordinators** should include:

- evidence of highly effective classroom or school experience;
- familiarity with various research based curricula and interventions;
- demonstrated organizational skills;
- experience conducting small group training;
- ability/availability to attend training sessions with the districts to which they are assigned;
- willingness to participate in additional coaches training sessions to assist in working with additional districts;
- team and small group facilitation skills; and
- ability to use data for making instructional decisions.

Training Plan

This plan is designed to quickly build State capacity in RTI Implementation by assisting districts to learn, implement and retrain others in the core RTI principles within their district.

- Year 1 – Four full-day training sessions will be offered during the school year for teams from selected buildings. All training for the 2007-2008 are planned to be in Bismarck from 8:30-4:00. The training will focus on the use of data to make decisions within a Problem Solving Model. This training program is sequential. Therefore, in order to participate, teams must commit to attending all sessions and completing assigned activities on time.

October 5, 2007 - Session 1: Overview & Problem Identification

Teams will be provided with an overview of Response to Intervention (RTI), the problem solving process, and in-depth training on the Problem Identification step. Skills include instruction on the use of general outcome measures and how they fit into the process, and training in specific procedures to gather Problem Identification information. Teams will be given planning time to process newly learned information and will be asked to select at least one student from their school, and collect Problem Identification data prior to session 2.

November 2, 2007 - Session 2: Problem Analysis and Plan Development

Teams will learn advanced theory of Problem Analysis and specific techniques for Curriculum-Based Evaluation in order to determine why identified problems are occurring. In addition, teams will learn how to set appropriate goals for students and necessary components for developing intervention plans. Teams will be given planning time to process newly learned information and will be asked to collect any additional data needed to develop a data-based hypothesis for why their selected student's problem is occurring prior to session 3.

December 3, 2007 - Session 3: Plan Development and Plan Implementation

Using Problem Identification and Problem Analysis data from their own cases as well as sample cases, teams will learn and practice skills in Plan Development including writing goals, designing intervention plans, creating progress-monitoring plans, and ensuring implementation integrity. Training will be provided on selected scientifically, research-based interventions in the area of reading. Teams will be given planning time to process newly learned information and will be asked to design and begin implementation of a plan for their selected student prior to session 4.

February 29, 2008 - Session 4: Plan Evaluation

Teams will review the data for their cases and will learn to apply decision-making rules in order to evaluate plan effectiveness. Teams will learn a framework for systematically evaluating data, and altering intervention plans as needed to increase student achievement. Finally, teams will be given planning time to develop a school building action plan for next steps in implementation.

- Year 2 – Follow-up training will be designed and provided based on the input and needs identified by participants at the end of year 1.

V. Funding

The North Dakota Department of Public Instruction (NDDPI) will assist schools to implement RTI with the intent of successfully educating and preparing students for life's opportunities. The NDDPI will support those schools by providing the trainer, training facilities, and training materials.

Participating schools will be responsible for travel expenses for individual team members that attend the project-related meetings and trainings, as well as substitute teacher pay that may be necessary. Districts are encouraged to plan for the possible use of the following funding streams to support school efforts to receive training and implement the critical RTI components.

These funding streams may include:

1. Use Your Federal Title Funds

- Title I – Title I funds, under certain circumstances, can be used to help support the RTI process. The cost of professional development can be cost shared among several federal programs. Title I paid staff can assist in

working with identified students to provide intervening services. Resources and materials can be shared among programs.

- Title II A – Title II A funds designated for professional development could be used to support professional development in the RTI process.
 - Title V – These funds are very flexible and can be used to support a variety of innovative educational activities, including RTI.
2. REAP (Rural Education Achievement Program Initiative) - These funds target small rural districts. Eligible school districts are allowed to combine the funding under several Titles and can use these funds for any authorized activity. If your school is eligible, these funds can be combined into Title II A or Title V to support RTI.
 3. IDEA (preschool and part B)
 4. Program Improvement Funds - Schools and districts in program improvement may receive additional funds to help them make Adequate Yearly Progress. Using these additional program improvement dollars to support RTI would be an allowable use of these funds.
 5. Transferability - These funds target larger urban districts. Eligible school districts are allowed to combine some of the federal funding under several Titles and use these funds for any authorized activity. If your school is eligible, these funds can be combined into Title II A or Title V and used to support RTI.
 6. Small Rural Schools Achievement Program Funds through REAP - Eligible schools can apply for these additional funds through the U.S. Department of Education. These funds can be used for authorized activities under the Title programs and can support any of the supplemental activities under the federal programs, including RTI.
 7. General Funds - Another avenue for funding RTI is your district's general funds. If your school staff really believes the RTI process will make a difference, you should consider collecting the data and showing how it will improve student achievement, approach your school board, and request funds to sustain it.
 8. Pool Your Resources - In North Dakota, it is becoming quite common for districts to cooperate and share services. Federal regulations allow school districts to pool their resources to share services among several schools. One district would simply agree to be the fiscal agent and the funds would flow through that district to pay for the shared activities. A District could pool their funds to support professional development on RTI. Another viable option would be to share resources through your local Regional Educational Association (REA).

9. Reallocated Title I Funds are available to school districts that would like to add to their Title I program, but need additional funds to accomplish their plan. The funds must supplement your current local and Title I budget. These funds are made available in September and could be used to support any additional activity that will enhance services for Title I students.

VI. Evaluation

The evaluation has been designed to use existing data to the maximum degree possible, however, schools may be asked to submit additional data if it is not available in existing data collection efforts. Specifically the evaluation has been designed to answer the following questions:

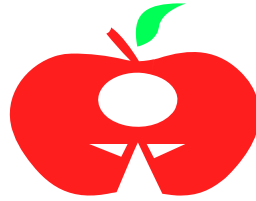
1. To what degree did the training lead to an increase in knowledge and skills?
 - RTI/Problem Solving fidelity evaluation tool
2. Did training and implementation of RTI lead to more appropriate and timely instructional services to students?
 - This would be done through review of a written description of the problem solving process that the team develops
 - This would also be done through a written description of forms and procedures related to the problem solving process
3. Did implementation of RTI lead to increased timeliness and accuracy of the special education identification process?
 - This would be done through collection of special education referral data

For more information, please contact:

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lmatzke@nd.gov

Early Literacy/Response to Intervention Project



Randall Klein Early Literacy Schedule
September 13-15, 2007

Thursday, September 13

Thursday, September 13th 9:00-11:00 Burke Central Meet Heather in Mohall
1:00-3:00 Westhope Preschool

Friday, September 14

9:00-11:00 Rolla Preschool
1:00-3:00 Towner K-Preschool
Saturday, September 15th 9:00-2:00 Inservice at TGU Granville (Lunch Provided)