

Response to Instruction/Intervention Program 2017

Event Overview:

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These interventions may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Although there is no specific RTI model, the purpose is clear. Leadership must develop systems to ensure that:

- a comprehensive, universal screening process is administered to all students to identify those at risk and guide instructional decisions
- responsive, expert-driven instruction in the regular classroom is available to support both struggling and gifted learners
- prescriptive research-based interventions are provided to at-risk students
- each student's response is carefully monitored so instruction can be adjusted accordingly
- students consistently failing to respond to interventions of increasing intensity can be tracked and appropriately referred through a problem solving methodology

John Hattie through his meta-analysis contends that there is evidence that RTI has 1.07 effect size on student achievement.

Who can participate?

Response to Intervention implementation is designed to bring about whole school reform consistent with the National School Improvement Tool and CHECS. Implementation requires a whole school commitment led by the school / college leadership team.

Schools may elect to receive 'in-school' support as part of their PLC journey or independent of PLC, as part of a review of school systems to ensure all students needs are being met.

How the program will be structured?

This Professional Learning opportunity will be dependent on your school data and leadership action plan. It could involve a spectrum of service provision from engaging staff in a greater understanding of 'what RTI is' to an intensive review of whole school systems.



Schools can elect to engage in any form of 'in school' support they deem valuable in accordance with their Annual Action Plan. This could range from an overview of 'what RtI is' or a more in-depth review and development of the 6 components of RtI: problem solving, curriculum & instruction, assessment, leadership, family & community partnering and positive school climate.

What is expected of participants?

- School involvement must be led by the school's leadership team
- Participants need to have a willingness to collaborate with colleagues and work with teams to bring about change
- Participants are most likely to gain maximum benefit from the strategy if they bring these attitudes and behaviours to the process:
- Be willing to reflect objectively on their school's functioning candidly share concerns/fears about the process and their practice
- Demonstrate respect and empathy for others' views and feelings around issues shared during both small group discussions and in the wider forum, maintaining confidentiality at all times
- Follow up on individual commitments agreed to during implementation

What is required of the Principal?

An essential requirement for participation is that Principals are able to:

- Provide time for participants to attend Professional Learning activities

What you can expect from the CEOB:

The CEOB will ensure that all facilitators will deliver a process and content that is in alignment with the overview and goals provided. The CEOB has appointed Susan Rampling to the role of coordinating the implementation of RTI across the diocese and she will also be responsible for conducting the between session follow up with all participating schools and colleges. Where additional support is required for individual schools or colleges Susan may source this support from either other members of the Educational Services Teams or outside providers.

The CEOB will manage the costs associated with the provision of this strategy however schools will be asked to contribute the regular professional learning fee that is used to cover venue costs and catering as deemed necessary.

Registration:

Schools interested in participating in Response to Intervention in 2017 are asked to contact their local Education Consultant.

Endorsement

Leigh Mitchell