

Student Services Personnel and RtI: Bridging the Skill Gap

FASSA Institute

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National Resources to Support District and School Implementation

- www.nasdse.org
 - Building and District Implementation Blueprints
 - Current research (evidence-based practices) that supports use of RtI
- www.rtinetwork.org
 - Blueprints to support implementation
 - Monthly RtI Talks
 - Virtual visits to schools implementing RtI
 - Webinars
 - Progress Monitoring Tools to Assess Level of Implementation
- www.floridarti.usf.edu

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Are We “Every Ed” Yet?: A National Perspective

- CASE National Survey
 - www.k12spectrum.com
- 424 Districts
 - 14% West, 18% Northeast, 32% Midwest, 37% South
- Conducted March 7-18, 2008
- Margin of Error +/- 4.6%, 95% Confidence Level

Key Findings

- 32% of districts expect full implementation by 2010.
- 47% of districts have a “defined RtI process”—53% do not
- 71% of districts report that implementation is led by general education or a joint general ed/special ed effort
- Only 29% of districts report that it is a special ed effort

Key Findings

- 71% of districts report that they are using RtI for ALL students. 29% report that they are using it primarily to identify students for specialized services.
- Implementation is primarily with elementary levels (67%), with 27% implementing at middle schools and 16% at high schools
- 67% report planning to implement at middle and 49% report planning to implement at high school level.

Key Findings

- Impact on employment
 - 75% of districts report no change in staff FTE
 - 22% of districts report increase in staff FTE
 - 3% of districts report decrease in staff FTE
- 52% of districts report Tier 3 services for both general and special education students. 48% report Tier 3 services primarily for special education students

Key Findings

- 84% of districts report implementation for reading, 53% for math and 44% for behavior.
- 96% of districts report that RtI has not been the focus of any legal proceedings.

What Do We Mean By “Scaling Up”?

- Within a school?
- Within a district?
- Within a state?

Foundations of Scaling Up

- RtI Is...
 - **Driven** by Professional Development
 - **Informed** by Data
 - **Supported** by Coaching
- *Guided* by State Plans
- *Organized* through District Plans
- *Delivered* through School Plans

State Level: Purpose

- Facilitate successful implementation of PS/RtI
- Formalize and coordinate state-wide efforts
 - Build upon the successes existing state initiatives (e.g., Reading First (RF) and Positive Behavior Support (PBS). In Florida where special education referral rates have dropped approximately 40% in RF schools (Torgesen, 2007) and office discipline referrals have dropped 40% in PBS schools (Kincaid, 2007).
 - Provide districts with the critical components, definitions and applications of RtI to support the development of district plans

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State Responsibilities

- Establish and facilitate teams to obtain on-going stakeholder input and build capacity to sustain implementation over time
- Align terminology and requirements across related initiatives: reading, math, behavior, school improvement, student progression)
- Provide On-line Training Courses
- Collaborate with PIRC and PTI to disseminate resources for families

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State Responsibilities

- Revise Statutes, Rules and Policies to support implementation
- Develop and disseminate TA regarding gifted, ELL, assessment accommodations, pre-service efforts and teacher qualifications, secondary implementation, special education eligibility
- Provide web-based self-assessment and planning tools for districts
- Evaluate and report the effects of RtI

State Infrastructure

- State Management Team
 - Role: Provide leadership and facilitate policy-level changes to support implementation of effective educational practice
- State Transformation Team
 - Role: Analyze progress toward statewide efforts, recommend actions for improvement, and support District/Regional Implementation Teams (D/RITs) to build the capacity of districts to implement evidence-based practices and to establish integrated RtI academic and behavior systems in each school
- District/Regional Implementation Teams
 - Role: Provide leadership, advisement, and training at the district level and assist schools in their implementation efforts
- Advisory Group
 - Role: Provide on-going stakeholder input

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District Responsibilities

- Based on self-assessment results develop an RtI implementation plan organized around building consensus, infrastructure, and implementation. Plans should also address:
 - How current resources will be used to implement RtI and identify additional resources needed
 - How stakeholders will be educated
 - How stakeholders will be involved

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Key Points

- Unit of implementation is the building level.
- Implementation process takes 4-6 years.
- Implementation progress must be monitored
- Must be guided by data indicating implementation level and integrity
- Must be supported by professional development and technical assistance
- Drive by a strategic plan
- It is a journey, not a sprint

Implementation Model

- District-based leadership team (DBLT)
- School-based leadership team (SBLT)
- School-based coach
 - Process Technical Assistance
 - Interpretation and Use of Data
- Evaluation Data

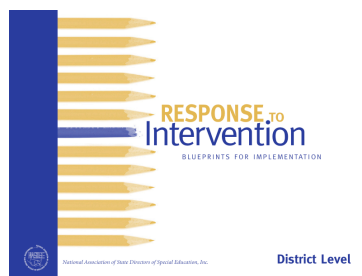
Initial Steps

- District Leadership Team
 - Curriculum/General Education
 - MIS
 - Student Services
 - Special Education
 - Reading, Math, Behavior
- Building Leadership Teams
 - Mirrors District Leadership Team

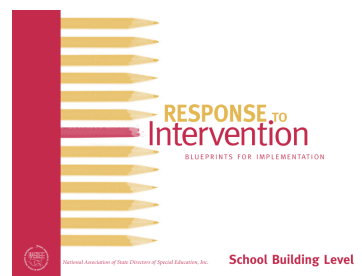
Initial Steps

- Develop Implementation Plan
 - 4 Years
 - Consensus, Infrastructure, Implementation
 - Begin with Tier 1 Issues
 - Data
 - Effectiveness
 - Evaluate Effectiveness of Supplemental Services
 - 70% Criterion

District Plans



School Plans



Initial Steps

- Develop Implementation Plan
 - Infrastructure
 - Data
 - Decision Rules
 - Technology
 - Cascade of Interventions (Integrated)
 - Intervention Support
 - Identify Professional Role and Development Needs
 - Data Coach and Skills
 - Problem-Solving Process
 - Intervention Development and Support
 - Parent Involvement

Initial Steps

- Develop Implementation Plan
 - Implementation
 - Entire District
 - Vertical Programming
 - Pilot Schools
 - Evaluation Plan

Rtl Skill Set

- Use of Data
 - Access
 - Use Data to Make Decisions
- Using and Facilitating the Problem-Solving Process
 - Problem Identification
 - Problem Analysis
 - Intervention Development
 - Response to Intervention

Rtl Skill Set

- Intervention Support
- Intervention Integrity and Documentation
- Progress Monitoring
- Organize Display and Interpret Progress Monitoring Data
- Disaggregate Data
- Use Technology to Support Data
- Facilitate Problem-Solving Teams

RtI Skill Set

- Integrating Intervention Support Across Settings
 - School
 - Home/Community
- Facilitating Student Involvement in Intervention Development and Progress Monitoring
- Applying Skill Set to Tiers 1,2 and 3
- Understanding the Use of RtI in Special Education Eligibility

Challenge Ahead

- Ensuring that Student Services representation occurs at the following levels:
 - Statewide-Training team participation
 - District Based Leadership Team
 - District Plan Development
 - School-Based Leadership Team

FASSA Leadership

- Organize Student Services Associations
- Develop State-Level PD Plan
- Communicate with SS Directors regarding implementation and professional development progress
- Communicate role of SS personnel within RtI model