

# Implementing RTI: Developing Effective Schedules at the Elementary Level

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National Center on  
Response to Intervention



# Today's Agenda

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- Things to think about
- The Big Picture
- Scheduling Meeting/Planning time
- Scheduling Core Instruction
- Scheduling Intervention Groups
- Scheduling Progress Monitoring
- Putting it all together
- Questions



# Things to Think About

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- It is ok to “reinvent the wheel”!
- Prioritize Instruction
- Maximize resources
  - What do we have?
  - Who do we have?
- Be flexible
- Change *is* good!



# The Big Picture

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- Schedules should be set before the start of the school year
- Create a calendar
  - Benchmark testing
  - Team meetings
  - Progress Monitoring
  - Professional Development
  - Other Testing



# September

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>2</b>	<b>3</b> Labor Day – No School	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b> Teacher Inservice – Swap Day	<b>14</b>
<b>16</b>	<b>17</b> Benchmark Data Collection	<b>18</b> Benchmark Data Collection	<b>19</b>	<b>20</b> Data-decision making team meeting (students placed in tiers & groups)	<b>21</b>
<b>23</b>	<b>24</b>	<b>25</b> 7:45am Grade Level Meeting	<b>26</b> Start intervention groups Start progress Monitoring	<b>27</b>	<b>28</b>



# Scheduling Meeting/ Planning Time

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- RTI is a team process
- Everyone needs to be involved
- Teams need time to plan and to assess effectiveness of instruction
- Challenge is to identify time that conforms to contractual guidelines and maintains planning time for teachers.



# Possible Solutions

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- Grade level/data meetings occur during common planning
- Grade level/ data meetings replace traditional faculty meetings.
- Subs called in- grade level meetings held throughout the day.



# Scheduling Core Instruction

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- Develop a Master Schedule
- Prioritize Instruction
  - Schedule instructional time first, other activities follow.
- Develop blocks devoted to instructional time
  - 90-120 minutes for reading
  - Uninterrupted time





# Example of Instructional Block Master Schedule

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	Lunch	Intervention Block	LA Block	Math Block	Specials
<b>K-AM</b>		9:20-9:45			10:15-11:30
<b>1</b>	11:30-12:00	9:20-10:00	9:20-11:30	12:00-1:00	1:00-3:30
<b>2</b>	11:45-12:15	10:55-11:40	9:00-11:40	1:30-2:30	12:30-1:30 2:30-3:30
<b>3</b>	12:15-12:45	10:55-11:40	9:45-12:15	2:30-3:30	9:00-9:45 12:45-2:30
<b>4</b>	12:00-12:30	1:30-2:00	1:30-3:30	9:30-10:30	10:15-12:00 12:30-1:30
<b>5</b>	12:30-1:00	1:30-2:00	1:30-3:30	10:30-11:30	9-10:30 11:30-12:15
<b>K-PM</b>		3:00-3:30			1-2:30



# Questions?



# Intervention Schedules

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- How much time for intervention?
  - 30-60 minutes
  - How many days per week?
- Which interventions?
  - Available?
  - Most effective?
  - Evidence-based!!
- Who will teach interventions?
  - Who is available?
  - Who is qualified?
  - How can we maximize our resources?



# Tiered Intervention Blocks

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- Kindergarten 9:20 – 9:45 AM/  
3:00 – 3:30 PM
- 1<sup>st</sup> Grade 9:20 – 9:50
- 2<sup>nd</sup> & 3<sup>rd</sup> Grade 10:55 – 11:40
- 4<sup>th</sup> & 5<sup>th</sup> Grade 1:30 – 2:00
  
- Determine number of staff available



# Example of Staff Availability

	Classroom Teachers	Support Persons	Maximum Number of Groups
K & 1	K teachers- Ms. H, Ms. S  1 <sup>st</sup> grade- Mrs. G, Ms. G, Ms. S	1 Reading Specialist 1 Instructional Support Teacher 2 ESL Teachers	9
2 & 3	2 <sup>nd</sup> grade- Mrs. B, Mrs. D, Mrs. D, Ms. P  3 <sup>rd</sup> grade- Mr. L, Mrs. M, Mr. Pr	1 Reading Specialist 1 Instructional Support Teacher 2 ESL Teachers 1 Special Education Teacher 1 Librarian	13
4 & 5	4th grade- Mrs. B, Ms. G, Mrs. S  5 <sup>th</sup> grade- Ms. H, Mrs. L	1 Reading Specialist 1 Instructional Support Teacher 2 ESL Teachers 1 Special Education Teacher 1 Librarian	11



# Scheduling Intervention Time

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- Structure
  - Within classroom
  - Within grade
  - Across grades
- Consider what will provide greatest number of students intervention using least number of resources.



# Intervention Schedules

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- Skill groups conducted by grade
  - Each grade had a daily skill group time
  - All available teachers and support staff teach a skill group
  - Allowed for 9-12 groups to be implemented for each time block



# Intervention Schedule Example

Fall 2007 Intervention Schedule Grade K & 1 (Days 1-4 ) 9:20-9:50					
<b>Activity:</b> Road/Ladders	<b>Activity:</b>	<b>Activity:</b>	<b>Activity:</b> Project Read	<b>Activity:</b> Project Read	<b>Activity:</b> Project Read
<b>Teacher: Ms. S</b>	<b>Teacher: Ms. C</b>	<b>Teacher: Ms. P</b>	<b>Teacher: Ms. G</b>	<b>Teacher: Ms. S</b>	<b>Teacher: Ms. W</b>
<b>Group: Benchmark K</b>	<b>Group: Benchmark 1</b>	<b>Group: Benchmark 1</b>	<b>Group: Strategic 1</b>	<b>Group: Strategic 1</b>	<b>Group: Intensive 1</b>
Karmyn    Jacqueline Nicholas    Dale Mauricette    Brendan Samantha    Prince Zack    Dillon Durrell    Megan Jonathan    Abby Alexis    Chayla	Lauren    Austin Madeline    Amya Joshua    David Anthony    Alvaro Misha    Darryl Carson    Ariana Makenna    Camden Tia    Julian	Rachel    Rinesa Brooke    Nicole Antonio    Jacob Dominick    Samantha Victoria    Nadia Cole    Matthew Michael    Jose Chanise    Jalen	Matthew    Samantha Tyler    Rachael Christopher    Michael Mariarae    Makayla	Fabian    Madison Michael    Argyle Kenneth    Shelby Emalee    Zeliana Tyler	Jared    Jonathan Logan    Kevin Elvyn
<b>Activity:</b> Ladders to Literacy	<b>Activity: FCRR/ Scott Foresman</b>		<b>Activity:</b> Project Read	<b>Activity:</b> Scott Foresman	<b>Activity:</b> Project Read
<b>Teacher: Ms. H</b>	<b>Teacher: Ms. I</b>		<b>Teacher: Ms. U</b>	<b>Teacher: Ms. F</b>	<b>Teacher: Ms. M</b>
<b>Group: Strategic K</b>	<b>Group: Intensive K/1</b>		<b>Group: Intensive 1</b>	<b>Group: Intensive 1</b>	<b>Group: Intensive 1</b>
Ojibway    Amy Tyshawn    Logan Raihan    John Mateo    Kelvin Christian    Ethan	Jan    Nathaniel Artrim    Morgan Shannon    Diana Alex    Faina Ashlynn    Lorenzo		Kayla    Obiazi Tearra    Brian Christian	Noah    Nadeline Miles	Jordan    Isabella Gwendeline    Aaron Melody    Kevin





# Progress Monitoring

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- Need to schedule monitoring to ensure it gets done
  - How often?
  - Who will do it?
  - How do we fit it in to the day?
    - Schedule PM time
    - A few students each day
- Responsibilities need to be assigned



# Scheduling Progress Monitoring

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- Students performing significantly below peers should be monitored at least once per week to determine intervention effectiveness (Stecker, Fuchs, & Fuchs, 2008)
  - Students receiving intervention at Tier 2 monitored every other week
  - Students receiving intervention at Tier 3 monitored on a weekly basis



# An example of Progress Monitoring schedule

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- Interventions conducted 4 days/week
- PM on 5<sup>th</sup> day
- Each teacher assigned a support person
  - Worked together to complete PM in time allotted.
- All teachers who conduct PM need to be trained



# Example

Teacher: Mrs. S		Progress Monitoring Record Sheet							
Support: Mrs. F									
Student	Level	18-Oct	25-Oct	1-Nov	9-Nov	16-Nov	28-Nov	5-Dec	12-Dec
Ted	3rd								
Shane	3rd								
Andy	3rd								
Jake	3rd								
Hannah	3rd								
Isaiah	3rd								
Laura	4th	■		■		■		■	
Briana	4th		■		■		■		■
Daniel	4th	■		■		■		■	
Dion	4th		■		■		■		■



# Pulling it all together

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- Look at the Big Picture First
  - Prioritize Instruction
- Develop calendars & schedules ahead
- Team process, there will need to compromise
- Don't be afraid to make changes
  - Change is not bad, just different!



# Questions?

