CENTER ON INSTRUCTION

Center on Instruction

RUTH DOBER
RMC Research Corporation
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The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Horizon Research, Inc; RG Research Group; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

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Partner Strands

- **Reading:** Florida Center for Reading Research (FCRR) at Florida State University, Joe Torgesen, Director
- **Mathematics:** RG Research Group, Long Beach, CA, Russell Gersten, Director
- **Science:** Horizon Research, Inc., Chapel Hill, NC, Iris Weiss, Director
- **Special Education:** Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, Greg Roberts, Director
- **English Language Learning:** Texas Institute for Measurement, Evaluation, and Statistics (TIMES) at the University of Houston, David Francis, Director

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Our Work

- Synthesize the available evidence-based research on instruction in reading, science, mathematics, special education, and English language learning so that the regional comprehensive centers have access to the most current findings on instruction.
- Benchmark and identify exemplars of high-quality implementation of evidence-based practices with diverse students so that the regional comprehensive centers can present compelling models of rigorous, effective instruction.
- Translate the existing research knowledge on instruction in reading, math, science, special education, and English language learning into usable products that the regional comprehensive centers can offer state and local policy makers and educators.
- Serve as a conduit of information about NCLB, scientifically based research, and effective practice in reading, mathematics, science, special education, and English language learning that the regional comprehensive centers can use with their state clients.
- Offer the regional comprehensive centers high quality professional development opportunities.

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Purposes & Anticipated Outcomes

GREG ROBERTS
The University of Texas
March 12, 2008

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Purpose of Activity

- To begin to build a body of knowledge based on the experiences of those providing TA to states implementing RTI on a large scale
- To observe and document the TA relationship and processes that states and Comprehensive Centers (CCs) are negotiating during the RTI implementation process
- To understand common issues and goals across states and CCs implementing RTI on a large scale

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Purpose of Activity

- To identify state-level characteristics that influence the RTI implementation process (i.e. to understand what factors make the process unique in each state) and how they influence implementation, for example:
  - TA resources and PD in large, sparsely populated vs. small, densely populated states
  - Implementation strategies for states with a history of site-based management vs. top-down (state-driven) management
  - Existing state systems closely aligned with state's definition of RTI vs. systems at odds with proposed RTI framework

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Purpose of Deliverable

- To help CCs provide TA to states implementing RTI on a large scale
- To document existing practices being used and their utility
- To guide TA as it relates to instruction in an RTI implementation context

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RTI

- Our working definition of RTI:
  - For the purposes of this project, we consider RTI to be a framework for **improving instruction** through the use of **student data-driven** instructional decision making. *This framework may or may not be used in the process of identifying students with Learning Disabilities and/or eligibility for Special Education services.*

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Purpose of this meeting

- **You are our experts, you have the knowledge and information that we are trying to collect and package for others like you**

- To help us determine and prioritize the major considerations states face when implementing RTI statewide
- To help us understand and disseminate the existing practices used in response to these considerations
- To give you the opportunity to articulate your ways of thinking, and confirm that others share (or don't share) and agree with your conceptualizations and definitions

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Collaborating States' Implementation of RTI

SARO MOHAMMED and GREG ROBERTS
The University of Texas
March 12, 2008

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Overview

- 8 collaborating states and their Comprehensive Centers (CCs)
- Participated in state level RTI planning meetings for 6 states
- Received resources
- Joined mailing lists
- Visited websites

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State profiles - AK

- Demographics
  - Large state, native American population, rural
- Context
  - At the very beginning of implementation
- Approaches
  - Identifying stakeholders, planning first meeting
  - Developing state model of implementation
  - Providing training

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State profiles - CA

- Demographics
  - Diverse ELL population
- Context
  - Standards based state
- Approaches
  - Ensuring General Education and Special Education "own" initiative
  - Scaling up using a "cadre" model: existing PD mechanism & state grants to provide TOTs

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State profiles - ID

- Context
  - RTI implemented in the state at school and district level for many years
  - Want RTI to be seen as General Education/school improvement initiative
- Approaches
  - Determining state model of implementation
  - Determining how best to utilize existing capacity and build more
- CC involvement
  - Looking ahead: mind map and long-term planning
  - Facilitating stakeholders' meetings

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State profiles - MS

- Context
  - At initial stages of large-scale implementation
  - Have support from IHEs (MS State, U-Miss), school board
  - Have consensus about state implementation model
- Approaches
  - Guidance document
  - Determining how to use RTI implementation to best address disproportionality
- CC involvement
  - Facilitating stakeholders' meetings

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State profiles - PA

- Context
  - Established system of tiered instruction, training and support
- Approaches
  - Building on existing infrastructure (PATTAN)
  - Fine tuning implementation
  - Looking at student level data in an RTI context

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State profiles - TX

- Demographics
  - Serving more Hispanic students than any other group
- Context
  - Implementing tiered instructional models in research contexts at school and district level
  - Have an established system of support (not RTI specific) at state level
- Approaches
  - RTI Coordination Council working on guidance
  - Determining state model of implementation

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State profiles - VT

- Context
  - Research study with U-Vermont
- Approaches
  - Pilot sites
  - Webinar series
  - Determining how parents can be included
- CC involvement
  - CC & RC jointly facilitate webinars

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State profiles - WY

- Context
  - Resource rich state
- Approaches
  - Pilot sites
    - pilot coaches have regular meetings
    - report out at these meetings
    - virtual community of practice
  - Working on guidance document

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Caveats

- Implementation is an organic, iterative process
- Doesn’t lend itself to boxes
- Trying to frame a very complex process
- Looking for similarities in a venture that is characterized by differences

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Common Approaches

- Identify and involve stakeholders
  - Special Education
  - General Education
  - District, Campus, State leaders
  - Teachers, parents
  - Professional organizations

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Common Approaches

- Create and disseminate guidance
  - State's definition of RTI
  - Official position on how it can be used in LD identification

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Common Approaches

- Capitalize on existing systems (assess current needs)
  - Pilot schools
  - State provided training/TOT
  - Existing resources

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Ideas from RCC Working Group

- Challenges you've experienced while working on states with RTI implementation?
  - Scaling-up issues
  - Lack of Resources/Pooling Resources
  - Consistent Messages
  - Fidelity of implementation
  - Moving ownership of RTI from special ed to general ed
  - RTI implementation is tasked to another group/center

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Ideas from RCC Working Group

- What types of TA strategies do you need assistance with?
  - Producing and disseminating webinars
  - Knowing what works
  - What to do when the research is sparse
  - More collaboration within the TA&D Network, and with other centers
  - RTI in content areas in high school
  - PD/increasing capacity and teacher quality

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Guidelines for product development

- Constrained by time: extensive review process
  - Internal
  - External
  - DOE
- Constrained by budget: resources/capacity
  - Follow up
  - Number and type of media
- Thus, we have to prioritize in terms of usefulness considering
  - Context: Technical Assistance
  - Impact: depth and breath

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