

Framework for Designing RtI Environment

Climate	Knowing the Learner	Assessing the Learner	Adjustable Assignments	Instructional Strategies	Finding Time
<p>Elements</p> <ul style="list-style-type: none"> ▪ Safe ▪ Nurturing ▪ Encourages risk taking ▪ Inclusive ▪ Multi-sensory ▪ Stimulating ▪ Complex ▪ Challenging ▪ Collaborative ▪ Engaging <p>Team and Class Building</p> <p>Norms or Class Rules</p>	<p>Learning Styles</p> <ul style="list-style-type: none"> • Dunn & Dunn • Gregoric • 4Mat • Silver/Strong/Hanson <p>Multiple Intelligences</p> <p>Equalizer</p> <p>UDL 3-Brain Networks</p> <p>Sternberg</p> <p>Learning Preferences</p> <p>Use observation checklists, inventories, logs and journals to become more aware of how a student learns.</p>	<p>Universal Screener</p> <p>Formal</p> <ul style="list-style-type: none"> • NWEA • CPAA • Early NWEA • AimsWeb <p>Diagnostic</p> <p>Formal</p> <ul style="list-style-type: none"> • DRA • Key Math <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Probes • CBM • Dibles • Post tests • Quizzes • SWIS • AimsWeb <p>Informal</p> <ul style="list-style-type: none"> • Thumb it • Fist of five • Face the fact • Self -assessment 	<p>Tier 1</p> <p>Total Group</p> <ul style="list-style-type: none"> • Lecturette • Presentation • Demonstration • Video • Field Trip • Text <p>Alone:</p> <ul style="list-style-type: none"> • Interest • Personalized • Multiple Intelligences <p>Paired:</p> <ul style="list-style-type: none"> • Random • Interest • Task <p>Small Groups:</p> <ul style="list-style-type: none"> ▪ Heterogeneous ▪ Homogeneous ▪ Task Oriented ▪ Constructed ▪ Random ▪ Interest <p>Tier II</p> <p>Small Groups:</p> <ul style="list-style-type: none"> • Targeted Skill • 3-6 students • 20-30 minutes <p>TierIII</p> <ul style="list-style-type: none"> • 1X1 • Targeted Skill • 20-30 minutes 	<p>Brain/Research Based</p> <ul style="list-style-type: none"> • Memory model • Elaborative rehearsal <p>Focus activities</p> <p>Reading</p> <ul style="list-style-type: none"> • Direct and explicit instruction • Targeted skills and subskills • Thinkalouds, • Multiple exposures daily • Extensive practice, guided, and scaffolds • Corrective feedback <p>Math</p> <ul style="list-style-type: none"> • Provide models and demonstrations of problem solving • Thinkalouds, • Guided and scaffolded practice • Corrective and specific feedback, and • Frequent cumulative review <p>Programs</p> <p>Lexia, Reading A-Z, Read Naturally, Great Leaps, Aleks, Symphony, Spire, Wilson, Earobics, Reading Street, Fresh Leads, My Sidewalks</p>	<p>Classroom</p> <ul style="list-style-type: none"> • Centers • Guided Practice • Choice Time • Ketchup/Mustard Day • Workshop Time <p>After School Programs</p> <p>Vacation</p> <p>Summer School</p> <p>Before School</p> <p>Pull Out/Push In</p> <p>Learning Labs</p> <p>Intervention Blocks</p> <p>Activity Period</p> <p>Extended day, week, year</p>