

# RTI IN MIDDLE AND HIGH SCHOOL: HOW WILL THE GAME PLAY OUT?

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## DIFFERENCES BETWEEN ELEMENTARY AND SECONDARY SCHOOLS

- Elementary: Focus on basic skills (learning to read)
- Secondary: Focus on content (reading to learn)
  
- Elementary: One to two teachers
- Secondary: Five to seven teachers
  
- Elementary: Reading and Writing: Narrative
- Secondary: Reading and Writing: Expository
  
- Elementary: Validated Level I skill programs
- Secondary: Lack of validated Level 1 content programs

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## SOME ASSUMPTIONS ABOUT RTI

- Students who do well in Tier One won't have problems in later grades (False Positives?) and Vice Versa (False Negatives?)
- Students who do well in Tier Two will go back to Tier One - and stay there
- Students who don't do well in Tier Two will probably be identified as LD - Nobody will be identified at the secondary level?

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## What 'kinds' of students will need RTI at the secondary level?

- Number of students who are identified in middle and high school
- Students who do 'okay' early on but have problems when expectations change
- Students who did not get good early intervention
- Problems with vocabulary 'accumulate'
- Wide range of problems: some still struggle with 'early' skills, others have comprehension difficulties

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WHAT WOULD RTI LOOK LIKE AT THE  
SECONDARY LEVEL IN TERMS OF INTERVENTION  
AND PROGRESS MONITORING?

Some Initial Research by Vaughn et al

Tier one: Require Prof. Dev. For Content Teachers  
on Effective Practices in Reading and  
Comprehension of Academic Texts and  
Vocabulary/Concept Development

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WHAT WOULD RTI LOOK LIKE AT THE SECONDARY  
LEVEL IN TERMS OF INTERVENTION AND PROGRESS  
MONITORING?

TIER 2: Teach Word Level Skills, More Intensive,  
Supplemental Instruction in Comprehension and  
Vocabulary and Facilitate Their Use in Tier One  
Activities

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## WHAT WOULD RTI LOOK LIKE AT THE SECONDARY LEVEL IN TERMS OF INTERVENTION AND PROGRESS MONITORING?

- Screening & Prediction
  - State Assessments of Reading Comprehension
  - \*Word and Passage Reading Fluency
  - \*Correct Word Sequences - 7 min. writing sample
- Progress Monitoring
  - Comprehension Measure - test on passages
  - \*Three Minute Maze Test
  - \*Vocabulary Matching

\* [progressmonitoring.org](http://progressmonitoring.org) (Espin et al.)

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## RESEARCH SUPPORTED INTERVENTIONS THAT IMPACT GENERAL EDUCATION CLASSROOM PERFORMANCE AT THE SECONDARY LEVEL\*

- Self-Management Techniques
- Learning Strategies Instruction  
(e.g., SIM, SRSI)
- Study Guides (paper & computer-based)
- Graphic Organizers
- Class wide Peer Tutoring

\* Hughes et al: LDQ; LD:MDJ; MAREL/IES

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# CONTENT LITERACY CONTINUUM\*

\*An example of a tiered delivery system for secondary schools

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## Content Literacy

The listening, speaking, reading and writing skills and strategies necessary to learn in each of the academic disciplines.

## **Begin by....**

**Getting a profile of the literacy performance of all students in your school**

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## **Screen for.....**

- **Word analysis skills**
- **Fluency**
- **Comprehension**
- **(Progress monitoring throughout year)**

**Then ask....**

**Five important  
questions about  
literacy supports!**

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### **5 Key Questions**

- #1 What happens for those students who are reading below the 4th grade level?**
- #2 What is in place across a school staff to ensure that students will get the “critical” content in spite of their literacy skills?**
- #3 What happens for students who know how to decode but can’t comprehend well?**
- #4 What steps have been taken to ensure that powerful learning strategies are embedded across the curriculum?**
- #5 What happens for students who have language problems?**

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# Finally....

Use a “content literacy” framework to determine an action plan

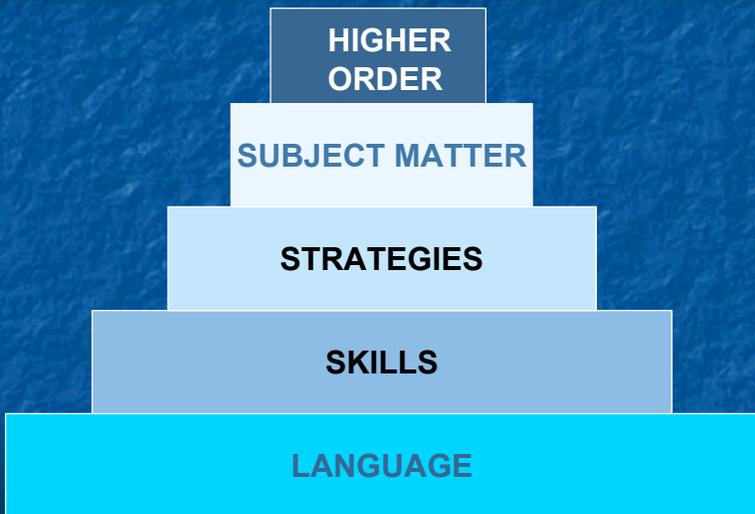
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## A Continuum of Literacy Instruction (Content Literacy Continuum -- CLC)

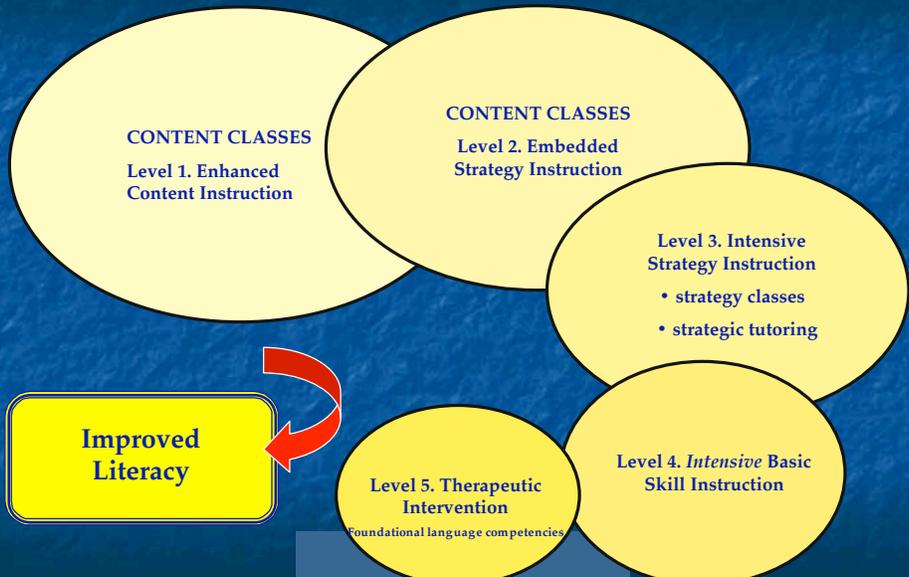
- Level 1:** Enhance content instruction (mastery of critical content for *all* regardless of literacy levels)
- Level 2:** Embedded strategy instruction (routinely weave strategies within *and* across classes using large group instructional methods)
- Level 3:** Intensive strategy instruction (mastery of specific strategies using intensive-explicit instructional sequences)
- Level 4:** Intensive basic skill instruction (mastery of entry level literacy skills at the 4th grade level)
- Level 5:** Therapeutic intervention (mastery of language underpinnings of curriculum content and learning strategies)

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# Building Blocks for Content Literacy

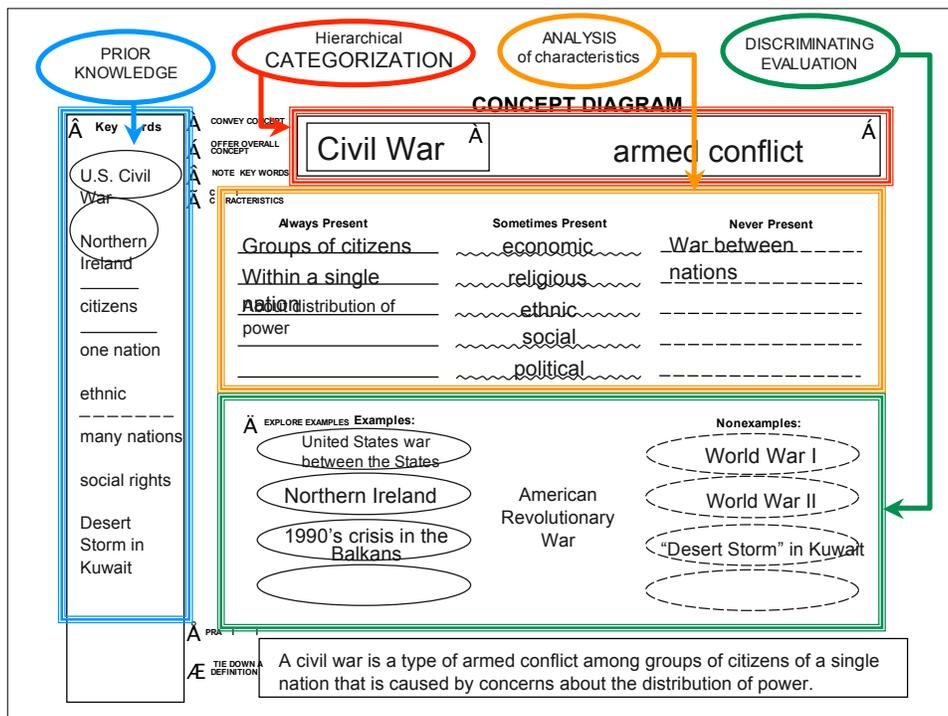


# Content Literacy "Synergy"



# The CLC says...

- There are unique (but very important) roles for each member of a secondary staff relative to literacy instruction
  - Every teacher is not a reading teacher, and literacy coaches may be necessary but aren't sufficient!
- Some students require more intensive, systematic, explicit instruction of content, strategies, and skills



## Sample strategies

- Visualizing
- Questioning
- Summarizing
- Monitoring

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## Level 2 vs. Level 3

**Instruction:**

Embedded

**Grouping:**

Large Full Class

**Outcome:**

Content Mastery and Strategic Learning

**Primary Instructor:**

Content Teacher

**Reinforcement Instructor:**

Support Teacher

**Instruction:**

Intensive

**Grouping:**

Small Select Students

**Outcome:**

Mastery/Generalization of Strategic Learning

**Primary Instructor:**

Support Teacher

**Reinforcement Instructor:**

Content Teacher

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## Level 3 vs. Level 4

### Instruction:

Intensive - strategies

### Grouping:

Small - Select Students

### Outcome:

Mastery/Generalization of Strategies

### Primary Instructor:

Support Teacher

### Reinforcement Instructor:

Content Teacher

### Instruction:

Intensive - skills

### Grouping:

Small - Select Students

### Outcome:

Basic Skills Mastery

### Primary Instructor:

Support Teacher

### Reinforcement Instructor:

Content Teacher & Specialist

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## Intense-Explicit Instruction

### LEVEL 1

- Cue
- Do
- Review

### LEVEL 2

- "I do it!" (Learn by watching)
- "We do it!" (Learn by sharing)
- "You do it!" (Learn by practicing)

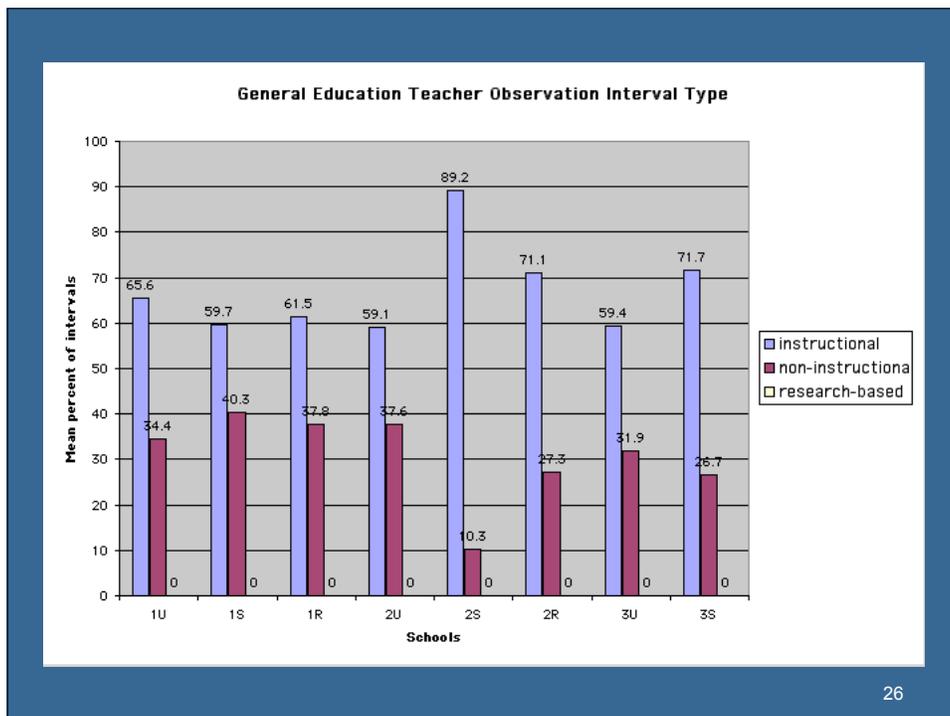
### LEVEL 3/4/5

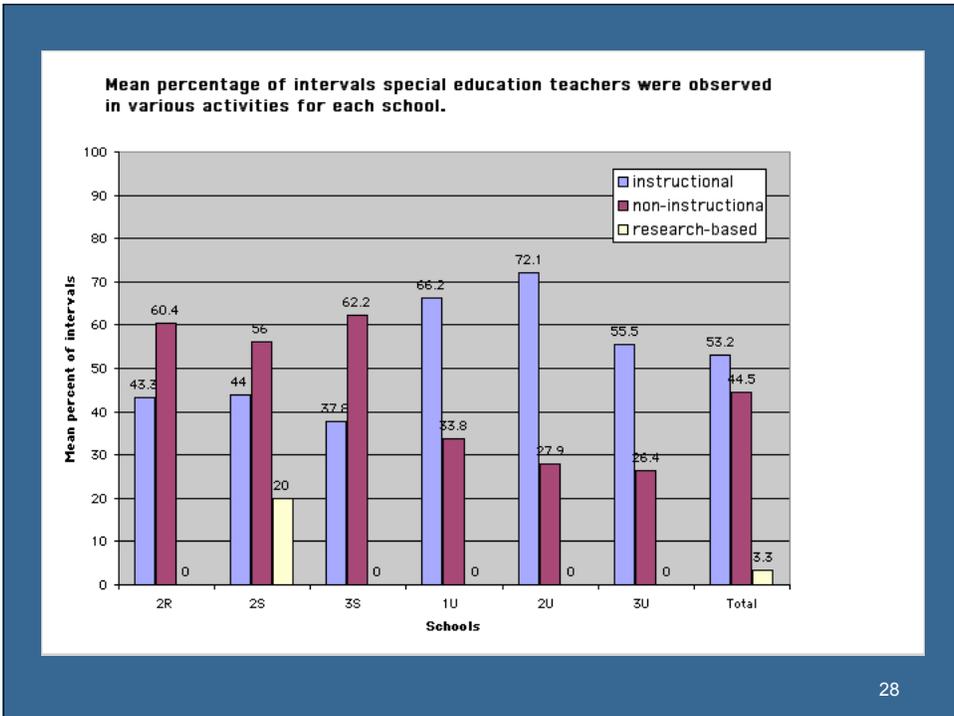
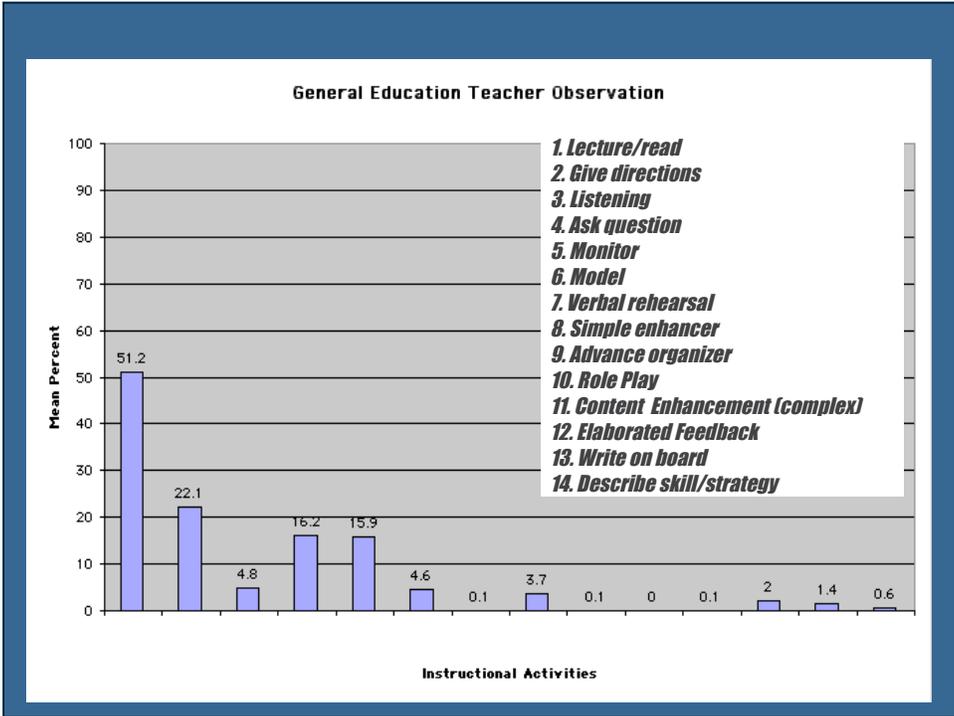
- **Pretest**
- **Describe**
  - **Commitment (student & teacher)**
  - **Goals**
  - **High expectations**
- **Model**
- **Practice and quality feedback**
  - **Controlled and advanced**
- **Posttest & reflect**
- **Generalize, transfer, apply**

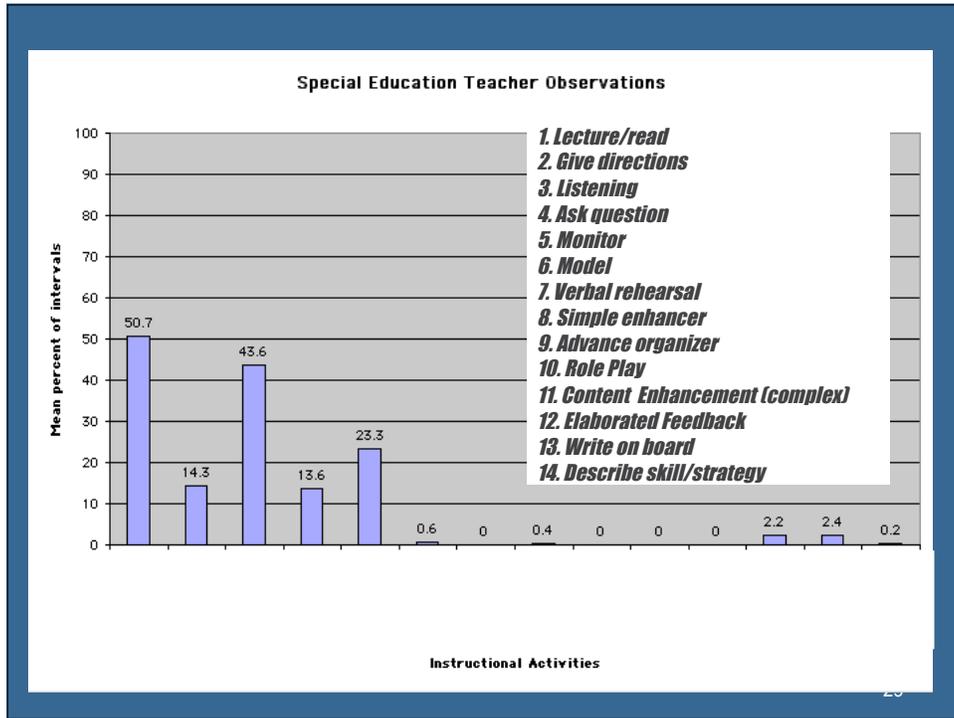
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# An Instructional Challenge

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# A Change Challenge

There are  
common reasons  
why change is so  
complex

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- People can be **irrational**
- **Decisions** can be made **poorly**
- **Personalities** can **get in the way**
- State, district, school, classroom **goals** can be **out of alignment**
- Any change can be **difficult to accept**

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Schools can  
engage in **self-  
destructive**  
behavior

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“The single **most common...**  
source of **leadership failure** we’ve  
been able to identify... in politics,  
community life, business, or the nonprofit  
sector – is that people, especially those in  
positions of authority, **treat**  
**adaptive challenges like**  
**technical problems”**

R. Heifetz, Leadership on the line

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- “as the number of changes multiplies, and as the time demands increase, people

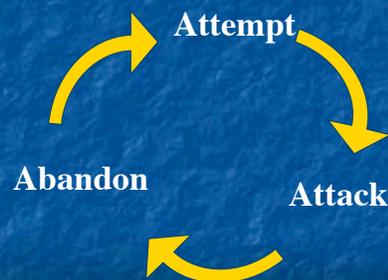
approach **a dysfunction**

**threshold**, a point where they lose the capacity to implement changes”

Darryl Conner, *Managing at the speed of change*

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## Attempt, Attack, Abandon Cycle



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## Allow time for....

- Human “sense-making”
- Reformulation and reintegration

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## Understanding the role of “human sense-making”

Successful implementation of complex policies usually necessitates substantial changes in the implementing agents’ schemas. Most conventional theories of change fail to take into account the complexity of human sense making.....

Viewing failure in implementation as demonstrating lack of capacity or deliberate attempt to ignore policy overlooks the complexity of the sense-making process.

Sense-making is not a simple decoding of the policy message, in general, the process of comprehension is an active process of interpretation that draws on the individual’s rich knowledge base of understandings, beliefs, and attitudes.

Spillane, Reiser, & Reimer, 2002

Spillane, J., Reiser, B. & Reimer, T. 2002. "Policy Implementation and Cognition: Reframing and Refocusing Implementation Research." *Review of Educational Research* 72(3): 387-431.

## Allowing time for reformulation

No one can resolve the crisis of reintegration on behalf of another. When those who have power to manipulate changes act as if they have only to explain, and when their explanations are not at once accepted, shrug off opposition as ignorance or prejudice, they express a profound contempt for the meaning of lives other than their own.

For the reformers have already assimilated these changes to their purposes, and worked out a reformulation which makes sense to them perhaps through months or years of analysis and debate. If they deny others the chance to do the same, they treat them as puppets dangling by the threads of their own conceptions.

Marris, 1975

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## Lessons learned from secondary school change initiatives.....

- A targeted, **sustained commitment** (4-5 years) by school and district administrators and large majority of staff is required to impact the targeted outcome(s) and build capacity
- **Decision-making team structures** must be established to drive the change (independent of persons/personalities)
- **Resources** to launch and sustain the initiative must be committed and **protected** (to weather points of resistance and stall)

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## **More lessons learned from secondary school reform initiatives.....**

- The impact of adding a **new initiative on top of other initiatives** must be carefully analyzed. **Start-up** must be **delayed** until the new initiative can be given sufficient time, energy, and sustained commitment
- Improving student outcomes involves **much more** than simply providing **professional development** on targeted interventions

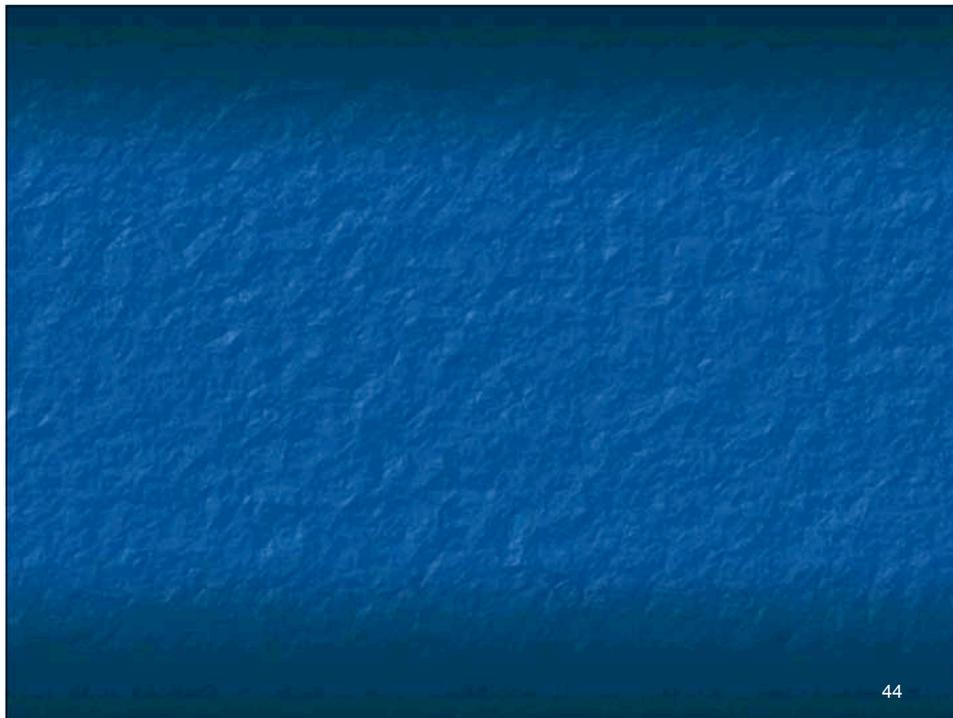
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## **Partnership Principles**

- Equality
- Choice
- Voice
- Dialogue
- Reflection
- Praxis

[www.instructionalcoach.org](http://www.instructionalcoach.org)

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[www.kucrl.org/cec2007](http://www.kucrl.org/cec2007)

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