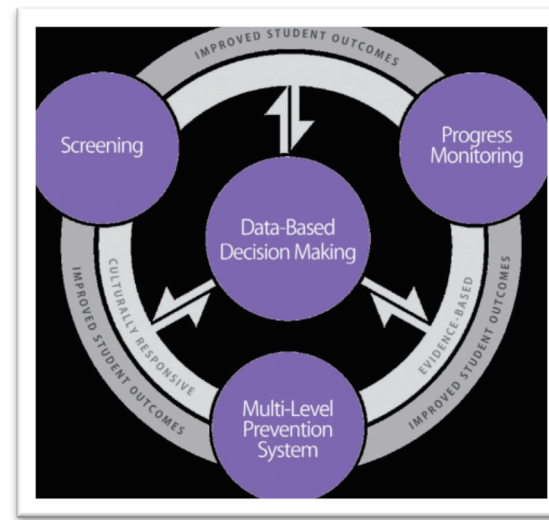


Standard 8 Educators contribute to the profession

Response to Intervention Self- Directed Inquiry Project and Presentation



After reading countless articles on RTI, it appears that RTI has developed its own framework to fit Nanaimo-Ladysmith Public School needs and is slowly implementing changes in schools across the district since October 2012. And conveniently, the intervention fits closely with the same teaching strategies that Vancouver Island University Education students are taught today to become the next generation of teachers. These teaching strategies include: teaching self-regulation to students, increasing collaboration with colleagues, teaching inquiry-based lessons, improving assessment practices, and ultimately improving student achievement through authentic and focused lesson plans.

My perspective is that progressive teachers have been looking to improve the current education system for a long time. Nanaimo-Ladysmith District has historically had a poor reputation for academic achievement and RTI is seen as a model that provides a possible solution. Frustration from the model is due to lack of exposure and willingness to try new teaching methods. There are so many resources on how to implement RTI, that it becomes confusing.

My recommendation is to go directly to the school district's achievement contract to understand the district's goals and how it views how RTI implementation is intended to meet those specific

goals.

Questions

Can RTI be applied to all curriculums?

Do teachers have the resources to monitor students and provide interventions for teach student?

Do teachers need new technology to implement RTI?

Does RTI help to identify students with learning disabilities faster than previous methods?

Does RTI address ELL using general outcome measurement?

Literature Review

Article: Response to Intervention: an Alignment Guide for Math Facts Pro

Author: Mark Berg

Berg promoted a math program Math Facts Pro in the article. The program works as an intelligent tutor for teachers using RTI. MFP continually monitors student's progress (tier 1). Results are then provided to the teacher for tier 2 interventions (small group instruction that are categorized by MFP results). Once the tier 2 interventions occurs the process is repeated.

My response to this article:

-Are schools willing to pay for their programs?

-Can technology be used for RTI for other subjects?

-Does this kind of program take away from a community of learner goal for many teachers?

#2 Literature Review

Article title: Poor Responders in RTI

Journal: Theory Into Practice

Authors: Rollana E. O'Connor and Janette Klingner

RTI is being used as a tool to determine students eligible for special

education under the category of learning disabilities. O'Connor and Klinger argue that there is little information that suggests, "RTI reduces the incidence or severity of LD or whether it identifies students with LD more reliably than earlier practices."

#3 Literature Review

Article: Applying Response to Intervention in Physical Education

Journal: Strategies: A Journal for Physical and Sport Educators

Author: Brian D. Dauenhauer

One elementary school applied RTI to PE. RTI is not a direct fit for curriculum like PE but throughout the years, professionals have made modifications to the model so that it can be applied. Tiers operate as follows:

Tier one-every student received a specific amount of instruction outlined by curriculum standards.

Tier two consists of targeting students that need extra help by placing them in smaller groups.

Tier three involves the family and social support. I also don't know how realistic this solution is.