

**PS/RtI Train the Trainers  
Regional Meetings**

**Problem Solving &  
Response to Intervention**

A collaborative project between the Florida Department of Education and the University of South Florida

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### *Advance Organizer*

- Review of some national PS/RtI implementation data
- The underpinning structure of these Professional Development modules
- Three year training outline
- Characteristics of effective Professional Development
- Developing a Professional Development strategy
- Developing a Professional Development resource map
- Systems Change

cont.

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### *Advance Organizer*

cont.

- Orientation to first five PS/RtI Professional Development modules
  - Big Ideas in PS/RtI
  - Problem Identification
  - Problem Analysis
  - Intervention Design, Implementation
  - Response to Instruction/Intervention

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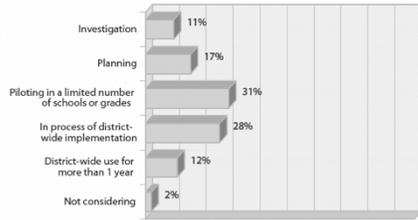
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www.spectrum12.com

At what stage is your district in RTI implementation?




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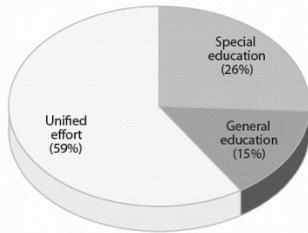
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www.spectrum12.com

Who is leading RTI implementation in your district?




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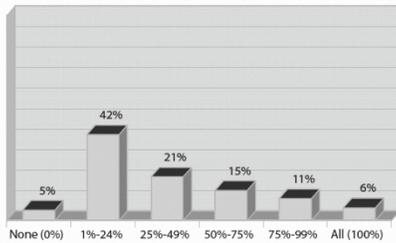
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www.spectrum12.com

What percentage of your district staff has been trained on RTI?




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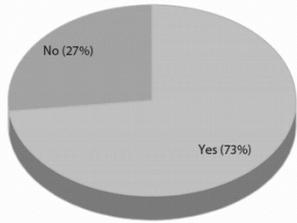
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www.spectrum12.com

Is your district using RTI as part of the process to identify students for special education services?




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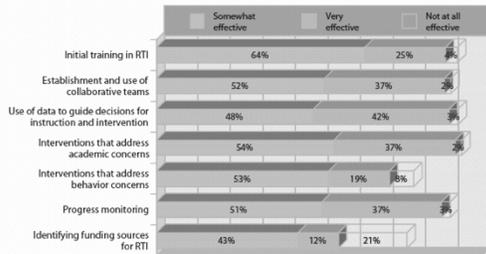
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www.spectrum12.com

Please indicate how effective the following professional development solutions have been in mediating or eliminating RTI implementation obstacles?




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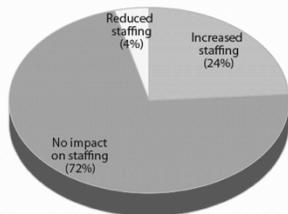
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www.spectrum12.com

What impact has the implementation of RTI had on building/district staffing (i.e. employing more or fewer FTE of staff)?




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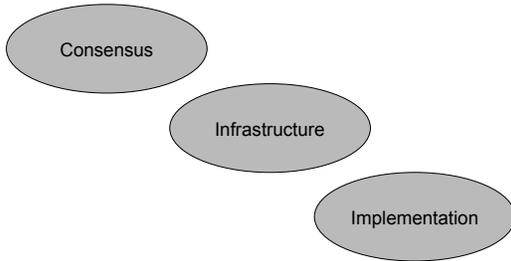
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## Change Model




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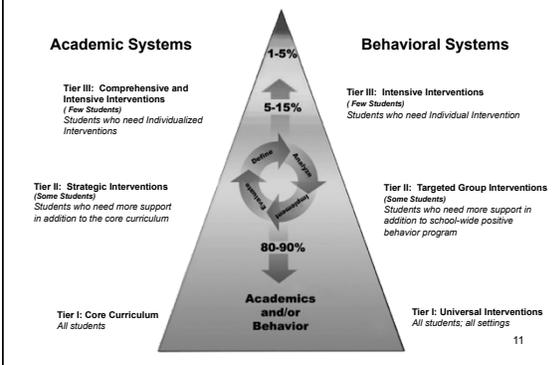
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## Three Tiered Model of School Supports




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## Three Year Curriculum

- Tiers 1, 2, 3
- Consensus, Infrastructure, Implementation

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## Consensus Building

- Educators will embrace new ideas when two conditions exist:
  - They understand the NEED for the idea
  - They perceive that they either have the SKILLS to implement the idea OR they have the SUPPORT to develop the skills

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## Consensus

- Making the shift to a new paradigm, like RtI, does not simply involve accepting a new set of skills. It also involves giving up certain beliefs in favor of others.

Ken Howell

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## Educational Reform

To get to “all”, we must pay attention to “every”. We must pay attention to the system first, and then we move to small groups and individuals.

Dave Tilly

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## Flaws with traditional professional development

We remember:

- 20% of what is said
- 30% of what we hear
- 40% of what we see
- 50% of what we say
- 60% of what we do
- 90% of what we see, hear, say, do**

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## Transferring Training

- **Theory:** knowledge gained
- **Demonstration:** opportunity to see practical application
- **Practice:** opportunity for sustained practice
- **Feedback:** expert or peer coaching

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## Joyce & Showers

TRAINING COMPONENTS	Knowledge	Skill Level	Use in Classroom
Theory and Discussion w/ Demonstration in Training	10%	5%	0%
w/ Practice & Feedback in Training	30%	20%	0%
w/ Coaching in Classroom	60%	60%	5%
	95%	95%	95%

Joyce, B. and Showers, B. (2002) Student Achievement Through Staff Development Association for Staff and Curriculum Development (3rd Ed.)

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When teachers receive an appropriate amount of support for professional learning, more than 90% of them embrace and implement programs that improve student experience in the classroom.

Jim Knight

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### *Effective Professional Development*

- On-site
- Participant-driven
- Collaborative
- Supported by modeling, coaching, problem-solving
- Engaging
- Connected to other aspects of school change

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### *PS/RtI Professional Development Plan*

- Determine the training strategy.
  - Building-level teams?
  - Total building staff?
  - Training “trainers” first, then teams?
- Have you made a decision on which buildings will be part of Wave 1?—ALL, Some?

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### *Developing a Resource Map*

- Focus of PD is SBLTs
- 10 SBLTs trained at one time
- 5 days of training
- 5-7 days of TA
- Trainers needed
  - # teams Divided by 10= 1 Training Group
  - # Groups X 10/12 Days

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### *Developing a Resource Map*

1. Train Trainers
2. Train Coaches
3. Train District Personnel
4. Train SBLTs
5. Data Infrastructure
  1. Assessment Tools
  2. Technology for Analysis of Data (e.g. Survey Monkey)

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### *Evaluation and Data Analysis Plan for RtI Implementation*

- Develop a method to evaluate the implementation of Tiers 1-3 and their impact on achievement.
  - SAPSI is the progress monitoring tool for implementation
  - Have they identified the % of students expected to reach proficiency at each Tier level (e.g., 80% for core instruction only?)

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### Evaluation and Data Analysis Plan for RtI Implementation

- Aggregate data to develop district profile.
  - Aggregate building-level data.

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### Table Top Discussion

- What are your plans regarding evaluation of PS/RtI implementation?
  - SAPSI
  - Documentation of PD Implementation
  - Other?
- How will implementation be maintained?

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### What do we know about systems change?

- Communicate a clear and common vision
- Planned and pursued in a systematic manner over time
- One size does NOT fit all
- Professional development is critical
- Outcome evaluation is NON-NEGOTIABLE!

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