**Gain Attention**: (informal – formative assessment)

As learners enter the room they independently complete the following activity.

Activity: Learners are asked to use the paper on the desk to translate the information.  Correct responses will be treated to a reward, those with incorrect responses will need to complete the session and rework their answers until they get it correct. Each person will be provided with a piece of paper explaining the directions, there will be three different sets of directions (A, B, C).

Those with A will be provided with the necessary tools to complete the task - their directions will ask them to let everyone know they are finished, the instructor will congratulate them and reward them with a token,

Group B will be provided with a bit of background information - it will take them awhile, but they will struggle through it, they too will earn recognition

Group C will be provided with directions that tell them to complete the task, they will not have any additional information - they will not receive a reward.

When Group A completes the task the other learners will be informed there are only 90 seconds left to finish.

The instructor will thank everyone for their hard work, provide grades PASS or FAIL, but not provide answers or explanations.

Handouts for activity ~ [Attention Activity Sheet](https://www.coursesites.com/bbcswebdav/pid-3644428-dt-content-rid-11842675_1/xid-11842675_1)

**Class introductions**: instructor, learners

Writing activity: describe/define RtII. Why it is or isn’t important.

 ~ share ideas, write on board; save information for end of training

Discuss first activity

 The instructor will ask the learners (write responses on board)

How did Group C students feel about the task? Why?

How did Group B students feel about the task? Why?

How did Group A students feel about the task? Why

What could have been done to make Groups B & C more successful? Why didn't everyone finish, why was it harder for some, what would have made everyone more successful?

More background information (answer key, understanding the rules), more time for some, some guidance for the basic elements you didn’t understand, less distraction from those around you (maybe those finished),…

How would you be able to apply this information to struggling students in your classroom?

Review general interpretations of RtII as you share the definitions, identify what matches and what misses the mark.

Inform learners of definitions

**RtI to RtII in Pennsylvania**

Response to Intervention was changed in PA to Response to Instruction and Intervention

The change was made to highlight the significance of a solid instructional foundation in tier I by using SAS and to encourage implementation of tiers II & III with effective instructional practice.

**Pennsylvania**: (PDE)

 RtI is an **early intervening strategy** and carries dual meaning in Pennsylvania. It is a comprehensive, multi-tiered, standards-aligned strategy to enable early identification and intervention for students at academic or behavioral risk. At a later date, RtI may be considered as one alternative to the aptitude-achievement discrepancy model for the identification of students with learning disabilities after the establishment of specific progress measures. RtI allows educators to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities. **The goal of RtI is to improve student achievement using research-based interventions matched to the instructional need and level of the student.**

**NASDSE** (National Association of State Directors of Special Education)

RTI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions” (NASDSE, p. 5). Some core features of RTI include: universal screening of academics and behavior; high-quality, research-based classroom instruction and interventions; ongoing monitoring of student progress in response to interventions; multiple tiers of increasingly intense interventions; a differentiated curriculum; and differentiated instruction by various school staff, including the classroom teacher

 Mellard. (2004). Retrieved from http://projectforum.org/docs/RTI-SelectStatePrograms-final.pdf)

**National Center on the Response to Intervention**

RtI

~ is a multi-level, instructional framework aimed at improving outcomes for ALL students

~ is a preventative framework and provides immediate support to students who are at risk for poor learning outcomes

~ may be considered a component of comprehensive evaluation for students with learning disabilities, depending on state and district policies

Discuss what this means to you (learners), the students and the school district.

-write responses on the board, discuss and safe for review at the conclusion of the training

**The National Research Center on Learning Disabilities**(NRCLD, 2006) ***defines RtI as:***

RtI is an assessment and intervention process for systematically monitoring progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.

Inform learners of training objectives:

(K) - In the classroom, given the benchmark and progress monitoring data regarding an individual student, the learner will be able to explain the benefits of RtII for struggling learners

(S) - In the classroom, given the benchmark and progress monitoring data regarding an individual student, the learner will be able to:

Interpret data to place the student into correct intervention category (math computation, math fluency, reading comprehension, reading fluency).

Differentiate classroom materials for the individual student.

(A) - In the classroom, given the benchmark and progress monitoring data regarding an individual student, the learner will choose to engage the student in appropriate intervention strategies