Facilitator's Guide

for

The RTI Daily Planning Book, K–6

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Study Group Launch

Launch the study group with a session that includes all teachers and specialists in the school or district who will be working with tiered literacy instruction. The launch session may be led by a literacy specialist, principal, curriculum director, general education teacher, or special education teacher. It can be arranged as part of another meeting, such as a weekly staff meeting, or as a short session during a district professional development day.

The purpose of the launch session is to introduce *The RTI Daily Planning Book, K–6* and to establish the study group process that will be used to explore its content. After the launch, teaching teams or grade-level teams meet in smaller groups to discuss the material.

Time: 30 to 45 minutes

Materials:
- Copy of *The RTI Daily Planning Book, K–6* for all participating teachers
- Copy of *The RTI Daily Planning Book, K–6* Facilitator's Guide for all participating teachers

As Needed:
- Projectable copy of Overview of RTI (page 2 of Facilitator's Guide)
- Projectable copy of Tiered Instruction (page 3 of Facilitator's Guide)
- Projectable copy of Content of the *RTI Daily Planning Book, K–6* (page 4 of Facilitator's Guide)
- Projectable copy of Study Group Planning (page 5 of Facilitator's Guide)

Teacher Preparation:

If the teachers have the book before the launch session, they should read pp. 1–26 before attending. If the teachers do not have the book before the launch session, they should read these pages before the study groups begin.

Activities and Discussion:

The presenter should do the following as needed:
- Review Overview of RTI (page 2 of Facilitator's Guide).
- Review Tiered Instruction (page 3 of Facilitator's Guide).
- Review Content of *The RTI Daily Planning Book, K–6* (page 4 of Facilitator's Guide).
- Present Study Group Planning (page 5 of Facilitator's Guide).
- Distribute the Facilitator's Guide.
- Allow ten minutes for the study group teams to plan their first session.

Overview Of RTI

RTI is an approach to instruction that is ultimately designed to support students who have special learning and/or behavior needs. It begins with an intensive effort to provide high-quality instruction for all students. The progress of all students is systematically monitored "to determine the need for further research-based instruction and/or intervention in general education, in special education, or both" (**www.rtinetwork.org**). Students who are found to be outside the ranges of performance deemed acceptable for the school are targeted to receive supplemental instruction, typically in tiers. The amount of time and the intensity of the supplemental instruction depend on the nature and severity of the difficulty or struggle. The more severe the need, the more intensive the support.

Tiered Instruction

Tier 1 instruction takes place with all children in the general education program. In Tier 1, students receive whole-class and small-group instruction from the classroom teacher.

Tier 2 instruction is for students not making adequate progress in Tier 1—as identified through *universal screening* and *systematic progress monitoring*. Tier 2 instruction may be provided by the classroom teacher or a literacy specialist, and may occur within or outside the classroom.

Tier 3 instruction is generally provided outside the classroom, by a literacy specialist. This additional layer of instruction provides not only more, but also more individualized and/or intensified instruction, than is offered in Tier 2.

CONTENT OF THE RTI DAILY PLANNING BOOK, K–6

Part 1: Assessment Practices and Tools

Student Backgrounds and Characteristics

Text Processing and Comprehending

Specific-Concept Assessments (print concepts, letters, sounds, phonological aware-
ness, word analysis, spelling, high-frequency word recognition, miscues, fluency,
comprehension, content mapping, vocabulary)

Part 2: Instructional Practices and Tools

For Students Needing

    Developing Print Concept Knowledge

    Developing Letter Knowledge

    Developing Phonological Awareness

    Developing Phonics Knowledge and Word Analysis

    Decoding Multisyllabic Words

    Reading High-Frequency Words

    Using and Integrating Cue Systems

    Developing Fluency

    Using Prereading Strategies

    Engaging with Text

    Identifying Main/Key Ideas

    Thinking Beyond the Text

    Developing Content and Vocabulary Knowledge

STUDY GROUP PLANNING

- Select a study group facilitator to arrange meeting times and locations.
- Set a date and time for the first group meeting.
- Review the study group meeting topics on pp. 6–10 of the Facilitator's Guide. Depending on the group's needs and the time available, plan to meet two to four times to discuss the content of the book and the implementation of the assessment and instructional practices. Additional meetings may be arranged if the group wishes to discuss the material in more depth.

STUDY GROUP MEETINGS

Teaching teams or grade-level groups choose the small-group meeting topics that best meet their needs. Four meeting topics are outlined on pp. 6–9. If desired, individual topics may be combined, with the group addressing more than one topic in a meeting, or separated so that the group meets more than four times to discuss the material in depth. Additional possibilities for studying the content of the book are suggested on page 10.

Topic: Explore the Background and Learning Characteristic Assessment Tools

Time: 1 hour

Teacher Preparation:
- Read through pp. 27–71 of *The RTI Daily Planning Book, K–6.*
- Each member of the study group chooses and tries out at least three tools from the Background and Learning Characteristics section: one from pp. 33–50, one from pp. 51–59, and one from pp. 61–71. Study group members come to the meeting ready to share examples and discuss results.

Ideas for Activities and Discussion:
- Share the examples of the background and learning characteristic information that has been collected.
- Discuss ways the information can be used to inform instruction. What potential changes can be made to classroom activity based on what you have learned about your students?
- Discuss whether there are tools from this section of the book that the group feels should be administered across classrooms.
- Discuss whether there are tools from this section of the book that the group feels should be administered across grades.
- Discuss how the information collected about background and learning characteristics will be shared among teachers working with the same students.

Time: 1 hour

Teacher Preparation:

- Read through pp. 72–103 of *The RTI Daily Planning Book, K–6* to get an overview of how to use the Reading Assessment Tool.
- Gather literature that could potentially be used for ongoing assessment in your classroom. (Follow the guidelines on pp. 76–83.) The team will need to decide whether any literature needs to be purchased for assessment purposes.
- Carefully read through the administration guidelines and materials on pp. 83–103.
- Review the test case on pp. 104–113.
- Try out the Reading Assessment Tool with two to three students.
- Review the Specific-Concept Assessments on pp. 114–162 to determine which may be relevant for use in your classroom.

Ideas for Activities and Discussion:

- What questions do you have about implementing the Reading Assessment? What information did the Reading Assessment give you for informing instruction?
- How often does the team want to use the Reading Assessment with RTI students?
- How will the assessment information be shared among teachers who are working with the same students? Where will the records be kept?
- How could the rubrics (pp. 96–97) be used to ensure consistency in the instructional approach?
- Could the tracking forms (pp. 98–99 and in Appendix 2) be used in your setting? If so, what are the general expectations for the readers in your school? Determine whether the generic form on page 98 or the preshaded forms in the appendix are better suited to your school's needs.
- Discuss which of the Specific-Concept Assessments are relevant to use in your setting. (See the overview on pp. 114–115.)

Topic: Discuss Plans for Continued Use of the Reading Assessment Tools

Time: 1 hour

Teacher Preparation:

- Try out the Reading Assessment and any of the Specific-Concept Assessments that will provide additional necessary information for your instruction. Implement these assessments with several or all of your students.
- Consider how often it would be useful to use the assessments with RTI students.
- Consider who should ideally administer the assessments.

Activities and Discussion:

- Discuss how often the team wants to use the Reading Assessment Tool with RTI students. Discuss which teacher would be best able to administer this assessment over time.
- Discuss which of the Specific-Concept Assessments are relevant to use in your setting. Discuss which teacher would be best able to administer these assessments over time. Discuss how often the assessment tools should be used.
- Discuss how information will be shared among teachers who are working with the same students.
- Discuss which assessment tools the group feels should be administered across classrooms.
- Discuss which assessment tools the group feels should be administered across grades.

Topic: Discuss the Instructional Strategies in Part 2

Time: 1 hour

Preparation:

- Familiarize yourself with the instructional strands listed on pp. 164–168, and with the ways in which these strands connect with the assessment categories featured in Part 1.
- Use the data you have collected to determine the strands in which your students need focused instruction. Browse through the instructional strategies and determine which strategies are likely to best suit your students' needs. Try out three or four strategies, keeping work samples or data as appropriate. Bring the samples to the next study group meeting.

Activities and Discussion:

- Share the work samples and observations from the instructional strategies you have tried.
- Discuss how you are using and adapting the strategies to meet your students' needs.
- Discuss which instructional tools and practices the group feels should be administered across classrooms.
- Discuss which instructional tools and practices the group feels should be administered across grades.
- Discuss which strategies both the classroom teacher and intervention teacher can implement to ensure consistency across settings.

Additional Topics for Study Groups

- **Choosing Appropriate Texts for Assessment:** Read pp. 76–83 of *The RTI Daily Planning Book, K–6*. Following the guidelines on these pages, work together to select a set of literature that can be set aside and for instruction within each classroom, or at each grade level. The team may need to work together to level some books. Some books may need to be purchased if the existing selection is not wide enough.

- **Developing Consistency in Coding Running Records:** Read pp. 83–87 of *The RTI Daily Planning Book, K–6*. Try out the Reading Assessment Tool and bring the data you collect to the study group meeting. Use the meeting time to develop a consistent coding system for documenting miscues. Have different study group members read aloud the text with the child's miscues to allow members to practice documentation and analysis.

- **Focused Instruction within a Strand:** Choose an instructional strand for focused study from Part 2 (see pp. 164–168). Each group member tries a different strategy within the strand and brings ideas and questions back to the group.

- **Consistency in Lesson Planning and Design:** Try out the lesson plans on pp. 217–220 and/or pp. 232–234. Decide on a consistent plan to be used by classroom teachers and other teachers working with RTI students. Make adaptations to the plans as necessary.

- **Demonstration Lesson:** Arrange for a member of the study group to do a demonstration lesson for other members of the group. Any strategy or lesson from Part 2 of *The RTI Daily Planning Book, K–6* may be selected. Classes can be brought together for such purposes, or available school personnel can be brought in for a short period of time to staff classes, allowing several teachers to be present for the lesson. The lesson can be discussed at a study group session.