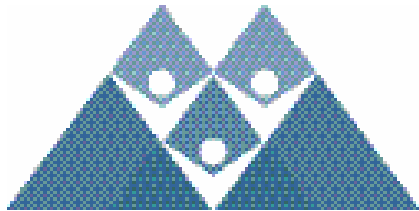


Statewide Action-Planning
to support and enhance implementation of
Response to Intervention



Response to Intervention
Improving Achievement for All Students

RTI Summit

Hyatt Regency Crystal City

December 6 and 7, 2007

State: Texas

State Contact:

Table Facilitator: Stacy Skalski

Monya Ruffin- National Center on RTI

State Team Participants: *Please complete as introductions are made. Please record name and title next to invited role represented by the person. Please record all other Team Members next to "Other". Please do not record the Table Facilitator on this page.*

	<i>Name and Title / Position</i>
Chief /Deputy Superintendent	Susan Barnes – TEA, Assoc. Commissioner for Standards and Programs, sbarnes@tea.state.tx.us
Title I	Corey Green- Senior Director, TEA Division for NCLB Coordination, cory.green@tea.state.tx.us
Title III	
Special Education	Kathy Clayton – Senior Director, TEA IDEA Coordination, Kelly Callaway- Director of Advanced Academics, TEA Division of Curriculum. kathy.clayton@tea.state.tx.us kelly.callaway@tea.state.tx.us
School Improvement	Haidee Williams, Project Director, TX Comprehensive Center, hwilliams@sedl.org
Reading First	Kathy Stewart, Texas Education Agency, Reading First Manager/Director; kathy.stewart@tea.state.tx.us
AASA Affiliate	Susan Holley –Assoc. Director, Texas Assoc. of School Administrators, sholey@tasanet.org
NAESP Affiliate	Trae Kendrick- Chief Learning Officer, TEPSA, trae@tepsa.org
NEA Affiliate	Paul Henley – Teaching and Learning Specialist, Texas State Teachers Association, paulh@tsta.org
AFT Affiliate	Patty Quinzi – Legislative Counsel, Texas –American Federation of Teachers, pquinzi@texasaft.org
Parent Representative	None present

Other	Regional Education Services centers are not included in the discussion. They provide technical assistance to districts. TEA is in the process of ensuring that there is communication and consistency throughout the ESCs.
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Facilitated State Team Planning Session #1

Thursday, December 6, 2007

9:45 – 11:30 a.m.

Please record key words and phrases as the team responds to this statement (located on page 1 of the State Team handouts).

	1. Given what we have just heard in the overview on RTI, I see the concept of Response to Intervention and my constituency group intersecting in these ways (or in these places or at these times)...
Chief /Deputy Superintendent	Susan- perception that answer to problems is finding the right program. TEA faces this all the time.
Title I	
Title III	
Special Education	<p>Kelly- teacher will think won't have time to learn interventions because will spend all time recording data.</p> <p>Cory- even his wife who is a reading specialist feels like her job is based on TAKS performance. If something isn't working, can implement new programs using federal funds differently and more creatively.</p> <p>Kathy – special ed can sometimes make a situation worse when not implemented well. Students who are not special ed could end up there. RTI has been used successfully by principals who work closely with teachers. Sometimes it's a credibility issue.</p>

	<p>Facilitator- schools use language without starting from common ground and use different terms with same meaning. How will you create a set of language across constituency groups?</p> <p>Susan- fidelity is hard to determine in TX because state law is open and doesn't dictate time requirements. Assessment literacy is not discussed</p> <p>Trae- programs take kids out of classroom and teachers have to figure out how to make up time. Put more work on general ed teacher to make up the time. Tier 1 instruction strategies are biggest request from teachers.</p> <p>Susan- elementary kids are more receptive than secondary motivation element and behavior support may be more important. Dropout issues- looking at RTI to lay on top of dropout prevention. In some ways you may have a branding issue.</p>
<p>School Improvement</p>	<p>Haidee- as a former teacher, remembers wanting to do the right thing but not having the tools. Has to be job embedded, have to be empowered to practice it safely in their classroom, have someone model it, show them what it looks like, so you get fidelity instead of assessment.</p>
<p>Reading First</p>	<p>Kelly- expects all will benefit from RTI, as a former teacher, it looks like more testing. Secondary teachers may be less open to the concept because they are dedicated to their curriculum in such a way that they won't see opportunities for intervention.</p> <p>Kathy – Reading first like a mini pilot . Five years in, what does true fidelity mean? Have to align that. Getting people to truly understand the data and how to match it with instruction. Culture change of looking at funding sources and where to focus. Programs are more vendor driven in terms of scope.</p> <p>Facilitator- problem is how to make program come alive. How to do more than training to ensure action as well?</p> <p>Kathy – mentality is more training will improve things. Agency will seek consensus and will provide state guidance versus mandates. There is no way consensus can't be met with all partners participating.</p>

	Facilitator- not all data is equal, so me might be more useful than others.
AASA Affiliate	Susan- lots of overriding themes of customization and individualization and meeting all needs where they are in prof deve, with children, the whole concept of coaching and not directing. Tasa wants to halp make sure supt are so interconnected with educ so its not so overwhelming. It should be an interwoven effort and there ought to be safeguards for teachers.
NAESP Affiliate	Trae- when teachers hear “progress monitroning” they immediately shut down, and with good reason. Trae- TEPSA help them understand it’s not just another new program, RTI is a philosophical shift, looks at resources and hjow to allocate or reallocate.
NEA Affiliate	Paul- Membership think it will be just another set of rules to try to make schools look like they are failing. The concept of a fluid process is a great idea but hard to document. Benchmarking, etc takes time away from instruction.
AFT Affiliate	Patty - Introduction implied that RTI assumes all students are receptive to instruction and if there are low assessment data, ther is a problem with instruction, meaning the teacher. The concern is that this will be a punitive measure that will punish teachers, rather than helping the student in need. Another concern is resoucrs and whether enough will be provided for proper implementation.
Parent Representative	
Other	

Please record key words and phrases as the team responds to this statement (located on page 1 of the State Team handouts).

	2. From my perspective as a _____ (role – State administrator, Curriculum Developer, Technical Assistance Provider, Related Services Professional, and Organization Representative), I see my colleagues and I can contribute to the RTI Implementation Team and process by...
Chief /Deputy Superintendent	

Title I	
Title III	
Special Education	
School Improvement	
Reading First	
AASA Affiliate	
NAESP Affiliate	
NEA Affiliate	
AFT Affiliate	
Parent Representative	
Other	

Please record key words and phrases as the team responds to this statement (located on page 1 of the State Team handouts).

	3. From our perspective (based on specific role that person represents), important considerations for our participation on the RTI Implementation Team are...
Chief /Deputy Superintendent	

Title I	
Title III	
Special Education	
School Improvement	
Reading First	
AASA Affiliate	
NAESP Affiliate	
NEA Affiliate	
AFT Affiliate	
Parent Representative	
Other	

(Continuing with page 1 of the State Team handouts).

4. To advance this work, both today and as we continue this work in our State, we agree to abide by the following norms...

Agreements:

Please record group norms in the box below.

1. Will meet in Austin
2. Meet quarterly
3. Meet in Austin in January at TEA
4. Kelly will be facilitator until RTI Coordinator position at TEA is filled.
5. E-mail
6. Take meeting notes
7. TEA's RTI planning process will be open and based on consensus.

Our Vision

December 2010

Please record statements as they are developed by the State Team in the boxes following each visioning stem (located on page 2 of the State Team handouts).

Shared Leadership and Understanding (stakeholder participation and level of commitment):
By December 2010, our vision for our State is...

- In three years or less, everyone owns it. The same speak in the state. It is good for kids.
- All stakeholders sending out same message, services similar
- Unified voice in State
- There is leadership by-in at the district and campus level

Comprehensive Statewide Initiatives (topics/issues and levels of implementation):
By December 2010, our vision for our State is...

- Not about money, a commitment to the right resources used in the right places
- Common vocabulary, common understanding of core components
- No longer piecemeal use of Title monies, the menu of options
- Matrix of possibilities, money to be spent in different ways
- Proportion of student sub-populations in special programs in line with total student population
- Fewer program barriers to the use of money

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Professional Development Processes and Initiatives (topics/issues and levels of implementation):

By December 2010, our vision for our State is...

- ELL needs are imbedded in all learning initiatives
- Exploration to Implementation
- Reframing and aligning professional learning to take it to the action level
- Professional learning meeting the varying need levels of districts
- Relevant campus data analysis, building capacity of principals as instructional leaders

Facilitated State Team Planning Session #2

Thursday, December 6, 2007

4:00 – 5:30 p.m.

Please record the total number of persons responding to each cell in the chart (located on pages 4, 5, & 6 of the State Team handouts) after the Table Facilitator has collected the data. After the table discussion, also please place an “X” in the cells where the team reaches consensus on the rating.

Toward Statewide RTI Implementation

	1 ⇄	2 ⇄	3 ⇄	4
Shared Leadership and Understanding				
State RTI Planning Team consists of...		10 X		
State RTI Planning Team operates by...	7 X	3		
Understanding among State RTI Team		10 X		
Understanding across districts	7 X	3		
Comprehensive Statewide Initiatives				
Reading	4		2	2X
Writing	6X			1
Mathematics	5		2	1X
Behavior	6		X	1
Standards-based Curricula				

Reading		6 X	4	
Writing		7 X	3	
Mathematics		7 X	3	
Behavior	6 X	2	1	
Professional Development Processes				
50% or more of state-initiated PD is...		7 X	2	
Participants in state-offered PD include...		7 X		
Evaluation of PD includes...	7 X	.5	.5	
Professional Development Initiatives				
Research-based academic strategies			6 X	1
Research-based behavioral strategies		2	5 X	
Data-driven decision-making	1		5 X	1
Collegial problem-solving	3		4	
Collegial collaboration and coaching	3	1	3	

As the Table Facilitator engages the State Team in discussion around the five elements of the RTI implementation continua (located on pages 4, 5, & 6 of the State Team handouts), please record key words or phrases relative to the rationale for why team members decided to mark current implementation at level 1, 2, 3, or 4 on the continua document.

Evidence of current status to support RTI implementation Statewide

Evidence may include examples of what is currently in place statewide, in some districts, etc. Lack of evidence may also be recorded as rationale.

<i>Shared Leadership and Understanding</i>
<i>Comprehensive Statewide Initiatives</i>
<i>Standards-based Curricula</i>
<i>Professional Development Processes</i>
<i>Professional Development Initiatives</i>

Facilitated State Team Planning Session #3

Friday, December 7, 2007

11:15 a.m. – 12:30 p.m.

12:30 – 1:30 (lunch)

Our Action Plan

December 2007 through December 2008

(located on page 9 of the State Team handouts)

Goals

Please record goal statements as they are developed by the State Team.

With regard to implementation of RTI, one year from today...

Goal 1:

Create state-level **Guidance Document** outlining goals/expectations/roles/effective components of RTI (online/ongoing/resource links/Elementary/Secondary/etc)

1. Surveys from various organizations (knowledge/skills/opportunities/challenges)
2. Establish levels of support by multiple organizations (ESCs, professional organizations, TEA, ...)
3. Resources: People/Time/Money
Inventory all we have currently

Goal 2:

Professional Development

1. Training at federal level for funding options for supporting and sustaining improvement (targeted) initiatives
2. Tenants of RTI

Goal 3:

Begin a new sheet for each goal. If more than 5 steps are necessary in this action plan, continue on another page and renumber beginning with "6" on the lowest step. In the goal box to the left insert the goal number from the previous page or key words from the goal statement. There are six planning pages included here for additional use if more than five steps are needed for one or more of the State goals.

State: TEXAS

Goal: Create state-level **Guidance Document** (guidance as opposed to prescriptive) outlining goals/expectations/roles/effective components of RTI (online/ongoing/resource links/Elementary/Secondary/ELL, academic/behavioral, etc)

Evidence/Data to measure attainment:

STEP 5: Activity: Identifying exemplary practices/models/creating process for LEAs sharing successes/lessons learned
Date:

Resources/Materials/Supplies/Supports needed:

Person(s) Responsible:

STEP 4: Activity: Develop glossary of definitions aligning stakeholders (develop common language/understandings) Date:

Resources/Materials/Supplies/Supports needed:

Person(s) Responsible:

STEP 3: Activity: Establish levels of support (roles/responsibilities) by multiple organizations (ESCs, professional organizations) Date:

Resources/Materials/Supplies/Supports needed:

Person(s) Responsible:

STEP 2: Activity: Surveys from various organizations (knowledge/skills/opportunities/challenges) (ensure we hear voices of our LEAs) Date:

Resources/Materials/Supplies/Supports needed:

Person(s) Responsible:

STEP 1: Activity: Resources (Time/Money/People/Materials) – Inventory all we have currently. Gap analysis
Date:

Resources/Materials/Supplies/Supports needed:

Person(s) Responsible:

Recording Documents for State Teams, RTI Summit December 6 & 7, 2007

Technical Assistance needed to implement or enhance the implementation of this action plan:

This document will be downloaded by an RTI staff member at the end of this session. If that does not occur, please email to rtisummit@air.org by Dec. 10, 2007

State:	STEP 5: Activity:	Date:
Goal: Professional Development	Resources/Materials/Supplies/Supports needed:	
Evidence/Data to measure attainment:	Person(s) Responsible:	
	STEP 4: Activity: Fidelity of implementation to support student outcomes (we need to reword)	Date:
	Resources/Materials/Supplies/Supports needed:	
	Person(s) Responsible:	
	STEP 3: Activity: Fidelity of implementation (follow-up to all trainings)	Date:
	Resources/Materials/Supplies/Supports needed:	
	Person(s) Responsible:	
	STEP 2: Activity: Training at federal level for funding options for supporting and sustaining improvement (targeted) initiatives	Date:
	Resources/Materials/Supplies/Supports needed:	
	Person(s) Responsible:	
STEP 1: Activity: Training on tenants of RTI		Date:
Resources/Materials/Supplies/Supports needed:		
Person(s) Responsible:		
Technical Assistance needed to implement or enhance the implementation of this action plan:		

State:
Goal:
Evidence/Data to measure attainment:

STEP 5: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 4: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 3: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 2: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 1: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

Technical Assistance needed to implement or enhance the implementation of this action plan:
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State:
Goal:
Evidence/Data to measure attainment:

STEP 5: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 4: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 3: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 2: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 1: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

Technical Assistance needed to implement or enhance the implementation of this action plan:
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State:
Goal:
Evidence/Data to measure attainment:

STEP 5: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 4: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 3: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 2: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 1: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

Technical Assistance needed to implement or enhance the implementation of this action plan:
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State:
Goal:
Evidence/Data to measure attainment:

STEP 5: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 4: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 3: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 2: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

STEP 1: Activity:	Date:
Resources/Materials/Supplies/Supports needed:	
Person(s) Responsible:	

Technical Assistance needed to implement or enhance the implementation of this action plan:
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