The Four Cs of RTI

1. Collective responsibility
2. Concentrated instruction
3. Convergent assessment
4. Certain access
Review of Collective Responsibility

• What are the two fundamental beliefs upon which the concept of “collective responsibility” are built?
  1. ?
  2. ?

Polling – Building a Culture of Collective Responsibility

• 5 = Always, 4 = Often, 3 = Sometimes, 2 = Seldom, 1 = Never
• We show teachers why there is a need for change.
• We make it “doable,” scaffolded and realistic
• We provide teachers with the evidence that this is not just another “pendulum swing.”
• We anticipate staff concerns and prepare responses in advance.
• We create multiple opportunities for staff to express their opinions.
• We define consensus so as not to require “all.”

The Four Cs of RTI

1. Collective responsibility
2. Concentrated instruction
3. Convergent assessment
4. Certain access
**Concentrated Instruction**

A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels and determining the specific learning needs for each child to get there.

*Thinking is guided by the question: Where do we need to go?*

---

Creating a guaranteed, viable curriculum is the number-one factor for increased levels of learning.

*(Marzano, What Works in Schools, 2003)*

---

**Establishing Curricular Priorities**

*(Wiggins & McTighe, Understanding by Design, 1998)*

- Worth being familiar with
- Important to know and do
- Essential to know and do
“Nice to Know”

Versus

“Got to Know”

Essential standards do not represent all that you are going to teach…

But don’t we already have state standards?

Critical Point!

Essential standards do not represent all that you are going to teach…

It represents the minimum a student must learn to reach high levels of learning.
“To cover all of this content, you would have to change schooling from K–12 to K–22 …. The sheer number of standards is the biggest impediment to implementing standards.”


Common Core Standards vs. a Viable Curriculum

“The common core standards have not solved the problem for the classroom teacher of developing standards that truly represent a viable curriculum—one that can be adequately addressed in the current time available to classroom teachers.”


Fourth-Grade English Language Arts
(Excerpted from Common Core State Standards Initiative, 2010, p. 28)

A student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking by:

• Using relative pronouns and relative adverbs
• Forming and using progressive verb forms
• Using modal auxiliaries to convey various conditions
• Ordering adjectives within sentences according to conventional patterns
• Forming and using prepositional phrases
• Producing complete sentences, recognizing and correcting inappropriate fragments and run-ons
• Correctly using frequently confused words (to, too, two)
By teams, we do not mean groups who assemble for traditional grade-level and department meetings. The act of meeting together does not define a group of people as a team.

Group vs. Team

- There are eight contrasting statements on the page to the left.
- Consider each a continuum ranging from very much a group (far left) to very much a team (far right).
- Place a dot for each of the eight that best represents your team.
- Summarize your findings in chat.
**Collaborative teacher teams** are teams of educators whose classes share essential student learning outcomes; these teachers thus work collaboratively to ensure that their students master these critical standards.

**Team Structures**
- Grade-level teams
- Course and content teams
- Vertical teams
- Interdisciplinary skills
- District and regional
- Electronic teams

**Teacher Team Responsibilities**
- Clearly define essential student learning outcomes.
We are *not* making a list. It is a *process*!
What Will Teacher Teams Need to Do This Work?

1. State standards
2. Common core
3. District standards and pacing guides
4. Blueprints to high-stakes tests
5. Time!

Three Critical Teams

- School Leadership Team
- Teacher Teams
Current Reality Critical Questions
Do your teacher teams:
• Share learning outcomes?
• Have weekly collaboration time?
• Have the materials they need to do the work well?
• Have norms and follow them?
• Clearly defined what all students must learn?

How to Get Even Better Results?
1. Unpack each essential into learning targets.
What Are Learning Targets?

A learning target is any achievement expectation for students on the path toward mastery of a standard.

It clearly states what we want the students to learn and should be understood by teachers and students.

Learning targets should be formatively assessed to monitor progress toward a standard.

David Conley: College Knowledge

1. Analytical reading and discussion
2. Persuasive writing
3. Drawing inferences and conclusions from texts
4. Analyzing conflicting source documents
5. Supporting arguments with evidence
6. Solving complex problems with no obvious answer

1. Use a clear thesis statement.
2. Support position with evidence.
3. Address counter-arguments.
Take one standard.

Unwrap or deconstruct it.

Identify learning targets.

How to Get Even Better Results?

1. Unpack each essential into learning targets.

2. Share the targets with the students.
**Teacher Team Responsibilities**

- Clearly define **essential** student learning outcomes.
- Provide effective Tier 1 core instruction.

---

**Critical Point!**

What do **all** students **need** at Tier 1?

---

**Critical Point!**

Beware the phrase:

“**It’s the same standard ... I just am teaching it at this student’s level.**”
Current Reality Critical Questions

Do all students have access to grade-level essential standards, or do you allow a “below grade-level” track?

Critical Point!

There are rare occasions when a student can be so far behind in remedial skills that he cannot derive any benefit from core, grade-level instruction.

In these cases, the child may need to receive intensive remedial instruction to build the skills needed to re-enter the core program.

The removal from core instruction must be temporary—just long enough and intensive enough to get the child back into grade-level instruction.