

Group Attends a RtI workshop by Wayne Callender - PLAN, PLAN, PLAN

Thirteen members of the Oskaloosa Schools traveled to Cedar Rapids to attend a workshop called "Maximizing Tier 1: How to use the principles of RtI to improve Core instruction for all students" put on by "Partners for Learning". Below are the key concepts he talked about which we will discuss as a District Leadership Team.

1. This is a **SYSTEM** approach - we must change a system rather than trying to treat one child at a time - we can't have a "one size fits all" approach to helping struggling students.
2. When assessing students at a formative level it must be "every kid, every question, every time". We should not ask a single student a question - ask the question to the group, have them turn to a partner to answer. Each student should be answering every question!!!
3. Experts can predict as early as Kindergarten who will be the high school students struggling as Freshman because they do not have the necessary reading skills.
4. Kindergarten students develop between 2,000-3,000 words during the year which gives them access to the vocabulary to make them better readers. If they do not come in with the necessary skills, we **MUST** stop and provide the skills. Even if they are not ready, we **MUST** have a system-wide plan to move them along **ANYWAY!!**
5. Poor language skills result in poor reading skills in Kindergarten
6. 75% of academic achievement is related to the ability to read
7. Be sure we are not providing Tier 1 instruction during Tier 2 and Tier 3 targeted intervention. What we do during targeted intervention is critical!!! It doesn't matter how small or large the group is if you are not targeted the right skill or providing the correct intervention.
8. RtI cannot be the same way of doing business but just calling it a different name. We must get serious about finding new ways to help struggling students.
9. We must build exceptional systems in our buildings - which means providing **EXCEPTIONAL** Tier 1 instruction.
10. Progress Monitoring is critical if we are to know if what we are doing is working.
11. What direction is **OUR** pyramid moving? Do we have an upside-down pyramid? If so, what is our plan for turning it right-side up?
12. We need to set up our system for the students we **HAVE**, not for the students we **WISH WE HAD**.
13. Do not fly by the seat of your pants... **HAVE A PLAN!**
14. Students moving in tell us a lot about our system plan - whether we are proactive or reactive.
15. What supports do we have in place to increase motivation?
16. What is our systems answer to "lifers" - that 5% that nothing will work for?
17. Improve **CORE INSTRUCTION!!!!**
18. #1 Rule in Brain Research - **REPETITION**
19. Increased vocabulary skills is corrected to reading
20. Need 40 opportunities to work with vocabulary words to put them into long-term memory. Not just saying the word, but working with it in context.