Developing a Teacher Assistance Team
At the High School Level
## Who are we?

<table>
<thead>
<tr>
<th>Carolina Dominguez</th>
<th>Paige Kellar</th>
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<tbody>
<tr>
<td>Social Worker</td>
<td>Learning Behavior Specialist “LBS1”</td>
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<tr>
<td>Academy Teacher</td>
<td>Literacy in Content I &amp; II Teacher</td>
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<tr>
<td>Sophie Scholar Inclusion Coordinator</td>
<td>Freshmen English Teacher</td>
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Josephinum Academy of The Sacred Heart / Chicago, IL
Agenda

Today we will discuss...

1. How to form and implement an Inclusion team/ Teacher Assistance Team?
2. What is RTI?
3. Sifting through the process...
To foster inclusivity in the general education classroom

To prepare our students for success in our wall-to-wall International Baccalaureate program

Josephinum Academy of The Sacred Heart
Question One

How does a team implement & foster a school wide Response to Intervention process?
Question 2

BUT WHAT EXACTLY IS RTI?
Response to Intervention
RTI

- A multi-tier approach to the early identification and support of students with learning and behavior needs.

- Begins with high-quality instruction and universal screening of all children in the general education classroom.

- Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

RtI Network (www.rtinetwork.org)
These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists.

Progress is closely monitored to assess both the learning rate and level of performance of individual students.

Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

RtI Network (www.rtinetwork.org)
Best Practice Classroom Instruction with ELA Strategies Integration

Tier II
Small Group

Tier III
One to One
A Closer Look:

Tier 1
Tier 1

- Students are participating in the general education classroom where they take part in a differentiated and research-based curriculum aligned to portrait of grad characteristics and IB ILO’s.

- Students are regularly assessed to ensure they are meeting grade level expectations.

*If a student is not able to meet these expectations they will be referred to the RtI Team.*
A Closer Look

Tier 2
- Students who are having difficulty with meeting grade level expectations continue their in-class work, but they will also work in a small pull-out group with the assigned interventionist.

- During this time students’ progress will be monitored more frequently to ensure these interventions are providing the necessary tools to meet grade level expectations.

- If a student is unable to make adequate growth in Tier II, then a meeting is held and the RtI Team will refer the student to Tier III or recommend the continuation of Tier II with alterations to the intervention.
A Closer Look

Tier 3
Students who are in need of intensive academic interventions will work one-on-one or in small group direct instruction.

If the above processes are unable to yield academic success, a request for a special education evaluation will be made. The interventionist that works with the student being referred will complete the Office of Catholic Schools and Office of Diverse Learners (CPS) referral paperwork.
Is this an example of Tier _ ??
Question 3:

But how do I create and implement an RTI system at my school?
Necessary Pieces

- Interventionists
- Silent Study
- Referral Form
The “HOW” Factor

Interdisciplinary Team:
- 1 or 2 Members of Admin
- 1 member from each Department (Ideally)

Weekly or Bi-weekly Meetings: Admin members do not always have to attend (at least once or twice per month)

Goal #1: Set up RtI and Silent Study Hall
Goal #2: Extended Time Testing Schedule
Goal #3: Professional Development: Train Academic Interventionists for RtI & Staff as a whole
Goal #4: Track Student Data from RtI
Inclusion Team

MaryRose
Hayley & Jenn
Tier I Teacher Observations and Assessments

Paige Kellar
Sophie Scholar
Inclusion Teacher and Sophie Scholar Strategy Coordinator

Kelsey Rodriguez
RtI Coordinator, Tier I, II, and III Intervention Specialist

Carolina Dominguez
Social Emotional Support (Sophie Scholars) & Testing Coordinator

Carla
RTI Student Social Emotional Support (alphabetical order)

LBSI - Ahsan
Tier III or Sophie Scholar Supports

Interventionists
Silent Study Monitor RtI Tier I, II help
+Title I Teacher?

Proctors
Testing Center Proctors
**Interventionists**

- One interventionist per subject area
- Students rotate bi-weekly based on student data to meet their academic needs
- Twice a week
- RTI coordinator oversees interventionists pairings
- RTI coordinator processes classroom teacher referrals
- Can be a teacher duty
One Moderator

Silent Study

For students who do not need intervention, but exhibit homework completion as a primary struggle

Mandated or Unmandated
Time to Pause: Take a minute to reflect upon any questions or any insights learned?
Practice Filling Out A Referral Form

https://docs.google.com/a/josephinum.org/forms/d/1sgpbBcGctRcM-WRshCiZtbHGKf00940xLAq5LSehUs/edit?usp=drive_web
Case Study

Please take 6 minutes to read the case study handed out
Tier 1
Silent Study
Executive Functioning (15-30 minute check-ins)

Small group skill work and interventions

One on One skill work and interventions
A look at a data sheet
LESSONS LEARNED

- Having an interdisciplinary team of interventionists is necessary to target all subject areas

- Data collection is necessary

- RTI Coordinator

- Silent Study - open to all students assists to separate the issues of 1. homework motivation and 2. Skill deficits

- Teacher education is necessary
Thanks!

Any questions?

You can find us at:

carolina.dominguez@josephinum.org and
paige.kellar@josephinum.org