

# Response to Intervention (Rtl) Resource Team

## Purpose

- Help you modify your teaching strategies and turn them into interventions for your students who are not meeting essential learning outcomes.
- Provide a resource and/or consultant for more options and ideas for interventions

## Why we formed this team...

The members of this team emerged after receiving training to be teacher leaders for Piece 3, Intervention, of the PLT (see website picture below). As we began to learn about Response to Intervention research, we realized that we wanted to become a resource for teachers as well as help to clarify the process of Rtl at LTHS. We received additional training over the summer in the areas of student executive functioning and classroom engagement research.

The screenshot shows a web browser window displaying the LTHS Professional Learning website. The navigation menu includes: LT PL, FOUR PIECES, RTI (highlighted with a red circle and a callout box labeled "Our team's tab"), CALENDAR, RESOURCES, CONTACT, and PLT SUPERFAN COMPETITION. The "FOUR PIECES" dropdown menu is open, showing: Curriculum, Assessment & Data Analysis, Interventions, and Differentiation. A callout box on the left points to the "Interventions" option with the text: "Piece 3: Interventions: What do we do when students are not learning?". Below the navigation menu is a banner image of people with puzzle pieces. The main content area features the heading "LTHS Professional Learning Team's Vision" and a paragraph: "To develop a cooperative professional learning system that facilitates educator development in a structured, systematic, and differentiated way to improve student learning." Below this is another image of puzzle pieces.

## This year's agenda...

- Developing a resource website (above) for you with a menu of classroom strategies and research-based interventions that are confirmed to influence student learning
- Monthly e-mails from our team with a few spotlighted classroom strategies and interventions and explanation of the process of Rtl.
- Planning period PD days and Brown Bag lunch Sessions

February 13, 2013	Planning Period Professional Development
March 13, 2013	Follow-up Table Talk
April 10, 2013	Planning Period Professional Development
May 9, 2013	Follow-up Table Talk

## Terminology of the Month:

RtI Volume 1  
September 28, 2012

**Instructional Strategy:** the combination of methods or activities designed to teach the learning objective.

**Intervention:** programs, actions, or strategies specifically designed to address an identified deficiency and monitored to ensure student outcomes improve

**An instructional strategy can become an intervention when the strategy is intentionally used and monitored to address students who are not reaching the learning outcomes.**

-Taken from LTHS PLC Glossary (p.7)

## Research-based Strategy of the Month

### 1. Physical Movement (promotes engagement)

“When we sit for more than twenty minutes, our blood pools in our seat and in our feet. By getting up and moving, we recirculate that blood. Within a minute, there is about 15 percent more blood in our brain. We do think better on our feet than on our seat! Students sit too much in classrooms, especially in secondary schools. Look for ways to get students up and moving, especially when they are verbally rehearsing what they have learned (Sousa, 2001).”

<b>STRATEGIES for Physical Movement</b>	<b>EXPLANATION</b>
Cross-town partners	A designated partner who is <b>across the room</b> : students know who their cross-town partner is, and just the quick act of getting up and moving to the other side of the room to do a partner activity gets their blood moving, thus influencing their learning.
Gallery/Carousel activities	Posting pictures or PowerPoint slides up around the room for students to write comments/opinions on with post-it notes. Students then walk around and view the post-it comments on that topic and pick one that they think is thought-provoking.
A,B,C,D answer posters around the room	Pose prediction possibilities and have students walk to A, B, C, or D corner for their response or opinion.

Physical movement **becomes an intervention** when...

You notice through a formative assessment that an instructional strategy or activity intended to result in an essential learning outcome does not result in the predicted learning for some. For example, a partner exercise involving the person right next to a student can be changed to include increased physical movement where students to find their “cross-town” partner. This will facilitate increased vitality or interest.

Lecturing with notes may give students important information, but physical movement can once again **become an intervention** if implemented for the few students you have identified as having a performance deficiency (SEL or academic). *While the intervention is intended to directly impact these students, all students will benefit from the opportunity to get up and learn while blood goes to their brain.* Posting notes around the room in the form of a scavenger-hunt “gallery” of sorts can promote curiosity if students have a notes-guide and are asked to search around the room for the correct answers. Monitoring student response to this intervention can be done with a formative assessment such as an exit slip or whiteboard activity that compares learning to the sit-down lecture alone.