

## **RTI Video Reflection**

*What new knowledge or new understanding of previous knowledge have you acquired from the RTI videos that you perceive will influence your practice? Give specific examples from the videos.*

The following five key points culled from the RTI videos are both congruent with my experience as a teacher have helped me build upon my understanding of Response to Intervention:

### **Tier One- Interventions for ALL students.**

This phrase echoes the mantra of many classes within the Education Leadership program. The idea of creating a culture of “education for ALL” is a cornerstone of my emerging education leadership philosophy. The Tier One interventions must be tools to which every teacher has access. That can only happen if teachers they are encouraged from the beginning to be a part of the RTI process.

### **Wait to fail model.**

Unfortunately, I have seen, and been guilty of allowing, this model to exist in my classroom and our school. To many times we wait until a student has failed a class or reaches a point of no return before we attempt REAL intervention. A student has to hit rock bottom before being referred to our “Problem Solving Team” for further intervention support. The mere fact that it’s called the problem solving team speaks to the issue. Perhaps it should be called the “Intervention Support Team” and they can be focused on and trained in providing those Tier 2 or 3 interventions.

### **“Learning CPR”: Urgent, Directive, Timely, Targeted. Administered by pros, Systematic**

I thought this was a great point and a very familiar way of looking at a “crisis”. My military background has given me similar tools to deal with difficult situations. The way Learning CPR is broken down in to the above six cis helpful when thinking about a student in academic crisis. **Urgent**; we can’t wait until the student fails to administer basic aid. **Directive**; intervention has to be an

specified goal of the administration. **Timely**; different than urgent. Timely means establishing a timeline for reaching goals before adjusting intervention techniques. **Targeted**; taking the time to treat the individual student and not throw blanket interventions on them like a one-size-fits-all bandage. **Administered by professionals**; while any/every teacher should be trained to stop the academic bleeding you've got to be able to call in specialists to deal with real trauma. And **Systematic**; there has to be a routine, a rubric, a matrix that teachers can follow so that with simple if-then statements they know where to refer a student in the process.

### **Intentional non-learners (won'ts vs can'ts)**

Finally, I found the discussion surrounding separating the "won'ts" from the "can'ts" particularly useful. I can name a handful of intentional non-learners that frustrate teachers and administrators alike at my school. There are bright enough to succeed but, for whatever reason, chose to not do or not turn in work. I would like to incorporate the following concepts into a concerted effort next year to teach the students that are seemingly unwilling to learn:

- **Mandatory study hall**
- **Mandatory homework help**
- **Frequent progress reports**
- **Study skills**
- **Goal setting**
- **Targeting rewards**