In 10 Years RTI Will be................

Don Deshler

In 10 years, RTI will be.......  
• broadly scaled  
• a footnote

Roadmap

Attraction #1: Report of findings
Attraction #2: Lessons from the front lines
Attraction #3: Suggestions for leaders

Roadmap

Achievements Advancements
• Use of evidence-based practices
• Use of data to guide instruction
• Emphasis on early intervention/prevention
• Increasingly becoming a general education initiative
• Driver of system reform
• Increased dialogue among teachers about instruction

Questions Barriers

• What are the long-term outcomes for students in RTI frameworks?
• How should Tier 3 interventions be differentiated from lower tiers?
• Will university teacher preparation programs make the required changes?
• What must happen to move RTI away from a “disability-focused” construct?
• Given the required magnitude of change, just how scalable is RTI?
• How can RTI be operationalized in content areas that require “high level literacy” skills?

Roadmap

Attraction #1: Report of findings
Attraction #2: Lessons from the front lines
Attraction #3: Suggestions for leaders

Effect size........Fidelity........Dosage
“Next-Generation” School Reform
Research on School Reform

• Average effect size: .15 (Borman, 2005)
• Success for All: .22
• Bottom line: Effects are relatively small when measured against the time, effort, and money expended

Self-organizing School Results

• SAT-I math and verbal combined effect size = .58
• Effect size for students with LD = .70

5 Principles of Self-Organizing Schools

• School-level schema
• Simple rules
• Embedded design
• Emergent feedback
• Dispersed control

Attending to District Level Effects

Figure 1.1 District leadership and student achievement
**District Leverage Points**

- Collaborative goal setting
- Non-negotiable goals for achievement & instruction (FOCUS)
- Board alignment w/ & support of district goals
- Monitor achievement & instruction goals
- Resources tied to achievement & instruction

**Building Social Capital**

- “The social dimensions of the problem are the least understood and most often ignored or minimized.”
- “The quality of relationships among adults determined much of what did or did not happen.”
- “Social trust may be the key factor associated with improving schools.”

“Bridging social capital is harder to create than bonding social capital. It takes time...it takes continual nurturing.”
Most conventional theories of change fail to take into account the complexity of human sense making. Viewing failure to implement as showing lack of capacity or deliberate attempt to ignore policy overlooks the complexity of the sense-making process. Sense-making is not a simple decoding of the message; it is influenced by one’s understandings, beliefs, and attitudes.

—Lyman, Robert, & Robert, 2002

**Roadmap**

**Attraction #1:** Report of findings

**Attraction #2:** Lessons from the front lines

**Attraction #3:** Suggestions for leaders
The Researcher’s “Mantra”

“What **interventions** for what **students** under what conditions.”

Identify/describe **Conditions**

- Teacher qualifications
- Professional development characteristics
- Hiring practices
- Stability
- Union
- Student-teacher ratio
- Philosophical alignment
- District support
- Etc.
- Etc.

#2

**Powerful** and........

*Easy to use*

#3
In 10 years, the RTI will be......

• broadly scaled
• a footnote