

RtI Early Childhood Research Conference

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Rtl framework for outreach and research: K-3 experiences

- Reading instruction K-3 (Reading First)
- Mathematics instruction in Kindergarten (IES Goal 3)
- Reading instruction in grades 1 and 2, Spanish and English (IES Goal 3)
- Reading instruction grade 1, Tier 1 and Tier 2 (IES Efficacy of Systemic Practices)

Common features

- Assessment: screening and progress monitoring
- Multiple levels of instructional support
- Using data to guide instruction: school teams

Lessons learned

Instructional content

- PA's a piece of cake (phonological awareness)
- AU is a bear (alphabetic understanding)
- Fluency interventions can have basic problems
 - The biggest is kids have not mastered the “parts” teachers want them to be fluent on
- Comprehension and vocabulary instruction is neglected
 - This could be an “easy” win!?

Lessons learned

Instructional materials

- Teachers can and will use core, supplemental, and intervention materials and programs
 - And will work to implement with “fidelity”
- Even “good” materials have “poor” parts and it’s very difficult to teach schools how to discriminate (or what can be skipped)
- Materials get layered inappropriately
- Materials are too easily seen as the “problem”

Lessons learned

Instructional delivery

- Teaching well—independent of any program—is extremely difficult and a lot of work.
- The value of effective delivery—especially for at risk kids—seems to be phenomenal.
- We need to do a much better job getting schools to focus on this and elevate its importance.

Lessons learned

Assessments

- Screening assessments are a hit but difficult for schools to understand the purpose.
- Progress monitoring assessments are popular and regularly conducted.
 - It's not always clear how the data are used.
- There is concern about “too many assessments.”
 - Many assessments are unnecessary.

Lessons learned

Leadership

- School building leaders are important. Lots of variability in focus on “instructional leader.”
- Building principals who are instructional leaders know: (a) what’s going on in the classroom and (b) what’s going on outside the classroom that influences instruction.
- Strong coaches are unbelievable!!!!
 - But it takes a special person for this job.

Lessons learned

Building a strong school “system”

- It cannot be person specific.
 - Think function not superstar principal.
- There are signs of hope.
 - E.g., instruction structures, assessment structures
- There are signs of concern.
 - E.g., Fragmented services, inconsistent district and state leadership, policies, and edicts.

Raudenbush (2008)

“Discovering the impact of multiyear sequences of instruction might be the fundamental aim of policy-relevant research on instruction. Whether children can read or reason mathematically is the **cumulative result of sequences of instructional experiences over several years**. The effect of a multiyear sequence of instructional experiences cannot **logically be equated to the sum of the effects of instruction occurring each year**.”