

School-Wide RTI Roll Out

Unit 1: Intervention / Enrichment

- How do we respond when students did not meet the objective (Standard or Learning Target)?
- How do we respond when students already met the objective (Standard or Learning Target)?

Learning Targets

1. I understand how the RTI / Tutorial Schedule drives school-wide RTI

This means that my I can plan a combination of intervention and enrichment sessions. It also means that I know the difference between open and closed sections.

I don't understand yet.	I understand some of this.	I clearly understand this.	I can create this with my PLC team.
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2. I can unpack an *Essential Standard* and broken it down to learning targets.

This means that I have gone through the process of identifying the actions (verb) and material (noun) and broken the standard down to the "big idea". I have also identified any key vocabulary that will be vital to student success. I have used a template to do this work.

I haven't started yet.	I need some help.	I am working on it.	Yes. I have done that!
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3. I can create summative assessments based on learning targets

This means that I have identified the learning targets that will generate the summative assessment at the end of the unit. I have also chosen an appropriate method for assessment and have also determined the weight and number of items for each learning goal (pp.43-52).

I haven't started yet.	I need some help.	I am working on it.	Yes. I have done that!
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4. I can develop student documents which promote and foster student investment

This means that I have created documents / activities which lead students to set goals for achievement and documents which allow students to track their own progress as the unit progresses (pp.68-71)

I haven't started yet.	I need some help.	I am working on it.	Yes. I have done that!
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Vocabulary:

Perfection Paralysis
Summative Assessment
Learning Targets

Common Formative Assessment
Depth of Knowledge

Formative Assessment
Essential Standards

