

# Wisconsin RtI Glossary

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**ACCOMMODATIONS** are practices and procedures intended to provide students with equitable access to grade-level content and assessments.

**ADDITIONAL CHALLENGES** refer to the curriculum and instruction intended to meet the needs of students exceeding benchmarks.

**ADEQUATE PROGRESS** describes whether students' response to the current level and type of interventions/challenges is sufficient to meet their learning goals or whether a change is warranted.

**AGGREGATED DATA/RESULTS** refer to the performance/achievement of the total population of students participating in an assessment.

**BALANCED ASSESSMENT\*** refers to the use of using formative, benchmark and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness.

**BEHAVIORAL EXPECTATIONS** are the specific, positively stated behaviors desired of all students that are explicitly taught, modeled, and reinforced in a school.

**BENCHMARKS** are pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.

**BENCHMARK ASSESSMENTS** are the periodic assessments used throughout the school year to show student progress toward mastery of grade-level standards. Universal screeners, Curriculum-Based Measures (CBMs), office discipline referrals, portfolios, and interim assessments are examples of benchmark assessments used in schools.

**BUILDING-LEVEL PROBLEM-SOLVING TEAM** is an established collaborative group designed to develop timely and effective strategies and resources for individual students in need of intensive support. (Also known as Student Support Team, Child Study Team, or Building Consultation Team)

**COLLABORATION\*** is a systematic process of collective problem-solving about and planning for teaching and learning.

**COMMON CORE STATE STANDARDS (CCSS)** define the essential grade level and subject area learning expectations K-12 students should know and be able to do to be considered college- and career-ready.

**CONSISTENT COLLABORATION PROCESS** means that team meetings follow a regular meeting schedule and use protocols for planning and decision-making.

**CULTURE** describes how we live on a daily basis in terms of our language, ancestry, religion, food, dress, musical tastes, traditions, values, political and social affiliations, recreation, and so on. (Singleton, 2006)

**CULTURAL COMPETENCE** for educators includes: "(a) believing that all students will learn; (b) knowing the community where the school is located; (c) understanding all people have a unique world view; (d) using curriculum that is respectful of and relevant to the cultures represented in its student body; (e) being alert to the ways that culture affects who we are, (f) placing the locus of responsibility on the professional and the institution; (g) examining systems, structures, policies and practices for their impact

\*Indicates one of the essential elements of Wisconsin's RtI framework

*on all students and families; and(h) standing up to challenge and ameliorating prejudice and discrimination” (adapted from Liang & Zhang (2009) and the state of Washington’s Office of Public Instruction)*

**CULTURAL PROFICIENCY** is an “approach” that demonstrates you have the self-awareness to recognize how you—because of your ethnicity, your culture, and your life experiences may affect others, as well as what you offer to others. Being culturally proficient allows you to use “teachable moments” to share yourself and learn from others (Nuri Robins, 2002) Through culturally proficient knowledge the practitioner effects policies and practices of a school/district or the values and behaviors that enable his/her self or school to interact effectively in a culturally diverse environment (Lindsey, 2003, Davis 2007). A culturally proficient practitioner possesses and works to build on his/her contextualized knowledge of culture, community, and identity of children and families as the core of his/her teaching practice. Culturally proficient practitioners possess a “multicultural competence” that incorporates a deep and sophisticated understanding of race, racism and the contemporary contexts of schooling (Murrell, 2007 ).

**CULTURAL RELEVANCE** is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

[http://www.ccsso.org/documents/2011/intasc\\_model\\_core\\_teaching\\_standards\\_2011.pdf](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)

**CULTURALLY RESPONSIVE PRACTICES\*** include the degree to which a school’s programs, practices, procedures, and policies account for and adapt to the broad diversity of students’ race, language, and culture.

**CUT SCORES** are selected points in test results used to identify levels of proficiency.

**DATA-BASED DECISION-MAKING** is the process of making instructional decisions for student academic and behavior success through ongoing collection and analysis of data.

**DECISION RULES** are predetermined, specific “If... then...” criteria used for instructional decision-making.

**DIAGNOSTIC ASSESSMENTS** are valid and reliable tools and techniques used to determine the specific nature of a student’s learning difficulties.

**DIFFERENTIATION** is the dynamic adjustment of universal curriculum and instructional practices based on the learning needs of students.

**DISAGGREGATED DATA/RESULTS** are outcome data that have been calculated and reported separately for specific sub-groups or -populations (e.g., students’ economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities).

**ENGAGED LEARNING** refers to the degree to which students are psychologically invested in and the effort they put toward understanding intended content or mastering intended skills. (Newmann, 1992).

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**EQUITY** is the quality of being fair or impartial. Applied to education this means accommodating and meeting specific needs to ensure equal educational opportunity (OECD, 2007). Students of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientation, and other diversity factors have equal educational opportunities.

**EVIDENCE-BASED** refers to “scientific, research-based [instruction] with substantial evidence of their effectiveness through multiple outcome evaluations” (Wisconsin DPI, 2011). In other words, programs, strategies, and assessments shown to have had positive outcomes for many students.

**FIDELITY of instruction** refers to whether the universal curriculum and instruction or the intervention/challenge is delivered in a way that is consistent with how it was intended to be delivered.

**FORMAL MEASURES** are quantifiable, norm-referenced, standardized assessments.

**FORMATIVE ASSESSMENT** is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve teachers’ and students’ self-assessment, reflection, and attainment of curricular learning targets/goals.

**GRADE-LEVEL/COURSE BENCHMARKS** are the pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.

**HIGH QUALITY INSTRUCTION\*** refers to curriculum and instruction that is engaging, differentiated, standards-based, data-driven, research-based and culturally appropriate for the students being served.

**INFORMAL MEASURES** refer to teacher-developed, formative assessments and observations.

**INSTRUCTIONAL RESOURCE** is a resource used by teachers every day to help students acquire knowledge

**INTENSITY OF PROGRESS MONITORING** refers to the frequency of progress monitoring.

**INTENSIVE LEVEL of support** refers to instruction, assessment, and collaboration programs and practices provided for and about students with significant learning needs, either well-below or well-above benchmarks. Also referred to as Targeted, Tier Three, and Tertiary Level.

**INTERVENTIONS** are research-based instructional practices and programs used systematically to increase the performance in the universal curriculum of students not meeting academic or behavioral benchmarks.

**LEVEL OF INTENSITY AND NATURE OF SUPPORT** refer to the dimensions of interventions/challenges that can be adjusted based on student need and responsiveness to instruction.

**LEVELS OF IMPLEMENTATION** are the recognized phases that schools and other organizations go through on the way to fully implementing and sustaining changes in system-wide RtI programs, policies, and practices.

**NOT IN PLACE:** At this level, the school has not yet begun to consider RtI implementation, does not see the need to undertake a change to an RtI system, and/or has identified other more-pressing priorities

**PURPOSE-BUILDING level:** The school recognizes the need to change to an RtI system, learns about RtI issues and potential solutions, and builds consensus to move forward.

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**INFRASTRUCTURE:** *The school builds capacity for an RtI system to take hold.*

**INITIAL IMPLEMENTATION:** *School staff begins using new RtI practices.*

**FULL IMPLEMENTATION:** *The “new” RtI practice has been integrated into habits and routines in the school and RtI is now part of “doing school.”*

**MODIFICATIONS** *refer to changes made to learning expectations in order to meet the needs of the student.*

**MULTI-LEVEL SYSTEM OF SUPPORT\*** *is a school-wide plan to systematically provide differing levels and intensity of supports based on student responsiveness to instruction and intervention. (Also referred to as tiered intervention system or pyramid of interventions).*

**MULTIPLE MEASURES,** *or multiple types of data, are gathered and their evidence considered for schools to understand the whole picture of students’ performance and the effectiveness of instruction to make more fully informed decisions.*

**ORGANIZATIONAL STRUCTURES** *are the underlying building-level supports that, when in place, help schools enact an RtI system.*

**PRACTICE** *is an approach or process for delivering content or skill*

**PROFESSIONAL DEVELOPMENT** *is a comprehensive, sustained, and intensive approach to improving staff effectiveness in raising student achievement (Learning Forward, 2011).*

**PROGRAMS** *Instructional programs address a defined set of content and skills with a structured and packaged format for delivery. Instructional programs often include: Teacher manuals, instructional materials, assessments, a scope and sequence. (Example: a purchased reading series)*

**PROGRESS MONITORING** *is a process used to assess students’ academic and behavioral performance, to measure student responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges.*

**PROGRESS MONITORING TOOLS** *are valid and reliable assessments used to quantify a student’s rate of improvement in response to an intervention/challenge; these tools are designed to be easy, quick, repeatable, and highly sensitive to change in student performance.*

**PROTOCOLS** *are the accepted, consistent norms and procedures that guide team agendas and practices of planning and decision-making.*

**RELIABILITY** *refers to the consistency of an assessment’s results.*

**RESEARCH-BASED** *refers to “Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs” (United States Department of Education, 2009). In other words programs, strategies, and assessments shown to be effective in rigorous, scientific studies.*

**RESPONSE TO INTERVENTION (RtI)** *is an organizational framework that guides implementation of a culturally responsive multi-level system of support to achieve academic and behavioral success for all.*

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**SELECTED LEVEL** refers to instruction, assessment, and collaboration programs and practices provided for and about students with learning needs of moderate intensity, either below or above benchmarks. Also referred to as Secondary, Tier Two, Supplemental, and Small Group level of support.

**SPECIFIC LEARNING DISABILITY (SLD)** refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language (spoken or written) that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations; SLD disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

**SUMMATIVE ASSESSMENTS** are infrequent tests used to evaluate cumulative learning. Large-scale standardized assessments (including WKCE-CRT and Advanced Placement tests) and end-of-semester exams or school suspension rates are examples of summative assessments.

**SYSTEMIC** refers to accomplishing goals, solving problems, and making improvements at the school level.

**SYSTEMATIC** refers to a planned and predetermined approach to accomplish a goal or solve a problem.

**UNIVERSAL DESIGN FOR LEARNING** is a scientifically valid framework that provides multiple means of access, assessment, and engagement and removes barriers in instruction to achieve academic and behavioral success for all.

**UNIVERSAL INSTRUCTION** refers to the academic and behavioral curriculum and instruction deemed critical, delivered to all students, and expected to meet the needs of most students in a school. (Also referred to as Core Instruction, Primary Level of Intervention, and Tier One instruction).

**UNIVERSAL LEVEL** refers to instruction, assessment, and collaboration programs and practices provided for and about all students in the school. Also referred to as Core, Primary Level, and Tier One.

**UNIVERSAL SCREENERS** are valid and reliable data collection tools and processes used to assess students' current level of performance in relation to grade level benchmarks.

**UNIVERSAL SCREENING PROCESS** is a process in which data from multiple measures are analyzed to determine whether each student is likely to meet, not meet, or exceed academic benchmarks or behavioral expectations.

**VALIDITY** refers to the extent to which an assessment or tool measures what it is intended to measure.

**VISION** provides a clear and attainable future picture of what learning will look like in a school.

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## References

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