

Consensus Building

Guiding Principles of RTI

- Provide working knowledge & understanding of:
 - Core principles of RTI
 - Empirical support for RTI Model
 - Essential components of RTI:
 - Multi-Tiered Model
 - Integrated Data Systems
 - Effective Teaming and Problem Solving
 - Evidence-Based Instructional Practices
 - Framework for action planning
 - Consensus Building
 - Infrastructure
 - Implementation

Shared Vision and Consensus Building

- Develop a shared vision that RTI is about school reform and utilizing

EVERY educational resource to support implementation

- Establish District & School Leadership Teams
 - Identify district- and building-level leadership team participants
 - Identify roles and responsibilities that address:
 - Building Commitment
 - Assessing current practices including data systems, effective

teaming, instructional practices (time, materials, skills, resources)

- Giving Permission (role change)
- Allocating Resources
- Developing a Professional Development Plan
- Developing a communication and education plan with stakeholders

Action Planning

- Determine priorities
- Commit to change
- Identify resources to assess & build for consensus
- Develop district & building action plans
- Establish timelines
- Allocate resources necessary to support action plan
- Plan for sustainability

Infrastructure Developing

Effective Teaming and Problem Solving

- Establish building, grade level and individual problem solving teams
 - Define roles and responsibilities across teams
 - Establish meeting logistics (time, place, setting)
 - Identify coach(es) to support implementation
 - Develop meeting forms to document team processes and procedures
 - Learn the essential steps to the problem-solving method:
 - Problem Identification (define discrepancy)
 - Problem Analysis (hypothesize why the problem is occurring)
 - Plan Development (develop an intervention plan)
 - Plan Evaluation (evaluate intervention effectiveness)
 - Understand effective communication skills to facilitate meetings, problem-solve conflicts and manage resources.
 - Learn stages of team development
 - Define parent involvement and leadership across Tiers

Integrated Data Systems

- Understand assessment for different purposes (screening, diagnostic, progress monitoring, outcome/accountability)
- Identify reliable & valid assessment tools for different assessment purposes
- Learn administration and scoring of assessment tools to assess curriculum, instruction, learning environment and the learner:
 - Reviewing records
 - Interviewing
 - Observing
 - Testing
 - Functional Behavior Assessment
 - Curriculum Based Evaluation
 - Intervention integrity

- Become knowledgeable about data management tools (e.g. Aimsweb, SWIS)
- Learn essentials to writing realistic and ambitious goals
- Become skilled at graphing student data
- Identify data based decision making rules
- Integrate intervention data for special education eligibility decision-making

Evidence-Based Instructional Practices

- Identify scientifically based instruction and resources for academics & behavior
- Understand core instruction (time, structure, skills, materials, resources)
- Understand supplemental instruction (time, structure, skills, materials, resources)
- Understand intensive instruction (time, structure, skills, materials, resources)
- Schedule and allocate resources
- Identify intervention integrity support plan

Ongoing communication with all stakeholders to maintain consensus and commitment

Implementation Doing & Refining

Effective Teaming and Problem-Solving

- Using District Leadership Teams and School Improvement Teams to support implementation integrity, evaluate outcomes and prioritize ongoing refinement of implementation activities at the district and building levels
- Using grade level teams to identify and analyze classroom or grade level student concerns, as well as develop, monitor and evaluate intervention plans
- Using individual problem solving teams to identify and analyze individual student concerns, as well as develop, monitor and evaluate intervention plans
- Using meeting forms to document team processes & procedures
- Using clearly defined roles and responsibilities within teams
- Involving parents as active partners and leaders
- Evaluating teaming practices and prioritizing needs in planning for sustainability
- Providing ongoing professional development related to teaming Integrated Data Systems

Integrated Data Systems

- Using reliable and valid assessment tools for appropriate purposes and with integrity
- Using graphs to display student outcome data and to make decisions on effectiveness of instruction/intervention
- Using data to make decisions for special education eligibility
- Evaluating use and efficiency of data systems and prioritizing needs in planning for sustainability
- Providing ongoing professional development related to assessment

Evidence-Based Instructional Practices

- Using scientifically based instruction/intervention for core, supplemental, and intensive supports
- Evaluating and supporting intervention integrity across Tiers
- Evaluating use of resources to support instructional practices for core, supplemental and intensive interventions
- Evaluating instruction/intervention practices based on ongoing data analysis and prioritizing needs in planning for sustainability
- Providing ongoing professional development related to evidence based instruction/interventions for academics and behavior