

**Self Studies for Implementation of Multi-Tiered, Coordinated Early Intervening Services
Response to Intervention**

Part A: Teams and Teaming at the High School Level

**Mark R. Shinn, Ph.D.
I-ASPIRE Northern Region Project Director**

**Pamela Radford, Ph.D., Madi Phillips, Ph.D., Barb Curl, Ph.D.
Janice Miller, Ed.D., Christine Martin, M.S., Mary Miller, M.S, Christine Malecki, Ph.D.,
Regional Coordinators**

**Lyndsay Jenkins, Vinita Menon, Jim Goodwin, and P.J. Perry
Regional Coaches**

Self Study Tool Part A
Teams and Teaming: District Leadership Team at the High School Level

Brief Description: The District Leadership Team serves as the over-arching management group for facilitating implementation in schools in the district. Primary roles include identifying needed changes in existing policies and practices, coordinating district staff development, and allocating resources. **Recommended meeting frequency in Year 1 is once per month.**

Representative of	Person(s)
Superintendent's Office	
Special Education Administration	
Curriculum and Instruction	
Remedial Programs	
Principals	
Related Services	
General Education Teaching Staff	
Special Education Teaching Staff	
Human Resources/Personnel	
Parents	
Other	
Other	

Self Study			
Task	Outcome	Person Responsible	Timeline and Plan
Identify What Scientifically Based Assessments Are in Place At Tier 1 and 3 Assessment Purpose (Part B)	Identify Assessment Tools and Training Needs at Each Tier at the District Level		
Identify What Scientifically Based Interventions Are in Place At Each Tier (Part C)	Identify Intervention Tools and Training Needs at Each Tier at the District Level		
Identify Discrepancies Between Expected Job Roles and Current Job Descriptions	Job Descriptions Aligned with Expected Roles		

Identify Skill Set Deficits	Identify Training Needs at Each Tier at the District Level		
------------------------------------	---	--	--

Commitment Building and Leadership			
Task	Outcome	Person Responsible	Timeline and Plan
Include RTI and PS Implementation in District and School Board Goals	Public Statements of Commitment		
Identify Core Set of Readings and Staff Development Materials	Disseminate and/or Post on District Website		
Create Professional Learning Communities with Targeted Content Related to RTI and Problem Solving, including Content Area Instruction	Increased Knowledge and Skill Development; Reduced Personal Concerns		
Present Overview of Multi-Tiered Early Intervening Services Model and District Commitment to Staff	Increased Awareness and Reduced Personal Concerns		
Present Overview of Multi-Tiered Early Intervening Services Model and District Commitment to Community Members	Increased Awareness and Reduced Personal Concerns		
Present Overview of Multi-Tiered Early Intervening Services Model and District Commitment to School Board Members	Increased Awareness and Reduced Personal Concerns		
Identify a Process for Ensuring Tasks and Timelines are Met	Support for Implementation		
Identify a Process for Identifying Unexpected Within-the-District Barriers	Support for Implementation		

Permission Giving			
Task	Outcome	Person Responsible	Timeline and Plan
Issue a Statement About District's Adoption of Multi-Tiered, Early Intervening Services Model and SLD Identification	Reduces Personal Concerns About Uncertainty of District Direction/Position and "Dual" Systems		
Issue a "Hold Harmless" Statement Detailing No Loss of Resources Should Early Intervention Programs Be Effective	Reduces Personal Concerns Regarding Loss of Jobs		
Issue a Change In IEP Goal Setting and Progress Monitoring Document	Reduces Personal Concerns Over Increased Progress Monitoring by Replacing Old Practices Instead of Adding New Practices; Increases Capacity for Progress Monitoring Across 3 Tiers, Including RTI		
Identify General Education Assessment and Intervention Practices that can be "Abandoned" or Reduced in Frequency	Reduces Personal Concerns About "Add Ons" and Increased Workload by Replacing Old Practices Instead of Adding New Practices;		
Identify Special Education Assessment and Intervention Practices that can be "Abandoned" or Reduced (e.g., Annual Reviews, 3-year Re-evaluations)	Reduces Personal Concerns About "Add Ons" and Increased Workload by Replacing Old Practices Instead of Adding New Practices;		

Resource Allocation			
Task	Outcome	Person Responsible	Timeline and Plan
Build Support for SIM and Quality Content Area Support/Coaching for Coordinated Early Intervening Services (Tier 2)	Providing Support to Content Area Teachers		
Identify How Existing Staff Roles and Services Can Be Used to Provide Coordinated Early Intervening Services	Aligned with Interests of Many Disciplines (e.g., school psychologists).		
Identify Resources for Tools and Training Deficits and Establish Priorities			
Identify the Need for Use of Part B 15% Special Education Funds for Meeting Training, and Tools Needs			
If a Title I District, Identify Use of Required 10% for Staff Development			
Consider Use of Title II or IV Funds			
Identify Personnel and/or Fiscal Resources for SIM Training and to Support a Coaching Model of Implementation	Increased Likelihood of Successful Implementation		
Organize Year 1 Large Scale Staff Development Trainings Targeted First Toward Existing District Staff Development Days	Year 1 Staff Development Plan		
Organize Targeted Skill Trainings in Mini-Training and On-Site Coaching and Demonstrations	Year 1 Skill Development and Coaching Plan		

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Establish and Provide Staff Development on a Standard Problem-Solving Process (Part D)			
Establish Criteria for Matching Student Needs to Intervention Programs			
Establish Criteria for Specific Learning Disabilities Eligibility Using an RTI Process Differentiating Basic Skill Deficits from Needs for Content Area Support			

Self Study Tool Part A
Teams and Teaming: Tier 1 School Improvement Team: High School Level

Brief Description: The Building School Improvement Teams serves as the over-arching management group for facilitating implementation in a particular school. Primary roles include evaluating school achievement and behavior data to identify needed changes in existing tools, training, and support, especially around fidelity of implementation. **Recommended meeting frequency in Year 1 is once per month.**

Priority Skill Sets	Person(s)
Leadership and Contingency Management	
Using High Stakes and Other School Outcome Data for Program Evaluation	
Increasing and Maintaining Parental Involvement	
Strategic Instruction Model including Teaching Routines and Learning Strategies	
Scientifically Based Reading Interventions	
Effective Behavior Support at the School and Classroom Level, including Tardies	
Scientifically Based Language Interventions, Including English Language Learning and Vocabulary	
Other School Identified Priorities	

Suggested Members	Person(s)	Specific Skills Sets Represented
Principals		
General Education Teaching Staff		
Remedial Programs Staff		
Related Services Staff (School Psychologist, Speech and Language)		
Special Education Teaching Staff		
Parents		
Other		
Other		



AN EFFECTIVE DISTRICT LEADERSHIP TEAM CAN REDUCE THE NEED FOR MUCH OF THIS PROCESS AT THE SCHOOL LEVEL

Self Study			
Task	Outcome	Person Responsible	Timeline and Plan
Identify What Scientifically Based Assessments Are in Place At Tier 1 and 3 by Assessment Purpose	Identify Assessment Tools and Training Needs at Each Tier at the School Level		
Identify What Scientifically Based Interventions Are in Place At Each Tier	Identify Intervention Tools and Training Needs at Each Tier at the School Level		
Identify Skill Set Deficits	Identify Training Needs at Each Tier at the School Level		

Commitment Building and Leadership			
Task	Outcome	Person Responsible	Timeline and Plan
Include RTI and PS Implementation in School Improvement Plan	Public Statements of Commitment		
Examine Direct Teaching Loads for Special Education Personnel	Provide Access for Indirect Services, Supporting Content Area Instruction		
Identify Core Set of Readings and Staff Development Materials	Disseminate and/or Post on District Website		
Create Professional Learning Communities with Targeted Content Related to RTI and Problem Solving	Increased Knowledge and Skill Development; Reduced Personal Concerns		
Present Overview of Multi-Tiered Early Intervening Services Model and District and School Commitment to Staff	Increased Awareness and Reduced Personal Concerns		

Present Overview of Multi-Tiered Early Intervening Services Model and District and School Commitment to Parents	Increased Awareness and Reduced Personal Concerns		
Identify a Process for Ensuring Tasks and Timelines are Met	Support for Implementation		
Identify a Process for Identifying Unexpected Within-the-School Barriers	Support for Implementation		

Training Needs			
Task	Outcome	Person Responsible	Timeline and Plan
Strategic Instructional Model (SIM) for Supporting Diverse Learners in Content Classes			
Common Assessments in Content Classes, IEP Progress Monitoring at Tier 3 and Effective Grading Systems			
What Scientifically Based Interventions Are in Place At Each Tier			
Using Data in Program Evaluation for School Improvement			
Ensuring Interventions are Implemented with Fidelity			
Reporting Results to Parents and Increasing Parental Involvement			

Resource Allocation			
Task	Outcome	Person Responsible	Timeline and Plan
Build the Capacity for Coaching and Content Support as the Coordinated Early Intervening Services (Tier 2)	Supporting Students in Content Area Classes, Improving Outcomes for All		
Identify How Existing Staff Roles and Services Can Be Used to Provide Coordinated Early Intervening Services	Aligned with Interests of Many Disciplines (e.g., school psychologists).		
Identify Personnel to Support a Coaching Model of Implementation, Especially SIM	Increased Likelihood of Successful Implementation		
Align School Staff Development Plan to District Staff Development Plan	Year 1 Staff Development Plan		
Organize Targeted Skill Trainings in Mini-Training and On-Site Coaching and Demonstrations	Year 1 Skill Development and Coaching Plan		

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Review School Academic and Behavior Data to Ensure Tools, Training, and Supports are Producing Desired Results	Formative Evaluation to Identify Needs for More Effective Interventions, Training, and/or Support		
Establish and Maintain a Process for Ensuring Fidelity of Interventions			

Self Study Tool Part A
Teams and Teaming: Tier 2 Departmental Teams with Targeted Support

Brief Description: The Department-Level Team assumes the primary role for coordinating early intervening Tier 2 services for at risk students in addition to larger departmental issues. Primary roles include using Problem Identification data to match intervention programs to individual student’s needs and review progress of students receiving Tier 2 supports. **Recommended meeting frequency in Year 1 is once per month.**

Priority Skill Sets	Person(s)
Strategic Instruction Model (SIM) including Teaching Routines and Learning Strategies	
Supporting Content Area Literacy	
Problem Identification (Basic Skill Deficit versus Need for Content Area Support)	
Writing and Implementing Mainstream Consultation Agreements	
Effective Behavior Support at the Classroom, Group, and Individual Student Level	
Scientifically Based Language Interventions, Including English Language Learning and Vocabulary	
Leadership and Contingency Management	
Other School Identified Priorities	
Other School Identified Priorities	

Suggested Members	Person(s)	Specific Skills Sets Represented
General Education Content Area Teachers		
Representative of Remedial Program Providers		
Special Education Personnel Providing SIM Support and Coaching		
Targeted Personnel as Needed for Specific Tier 2 Students Not Progressing (e.g., School Psychologist, Speech and Language)		
Principal As Needed		
Other		
Other		

Training Needs			
Task	Outcome	Person Responsible	Timeline and Plan
How to Use Individual Screening Data to Match Intervention programs to Individual Student's Needs			
Strategic Instruction Model including Teaching Routines and Learning Strategies			
Mainstream Consultation Agreements			
Assessment for Intervention Planning			
Ensuring Interventions are Implemented with Fidelity			
Reporting Results to Parents and Increasing Parental Involvement			

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Using Problem Identification Data to Match Intervention Tiers to Individual Student's Needs			
Support Students in Content Area Instruction, Support Content Area Teachers			
Meeting to Review Progress Monitoring Data for Students Who Receive Tier 2 Interventions (Consultation Support)			

Self Study Tool Part A

Teams and Teaming: Tier 3 Individual Problem-Solving and Special Education Decision-Making Teams at the High School Level

Brief Description: The Problem-Solving Team assumes the primary role for coordinating and evaluating Tier 3 services for individual students with severe needs and, with carefully specified members, for making special education entitlement and annual review decisions. Primary roles include reviewing progress of students receiving Tier 3 interventions and completing individual student problem solving for those who are not benefiting from Tier 3 interventions. **Recommended meeting frequency in Year 1 is once per week and individually scheduled special education meetings.**

Priority Skill Sets	Person(s)
Strategic Instruction Model (SIM)	
Using Scientifically Based Progress Monitoring Data	
Scientifically Based Reading Interventions	
Effective Behavior Support at the Individual Student Level	
Scientifically Based Language Interventions, Including English Language Learning and Vocabulary	
Functional Assessment for Academic and Behavior Interventions	
Leadership and Contingency Management	
Special Education Policies and Practices	
Other School Identified Priorities	

Suggested Members	Person(s)	Specific Skills Sets Represented
Principal		
Representatives General Teachers		
Representatives of Special Education Teachers		
Related Services Staff (e.g., School Psychologist, Speech and Language, School Counselor, Social Worker)		
Student's Parent(s) for Individual Problem-Solving or for Special Education Decision Making		
Other Identified School Staff		

Training Needs			
Task	Outcome	Person Responsible	Timeline and Plan
Strategic Instruction Model (SIM) including Teaching Routines and Learning Strategies			
Scientifically Based Progress Monitoring, including Individualized Goal Setting			
Assessment for Intervention Planning			
Ensuring Fidelity I of Interventions			
Standard Problem-Solving Process			
SLD Eligibility Determination Using RTI			
Reporting Results to Parents and Increasing Parental Involvement			

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Using Problem Identification Data Special Education Identification Process			
Scientifically Based Progress Monitoring, including Individualized Goal Setting			
Establish and Maintain a Process for Ensuring Fidelity of Interventions			
Individual Problem-Solving Using a Standard PS Process (Including Those with IEPS)			
SLD Eligibility Determination Using RTI			
Scientifically Based Progress Monitoring for IEP Goals			
Deliver Special Education Interventions and Case Management Responsibilities			

