

# **Response to Intervention Blueprints: School Building Level Edition**

**Texas Version  
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**National Association of State Directors of Special Education  
Council of Administrators of Special Education**

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## FOREWORD

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) believe that Response to Intervention (RtI), sometimes referred to as Response to Instruction, holds great promise as an instructional process to benefit all children and youth. NASDSE's RtI publications, *Response to Intervention: Policy Considerations and Implementation* and *Response to Intervention: Research For Practice* have been disseminated throughout the country to thousands of people interested in learning about RtI.

NASDSE and CASE believe there is a need for additional publications to help policymakers and implementers focus on the components of a framework or blueprint to guide the implementation of RtI. Professionals from around the country with experience and expertise in RtI implementation at the state, local district and school building levels agreed to contribute by writing and/or editing blueprints. This publication, *Response to Intervention Blueprints: School Building Level Edition* is one of three publications. The other publications in this series are the district level and state level editions.

The documents can be downloaded free-of-charge from NASDSE's website at [www.nasdse.org](http://www.nasdse.org) and CASE's website at [www.casecec.org](http://www.casecec.org). Print copies will be made available for the cost of printing and handling from NASDSE.

Appreciation is extended to the lead authors, contributors, reviewers and others who made the blueprints a reality. These individuals are listed in the front of each blueprint. Special appreciation is also extended to NASDSE staff members Nancy Reder and Christine Cashman for their tireless work in editing the final documents. We hope the *Blueprints* will be helpful in your work so that the educational performance of our nation's children and youth will be improved.

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## ADDITIONAL ACKNOWLEDGEMENTS

The Texas Education Agency expresses its appreciation to NASDSE for extending permission for the incorporation of additional state and national resources to this state-specific version to support RTI implementation in Texas schools. This document includes current Texas' resources in blue.



## SCHOOL LEVEL BLUEPRINT WRITING TEAM

The National Association of State Directors of Special Education (NASDSE) and Council of Administrators of Special Education (CASE) express their gratitude to the initial writing team members who contributed their time and expertise to the development of this *School Building Level Blueprint*. These individuals provided the foundational knowledge and wisdom that evolved into this document.

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The National Association of State Directors of Special Education (NASDSE), the Council of Administrators of Special Education (CASE) and the authors sincerely thank the reviewers of the *Blueprint* documents for their contributions. Their insights and wisdom contributed significantly to the development of the *Blueprints*.

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# Response to Intervention Blueprints: School Building Level Edition

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## EXECUTIVE SUMMARY

Response to Intervention (Rtl) is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. Rtl should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

Student outcome data are crucial to:

- make accurate decisions about the effectiveness of general and remedial education instruction/interventions;
- undertake early identification/intervention with academic and behavioral problems;
- prevent unnecessary and excessive identification of students with disabilities;
- make decisions about eligibility for special programs, including special education; and
- determine individual education programs and deliver and evaluate special education services.

The purpose of the *Blueprint documents* is to provide a framework around which implementation of Rtl can be built. The *Blueprints* build on a previous definitional and policy document published by NASDSE, *Response to Intervention: Policy Considerations and Implementation* (Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al., 2005). There will be three *Blueprints* in this series: one each at the state, district and building level to guide implementation. These documents were created to provide concrete guidance to implementation sites. The documents are not rigid in their construction. That is, one of the key lessons of large-scale system change is that change must be driven by both principles and practices. The *Blueprints* in many cases specify functions that must be accomplished rather than specific practices that must be adopted. This structure allows implementation sites to tailor their applications by selecting practices consistent with the principles, maintaining the integrity of the model and building buy-in and ownership as they implement.

The *Blueprints* address the following key points:

- There are critical components of Rtl implementation that if not attended to can render otherwise acceptable implementations ineffective.
- The school building is the unit of change in Rtl. Multiple buildings within a district can implement Rtl, but their implementations will likely be somewhat different.
- District-level supports must be systematically built in to support building-level implementation.
- State-level supports must be systematically built to support district- and building-level implementation.
- Building change should be guided by the answers to key questions. By answering a specific set of interrelated questions, using the scientific research and site-based data, buildings can be assured that they are implementing the major components of Rtl. Specific mandated answers to these questions should not be imposed uniformly across all buildings.

- Implementation of Rtl in practice typically proceeds through three stages:
  1. Consensus building – where Rtl concepts are communicated broadly to implementers and the foundational “whys” are taught, discussed and embraced.
  2. Infrastructure building – where sites examine their implementations against the critical components of Rtl, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.
  3. Implementation – where the structures and supports are put in place to support, stabilize and institutionalize Rtl practices into a new “business as usual.”

This *School Building Level Blueprint* outlines the components of a school building level strategy to implement Rtl district-wide and provide ongoing support to individual sites. Schools will need to assess these components in the context of their own structures and relationships with both their district and state education agencies.

## RESPONSE TO INTERVENTION: A WORKING DEFINITION <sup>1</sup>

The *Blueprints* are designed to provide practical guidance to state education agencies (SEAs), local education agencies (LEAs) and implementing school buildings regarding the development, implementation and evaluation of Response to Intervention (RtI) as a means to improve educational outcomes and decision-making.

RtI is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. These components of RtI are essential to the development of a successful RtI implementation strategy.

1. HIGH QUALITY INSTRUCTION/ INTERVENTION is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, *individual* response is assessed in RtI and modifications to instruction/intervention or goals are made depending on results with *individual* students.
2. LEARNING RATE AND LEVEL OF PERFORMANCE are the primary sources of information used in ongoing decision making. Learning rate refers to a student's individual growth in achievement or behavior competencies over time. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Learning rates and levels of performance vary significantly across students. Most students with achievement or behavioral challenges respond positively to explicit and intense instruction/interventions. Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.
3. IMPORTANT EDUCATIONAL DECISIONS about intensity and the likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education and/or exit from special education or other services, are informed by data on learning rate and level.

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<sup>1</sup> Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovalski, J., Prasse, D., et al. (2005). *Response to Intervention: Policy Considerations and Implementation*. Alexandria, VA: National Association of State Directors of Special Education.

## HOW TO USE THIS DOCUMENT

This document has been created using the analogy of a blueprint in architecture or construction. A blueprint has a number of characteristics. First, it is a document that is intended to take conceptual material and make it concrete. So, while the architect has to do many calculations and prepare diagrams to make sure the final product is sound, so too, this document draws on both experience and science as implementation guides. Second, blueprint diagrams are intended to provide critical information about construction. They tell you, for example, where to put walls so that the structure is sound. They do not tell you, however, how to build walls, what color to paint the walls or what specific materials to build the wall out of. It is assumed that there is reasonable variation allowable in these things. However, the blueprint is clear, if you neglect to put walls where the plan tells you to, you can be assured that the final product will not be sound. So it is with Rtl. There are clear parameters that must be attended to in building your “Rtl house.” They are all critical in that if any of them are neglected or ignored, the integrity of the final product could be compromised.

This *Blueprint* is written in a three-column outline format. In the first column, critical implementation components are identified and described. These are the components that must be attended to in each Rtl implementation. In the second column, resources are identified that might be used by implementers as they go about building their Rtl models. The resources listed should not be considered comprehensive, but illustrative. We erred on the side of identifying Web-based resources to the extent available, since these are the ones most readily accessible. In addition, an online search on Response to Intervention will provide an increasing number of excellent resources on Rtl. The third column contains “wisdom from the field.” The wisdom in this section was provided by experts from many Rtl implementations throughout the country. These individuals have been implementing Rtl concepts for many years in practice and have experienced all of the predictable challenges associated with its implementation. Content in the third column is meant to be practical and directly relevant to persons implementing Rtl.

Whether your school is considering implementation of Rtl practices for the first time or has been implementing for years, there are two ways that this *Blueprint* may be of use. First, reading through each *Blueprint* in its entirety will provide a holistic overview of the steps needed to implement Rtl in practice. Schools and districts may use the *Blueprint* as one of the foundational documents for both their “consensus building” and “infrastructure development” phases. Second, each *Blueprint* contains a simple self-assessment keyed to the overall document. This self-assessment can be used by Rtl leaders to review with implementers the current state of practices in their building, district or state and to help identify gaps in implementation. These gaps in turn can be used to target additional infrastructure development in implementation sites. Over time you will be able to add your own resources and wisdom to these documents to pass along to your state, district and building level implementers.

# Response to Intervention Blueprints: School Building Level Edition

## Component 1: Consensus Building

### Objectives for School Level Consensus Building

- Schools have time and support available to build consensus.
- Schools need access to consensus building tools.
- Schools understand the process and importance of building consensus before moving forward with infrastructure building and implementation.

Step	Resources Available	Wisdom from the Field
<b>Action 1: Provide information and coordinate with district administration.</b>		
<p><b>Step 1:</b> Establish rationale for building adoption of Rtl practices.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>• NASDSE/CASE white paper, available at <a href="http://www.nasdse.org/documents/RtlAnAdministratorsPerspective1-06.pdf">http://www.nasdse.org/documents/RtlAnAdministratorsPerspective1-06.pdf</a></li> <li>• NASDSE <i>Myths about Rtl</i> available for downloading at: <a href="http://www.nasdse.org/documents/Myths%20about%20Rtl.pdf">http://www.nasdse.org/documents/Myths%20about%20Rtl.pdf</a></li> <li>• A brief Rtl PowerPoint presentation designed for administrators is available for download at <a href="http://www.nasdse.org/documents/NASDSE_Rtl.ppt">http://www.nasdse.org/documents/NASDSE_Rtl.ppt</a></li> <li>• The NASDSE guide, <i>Response to Intervention: Policy Considerations and Implementation</i>, can be ordered from <a href="http://www.nasdse.org/documents/">http://www.nasdse.org/documents/</a></li> <li>• The California Department of Education produced five, 90-minute introductory Rtl videos featuring leading national Rtl experts that cover the topics <i>Why Rtl?</i>, <i>What is Rtl?</i>, <i>Administrative Issues in Rtl</i>, <i>Instruction in Rtl System</i> and <i>How to Get Started</i>. The videos, best viewed on a Windows-based machine, can be accessed for free at <a href="http://www4.scoe.net/rli/programs.cfm?menuChoice=3">http://www4.scoe.net/rli/programs.cfm?menuChoice=3</a></li> <li>• <i>Whatever it Takes</i> is an excellent resource that lays out the philosophy undergirding Rtl, while not mentioning Rtl specifically. This book is commercially available.</li> </ul>	<ul style="list-style-type: none"> <li>• The rationale for adopting Rtl practices is based on student outcome data.</li> <li>• The rationale for adopting Rtl practices should also be built on the principle that all students can learn, which should be shared with all key stakeholders by the building leadership.</li> <li>• Presentations and discussions should include the school board and other stakeholders, with a focus on student outcomes.</li> <li>• Discussions and presentations should highlight connections between Rtl and current legal requirements and initiatives. Potential connections may include the following:             <ul style="list-style-type: none"> <li>◦ the Adequate Yearly Progress (AYP) requirement in the Elementary and Secondary Education Act (ESEA) (also</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• The Pennsylvania Training &amp; Technical Assistance Network (PaTTAN) website includes overview information and presentations on RtI at <a href="http://www.pattan.k12.pa.us/teachlead/ResponsetoIntervention(RtI).aspx">http://www.pattan.k12.pa.us/teachlead/ResponsetoIntervention(RtI).aspx</a></li> <li>• Information on IDEA can be found at the U.S. Department of Education's website, <a href="http://idea.ed.gov/">http://idea.ed.gov/</a></li> <li>• Information on the Elementary and Secondary Education Act (ESEA), also referred to as the No Child Left Behind Act or NCLB), can be found on the U.S. Department of Education's website at: <a href="http://www.ed.gov/nclb/">http://www.ed.gov/nclb/</a></li> <li>• The National Council on Learning Disabilities (NCLD) RtI Action Network, <a href="http://www.rtinetwork.org">www.rtinetwork.org</a></li> </ul> <p><b><u>Behavior</u></b></p> <ul style="list-style-type: none"> <li>• The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports website <a href="http://www.pbis.org/main.htm">http://www.pbis.org/main.htm</a> provides many resources (information, presentations, references, questionnaires, forms, etc.) illustrating implementation of positive behavior support (PBS), which is a tiered intervention model used in the area of social, emotional and behavioral learning.</li> <li>• Florida's Positive Behavior Support Project has developed presentations and other resources that can be used in building awareness of PBS. These resources can be found at <a href="http://flpbs.fmhi.usf.edu/resources_overview.asp">http://flpbs.fmhi.usf.edu/resources_overview.asp</a></li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• The IDEA Partnership's "Dialogue Starter for All Stakeholders, Rationale for Response to Intervention" can help start a dialogue about the rationale for adopting RtI practices to begin consensus building <a href="http://www.ideapartnership.org/report.cfm?reportid=289">http://www.ideapartnership.org/report.cfm?reportid=289</a></li> <li>• The IDEA Partnership has another "Dialogue Starter" designed for both District and Building Administrators at <a href="http://www.ideapartnership.org/report.cfm?reportid=288">http://www.ideapartnership.org/report.cfm?reportid=288</a></li> </ul>	<p>known as the No Child Left Behind Act (NCLB);</p> <ul style="list-style-type: none"> <li>○ the Individuals with Disabilities Education Act's (IDEA) accountability requirements;</li> <li>○ general school improvement efforts;</li> <li>○ leadership, professional development and change initiative; and</li> <li>○ existing state, district and building initiatives.</li> </ul>
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	<ul style="list-style-type: none"> <li>• For a presentation that provides information on the implementation of Response to Intervention, visit <a href="http://www.ideapartnership.org/documents/RTI-advanced-ppt-7-30-07.ppt">http://www.ideapartnership.org/documents/RTI-advanced-ppt-7-30-07.ppt</a> The Presenter’s guide can be downloaded at <a href="http://www.ideapartnership.org/documents/RTI-advanced-presenter-guide-7-30-07.pdf">http://www.ideapartnership.org/documents/RTI-advanced-presenter-guide-7-30-07.pdf</a></li> <li>• The IDEA Partnership has developed a third dialogue starter called “What is Response to Intervention” <a href="http://www.ideapartnership.org/report.cfm?reportid=264">http://www.ideapartnership.org/report.cfm?reportid=264</a></li> <li>• A Dialogue Starter, Response to Intervention: Dialogue Starter For Families “What is Response to Intervention?” is available at <a href="http://www.ideapartnership.org/report.cfm?reportid=266">http://www.ideapartnership.org/report.cfm?reportid=266</a></li> <li>• View the Response to Intervention Implementation Flowchart: <a href="http://buildingrti.utexas.org/PDF/RTI_Implementation_Flowchart.pdf">http://buildingrti.utexas.org/PDF/RTI_Implementation_Flowchart.pdf</a>. For an explanation of the flowchart, visit <a href="http://buildingrti.utexas.org/PDF/Using_Implementation_Flowchart.pdf">http://buildingrti.utexas.org/PDF/Using_Implementation_Flowchart.pdf</a>. Handouts to support this presentation can be found at <a href="http://buildingrti.utexas.org/PDF/Flowchart_notes.pdf">http://buildingrti.utexas.org/PDF/Flowchart_notes.pdf</a></li> <li>• The Center on Instruction has a presentation that provides introductory information about RtI, how it can be implemented in schools, and how to organize a team to implement it at <a href="http://www.centeroninstruction.org/files/what%20is%20rti%20-%20webinar%205%2014%2008.pdf">http://www.centeroninstruction.org/files/what%20is%20rti%20-%20webinar%205%2014%2008.pdf</a></li> </ul>	
<p><b>Step 2:</b> Determine who will share rationale and how it will be shared.</p>		<ul style="list-style-type: none"> <li>• When considering who will share the message and how it will be shared, the message should be clearly and strongly articulated.</li> <li>• Thorough consideration of who can strongly convey this message is critical to enhance the clarity and reception of the rationale for implementing RtI practices.</li> </ul>
<p><b>Step 3:</b> Identify district- and</p>		<ul style="list-style-type: none"> <li>• Important practices to engage in for leaders to fulfill their responsibilities</li> </ul>

<p>building-level leadership responsibilities for implementation of Rtl.</p>		<p>often include:</p> <ul style="list-style-type: none"> <li>○ planning for and allocating time for data analysis and planning; and</li> <li>○ creating a support system for building principals, including time to meet with each other.</li> </ul> <ul style="list-style-type: none"> <li>• A useful method for identifying leadership responsibilities is to ask key building and district leaders (e.g., superintendent, curriculum coordinator, student services director, principal) to discuss previous experiences with Rtl.</li> </ul>
<p><b>Step 4:</b> Identify the resources necessary to build consensus.</p>	<p><u>General</u></p> <ul style="list-style-type: none"> <li>• The <i>Positives, Concerns and Insights</i> (PCI) document is a data-gathering grid that captures how staff feels about the Rtl process, including positives, concerns and interesting insights. Available at <a href="http://www.aea11.k12.ia.us/idm/idmresource.html">http://www.aea11.k12.ia.us/idm/idmresource.html</a></li> <li>• The Ball Foundation has created a process and set of tools that can be used to determine the degree of consensus that exists, as well as how to increase the degree of consensus. Information can be obtained from <a href="http://www.ballfoundation.org">http://www.ballfoundation.org</a></li> </ul> <p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>• The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports website provides a brief example for achieving consensus for adopting PBS. Available at <a href="http://www.pbis.org/primaryprevention.htm">http://www.pbis.org/primaryprevention.htm</a></li> <li>• Colvin, G., Wilbanks, D., Borg, J., Dickey, C., Duncan, M., Gilmore, M., Henery, J., &amp; Shaw, S. (1996). Establishing an effective school-wide plan: Getting all staff on board. <i>The Oregon Conference Monograph</i>, 8, 81-93.</li> </ul> <p><u>Texas and Additional Suggested Resources</u></p>	<ul style="list-style-type: none"> <li>• Building principals have a central role in establishing and maintaining consensus in a building.</li> <li>• Strategies and practices helpful to establishing and maintaining consensus in a building often include: <ul style="list-style-type: none"> <li>○ focusing on data as the way the success of the initiative will be judged;</li> <li>○ using data to align supports as opposed to evaluating teachers;</li> <li>○ setting, defining and holding teachers to high expectations for professional practice in the school, including defining what teachers need to do, descriptions and criteria for evaluating performance and the celebrations that will occur when those expectations are met; and</li> <li>○ explaining to teachers how support will be provided and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• For general goals of consensus building, see slide 7 of the presentation “Implementing RtI: Lessons Learned from Spotlight RtI Schools” <a href="http://buildingrti.utexas.org/PDF/Lessons_Learned.pdf">http://buildingrti.utexas.org/PDF/Lessons_Learned.pdf</a></li> <li>• The National Center on Response to Intervention, Implementation Planning and Evaluation: Action Panning offers a tool to help guide stakeholders through dialogue on struggling readers and provides a link to guiding questions for District and Building Administrators <a href="http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=16&amp;Itemid=113">http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=16&amp;Itemid=113</a></li> <li>• The IDEA Partnership offers Dialogue Question Starters for various stakeholders. <ul style="list-style-type: none"> <li>○ For Administrators <a href="http://www.ideapartnership.org/report.cfm?reportid=265">http://www.ideapartnership.org/report.cfm?reportid=265</a></li> <li>○ For Practitioners (Teachers and Related Service Providers) <a href="http://www.ideapartnership.org/report.cfm?reportid=269">http://www.ideapartnership.org/report.cfm?reportid=269</a></li> <li>○ For All Stakeholders <a href="http://www.ideapartnership.org/report.cfm?reportid=264">http://www.ideapartnership.org/report.cfm?reportid=264</a></li> </ul> </li> </ul>	follow-through with that support.
<b>Action 2: Provide information to school staff and others about RtI.</b>		
<b>Step 1:</b> Establish rationale for building adoption of RtI practices.	<ul style="list-style-type: none"> <li>• See Action 1, Step 1 above.</li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• See Action 1, Step 1 above plus:</li> <li>• To help guide a discussion with Practitioners (Teachers and Related Service Providers) on the rationale for adopting RtI practices, visit <a href="http://www.ideapartnership.org/report.cfm?reportid=294">http://www.ideapartnership.org/report.cfm?reportid=294</a></li> <li>• For information on the importance of a tiered model, creating</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to share specific information about the key features of RtI, as well as the reasons for implementing RtI.</li> <li>• Important questions to address to explain the rationale for implementing RtI include: <ul style="list-style-type: none"> <li>○ What are the belief statements that drive the actions of the school?</li> </ul> </li> </ul>

	<p>buy-in for the RtI model, and answering questions about the tiered model and RtI read the synopsis of a Q &amp; A on RTI as answered by Dr. Sharon Vaughn and Dr. Jeanne Wanzek: <i>Reading and response to intervention (RTI): How students benefit from multi-tiered instruction and intervention</i> <a href="http://www.ncldtalks.org/content/interview/detail/1204/">http://www.ncldtalks.org/content/interview/detail/1204/</a></p>	<ul style="list-style-type: none"> <li>○ What is RtI?</li> <li>○ Why would a building choose to implement RtI?</li> <li>○ What are the benefits of RtI?</li> <li>• It is important to explain that one of the key features and foundational principles of RtI is the use of student outcome data to determine instructional needs.</li> </ul>
<p><b>Step 2:</b> Determine who will share rationale and how it will be shared.</p>		<ul style="list-style-type: none"> <li>• It is important to consider how the rationale will be received by staff. To achieve consensus, a clear and appealing message is necessary.</li> <li>• A number of strategies can be used to share the rationale with staff. For example: <ul style="list-style-type: none"> <li>○ Have a professional-looking brochure that concisely summarizes the key elements of RtI. Use stories from local area schools so staff can make personal connections to the information.</li> <li>○ Additional sharing methods include presentations, study groups and discussions, electronic discussions, webcasts and discussions with staff from visiting schools that are currently implementing RtI.</li> </ul> </li> <li>• When deciding who will share the rationale for implementing RtI, there are multiple considerations: <ul style="list-style-type: none"> <li>○ Share the message with persons representing many different educational components (e.g.,</li> </ul> </li> </ul>

		<p>general education; curriculum; administration; Title 1; gifted and talented; English language learners and special education). This will convey the message that Rtl is not a special education initiative; it is an ALL education initiative.</p> <ul style="list-style-type: none"> <li>○ Perhaps the most powerful person to share information is someone who has used Rtl for at least a year.</li> </ul>
<p><b>Step 3:</b> Discuss the resources and commitments necessary to build consensus.</p>	<p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>• See Action 1, Step 4 above.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to have a long-term outlook on building consensus as it can take several years. That means it takes continual efforts to build consensus.</li> <li>• There are a number of issues to discuss when addressing the building of consensus, including: <ul style="list-style-type: none"> <li>○ the willingness of staff to take time out of classroom instruction to attend professional development activities;</li> <li>○ the willingness of staff to change schedules; and</li> <li>○ asking staff what other commitments they believe would be necessary to successfully build consensus and implement Rtl.</li> </ul> </li> </ul>
<p><b>Action 3: Identify consensus level among staff necessary for implementing Rtl.</b></p>		
<p><b>Step 1:</b> Identify the level of agreement needed to proceed with Rtl.</p>	<p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>• See Action 1, Step 4 above.</li> </ul>	<ul style="list-style-type: none"> <li>• The determination of this level should include discussions among building leaders and building staff.</li> <li>• It should be informed by the level of consensus necessary to successfully</li> </ul>

		implement previous initiatives in the building, as well as the level of consensus achieved by other buildings that have successfully implemented Rtl.
<b>Step 2:</b> Survey staff to determine the percent of staff who are supportive of Rtl.	<u>Behavior</u> <ul style="list-style-type: none"> <li>• See Action 1, Step 4 above</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys or processes can be developed locally or borrowed from others who have engaged in the process of consensus building. Either way, the degree of consensus should be monitored over time.</li> </ul>
<b>Action 4: Determine next steps.</b>		
<b>Step 1:</b> Compare current consensus level to that needed to proceed. <ul style="list-style-type: none"> <li>○ If desired consensus is achieved, go to Action 5.</li> <li>○ If desired consensus not achieved, go to Step 2.</li> </ul>		<ul style="list-style-type: none"> <li>• Use the data collected in Action 3, Step 2 and compare it to the criteria set in Action 3, Step 1.</li> <li>• It is important to attend to these data. If the desired level of consensus is not in place, it can reduce the likelihood of successfully implementing Rtl. If consensus has not been reached, it may be necessary to keep working on building consensus rather than to move forward with less-than-needed support for an Rtl initiative.</li> </ul>
<b>Step 2:</b> Design and implement ongoing consensus-building activities until desired consensus is achieved.		<ul style="list-style-type: none"> <li>• The focus should always be on student outcome data. There should be more willingness to change even among resisters when the data indicate a compelling need for change.</li> <li>• A variety of strategies may be effective to build consensus in a school that does not initially have the desired level of consensus. Strategies may include: <ul style="list-style-type: none"> <li>○ developing methods to provide information and develop support</li> </ul> </li> </ul>

		<p>among resisters and late adopters;</p> <ul style="list-style-type: none"> <li>○ starting smaller with a pilot program (e.g., a grade level, or a small group of teachers);</li> <li>○ building the base of effectiveness of Rtl from evaluation studies and the experiences of other schools, particularly those that are in close proximity to the school;</li> <li>○ supporting staff that are already implementing Rtl practices in the building and spotlight the successes;</li> <li>○ planning for opportunities for interaction among those who do not yet fully support the implementation of Rtl; and</li> <li>○ structuring these interactions with a purpose in mind so that the “leaders and early adopters” have a chance to influence others, but are not attacked or otherwise disheartened.</li> </ul>
<b>Action 5: Plan to support change initiative.</b>		
<p><b>Step 1:</b> Integrate Rtl principles and beliefs with school values, mission and vision.</p>	<ul style="list-style-type: none"> <li>• The Learning First Alliance has published a paper, <i>Beyond Islands of Excellence</i>, which describes characteristics of schools that consistently raised student achievement. This document is available at <a href="http://www.learningfirst.org/publications/districts/">http://www.learningfirst.org/publications/districts/</a></li> <li>• Schmoker, M. <i>Results Now: How we can achieve unprecedented improvements in teaching and learning</i>, is available through online retailers.</li> </ul> <p><a href="#"><u>Texas and Additional Suggested Resources</u></a></p>	<ul style="list-style-type: none"> <li>• Involve representatives of all key stakeholder groups in the development and integration of Rtl principles into the school values, mission and vision.</li> <li>• Communicate to all stakeholders the newly developed and articulated values, mission and vision of the building that include the principles of Rtl.</li> </ul>

	<ul style="list-style-type: none"> <li>• Procedures for ensuring appropriate instruction for students struggling with reading, mathematics, and behavior, as well as for English Language Learners, refer to the <i>Instructional Decision-making Procedures for Ensuring Appropriate Instruction for Struggling Students in Grades K-3</i> <a href="http://buildingrti.utexas.org/PDF/Instructional_Decision-making_Procedures.pdf">http://buildingrti.utexas.org/PDF/Instructional_Decision-making_Procedures.pdf</a></li> <li>• For information on culturally and linguistically diverse students see <i>Preventing Disproportionate Representation: Culturally and Linguistically Responsive Pre-referral interventions</i> at <a href="http://www.centeroninstruction.org/files/Preventing%20Disproportionate%20Rep.pdf">http://www.centeroninstruction.org/files/Preventing%20Disproportionate%20Rep.pdf</a></li> <li>• For a presentation focusing on trends in ELL, RtI and ELL, and future directions see <i>Addressing Promises and Challenges of Response to Intervention Models for ELLs</i> <a href="http://www.centeroninstruction.org/files/Addressing%20Promises%20&amp;%20Challenges.pdf">http://www.centeroninstruction.org/files/Addressing%20Promises%20&amp;%20Challenges.pdf</a></li> </ul>	
<p><b>Step 2:</b> Identify supports necessary to facilitate the change process.</p>	<ul style="list-style-type: none"> <li>• See Action 5, Step 1 above</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of assessment tools and processes can be helpful in determining what type of actions should take place to facilitate the change process, including: <ul style="list-style-type: none"> <li>◦ tools that will help determine the extent to which building staff understand the different aspects of the change process;</li> <li>◦ tools that will help determine where in the change process different staff are in relation to the implementation of RtI; and</li> <li>◦ tools that will help determine whether different aspects of the change process would be considered first order or second order changes.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Once change data are collected, the necessary differentiated supports for staff can be identified and matched to their needs.</li> </ul>
<p><b>Step 3:</b> Develop a systematic, ongoing communication plan with all stakeholders.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>The Florida Center for Reading Research publishes a quarterly online newsletter on a variety of RtI-related topics and activities. Access to these newsletters can be found under the “Interventions for Struggling Readers” section of its website at <a href="http://www.fcrr.org/Interventions/index.htm">http://www.fcrr.org/Interventions/index.htm</a>.</li> <li>The National Center for Learning Disabilities (NCLD) has published a parent brochure on RtI, which can be downloaded from <a href="http://www.ncl.org/images/stories/downloads/parent_center/rti_final.pdf">http://www.ncl.org/images/stories/downloads/parent_center/rti_final.pdf</a>.</li> <li>Klotz, M.B. and Canter, A. <i>Response to Intervention: A Primer for Parents</i>, available at <a href="http://bsnpta.org/geeklog/public_html/article.php?story=RTI_Primer">http://bsnpta.org/geeklog/public_html/article.php?story=RTI_Primer</a></li> <li>A “how to” guide for developing a communication plan can be found at <a href="http://www.oit.state.co.us/pmo/Templates/CommunicationPlan.doc">http://www.oit.state.co.us/pmo/Templates/CommunicationPlan.doc</a></li> </ul> <p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>Examples of letters sent to parents about PBS can be found on the website of the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) at <a href="http://www.pbis.org/main.htm">http://www.pbis.org/main.htm</a>.</li> <li>Examples of newsletters sent out to participating schools are available at Florida’s Positive Behavior Support Project website at <a href="http://flpbs.fmhi.usf.edu/resources_newsletter.asp">http://flpbs.fmhi.usf.edu/resources_newsletter.asp</a>.</li> <li>Examples of brochures and newsletter to send to parents and students can be found on the San Bernardino City Unified School District’s website, Managing On-Site Discipline for</li> </ul>	<ul style="list-style-type: none"> <li>This plan should include not only the key elements of what changes are targeted, but also the data-based progress that is made over time.</li> </ul>

	<p>Effective Learning (MODEL) at  <a href="http://www.modelprogram.com/?pageid=38835">http://www.modelprogram.com/?pageid=38835</a></p> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• To learn about what parents want to know about Response to Intervention, download the presentation found at <a href="http://buildingrti.utexas.org/PPT/RTI_What_Parents_Want_To_Know.ppt">http://buildingrti.utexas.org/PPT/RTI_What_Parents_Want_To_Know.ppt</a></li> <li>• Information on National Mathematics Advisory Panel’s finding on success in mathematics for parents can be found at <a href="http://www.ed.gov/about/bdscomm/list/mathpanel/index.html">http://www.ed.gov/about/bdscomm/list/mathpanel/index.html</a> (Select “Parent Resources”)</li> <li>• The booklet: <i>Response to Intervention (RtI): Straight Talk for Parents</i> is available for download at: <a href="http://buildingrti.utexas.org/PDF/Parent_Booklet_cv.pdf">http://buildingrti.utexas.org/PDF/Parent_Booklet_cv.pdf</a>. A Spanish version, <i>Respuesta a la Intervención: Ideas Claras para Padres</i>, is available at <a href="http://buildingrti.utexas.org/PDF/SPANISH_Parent_Booklet_cv.pdf">http://buildingrti.utexas.org/PDF/SPANISH_Parent_Booklet_cv.pdf</a></li> <li>• Additional resources for parents can be found at <a href="http://www.rtinetwork.org/Parents-and-Families">http://www.rtinetwork.org/Parents-and-Families</a></li> <li>• <a href="http://www.ldonline.org/parents">http://www.ldonline.org/parents</a> features information for parents on learning disabilities (LD) and Attention Deficit/Hyperactivity Disorder (ADHD)</li> <li>• The booklet: The ABCs of RtI, developed by the National Research Center to provide information to parents on RtI is available at <a href="http://nrld.org/free/downloads/ABC_of_RTI.pdf">http://nrld.org/free/downloads/ABC_of_RTI.pdf</a></li> </ul>	
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## Component 2: Infrastructure Building

### School Level Infrastructure Objectives

- Schools identify and appoint a building leadership team.

- Leadership teams receive appropriate training and skill development to lead the Rtl initiative.
- The building works systematically through the Rtl guiding questions and builds its Rtl infrastructure along the way.

Note: Although all role functions are necessary on the building leadership team, one person may serve multiple functions.

Step	Resources Available	Wisdom from the field
<b>Action 1: Form a leadership team.</b>		
<p><b>Step 1:</b> Establish a leadership team.</p>	<ul style="list-style-type: none"> <li>• Information on team-based processes can be found on the Michigan Department of Education’s Integrated Behavior and Learning Support Initiative website at <a href="http://collaborate.oaisd.org/index.php?PHPS ESSID=82a9861113af3e7d40ffd4edc8c744c7&amp;site=oa_sgoodman&amp;section=2227&amp;action=site">http://collaborate.oaisd.org/index.php?PHPS ESSID=82a9861113af3e7d40ffd4edc8c744c7&amp;site=oa_sgoodman&amp;section=2227&amp;action=site</a></li> </ul>	<ul style="list-style-type: none"> <li>• One assumption of Rtl infrastructure development is that Rtl is implemented by the entire building. Components can be modified and generalized to smaller units, such as grade-level teams or departments.</li> <li>• The leadership team should include people who are seen as leaders in the building and who others will follow.</li> <li>• Membership on the team should be voluntary or elected, not mandatory.</li> <li>• If Rtl is implemented in a variety of curricular areas, consider representation from across grades and subject areas. If one area is selected for implementation, have strong representation of teachers who teach that subject.</li> <li>• To provide order and structure to Rtl, there are a series of role functions that are necessary on every leadership team, including facilitator, coach, content specialist, data mentor and staff liaison. One person may serve more than one function. These individuals will require deep and broad knowledge and skills.</li> <li>• Ultimately, it is most effective to have standards and benchmarks for these roles, aligned with high quality professional development for the individuals who will serve in these capabilities. As the leadership team members are selected, match pre-existing skills and dispositions with those expected to be learned and developed for the specific functions.</li> </ul>

<p><b>Function 1: Data Mentor</b></p>	<ul style="list-style-type: none"> <li>• The North Central Regional Educational Lab has established a website with a series of resources designed to help educators become comfortable with using data. These resources can be accessed at <a href="http://www.ncrel.org/datause/">http://www.ncrel.org/datause/</a></li> <li>• The National Dissemination Center for Children with Disabilities (NICHCY) has several resources on evaluating research and making sense of statistics at <a href="http://research.nichcy.org/research101.asp">http://research.nichcy.org/research101.asp</a></li> <li>• Edward R. Tufte has several books on displaying data that are available commercially.</li> <li>• <i>Getting Excited About Data</i> by Edie Holcomb outlines a process for showing how well a school or district meets its primary goal: sustained student learning. The book is available commercially.</li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/default.html">http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/default.html</a> provides a concise summary of the purpose of the TPRI assessment instrument.</li> <li>• Audio tapings that provide samples of blending phoneme/phonemic awareness tasks of TPRI <a href="http://tpri.org/Training/Audios/default.asp">http://tpri.org/Training/Audios/default.asp</a></li> <li>• Training schedule for districts to hire TPRI trainers including costs of each session <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/training/training-">http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/training/training-</a></li> </ul>	<ul style="list-style-type: none"> <li>• The data mentor is the person with expertise in collecting, organizing, displaying, analyzing and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data.</li> <li>• The data mentor should have the necessary skills to present data in easily understandable visual displays. Teachers and leadership teams need to understand data-based decision making and the set of rules on which it is based, and be able to apply those rules in the interpretation of the data. Structures within the system need to be established to allow for time and resources needed to carry out this role.</li> </ul>
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	<p><a href="#">schedule.html</a></p> <ul style="list-style-type: none"> <li>• For an introduction to the Texas Early Mathematics Intervention (TEMI) <a href="http://buildingrti.utexas.org/PDF/Intro_to_TEMI.pdf">http://buildingrti.utexas.org/PDF/Intro to TEMI.pdf</a></li> <li>• For more information about the TEMI, see <a href="http://www.texasreading.org/utcr/la/pd/SERP_Math/about_the_tests.asp">http://www.texasreading.org/utcr/la/pd/SERP Math/about the tests.asp</a></li> <li>• To see additional examples of tools used to screen student achievement/progress: <a href="http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=2&amp;Itemid=36">http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=2&amp;Itemid=36</a></li> <li>• For help in managing information regarding specific intervention that is provided to a student(s) <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At Risk log .pdf</a></li> <li>• See pages 9-11 of the presentation <i>The National Mathematics Panel: Implications for Policy and Practice</i> for benchmarks critical for foundations in mathematics <a href="http://buildingrti.utexas.org/PDF/NMP_Keynote.pdf">http://buildingrti.utexas.org/PDF/NMP_Keynote.pdf</a></li> </ul>	
<p><b>Function 2:</b> Content Specialist</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>• To gain knowledge of early literacy skills and when they should be addressed, visit Big Ideas in Beginning Reading at <a href="http://reading.uoregon.edu/">http://reading.uoregon.edu/</a></li> <li>• <i>Language Essentials for Teachers of Reading and Spelling</i> (LETRS) provides foundational knowledge to understand how students learn to read, write and spell—and why some students struggle. Available for</li> </ul>	<ul style="list-style-type: none"> <li>• This person will be the team member who ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials.</li> <li>• This person will also check fidelity of use of curricular materials and strategies.</li> <li>• Decisions cannot be made in the absence of knowledge and understanding of the content. The person in this role needs to make his/her thinking overt, not only to help others understand what they</li> </ul>

	<p>purchase from <a href="http://www.sopriswest.com/">http://www.sopriswest.com/</a></p> <ul style="list-style-type: none"> <li>• Tools for evaluating core and supplemental reading materials as well as reviews of many published materials can be found at <a href="http://reading.uoregon.edu/curricula/">http://reading.uoregon.edu/curricula/</a> and <a href="http://www.fcrr.org/FCRRReports/index.aspx">http://www.fcrr.org/FCRRReports/index.aspx</a></li> <li>• For instructional ideas in K-3 reading, go to <a href="http://www.fcrr.org/Curriculum/curriculum.htm">http://www.fcrr.org/Curriculum/curriculum.htm</a> and <a href="http://www.texasreading.org/utcrla/materials/">http://www.texasreading.org/utcrla/materials/</a></li> <li>• The National Council on Teachers of Mathematics (NCTM) has standards available at <a href="http://standards.nctm.org/">http://standards.nctm.org/</a></li> <li>• Many websites have added materials on RtI. These include <a href="http://www.nasdse.org">www.nasdse.org</a>; <a href="http://www.case.org">www.case.org</a>, <a href="http://www.ideapartnership.org">www.ideapartnership.org</a>, <a href="http://www.nclld.org">www.nclld.org</a>; and <a href="http://www.reading.org/resources/issues/focus_rti.html">http://www.reading.org/resources/issues/focus_rti.html</a></li> <li>• Intervention Central is a treasure trove of free tools for implementing RtI. Go to: <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>Establishing an Intensive Reading and Writing Program for Secondary Students</i> can be downloaded from <a href="http://www.texasreading.org/utcrla/materials/secondary_intensive.asp">http://www.texasreading.org/utcrla/materials/secondary_intensive.asp</a></li> <li>• The presentation <i>How does small group reading instruction in Tier I differ from small group reading instruction in Tier II?</i> is a useful resource supporting the understanding of differentiated instruction <a href="http://buildingrti.utexas.org/PDFv/Differentia">http://buildingrti.utexas.org/PDFv/Differentia</a></li> </ul>	<p>are thinking, but also why they are making certain decisions.</p> <ul style="list-style-type: none"> <li>• Key decisions include: What does our assessment data tell us about students' instructional needs? What elements need to be included in an effective core instructional program? Which instructional strategies are most effective to address the area of concern? These decisions cannot be made without someone on the team with expertise in the content being addressed.</li> </ul>
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	<p><a href="#">ted Instruction.pdf</a></p> <ul style="list-style-type: none"> <li>• The Elementary 90-minute Reading Block Template is available to help plan core reading instruction <a href="http://buildingrti.utexas.org/PDF/90-minute_Rdg_Block_Template.pdf">http://buildingrti.utexas.org/PDF/90-minute_Rdg_Block_Template.pdf</a></li> <li>• To view a podcast on how to use the Second Grade TPRI grouping mats, visit <a href="http://buildingrti.utexas.org/rti/tpri-grouping-mats-podcast">http://buildingrti.utexas.org/rti/tpri-grouping-mats-podcast</a></li> <li>• A variety of math materials are available for download including such documents as Using Strategies to Teach Mathematics Skills to Struggling Students and examples of mathematics intervention at <a href="http://www.texasreading.org/utcrcla/pd/SERP_Math/downloads.asp">http://www.texasreading.org/utcrcla/pd/SERP_Math/downloads.asp</a></li> <li>• <a href="http://www.centeroninstruction.org/">http://www.centeroninstruction.org/</a> provides scientifically based resources on reading, mathematics, science, special education, and English language learners.</li> <li>• Materials and Resources to support Instruction at the Primary Level <a href="http://www.texasreading.org/utcrcla/materials/primary.asp">http://www.texasreading.org/utcrcla/materials/primary.asp</a></li> <li>• Materials and resources to support instruction at secondary level <a href="http://www.texasreading.org/utcrcla/materials/secondary.asp">http://www.texasreading.org/utcrcla/materials/secondary.asp</a></li> <li>• The Texas Adolescent Literacy Academies provides two research based literacy academies, one for English and Language Arts teachers and the other for content area</li> </ul>	
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teachers <http://ritter.tea.state.tx.us/tala/>

- A presentation by Dr. Diane Bryant on how to implement a tiered model with mathematics for students in grades K-2 can be found at <http://www.centeroninstruction.org/files/SERP-MathAIR1-07ppt.pdf>
- A presentation by Dr. Sharon Vaughn, *Education for Students with Reading/Learning disabilities: What Makes it 'Special'* stresses the importance of evidence based practices and tiered models K-12 [http://www.centeroninstruction.org/files/Vaughn\\_July\\_2006.pdf](http://www.centeroninstruction.org/files/Vaughn_July_2006.pdf)

The following are instructional tools for Spanish speakers:

Phonological Awareness:

- Elkonin Boxes, helps student segment words into their individual sounds [http://buildingrti.utexas.org/PDF/Elkonin\\_Boxes\\_sp.pdf](http://buildingrti.utexas.org/PDF/Elkonin_Boxes_sp.pdf)
- Activities handout corresponding to the different levels of the phonological awareness continuum [http://buildingrti.utexas.org/PDF/PA\\_Continuum\\_sp.pdf](http://buildingrti.utexas.org/PDF/PA_Continuum_sp.pdf)
- Four lessons to support phonological awareness in bilingual classrooms [http://buildingrti.utexas.org/PDF/PA\\_Lessons\\_sp.pdf](http://buildingrti.utexas.org/PDF/PA_Lessons_sp.pdf)

Phonics and word study:

- This list of Spanish words contains the first eleven combinations of vowels and consonants in Spanish  
[http://buildingrti.utexas.org/PDF/Making\\_words\\_sp.pdf](http://buildingrti.utexas.org/PDF/Making_words_sp.pdf)
  - Activity to practice using syllables to form words; reviews rules regarding use of syllables in Spanish  
[http://buildingrti.utexas.org/PDF/Two\\_syllable\\_words\\_sp.pdf](http://buildingrti.utexas.org/PDF/Two_syllable_words_sp.pdf)
  - Word sorts handout describes different types of word sorts in Spanish  
[http://buildingrti.utexas.org/PDF/Word\\_sorts\\_sp.pdf](http://buildingrti.utexas.org/PDF/Word_sorts_sp.pdf)
  - Word Wall Tips and Activities to engage students with word walls  
[http://buildingrti.utexas.org/content/tools/Wordwallactivities\\_Spanish.pdf](http://buildingrti.utexas.org/content/tools/Wordwallactivities_Spanish.pdf)  
[http://buildingrti.utexas.org/PDF/Word\\_wall\\_activities\\_sp.pdf](http://buildingrti.utexas.org/PDF/Word_wall_activities_sp.pdf)
- Vocabulary
- List of cognates that help English language learners use what they know in Spanish to read and comprehend English  
[http://buildingrti.utexas.org/PDF/Cognates\\_sp.pdf](http://buildingrti.utexas.org/PDF/Cognates_sp.pdf)
  - Sample Feature Analysis chart applied to measurement units  
[http://buildingrti.utexas.org/PDF/Semantic\\_map\\_sp.pdf](http://buildingrti.utexas.org/PDF/Semantic_map_sp.pdf)

### Fluency

- Handout reviews decoding, sight, analogy, and context play in reading in Spanish  
[http://buildingrti.utexas.org/PDF/Reading\\_processes\\_sp.pdf](http://buildingrti.utexas.org/PDF/Reading_processes_sp.pdf)
- Sample text to use to build fluency using Readers' Theatre  
[http://buildingrti.utexas.org/PDF/Readers\\_Theatre\\_sp.pdf](http://buildingrti.utexas.org/PDF/Readers_Theatre_sp.pdf)
- Chart to monitor fluency in Spanish  
[http://buildingrti.utexas.org/PDF/Fluency\\_Monitoring.pdf](http://buildingrti.utexas.org/PDF/Fluency_Monitoring.pdf) Handout to calculate fluency levels  
[http://buildingrti.utexas.org/PDF/Calculating\\_Fluency.pdf](http://buildingrti.utexas.org/PDF/Calculating_Fluency.pdf)

### Comprehension

- Graphic Organizers to be used with narrative and expository texts to support comprehension strategy instruction  
[http://buildingrti.utexas.org/PDF/Graphic\\_organizers\\_sp.pdf](http://buildingrti.utexas.org/PDF/Graphic_organizers_sp.pdf)
- Questions from Bloom's Taxonomy: a resource for teachers to engage students in discussion and to scaffold learning  
[http://buildingrti.utexas.org/PDF/Continuum\\_Questions\\_sp.pdf](http://buildingrti.utexas.org/PDF/Continuum_Questions_sp.pdf)
- Expository Cards: Used to prompt students to remember important elements of expository texts  
[http://buildingrti.utexas.org/PDF/Expository\\_cards\\_sp.pdf](http://buildingrti.utexas.org/PDF/Expository_cards_sp.pdf)
- Narrative Cards: Used to prompt students to

	<p>remember important elements in narrative texts</p> <p><a href="http://buildingrti.utexas.org/PDF/Narrative_cards_sp.pdf">http://buildingrti.utexas.org/PDF/Narrative_cards_sp.pdf</a></p> <ul style="list-style-type: none"> <li>• Get the Gist Cards: Used to support explicit instruction to get the main idea in reading activities in Spanish <a href="http://buildingrti.utexas.org/PDF/Get_the_Gist_sp.pdf">http://buildingrti.utexas.org/PDF/Get_the_Gist_sp.pdf</a></li> <li>• Handout with questions for levels I, II, and III with examples <a href="http://buildingrti.utexas.org/PDF/Question_levels_sp.pdf">http://buildingrti.utexas.org/PDF/Question_levels_sp.pdf</a></li> </ul>	
<p><b>Function 3:</b> Facilitator</p>	<ul style="list-style-type: none"> <li>• The Concerns-Based Adoption Model (CBAM) is a research-based change model that helps change facilitators support implementers as they go through the change process. A number of conceptual and implementation resources are available on CBAM from <a href="http://www.sedl.org/pubs/catalog/items/cha22.html">http://www.sedl.org/pubs/catalog/items/cha22.html</a></li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>Coordinating for Reading Instruction: General Education and Special Education Working Together</i> is a guide for general education and special education to work together. <a href="http://www.texasreading.org/utcrila/materials/general_special.asp">http://www.texasreading.org/utcrila/materials/general_special.asp</a></li> <li>• Presentation: How can educators collaborate</li> </ul>	<ul style="list-style-type: none"> <li>• The role of facilitator changes as the framework is developed. In the early stages of development, this person is attending to the elements of change and identifying strategies for supporting staff through the transition of change, designing specific procedures for ongoing communication and focusing efforts that need to be in place to support other members of the leadership team and the staff through the change process.</li> <li>• Later, the role becomes more about team functioning. Rtl is a process requiring groups to work together. It cannot be done in isolation. The facilitator helps the group to function more effectively by setting meeting times, developing agendas, determining effective processes to involve all team members and facilitating communication within the leadership team and staff.</li> </ul>

	<p>to support student success when implementing response to intervention?  <a href="http://buildingrti.utexas.org/PDF/Collaboration.pdf">http://buildingrti.utexas.org/PDF/Collaboration.pdf</a></p> <ul style="list-style-type: none"> <li>• For help in managing information regarding specific intervention that is provided to a student(s)  <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At_Risk_log.pdf</a></li> </ul>	
<b>Function 4:</b> Staff Liaison	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• For assistance with implementation of RtI with ESL see this presentation: <i>Cultural, Linguistic, and Ecological Framework for RtI with English Language Learners (K-12)</i>  <a href="http://www.centeroninstruction.org/files/Framework_for_RTI.pdf">http://www.centeroninstruction.org/files/Framework_for_RTI.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• The size of the leadership team will vary, but it is necessary to have representation from a range of grade levels. The members should bring a perspective necessary for team decision making. They should also be key communicators with staff who are not members of the leadership team. Specific procedures should be established to gain input and communicate with each staff member.</li> <li>• Besides grade-level representation, consider representation from a variety of programs (e.g. English language learners, Title I, Gifted and Talented; Special Education).</li> </ul>
<b>Function 5:</b> Instructional Leader/ Resource Allocation	<ul style="list-style-type: none"> <li>• A sample of resources on instructional leadership include: <ul style="list-style-type: none"> <li>◦ Fullan, M. (2001). <i>Leading in a culture of change</i>. San Francisco: Jossey-Bass.</li> <li>◦ Bridges, W. (1991). <i>Managing transitions</i>. Reading, MA: Perseus Books.</li> <li>◦ Sergiovanni, T.J. (1994). <i>Building community in schools</i>. San Francisco: Jossey-Bass.</li> <li>◦ Marzano, R.J., Waters, T., &amp; McNulty, B.A. (2005). <i>School leadership that works</i>. Alexandria, VA: ASCD.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For RtI implementation to be effective, the principal must be the instructional leader. Other building administrators can also play a leadership role by supporting RtI efforts.</li> <li>• Principals must attend to the change process, supporting staff by emphasizing communication, building culture, gathering input and creating order by providing specific routines and procedures.</li> <li>• The instructional leader should share his/her leadership responsibilities with the leadership team. The instructional leader cannot do it alone.</li> <li>• Encourage and support the development of leadership skills within the leadership team.</li> </ul>

<b>Action 2: Leadership team receives appropriate training and skill development to lead the RtI initiative.</b>		
<p><b>Step 1:</b> Leadership team receives specific training on RtI.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>The Rhode Island Department of Education has several presentations related to RTI on general, assessment, literacy and timing on its website at <a href="http://www.ritap.org/rti/resources/presentations.php">http://www.ritap.org/rti/resources/presentations.php</a></li> <li>Heartland AEA (IA) has many training resources available on its website at: <a href="http://www.aea11.k12.ia.us/idm">www.aea11.k12.ia.us/idm</a></li> <li>See also Action 1, Step 1.</li> </ul> <p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>PBS framework and staff presentations are available from the San Bernardino City Unified School District's website, Managing On-Site Discipline for Effective Learning at: <a href="http://www.modelprogram.com">http://www.modelprogram.com</a></li> <li>See also Action 1, Step 1.</li> </ul> <p><u>Texas and Additional Suggested Resources</u></p> <ul style="list-style-type: none"> <li>See also Action 1, Step 1.</li> <li><a href="http://buildingrti.utexas.org/rti">http://buildingrti.utexas.org/rti</a> provides an overview of RtI and links to a variety of sources to support campus-wide implementation</li> <li>For an explanation of RtI and information on instructional practices for reading view the presentation <i>Response to Intervention: Research to Practice</i>. <a href="http://buildingrti.utexas.org/PDF/Research_to_Practice_c.pdf">http://buildingrti.utexas.org/PDF/Research_to_Practice_c.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Teams will need assistance organizing their thinking and planning to build the infrastructure. Providing networking and opportunity for contact with other leadership teams is essential.</li> <li>The leadership team and the principal attend professional development activities designed to teach, demonstrate and provide guided practice on creating the infrastructure for RtI.</li> <li>Part of the training should be function-specific, i.e., training specific facilitation and coaching skills, data organization, summarization, display and analysis skills and content-specific information.</li> <li>This training should also consider the skills the leadership team needs in order to train others in the building on the RtI process.</li> </ul>

	<ul style="list-style-type: none"> <li>• For an overview of RtI and instructional practices in reading see the presentation: <i>Response to Intervention: Reading</i> <a href="http://buildingrti.utexas.org/PDFv/Response_to_Intervention_Reading.pdf">http://buildingrti.utexas.org/PDFv/Response_to_Intervention_Reading.pdf</a></li> <li>• To learn more about the National Mathematics Panel report, see the presentation <i>The National Mathematics Panel: Implications for Policy and Practice</i> <a href="http://buildingrti.utexas.org/PDF/NMP_Keynote.pdf">http://buildingrti.utexas.org/PDF/NMP_Keynote.pdf</a></li> <li>• For more on implementing RtI in the area of mathematics, see the presentation <i>Response to Intervention (RtI): The 3-Tier Model Applied to Early Mathematics</i> <a href="http://buildingrti.utexas.org/PDF/3_Tier_Math.pdf">http://buildingrti.utexas.org/PDF/3_Tier_Math.pdf</a></li> <li>• A list of the most commonly requested Professional Development topics provided during 3-Tier/RtI Scale-Up to guide instructional considerations when developing RtI training for staff can be found at <a href="http://buildingrti.utexas.org/PDF/Common_PD_Requests.pdf">http://buildingrti.utexas.org/PDF/Common_PD_Requests.pdf</a></li> <li>• To help anticipate issues/concerns in implementing RtI. view the presentation <i>What Challenges can Schools and Districts Anticipate in implementing Response to Intervention (RtI)?</i> <a href="http://buildingrti.utexas.org/PDF/Challenges.pdf">http://buildingrti.utexas.org/PDF/Challenges.pdf</a></li> <li>• A brief synopsis of the 3-Tier model can be found at</li> </ul>	
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	<p><a href="http://www.texasreading.org/utcrcla/materials/3tier_letter.asp">http://www.texasreading.org/utcrcla/materials/3tier_letter.asp</a></p> <ul style="list-style-type: none"> <li>• To view a graphic description of three levels in a 3-Tier model, visit <a href="http://www.texasreading.org/3tier/levels.asp">http://www.texasreading.org/3tier/levels.asp</a></li> <li>• For answers to questions about a tiered model and RtI, read the synopsis of a Q &amp; A on RtI as answered by Dr. Sharon Vaughn and Dr. Jeanne Wanzek: <i>Reading and response to intervention (RTI): How students benefit from multi-tiered instruction and intervention</i> <a href="http://www.ncldtalks.org/content/interview/detail/1204/">http://www.ncldtalks.org/content/interview/detail/1204/</a></li> <li>• The Texas Education Agency's Curriculum Division has a web page containing answers to frequently asked questions about Response to Intervention. <a href="http://www.tea.state.tx.us/curriculum/RtI/index.html">http://www.tea.state.tx.us/curriculum/RtI/index.html</a></li> <li>• The National Center on Response to Intervention provides a variety of information and resources on RtI. <a href="http://www.rti4success.org/index.php?option=com_frontpage&amp;Itemid=1">http://www.rti4success.org/index.php?option=com_frontpage&amp;Itemid=1</a></li> <li>• For a look at various RtI Models, visit <a href="http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=68&amp;Itemid=133">http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=68&amp;Itemid=133</a></li> <li>• To assist in implementation of RtI with ESL the Center on Instruction has put together a brief entitled <i>A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners</i></li> </ul>	
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	<a href="http://www.centeroninstruction.org/files/Framework_for_RTI.pdf">http://www.centeroninstruction.org/files/Framework_for_RTI.pdf</a>	
<b>Step 2:</b> Ongoing coaching is provided to leadership teams.	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>The U.S. Department of Education answers questions about RtI and early intervening services <a href="http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C8%2C">http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C8%2C</a></li> <li>The National Reading Panel provides information on research and its implications for reading instruction. <a href="http://www.nationalreadingpanel.org/">http://www.nationalreadingpanel.org/</a></li> <li>The U.S. Department of Education also provides information in the area of mathematics <a href="http://www.ed.gov/about/bdscomm/list/mathpanel/index.html">http://www.ed.gov/about/bdscomm/list/mathpanel/index.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Leadership teams will need ongoing support and assistance. They will benefit from someone who can assist with follow-up by troubleshooting problems and providing appropriate resources as necessary.</li> </ul>
<b>Action 3: The leadership team will work through ten basic questions to develop action plans.</b>		
<b>Question 1: Is our core program sufficient?</b>	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>To evaluate a core reading program in the five critical components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) use the <i>Consumer's Guide to Evaluating a Core Reading Program Grades K - 3: A Critical Elements Analysis</i> <a href="http://reading.uoregon.edu/cia/curricula/consumer_guide.php">http://reading.uoregon.edu/cia/curricula/consumer_guide.php</a></li> <li>An example of a Campus Needs Assessment tool that was used by the Spotlight Schools can be downloaded at <a href="http://buildingrti.utexas.org/PDF/Campus_Ne">http://buildingrti.utexas.org/PDF/Campus_Ne</a></li> </ul>	<ul style="list-style-type: none"> <li>This question is vital to the efficiency and effectiveness of RtI. Do not skip this question.</li> <li>To answer this question, the leadership team needs to use a data-based method to determine the percentage of students whose needs are being met in the core program. They also need to know what students are expected to know and be able to do as a result of the core program.</li> <li>Understanding this will allow the school to determine not only where to focus efforts, but also to what extent changes to the core program may be necessary.</li> <li>The needs of the school and the efforts taken to address the core program will vary based on student performance data and alignment of the core program.</li> </ul>

	<p><a href="#">eds_Assess_Reading.pdf</a></p> <ul style="list-style-type: none"> <li>• A guide to completing the above Campus Needs Assessment Tool is available at <a href="http://buildingrti.utexas.org/PDF/CNAT_Reading.pdf">http://buildingrti.utexas.org/PDF/CNAT_Reading.pdf</a></li> </ul>	
<p><b>Step 1:</b> Identify screening tool(s).</p>	<p><b>Academics</b></p> <ul style="list-style-type: none"> <li>• A list of technically adequate assessment tools for screening purposes can be found on the website of the National Center on Student Progress Monitoring (NCSPM), <a href="http://www.studentprogress.org/chart/chart.asp">http://www.studentprogress.org/chart/chart.asp</a></li> <li>• Some of the screening tools reviewed by the NCSPM can be found on the following websites: <ul style="list-style-type: none"> <li>○ AIMSweb at <a href="http://aimsweb.com/">http://aimsweb.com/</a></li> <li>○ DIBELS data system at <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></li> <li>○ M Class at <a href="http://www.wirelessgeneration.com/products.php?prod=mClass:DIBELS">http://www.wirelessgeneration.com/products.php?prod=mClass:DIBELS</a></li> <li>○ Yearly Progress Pro (McGraw Hill) at <a href="http://www.mhdigitallearning.com/">http://www.mhdigitallearning.com/</a></li> </ul> </li> <li>• Additional information on curriculum-based measurement (CBM) can be found at: <a href="http://www.interventioncentral.org/html/docs/interventions/cbmwarehouse.php">http://www.interventioncentral.org/html/docs/interventions/cbmwarehouse.php</a></li> <li>• An analysis of K-3 reading assessments can be viewed at the Big Ideas in Beginning Reading website: <a href="http://reading.uoregon.edu/assessment/index.php">http://reading.uoregon.edu/assessment/index.php</a></li> <li>• Statewide assessments (e.g., Iowa Test of Basic Skills) can also be used as a screener.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of collecting and analyzing screening data is to identify students who may need additional assessment or intervention, not to identify students who may need specific labels or to identify students for placement into specific programs. Screening measures must be directly linked to important outcomes represented in district and state standards and benchmarks.</li> <li>• Screening tools have specific characteristics. They should be standardized, reliable, valid and brief. They need to be low cost, simple to administer, score and interpret. If a building already has a screening tool, go through the process of determining whether or not it meets the criteria for screening.</li> </ul>

	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• For an introduction to the Texas Early Mathematics Intervention (TEMI) <a href="http://buildingrti.utexas.org/PDF/Intro_to_TEMI.pdf">http://buildingrti.utexas.org/PDF/Intro to TEMI.pdf</a></li> <li>• And for more information about the Texas Early Mathematics Inventory see <a href="http://www.texasreading.org/utcr/la/pd/SERP_Math/about_the_tests.asp">http://www.texasreading.org/utcr/la/pd/SERP Math/about the tests.asp</a></li> <li>• The National Center on Response to Intervention has a page dedicated to Student Screening Tools <a href="http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=2&amp;Itemid=36">http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=2&amp;Itemid=36</a></li> <li>• For information on the Texas Primary Reading Inventory, visit <a href="http://www.tpri.org/default.asp">http://www.tpri.org/default.asp</a></li> </ul>	
<p><b>Step 2:</b> Identify proficiency cut points for identified tools.</p>	<ul style="list-style-type: none"> <li>• A good resource is Cizek, G. and Steinbey, R.J. (ed.) (2001). Setting performance standards: Concepts, methods and perspectives. Mahwah, NJ: Lawrence Erlbaum Associates. Available commercially.</li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• See page 9-11 of this presentation for benchmark information for critical foundations in math <a href="http://buildingrti.utexas.org/PDF/NMP_Keynote.pdf">http://buildingrti.utexas.org/PDF/NMP_Keynote.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose in setting proficiency cut points is to identify students with differing levels of risk or need. Research-based proficiency levels should be used whenever possible. Ensure there is a meaningful link to the building's broader outcomes, e.g. the accountability assessments.</li> <li>• The proficiency cut points need to be established in such a way that they overidentify a pool of students who may need additional assessment and/or assistance. Overidentifying the possible pool will ensure no students are missed.</li> </ul>
<p><b>Step 3:</b> Collect universal screening data.</p>	<p><b><u>Academics</u></b></p> <ul style="list-style-type: none"> <li>• The DIBELS website has a document and presentation that provides ideas for establishing a schoolwide data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Consider all available resources to help collect universal screening data, including art, music and physical education teachers, high school students, community members and school board members.</li> </ul>

	<p>system available at  <a href="http://dibels.uoregon.edu/logistics.php">http://dibels.uoregon.edu/logistics.php</a></p>	<p>Make sure that these individuals are well trained so they collect data with high reliability.</p> <ul style="list-style-type: none"> <li>• One way to ensure administration is standardized is to frequently conduct integrity checks.</li> <li>• Administer the screening tool to each student.</li> </ul>
<p><b>Step 4:</b> Enter, organize, summarize and display data.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>• Schools that use DIBELS can enter data into the DIBELS data system and access several useful reports at <a href="http://dibels.uoregon.edu">http://dibels.uoregon.edu</a></li> <li>• AIMSweb Progress Monitoring and Response to Intervention System can be used to enter CBM and DIBELS measures. Available at <a href="http://aimsweb.com/">http://aimsweb.com/</a></li> <li>• The palm software for DIBELS also produces useful reports. Available from Wireless Generation at <a href="http://www.wirelessgeneration.com/products.html">http://www.wirelessgeneration.com/products.html</a></li> <li>• Excel spreadsheets can be a useful tool for organizing, summarizing and displaying data.</li> </ul> <p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>• The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office-referral data to design school-wide and individual student interventions. Available at <a href="http://www.swis.org/">http://www.swis.org/</a></li> </ul> <p><u>Texas and Additional Suggested Resources</u></p> <ul style="list-style-type: none"> <li>• For a way for classroom teachers to organize their Texas Primary Reading Inventory student data, here is information on the TPRI grouping mats <a href="http://www.tpri.org/Teacher_Information/grouping_mats.asp">http://www.tpri.org/Teacher_Information/grouping_mats.asp</a></li> </ul>	<ul style="list-style-type: none"> <li>• It is important to have a plan to enter, organize, summarize and display data so that it can be returned quickly to teachers and leadership teams. Select simple displays that communicate in a way that viewers will immediately know how to interpret the data.</li> <li>• The important finding to report here is the percent of the students at a grade level who are deemed proficient and the percent of students not proficient in a skill area.</li> <li>• Use efficient technology to assist with the data.</li> </ul>

	<ul style="list-style-type: none"> <li>To organize assessment information for students in order to plan for instruction when assessed with the Tejas Lee use these grouping mats <a href="http://www.tejaslee.org/ReadingFirstResources/">http://www.tejaslee.org/ReadingFirstResources/</a></li> <li>Other resources for storing/using TPRI and Tejas LEE data can be found at under section I. Assessment Information <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/resource-document-library.html">http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/resource-document-library.html</a></li> </ul>	
<p><b>Step 5:</b> Determine the acceptable percentage of proficiency.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>A good resource is <i>Introduction to the 3-Tier Reading Model: Reducing reading difficulties for kindergarten through third grade students (4th ed.)</i> from the Vaughn Gross Center for Reading and Language Arts at the University of Texas (Austin). Available for purchase at: <a href="http://www.texasreading.org/3tier/materials.asp">http://www.texasreading.org/3tier/materials.asp</a></li> </ul> <p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports website, <a href="http://www.pbis.org/schoolwide.htm">http://www.pbis.org/schoolwide.htm</a> includes many resources on school-wide implementation of positive behavior supports (PBS).</li> </ul> <p><u>Texas and Additional Suggested Resources</u> See page 9-11 of this presentation for benchmark information for critical foundations in math <a href="http://buildingrti.utexas.org/PDF/3_Tier_Math.pdf">http://buildingrti.utexas.org/PDF/3_Tier_Math.pdf</a></p>	<ul style="list-style-type: none"> <li>A school must have the resources to provide supplemental and intensive instruction to all students who are not proficient. Proficiency of 80 percent is recommended as a general guideline by many authorities in the field. Each building needs to ask, “How good is good enough?” Each building needs to determine how many resources it has available for supplemental and intensive instruction for both academics and behavior.</li> <li>Think about acceptability in terms of what resources will be needed to address the needs of students through supplemental and intensive instruction. It would not be efficient to try to fix the core program through providing supplemental and intensive instruction. This means that if the core program is not meeting the needs of significant numbers of students, it will be impractical to serve large numbers of students in supplemental and intensive instruction. Instead, the core instruction needs to be addressed.</li> </ul>

	<a href="#">f</a>	
<b>Step 6:</b> Identify the percentage of students who are proficient and not proficient.	<ul style="list-style-type: none"> <li>• See Action 3, Step 5.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students proficient is determined to allow a comparison of current reality to expectations.</li> <li>• If the needs of all students are going to be addressed, advanced or gifted students also need to be included in the data analysis.</li> </ul>
<b>Step 7:</b> Make a comparison.		<ul style="list-style-type: none"> <li>• This step answers the question, “Is our core program sufficient?” This is answered at the school-wide or grade level, not at the individual student level.</li> <li>• To apply data-based decision making at a school or system level, compare the percentage proficient to the percentage expected to be proficient. If a gap or problem exists, it will then be defined.</li> </ul>
<b>Step 8:</b> Fork in the Road – Determine what worked and if anything needs to be done with the core programming.		<ul style="list-style-type: none"> <li>• The fork in the road refers to priority of effort. All schools will continue to improve the core program, but priority may be given to core improvements over a focus on supplemental and intensive instruction. In reality, all three are needed, effective core program and sufficient supplemental and intensive instruction.</li> </ul>
<b>Question 2: If the core program is not sufficient, what led to this?</b>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>• <i>The Consumer’s Guide to Evaluating a Core Reading Program</i> as well as reviews of several core reading programs can be found on the Big Ideas in Beginning Reading website at: <a href="http://reading.uoregon.edu/curricula/index.php">http://reading.uoregon.edu/curricula/index.php</a></li> <li>• Reviews of several core reading programs can be found on the website of the Florida Center on Reading Research at <a href="http://www.fcrr.org/FCRRReports/reportslist.htm">http://www.fcrr.org/FCRRReports/reportslist.htm</a></li> <li>• The Planning and Evaluation Tool-Revised (PET-R) and the Elements of a Healthy Grade-Level System Checklist can be used</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a diagnostic evaluation of the core instructional program.</li> <li>• Take time to analyze the core program before embarking on efforts for improvement. There are many reasons why the core program needs to improve. Determine priorities: improvements affecting closest to teaching and learning should be considered first.</li> </ul>

	<p>to evaluate the system. Available at <a href="http://oregonreadingfirst.uoregon.edu/inst_to_ols.html">http://oregonreadingfirst.uoregon.edu/inst_to_ols.html</a></p> <ul style="list-style-type: none"> <li>• General resources for several core reading programs can be found at <a href="http://www.ttsd.k12.or.us/district/student-services/oregons-response-to-intervention/handouts/">http://www.ttsd.k12.or.us/district/student-services/oregons-response-to-intervention/handouts/</a></li> <li>• K - 3 curriculum maps for phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension are available at <a href="http://reading.uoregon.edu/appendices/index.php">http://reading.uoregon.edu/appendices/index.php</a></li> <li>• Heartland AEA (IA) has created an instrument called the <i>Reading Screening Tool</i> that can be found at <a href="http://www.aea11.k12.ia.us/idm">http://www.aea11.k12.ia.us/idm</a></li> </ul>	
<p><b>Step 1:</b> Review assessment.</p>	<ul style="list-style-type: none"> <li>• The technical adequacy of several assessments has been reviewed by the National Center on Student Progress Monitoring at <a href="http://www.studentprogress.org/chart/chart.asp">http://www.studentprogress.org/chart/chart.asp</a></li> <li>• Integrity checklists for administration of several curriculum-based measures are available in the AIMSweb manuals available at <a href="http://homepage.mac.com/WebObjects/FileSharing.woa/36/wo/u4Bets4cm8FiCrmp.1/0.2.1.2.26.27.97.1.35.0.1.1.1?user=markshinn&amp;path=AIMSweb%20Things&amp;templatefn=FileSharing.html">http://homepage.mac.com/WebObjects/FileSharing.woa/36/wo/u4Bets4cm8FiCrmp.1/0.2.1.2.26.27.97.1.35.0.1.1.1?user=markshinn&amp;path=AIMSweb%20Things&amp;templatefn=FileSharing.html</a></li> <li>• An integrity checklist for administration of the DIBELS assessments can be found in the 6<sup>th</sup> edition of the DIBELS Administration and</li> </ul>	<ul style="list-style-type: none"> <li>• This is where knowledge of the content becomes critical. Consider the following: Are the important elements for success in the content area being assessed? Are the assessments technically adequate? Are the assessments being administered frequently enough? How are data being used? Are unnecessary assessments being used? This is a time to eliminate some assessments if they are not needed and are not required.</li> </ul>

	<p>Scoring Guide available at:  <a href="http://oregonreadingfirst.uoregon.edu/assess_tools.html">http://oregonreadingfirst.uoregon.edu/assess_tools.html</a></p>	
<p><b>Step 2:</b> Review curriculum and standards.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>• <i>The Consumer’s Guide to Evaluating a Core Reading Program</i> along with several core reading programs can be found on the Big Ideas in Beginning Reading website at <a href="http://reading.uoregon.edu/appendices/resources.php">http://reading.uoregon.edu/appendices/resources.php</a></li> <li>• Reviews of several core reading programs can be found on the website of the Florida Center on Reading Research at: <a href="http://www.fcrr.org/FCRRReports/reportslist.htm">http://www.fcrr.org/FCRRReports/reportslist.htm</a></li> <li>• The Consortium on Reading Excellence (CORE) offers some technical assistance on literacy at: <a href="http://www.corelearn.com/">http://www.corelearn.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Consider the following: What is being taught? Are teachers implementing the written standards and benchmarks? Are teachers implementing the curriculum as designed? Are priority skills in the content areas addressed at the correct time of the year with the needed amount of emphasis?</li> </ul>
<p><b>Step 3:</b> Review instruction.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>• The Principal Walkthrough checklists provide principals of K-3 grades with a tool to effectively structure classroom visits in order to observe effective reading instruction. Available at <a href="http://www.fcrr.org/Curriculum/curriculum.htm">http://www.fcrr.org/Curriculum/curriculum.htm</a></li> <li>• The Oregon Reading First website has several downloadable forms for observing instruction. Available at <a href="http://oregonreadingfirst.uoregon.edu/instruction/obs.html">http://oregonreadingfirst.uoregon.edu/instruction/obs.html</a></li> </ul> <p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>• Implementation assessment tools for positive behavior supports are available at <a href="http://www.pbis.org/tools.htm">http://www.pbis.org/tools.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Consider the following: How is implementation of instruction monitored? Are all teachers implementing effective instructional strategies? Are instructional supports such as coaching and mentoring in place? Is core instruction sufficiently differentiated to meet the needs of all students?</li> </ul>

<p><b>Step 4:</b> Review alignment of curriculum, instruction and assessment.</p>	<ul style="list-style-type: none"> <li>• Survey of Enacted Curriculum has several downloadable documents, alignment tools and services at: <a href="http://www.seconline.org">http://www.seconline.org</a></li> <li>• Norman Webb's alignment tools and documents can be found at: <a href="http://facstaff.wcer.wisc.edu/normw/">http://facstaff.wcer.wisc.edu/normw/</a></li> <li>• Information on curriculum mapping can be found at: <a href="http://www.curriculumdesigners.com/">http://www.curriculumdesigners.com/</a></li> <li>• Additional information and resources in the area of alignment can be found at: <a href="http://www.ccsso.org">http://www.ccsso.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of curriculum, instruction and assessment is critical.</li> <li>• Considering curriculum, instruction and assessment separately will not be enough.</li> </ul>
<p><b>Step 5:</b> Consider other distal factors.</p>	<ul style="list-style-type: none"> <li>• The Mid-Continent Research for Education and Learning group created <i>Asking the Right Questions: A Leader's Guide to Systems Thinking about School Improvement</i> that can be used to help examine both proximal and distal factors. This resource can be downloaded from <a href="http://www.mcrel.org/topics/SchoolImprovement/products/82/">http://www.mcrel.org/topics/SchoolImprovement/products/82/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Improvements to curriculum, instruction and assessment are needed to improve student achievement, but there are factors that must be considered to determine how those improvements are made. The factors include professional development, leadership and supervision, resource allocation, climate and culture, accountability requirements, media and technology supports, communication, external environment, community and stakeholders.</li> </ul>
<p><b>Question 3: How will the needs identified in the core program be addressed?</b></p>		<ul style="list-style-type: none"> <li>• Make a plan to implement improvements. It is important to spend the time strengthening the core program. Identify the supports that will be needed to implement improvements. Professional development will be part of any improvement effort.</li> </ul>
<p><b>Step 1:</b> Determine needs.</p>		<ul style="list-style-type: none"> <li>• Use the results of your analysis to develop a plan to improve core instruction. There will probably be a need to prioritize. Everything cannot be done at once.</li> </ul>
<p><b>Step 2:</b> Identify resources/training needed to address identified needs.</p>		<ul style="list-style-type: none"> <li>• If the core program is not a research-based program, it may be necessary to add an action to adopt new core curriculum materials. Professional development may need to be provided for teachers. Additional materials or practices may need to be added to support a weak area within the core program rather than an entire new core program.</li> </ul>

<p><b>Step 3:</b> Develop an action plan.</p>	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>Heartland AEA (IA) has examples of several action plans available at: <a href="http://www.aea11.k12.ia.us/idm">http://www.aea11.k12.ia.us/idm</a></li> <li>Action plans are also available on the Oregon Reading First website at: <a href="http://oregonreadingfirst.uoregon.edu/goals_tools.html">http://oregonreadingfirst.uoregon.edu/goals_tools.html</a></li> </ul> <p><u>Texas and Additional Suggested Resources</u></p> <ul style="list-style-type: none"> <li><a href="http://buildingrti.utexas.org/rti-presentations/ancillary-tools-and-resources">http://buildingrti.utexas.org/rti-presentations/ancillary-tools-and-resources</a> Select: “3-Tier Action Plan Template” for a blank Action Plan. Select: “3-Tier Action Plan Guide” for a document to guide you through the development of an Action Plan. Select: “3-Tier Action Plan Instructions for instructions in using the 3-Tier Action Plan.</li> <li>The Center on Instruction has two <i>Progress Monitoring Training Plans</i> available <a href="http://www.centeroninstruction.org/files/PMT_rainingActionPlan3.pdf">http://www.centeroninstruction.org/files/PMT_rainingActionPlan3.pdf</a> and <a href="http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_powerpoint.pdf">http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_powerpoint.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>A written plan is most helpful. Make the plan specific by including timelines, persons responsible and resources needed. Also, include an evaluation methodology as a component of the plan as it is being developed.</li> </ul>
<p><b>Step 4:</b> Implement the plan.</p>		<ul style="list-style-type: none"> <li>Make sure to have adequate resources to implement the plan.</li> <li>Teachers will need support and ongoing coaching. Do not provide one-shot professional development and expect that improvements will be implemented.</li> </ul>
<p><b>Step 5:</b> Evaluate the impact of the plan on the core program.</p>		<ul style="list-style-type: none"> <li>Monitor implementation on an ongoing basis. Use the results to make adjustments.</li> </ul>

<p><b>Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?</b></p>		<ul style="list-style-type: none"> <li>• Plan for the evaluation of efforts from the beginning. Use existing or naturally occurring sources of data to the greatest extent possible to evaluate efforts. Use assessments that are selected to identify needs of students as data to evaluate core.</li> </ul>
<p><b>Step 1:</b> Determine key indicators of success.</p>		<ul style="list-style-type: none"> <li>• Identify those key indicators that will be used to measure success of improvements to the core. Select outcome indicators, including student achievement data and process indicators and levels of implementation. Do not choose too many! Make sure those indicators that are the most highly prioritized are used.</li> <li>• Universal screening data may be used as an indicator.</li> <li>• Determine how often screening data will be collected, how the data will be summarized and how it will be used. Screening practices need to become embedded and automatic so that they are routinely implemented. Many leading researchers in the field suggest three times per year.</li> <li>• Accountability assessments may be used as an indicator. Determine how often accountability assessments will be given, how they will be summarized and how they will be used. Accountability measures must be part of the decision making about improvements to the core. Improvements on screening measures will be evident sooner than on the accountability measures. If, over time, there is not improvement on accountability assessments there still is a problem that needs to be solved. If there appears to be a discrepancy between screening and accountability assessments, seek to understand or reconcile.</li> <li>• Classroom assessments may be used as an</li> </ul>

		<p>indicator. Determine how often classroom assessments will be given, how they will be summarized and how they will be used. It is helpful to have common classroom assessments to allow collaboration between teachers.</p> <ul style="list-style-type: none"> <li>• Current assessments should not be eliminated if the data are being used. It is also important to weigh the value of the assessment against the loss of instructional time. Assess enough, but not too much.</li> </ul>
<b>Step 2:</b> Determine baseline performance.		<ul style="list-style-type: none"> <li>• Collect baseline data on all indicators before implementation begins. This is critical for future evaluation of efforts.</li> </ul>
<b>Step 3:</b> Establish desired goals.		<ul style="list-style-type: none"> <li>• Set goals for success or criteria expected for each of the indicators. A school (or every grade level) should set a goal to determine how much progress is intended to be made over a year's time. Public reporting will be possible if goals are established.</li> </ul>
<b>Step 4:</b> Develop the data collection plan.	<p><u>Academics</u></p> <ul style="list-style-type: none"> <li>• The DIBELS website documents provide ideas for establishing a school-wide data collection system. These can be downloaded from <a href="http://dibels.uoregon.edu/logistics.php">http://dibels.uoregon.edu/logistics.php</a></li> </ul>	<ul style="list-style-type: none"> <li>• Determine who will collect data, how often and where data collection will occur. Determine all responsibilities.</li> <li>• Consider what electronic resources will be used to manage student data. It is important to have appropriate technology to manage the data. In the absence of technology, the data burden becomes unmanageable.</li> <li>• Identify specific questions that will need to be answered, along with the types of displays and summaries that will be necessary for screening, diagnostic, progress monitoring and program evaluation.</li> <li>• Consider possible technology systems. If the district or state has mandated a technology system, that system will need to be used. However, it may be beneficial to supplement the current system if it does not do everything. If the building or district has multiple systems, be sure there are ways to integrate</li> </ul>

		<p>data across them.</p> <ul style="list-style-type: none"> <li>• Consider the building’s budget to determine whether one of the commercially available systems can be used.</li> <li>• Select the most appropriate method for summarizing data for the project. Be sure to find someone who knows about technology and can provide advice on this topic.</li> <li>• Train staff to use the technology. Again, find someone with technology experience to assist. Have a point person available in each building. The data mentor would be the logical choice for this.</li> </ul>
<b>Step 5:</b> Make decisions about sufficiency and effectiveness of the core program.		<ul style="list-style-type: none"> <li>• Set a schedule for analyzing the data. Be willing to make adjustments if the desired results are not being achieved. Improvements to the core program will be ongoing.</li> </ul>
<b>Question 5:</b> Have improvements to the core program been effective?		<ul style="list-style-type: none"> <li>• Implement the plan that has been developed to evaluate the effectiveness of the core program.</li> </ul>
<b>Step 1:</b> Review student achievement screening data.	<p><u>Academic</u></p> <ul style="list-style-type: none"> <li>• DIBELS is one assessment system that can be used to collect screening data on student achievement outcomes. Information is available at: <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></li> <li>• AIMSWeb is another system that can be used to collect screening data on student achievement outcomes. Information is available at: <a href="http://aimsweb.com/">http://aimsweb.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• The building screening data should be reviewed on a regular basis to determine the health of the core program.</li> </ul>
<b>Step 2:</b> Compare current data with baseline data.		<ul style="list-style-type: none"> <li>• The building’s baseline data will be used as the comparison. This is why it is important to collect baseline data before starting efforts.</li> </ul>
<b>Step 3:</b> Consider implementation data.		<ul style="list-style-type: none"> <li>• It will not be sufficient to consider student achievement data without analyzing implementation data. Judgments cannot be made as to whether or</li> </ul>

		not a strategy is working unless it is known whether or not it is being implemented with fidelity.
<b>Step 4:</b> Make decisions about effectiveness.		<ul style="list-style-type: none"> <li>Ongoing decision making will occur on a regular basis, but it is important to make summative decisions about improvement efforts using accountability data.</li> </ul>
<b>Step 5:</b> Begin needs assessment again.		<ul style="list-style-type: none"> <li>Improvements to the core program are continuous. The prioritization process and analysis should be repeated to determine next steps.</li> </ul>
<b>Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?</b>	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li><a href="http://www.centeroninstruction.org/files/Preventing%20Disproportionate%20Rep.pdf">http://www.centeroninstruction.org/files/Preventing%20Disproportionate%20Rep.pdf</a> <i>Preventing disproportionate representation: Culturally and linguistically responsive preferral interventions K-12</i> provides information on culturally and linguistically diverse students.</li> <li><a href="http://www.centeroninstruction.org/files/Addressing%20Promises%20&amp;%20Challenges.pdf">http://www.centeroninstruction.org/files/Addressing%20Promises%20&amp;%20Challenges.pdf</a> <i>Addressing Promises and Challenges of Response to Intervention Models for ELLs</i>, the keynote address of Alfred Artiles at 31<sup>st</sup> annual conference of NY State Association for Bilingual Education, March 2008 focuses on 1) trends in ELL 2) RtI and ELL 3) future directions</li> </ul>	<ul style="list-style-type: none"> <li>This is where decision making moves to small group and individual decision making.</li> <li>It is not enough to determine which students need additional or different instruction; a process to determine why students are struggling must be used. Be sure to take time to look at the data. Plan for, and allocate, sufficient time for data analysis.</li> <li>This step can be completed with varying levels of rigor. Screening data can be used to address many of these questions. The more serious student problems, the more in-depth the problem analysis should be.</li> </ul>
<p>Note on Question 6. There are two accepted methods for determining what supplemental (Tier II) instruction will be provided to students who need it. One approach is to provide all of these students a standard treatment protocol without additional assessment and evaluation. In this case, implementing sites would skip Question 6 for students needing supplemental instruction and implement a standard treatment protocol. This is the approach presented most frequently in the literature. Researched standard treatment protocols frequently have very similar characteristics. Extensive treatment of standard-treatment protocols is beyond the scope of this document, but many researchers and national technical assistance centers have support information and materials that can support selection of appropriate practices to include in such protocols. Examples of research and technical assistance resources that may assist in developing or selecting appropriate tier II practices include:</p> <p>Denton, C. A., Vaughn, S., &amp; Fletcher, J. M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning</i></p>		

*Disabilities*, 18, 201–211.

Language Essentials For Teachers of Reading And Spelling (LETRS) provides foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle. Available for purchase from <http://www.sopriswest.com/>

Tools for evaluating core and supplemental reading materials as well as reviews of many published materials can be found at <http://reading.uoregon.edu/curricula/> and <http://www.fcrr.org/FCRRReports/index.aspx>

Torgesen, J., Alexander, A., Wagner, R., Rashotte, C., Voeller, K., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities*, 34, 33–58.

Torgesen, J. K. (2002). The prevention of reading difficulties. *Journal of School Psychology*, 40, 7–26.

Vaughn-Gross Center For reading and Language Arts (2008). Accessed on the web, February 10, 2008 at <http://www.texasreading.org/3tier/>

Vellutino, F. R., Scanlon, D. M., & Lyon, G. R. (2000). Differentiating between difficult to remediate and readily remediated poor readers: More evidence against the IQ-achievement discrepancy definition of reading disability. *Journal of Learning Disabilities*, 33, 223–238.

The second approach to providing appropriate instruction at Tier II is to collect additional diagnostic data on students who need supplemental instruction and to match supplemental instruction to these students' instructional needs. In this case, Question 6 is implemented with the less than proficient small groups and supplemental instruction prescribed based on the assessment findings.

**Step 1:** List students for whom the core instruction is not sufficient (significantly exceeding or less than proficient).

**Texas and Additional Suggested Resources**

- The Texas Primary Reading Inventory Grouping Mats has a section for students not meeting benchmarks [http://www.tpri.org/Teacher\\_Information/grouping\\_mats.asp](http://www.tpri.org/Teacher_Information/grouping_mats.asp)
- For help in learning how to use the Texas Primary Reading Inventory Grouping Mats, see the podcast at <http://buildingrti.utexas.org/rti/tpri-grouping-mats-podcast>
- The Tejas Lee Grouping Mats has a section for students not meeting benchmarks <http://www.tejaslee.org/ReadingFirstResources/>

- The cut points or proficiency levels established earlier are used to identify students who are not proficient and to identify students who may need instruction beyond the current level of the core program, (e.g., advanced placement classes, curriculum compacting).
- Use technology to produce lists of students and their needs.

	<ul style="list-style-type: none"> <li>• Other resources for storing/using TPRI and Tejas LEE data can be found at <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/resource-document-library.html">http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/resource-document-library.html</a></li> </ul>	
<p><b>Step 2:</b> Determine diagnostic assessment tool(s)/process to identify instructional need.</p>	<ul style="list-style-type: none"> <li>• <i>Curriculum Based Evaluation: Teaching and Decision Making</i> by Ken Howell and Victor Nolet, describes a process for choosing diagnostic tools and processes. This book is available commercially.</li> <li>• Howell, K., &amp; Nolet, V. (2000). <i>Curriculum-based evaluation: Teaching and decision making</i>. Belmont, CA: Wadsworth.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessment is a process, not a test. Based on the content, determine the most likely causes of student problems and develop methods to assess. Only assess those areas where there is a question about student skills. It will be vital to have individuals with both assessment and curricular content knowledge develop this process.</li> </ul>
<p><b>Step 3:</b> Determine expectations for the performance of the diagnostic tool(s)/process.</p>	<ul style="list-style-type: none"> <li>• <i>Curriculum Based Evaluation: Teaching and Decision Making</i> by Ken Howell and Victor Nolet also describes a process for choosing performance criteria that accompany specific diagnostic tools and processes. This book is available commercially.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluators will need to judge student performance on assessment measures compared to standards for acceptable performance.</li> <li>• Use research-based standards when possible.</li> </ul>
<p><b>Step 4:</b> Plan logistics and collect diagnostic data.</p>		<ul style="list-style-type: none"> <li>• Select methods of assessing that are most efficient in diagnosing needs of groups of students. That is, for Tier II assessment processes, use group administered assessments that are technically adequate and measure the concept you are interested in whenever possible.</li> <li>• When problems are more severe, trained support personnel should conduct an individual diagnostic evaluation (this usually goes along with Tier III interventions). There is a need to prioritize and allocate the time of personnel who evaluate individual students so that they can work with the students with the greatest need.</li> <li>• Once the cause or concern has been identified for either groups of students or individuals, the diagnostic process stops. The rule here is to not do more</li> </ul>

		assessment than is warranted to answer your questions.
<b>Step 5:</b> Organize, summarize and display results.	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• The Texas Primary Reading Inventory Grouping Mats summarizes classroom TPRI data <a href="http://www.tpri.org/Teacher_Information/grouping_mats.asp">http://www.tpri.org/Teacher_Information/grouping_mats.asp</a></li> <li>• The Tejas Lee Grouping Mats summarizes classroom Tejas Lee data <a href="http://www.tejaslee.org/ReadingFirstResources/">http://www.tejaslee.org/ReadingFirstResources/</a></li> <li>• <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/pdfs/TPRI%20Criteria%20Abstract%20and%20Tier%202%20Criteria.pdf">http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/pdfs/TPRI%20Criteria%20Abstract%20and%20Tier%202%20Criteria.pdf</a> for Texas Reading First criteria for student placement in Tier 2 based on TPRI results.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort students according to specific needs.</li> <li>• Technology can make this process more efficient (e.g., Excel spreadsheets).</li> </ul>
<b>Question 7: What specific supplemental and intensive instructions are needed?</b>	<ul style="list-style-type: none"> <li>• The Intervention Resources website has a document that includes lists of interventions in reading, math, written expression and behavior. This document is available at: <a href="http://www.ilispa.org/modules/smartsection/item.php?itemid=60">http://www.ilispa.org/modules/smartsection/item.php?itemid=60</a></li> <li>• The Oregon Reading First website includes curriculum reviews for supplemental materials. These reviews are available for download at <a href="http://oregonreadingfirst.uoregon.edu/inst_curr_review.html">http://oregonreadingfirst.uoregon.edu/inst_curr_review.html</a></li> <li>• The Florida Center for Reading Research has a variety of resources describing the characteristics of effective supplemental and</li> </ul>	<ul style="list-style-type: none"> <li>• It may be necessary to collect additional diagnostic data to assist in determining specific needs.</li> <li>• There are many guides in the public domain that present evaluation data on different research-validated programs. Use these resources as guidance to help with decision making.</li> </ul>

	intensive instruction available for download at <a href="http://www.fcrr.org">http://www.fcrr.org</a>	
<b>Step 1:</b> Group students with similar instructional needs.	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>To group students according to instructional need based on the TPRI, the Grouping Charts are a useful tool found in the Assessment Information section here <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/resource-document-library.html">http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/resource-document-library.html</a></li> <li>Grouping charts for use with the Tejas LEE are available here <a href="http://www.tejaslee.org/ReadingFirstResources/">http://www.tejaslee.org/ReadingFirstResources/</a></li> </ul>	<ul style="list-style-type: none"> <li>Supplemental groups should optimally include no more than five or six students.</li> <li>Intensive groups should optimally include no more than three or four students.</li> </ul>
<b>Step 2:</b> Identify current resources to match instructional needs.		<ul style="list-style-type: none"> <li>Select interventions matched to student needs.</li> <li>In the area of reading, research studies provide guidance on the nature and intensity needed in supplemental and intensive instructional programs.</li> <li>When selecting materials, start by looking for research-validated materials where the practices and materials are backed by research. Examples would include Reading Mastery and REWARDS. Next, look for research-based practices, where the practices have been researched, but the specific materials may not have been, such as Read Naturally. Third, look for materials that are designed based on elements of effective instruction. Examples include teaching specific vocabulary words and creating activities based on Isabel Beck's "Bringing Words to Life."</li> </ul>
<b>Step 3:</b> Identify additional resources needed to match instructional needs.	<ul style="list-style-type: none"> <li>The Intervention Resources website has a document that includes lists of interventions for reading, math, written expression and behavior. This document is available for download at <a href="http://www.ilispa.org/modules/smartsection/it">http://www.ilispa.org/modules/smartsection/it</a></li> </ul>	<ul style="list-style-type: none"> <li>Financial reality might influence the building's choices. Consider phasing in implementation over time based on budgetary realities.</li> <li>Be aware that there are many inexpensive and implementation-friendly, research-based materials.</li> <li>Be sure to tap into school and community</li> </ul>

	<a href="#">em.php?itemid=60</a> <b><u>Texas and Additional Suggested Resources</u></b> See Component 2, Step 1, Function 2	organizations that may have funds to support purchasing of materials.
<b>Question 8: How will specific supplemental and intensive instruction be delivered?</b>		<ul style="list-style-type: none"> <li>• Planning the logistics ahead of time will pay off as implementation begins.</li> </ul>
<b>Step 1:</b> Review materials, strategies and processes selected for instructional groups.		<ul style="list-style-type: none"> <li>• Organize materials, strategies and processes for use.</li> <li>• Determine if professional development is needed for instructors to implement the strategies with fidelity.</li> <li>• Plan for professional development. Do not assume that the staff has the training to deliver the program(s) as designed.</li> <li>• Attend to characteristics of effective professional development including coaching and feedback.</li> </ul>
<b>Step 2:</b> Decide who will provide instruction.	<b><u>Texas and Additional Suggested Resources</u></b> <ul style="list-style-type: none"> <li>• <i>A Collaborative Instructional Log for managing and organizing implementation, such as who will be responsible for providing the instruction/intervention, is available at <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At_Risk_log.pdf</a></i></li> </ul>	<ul style="list-style-type: none"> <li>• Think about the strengths of the staff when determining who will deliver instruction. Put your most qualified staff with the neediest students. This might mean that the teacher works with a small group and a paraprofessional facilitates the large group.</li> <li>• Allocation of staff is a building-based decision.</li> <li>• Consider starting by doing a personnel resource inventory with general education, Title I and special education teachers, as well as gifted education specialists, ELL specialists, paraprofessionals, trained volunteers and trained peers.</li> </ul>
<b>Step 3:</b> Decide when, where and how often instruction will occur.	<ul style="list-style-type: none"> <li>• The Vaughn Gross Center for Reading and Language Arts website contains information on reading interventions. These resources are available for download at <a href="http://www.texasreading.org/utcrla/">http://www.texasreading.org/utcrla/</a></li> </ul>	<ul style="list-style-type: none"> <li>• When available, follow guidelines for use of materials, strategies and processes.</li> <li>• Consider “intensity” of the problem.</li> <li>• Core instructional block for initial reading instruction should be 90 minutes per day.</li> <li>• Supplemental instruction should be approximately an additional 30 minutes per day.</li> <li>• Intensive instruction should be about an additional 90</li> </ul>

		minutes of individualized instruction per day. Some of this intensive instruction may be provided in supplemental instructional groups.
<b>Step 4:</b> Determine how treatment integrity will be monitored.		<ul style="list-style-type: none"> <li>• A system to monitor implementation of instruction should be developed, but note: in a school-wide system, every intervention cannot be intensively monitored. Monitor those interventions with questionable student progress more frequently and intensively.</li> <li>• Consider using various methods to monitor implementation, including teacher self-reporting through implementation logs, review of permanent products, direct observation and rating scales/rubrics.</li> </ul>
<b>Step 5:</b> Document on a written intervention form.	<ul style="list-style-type: none"> <li>• Mark Shinn has created a document called the Instructional Planning Form (IPF) as a way to document instruction for a group of students. It is available for download at <a href="http://homepage.mac.com/WebObjects/FileSharing.woa/4/wo/OJgODmAUpPRVSJEg.1/3.2.1.2.26.27.97.4.35.0.1.1.1?user=markshinn&amp;fpath=Instructional%20Interventions:IPF%20Stuff&amp;templatefn=FileSharing.html">http://homepage.mac.com/WebObjects/FileSharing.woa/4/wo/OJgODmAUpPRVSJEg.1/3.2.1.2.26.27.97.4.35.0.1.1.1?user=markshinn&amp;fpath=Instructional%20Interventions:IPF%20Stuff&amp;templatefn=FileSharing.html</a></li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• A <i>Collaborative Instructional Log</i> to help manage and organize information about the implementation of RtI is available at <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At_Risk_log.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Rigor of the written documentation increases with the severity of the problem and the intensity of the intervention.</li> <li>• Group intervention plans can be used, but individual student progress should still be monitored and documented.</li> </ul>
<b>Question 9: How will the effectiveness of supplemental and intensive instruction be</b>	<ul style="list-style-type: none"> <li>• The Flexible Service Delivery System website from Illinois has presentations on progress monitoring, including decision-making rules. These resources are available for download at <a href="http://www.ilispa.org/modules/smartsection/it">http://www.ilispa.org/modules/smartsection/it</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student data will indicate if the intervention is working.</li> <li>• Data analysis should be included as part of the written plan.</li> <li>• The data analysis process is only effective if it is done as an ongoing process. Develop structures to support</li> </ul>

monitored?	<a href="http://em.php?itemid=45">em.php?itemid=45</a>	ongoing data analysis.
<p><b>Step 1:</b> Select progress monitoring/formative assessments.</p>	<p><u>Academic</u></p> <ul style="list-style-type: none"> <li>• DIBELS is one assessment system that can be used to collect progress monitoring/formative assessment data. Information can be obtained from: <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></li> <li>• AIMSWeb is another assessment system that can be used to collect progress monitoring/formative assessment data. Information can be obtained from: <a href="http://aimsweb.com/">http://aimsweb.com/</a></li> <li>• The Research Institute on Progress Monitoring has products and information on collecting formative assessment data. These resources can be obtained from: <a href="http://www.progressmonitoring.net/RIPMPProducts2.html">http://www.progressmonitoring.net/RIPMPProducts2.html</a></li> <li>• The National Center on Student Progress Monitoring has information related to progress monitoring and formative assessment. These resources can be obtained from: <a href="http://www.studentprogress.org/">http://www.studentprogress.org/</a></li> <li>• Intervention Central has directions for CBM administration as well as links to probes for early numeracy. These resources can be obtained from: <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a></li> </ul> <p><u>Texas and Additional Suggested Resources</u></p> <ul style="list-style-type: none"> <li>• The National Center on Response to Intervention lists various Progress Monitoring options</li> </ul>	<ul style="list-style-type: none"> <li>• Use the best progress monitoring system available to measure student progress in the area of concern.</li> <li>• Progress monitoring assessments have specific characteristics. Progress monitoring assessments are technically adequate, brief, simple to administer and score, able to be administered frequently and measure specific and observable behaviors. Test forms for a minimum of data collection once per month need to be available.</li> <li>• As much as possible, select a progress monitoring system that serves several functions. One example is Curriculum Based Measurement, which could be used for screening, progress monitoring and program evaluation.</li> <li>• Use general outcome measures, which are a valid and reliable measure of overall student growth. Measurement of specific skills may be useful in the instructional process, but they may not always accurately reflect global student skill development.</li> <li>• Use this type of measure sparingly for long-term progress monitoring.</li> </ul>

	<p><a href="http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=4&amp;Itemid=54">http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=4&amp;Itemid=54</a></p> <ul style="list-style-type: none"> <li>• For help in finding a scientifically based progress monitoring tool that fits your needs <a href="http://www.centeroninstruction.org/files/ChoosingToolWorksYou_PPT.pdf">http://www.centeroninstruction.org/files/ChoosingToolWorksYou_PPT.pdf</a></li> <li>• <a href="http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_powerpoint.pdf">http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_powerpoint.pdf</a> (<i>Progress Monitoring in the Context of Responsiveness to Intervention</i> provides distinctions in the differences between services offered at each of the tiers. <b>Companion documents for this presentation:</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_manual.pdf">http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_manual.pdf</a> (Manual)</li> <li>○ <a href="http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_handouts.pdf">http://www.centeroninstruction.org/files/plugin-UsingCBMRTI_handouts.pdf</a> (Handout)</li> </ul> </li> </ul>	
<p><b>Step 2:</b> Set goals for student performance using baseline data.</p>	<ul style="list-style-type: none"> <li>• DIBELS is one assessment system that can be used to establish performance goals utilizing baseline data. Information can be obtained from <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></li> <li>• AIMSWeb is another assessment system that can be used to establish performance goals by utilizing baseline data. Information can be obtained from <a href="http://aimsweb.com/">http://aimsweb.com/</a></li> <li>• Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., &amp; Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? <i>School Psychology</i></li> </ul>	<ul style="list-style-type: none"> <li>• Whenever possible, use research-based standards for determining desired rates of progress.</li> <li>• Goals should be ambitious since the purpose of intervention is to close the gap between student performance and expectations.</li> </ul>

	<p><i>Review</i>, 22, 27-48. This article can be downloaded from <a href="http://www.studentprogress.org/library/articles.asp">http://www.studentprogress.org/library/articles.asp</a></p>	
<p><b>Step 3:</b> Organize materials for on-going data collection.</p>		<ul style="list-style-type: none"> <li>Teachers need to have all the materials necessary to monitor student progress. They cannot be expected to collect student progress data if they do not have the materials.</li> <li>Materials should be organized in a way that makes them accessible and as easy to use as possible.</li> </ul>
<p><b>Step 4:</b> Determine who will collect the data and how often.</p>		<ul style="list-style-type: none"> <li>Make decisions up front about the schedule, including who will collect progress monitoring data and when.</li> <li>The person who is delivering instruction should do most of the progress monitoring or this person can alternate with others supporting the data collection. If data collection is shared, be sure data are being collected using a consistent standardized method.</li> <li>Put systems in place to share data with parents. Consider website access with passwords.</li> </ul>
<p><b>Step 5:</b> Determine the decision-making rule.</p>	<ul style="list-style-type: none"> <li>The Progress Monitoring Leadership Team Content Module has a section on helping teachers determine decision-making criteria for progress monitoring information. This information can be obtained from: <a href="http://www.progressmonitoring.net/RIPMPProducts2.html">http://www.progressmonitoring.net/RIPMPProducts2.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Decision-making procedures are essential to determine when instructional changes are needed.</li> <li>A plan must be made to determine how often data will be analyzed. Decision-making rules must explicitly be taught and then applied.</li> <li>Optimally, decision rules based on slope will lead to more precise decision making. Determining slope can be challenging for teachers to implement on a regular basis. Computer technology can help with this, if it is available. Another easier option for teachers to implement is to analyze data points. A change is needed if three or four data points fall below the goal line.</li> <li>The decision-making plan must also address movement to more or less intensive intervention.</li> </ul>

<p><b>Question 10: How will you determine which students need to move to a different level of instruction?</b></p>		<ul style="list-style-type: none"> <li>• The decision-making plan developed earlier will be the key in making determinations of changes in the level of instruction.</li> </ul>
<p><b>Step 1:</b> Develop a process to review progress monitoring/formative assessment data.</p>		<ul style="list-style-type: none"> <li>• Progress monitoring/formative assessment data needs to be evaluated to determine if the student is making expected progress. The data should be analyzed on an ongoing basis.</li> <li>• If the student is not progressing, determine if instruction is being provided as designed, if the instruction is a match to the student needs and/or if the instruction is intense enough.</li> <li>• If the student is making progress, determine if the instruction should continue or if another level of instruction is needed.</li> </ul>
<p><b>Step 2:</b> Develop a process to plan to make instructional changes if needed.</p>		<ul style="list-style-type: none"> <li>• Keep groups flexible and move students to less intensive instruction as appropriate.</li> <li>• For students continuing in supplemental or intensive interventions, it may be necessary to make adjustments to the instructional plan. If the student is not making progress consider if the intervention is being implemented as planned (implementation integrity), if the intervention is the correct match to the student's instructional needs and/or if the intervention needs to be more intensive.</li> </ul>

## Component 3: Implementation

### Objectives for School Level Implementation

- The school builds its master calendar and master schedule around the instructional needs of students.
- The needs of students with core, supplemental and intensive needs are addressed appropriately in this structure.
- Supplemental and intensive instructions are in addition to, rather than instead of, core instruction.
- Implementation supports are systematically built into the system and are carried out as planned.
- Scheduled dates are identified for all assessments (screening, diagnostic and progress monitoring).
- Scheduled dates are identified for decision-making about students' instruction (flexible grouping).
- Sufficient expertise is available to assist the school in making data-based decisions about students' instruction.
- Successes, no matter how small, are celebrated by all involved.
- A project-level evaluation plan is created and put in place. Data are collected over time.

Step	Resources Available	Wisdom from the field
<b>Action 1: Provide professional development and ongoing supports for those administering assessments and providing instruction.</b>		
<p><b>Step 1:</b> Provide initial professional development to those who will administer, score and interpret assessments.</p>	<p><u>Academic</u></p> <ul style="list-style-type: none"> <li>• The National Staff Development Council (NSDC) has developed a set of standards for professional development that can help ensure teachers gain necessary knowledge and skills. These standards are available at: <a href="http://www.nsd.org/standards/about/index.cfm">www.nsd.org/standards/about/index.cfm</a></li> <li>• The Center on Instruction has developed a document, <i>Tips for Designing High Quality Professional Development Programs</i>. This document focuses specifically on professional development for teachers in grades K-5 in the area of reading. It can be downloaded from <a href="http://www.centeroninstruction.org/resources.cfm?category=reading&amp;subcategory=&amp;grade_start=&amp;grade_end=">www.centeroninstruction.org/resources.cfm?category=reading&amp;subcategory=&amp;grade_start=&amp;grade_end=</a></li> </ul>	<ul style="list-style-type: none"> <li>• Providing assessment materials alone typically will not equip teachers with knowledge and skills necessary to administer assessments and make ongoing decisions with the resulting data.</li> <li>• Professional development should include multiple opportunities for modeling, practice of the monitoring and decision making process with feedback and the opportunity to ask questions.</li> </ul>

	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• For a summary of the purpose of TPRI assessment instrument <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/default.html">http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/default.html</a></li> <li>• <a href="http://tpri.org/Training/Audios/default.asp">http://tpri.org/Training/Audios/default.asp</a> for audio tapings that provide samples of blending phoneme/phonemic awareness tasks on the TPRI.</li> <li>• For the TPRI training schedule including costs <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/training/training-schedule.html">http://www.childrenslearninginstitute.org/our-programs/program-overview/TPRI/training/training-schedule.html</a></li> <li>• For an introduction to the Texas Early Mathematics Intervention (TEMI) <a href="http://buildingrti.utexas.org/PDF/Intro_to_TEMI.pdf">http://buildingrti.utexas.org/PDF/Intro_to_TEMI.pdf</a></li> <li>• For more information about the TEMI, see <a href="http://www.texasreading.org/utcr/la/pd/SERP_Math/about_the_tests.asp">http://www.texasreading.org/utcr/la/pd/SERP_Math/about_the_tests.asp</a></li> </ul>	
<p><b>Step 2:</b> Provide initial professional development to those who will provide core, supplemental and intensive instruction.</p>	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/implementation/training.html">http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-reading-first/implementation/training.html</a> links to Texas Reading First professional development and other resources for use with the TPRI assessment</li> <li>• The Texas Adolescent Literacy Academies provides two research based literacy academies, one for English and Language Arts teachers and the other for content area teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Providing instructional materials alone typically will not equip teachers with the knowledge and skills necessary to implement instructional programs and strategies or to make ongoing decisions about the effectiveness of that instruction.</li> <li>• Professional development should include multiple opportunities for modeling, practice of the instructional strategies with feedback and the opportunity to ask questions.</li> </ul>

	<a href="http://ritter.tea.state.tx.us/tala/">http://ritter.tea.state.tx.us/tala/</a>	
<b>Step 3:</b> Provide supports for implementers, including on-site technical assistance, coaching, mentoring and feedback opportunities.	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• See Component 2, Step 1, Function 2</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development can be significantly enhanced with ongoing support of the implementation of assessment and instructional practices.</li> </ul>
<b>Step 4:</b> Provide ongoing professional development for new instructional practices and new staff.		<ul style="list-style-type: none"> <li>• Professional development needs to be ongoing as implementation is monitored and new teachers join the staff.</li> <li>• Plans should be developed and documented that detail how new information will be trained and how new staff will be trained on existing practices to a level of acceptable competence.</li> </ul>
<b>Action 2: Implement logistics of assessments and periodic data analysis.</b>		
<b>Step 1:</b> Organize team structure for ongoing data-based decision making.		<ul style="list-style-type: none"> <li>• A standing, school-based team will have a central role in structuring and engaging in data-based decision making in an RtI system.</li> <li>• This standing team should consist of staff that can fulfill the following roles and functions: <ul style="list-style-type: none"> <li>◦ Data mentor: The role of the data mentor is to ensure data are organized and displayed and assist with interpretation.</li> <li>◦ Building administrator: The role of the administrator is to provide support, set expectations and provide instructional leadership.</li> <li>◦ Content specialists: The role of the content specialist is to provide expertise in the content necessary to engage in the selection of appropriately matched instructional programs and strategies, as well as to engage in and support</li> </ul> </li> </ul>

		<p>ongoing instructional coaching.</p> <ul style="list-style-type: none"> <li>○ Grade-level teachers: Each grade level that is participating in Rtl efforts should be represented on this team. However, that does not necessarily mean there is a teacher from every grade level on the team. For example, upper and lower elementary could be the organizing structure for representation.</li> <li>○ Others (e.g., ELL, Gifted and Talented and Title I): Other groups may be represented on this standing team and depending on the building, may include parents and support staff.</li> </ul> <ul style="list-style-type: none"> <li>• The school-based leadership team will have to fulfill a variety of roles to successfully support the logistics and implementation of assessments and periodic assessments, which are described in the subsequent functions.</li> </ul>
<b>Function 1:</b> Data-based decision making about the Rtl infrastructure.		<ul style="list-style-type: none"> <li>• Examples of issues addressed by this team related to Function 1 may be team support structures, professional development and resource allocation.</li> </ul>
<b>Function 2:</b> School-wide data-based decision-making.		<ul style="list-style-type: none"> <li>• Examples of issues addressed by this team related to Function 2 might include broad curricular issues and topical issues of concern to the school (e.g., truancy, dropouts and adequate yearly progress).</li> </ul>
<b>Function 3:</b> Small group data-based decision making.	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://buildingrti.utexas.org/rti/tpri-grouping-mats-podcast">http://buildingrti.utexas.org/rti/tpri-grouping-mats-podcast</a> Provides podcast instruction on how to use the TPRI Grouping Mats</li> <li>• For a way for classroom teachers to organize their Texas Primary Reading Inventory student data, here is information on the TPRI grouping mats <a href="http://www.tpri.org/Teacher_Information/grouping_mats.asp">http://www.tpri.org/Teacher_Information/grouping_mats.asp</a></li> <li>• To organize assessment information for</li> </ul>	<ul style="list-style-type: none"> <li>• Function 3 for the standing leadership team entails applying problem-solving logic to make decisions for a variety of groups, including grade level, across grade level and departments.</li> <li>• This problem-solving group comes together to address the needs of a group of students. The purpose of this team is to apply the problem-solving logic to the needs of targeted groups of students.</li> </ul>

	<p>students in order to plan for instruction when assessed with the Tejas Lee use these grouping mats</p> <p><a href="http://www.tejaslee.org/ReadingFirstResources">http://www.tejaslee.org/ReadingFirstResources</a></p>	
<p><b>Function 4:</b> Individual data-based decision making.</p>	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>A Collaborative Instructional Log for managing and organizing implementation, such as who will be responsible for providing the instruction/intervention, is available at <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At_Risk_log.pdf</a></i></li> </ul>	<ul style="list-style-type: none"> <li>• Function 4 for the standing leadership team entails applying problem-solving logic to make data-based decisions for individual students.</li> <li>• Individual student issues might include: (1) students whose areas of concern are not addressed through school-wide approaches (e.g., articulation, school phobia); and (2) students who do not respond to supplemental interventions and require customization of programming.</li> </ul>
<p><b>Step 2:</b> Conduct screening assessments 3-4 times per year.</p>		<ul style="list-style-type: none"> <li>• Schedule dates to conduct assessments early in the year.</li> <li>• Make sure materials are ordered and ready to use by those scheduled dates.</li> <li>• Develop a schedule of those responsible for administering all screening assessments.</li> <li>• Implement plans for data collection, data display and analysis.</li> </ul>
<p><b>Step 3:</b> Engage in diagnostic assessment activities as needed to match instruction or to make adjustments to individual plans when students are not successful.</p>		<ul style="list-style-type: none"> <li>• Determine who will engage in diagnostic assessment activities.</li> <li>• It can be helpful to have a list or database of diagnostic assessment activities and materials that is accessible to those responsible for engaging in these practices.</li> </ul>

<p><b>Step 4:</b> Conduct progress monitoring assessment monthly for those receiving supplemental instruction and weekly or biweekly for those receiving intensive instruction.</p>		<ul style="list-style-type: none"> <li>Detailed plans should be developed and implemented that document the requirements for engaging in ongoing progress monitoring.</li> </ul>
<p><b>Step 5:</b> Meet in collaborative groups to examine building-wide data after each screening assessment (consider core effectiveness and instructional groups).</p>	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>For information on how to facilitate collaboration to implement RtI <a href="http://buildingrti.utexas.org/PDF/Collaboration.pdf">http://buildingrti.utexas.org/PDF/Collaboration.pdf</a></li> <li><a href="http://www.texasreading.org/utcrcla/materials/general_special.asp">http://www.texasreading.org/utcrcla/materials/general_special.asp</a> for a collaboration guide for educators to work together.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule dates that correspond to, and occur shortly after, screening assessment data has been collected, summarized and displayed for the review of data to make decisions about core, supplemental and intensive student progress and learning needs.</li> <li>During these days, data on all students are reviewed by literacy teams (including the classroom teachers) and instructional decisions are made for groups and individual students.</li> </ul>
<p><b>Step 6:</b> Meet in teams to examine ongoing progress monitoring data and make adjustments as needed.</p>	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <p>See Step 5 Above</p> <ul style="list-style-type: none"> <li>A <i>Collaborative Instructional Log</i> for managing and organizing implementation, such as who will be responsible for providing the instruction/intervention, is available at <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At_Risk_log.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Creating and following a standard agenda can help this team stay organized and on task during meetings.</li> <li>Strategies should be identified and implemented to create time for teachers to participate in the process. Some schools have done this by hiring a “rolling substitute” who can rotate and fill in for different teachers over the course of a school day (for maybe an hour at a time) to enable teachers to participate in decision making for their students. Others have built collaboration time into the schedule.</li> <li>Make decisions about students’ response to instruction and make appropriate program and grouping modifications as necessary. Be sure to follow both your agenda and your progress monitoring decision rules.</li> </ul>

		Data mentors can be helpful with this.
<b>Action 3: Implement logistics of core, supplemental and intensive instruction.</b>		
<b>Step 1:</b> Implement improvements to core.		<ul style="list-style-type: none"> <li>• This is one of the greatest challenges in implementing Rtl systems. Implementing these options is often a cultural change, not just a logistics issue.</li> <li>• Improvements to the core should be based on student outcome data and information gathered about the research base of the core and the degree to which it has been implemented.</li> </ul>
<b>Step 2:</b> Develop a specific schedule for supplemental and intensive instruction based on results of data analysis and needs of students.	<p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>A Collaborative Instructional Log for managing and organizing implementation, such as who will be responsible for providing the instruction/intervention, is available at <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At_Risk_log.pdf</a></i></li> </ul>	<ul style="list-style-type: none"> <li>• Create a schedule to make sure that all supplemental and intensive instruction can be, and is, provided to all students who need it. Consider options that allow additional opportunities for students to receive supplemental and intensive instruction. This will require collaboration of staff. Potential strategies may include: <ul style="list-style-type: none"> <li>○ Scheduling core instruction in a staggered or modified fashion within a grade level (based on levels of need). Have different teachers teach their core blocks at different times. This will allow students who need multiple doses of core instruction to receive it by participating in different teachers' core blocks.</li> <li>○ Examining ways of using all staff in the instructional program (e.g., run scripted interventions, listen to students read, help monitor progress, etc.).</li> <li>○ Make a grid with all school instructional staff schedules blocked off in 15-minute increments. Highlight only the times when these persons are actively leading direct instruction to students. The remaining times provide a beginning of where time might be found for teachers to provide supplemental and intensive instruction.</li> <li>○ Schedule special and elective classes to allow grouping within and across grades.</li> <li>○ At the secondary level, examine the master schedule to determine ways to make students and</li> </ul> </li> </ul>

		<p>teachers available for supplemental and intensive instruction.</p> <ul style="list-style-type: none"> <li>○ Engage in discussions regarding how staff will communicate with parents about changes to schedule necessary in order to make time for interventions.</li> </ul>
<b>Step 3:</b> Provide supplemental and intensive instruction as indicated by data.		
<b>Action 4: Monitor Implementation.</b>		
<b>General Considerations</b>	<ul style="list-style-type: none"> <li>• Education World’s website lists options schools can use for teacher recognition. Available at <a href="http://www.educationworld.com/admin/admin308.shtml">http://www.educationworld.com/admin/admin308.shtml</a></li> </ul>	<ul style="list-style-type: none"> <li>• It is important that administrators make a point to be openly and actively supportive of teachers’ efforts in implementing core, supplemental and intensive instruction. Some ways this can happen include: <ul style="list-style-type: none"> <li>○ recognition of practices at staff meetings;</li> <li>○ visibility;</li> <li>○ coaching; and</li> <li>○ ongoing conversations and feedback.</li> </ul> </li> </ul>
<b>Step 1:</b> Develop an evaluation cycle to monitor implementation of all instructional programs.		<ul style="list-style-type: none"> <li>• The evaluation cycle will be different for different instructional components. For example, new instructional components will be monitored more often than others. Also, the implementation of supplemental and intensive programs may occur more frequently than the monitoring of core instruction.</li> <li>• Programs where a sufficient percentage of students are meeting expectations may not need to be monitored as frequently as other programs.</li> <li>• Periodic checks should be in place to make sure supplemental and intensive instruction are being implemented as planned. Be sure there are ongoing resources available to answer teachers’ questions.</li> </ul>
<b>Step 2:</b> Use systematic methods to monitor	<ul style="list-style-type: none"> <li>• Alecia Rahn Blakeslee has created a number of implementation integrity checklists. These are available for download at</li> </ul>	<ul style="list-style-type: none"> <li>• Four basic methods for gathering implementation integrity data include: <ul style="list-style-type: none"> <li>○ Self report or rating: The interventionist completes</li> </ul> </li> </ul>

implementation of instructional programs.	<a href="http://www.aea11.k12.ia.us/idm">http://www.aea11.k12.ia.us/idm</a>	<p>a checklist or keeps track of essential intervention components.</p> <ul style="list-style-type: none"> <li>○ Permanent products: Review products from the intervention to look for essential components of the intervention.</li> <li>○ Direct observations: A colleague or building administrator observes the intervention as it is being implemented and records whether or not essential elements of the intervention are being implemented.</li> <li>○ Rating scales or rubrics: A colleague or building administrator observes the intervention and completes a rating scale or rubric regarding the implementation of the intervention.</li> </ul>
<b>Step 3:</b> Adjust the program based on ongoing analysis of implementation integrity and other data.	<ul style="list-style-type: none"> <li>• Deb Simmons has created a chart that displays alterable variables in programs. This chart is available at <a href="http://oregonreadingfirst.uoregon.edu/inst_sw_rm.html">http://oregonreadingfirst.uoregon.edu/inst_sw_rm.html</a></li> <li>• Mark Shinn has created a document called the Instructional Planning Form (IPF) as a way to document instruction for a group of students. It is available for download at <a href="http://homepage.mac.com/WebObjects/FileSharing.woa/4/wo/OJgODmAUpPRVSJEq.1/3.2.1.2.26.27.97.4.35.0.1.1.1?user=markshinn&amp;fpath=Instructional%20Interventions:IPF%20Stuff&amp;templatefn=FileSharing.html">http://homepage.mac.com/WebObjects/FileSharing.woa/4/wo/OJgODmAUpPRVSJEq.1/3.2.1.2.26.27.97.4.35.0.1.1.1?user=markshinn&amp;fpath=Instructional%20Interventions:IPF%20Stuff&amp;templatefn=FileSharing.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• A variety of data can be collected and evaluated to determine what changes might be necessary to improve student outcomes. Potential alterable variables include: <ul style="list-style-type: none"> <li>○ opportunities to learn;</li> <li>○ program efficacy;</li> <li>○ increasing the number of opportunities for a student to respond;</li> <li>○ program implementation;</li> <li>○ grouping for instruction;</li> <li>○ coordination of instruction;</li> <li>○ intervention matched to student needs; and</li> <li>○ instructional intensity matched to student needs.</li> </ul> </li> </ul>
<b>Action 5: Collect and summarize program evaluation data.</b>		
<b>General Considerations</b>		<ul style="list-style-type: none"> <li>• Program evaluation needs to be designed early in the process (e.g., before implementation begins).</li> </ul>

<p><b>Step 1:</b> Examine data on changes in the percent of students considered to need core, supplemental and intensive instruction.</p>	<p><u>Academic</u></p> <ul style="list-style-type: none"> <li>• DIBELS is one assessment system that can be used to establish performance goals by utilizing baseline data. Information can be obtained from: <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></li> <li>• AIMSWeb is another assessment system that can be used to establish performance goals by utilizing baseline data. Information can be obtained from: <a href="http://aimsweb.com/">http://aimsweb.com/</a></li> </ul> <p><u>Behavior</u></p> <ul style="list-style-type: none"> <li>• The School-Wide Information System (SWIS) is a software program that can be used to store and analyze office referral data. More information can be obtained from: <a href="http://www.swis.org/">http://www.swis.org/</a></li> </ul> <p><u>Texas and Additional Suggested Resources</u></p> <ul style="list-style-type: none"> <li>• The National Center on Response to Intervention has identified tools and information for evaluating RtI effectiveness <a href="http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=44&amp;Itemid=114">http://www.rti4success.org/index.php?option=com_content&amp;task=blogcategory&amp;id=44&amp;Itemid=114</a></li> </ul>	<ul style="list-style-type: none"> <li>• Using electronic technologies to track these changes can significantly increase the efficiency of these analyses.</li> <li>• The quality of decisions can be increased by using low-inference, direct measures of student performance (e.g., CBM, DIBELS, AIMSWeb).</li> <li>• Data collected for benchmarking purposes in Action 2, Step 2 can be used for this purpose.</li> </ul>
<p><b>Step 2:</b> Examine data on changes in accountability data (global student achievement data).</p>		<ul style="list-style-type: none"> <li>• Accountability data is naturally occurring data in all systems that can help schools not only engage in screening activities, but understand how RtI efforts are impacting required accountability performance indicators.</li> </ul>
<p><b>Step 3:</b> Examine data on the number of initial special education identifications by grade.</p>		<ul style="list-style-type: none"> <li>• The purpose of RtI is not to reduce the number of students in special education, but when instruction is provided preventively, the numbers should decrease.</li> <li>• Trends can be examined over time to provide information regarding the impact of RtI practices on entitlement patterns.</li> </ul>

<b>Action 6: Communicate regularly with school staff.</b>		
<p>Develop ongoing communication regarding logistics and implementation issues.</p>	<ul style="list-style-type: none"> <li>For example on a newsletter, see Florida Center for Reading Research quarterly online newsletter on a variety of RtI-related topics and activities. Access to these newsletters can be found under the “Interventions for Struggling Readers” section of the website at: <a href="http://www.fcrr.org/Interventions/index.htm">http://www.fcrr.org/Interventions/index.htm</a></li> </ul> <p><b><u>Texas and Additional Suggested Resources</u></b></p> <ul style="list-style-type: none"> <li>Presentation: How can educators collaborate to support student success when implementing response to intervention? <a href="http://buildingrti.utexas.org/PDF/Collaboration.pdf">http://buildingrti.utexas.org/PDF/Collaboration.pdf</a></li> <li>A <i>Collaborative Instructional Log</i> for managing and organizing implementation, such as who will be responsible for providing the instruction/intervention, is available at <a href="http://buildingrti.utexas.org/PDF/At_Risk_log.pdf">http://buildingrti.utexas.org/PDF/At_Risk_log.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Plan for communication; do not assume it will just happen.</li> <li>Build communication about RtI activities and practices into existing systems and opportunities. These may include faculty meetings, newsletters, email and scheduled collaboration times.</li> <li>Include avenues to communicate problems that occur, as well as opportunities for support.</li> </ul>
<b>Action 7: Celebrate your successes.</b>		
<p><b>Step 1:</b> Celebrate with teachers, educators and central office staff.</p>		<ul style="list-style-type: none"> <li>Use data to initiate celebrations. Aggregate data at building level, grade levels and for individual teachers to help create unique celebrations for different groups.</li> <li>Make sure there are methods for teachers to celebrate their successes. Include central office and community when possible.</li> </ul>
<p><b>Step 2:</b> Celebrate with parents.</p>		<ul style="list-style-type: none"> <li>Celebrations should be initiated by student performance data. Include specific reference to student performance when communicating and celebrating with parents. Encourage parents to celebrate with their children at home.</li> </ul>

<b>Step 3:</b> Celebrate with students.		<ul style="list-style-type: none"><li>• Involve students in goal setting and reviews of data. Students should also be involved in deciding what will be involved in the celebration when they reach their goals.</li><li>• Student performance must be linked to celebration. Students are not only reinforced by reaching academic goals they help set, but additional opportunities for celebration are related to that same performance.</li></ul>
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## Response to Intervention: School Building Level Self-Assessment

The purpose of this section is to help building staff determine the extent to which the different components of Response to Intervention are in place at the building level. For each item below, indicate the extent to which that item is in place using the scale in the column labeled "Implementation Rating." Action planning can be documented in the final column.

<b>RATING SCALE</b>		
0 = No evidence available or no work has been done to start implementation.	1 = Some evidence that work has started to implement and is ongoing.	2 = Component fully implemented and in place.

### Component 1: Consensus Building

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
<b>Action 1: Provide information and coordinate with district administration.</b>		
<b>Step 1:</b> Establish rationale for building adoption of Rtl practices.		
<b>Step 2:</b> Determine who will share rationale and how it will be shared.		
<b>Step 3:</b> Identify district- and building-level leadership responsibilities for implementation of Rtl.		
<b>Step 4:</b> Identify the resources necessary to build consensus.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 2: Provide information to school staff and others about Rtl.</b>		
<b>Step 1:</b> Establish rationale for building adoption of Rtl practices.		
<b>Step 2:</b> Determine who will share rationale and how it will be shared.		
<b>Step 3:</b> Discuss the resources and commitments necessary to build consensus.		
<b>Action 3: Identify consensus level among staff necessary for implementing Rtl.</b>		
<b>Step 1:</b> Identify the level of agreement needed to proceed with Rtl.		
<b>Step 2:</b> Survey staff to determine the percent of staff who are supportive of Rtl.		
<b>Action 4: Determine next steps.</b>		
<b>Step 1:</b> Compare current consensus level to that needed to proceed. ○ If desired consensus is		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<p>achieved, go to Action 5.</p> <ul style="list-style-type: none"> <li>○ If desired consensus not achieved, go to Step 2.</li> </ul>		
<p><b>Step 2:</b> Design and implement ongoing consensus-building activities until desired consensus is achieved.</p>		
<b>Action 5: Plan to support change initiative.</b>		
<p><b>Step 1:</b> Integrate Rtl principles and beliefs with school values, mission and vision.</p>		
<p><b>Step 2:</b> Identify supports necessary to facilitate the change process.</p>		
<p><b>Step 3:</b> Develop a systematic, ongoing communication plan with all stakeholders.</p>		

## Component 2: Infrastructure Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Form a leadership team.</b>		
<b>Step 1:</b> Establish a leadership team.		
<b>Function 1:</b> Data Mentor		
<b>Function 2:</b> Content Specialist		
<b>Function 3:</b> Facilitator		
<b>Function 4:</b> Staff Liaison		
<b>Function 5:</b> Instructional Leader/ Resource Allocation		
<b>Action 2: Leadership team receives appropriate training and skill development to lead the Rtl initiative.</b>		
<b>Step 1:</b> Leadership team receives specific training on Rtl.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 2:</b> Ongoing coaching is provided to leadership teams.		
<b>Action 3: The leadership team will work through ten basic questions to develop action plans.</b>		
<b>Question 1: Is our core program sufficient?</b>		
<b>Step 1:</b> Identify screening tool(s).		
<b>Step 2:</b> Identify proficiency cut points for identified tools.		
<b>Step 3:</b> Collect universal screening data.		
<b>Step 4:</b> Enter, organize, summarize and display data.		
<b>Step 5:</b> Determine the acceptable percentage of proficiency.		
<b>Step 6:</b> Identify the percentage of students who are proficient and not proficient.		

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
<b>Step 7:</b> Make a comparison.		
<b>Step 8:</b> Fork in the Road – Determine what worked and if anything needs to be done with the core programming.		
<b>Question 2: If the core program is not sufficient, what led to this?</b>		
<b>Step 1:</b> Review assessment.		
<b>Step 2:</b> Review curriculum and standards.		
<b>Step 3:</b> Review instruction.		
<b>Step 4:</b> Review alignment of curriculum, instruction and assessment.		
<b>Step 5:</b> Consider other distal factors.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Question 3: How will the needs identified in the core program be addressed?</b>		
<b>Step 1:</b> Determine needs.		
<b>Step 2:</b> Identify resources/training needed to address identified needs.		
<b>Step 3:</b> Develop an action plan.		
<b>Step 4:</b> Implement the plan.		
<b>Step 5:</b> Evaluate the impact of the plan on the core program.		
<b>Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?</b>		
<b>Step 1:</b> Determine key indicators of success.		

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
<b>Step 2:</b> Determine baseline performance.		
<b>Step 3:</b> Establish desired goals.		
<b>Step 4:</b> Develop the data collection plan.		
<b>Step 5:</b> Make decisions about sufficiency and effectiveness of the core program.		
<b>Question 5: Have improvements to the core program been effective?</b>		
<b>Step 1:</b> Review student achievement screening data.		
<b>Step 2:</b> Compare current data with baseline data.		
<b>Step 3:</b> Consider implementation data.		
<b>Step 4:</b> Make decisions about effectiveness.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 5:</b> Begin needs assessment again.		
<b>Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?</b>		
<b>Step 1:</b> List students for whom the core instruction is not sufficient (significantly exceeding or less than proficient).		
<b>Step 2:</b> Determine diagnostic assessment tool(s)/process to identify instructional need.		
<b>Step 3:</b> Determine expectations for the performance of the diagnostic tool(s)/process.		
<b>Step 4:</b> Plan logistics and collect diagnostic data.		
<b>Step 5:</b> Organize, summarize and display results.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Question 7: What specific supplemental and intensive instructions are needed?</b>		
<b>Step 1:</b> Group students with similar instructional needs.		
<b>Step 2:</b> Identify current resources to match instructional needs.		
<b>Step 3:</b> Identify additional resources needed to match instructional needs.		
<b>Question 8: How will specific supplemental and intensive instruction be delivered?</b>		
<b>Step 1:</b> Review materials, strategies and processes selected for instructional groups.		
<b>Step 2:</b> Decide who will provide instruction.		

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
<b>Step 3:</b> Decide when, where and how often instruction will occur.		
<b>Step 4:</b> Determine how treatment integrity will be monitored.		
<b>Step 5:</b> Document on a written intervention form.		
<b>Question 9: How will the effectiveness of supplemental and intensive instruction be monitored?</b>		
<b>Step 1:</b> Select progress monitoring/ formative assessments.		
<b>Step 2:</b> Set goals for student performance using baseline data.		
<b>Step 3:</b> Organize materials for on-going data collection.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Step 4:</b> Determine who will collect the data and how often.		
<b>Step 5:</b> Determine the decision-making rule.		
<b>Question 10: How will you determine which students need to move to a different level of instruction?</b>		
<b>Step 1:</b> Develop a process to review progress monitoring/ formative assessment data.		
<b>Step 2:</b> Develop a process to plan to make instructional changes if needed.		

### Component 3: Implementation

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
<b>Action 1: Provide professional development and ongoing supports for those administering assessments and providing instruction.</b>		
<b>Step 1:</b> Provide initial professional development to those who will		

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
administer, score and interpret assessments.		
<b>Step 2:</b> Provide initial professional development to those who will provide core, supplemental and intensive instruction.		
<b>Step 3:</b> Provide supports for implementers, including on-site technical assistance, coaching, mentoring and feedback opportunities.		
<b>Step 4:</b> Provide ongoing professional development for new instructional practices and new staff.		
<b>Action 2: Implement logistics of assessments and periodic data analysis.</b>		
<b>Step 1:</b> Organize team structure for ongoing data-based decision making.		
<b>Function 1:</b> Data-based decision		

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
making about the Rtl infrastructure.		
<b>Function 2:</b> School-wide data-based decision-making.		
<b>Function 3:</b> Small group data-based decision making.		
<b>Function 4:</b> Individual data-based decision making.		
<b>Step 2:</b> Conduct screening assessments 3-4 times per year.		
<b>Step 3:</b> Engage in diagnostic assessment activities as needed to match instruction or to make adjustments to individual plans when students are not successful.		
<b>Step 4:</b> Conduct progress monitoring assessment monthly for those receiving supplemental instruction and weekly or biweekly		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
for those receiving intensive instruction.		
<b>Step 5:</b> Meet in collaborative groups to examine building-wide data after each screening assessment (consider core effectiveness and instructional groups).		
<b>Step 6:</b> Meet in teams to examine ongoing progress monitoring data and make adjustments as needed.		
<b>Action 3: Implement logistics of core, supplemental and intensive instruction.</b>		
<b>Step 1:</b> Implement improvements to core.		
<b>Step 2:</b> Develop a specific schedule for supplemental and intensive instruction based on results of data analysis and needs of students.		
<b>Step 3:</b> Provide supplemental and intensive instruction		

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
as indicated by data.		
<b>Action 4: Monitor Implementation.</b>		
<b>General Considerations</b>		
<b>Step 1:</b> Develop an evaluation cycle to monitor implementation of all instructional programs.		
<b>Step 2:</b> Use systematic methods to monitor implementation of instructional programs.		
<b>Step 3:</b> Adjust the program based on ongoing analysis of implementation integrity and other data.		
<b>Action 5: Collect and summarize program evaluation data.</b>		
<b>General Considerations</b>		
<b>Step 1:</b> Examine data on changes in the percent of students considered to need core, supplemental and intensive instruction.		

<b>Step</b>	<b>Implementation Rating (0, 1, 2)</b>	<b>Action Planning and Activities</b>
<b>Step 2:</b> Examine data on changes in accountability data (global student achievement data).		
<b>Step 3:</b> Examine data on the number of initial special education identifications by grade.		
<b>Action 6: Communicate regularly with school staff.</b>		
Develop ongoing communication regarding logistics and implementation issues.		
<b>Action 7: Celebrate your successes.</b>		
<b>Step 1:</b> Celebrate with teachers, educators and central office staff.		
<b>Step 2:</b> Celebrate with parents.		
<b>Step 3:</b> Celebrate with students.		