



FRAMEWORK FOR TEACHERS

Teachers in the general education setting play a central role in RtI implementation. The significant purpose of this model is to provide appropriate curriculum and instruction in order to meet the needs of all students, allowing them to meet content standards with proficiency. Teachers must:

- Be curriculum experts who will plan and carry out core and intervention instruction,
- Identify students who are at risk, not making sufficient progress, or not responding to intervention,
- Use universal screening and progress monitoring tools to collect data, and
- Collaborate with colleagues on how to best utilize the data to improve student performance.

In preparing a PST referral, the classroom teacher will:

- Identify the area(s) of concern
- Collect progress monitoring data for a minimum of four weeks and conduct a comprehensive review
- Identify expected level of performance and targeted skill
- When preparing referral to PST, complete the Student Intervention Plan (SIP) documenting the referral concern, strategy/intervention implemented, and the student's ongoing progress
- Document parent contact via meetings, notes home, etc. and indicate on the SIP (parents must be aware of the student's difficulty)

GUIDING QUESTIONS

Tier I <i>(classroom teacher)</i>	Problem Identification/Analysis	Guiding Questions
	Review any group universal screening data (DIBELS, STAR, grades, office discipline referrals, etc.)	<ul style="list-style-type: none"> • Was instruction provided as intended? • Are 20% or more students <u>not</u> achieving academic standards or behavioral expectations? If so, consider core curriculum needs, instructional support, and emphasis on well-delivered, scientific, research-based instruction.
	Identify students in need of Tier II intervention – the decision to provide additional support is based on a Grade Level Team review of all pertinent data	<ul style="list-style-type: none"> • Is there a significant gap between the student's performance and peer/subgroup performance? • What are the student's current grades? • What has changed academically or behaviorally during the implementation of Tier I intervention? • Should the student be referred for Tier II intervention? • Were at least four data points (weeks) collected?
	Complete Referral paperwork	<ul style="list-style-type: none"> • What is the referring concern? Is it measurable, observable, and reportable? • What strategies have you implemented in Tier I? • What is the benchmark/expected level of performance? • What is the student's current level of performance (i.e. student is reading 30 wpm which is half of what is expected at this grade level)?
	Document parent contact	<ul style="list-style-type: none"> • Is the parent aware of the student's difficulty? • Have you documented parent meetings, notes home, phone calls, etc.?