

Response to Instruction (RtI) Resource Guide



Dr. Mike Daria, Superintendent

This manual was created and distributed by Tuscaloosa City Schools

Central Support Team Members:

Dr. Mike Daria	Superintendent
Mr. James Pope	Deputy Superintendent of Teaching and Learning
Dr. Janet Sherrod	Executive Director of Learning Supports
Mr. Andrew Maxey	Director of Strategic Initiatives
Dr. Sandy Knight	Director of Federal Programs and School Turnaround
Dr. Terri North-Byrts	Director of Student Literacy
Dr. Bruce Prescott	Director of Special Education
Ms. Kelly Norstrom	Director of College and Career Readiness
Mr. Chris Jenks	Director of Technology
Dr. Elizabeth Hancock	Technology Coordinator
Dr. Jessica Constant	Student Services Coordinator
Mr. Tramene Maye	Attendance Coordinator
Dr. Tonya Crews	School Improvement Coordinator
Ms. Ingrid Edwards	Federal Programs Specialist
Ms. Kristi Garcia	ESL Administrator
Mr. Ken Webb	Secondary Math Specialist
Ms. Chelsea Newels	Elementary Math Specialist
Ms. Karrie Curry	Literacy Specialist
Ms. Carman Tidwell	Literacy Specialist
Ms. Chamayra King	Literacy Specialist
Ms. Shandra Shaw	Special Education Curriculum Specialist
Ms. Lisa Berger	Special Education Curriculum Specialist
Dr. Jeff Schultz	Fine Arts Coordinator
Ms. Diane Hiliker	Pre-K Coordinator
Ms. Audrey Ellis	Coordinator of Social Work
Mr. Jeff Beasley	Data Analyst/Counseling Administrator

Response to Instruction (RtI) Resource Guide

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*Words in bold, throughout this document, can be found in the glossary

Goal

The common goal of RtI is to ensure all students achieve at high levels. It is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and evidence-based interventions to meet the individual needs of students
- Frequent monitoring of the student's progress to make academic and/or behavioral decisions
- Application of student data for important educational decisions, such as intervention, curriculum, and individualized goals

“We believe that all students can learn and we’ll do whatever it takes to make that happen.”

Beliefs Guiding Response to Instruction (RtI)	
Unproductive Beliefs	Productive Beliefs
The purpose for providing tiered supports is to ensure there is enough documentation to make a referral to SPE or DRC.	We do not provide students with tiered supports for the purposes of justifying a referral to SPE or DRC. We support students with tiered supports because they will be successful.
Tier 2 (buffer) supports are guided by, and provided by, staff separate from classroom teacher teams (such as specialists or interventionists).	Tier 2 supports are guided by and provided by the general education teacher, grade level colleague, and/or department colleague. Grade level or department teams analyze formative assessment data to determine who needs additional learning supports and groups students based on needs.
Tier 3 is simply more intensive and frequent Tier 2.	Tier 2 supports are provided to students who need additional time or alternative supports to master grade level standards and/or critical behavioral skills. Tier 2 supports prevent students from falling behind. Tier 3 supports are provided when students are in need of immediate, intensive supports for foundational skills. Tier 3 supports assist students in areas when they have fallen significantly behind.
We must wait 6 (or 12 weeks) before providing students Tier 3 supports or more intensive supports, even when we have screened to identify that a significant deficit in foundational skills exists.	When we identify a student with a significant gap in foundational skills, we must act with a sense of urgency and provide immediate targeted, intensive supports (Tier 3).
Students cannot receive intervention until extensive documentation has been completed.	Documentation is a critical component of the RtI process. However, documentation, or the lack thereof, should never be the barrier to a child receiving support.
Special education teachers cannot work with students who do not have IEPs.	There is not a divide between general education teachers and special education teachers. We support students based on their needs, not a label. Staff support students based on their availabilities and expertise.
Tier 3 supports should take the place of Tier 1 if students are not ready for core instruction.	Tier 3 supports are <u>in addition</u> to Tier 1 core instruction. All students experience Tier 1 with appropriate scaffolds and differentiation to access learning opportunities. Students in need of immediate, targeted supports to address significant gaps in foundational and/or behavioral skills will receive Tier 3 supports.
Students with IEPs are not served within an RtI model.	All students have access to every tier.
Tier 3 supports should be guided by what students are having difficulty with in the core classroom.	Tier 2 supports are guided by the need for additional time or alternative supports to master grade level standards and/or critical behavioral skills from core classroom instruction. Tier 3 supports target a student's specific area of significant need in foundational and/or behavioral skills.
Students with significant deficits in foundational skills cannot miss <u>anything</u> in order to receive intensive intervention support.	We must have the courage to provide Tier 3 supports for students with significant gaps in foundational skills (literacy, numeracy, and behavior) during the instructional day in order for all students to become <i>TCS Graduates</i> .
All students in my class are working significantly below grade level, so RtI supports will not work for my students.	Tier 1 is differentiated and scaffolded to meet the needs of students within the class; with appropriate differentiation and focus, all students can master grade level or course priorities. In addition to Tier 1, Tier 2 and 3 supports are available and provided when evidence reveals the need.
English Learners are not served within an RtI model because they receive all they need through their I-ELP.	All students have access to every tier. When an English Learner struggles academically and/or behaviorally, it is critical that instructional/behavioral interventions and strategies are implemented, closely monitored, documented, and analyzed through the RtI model with the ESL specialist as a member of the team.
Behavior and academics are completely unrelated.	Many students with significant gaps in foundational academic skills can lead to significant behavioral needs and vice versa.

Data Sources to Inform Instructional Decisions:

Universal Screeners (Performance Series & aimswebPlus) Unit Assessments District Assessments State Assessments
Grades Attendance Office Referrals Counselor Referrals Behavioral Concerns Diagnostic assessments

Assessment

Tier 1: Core Supports**Tier 2: More Supports****Tier 3: S****Focus:**

Provide targeted, alternative supports to students in need of additional opportunities or enrichment that address essential skills from core instruction

Progress Monitoring:

- Alternate versions of common formative assessments
- Should be communicated with parents bi-weekly or at the very least monthly

Person(s) Providing Support:

General Education Teacher, Grade-level Colleague and/or Department Colleague

Setting:

General Education Classroom

- Flexible grouping, small group (no more than 5 students)

Behavior:

- Provide and monitor alternate strategies and/or supports for students to master behavioral skills

Documentation:

Student work samples, documentation of alternate instructional and/or behavioral strategies and supports

Focus:

Core teaching and learning experiences for all students, with evidence-based, differentiated practices and strategies, and scaffolds to ensure access to grade level or course priorities as needed.

Progress Monitoring:

Common formative assessments

Person(s) Providing Support:

General Education Teacher

Setting:

General Education Classroom

- Whole group, small group, individualized instruction

Behavior:

- School-wide behavior initiative
- Prioritize, define, teach, model, assess, and reinforce critical behavioral skills

Documentation:

Lesson plans, grade-level or department meeting notes and agendas, etc.

Focus:

Provide targeted, intensive, immediate, and evidence-based supports for students in need of intensive intervention due to significant gaps in foundational skills.

Progress Monitoring:

- Weekly and based on targeted skill(s)
- Progress communicated to parents at least bi-weekly

Person(s) Providing Support:

Determined by the school (may be classroom teacher, specialized teacher, instructional coach, interventionist, etc.)

Setting:

- Appropriate setting based on student's needs
- Small group (no more than 3 students)

Behavior:

- Provide and monitor supports for students in need of intensive intervention due to significant behavioral needs
- Functional Behavioral Assessment needs to be conducted to determine most prevalent and salient behavior impacting the student's learning or learning of others.

Documentation:

SMART goal(s) based on an individual student's academic and/or behavioral gaps, parent letter, progress report, progress monitoring data, and student work samples

***Invite parents to Tier 3 meetings. Please provide reasonable notice (7-10 days)**

Tiered Instructional Supports

Tier 1: Core Supports

Tier 1 core instruction involves providing all students with high quality instruction utilizing well-designed teaching strategies that improve student outcomes. The teaching and learning experiences involve purposeful planning for standards-based instruction built around **learning targets** and **formative assessments**. To ensure students' individual learning needs are met, instruction must be **scaffolded**, **differentiated**, and **personalized**. Students are actively engaged in the learning process through teacher-student interactions, peer interactions, and student discourse.

Tier 2: More Supports

Tier 2 instruction is immediate, timely, and ongoing intervention and enrichment. It is in addition to Tier 1 instruction. The key to Tier 2 instruction is not teaching slower and louder, but rather using alternative instructional approaches (Hierck, & Weber, 2014). Tier 2 is an expansion of instruction that improves upon and extends classroom lessons. Teachers frequently examine formative assessment data in order to identify the students in need of additional learning time to achieve mastery of grade level standards and to enrich students who have already mastered the content. Alternative forms of assessment should be utilized as **progress monitoring**.

Time for Tier 2 supports must be embedded within the school day and should occur within flexible small groups. The duration, setting, and support is flexible and fluid and allows for customized learning experiences based on student needs. Tier 2 supports serve as buffers within and between units of instruction during which the focus is on going deeper and re-teaching grade level priorities, not on covering new content.

Tier 3: Specialized Supports

Tier 3 instruction is provided by qualified individuals who have received preparation or training in order to provide specific interventions. This instruction is targeted to identified skill deficits and serves to remediate existing deficiencies, to prevent more severe problems, and close gaps with foundational or prerequisite skills. Tier 3 instruction is intensive, ongoing, and provided in addition to and separate from core and Tier 2 instruction. Tier 3 instruction should be provided as soon as the skill deficiency is identified. This process is outlined below:

Universal Screening

Universal screeners are administered to all students at least three times during the academic school year. Tuscaloosa City Schools utilizes the following universal screeners:

- aimswebPlus (K-3 Reading and Math)
- Performance Series (4-10 Reading and Math)

The RtI Team examines multiple **screening** measures to identify students in need of Tier 3 supports. When examining universal screening data, the RtI team should seek to answer guiding questions such as the following:

- Which students are on-track for meeting end of year benchmarks at this point in the school year?
- Which students are at-risk and may require additional supports?

- What additional data sources do we need to examine?

- What is the student's history of performance? (This should be used for all students, but necessary for students in 11th and 12th grade)

Diagnostic Assessment

Diagnostic assessments are any informal or formal assessments that help the Rtl team determine the most immediate need and helps determine the specific support that will target that need.

Once the Rtl team identifies students who may need additional diagnostic testing, qualified individuals administer diagnostic assessments to identified students. The Rtl team examines diagnostic assessment data and should seek to answer guiding questions, such as the following:

- What instruction does this student need tomorrow to move toward the next benchmark/learning priority?
- What is the most significant foundational skill to be addressed?
- How will we align the intervention to the student's identified needs?

Progress Monitoring

Progress monitoring assessments are used when students are participating in small group instruction or intervention in order to determine whether the instruction is producing the desired results in the prescribed time frame.

Every 3-4 weeks the Rtl team examines progress monitoring data and asks guiding questions, such as the following:

- Is the student making progress toward his or her goal?
- Is the student on-track to meet his or her goal?

Based on the team's responses, the Rtl team will determine next steps (i.e. continue intervention, revise intervention, revisit student's goal, etc...)

Rtl Responsibilities

Response to Instruction (Rtl) is a school-wide process; therefore, all faculty and staff members share responsibility for Rtl. General education staff, special education, coaches, administrators, and paraprofessionals serve all students, no matter their designation.

Instructional Leader

The instructional leader is entrusted with leading the teaching and learning process and ensuring students' social and emotional needs are met. The instructional leader drives the culture of learning by setting the tone and focus for instruction in the school, continually monitoring classroom instruction, and providing supports as needed. A site's leader need not have all the answers, but must ensure that pertinent questions are raised and revisited until answers or solutions are found. This role encompasses the following:

- Demonstrate understanding of the Rtl process
- Set expectations for and monitor high quality instruction at all levels
- Set expectations and ensure positive behavior intervention supports (PBIS) are being implemented
- Provide clear and direct expectations of the Rtl process
- Ensure teachers are equipped with the knowledge and skill set to provide rigorous, relevant, standards-based instruction
- Work collaboratively with general and special education teachers and interventionists to develop and implement interventions and monitor practices
- Lead the faculty through the process of determining needs of students
- Facilitate Rtl meetings and monitor student growth through data discussions with the professionals providing tiered supports
- Ensure learning supports (i.e. interventions and enrichment) are carried out with ***fidelity***

Classroom Teachers

Classroom teachers take the lead on Tiers 1 and 2. They work collaboratively to plan for differentiated and scaffolded core instruction and they gather evidence of learning using common tasks to determine which students have mastered grade level or course priorities, and which students have not yet mastered critical skills and concepts. They also collectively plan for Tier 2 intervention and enrichment to serve students, with more time and alternative strategies, so that all students achieve deeper levels of understanding and mastery of the topics most critical for success in the grade level or course. This role encompasses the following:

- Fierce and firm belief that all students will learn at high levels, given the appropriate supports and scaffolds
- Collective preparation and planning for differentiating teaching and learning
- Emphasis on the most critical skills and concepts (priority standards) so that depth of mastery is favored over breadth of coverage and so that all students engage in rigorous learning experiences
- Collaboratively planning and collectively analyzing evidence of learning
- Collaboratively planning for, and collectively providing, targeted Tier 2 intervention and enrichment
- Collaboratively planning and collectively analyzing behavioral data
- Implement positive behavior intervention supports (PBIS)
- Communicate with parents regarding student progress (at least bi-weekly)

Instructional Specialists

Specialists – whether coaches, special education staff, paraprofessionals, or interventionists – take the lead on providing Tier 3 supports, in partnership with the Rtl Team, described below. With the appropriate materials and resources and professional development, specialists provide intensive supports that address students' foundational skill needs. This role encompasses the following:

- Provide supports to any and all students, regardless of the specialists' funding source or title, and regardless of the students' subgroup designations

Bring enthusiasm, energy, and belief to the intensive (typically 30-minute doses) of intensive interventions that they provide, communicating to students that they are certain progress will be made and gaps will be closed

Gather and communicate data and evidence of progress to all stakeholders who are connected to students who are served.

Collaborative Teams

Rtl Team

Each school will have one **core** Rtl team; other staff may be asked to join the core team as needed to provide expert guidance in specific areas. The core Rtl team will consist of the following members at a minimum: instructional leader, counselor, literacy coach and a general education teacher. The principal/instructional leader serves as the Rtl Chair. The supporting members may include the following: parents, general education teachers, psychometrist, nurse, speech and language pathologist, special education teacher, librarian, ESL specialists, social workers, interventionists, and student resource officer. This team works collaboratively to:

- Identify students in need based on screening data
- Analyze multiple sources of data to identify specific needs
- Assist in identifying individual student interferences
- Determine and plan appropriate evidence-based interventions
- Create realistic and measureable instructional goals and/or behavioral goals
- Monitor progress to determine student growth
- Revise goals and intervention as needed.

In summary, this team takes the lead on Tier 3 – ensuring that no students fall through the cracks and that a plan exists: Which specific needs exist, which supports target those needs, when supports are provided, which staff member provides supports, what professional development is needed for intervention staff, which materials are provided, what progress monitoring is completed, whether progress is adequate, and what adjustments, if any, need to be made. In addition, ensuring that parents are receiving communication about his/her child's progress at least bi-weekly. Once the school year is under way, this team meets frequently, every 3-4 weeks, to discuss students who are not yet responding to intervention and students who are newly identified. Parents should be invited to Tier 3 meetings. Please provide 7-10 days' notice of meeting dates and times.

Teacher Teams

Teacher teams should be empowered to design Tier 1 core instruction and lead the response when students require additional time and support (Tier 2) to achieve critical learning outcomes and develop enriching experiences for students who meet or exceed the outcomes. These teams work collaboratively to clearly define learning outcomes, provide core instruction, examine formative assessment data, and provide Tier 2 intervention and enrichment.

There are various effective teacher team structures. There are grade level teams, subject/core specific teams, vertical teams, and interdisciplinary teams. Regardless of team structures within the building, the common goal of teacher teams is to focus on student learning.

Leadership Team

The school's leadership team – typically composed of the instructional leader and representatives from grade levels and departments – provides high-level support and guidance for Rtl. Whereas the Rtl team takes the lead on ensuring the screening, identifying, intervening, monitoring, and adjusting supports for students in need, the leadership team oversees all school decisions and ensures that the Rtl team and Teacher Teams have what they need to meet student needs. The team builds and sustains the vision of

* high levels of learning for all and monitors the efficacy of broad school improvement efforts.

Collaborative Teams Approach to Addressing Student Needs

Teacher Team Responsibilities:

- Clearly define learning targets
- Provide tier 1 instruction; including differentiation and scaffolding
- Provide opportunities for on-going assessment for learning
- Identify students in need of additional time, support, and enrichment (Tier 2)
- Provide tier 2 intervention and enrichment



Leadership Team

- Build mission
- Unite effort
- depa areas
- Contr impr

Rtl Team

- Dete stud
- Assis caus (from
- Dete addr
- Freq prog
- Revi
- Com

Rtl Forms



TUSCALOOSA CITY SCHOOLS
Response to Instruction Plan

Date of Initial Meeting: / / _ Student's Legal Name:

DOB: / / Gender: _ Ethnicity: Current Grade Level:

Attach Universal Screeners (i.e., Attendance, Cognos Student Report, Discipline, State & District Assessments, etc.)

Specific Concern(s) (i.e., reading, math, language arts, social studies, science, behavior, etc.):

Hearing Screening: Date: / / Pass Fail

Vision Screening: (Near) Date: / / Pass Fail

(Far) Date: / / Pass Fail

Student Record Review:

Accommodations implemented:



Student Name:

Date:

Consistently over the next _____ weeks, the student will be able to _____ as evidenced by _____

Intervention will be provided by _____ during Tier 3 instructional time.

Progress Monitoring

[illegible]

Attach Student Progress Graph (include progress monitoring dates, baseline data, and progress monitoring data points)

Progress Report Sent:

Over the course of the **-week** period listed, the progress monitoring data showed the following:

Goal was met **OR**

Progress was made toward goal **OR**

Regression shown

Student Name:

Date:

Meeting Notes:

Signatures:

Tier 3 Parent Notification Letter

Student Name:		Teacher(s):		Date:	
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Dear Parent or Guardian,

In an effort to maximize individual student success, our school has a Response to Instruction (RtI) Team. The mission of this team is to identify the learning needs of students who are not yet learning at grade level and who have academic and/or behavioral needs. This team will provide students with the academic and/or behavioral supports needed to succeed in school. This will be achieved by implementing various evidence-based strategies and interventions.

An RtI meeting has been scheduled for _____ at _____ in order to develop supports to help your child be successful in the classroom. We consider you, the parent, to be a key member of the team. Your input is important and we encourage you to participate.

If you have questions, please call _____ at _____.

Yes, I will attend.

Please contact me to reschedule. My available dates are _____

You may meet without me. I will contact you for more information.

Phone conference requested. Phone number: _____

Parent Signature

Date

Nivel 3 Carta de Notificación para los Padres

(Tier 3 Parent Notification Letter)

Nombre de Estudiante:		Maestro(s):		Fecha:	
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Estimado Padre/Tutor,

En un esfuerzo por maximizar el éxito estudiantil individual, nuestra escuela tiene un Equipo de Respuesta a Instrucción (Response to Instruction – “Rtl”). La misión de este equipo es identificar las necesidades de aprendizaje de los estudiantes que aún no están aprendiendo al nivel de grado y que tienen necesidades académicas y de comportamiento. Este equipo proporcionará a los estudiantes con los apoyos académicos y/o de comportamiento necesarios para tener éxito en la escuela. Esto se cumplirá por implementar varias estrategias e intervenciones basadas en evidencia.

Una reunión de “Rtl” ha sido programada por _____ a las _____ para desarrollar soportes para ayudarle a su hijo tener éxito en el aula. Nosotros le consideramos a usted, el padre, ser un miembro clave del equipo. Su opinión es importante y le animamos que participe.

Si tiene preguntas, por favor llame a _____ a _____.

Sí, asistiré

Por favor comuníquense conmigo para reprogramar. Mis fechas disponibles son

Ustedes pueden reunirse sin mí. Yo me comunico con ustedes para más información.

Conferencia por teléfono pedida. Número de teléfono:

Firma de Padre

Fecha

Rtl Progress Report

DATE:

Dear _____ :

Please review the attached report from our Response to Instruction (Rtl) Plan showing your child's progress. These results indicate the following:

Your child **has met his/her goal** and we plan to:

- continue extra support at this time
- continue core instruction, monitor student progress, and consider additional supports, as needed

Your child is **making progress** toward his/her goal and we plan to:

- continue extra support at this time
- consider changes to the extra support strategies we are providing

Your child is **not making adequate progress** toward his/her goal and we plan to:

- continue extra support at this time
- revise the extra support strategies we are providing

As a school staff, we are pleased to have this opportunity to provide your child with this needed help. If you have questions, please feel free to contact _____ .

Sincerely,

Rtl Team

Reporte de Progreso (Rtl Progress Report)

FECHA:

Estimado/a

:

Por favor revise el reporte adjunto de nuestro Plan de Respuesta a Instrucción (Rtl) mostrando el progreso de su hijo/a. Estos resultados indican lo siguiente:

Su hijo/a **ha logrado su meta** y planeamos:

continuar con el apoyo adicional en este momento
continuar la instrucción básica, monitorear el progreso de estudiante, y considerar apoyo adicional, como necesario

Su hijo/a está **haciendo progreso** hacia su meta y planeamos:

continuar el apoyo adicional en este momento
considerar cambios a las estrategias de apoyo que estamos proporcionando

Su hijo/a **no está haciendo progreso suficiente** hacia su meta y planeamos:

continuar apoyo adicional en este momento
revisar las estrategias adicionales de apoyo que estamos proporcionando

Como personal escolar, estamos contentos de tener esta oportunidad para proporcionar a su hijo/a este apoyo necesario.

Si tiene preguntas, por favor no dude en comunicarse con

.

Sincereamente,

Equipo de "Rtl"

**Tuscaloosa City Board of Education
P.O. Box 038991
Tuscaloosa, AL 35403**

DATE

Dear Parent,

Your child, _____ has been referred to our schools' Response to Instruction (Rtl) team. Each school has a Response to Instruction team in place to help students who are not yet learning at grade level. As part of the Rtl process, we would like to screen your child's vision and/or hearing. This will be done by the school nurse or other trained individuals. If the screening indicates there might be a problem in either area, you will be notified.

We would like to screen for the areas indicated below.

Vision Screening

Hearing Screening

Parents: Please check one of the responses, sign, and date and return this form to your child's teacher or the school office.

Yes, I give permission for the screenings.

No, I do not give permission for screenings.

(Parent/Guardian signature)

Thank you for allowing us to better serve your child. Please feel free to contact us if you have any questions.

Response to Instruction Team Representative or Designee

**Tuscaloosa City Board of Education
P.O. Box 038991
Tuscaloosa, AL 35403**

FECHA

Estimado Padre,

Su hijo/a, _____, ha sido referido al equipo de Respuesta a Instrucción (Rtl) de nuestra escuela. Cada escuela tiene un equipo de Respuesta a Instrucción establecido para ayudar a los estudiantes que todavía no están aprendiendo en el nivel de grado. Como parte del proceso de "Rtl", nos gustaría examinar la visión y/o los oídos de su hijo/a. Esto será hecho por la enfermera de la escuela u otro individuo entrenado. Si el examen indica que puede haber un problema en cualquiera de las áreas, le notificaremos a usted.

Nos gustaría examinar para las áreas indicadas a continuación.

Examen de Visión

Examen de Oídos

Padres: Por favor marquen una de las respuestas, firmen, pongan la fecha y regresen este formulario al/a la maestro/a de su hijo/a o la oficina de la escuela.

☐ Sí, doy permiso para los exámenes.

☐ No, no doy permiso para los exámenes.

(Firma de Padre/Tutor)

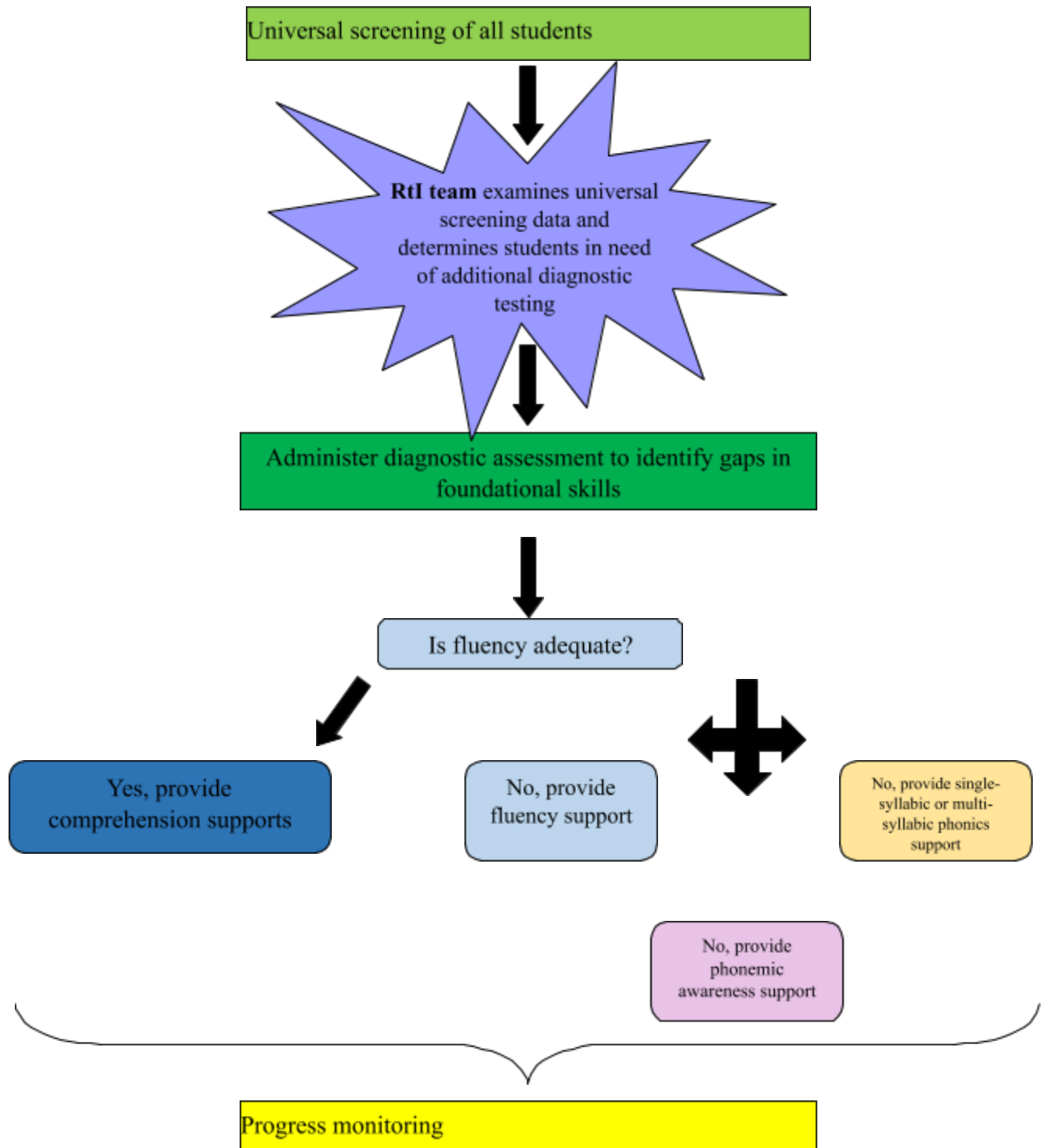
Gracias por permitirnos servirle mejor a su hijo/a. Por favor no dude en comunicarse con nosotros si tiene cualquier pregunta.

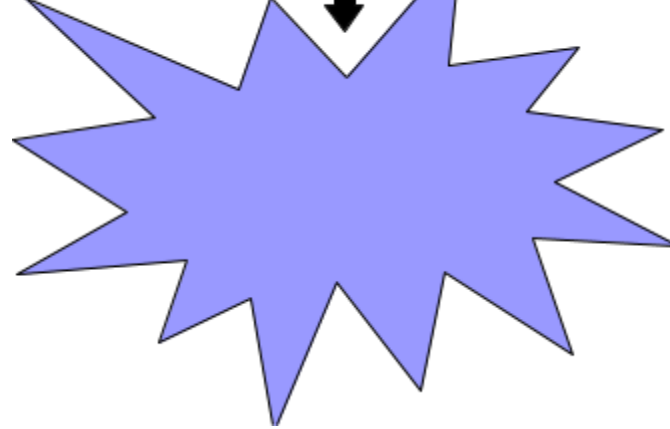
Representativo del Equipo de Respuesta a Instrucción o el Designado

Resources



Identifying Specialized Supports for Reading





Rtl team examines
progress monitoring data
and determines students
are making progress

Additional Resources for Reading Supports

Reading Interventions:

http://ebi.missouri.edu/?page_id=981

<https://www.swsc.org/page/720>

<https://www.interventioncentral.org/response-to-intervention>

<https://www.mccsc.edu/Page/2621>

http://swmcdn.com/site_0305/Intervention.pdf

Progress monitoring:

aimswebPlus (K-5)

DIBELS CARI (6-12) Fluency and DAZE (MAZE) passages

[Running Records](#)

[MAZE Passage Generator](#)

[Rtl Tier 3 Data Dashboard](#)

FAQs

- Do you have to write a plan on every student who is “at risk” for failure according to a single indicator or screener?
No, a plan does not have to be written for every student for whom concerns are noted. The goal is to write fewer, more meaningful plans. Remember, an Rtl plan should only be written for those students with significant needs in the foundational skill areas of literacy, numeracy, or behavior. Multiple sources of data should be analyzed in order to identify specific needs.
- How often should the Rtl team meet?
The Rtl team should meet every 3-4 weeks.
- Who collects the data and sends home the weekly Rtl progress?
Each person delivering the intervention is responsible for collecting data while the student is with him/her. The classroom teacher and person providing intervention will collaborate to share this data with the parent on a weekly or bi-weekly basis.
- Who sends home the Tier 3 Parent Notification and bi-weekly progress monitoring information?
The Tier 3 Parent Notification Letters and Rtl Progress Reports are sent home by the Rtl team. Bi- weekly progress needs to be communicated to parents and after each 3-4 week Rtl meeting an Rtl Progress Report should be sent home.
- How do we document if a student is receiving Tier 3 supports in iNOW?
School registrars, secretaries, and counselors are able to enter this information into the custom tab of iNOW. It is the responsibility of the Rtl team to ensure this information is entered into iNOW and updated after each Rtl meeting.
- What happens to the Rtl plan when a student transitions from school to school?
When a student transitions to another school, a copy of the Rtl plan should be sent with cumulative records to the requesting school. There is a digital spreadsheet to communicate students currently receiving Tier 3 supports in grades 5 and 8.
- How do we communicate students currently receiving Tier 3 supports in our building?
Rtl team members are responsible for communicating the information below, for students receiving Tier 3 supports, in a digital spreadsheet accessible through Google Drive. This information should be shared with anyone working with the students receiving supports (e.g classroom teacher, interventionist, etc...)
 - Anecdotal information about student (How does the student respond to core instruction?)
 - Grade level
 - Area of interference (numeracy, literacy, behavior)
 - Student's current goal (SMART goal)
 - Current intervention
 - Person providing intervention
 - Frequency of intervention
- What happens when students transition to middle and/or high school?

In addition to sending Rtl plans to feeder schools, Rtl team members are responsible for communicating the information below to feeder schools regarding students currently receiving Tier

3 supports. This information can be shared via face to face meetings or via a digital spreadsheet accessible through Google Drive.

- Anecdotal information about student (How does the student respond to core instruction?)
- Area of interference (numeracy, literacy, behavior)
- Student's current goal (SMART goal)
- Current intervention
- Frequency of intervention

- Do Tier 3 supports stop at the end of the school year?

No, Tier 3 supports begin day 1 in the upcoming school year unless there is documentation indicating no additional supports are needed or indicating that the next year should begin with adjustments to the supports. The Rtl team will meet and discuss each student currently receiving Tier 3 supports prior to the beginning of the school year. Once the school year begins, the team will meet to review and revise supports, as needed.

- Should a student with an IEP be referred to the Rtl Team?

No. Once a student qualifies for special education services, regardless of the exceptionality (ie. speech), all of the student's needs should be addressed in the IEP. This does not mean that students with IEPs cannot be served within Tiers 1, 2, and 3. All students have access to every tier.

- Is attendance considered a behavioral concern?

Yes, attendance is a behavioral concern. For the purposes of Rtl, behavior is defined as any behavior which impedes academic performance. This is not just disruptive behavior. It includes, but is not limited to, behaviors such as motivation, absences, tardies, incomplete/missing classwork/homework, impulsivity, social skills, withdrawn behavior, and inattention.

- Who conducts the Functional Behavior Assessment (FBA) and writes the Behavior Intervention Plan (BIP)?

The general education teacher(s) is/are responsible for collecting data during the time that the FBA is conducted. The Rtl team along with the parent(s)/guardian will write the BIP during a Tier 3 meeting.

- What happens when a child is placed at STARS Academy or Success Prep? Who is responsible for progress monitoring and/or implementing the interventions?

When a child is placed at STARS Academy or Success Prep, the home school should send a copy of the Rtl plan and any supporting documentation. In addition, the home school Rtl team members are responsible for communicating the information below to STARS Academy or Success Prep regarding students currently receiving Tier 3 supports. This information can be shared via face to face meetings or via a digital spreadsheet accessible through Google Drive.

- Anecdotal information about student (How does the student respond to core instruction?)
- Area of interference (numeracy, literacy, behavior)
- Student's current goal (SMART goal)
- Current intervention
- Frequency of intervention

Most students entering STARS Academy or Success Prep should already be receiving Tier 3 supports at the home school. The STARS Academy or Success Prep teachers are responsible for

providing interventions and monitoring the student's progress. If interventions need to be revised, the STARS Academy or Success Prep Rtl team will meet to make appropriate revisions. During a student's exit conference, all Rtl documentation (see bullets above) will be shared with the home school.

- When would a student with a 504 plan also receive Rtl supports?
A student with a 504 plan may develop an academic or behavioral concern unrelated to their medical/psychological diagnosis. In these situations, the 504 team would refer the student to the Rtl team to determine if additional supports are needed. In addition, the Rtl team may refer students to the 504 team if a student has a medical/psychological diagnosis that is impeding learning.
- Can a student who qualifies for gifted services receive additional learning supports if they begin exhibiting academic and/or behavioral issues or would their GEP address the concern(s)?
Yes, a student who qualifies for gifted services can receive additional learning supports if he/she begins exhibiting academic and/or behavioral issues. Since students who qualify for gifted services have a GEP instead of an IEP, they may still need additional supports to address areas of need.
- When should the vision and hearing screenings be conducted?
Vision and hearing screenings may be conducted at any time once consent is obtained from the parents. For school-based referrals, it is recommended that a vision/hearing screening should be conducted when the student begins receiving Tier 3 supports, if not sooner.
- What should we do if a child is displaying signs/characteristics of dyslexia?
The Rtl team will analyze screening results and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those who exhibit the characteristics of dyslexia.
- Can a student who is eligible for EL services receive Tier 2 and Tier 3 supports?
Yes. When an English Learner struggles academically, it is critical that instructional interventions and strategies are implemented, closely monitored, documented, and analyzed through the Rtl model with the ESL specialist as a member of the team.
- Where can I find progress monitoring graph examples?
 - <https://www.kentuckybehaviorrti.com/tier-3-progress-monitoring.html>
 - <http://rti2016edu219.blogspot.com/2016/04/case-study-responses.html>

Glossary

Accommodation: Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Behavior: Something which impedes academic performance. This is not just disruptive behavior. It includes, but is not limited to, behaviors such as motivation, absences, tardies, incomplete/missing classwork/homework, impulsivity, social skills, withdrawn behavior, and inattention.

Behavior Intervention Plan (BIP): A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support. They are informed and developed based on evidence from a Functional Behavioral Analysis.

Core Team: The team of teachers that takes the lead on Tiers 1 and 2; in other words, the team that ensures that all students master the priorities of the grade level or course. This team will most likely be grade level or grade span teams at elementary school and course or department teams at secondary schools.

Diagnostic assessment: Any informal or formal test that helps teams determine the most immediate need and helps determine the specific support that will target that need. These assessments are not intended to find out “what’s wrong” with the student but what support will be provided to catch the student up as quickly as possible.

Differentiation: Teaching and learning cycles for grade-level and course-specific behavioral and academic priorities for all students. Teachers respond to a student’s unique learning needs by making adjustments to process, content, product, and environments based on a student’s interests, learning profile, and readiness levels.

Enrichment: Instruction and experiences that guide students in going deeper, engaging in learning and tasks that requires more critical thinking and problem solving.

Evidence-based interventions: Specific interventions supported by well designed, independent research studies. There is *evidence* that the interventions improve student outcomes. (Rathvon, 1999).

Fidelity of implementation and instruction: Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Formative Assessment: A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments identify gaps in skill and knowledge, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what

teaching techniques require modification. Educators use results of these assessments to improve

student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/posttests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary, and feedback.

Functional Behavior Assessment (FBA): A problem-solving process for student behavior that uses techniques to identify what triggers a given behavior and to identify interventions that directly address it. The primary purpose of an FBA is to inform the development of a Behavior Intervention Plan.

Individualized: Teaching and learning that meets the interests, styles, and current readiness levels. Related to differentiation, individualized supports do not require a different plan for every student; they require that student profiles are used when designing teaching and learning.

Intervention: An intervention is a specific, skill-building strategy implemented and monitored to improve a targeted skill and achieve adequate progress in a specific area (academic or behavioral). Interventions differ from accommodations and modifications in that they teach new skills to help students overcome specific deficits or maladaptive response patterns.

Learning Targets: Learning targets guide learning. They describe, in student-friendly language, the lesson-sized chunk of information, skills, and reasoning processes that students will come to know deeply. Learning targets are written from the students' point of view and shared with them throughout the lesson so that students can use them to guide their own learning. Learning targets provide a common focus for the decisions that teachers make about what works, what doesn't work, and what could improve (Moss & Brookhart, 2012).

Literacy: The ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

Modifications: Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Numeracy: The ability to reason with numbers and other mathematical concepts and apply them in a range of contexts to solve a variety of problems.

Personalized: Related to both differentiation and individualized supports, personalized supports typically refer to the most specialized supports that can be provided. When student needs and student success require the most intensive and highly-targeted sets of supports, personalization is necessary.

Progress Monitoring: Progress monitoring is a scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Rigor: Teaching, learning, and tasks that require students to go deeper, to engage in collaborative inquiries, to think critically, and to justify their reasoning. (Rigor does not mean more work, "harder" work, or topics from the next grade level or course.

Scaffold: A temporary support that will give students access to essential learning. Scaffolds are specific differentiation strategies that accommodate and respect student needs and support student learning.

Screening: A process that identifies students who are highly likely to experience serious difficulties, due to significant needs in literacy, numeracy, or behavior, in the absence of immediate, intensive, and targeted Tier 3 interventions (in addition to Tier 1 and 2 supports).

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