

SECTION II

Administrative Roles for Supporting RTI

Response to Intervention (RTI) provides support for all students with research and evidence-based interventions whenever any student struggles academically or behaviorally. Because all students may require academic or behavioral support from time-to-time, RTI requires leadership and broad-based participation from multiple district and school personnel. The following school leaders and educational specialists offer important expertise for the successful implementation of RTI. The purpose of this support document is to clarify the roles of district- and building-level school personnel from the district level curriculum, instruction, and assessment personnel to the principal, instructional specialists, and school counselors. Leadership is essential for the successful implementation of instructional improvement in general and to RTI in particular.

Figure 1: Lists the District and School Members Needed for the Implementation of RTI.

LEA Leadership Roles in RTI	
District –Level Administrators	<ul style="list-style-type: none">• Assistant Superintendent/Director of Curriculum and Instruction• Director of Assessment• Director for English Language Learners (ELL)• Director of Special Education• Speech and Language Pathologist• School Psychologist• Social Worker• Title I Coordinator
School Building Leaders	<ul style="list-style-type: none">• Principal/Assistant Principal• School Counselor• Instructional Coach/Subject Area Specialist/Literacy Coach• Teams<ul style="list-style-type: none">○ RTI School Leadership Team○ RTI Grade-Level/Department/ Subject Area Team○ RTI Student Intervention Team• Interventionist• General Education Teachers• Special Education Teachers

General Education and RTI: Law and Policy Principles

In 1975, the United States Congress enacted legislation that guaranteed access to public education for students with disabilities. In the ensuing years, schools throughout the United States have implemented these fundamental principles to varying degrees:

- Zero Reject – Regardless of the severity of physical or emotional disabilities, all students are eligible for public education.
- Free and Appropriate Public Education (FAPE) – Public school systems must offer educational services for every disabled student commensurate with developmental, corrective, or supportive needs.

- Least Restrictive Environment (LRE) – To the maximum extent possible, students with disabilities must be educated with their peers without disabilities (Yell, 2006, pp. 91-94).

Even though most schools have addressed special education as a different program from the general education program experienced by all students, two legislative actions by Congress during the decade of the 2000s have led to increasing alignment of practices in both programs. The No Child Left Behind (NCLB) Act of 2001 focused the attention of all schools on the academic performance of their students with disabilities in comparisons with general education students. Then in 2004, when reauthorizing the Individual with Disabilities Education Improvement Act, Congress permitted the application of “scientifically-based instruction” interventions for any struggling student as remedies not only for early identification, but also as prevention of over identification and unnecessary referrals (P.L. 108-446, § 613 (f) (1), § 614 (b) (6) (A)). This provision is commonly called Response to Intervention (RTI).

The provisions of both laws, NCLB and IDEA 2004, including RTI, apply to all students, those students with disabilities as well as their peers without disabilities. Thus, RTI is an initiative that applies equally to regular and special education programs as both sets of teachers work collaboratively to address the needs of each and every student who struggles academically and/or behaviorally.

In addition to academic deficit, interfering behavior is often a factor that must be considered when trying to determine why a student is not performing at a satisfactory level (or rate of learning). Academics and behavior are closely connected and need to be addressed simultaneously. Students who exhibit interfering behaviors should be screened and monitored just as those who are experiencing academic difficulties.

Components and Roles

Universal Screening

Instruction in the core area is effective when a significant number of students meet proficiency levels based on the results of universal screening tools. As part of implementing RTI, schools conduct universal screening at least two to three times during the school year, such as fall and winter or fall, winter and spring. District personnel assist school leaders in identifying, administering, scoring, and interpreting universal screening instruments. School leaders focus on the data that indicate areas of successful instruction, areas of instructional weakness, and areas in which teachers need to modify instructional strategies. For social development, school leaders use data on effective classroom management and school-wide systems for improving student conduct. School leaders use the data to identify behavioral supports for teachers to improve behavior management. School RTI teams analyze the universal screening results to consult on individual student academic needs as well as to identify students struggling with pro-social behaviors.

Figure 2: An Overview of LEA Administrative Involvement in Universal Screening.

LEA Administrative Roles in Universal Screening for Each Tier of Instruction – District Level	
Assistant Superintendents, Directors of Curriculum and Instruction	<ul style="list-style-type: none"> • Provide curriculum maps/syllabi for all courses, subject areas, and grade levels with benchmarks for student proficiency (All Tiers) • Provide professional development in implementing curriculum with appropriate, research-based instructional strategies for diverse learners (All Tiers) • Provide professional development for all teachers on instructional strategies, including flexible grouping, for ensuring diverse learners meet proficiency benchmarks established in the adopted curriculum (All Tiers) • Develop the systemic monitoring of curriculum and instruction to ensure the fidelity of implementation of the adopted curriculum (All Tiers) • Adequately prepare instructional supervisors and principals to implement the curriculum and instructional monitoring system (All Tiers) • Collaborate with Director of Assessment in identifying formative and universal screening assessments aligned with the adopted curriculum and its proficiency benchmarks (Tier I)
Assistant Superintendents, Directors of Curriculum and Instruction	<ul style="list-style-type: none"> • Monitor assessment results to ensure curriculum pacing and instructional strategies meet the needs of at least 80% of students for all courses, subject areas, and grade levels (Tier I) • Work with Director of Assessment in the identification and/or development of curriculum-based progress monitoring assessments (Tier II and III) • Work with Director of Assessment in the identification and/or development of curriculum-based progress monitoring assessments (Tier II and III) • Prepare principals, team leaders, department and grade level chairs in monitoring instructional and behavioral intervention plans and implementation (Tier II and III)
Directors of Assessment	<ul style="list-style-type: none"> • Work with Directors of Curriculum and Instruction to obtain benchmarked formative screening assessments that are reliable, valid, and appropriate (All Tiers) • Provide resources for administering universal screening assessments a minimum of two times per year per school (Tier I) • Provide resources for administering assessments in every school (All Tiers) • Provide resources for the administration of universal academic and social development screening assessments for every school a minimum of two times per year (Tier I) • Provide professional development for all teachers, principals, and other instructional personnel in administering and interpreting assessment results (All Tiers) • Calibrate the reliability of assessment administration on a regular basis by observing testing sessions (All Tiers) • Provide professional development for principals and other instructional supervisors for participating in calibration and reliability studies on assessment administration (All Tiers) • Work with school psychologists, social workers, school counselors, principals, and assistant principals in developing or obtaining reliable and valid benchmarks in school behavior and discipline data to monitor behavior and social development in the district and schools (All Tiers)

LEA Administrative Roles in Universal Screening for Each Tier of Instruction – District Level

Directors for English Language	<ul style="list-style-type: none">• Coordinate with Directors of Curriculum and Instruction to enhance curriculum maps to include ELL across all courses, subjects, and grade levels. (All Tiers)• Work with Directors of Curriculum and Instruction in providing professional development for general and special education teachers on implementing the curriculum with appropriate, research-based instructional strategies for diverse learners (All Tiers)• Work with Directors of Assessment to identify reliable, valid, and benchmarked formative assessments appropriate for use with ELL (Tier I)• Work with Directors of Curriculum and Instruction to enhance curriculum maps/syllabi for all courses, subject areas, and grade levels (Tier I)• Work with Directors of Curriculum and Instruction to enhance curriculum maps/syllabi for all courses, subject areas, and grade levels providing alternative interventions for groups and/or individuals struggling with specific aspects of the curriculum (Tier II and III)
Directors for English Language Learners	<ul style="list-style-type: none">• Work with Directors of Assessment to identify progress monitoring assessments appropriate for use with ELL (Tier II and III)• Work with Directors of Curriculum and Instruction to provide focused professional development on flexible grouping for ELL with Tier II and III interventions (Tier II and III)• Participate with Directors of Curriculum and Instruction in the preparation of principals, team leaders, department chairs, and grade-level chairs in monitoring ELL-focused instructional and behavioral intervention plans and implementation (Tier II and III)
Directors of Special Education	<ul style="list-style-type: none">• Coordinate with Directors of Curriculum and Instruction to enhance curriculum maps across all courses, subjects, and grade levels (All Tiers)• Work with Directors of Curriculum and Instruction in providing professional development for all teachers on implementing the curriculum with appropriate, research-based instructional strategies for diverse learners (All Tiers)• Work with Directors of Assessment in setting benchmark indicators for the universal screening of students struggling with academic or social development (Tier I)• Coordinate with Directors of Curriculum and Instruction to enhance curriculum maps across all courses, subject, and grade levels for struggling learners (Tier II and III)• Work with Directors of Curriculum and Instruction in providing professional development for general and special education teachers in implementing curriculum with appropriate, research-based instructional strategies for struggling learners (Tier II and III) <p>Work with Directors of Curriculum and Instruction to ensure curriculum and performance standards are addressed in all IEPs (Tier II and III)</p>
Title I Coordinators	<ul style="list-style-type: none">• Coordinate with Directors of Curriculum and Instruction in providing supplementary professional development for teachers in Title I schools to support research and needs based activities (All Tiers)• Coordinate with Directors of Curriculum and Instruction to enhance opportunities for professional development as part of the District Improvement process (All Tiers)• Work with Directors of Assessment to support the use of reliable, valid

LEA Administrative Roles in Universal Screening for Each Tier of Instruction – District Level

<p>Title I Coordinators</p>	<p>formative and summative assessments to assist in the implementation of Title I programs (Tier I)</p> <ul style="list-style-type: none"> • Participate in the communication system to inform parents of Title I requirements, student progress, and opportunities for parental involvement (All Tiers)
<p>School Psychologists</p>	<ul style="list-style-type: none"> • Work with Directors of Assessment to identify benchmarked formative assessments that are reliable, valid, and appropriate for screening academic and pro-social skill development (Tier II and III) • Work with principals and assistant principals in identifying student behavior and discipline data indicators for screening pro-social skill development (Tier I) • Coordinate with Directors of Curriculum and Instruction in providing professional development for general and special education teachers in implementing classroom management and pro-social skills development (All Tiers) • Participate with Curriculum and Instruction in preparation of principals, team leaders, and department and grade level chairs in monitoring instructional and behavioral intervention plans and implementation (Tier II and III) • Work with RTI Student Intervention Teams on developing action plans and measures of implementation fidelity and progress monitoring (Tier II and III)
<p>Principals/ Assistant Principals</p>	<ul style="list-style-type: none"> • Participate in district coordination of professional development for RTI strategies, and procedures in addressing struggling students’ academic and pro-social development (All Tiers) • Participate in professional development for RTI strategies for addressing struggling students’ academic and pro-social development (Tier I) • Coordinate universal academic screening activities a minimum of two times per year, including the development of an administration schedule, securing classroom coverage for teachers, and communicating with parents (Tier I) • Monitor behavior and disciplinary data and screening benchmarks at least three times per year (Tier I) • Schedule for instruction, intervention, and teaming (All Tiers) • Coordinate and/or provide embedded professional development (All Tiers) • Develop a system for the continuous monitoring of all levels of tiered instructional and behavioral interventions that ensure program fidelity (All Tiers)
<p>Principals/ Assistant Principals</p>	<ul style="list-style-type: none"> • Understand the data analysis component of RTI and ensure sound decision-making for all students (All Tiers) • Establish a communication system to inform parents of student progress and opportunities for parental involvement (All Tiers)
<p>School Counselors</p>	<ul style="list-style-type: none"> • Participate in the interpretation of student screening data to effect systemic change within the school so every student receives the benefit of the school’s academic and counseling programs (Tier I) • Participate with the RTI School Leadership Team in developing action plans for prevention and intervention services defining the desired student competencies and achievement results for RTI tiers (All Tiers)

LEA Administrative Roles in Universal Screening for Each Tier of Instruction – District Level

School Counselors	<ul style="list-style-type: none"> • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers) • Develop a system for the continuous monitoring of all levels of tiered instructional and behavioral interventions that ensures program fidelity (All Tiers) • Participate in the RTI Student Intervention Team to develop specific action plans for groups and individual students identified as struggling in the universal screening (Tier II and III)
Instructional Coaches/ Subject Area Specialists/ Literacy Coaches	<ul style="list-style-type: none"> • Participate in the interpretation of student screening data to effect systemic change within the school so every student receives the benefit of the school academic programs (Tier I) • Coordinate and/or provide embedded professional development (All Tiers) • Participate in the system for the continuous monitoring of all levels of tiered instructional interventions (Tier I) • Participate in the RTI Student Intervention Team to develop specific action plans for groups and individual students identified as struggling in the universal screening (Tier II)
RTI School Leadership Teams	<ul style="list-style-type: none"> • Coordinate universal academic screening activities at a minimum of two times a year, including the development of an administration schedule, securing classroom coverage for teachers and communicating with parents (Tier I) • Monitor behavior and disciplinary data and screening benchmarks at least three times per year (Tier I) • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers) • Coordinate and/or provide embedded professional development (All Tiers)
Grade Level/ Department/ Subject Area Teams	<ul style="list-style-type: none"> • Participate in the interpretation of student screening data to effect systemic change within the school so every student receives the benefit of the school academic programs (Tier I) • Ensure the appropriate application of instructional and behavioral strategies that ensures student progress (Tier I) • Participate in a communication system to inform parents of student progress and opportunities for parental involvement (All Tiers)
Student Intervention Teams	<ul style="list-style-type: none"> • Participate in the interpretation of student screening data to effect systemic change within the school so every student receives the benefit of the school academic programs (Tier I) • Develop specific action plans for groups and individual students identified as struggling in the universal screening (Tier II and III) • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers)

Progress Monitoring

All tiers require regular, specific, and reliable measures of students’ progress to academic and social proficiency. Universal screening is one approach for Tier I. In addition, all teachers must use progress monitoring in their classes. Teachers use brief standardized or curriculum-based measures to observe students’ academic progress to proficiency as often as bi-weekly. Working with parents and other

teachers, they monitor students’ social development and regularly check students’ ability to follow classroom and school rules. School leaders provide teachers training on reliable and valid measures and observe teachers regularly to check for the reliable administration and interpretation of results. School leaders work with teachers and parents in addressing students’ social development and appropriate behavioral management. District leaders provide support to schools in assuring that scores are accurately recorded, and given the instrumentation, provide appropriate regular checks for inter-rater reliability. District leaders assist school leaders in monitoring behavior, discipline data, and other measures of development to identify students who struggle socially and behaviorally.

At Tier II and III, progress monitoring is tied to the specific interventions to determine if the intervention is working. Depending on the intervention, the measurement instruments must be sensitive to incremental change in student performance. These instruments must be benchmarked, reliable, and valid measures of progress and must be administered frequently. The frequency of the assessments depends on the intensity of the intervention. Students receiving more intensive intervention require more frequent monitoring. District leaders provide support to schools in identifying and/or developing progress monitoring instruments for Tiers II and III. School leaders support teacher training and their use of these instruments. They also develop schedules for the proper frequency of monitoring for the interventions.

Figure 3: Illustrates Roles of LEA Administrators for Progress Monitoring across Tiers

LEA Administrative Roles in Progress Monitoring for each Tier of Instruction – District Level	
Assistant Superintendent/ Directors of Curriculum and Instruction	<ul style="list-style-type: none"> • Enhance curriculum maps/syllabi for all courses, subject areas, and grade levels providing alternative interventions for groups and/or individuals struggling with specific aspects of the curriculum (All Tiers) • Provide benchmarks for student performance for all courses, subject areas, and grade levels (Tier I) • Provide professional development for general and special education teachers in implementing curriculum with appropriate, research-based instructional strategies for diverse learners (Tier I) • Provide focused professional development on flexible grouping for Tier I, Tier II and III interventions (All Tiers) • Prepare principals, team leaders, department and grade level chairs in monitoring instructional and behavioral intervention action plans and implementation (Tier II and III) • Work with Assessment in the identification and/or development of curriculum-based progress monitoring assessments (All Tiers) • Work with school-level instructional supervisors in monitoring instructional quality through observation data and the aggregate analysis of progress monitoring data (Tier II and III) • Work with school-based RTI leadership and grade level teams in monitoring curriculum pacing and adequacy of instructional strategies through aggregate analysis of progress monitoring data (Tier II and III)
Directors of Assessment	<ul style="list-style-type: none"> • Work with Curriculum and Instruction to obtain reliable, valid, and curriculum-based progress monitoring assessments (All Tiers) • Provide resources for administering progress monitoring assessments at least bi-weekly (Tier I) • Provide professional development for all teachers (general and special education), principals, and other instructional personnel in establishing baselines, progress monitoring, analyzing, and interpreting assessment data (All Tiers)
Directors of	<ul style="list-style-type: none"> • Prepare school personnel to properly administer and interpret progress

LEA Administrative Roles in Progress Monitoring for each Tier of Instruction – District Level

Assessment	<ul style="list-style-type: none"> monitoring assessments (Tier II and III) • Work with RTI School Leadership Teams on action plans and progress monitoring measures for social development interventions (Tier II and III) • Calibrate the reliability of assessment administration on a regular basis by observing testing sessions (All Tiers) • Provide professional development for principals, instructional supervisors, and teachers in the use of progress monitoring (All Tiers)
Directors for English Language Learners	<ul style="list-style-type: none"> • Work with Assessment to identify reliable, valid, and benchmarked progress monitoring assessments appropriate for use with ELL (Tier II and III) • Work with Curriculum and Instruction to provide professional development for general and special education teachers in implementing curriculum with appropriate, research, based instructional strategies for ELL (All Tiers) • Work with Curriculum and Instruction to provide focused professional development on flexible grouping for Tier I, Tier II, and III interventions (All Tiers) • Participate with Curriculum and Instruction in the preparation of principals, team leaders, department- and grade-level chairs in monitoring instructional and behavioral intervention plans and implementation (Tier II and III)
Directors of Special Education	<ul style="list-style-type: none"> • Coordinate with Curriculum and Instruction to enhance curriculum maps across all courses, subjects, and grade levels for struggling learners (All Tiers) • Work with Curriculum and Instruction in professional development for general and special education teachers in implementing curriculum with appropriate, research-based instructional strategies for struggling learners (All Tiers) • Work with Assessment in setting benchmark indicators and curriculum-based progress monitoring of struggling with academic or social development (Tier I) • Work with Curriculum and Instruction to provide focused professional development on flexible grouping for Tier I, Tier II, and III interventions (All Tiers) • Participate with Curriculum and Instruction in the preparation of principals, team leaders, department and grade- level chairs in monitoring instructional and behavioral intervention plans and implementation (Tier II and III) • Work with Curriculum and Instruction to ensure that curriculum and performance standards are addressed in all Individual Education Plans (IEPs). (Tier II and III)
Title I Coordinators	<ul style="list-style-type: none"> • Work with Curriculum and Instruction to provide supplementary professional development for teachers in Title I schools that support curricular based instructional strategies (All Tiers) • Assist Assessment in coordinating progress monitoring efforts in Title I schools (All Tiers) • Work with Assessment to support the use of reliable, valid, and appropriate progress monitoring assessments for Title I programs (Tier II and III)
Title I Coordinators	<ul style="list-style-type: none"> • Participate in the communication system to inform parents in Title I schools of progress monitoring initiatives and opportunities for parental involvement (All Tiers) • Work with school personnel in Title I schools by monitoring curricular and instructional programs through aggregate analysis of progress monitoring data (Tier II and III) • Coordinate with Curriculum and Instruction in professional development for

LEA Administrative Roles in Progress Monitoring for each Tier of Instruction – District Level

School Psychologists	<p>general and special education teachers in implementing classroom management and pro-social skills development (All Tiers)</p> <ul style="list-style-type: none"> • Work with Assessment to identify reliable, valid, and benchmarked progress monitoring assessments appropriate for screening academic and pro-social skills development (Tier I) • Work with principals and assistant principals in identifying student behavior and discipline data indicators for progress monitoring of pro-social skills development (Tier I) • Participate with Curriculum and Instruction in the preparation of principals, team leaders, department, and grade-level chairs in monitoring instructional and behavioral intervention plans and implementation (All Tiers) • Work with RTI Student Intervention Teams on developing action plans and determining measures of implementation fidelity and progress monitoring (Tier II and III)
Social Workers	<ul style="list-style-type: none"> • Work with Assessment to identify reliable, valid, and benchmarked progress monitoring assessments appropriate for academic and pro-social skills development (Tier I) • Work with school psychologists, principals, and assistant principals in identifying student behavior and discipline data indicators for progress monitoring of pro-social skills development (Tier II and III) • Work with RTI Student Intervention Teams on developing action plans and determining measures of implementation fidelity and progress monitoring (Tier II and III) • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers)
Speech and Language Pathologists	<ul style="list-style-type: none"> • Coordinate with Curriculum and Instruction in professional development for general and special education teachers in implementing curriculum with appropriate, research-based instructional strategies for diverse learners (Tier II and III) • Work with Assessment to identify reliable, valid, and benchmarked progress monitoring assessments appropriate as indicators of successful speech and language development (Tier II and III) • Work with RTI Student Intervention Teams on developing action plans and determining measures of implementation fidelity and progress monitoring (Tier II and III)

LEA Administrative Roles in Progress Monitoring – School Level

Principals/ Assistant Principals	<ul style="list-style-type: none"> • Participate in district coordination and professional development for RTI strategies and procedures in addressing struggling students' academic and pro-social development. (Tier I) • Schedule for instruction, intervention, and teaming (All Tiers) • Develop a system for the continuous monitoring of all levels of tiered instructional and behavioral interventions that ensures program fidelity (All Tiers)
Principals/ Assistant Principals	<ul style="list-style-type: none"> • Supervise teams and teachers in planning for and implementing progress monitoring (All Tiers) • Establish a communication system to inform parents of student progress and opportunities for parental involvement (All Tiers)
School	<ul style="list-style-type: none"> • Participate with the RTI School Leadership Team in developing action plans for

LEA Administrative Roles in Progress Monitoring for each Tier of Instruction – District Level

Counselors	<p>prevention and intervention services defining the desired student competencies and achievement results for RTI tiers (All Tiers)</p> <ul style="list-style-type: none"> • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers) • Develop a system for the continuous monitoring of all levels of tiered instructional and behavioral interventions that ensures program fidelity (All Tiers) • Work with RTI Student Intervention Teams on developing action plans and determining measures of implementation fidelity and progress monitoring (Tier II and III)
Instructional Coaches/ Subject Area Specialists/ Literacy Coaches	<ul style="list-style-type: none"> • Participate with the RTI School Leadership Team in developing action plans for prevention and intervention services defining the desired student competencies and achievement results for RTI tiers. • Coordinate and/or provide embedded professional development on flexible group interventions required at Tier II and III (Tier II and III) • Participate in the system for the continuous monitoring of all levels of tiered instructional interventions (All Tiers) • Work with RTI Student Intervention Teams on developing action plans and determining measures of implementation fidelity and progress monitoring (Tier II and III) • Assist teams and teachers in planning for and implementing interventions and progress monitoring (Tier II and III)
RTI School Leadership Teams	<ul style="list-style-type: none"> • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers) • Coordinate and/or provide embedded professional development on progress monitoring procedures (All Tiers) • Assist teams and teachers in planning for and implementing progress monitoring (Tier II and III) • Review progress monitoring data to ensure the effectiveness of tiered instructional and behavioral interventions (Tier II and III)
Grade Level/ Department/ Subject Area Teams	<ul style="list-style-type: none"> • Participate in professional development for action planning, implementing, and progress monitoring (All Tiers) • Ensure the appropriate application of instructional and behavioral strategies that ensure student progress across all tiers (All Tiers) • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers)
Student Intervention Teams	<ul style="list-style-type: none"> • Develop specific plans for groups and individual students identified as struggling academically and/or socially (All Tiers) • Monitor the fidelity of the implementation of the plans and the effectiveness of the interventions and progress monitoring for each group or individual student identified as struggling academically and/or socially (Tier II and III) • Participate in the communication system to inform parents of student progress and opportunities for parental involvement (All Tiers)

District personnel play significant roles in assuring the collaboration between general and special education staff in adopting and implementing RTI. School personnel take their cues from district leadership in implementing the teamwork necessary to operate all three tiers of the model.

RTI requires changes in the ways resources are used. Educators need to understand the approach and why all students need close monitoring—especially those students who are developing early academic and behavior skills.

Implementation

Leadership

District Leadership Teams should examine policies and resources to determine what gaps exist in the foundation to support a successful RTI process. They should ask such questions as the following:

- Is the core model meeting the needs of 80 percent of the students?
- Does the school operate from an “all students can learn” philosophy?
- Is there is a willingness to allow data to guide decision making?
- Is there true collaboration among all entities, such as general education, district office administration, special education, interventionists, and other affected personnel?
- Is there an adequate system, including technology, to support data collection and analysis that provides timely feedback to teachers?
- Are supplemental programs and the capacity to match those programs to the needs identified in the universal screening and progress monitoring practices available?
- Can support be provided with respect to research-based interventions and progress monitoring methods?
- Can flexible staffing be achieved to accommodate the delivery of Tier II and Tier III interventions?
- Can resources be committed and obtained for screening, assessment, and interventions?

The Role of the School Principal

The success of RTI is determined at the school level, and the principal plays a major role in this success. In order for an RTI process to work effectively, the principal must be the instructional leader. The principal oversees the following components:

- coordinating universal screening activities three times per year, including the development of an administration schedule, securing classroom coverage for teachers and communicating with parents;
- scheduling for instruction, intervention, and teaming;

- coordinating and/or providing embedded professional development;
- developing a system for the continuous monitoring of all levels of tiered instruction to ensure program fidelity;
- understanding the data analysis component of RTI and ensuring sound decision-making for all students; and
- establishing a communication system to inform parents of student progress and opportunities for parental involvement.

Teaming

RTI School Leadership Team

The School Leadership Team provides the leadership and oversight required to implement the RTI model. It may include a school administrator, general and special education teachers, English to Speakers of Other Languages (ESOL) teachers, the speech-language pathologist, the school psychologist, school social worker, curriculum specialist, project coordinator and district level staff as needed. Preliminary team activities include (1) developing a school schedule that facilitates common planning and intervention times for Tiers II and III, (2) attending state and regional meetings, (3) communicating information to district and school staff, (4) re-teaching and reinforcing assessment procedures as needed, (5) analyzing school level assessment data, and (6) disseminating information to staff, parents, and local and state stakeholders. The primary function of this team structure is to oversee implementation fidelity. Quality classroom reading and math instruction based on scientific research-based instruction is the keystone of the tiered intervention model. The School Leadership Team must understand and monitor not only *what* instruction and interventions are provided, but also *how* instruction and intervention are provided. The School Leadership Team meets, at least, monthly to discuss the school's implementation of RTI. Topics for discussion include principal's observations obtained during walk-throughs, classroom-level student achievement data, core reading and math program issues, professional development needs, resource needs, teacher-generated questions and concerns, and other issues specific to the school. There is a direct relationship between the level of understanding and involvement of the School Leadership Team and the effectiveness of the RTI process.

Grade Level/Department or Subject Area Teams

Grade-level, department, or subject-area teams consist of general education teachers and interventionists. The principal and other school personnel may also participate. They focus on student progress by (1) identifying students who are not performing satisfactorily, (2) grouping students according to specific skill needs and setting intervention goals, and (3) monitoring student progress. This collaborative effort provides support, expertise, and a common language for making instructional decisions about students not meeting grade level expectations.

Grade-level, department, or subject-area teams meet every one to two weeks. The meetings can occur before school or after school and/or during common teacher planning times. Resourceful scheduling that maximizes teacher time is essential and varies from school to school.

School Intervention Team

In the RTI process, the School Intervention Team may include the principal, school counselor, student's teachers, interventionists (such as reading specialist, math specialist, special education teacher, behavior specialist), parents, school nurse, speech-language therapist, school psychologist, ESOL educator, school social worker, and others. This team's primary function is to analyze academic and/or

behavior data for individual students to make important instructional adjustments and to determine research-based interventions targeted to specific student needs.

Supervision and Monitoring

The implementation of RTI suffers when staff members do not supervise and monitor implementation to insure fidelity to the adopted model. Administrators, such as principals and their superiors must adequately monitor instruction, assessment, and curricular strategies. RTI requires collaboration and interaction among programs that have tended to operate in isolation from one another. Typically, time constraints and schedules partially prevented this collaboration. Administrators may need to adjust schedules to ensure that all involved in RTI have adequate opportunities to analyze assessments and other data, identify students who struggle academically or socially, design and implement plans, and coordinate services. Time, however, is one of many scarce resources that administrators must leverage for the successful implementation of RTI.

Role-Based Resources

District-Level Administrators

Assistant Superintendents/Directors of Curriculum and Instruction

Association for Supervision and Curriculum Development, <http://www.ASCD.org>

National Center on Response to Intervention, www.rti4success.org

National Staff Development Council, <http://www.nsd.org>

International Reading Association, <http://www.reading.org>

Directors of Assessment

National Council on Measurement in Education, <http://www.ncme.org/>

Directors for English Language Learners

National Council for Culturally Responsive Educational Systems,

<http://nccrest.org/publications/briefs.html>

Directors of Special Education

Division for Learning Disabilities of the Council for Exceptional Children, <http://www.teachingld.org>

Learning Disabilities Association of America, <http://www.LDAmerica.org>

National Association of State Directors of Special Education, <http://www.nasdse.org>

National Center on Response to Intervention, www.rti4success.org

National Joint Committee on Learning Disabilities, <http://ldonline.oprg/njclld>

National Research Center on Learning Disabilities, <http://www.nrclld.org>

Regional Resource and Federal Centers (RRFC) for Special Education

Network, <http://www.rfcnetwork.org/>

Speech and Language Pathologists

American Speech-Language-Hearing Association, <http://www.asha.org>

School Psychologists

National Association of School Psychologists, <http://www.nasponline.org>

Social Worker

National Association of Social Workers, <http://www.socialworkers.org>
School Social Work Association of America, <http://www.sswaa.org>

School-Level Leadership

Principals/Assistant Principals

National Association of School Psychologists Resources for Principals,
http://www.nasponline.org/resources/principals/nasp_rti.pdf
National Center on Response to Intervention, www.rti4success.org
Regional Resource and Federal Centers (RRFC) for Special Education
Network, <http://www.rfcnetwork.org/>

School Counselors

American School Counselor Association, <http://www.schoolcounselor.org/>

Instructional Coaches/ Subject Area Specialists/Literacy Coaches

National Council of Teachers of English <http://www.ncte.org>

Teams

- RTI School Leadership Team
- RTI Grade-Level Team
- RTI Student Intervention Team

National Center on Response to Intervention: To meet these challenges, the American Institutes for Research and researchers from Vanderbilt University and the University of Kansas, through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP), have established the National Center on Response to Intervention. The Center's mission is to provide technical assistance to states and districts and builds the capacity of states to assist districts in implementing proven models for RTI/EIS. <http://www.rti4success.org>

The What Works Clearinghouse was established in 2002 by the Institute of Education Sciences at the US Department of Education to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence about "what works" in education. The What Works Clearinghouse offers a range of publications that evaluate beginning reading interventions for students in grades K-3. These interventions and strategies are intended to increase skills in alphabets, reading fluency, comprehension, and general reading achievement. <http://ies.ed.gov/ncee/wwc/>

Position Papers on Response to Intervention for Educational Leadership

International Reading Association, *Response to Intervention: Guiding Principles for Educators*,
www.reading.org

References

Bossard, Dr. Michael. 2006. Director of Special Education, Lincoln Public Schools

Cantley, Ron. Project Coordinator, Stanaford Elementary School, Raleigh County Schools

W. David Tilley, and Batsche ,George M. 2006. Problem Solving and RtI-Advanced Training Workshop, December

The American Speech-Language- Hearing Association, et al. New roles in response to intervention: Creating Success for schools and children. 2006.

http://www.reading.org/downloads/resources/rti_role_definitions.pdf

Yell, M. L. 2006. *The law and special education, 2nd edition*. Upper Saddle River, NJ: Merrill Prentice Hall.

Additional Resources for Selecting Evidence-Based Interventions

Several web-based libraries have been created to assist school personnel in selecting evidence-based interventions. The following websites are among those most popular.

International Campbell Collaboration. The International Campbell Collaboration maintains an online registry of reviews of evidence-based social, behavioral, and educational interventions.

www.campbellcollaboration.org

Promising Practices Network.

The Promising Practices Network website provides descriptions of research-supported programs for improving child, youth, and family outcomes. www.promisingpractices.net