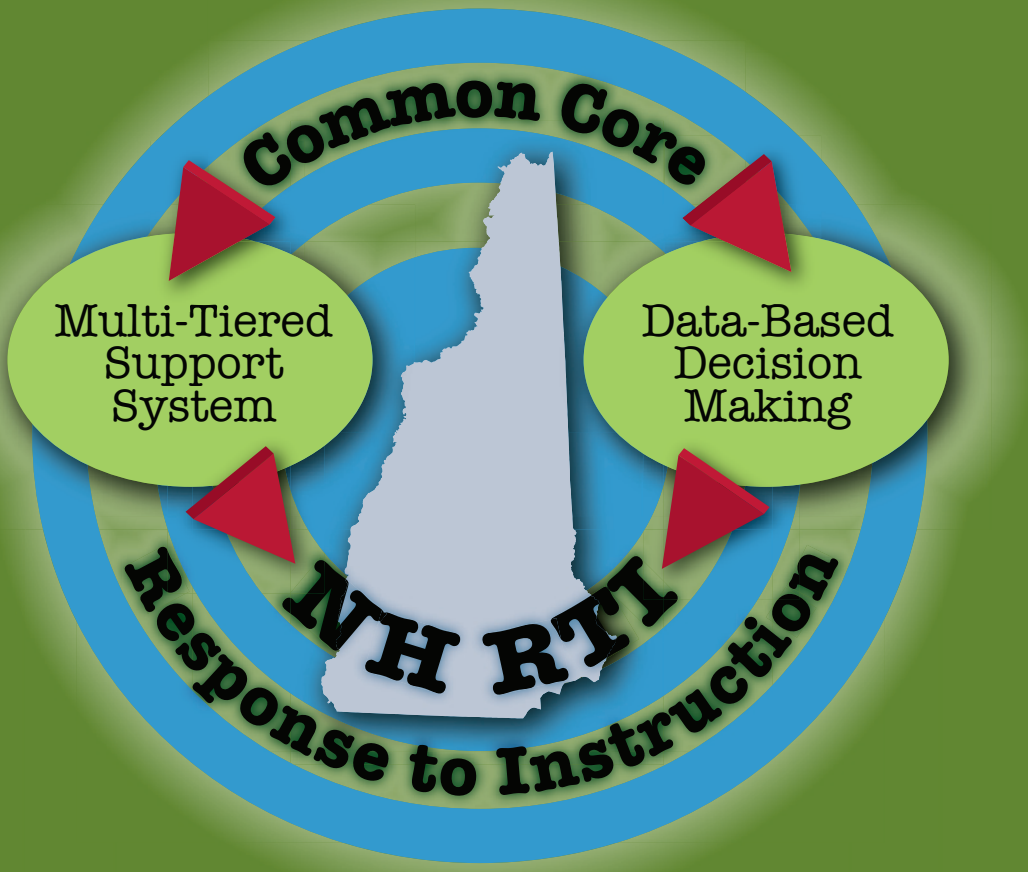
The NH Response to Instruction Framework:



A Multi-Tiered System of Support for Instruction and Behavior that Supports Implementation of the Common Core State Standards

Developed by the
New Hampshire Department of Education
in Collaboration with the
Professional Learning Community

New Hampshire Department of Education
Serving New Hampshire's Education Community

June 2012

We need to put in page numbers (when it is more final)... but I'm not sure you need so much detail for the TOC. Maybe just the major headings from each section.

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Section 1

Introduction

Schools across New Hampshire and the rest of the nation are searching for research-based approaches that can lead to improvements in school climate, academic achievement and the behavioral success of students. In response to that need, many states including NH have adopted the Common Core State Standards (CCSS) in order to improve the likelihood that *all* students in *all* NH schools receive a high quality education that leaves them college and career-ready upon graduation.

As a way to implement those standards, many NH schools have invested in the process of developing, implementing, or sustaining a research-based, multi-tiered academic and/or behavioral framework commonly referred to as Response to Instruction (RTI). There is a growing body of evidence that suggests schools in New Hampshire and across the country are implementing an RTI framework with fidelity and that faithful implementation can improve the academic achievement and behavioral success of students.

The intent of this blueprint document is to assist NH schools and districts in implementing multi-tiered RTI frameworks of academic and behavior support which are aligned with the Common Core State Standards. The aim is to accomplish this by providing a common language and the essential features of the NH RTI framework, as well as resources and practical examples. This blueprint for RTI implementation recognizes and acknowledges the unique and individual attributes of NH school districts, allowing for personalization based on local school and community needs and context. It is important to note the RTI process cannot delay the initial evaluation for special education services of a child suspected of having a disability.

According to the NCRTI (2012), the essential components of RTI include a multilevel instructional and behavioral system for preventing school failure, screening, progress monitoring, and data-based decision making for instruction, movement with levels (tiers), and disability identification depending on state law (*see Figure 1 on the next page*). These components, implemented through a comprehensive approach to continuous improvement, provide a systematic way for educators to meet the needs of every student so they can graduate college- and career-ready.

To provide students with appropriate instruction and support, educators can benefit from an understanding of the distinction among individualized, personalized and differentiated instruction.

To help the reader have a clearer understanding of some key terms, these definitions have been provided:

Individualization refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at difference speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.

NH Definition of RTI

New Hampshire Response to Instruction (RTI) is a data-based decision making process. It is inclusive of a multi-tiered system that supports effective core instruction, promoting academic and behavioral growth and achievement for each learner based on universal screening and progress monitoring. RTI is a systematic integration of all a school's resources, including general education, special education, gifted education, Title I, and English Language Learning programs. Instruction, interventions, and supports are implemented with fidelity and are personalized and aligned with each student's academic, social-emotional, and behavioral needs based on current valid and reliable data.

Clarification of RTI

RTI and the multi-tiered system of support are related but not interchangeable. RTI is the foundational frame for the multi-tiered system of support. The multi-tiered system of support (MTSS) describes the types of tiered instruction and interventions provided to student in Tiers I, II and III within the RTI framework.

RTI is not a service; it is an overarching organizational framework for how the school serves all students. Therefore, there are no specific students that are categorized as "RTI students" or teachers that are referred to as "RTI teachers."

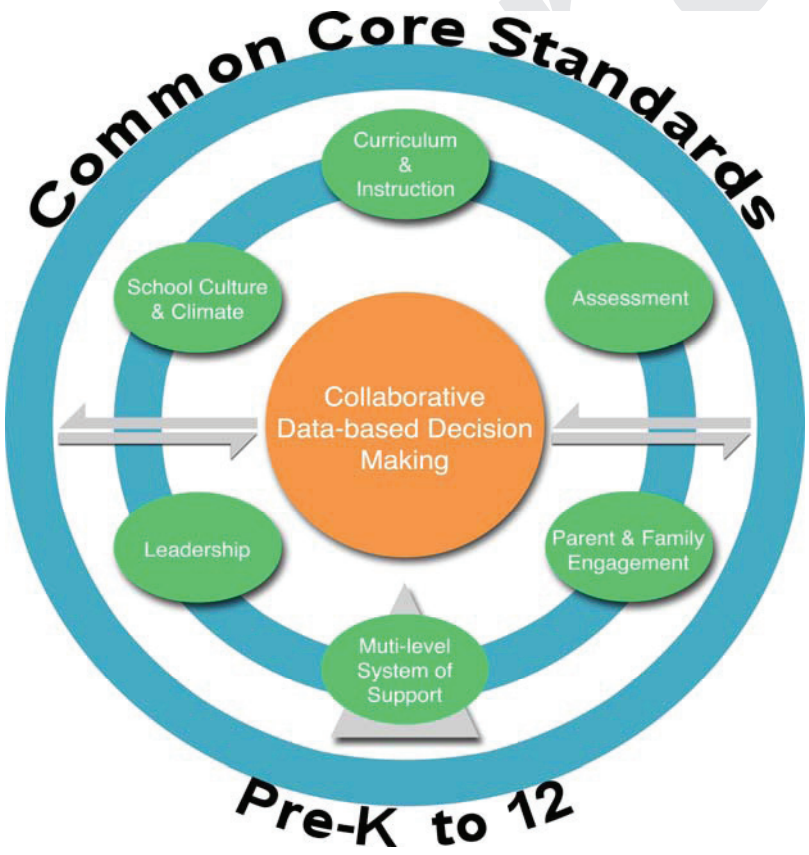
Differentiation refers to instruction that is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them.

Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to learning preferences, and tailored to the specific interests of difference learners. In an environment that is fully personalized such as an extended learning opportunity, the learning objectives and content, as well as the method and pace, may all vary (so personalization encompasses differentiation and individualization).

(*From* http://www.ed.gov/technology/draft-netp-2010/individualized-personalized-differentiated-instruction)

The NH RTI framework focuses primarily on implementing effective core instruction with fidelity. These seven components provide a blueprint from which schools build the necessary infrastructure and provide professional development to meet student needs.

Figure 1: The NH Response to Instruction Framework



These seven components (curriculum and instruction, assessments, collaborative data-based decision making, a multi-tiered system of support (MTSS), parent and family engagement, leadership, and school culture and climate will be described in further detail in later sections of this document.

Taken comprehensively, this framework supports a rational, practical, and unified implementation of the many important initiatives being undertaken across New Hampshire schools. It is important to note that this framework incorporates the National Center for Response to Intervention's (NCRTI) Essential RTI components.

Alignment of the Common Core State Standards and Response to Instruction

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn, so teachers and parents have a blueprint to ensure students are college and career-ready upon graduation. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success. With New Hampshire students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. The CCSS provide a framework for what students shall know and be able to do as they progress through the K-12 educational system. The evidence-based standards (a) are aligned with college and work expectations, (b) include rigorous content and application of knowledge through high-order skills, and (c) are built upon the strengths and lessons of current state standards.

The CCSS articulate the content to be taught so that educators can focus on how instruction can best meet the needs of each student. When implemented within a multi-tiered instructional and behavioral system, successful implementation of the CCSS can help to ensure that every child graduates prepared for college, work, and a meaningful life. To assist New Hampshire educators in understanding and implementing the CCSS, the New Hampshire Department of Education (NHDOE) has developed this multi-tiered instructional and behavioral framework to provide further direction and support for using data to drive implementation and meet the academic and behavioral needs of all students.

The Intersection of the Common Core State Standards and Response to Instruction, in simple terms, is a connection between what students must know and be able to do (the CCSS) and how schools can go about helping all students achieve this (RTI). For the CCSS and RTI to work well together, teachers must know both the Common Core and their students' strengths and needs.

The CCSS are a set of rigorous and ambitious standards, with high cognitive demands for all students that will place them on the path towards college and career. These standards require deep learning of concepts and skills and the application of them. Schools must respond, likewise, with rigorous and relevant instruction to ensure that ALL students are able to access their grade level standards and be able to demonstrate proficiency on the assessments. To help schools transition successfully to these standards, a variety of support systems need to be in place, especially when students have gaps in knowledge and skills.

Every student should have access to strong and effective core instruction that is standards-based, data-driven, and responsive to needs. This means that teachers must get to know their students well by using data from multiple assessments. Effective use of data allows teachers to make good decisions about their curriculum and instruction and to target instruction to meet the learning needs of their students.

For example, we know that for students to think critically about what they read, hear or view, they must first be able to apply a variety of other foundational skills such as fluency and comprehension. In mathematics, students in 7th grade can solve multi-step real-life mathematical problems and assess the reasonableness of their answers if they can apply the correct properties of operations.

Breaking down a standard and assessing the prerequisite skills that students must have to master that standard helps teachers identify and target gaps in student learning in order to close them. In the RTI framework, universal screening and progress monitoring provides ongoing and current data that can drive effective change in the instructional program. Additionally, other formative assessments such as benchmarks and classroom assessments provide avenues for the multiple data sets that are necessary to determine student needs at the grade level. These data can be used to determine the level of support that a student or group of students might need in a specified amount of time.

The RTI framework, implemented effectively and consistently, helps make it easier for teachers to know when their students are behind and in what specific areas they are experiencing a gap in learning. With new and rigorous demands of the CCSS, it is imperative that schools identify the most effective, research-based strategies and techniques that will help keep students successful at their grade levels so that they do not fall behind. For those students already experiencing gaps in their learning, schools can make a concerted effort to collectively understand the RTI framework and implement it with high levels of fidelity to close gaps and help students experience success on the CCSS.

Alignment of NH DOE Initiatives to RTI Framework is located in the appendix. The seven major components of the NH RTI Framework directly align with six major NHDOE initiatives ongoing throughout 2012-13. They are: Curriculum and Instruction; Educator Effectiveness; Assessment and Accountability; Continuous School Improvement; College and Career Readiness; Family Engagement.

Drop in link to document in appendix

Section 2

Putting the Seven Components of the New Hampshire Response to Instruction Framework into Practice

COMPONENT 1:
Curriculum and Instruction

Rigorous curriculum and high quality instruction are both fundamental to implementation of the CCSS and an effective multi-tiered system of support. Without these, interventions for small groups or individual students are unlikely to bring about the improvement that will close the gaps in academics or behavior so that students can achieve grade level standards. Before considering additional tiered instruction and other supports, multiple data must be collected and analyzed to reflect that students are indeed receiving the most appropriate instruction in their core classrooms. Schools must consider the types of curricular adjustments that can be made to Tier I to ensure that elements of high quality instruction are in place and that every student has access to the grade level standards. Research on high quality instruction reveals some common elements. High quality instruction:

- Focuses on rigorous, relevant and real content;
- Activates students' prior understandings;
- Provides multiple opportunities for metacognition;
- Differentiates instruction within the core curriculum;
- Ensures effective feedback based on formal and formative assessment;
- Cultivates in depth inquiry leading to higher cognitive demands;
- Incorporates active and exploratory strategies;
- Provides explicit and systematic practice;
- Monitors student progress regularly;
- Integrates 21st century skills explicitly throughout all academic areas; and
- Establishes a classroom culture that values student participation, questions, contributions, and ideas.

Teachers offer high quality instruction of the Common Core State Standards in Tier 1 (primary) and provide targeted intervention within the classroom setting for students who have displayed a need. If the targeted intervention in the classroom is not sufficient students may need (Tier 2/secondary) and/or intensive (Tier 3/tertiary) interventions.

Referrals to special education would be considered when formal data demonstrates that a student is not responding or making progress to high quality instruction and scientific, research-based interventions. However, RTI is not mandated as a process to be considered for referring students for special education services.

A multi-tiered system of support (MTSS), a component of the NHRTI framework, addresses academics and behavior and helps to close the gap for ALL students so they can meet the rigorous demands of the CCSS. The MTSS allows educators to tailor the delivery of instruction to match student needs based on a variety of formal and informal data that includes screening and progress monitoring.

As schools and districts transition to the CCSS, they must be able to identify the gaps in knowledge and skills and provide interventions and supports to help students close those gaps and achieve academic success. A strong focus on Tier I core instruction relies on the alignment of curriculum and assessment to research-driven and evidence-based instructional practices.

Definition of Evidence-Based:

Evidence-based intervention, in this document, is an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. That is, within the context of a group or single-subject experiment or a quasi-experimental study, the intervention is shown to improve the results for students who receive intervention.

Definition of Researched-Based:

Research-based curricula, on the other hand, may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act. (NCRTI)

Determining Effective Strategy, Instruction and Intervention Programs

Intervention Strategies

A strategy is a technique, practice or method used for accomplishing a task. Strategies are utilized within instructional settings throughout the school day. Teachers use instructional strategies to guide and improve student learning and accomplish short- and long- term goals. Interventions can be strategies and/or activities that are implemented to help students progress toward academic or behavioral goals. Interventions vary depending on the intensity and need. Individual interventions should be developed based on the unique needs of students. Furthermore, interventions that have been researched to have the greatest chance of addressing the area of need should be selected. This will ensure that there is a high probability of success once the intervention is implemented.

Intervention Programs

Intervention programs (standard protocols) are intensive, short-term interventions that follow a specified script and have research to support its effectiveness. They are typically conducted with a small group of targeted students using materials that supplement the general education curriculum. These interventions are research or evidence-based and produce reliable and valid data that suggests that when the intervention is used with a particular group of students with fidelity, adequate gains can be expected. To be considered a research or evidence-based intervention in the RTI Model, the instructional program must have a clear record of success. Furthermore, progress monitoring is conducted at designated times (e.g. weekly or bi-weekly) to determine the effectiveness of the intervention as well as any changes in the grouping of students.

Effective interventions are:

- supported by school staff, including administrators;
- based in theory and are developmentally appropriate;
- designed to impact the factors that are thought to lead to the problem;
- integrated with other interventions;
- supported with sufficient time and effort to address the problem;
- implemented by people who have had sufficient training;
- implemented with fidelity; and
- monitored to ensure that individual student outcome improves.

COMPONENT 2: Assessment

A major feature of the RTI framework is its use of data to drive the decision-making process at the student, classroom, and school levels. The RTI framework uses a multi-tiered system of assessment that increases in frequency and intensity as greater needs are revealed. Valid and reliable assessments indicate which students are falling behind in critical skills or which students need their learning accelerated. By regularly assessing students' progress in learning and behavior, teachers can identify which students need more help, which are likely to make good progress without extra help, and which students need their learning accelerated.

An effective assessment plan has four main objectives:

1. To identify students at the beginning of the year who are at-risk or who are experiencing difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year, as well as students who have reached benchmarks and who need to be challenged.
2. To monitor students' progress during the year to determine whether at-risk students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged.
3. To inform instructional planning in order to meet the most critical needs of individual students.
4. To evaluate whether the instruction or intervention provided is powerful enough to help all students achieve grade-level standards by the end of each year.

The objectives outlined above can be achieved through four types of assessment during the school year:

Screening Assessments

It is critical that valid and reliable screening tools are administered to all students three times a year. These tools help to identify students who do not meet or who exceed grade level expectations. Results establish a baseline for planning instruction and flexible grouping.

Screening assessments are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Administered to all students as an initial baseline, these assessments help to identify students who do not meet or who exceed grade level expectations.

Results can be used as a starting point for instruction or to indicate a need for further evaluation.

To support RTI's fluid approach, reliable and ongoing information must be available to:

- Identify academic and behavioral needs of individual students;
- Inform the problem-solving process;
- Design and modify instruction to meet student needs; and
- Evaluate the effectiveness of instruction at different levels of the system (e.g., classroom, school, district).

Progress Monitoring Assessments

Progress monitoring assessments are also brief, but are given periodically to determine whether students are making adequate progress. Progress monitoring is a systematic method for tracking and comparing an individual's or group's learning progression through data collection. Movement of students within and through the tiers is determined by analyzing the data collected. Like screening, progress monitoring assessments are also brief. Progress monitoring data which should be collected at least monthly is evaluated for the following purposes: determine rate of a student's progress; provide information on the effectiveness instruction; modify the intervention as necessary; identify the need for additional information; and analyze and interpret gaps between the benchmarks and achievement. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:

- Determine rate of a student's progress;
- Provide information on the effectiveness of instruction and to modify the intervention if necessary;
- Identify the need for additional information; and
- Analyze and interpret gaps between benchmarks and achievement.

Diagnostic Assessments

While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and interventions. Diagnostic assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child's academic or behavioral needs that can be used to help plan more powerful instruction or interventions.

If schools are implementing screening, progress monitoring, and outcome assessments in a reliable and valid way, the need for additional testing, using formal diagnostic instruments, should be reduced. Because they are time-consuming and expensive, complete diagnostic tests should be administered far less frequently than the other assessments. However, specific subtests from diagnostic instruments might be used to provide information in areas not assessed by screening, progress monitoring, or outcome assessments. School leaders should continually ask if the value of the information to teachers from formal diagnostic tests in planning instruction merits the time spent administering such tests.

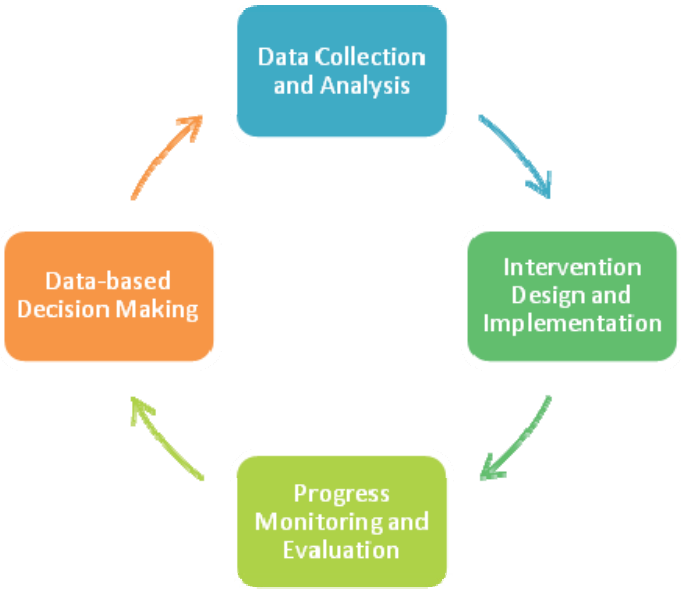
Outcome Assessments

Given at the end of the school year, outcome assessments are frequently group administered tests of the important outcomes (e.g., NECAP-, NWEA-, new state assessment of CCSS). Outcome assessments are often used for school, district, and/or state reporting purposes. These tests are important because they give school leaders and teachers feedback about the overall effectiveness of their instructional program. As part of an effective assessment plan, outcome assessments should be administered annually.

COMPONENT 3: Collaborative Data-Based Decision-Making

Teamwork and collaboration, driven by the use of multiple data, are a vital part of creating curricular improvements, designing interventions, and deciding which students will benefit from additional tiered instruction. According to Marsh, Pane and Hamilton (2007) in findings from a RAND study, "equal attention needs to be paid to analyzing data and taking action based on data." According to the article, "to build capacity to do this, districts and schools should focus training and professional development

Figure 2. Data-Based Decision Making Process



The data-based decision making process is an integral part of a schools problem-solving process. The process is cyclical in nature with one phase informing the next. However, key to this process are the use of multiple types of data (not just high stakes tests), a strong capacity to analyze data and understand the implications, and knowledge of how to use the information to improve teaching and learning.

on analyzing data and identifying and enacting solutions. One recommendation is to allocate adequate time for educators to study and think about the data available to them, to interpret data collaboratively, and to develop next steps and actions together. Other recommendations include "partnering with organizations that can share expertise on data, assigning individuals to filter data and help translate them into usable knowledge, and planning for appropriate and user-friendly technology and data systems that allow educators easy access to data and appropriate options for analyzing, summarizing, organizing, and displaying results."

To use data effectively, teams of teachers, specialists and administrators meet regularly to analyze various types of data including screening, progress monitoring, benchmark, and other assessment data. These data are used to make instructional decisions at the district, school, classroom, and individual student levels. The following Data Based Decision-making Process is helpful to guide the teams and ensure that all phases get adequate time and attention.

To help schools make effective **data-based decisions** (*see Figure 2*) RTI teams use a systematic **problem-solving process** (*see figure 3*). A professional team works collaboratively to collect and analyze multiple data sets, at all levels, to assist teachers in planning and implementing differentiated instructional strategies. The purpose of the problem-solving process in RTI is to utilize the data-based decision making process to develop instructional and intervention strategies with a high probability of success. It provides a structure for addressing the academic and/or behavioral concerns identified. The system must integrate the use of data from multiple assessments, both to guide the development of effective interventions and to provide frequent monitoring of progress. A problem-solving process requires full collaboration among a team of professionals along with parents to identify a specific, measurable outcome and to design research-based interventions to address the concerns. The process includes ensuring interventions are implemented with fidelity according to their research base and student progress is monitored to determine the student's response.

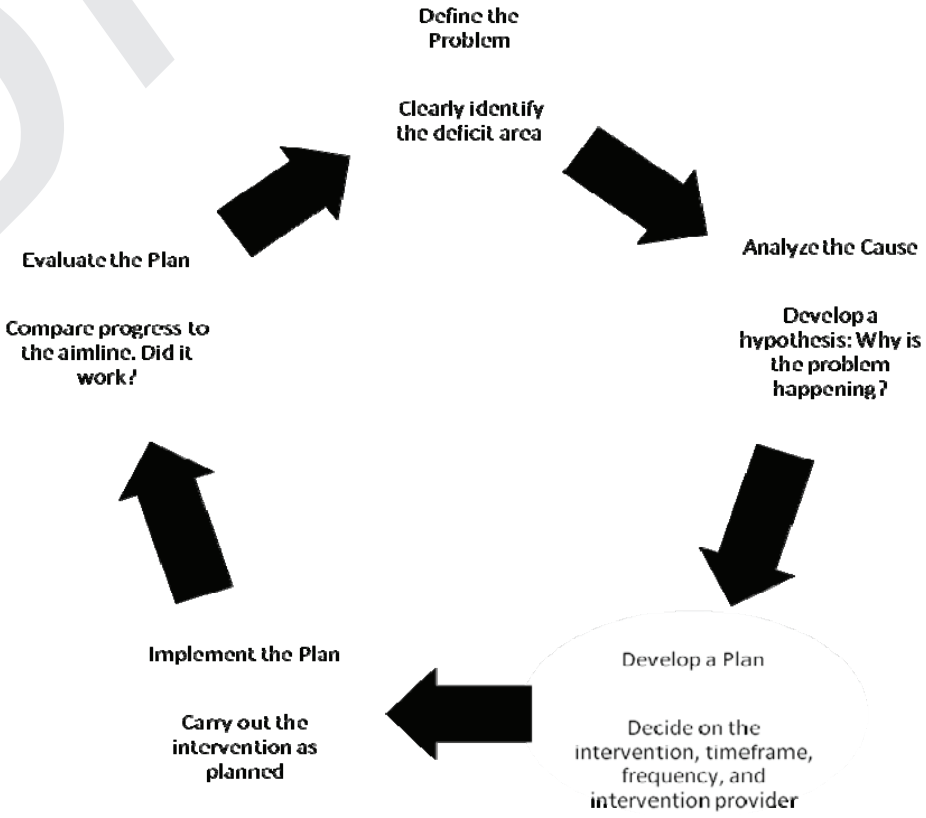
The key components of a problem-solving process will be discussed in this section. They include the process, the team, progress monitoring, Curriculum-Based Measurement (CBM), gap analysis, strategies, interventions, and data-driven discussion. The problem-solving process is used for all tiers of instruction.

The data-based decision-making process can strengthen the RTI problem-solving process. They are complementary in nature, in that, data-based decisions are most essential in problem-solving effectively.

Implementing Problem-Solving within the RTI Framework

The purpose of the problem-solving process in RTI is to implement a decision-making framework that will

Figure 3. The Problem-Solving Process



lead to the development of instructional and intervention strategies with a high probability of success. It provides a structure for addressing the academic and/or behavioral concerns identified. The system must integrate the use of data from multiple assessments, to determine if the core instruction is effective and guide the development of appropriate interventions and to provide frequent monitoring of progress. A problem-solving process requires full collaboration among a team of educators to identify a specific, measurable outcome of expected academic or behavioral achievement and to implement research-based interventions. The process includes ensuring interventions are implemented with fidelity according to their research base and student progress is monitored to determine the student's response. Maintaining an open line of communication with the family is vital to ensure all information that might impact success is considered. Family understanding of the process is critical to the success of the student.

The key components of a problem-solving process will be discussed in this section. They include the process, the team, progress monitoring, academic and behavioral assessments including Curriculum-Based Measurements, gap analysis, strategies, interventions, and data-driven discussion. The problem-solving process is used for all tiers of instruction.

Problem-Solving Team

A problem-solving team is responsible for assessing the impact of the core instruction (Common Core State Standards) on student learning and the interventions to meet student needs. Diverse representation and collegiality are essential elements of successful problem-solving teams. Teams must be composed of a variety of educational staff, including teachers, specialists, and administrators. They must have dedicated time in the schedule to meet on a regular basis. Team membership should include individuals who have a diverse set of skills and expertise that can address a variety of behavioral and academic needs. Team members should have training in the Problem Solving Process and clear expectations should be established related to participation on the team. Problem-solving teams should identify a facilitator who guides the process and ensures a collaborative atmosphere. A recorder and timekeeper also are important roles on a problem-solving team. The problem-solving team supports the implementation process.

Problem-Solving Process

A problem-solving process includes a structured format when analyzing possible reasons for students' academic or behavioral needs and possibly planning interventions. A structured problem-solving approach is used when defining the problem or issue, reviewing the data (multiple measures), and prioritizing a student's needs. A structured approach including the adoption of team norms, roles and use of a data-driven dialogue protocol, helps the team make efficient use of time and increases the probability that it will select the right intervention(s) matched to student(s) need. Steps in the problems solving process are: define the problem, analyze the problem, develop a plan, and evaluate the response to the plan.

Key Features of the Problem-Solving Process

The following outlines the key features of the five phases of the problem-solving process.

Define the Problem

The problem should be stated in objective, measurable terms, using direct measures of academics and/or behavior. The definition of the problem must focus on teachable skills that can be measured and can be changed through the process of instruction.

Problems can be defined as the difference between what is observed or measured and an expectation for a student. Expectations can be developed based on Common Core State Standards, local norms, normative standards, criterion-based measures, peer performance, instructional standards, developmental standards, district or state assessments and/or teacher expectations. For example, a second grade student may be reading 21 words per minute (wpm), while the classroom norm may be 32 wpm.

Another example might be around student behavior such as the expectation of student engagement in the core instruction. The expectation may be to reduce the number of disruptions made by students in the core instruction. Thus, defining a problem involves articulating an accepted expectation. It is is important to understand whether the identified problem exists for only one student, a small group of students, or a large percent of students in a class. This knowledge will lead to different types of responses. When a large percent of students demonstrate a common need, adjustments in the core curriculum and instruction may be necessary and problem-solving is then conducted on a large scale. On the other hand, if a problem is present for only one or a very few students, individual problem solving can take place. The classroom teacher, typically, collects classroom data about the students' performance using multiple measures. This information is brought to the problem- solving team where it is reviewed with other school wide assessments or various types of relevant data.

Analyze the Problem

The goal of problem analysis is to answer the question. "Why is this problem occurring?" During this step, the relevant information about the problem is gathered and

considered, potential hypotheses about the probable causes of the problem are described, and information are gathered to either confirm or disprove the hypotheses. This requires the use of a data-driven dialogue protocol (*see Figure 4*).

For discussions to be productive, teachers and instructional support staff need to understand the purpose and have a common goal. Participants must balance promoting their ideas with equal attention to understanding the ideas of others. Norms and roles should be developed that allow members to work collaboratively and productively and with respect for each other. These discussions require that all parties have clarity about the decision-making process that will focus actions, and ensure that all participants understand the implications and consequences of decisions. When educators collectively review classroom-based strengths and concerns, collect and analyze data from a variety of sources, and establish plans for change, the RTI framework has the greatest probability of success.

Data are most helpful when they are used for self-assessment for teachers and learners and combined with reflection, problem solving, and discovery. Data-driven discussion is a collective process designed to share common understandings of issues and events using information from a variety of sources. Data-driven discussion requires changes in the working culture of groups and is a collaborative learning cycle. Curriculum decisions, instruction scheduling, and student groupings should all be made through the team's data-driven process.

Gathering information may involve further examination of student work, information provided by the parents, observations in the instructional setting, behavioral assessments, or examination of data from other sources.

When the underlying cause is determined, the team may explore evidence-based interventions that are relevant. Some questions for the team to ask in analyzing the problem include:

- Has the student received quality core instruction in the target skill?
- Does the core curriculum support the development of the target skill?
- Does the school environment support the acquisition and application of the target skill?
- Has valid data been collected accurately?

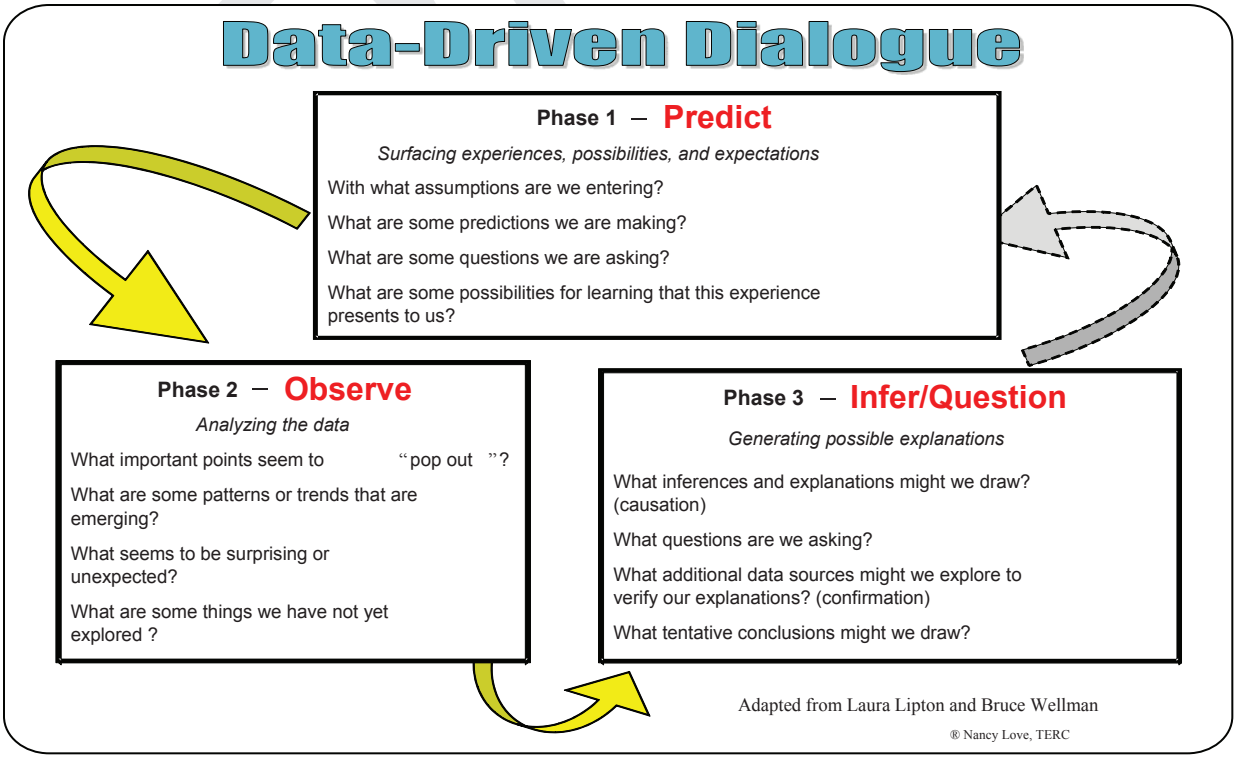
Develop and Implement the Plan

The goal is to develop an instructional/ intervention plan that matches the identified student need and has the most likelihood of success.

A good intervention plan:

- Explicitly states the expectations and the skills to be taught;
- Defines the evidence-based instruction/intervention;

Figure 4. Data-Driven Dialogue



- Focuses on measurable objectives;
- Defines who will be responsible for the instruction/ intervention including when, how and how long;
- Describes a plan for measuring and monitoring the effectiveness of instructional efforts or intervention (including a quantifiable baseline and target goal for the skill to be developed, plus progress monitoring);
- Reflects the resources available.; and
- Is monitored for fidelity of implementation.

For example, for behavioral interventions, time sampling or other direct behavioral measures may be used, while academic interventions may utilize core curriculum standards.

Team decisions should include:

- What are the explicit, measurable expectations or skills to be taught?
- Who will teach the various tasks, when and for how long?
- What resources are available to meet the student's learning needs?
- How will the progress data be managed/graphed (e.g., commercial web-based program such as DIBELS, AIMSweb, STAR, SWIS or a student specific monitor)?
- Who will do the progress monitoring and how often will it be done?
- What logical data review timelines will be established?
- How will the team determine if the interventions or goal is met or needs to be modified?

Evaluate the Response to Intervention

Progress monitoring is a methodology for measuring the effectiveness of an intervention. The goal of progress monitoring is to answer the question, "Is the instruction/ intervention working?" If an intervention is not delivering the desired results, the intervention should be reevaluated using the problem-solving process. Thus, a key feature of the methods used to collect data is that they can be administered frequently and are sensitive to small changes in skill levels. By plotting skill levels on a graph, trends in student performance can be visualized more easily. If an intervention is not producing the desired results, a first step is to evaluate whether the intervention is being implemented as designed. If not, adjustments should be made to ensure fidelity of the intervention. Teams should consider whether the intensity of an intervention needs to be increased by either; 1) reducing the size of the group; 2) increasing the amount of time/frequency that the intervention is delivered or 3) narrowing the focus of the instruction.

In summary, problem-solving is a self-correcting, decision-making model focused on academic and/ or behavioral intervention development and monitoring using frequently collected, measurable data on student performance. The problem-solving process should be rich in data collected and can be repeated as necessary.

Progress Monitoring

(Method for tracking and comparing students' instructional performance)

Progress monitoring is a systematic method for tracking and comparing an individual's or group's performance and progress through data collection. A consistent monitoring plan is essential to determine effectiveness of instructional programs and interventions. Movement of a student within the intervention tiers is determined by the data collected through progress monitoring. Progress monitoring is the way in which a multidisciplinary team can gather the data used to make decisions during the problem-solving process. Progress monitoring varies depending on the level of intensity. For students at the Tier I level, progress monitoring is provided to all students using on-going universal screening and assessments aligned with instruction. Students who are receiving more intensive intervention in Tiers II and III should be provided more strategic and targeted progress monitoring. At this level, progress monitoring should be focused on current levels of performance. The tools utilized should be flexible, efficient, accessible, and informative.

Curriculum-Based Measurement

(Evidence-based assessments for monitoring student progress)

The most effective assessment available for monitoring student progress on a specific skill is Curriculum-Based Measurement (CBM). CBM is an alternative to other procedures that may be too costly, time consuming, disruptive to instruction, or ineffective for identifying progress frequently. CBM is comprised of standard directions, materials, scoring rules, and is a timed assessment. CBM is characterized by several attributes:

1. **Alignment** — students are tested on the curriculum being taught;
2. **Technically adequate** — CBM has established reliability and validity;
3. **Criterion-referenced** — CBM is used to determine if students can demonstrate their knowledge by reaching specified performance levels on certain tasks;
4. **Standard procedures** are used to administer CBM;
5. **Performance sampling** — CBM employs direct, low- inference measures through which correct and incorrect student behaviors, on clearly defined tasks, are counted within a set time interval;
6. **Decision rules** are in place to provide those who use the data with information about what it means when students score at different levels of performance or illustrate different rates of progress on the measures over time;
7. **Repeated Measurement** — CBM can be used over time and to identify insufficient progress as well as level of performance;
8. **Efficient** — Training is minimal and measures can be given quickly; and
9. **Summarized efficiently** — a variety of techniques are available that make data accessible to classroom teachers and students.

Gap Analysis

(Process for using CBM data points to determine gap and realistic growth expectations for student learning)

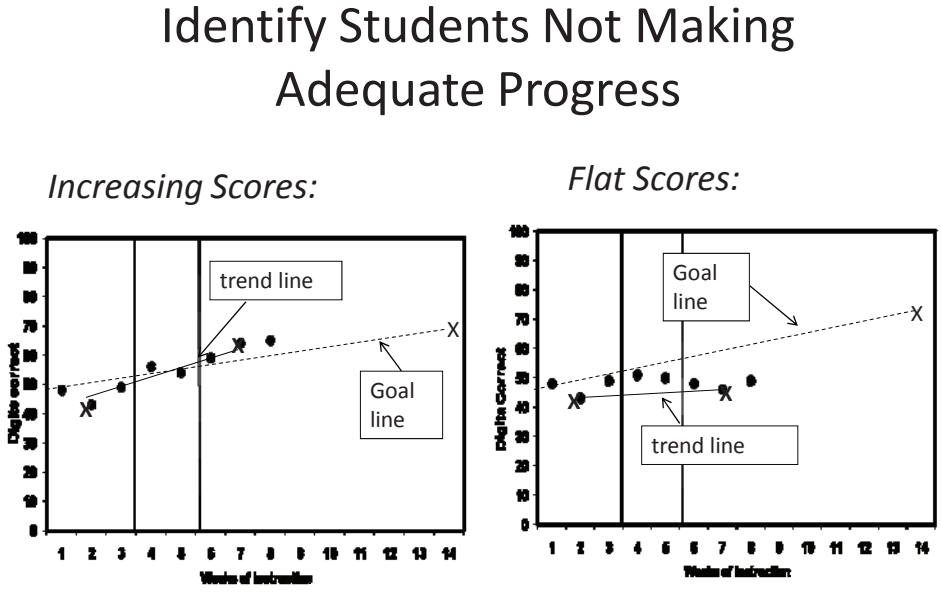
A critical component of determining a student's response to an intervention as well as the appropriate intensity level of an intervention is addressed through conducting a Gap Analysis. A Gap Analysis is determined by dividing the expected benchmark by the current student performance. The following steps are used to determine the gap and how to determine realistic growth expectations.

EXAMPLE:

A student in second grade is reading 20 words per minute (wpm) based on an Oral Reading Fluency probe, given during the winter screening.

1. **Determine the current benchmark** expectation. *(For the above student the benchmark is 68 words per minute for winter.)*
2. **Determine the Gap** by dividing 68 wpm *(the expected benchmark)* by 20 wpm *(the current performance)* 68/20 = 3.4. The Gap the student has to close by the end of the year is 3.4.
3. **Determine if the Gap is significant.** A Gap above 2.0 is often considered significant. The next phase of Gap analysis determines what sufficient progress is necessary to close the Gap. *(For the above student significant intervention is needed to attempt to close the Gap because the gap is more than 2.0.)*
4. **Determine the gain** the student needs to make to close the Gap. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. *(For the above student the calculation is as follows: 90 wpm [benchmark in the spring] - 20 wpm [student's current performance] = 70 wpm [necessary to close the gap]).*
5. **Determine what progress is realistic.** The problem-solving team determines what progress is realistic for the student. 70 wpm *(necessary gain)* divided by 15 *(number of weeks for intervention)* = 4.6 wpm *(weekly gain needed).*

Figure 6. Students not Making Adequate Progress



The problem-solving team determines whether this is a realistic goal for the student. The team may decide to determine the number of weeks needed to close the gap based on a reasonable weekly gain. For example if the student is expected to gain 3 wpm a week then the team could divide 70 wpm (necessary gain) by 3 wpm (weekly gain) to establish the length of intervention as 23 weeks.

Determining Effective Strategy Instruction and Interventions

A strategy is a tool, plan, or method used for accomplishing a task. Strategies can be utilized within instructional settings throughout the school day. Teachers can use instructional strategies to guide and improve student learning. Students and teachers should utilize specific learning strategies to accomplish short- and long-term goals and objectives.

Research-Based Interventions and Research-Based Practice

A research-based intervention is an intervention that produces reliable and valid data that suggests when the intervention is used with fidelity a particular group of students adequate gains can be expected. To be considered a research-based intervention in the RTI Model, the instructional program, instructional practices and strategies must be school-based, prescriptive, and have a clear record of success.

Effective interventions are:

- supported by school staff, including administrators;
- based in theory and are developmentally appropriate;
- designed to impact the factors that are thought to lead to the problem;
- integrated with other interventions;
- supported with sufficient time & energy to address the problem;
- implemented by people who have had sufficient training;
- implemented with fidelity; and
- monitored to ensure that individual student outcome improves.

Instructional Intervention

Interventions can be strategies and/or activities that are implemented to help students progress toward academic or behavioral goals. Interventions vary depending on the intensity and need. Individual interventions should be developed based on the unique needs of students. Furthermore, interventions that have been researched to have the greatest chance of addressing the area of need should be selected. This will ensure that there is a high probability of success once the intervention is implemented.

Standard Protocol Interventions

Standard protocol interventions are intensive, short-term instructional interventions that follow a specified script and have research to support its effectiveness. They are typically conducted with a small group of targeted students using materials that supplement the general education curriculum. Standard Protocol Interventions are research-based, have a high probability of producing change, are used in a standard manner among student groups, and can be orchestrated by a team. Furthermore, progress monitoring occurs at designated times to determine the effectiveness of the intervention as well as any changes in grouping or curriculum.

COMPONENT 4: Multi-Tiered System of Support

The NH multi-tiered system of support is synonymous to the NCRTI's multilevel prevention system: primary, secondary, and tertiary levels. Both systems account for academic and behavioral supports that become more intensive based on the degree of need of a student or group of students. Successful implementation of the CCSS rests on teachers' ability to engage all students at a high level of cognitive demand while ensuring that each student has a commanding understanding of the content and skills that they are being asked to think critically about and apply to new situations. The MTSS provides a plausible way to do both. The following graphic (see *Figure 6*) represents the MTSS in the RTI framework.

Tier I Primary

Primary core curriculum and instruction is grounded in the Common Core State Standards (CCSS) for all students. The foundation of strong instruction enforces high behavioral and academic expectations, differentiation strategies, and targeted instruction for students. Primary Tier (Tier I) instruction includes: a researched-based core curriculum, universal screening for all students to determine each student's current level of performance, and differentiated learning activities to address individual needs (e.g. flexible grouping, learning centers, scaffolding, peer tutoring, enrichment or extension). These decisions are supported by formal and informal assessments.

According to the National Center for Response to Intervention (NCRTI), evidence-based interventions are interventions for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. That is, within the context of a group or single-subject experiment or a quasi-experimental study, the intervention is shown

to improve the results for students who receive the intervention.

Research-based curricula (NCRTI) may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act.

Locally validated practices (NH PLC) include those practices that result in accelerated student progress and are characterized not simply by making gains, but by closing the achievement gap. These local practices are validated through a systematic process of data collection and analysis at the school or district level. Validated practices are not intended to exclude the art of teaching but rather support it.

Instructional Strategies and Interventions

Tier I refers to classroom instruction for all students. According to research this universal level of instruction is expected to meet the needs of at least 80% of the students. At this level all students receive high quality research-based core instruction through differentiation and personalized learning. Core instruction, implemented with fidelity, utilizes a curriculum that is viable, rigorous, relevant and standards-driven. Core instruction offers sufficient depth, breadth, and complexity to meet the demands of the CCSS and the needs of all students. Tier I includes universal supports and personalized learning strategies and/or tasks, in academics and behavior, that increases individual student skills, concept formation and over-all academic progress.

Example 1:

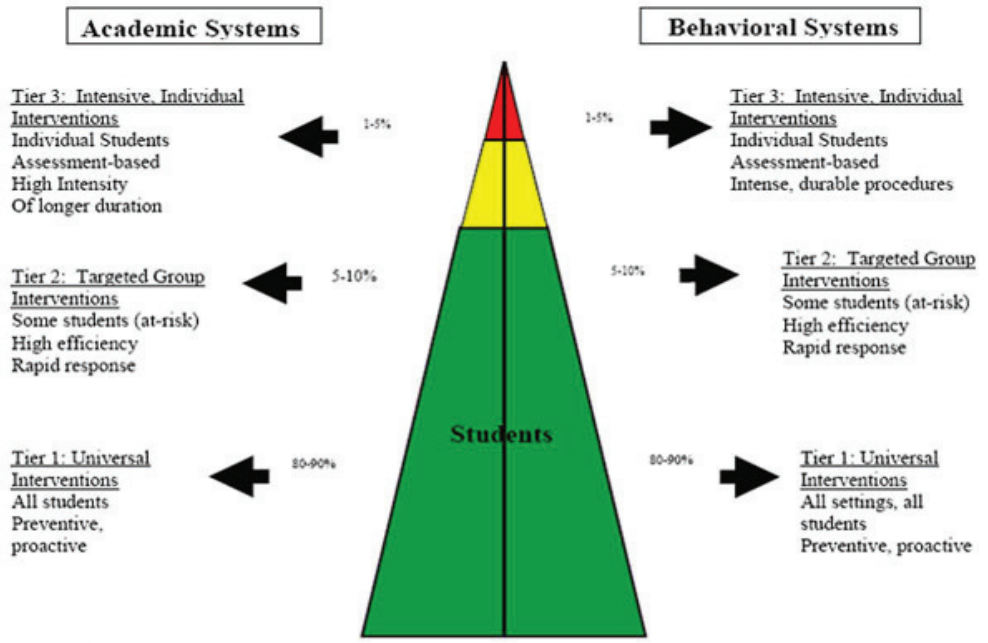
In Tier I, students who need extra help learning how to summarize text could be given extra time for guided practice with a trained professional, capturing the main idea of each paragraph in 10 words or less and then blending those ideas into a summary.

Example 2:

For students needing accommodations the teacher may provide an outline or graphic organizer with key words or starter words or phrases.

All teachers routinely use a variety of evidenced or research-based supports as soon as a student begins to struggle in their classroom. For example, teachers' strategies may include small groups, differentiated instruction for the application of skills and concept formation, re-teaching, enrichment, and/or additional practice. Teachers may change their method of instruction to provide a student with additional help, as well as accommodations. (*See examples above*).

Figure 6. MTSS in the RTI Framework



Adapted from *Response to Intervention: Policy Considerations and Implementation (Batsche, et al 2005).*
Note: Percentages are approximations and may vary by district.

Assessment at Tier I

Assessment is an important component of Tier I and includes classroom, grade, and/or district –wide screening. All schools use a process for routinely reviewing all students' progress through district-level and building-level universal screening tools.

Screening tools, although brief, provide an initial indication as to which students are lagging in the development of critical academic skills or students who have exceeded benchmarks and who need additional challenge. Valid and reliable screening tools help teachers differentiate their instruction based on what students already know and can

do. Teachers, administrators and building teams that review screening data for all students utilize a systematic process of discussing data so that effective adjustments to instruction can be made.

Progress Monitoring is continuously used by teachers, administrators and building teams to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, attention is focused on fidelity of implementation and selection of monitoring and/or screening tools.

Data-Based Decision Making in Tier I:

Teams of teachers, specialists and administrators meet regularly to analyze data from student screenings and progress monitoring. Data is used to make instructional decisions at the system, classroom, and individual student levels. Data team meetings are a vital part of creating curricular improvements, designing interventions, and deciding which students will benefit from additional tiered instruction. RTI teams use a systematic process to analyze data from school-wide universal screening at this level (Tier 1) to assist teachers in planning and implementing instructional strategies differentiated on the basis of students' varying skill levels (Kovaleski & Pederson, 2008). This team process is then used for designing instruction and placing students into secondary (Tier II) and tertiary(Tier III) tiers. (Interactive Guide to RTI in New Hampshire)

Tier II – Secondary

According to research the Tier II generally helps meet the needs of 15% of the student body who are not succeeding at Tier 1 based on formal and informal assessment data. Tier II includes small group, targeted supports for students with more significant academic and/or behavior needs as well as those who have been identified as underachieving or as accelerated. If a student continues to demonstrate insufficient progress and the gap between the student's achievement and expected grade-level goals expands, a more intensive intervention plan can be put in place with the assistance of a problem-solving team that recommends specific interventions based on data analysis. Evidence-based/research-based instructional strategies and interventions at the Tier II are used to target a student's specific academic and/or behavioral needs. Tier II curriculum and instruction:

- is in addition to core instruction;
- is explicit, systematic, and aligned with the Tier I curriculum;
- teaches specific skill or concept to students who are not making adequate gains;
- includes interventions that are differentiated, scaffolded, and targeted based on individual, data determined student's needs; and
- is provided by highly trained educators.

Instructional Strategies and Interventions

Tier II involves small-group instruction that aligns to the core. Multiple school personnel can provide the interventions to the students, including the classroom teacher, intervention specialist, related service providers, or other staff. Tier II instruction is implemented with Fidelity based on the instructional procedures, duration (e.g. 6 - 12 weeks of 30- to 40-minute sessions), and frequency (3 or 4 times per week) of instruction. Tier II instruction has distinguishing characteristics: it is evidence or research-based; is provided by highly trained educators through small-group instruction rather than whole-class instruction; is based on data from progress monitoring and addresses the specific learning or behavioral needs of the students.

Assessment

Tier II assessment is intense and focused. It utilizes evidenced based progress monitoring tools (*see progress monitoring tools chart on NCRTI site drop in link*). It is based on specific skill or concept attainment that is directly tied to grade level standards instruction. Once instruction is in place, the response to the instruction is progress monitored on a regular basis (i.e., every other week, at least). If the academic or behavior need is difficult to identify, a diagnostic assessment (whether formal or informal) may be necessary to further "fine tune" the focus of the intervention. Discussions about student progress in Tier II takes place in the collaborative data-based problem-solving team meetings.

Data-Based Decision Making in Tier II

Research suggests that student progress be monitored every two weeks at Tier II. Student data points are reviewed by the team and analyzed according to grade level targets or benchmarks. Students who do not make sufficient progress from the instruction provided with Tier II may need:

- more time with the current instruction;
- more intensive individualized or small group (no more than 3) instruction (Tier III);
- a review of the fidelity of the implementation of the instruction and/or conduct further diagnostic assessments; and
- a new intervention at the current tier.

Tier 3 –Tertiary

Tier 3 of the RTI framework is the most intensive of the three. It is individualized to target each student's area(s) of need. At the tertiary level, the teacher may begin with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student's needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) with each student and apply more intensive strategies and/or evidence-based programs to address the student's specific learning needs. Progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When teams are discussing intervention at Tier III, they consider a reasonable target for the student. The target is decided by calculating the student's rate of improvement (see problem-solving section on gap analysis). The following are true in an effective tier III.

- Interventions are evidence-based standard protocols and research-based strategies;
- Validated progress monitoring methods are used for individualizing instruction;
- Interventions are more intensive than secondary interventions;
- Procedures are in place to monitor the fidelity of implementation and the preponderance of evidence supports fidelity;
- Interventions are led by well-trained staff;
- Group size is optimal for the age and needs of students (1-3 students); and
- Tertiary level interventions are in addition to core instruction.

Instructional Strategies and Interventions

Tier III intensive supports are intended for students with significant and/or chronic deficits as well as for students with significant underachievement who require the most intensive services available in a school. Moving to a Tier III intervention is determined by the problem-solving team after several individualized interventions have resulted in limited progress, based on the achievement gap between the student's progress and the expected benchmark. The interventions in Tier III are skill specific interventions that can be delivered by a variety of providers. The interventions increase in intensity and often require one- on-one or small group instruction (e.g., 3–5 students). The specific nature of the interventions is based on progress-monitoring data and/or diagnostic assessment information. Interventions are more likely to occur outside the general classroom than at the two previous levels. It may even require that students have a separate curriculum that is focused on accelerating learning. Therefore, Tier III curriculum and instruction (academic and/or behavior) serve many purposes:

- To provide interventions for students who have not responded adequately to one or more rounds of Tier II supplemental, targeted curriculum and instruction. This small percentage of students usually demonstrate more severe deficits and require curriculum and instruction that is more explicit, more intense, and specifically designed to meet individual needs.
- To provide training on student-specific learning needs such as mastering Braille code, auditory training, assistive technology, behavior, etc.

Assessment

The intensity of assessment also increases in Tier III. Because of the urgency at this level, the response to intervention is monitored more frequently. Diagnostic assessments may be given to get a compre-hensive look at the student's strengths and areas of need. However, the major purpose of assessment in Tier III is to provide information on how to meet the student's instructional need and to ascertain whether or not the student is progressing.

Data based Decision making in Tier III

Research suggests that student progress be monitored every week at Tier III. Teams analyze student data points based on grade level targets or benchmarks. Teams decide whether or not sufficient progress is being made based on the gap analysis. Students who do not make sufficient progress from the instruction provided with Tier II may need:

- more time with the current instruction;
- more intensive individualized or small group (no more than 3) instruction;
- a different evidence-based program;
- a review of the fidelity of the implementation of the instruction; and
- conduct further diagnostic assessments.

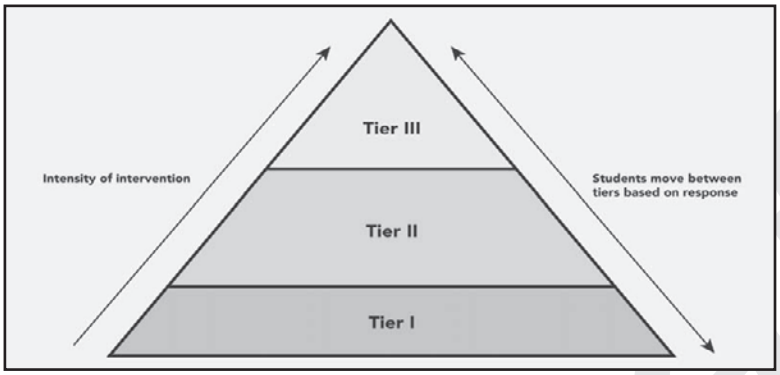
If the student does not make sufficient progress within a reasonable amount of time, teachers may need to make a referral to the special education process.

Flexibility in the MTSS and Movement Between Tiers

The multi-tiered system of support (MTSS) is designed to provide the most appropriate support for students,

based on their need. It is not a system for tracking and placing students in separate classes or programs. Figure 7 below demonstrates the flexibility of the MTSS in which schools increase the intensity of support based on the intensity of a student's need. Simultaneously, schools use data to determine the level of success of students in each intervention to move them in and out of the tiers, always ensuring that all students have full access to high quality tier 1.

Figure 7. Movement Between Tiers



National Center on Student Progress Monitoring. (n.d.). What is progress monitoring? Retrieved June 5, 2012, from http://www.studentprogress.org/

COMPONENT 5: Parent/Family Engagement

Parents and school working together is essential for children's academic success. To develop true collaboration, schools create a positive and welcoming climate where parents and families have access to the educational experience.

Families are involved with school's initiatives, curriculum and programs, especially how it applies to their child. Parents are helpful in designing the school's RTI System and also in communicating it to other parents in the community. Families are very effective on the school/district team that builds and oversees the RTI Framework.

Parents have valuable information to share about their child. Parents are part of the problem-solving team and contribute to intervention planning with the team. Parents or guardians meet with the case manager/designated consultant and/or teacher as appropriate, to provide pertinent information about their child's learning style, difficulty, or area of advancement and to ask questions about their child's progress or lack of progress.

Families interact in different ways with different levels of knowledge about the instructional program. Educators provide various levels of support and opportunities in engaging families.

Teachers and families communicate regularly in mutually agreed upon methods (e-mail, phone, text) . The following are examples of how schools and parents can work together:

- Attend parent/teacher conferences;
- Ask questions and learn from each other;
- Support student learning at home;
- Work together when an issue/concern arises;
  - Share and gain information about initiatives, curriculum, and programs that are in the school;
  - Participate in child specific problem-solving team meetings;
  - Partner in intervention planning and progress monitoring;
  - Participate on school-level, school board or district level committees; and
  - Collaborate with community resources and share them with others in the community

COMPONENT 6: Leadership

Effective leadership is critical for successful implementation of the RTI framework. The NCRTI considers leadership as one of the overarching factors necessary for implementation of an RTI framework. The degree to which district and school leaders are able to move the focus of RTI from philosophical understanding to actual practice is a measure of effective leadership. Collaborative district and school leadership is imperative to the sustainability of the model and guides the implementation of RTI by developing leadership roles and expectations at all levels. Because of the broad impact of the RTI framework and its impact on the educational outcomes of students, systemic changes will need to occur to execute implementation with fidelity. These changes may include: dedicated time for data meetings, problem-solving team meetings, targeted professional development, and must be championed, monitored, and supported by all stakeholders. District administrators should work with principals to support the implementation plan, regularly monitor results and review the action plans developed by individual schools.

Leadership refers to the activities of leaders, and includes:

- creating a clear vision and commitment to the RTI process;
- inspiring, facilitating, & monitoring growth & improvement, along with holding high standards for everyone;

- promoting the essential components of RTI & the systemic changes needed to implement RTI with fidelity;
- committing resources, time, & energy to building capacity & sustaining the momentum needed for change;
- supporting collaborative problem-solving approaches with colleagues, families, learners, & community members to build partnerships; and
- Ensuring that a continuous cycle of improvement is an embedded practice and thereby maintaining the effective implementation of the RTI framework.
- For more information go to: http://rtinetwork.org/professional/rti-talks/transcript/talk/40.

COMPONENT 7: School Culture and Climate

The culture of a school can have a profound influence on teaching and learning. It is shaped by the beliefs, values, and actions of the leader and staff, and it in turn, helps to shape the beliefs, values, and actions of the students that it serves.

Under strong instructional leadership, teachers are encouraged to grow professionally in their understanding of content, their explicit use of instructional strategies, and in their belief that all students can learn. The school climate focuses on learning and growth, and on meeting the needs of all students to create a community of life-long learners. Students communicate with school staff regarding their access to content and their ability to achieve grade level expectations as defined by the common core

The core principles of a multi-tiered RTI Framework support and embrace positive school climate within all school settings. Positive school climate depends on four essential elements:

1. Creating a caring school community;
2. Teaching appropriate behavior and social problem-solving skills;
3. Implementing positive behavior support (PBS); and
4. Providing rigorous academic instruction.

Essentially, a positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. A positive school climate is observed when key elements are solidly in place. These include:

- Defining and consistently teaching expectations of behavior for students, parents and educators;
- Students and adults are acknowledged and recognized consistently for appropriate behaviors;
- Behavioral and instructional errors are monitored, corrected, or re-taught;
- Teachers are engaged in a collaborative team problem-solving process using data to design instruction and behavior intervention plans; and
- Families are included in a culturally-sensitive, solution-focused approach to support student learning.

Understanding the elements of a positive school climate is vital; however, equally important in maintaining a positive school climate is the development of systems to support school personnel in implementing the identified research- based practices to improve student outcomes. Naturally, the identified practices to support student achievement and social competence are dependent on a clear understanding of the information and data available to decision makers. The school staff needs to understand what data to collect, how frequently to use them, and the purpose for collecting data.

NH DOE has taken a leading role in the implementation of the Schoolwide Positive Behavior Initiative currently being put into practice in many of New Hampshire Schools. Schoolwide positive behavior supports (PBS) is an integrated approach that clearly identifies systems, practices and the use of data to improve student outcomes. It is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBS is consistent with RTI.

Research-Based Positive Behavior Practices

Positive school climate culture requires research-based behavioral practices. All students receive behavioral supports drawn from research.

- Students receive high quality, research-based instruction by qualified staff in their general education setting.
- School staff conducts universal screening of academics and behavior.
- Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student specific difficulties.
- School staff implements specific, research-based interventions to address a student's difficulties within multiple tiers of increasing intensity.
- School staff uses progress-monitoring data and decision rules to determine interventions, their effectiveness, and needed modifications, using a problem-solving process that includes use of a "standardized" treatment protocol.

- Systematic assessment of the fidelity or integrity of instruction and interventions are in place.
- Families are informed about student progress and how decisions are made and are involved in critical decisions.

▼ School?

▲ Commissioner Virginia Barry with children at SCHOOL?

◀ Amherst Middle School Leadership Team

▼ Madison Elementary School Leadership Team

Section 3

Infrastructure:
Roles, Structures and Processes that Support Implementation of the RTI Framework

Important Roles and Expectations

Designing and implementing the RTI framework of student support through which all children achieve at high levels requires that educators and parents/guardians understand, and are able to perform, the crucial roles they play in ensuring each student's success. This section outlines the roles and responsibilities for creating and sustaining an effective system of student support. The responsibilities of individuals must be deftly woven together to create a system that supports the learning of all students. When necessary, individuals engage in additional professional learning in order to enhance the knowledge and skills they bring to the system.

Because the contexts in which educators work can vary greatly among school systems and schools, the expectations listed for each role are intended to provide guidance and be an illustrative, rather than be exhaustive list. As important as it is to define individual tasks and responsibilities, it is even more important that everyone involved be committed to each student's success and to applying their individual professional skills and talents in order to build, implement, monitor, and refine support systems that ensure that success.

On the pages that follow are expectations for:

- District administrators;
- Building administrators;
- Teachers;
- Parents/guardians;
- Problem-Solving Teams;
- Problem-Solving Team Members;
- RTI Coordinator;
- Case Manager/Designated Consultant/Coach;
- Progress Monitor;
- Interventionist;
- School Psychologists;
- School Counselors/School Social Workers;
- Specialists

District Administrators

District administrators have a vital role in the Common Core implementation within the RTI framework. Superintendents, Assistant Superintendents, Directors of Curriculum and Instruction, Director of Student Services, Special Education and Special Services, etc., must demonstrate an understanding of an RTI framework as well as monitor building-level implementation. District administrators' most important role when implementing the components of an RTI framework is to help schools recognize that many services that schools provide on a daily basis fit under the umbrella of an RTI framework. District administrators must provide the leadership support necessary to implement the framework with fidelity. Building administrators should be able to rely on district administrators to provide practical models and examples as well as provide the technology and other supports vital to RTI implementation. Furthermore, district level leadership should recognize and articulate the relationship between RTI and student achievement. Roles and expectations are to:

- Align current practices that are functions of RTI;
- Provide practical models of the RTI process;
- Provide technology, professional development, coaching/modeling and other support needed important to ensure the fidelity of implementation;
- Articulate the relationship between an RTI framework and student achievement; and
- Align professional development plans linked to staff development needs including professional learning communities and job embedded professional growth.

Building Administrators

Because systems change requires significant leadership, building administrators must take the lead in ensuring positive change as well as incorporating staff development needs into the building action plans. Even though administrators may designate other school personnel to participate in the problem-solving team meetings, administrators should plan to attend meetings to support the process as well as identify any needs of the team. Building administrators also are responsible for selecting problem-solving team members who will work collaboratively in a problem-solving manner. Administrators should carefully consider the school culture in making assignments to the team and in providing the appropriate professional development to all staff. Furthermore, principals need to support necessary schedule changes to support problem-solving teams and intervention delivery. The principal's active support of the process must be evidenced by vocal support, by resources the principal

makes available to the process and, most importantly, by active participation. Roles and expectations are to:

- Clearly articulate your mission/vision for student success;
- Align resources and personnel to support vision/mission;
- Ensure Multi-Tiered Instruction is aligned with the Common Core;
- Participate in problem-solving team meetings;
- Maintain constant communication with problem-solving team members between meetings; and
- Monitor integrity of data.

Teachers

Teachers play a central role in the implementation of the RTI framework. A significant purpose of the framework is to provide research-based instruction in the general education classroom through an instructional program that allows the majority of students to be proficient and meet Common Core State Standards (CCSS). Teachers are curriculum experts who are expected to plan and implement core instruction. Within the Multi-Tiered System of Support (MTSS), teachers are expected to identify student performance levels and implement effective strategies and interventions (differentiated instruction, specific reading strategies, flexible grouping, etc.) that are intended to improve the student's performance. Furthermore, teachers should utilize progress monitoring tools to identify whether the strategies and interventions are working. An important component of teachers' responsibilities is to collect, utilize and discuss data with their colleagues to improve all students' learning. Roles and expectations are to:

- Identify students through screening, benchmarks and/or progress monitoring data who are not making sufficient progress;
- Communicate with parents regarding student progress, identified concern(s);
- Complete documentation and attend problem-solving team meetings;
- Collect, discuss, and reflect upon data with grade-level or content-level teams to inform instruction;
- Differentiate and personalize instruction within the core programing based on progress monitoring data;
- Collaborate with the designated consultant(s); and
- Support, participate in the implementation of the intervention plan.

Parents and Families

Parents and educators work together is essential for children's academic success. To develop true collaboration, schools create a positive and welcoming climate where parents and families have access to the educational experience. Families learn about the school's initiatives, curriculum and programs, especially how it applies to their child. Parents are helpful in designing the school's RTI system and in communicating the RTI framework to other parents in the community. Parents have valuable information to share about their children. They bring value to the problem-solving team and to developing intervention plans. Roles and expectations are to:

- Attend parent/teacher conferences;
- Ask questions and learn from each other;
- Support student learning at home;
- Work together when an issue/concern arises;
- Share and gain information about initiatives, curriculum, and programs that are in the school;
- Participate in child specific problem-solving team meetings;
- Partner in intervention planning and progress monitoring;
- Participate on school-level, school board or district level committees; and
- Collaborate with community resources and share them with others in the community.

Problem-Solving Team

Each building must assign certain staff to support the Common Core implementation through a multi-tiered instructional and behavioral framework. Primarily, schools assign an RTI Coordinator who oversees the problem-solving process and ensure the integrity and consistency of the RTI framework in their building. Principals assign individual(s) who will be integral to their Problem-Solving Team and who can provide guidance and support to the team members.

The problem-solving team may be composed of professionals that provide multiple perspectives. The team is recommended to include:

- Parents;
- Classroom teacher(s);
- General education teachers (number depends on building composition);
- Special education teachers (number depends on building composition);
- School psychologist; and
- School administrator.

The team may include when needed: Building level specialists (depending on the area of expertise):

- Curriculum Support Team members/reading specialists;
- School counselor/school social workers;
- Behavior Specialist/Positive Behavior Support team member;
- Speech language pathologists;
- Title I or reading/math specialist;
- Hearing teacher;
- Vision teacher;
- English Language Learner teacher;

- Gifted & Talented specialist;
- Occupational Therapist/Physical Therapist; and/or
- Nurse.

RTI Coordinator (School)

The RTI coordinator is expected to monitor the day-to-day operations of the process and participate in any district-level and school level trainings that support the implementation of RTI. The RTI coordinator is responsible for collecting and reviewing documentation forms for the problem-solving team and determining which case manager/designated consultant will be assigned to the case. The coordinator notifies teachers about the days, times and locations of meetings and coordinates any specialists who need to attend the meeting. Furthermore, the RTI coordinator is responsible for ensuring that data is collected, including progress monitoring, fidelity of interventions, development of RTI plans, and tracking of students in Tiers II and III, as well as students who are referred for a special education evaluation. The RTI Coordinator is also responsible for interpreting data and making recommendations to the administration for targeted professional development. Roles and expectations are to:

- Monitor and organize problem-solving process, including scheduling meetings;
- Coordinate and collect student data (benchmark data, progress monitoring data, screening results);
- Monitor fidelity of interventions;
- Coordinate and collect teacher data for planning professional development;
- Collect documentation forms;
- Attend District Coordinator Meetings (if applicable);
- Facilitate meetings;
- Set meeting agendas;
- Maintain a collaborative atmosphere;
- Resolve conflicts;
- Record and distribute meeting minutes; and
- Schedule benchmark assessments, progress monitoring and intervention time frames.

Case Manager/Designated Consultant/Coach

The case manager/designated consultant/coach is a role specific to the problem-solving team. This individual links the classroom teacher to the problem-solving team and is a critical component of the RTI Model. The majority of the problem-solving team members are expected to act as a case manager/designated consultant/coach for select cases. Furthermore, all case managers/designated consultants/coaches should become proficient with general consultation skills and approaches. Their most important function is to support the teacher throughout the problem- solving process. The case manager/designated consultant/coach may be asked to help the teacher complete the documentation forms necessary for the problem-solving team, assist the teacher in collecting student data before the initial problem-solving meeting, as well as inform the teacher about the problem-solving process. The case manager/designated consultant/coach should meet with the teacher prior to the initial meeting to determine the specific student need that will be addressed in the initial meeting as well as what factors may be contributing to the problem. They may also need to connect with the family to gain the family's perception as well as pertinent information about the students need.

The expectation is that case managers/designated consultants/coaches utilize effective consultation skills as well as take the time necessary to complete the first two steps of the problem-solving process which are defining and analyzing the problem. This allows the initial meeting to be manageable when developing the intervention plan. Additionally, the case manager/designated consultant/coach is expected to communicate on a weekly basis (at a minimum) with the referring teacher, interventionist, and progress monitor to ensure that the intervention plan is implemented as designed and is effective. The case manager/designated consultant/coach may need to work with the referring teacher to adjust the intervention plan prior to the next meeting; however, if significant concerns arise or significant changes need to be made, the case manager/designated consultant/coach can request an additional meeting for further discussion. Roles and expectations are to:

- Inform teacher about the problem-solving process;
- Support referring teacher throughout the process;
- Help teacher complete documentation forms if necessary;
- Collect needed data prior to meeting;
- Meet with referring teacher to define the problem prior to the meeting;
- Communicate on a weekly basis with referring teacher, interventionist and/or progress monitor;
- Provide interventions when appropriate;
- Progress Monitor when appropriate; and
- Monitor problem-solving meeting time and remind team of time limits.

Progress Monitoring Staff

Another vital component of the intervention plan is the individual responsible for progress monitoring. The progress monitor, first and foremost, must have an understanding of the progress monitoring tools available and the purposes for each tool. Training on administering and scoring Curriculum-based Measurement (CBM) as well as training on graphing and Gap Analysis is expected for individuals identified as progress monitors. Progress monitors can include teachers, paraprofessionals, retired teachers, support personnel, students, etc. Additionally, progress monitors must communicate on a weekly basis with the

interventionist, case manager/ designated consultant and/or teacher to determine whether the implemented intervention is successful. The progress monitor must also use a graphing system to visually demonstrate progress. The graph is expected to be a tool at the decision-making meetings. There are several methods available for graphing including Excel, DIBELS.uoregon.org, AIMSWeb.org, and Chart Dog at interventioncentral.org. Roles and expectations are to:

- Monitor the student's progress during intervention's progress as directed by RTI plan;
- Communicate on a weekly basis with interventionist, case manager/ designated consultant/coach and/or teacher; and
- Graph progress.

Interventionists

When a student is referred to the problem-solving team for a targeted intervention, an intervention plan is established. The intervention to be put in place and the individual providing the intervention are central to the plan. The interventionist may be a variety of individuals in the system, including the classroom teacher, special education teacher, Title I teacher, Gifted and Talented specialist, paraprofessional, school counselor, school psychologist, school social worker, etc. Although speech therapists, occupational therapists, physical therapist, hearing and vision teachers, nurses, etc., should be consulted when developing interventions in select cases, their role in providing the intervention as part of their case load should only be considered in the most significant cases and only with the specialist's input. Interventionists should be adequately trained to provide the intervention selected, should have the resources including time and materials and should be expected to implement the intervention with fidelity. Also key to an interventionist's role is to communicate on a regular basis with the classroom teacher and the case manager/designated consultant/coach as well as the RTI Coordinator, as necessary. An attendance log should be maintained during the intervention period of weeks/months. Roles and expectations are to:

- Provide interventions with fidelity;
- Communicate with classroom teacher and case; and
- Manager/designated consultant/coach on a weekly basis about intervention effectiveness.

School Psychologists

School psychologists are experiencing a significant role change that focuses more on targeted assessment and support. Although the role of the school psychologist varies somewhat in every district, school psychologists are expected to play an active role in the implementation of the RTI Model, as well as be an active member on the problem- solving team. School psychologists have considerable skills in the area of consultation, problem-solving, assessment, and systems change that lend themselves directly to the implementation of RTI. School psychologists are expected to support buildings in developing problem-solving teams that are effective and efficient, support development of evidence-based interventions, support implementation of progress monitoring tools School psychologists may or may not be the RTI coordinator or facilitator. Decisions about the level of leadership a school psychologist has in the problem-solving process will be dependent on school needs, administrator expectations, and the school psychologist's individual skill set. Roles and expectations are to:

- Support buildings in developing problem-solving teams;
- Participate as a designated consultant and/or RTI Coordinator;
- Progress monitor as appropriate; and
- Provide interventions as appropriate.

School Counselors/School Social Workers

School counselors and school social workers will also be important participants in the RTI Model. Their roles will also vary by building, and will be influenced by the skills the individual displays as well as the needs of individual schools. School counselors and social workers can be a valuable resource at the Tier I, II, or III levels to support interventions or to participate on the problem-solving team. Roles and expectations are to:

- Support the problem-solving process;
- Provide consultation to the problem-solving team as appropriate;
- Engage families in the process; and
- Support and empower families to partner in the process.

Specialists

(Speech/Occupational Therapist/Physical Therapist/ Nurse/English Language Learner Teachers/Gifted and Talented Specialists/Title I Teachers/Vision Teachers/Deaf and Hard of Hearing Teachers) Specialists are an important component to the problem- solving team; however, the level of their participation will vary based on their case load, level of expertise, time in building and intensity of the intervention, etc. Specialists are expected to participate in the RTI process as outside consultants who help in the development of interventions and the identification of progress monitoring tools. Roles and expectations are to:

- Consult with problem-solving team on development of interventions and progress monitoring tools for specialized area; and
- Support interventions at the Tier II & III level as appropriate.