Collaborating States' Implementation of RTI

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Overview

- 8 collaborating states and their Comprehensive Centers (CCs)
- Participated in state level RTI planning meetings for 6 states
- Received resources
- Joined mailing lists
- Visited websites

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State profiles - AK

- Demographics
  - Large state, native American population, rural
- Context
  - At the very beginning of implementation
- Approaches
  - Identifying stakeholders, planning first meeting
  - Developing state model of implementation
  - Providing training

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State profiles - CA

- Demographics
  - Diverse ELL population
- Context
  - Standards based state
- Approaches
  - Ensuring General Education and Special Education “own” initiative
  - Scaling up using a “cadre” model: existing PD mechanism & state grants to provide TOTs

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State profiles - ID

- Context
  - RTI implemented in the state at school and district level for many years
  - Want RTI to be seen as General Education/school improvement initiative
- Approaches
  - Determining state model of implementation
  - Determining how best to utilize existing capacity and build more
- CC involvement
  - Looking ahead: mind map and long-term planning
  - Facilitating stakeholders' meetings

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State profiles - MS

- Context
  - At initial stages of large-scale implementation
  - Have support from IHEs (MS State, U-Miss), school board
  - Have consensus about state implementation model
- Approaches
  - Guidance document
  - Determining how to use RTI implementation to best address disproportionality
- CC involvement
  - Facilitating stakeholders' meetings

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State profiles - PA

- Context
  - Established system of tiered instruction, training and support
- Approaches
  - Building on existing infrastructure (PATTAN)
  - Fine tuning implementation
  - Looking at student level data in an RTI context

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State profiles - TX

- Demographics
  - Serving more Hispanic students than any other group
- Context
  - Implementing tiered instructional models in research contexts at school and district level
  - Have an established system of support (not RTI specific) at state level
- Approaches
  - RTI Coordination Council working on guidance
  - Determining state model of implementation

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State profiles - VT

- Context
  - Research study with U-Vermont
- Approaches
  - Pilot sites
  - Webinar series
  - Determining how parents can be included
- CC involvement
  - CC & RC jointly facilitate webinars

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State profiles - WY

- Context
  - Resource rich state
- Approaches
  - Pilot sites
    - pilot coaches have regular meetings
    - report out at these meetings
    - virtual community of practice
  - Working on guidance document

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Caveats

- Implementation is an organic, iterative process
- Doesn’t lend itself to boxes
- Trying to frame a very complex process
- Looking for similarities in a venture that is characterized by differences

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Common Approaches

- Identify and involve stakeholders
  - Special Education
  - General Education
  - District, Campus, State leaders
  - Teachers, parents
  - Professional organizations

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Common Approaches

- Create and disseminate guidance
  - State's definition of RTI
  - Official position on how it can be used in LD identification

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Common Approaches

- Capitalize on existing systems (assess current needs)
  - Pilot schools
  - State provided training/TOT
  - Existing resources

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Ideas from RCC Working Group

- Challenges you've experienced while working on states with RTI implementation?
  - Scaling-up issues
  - Lack of Resources/Pooling Resources
  - Consistent Messages
  - Fidelity of implementation
  - Moving ownership of RTI from special ed to general ed
  - RTI implementation is tasked to another group/center

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Ideas from RCC Working Group

- What types of TA strategies do you need assistance with?
  - Producing and disseminating webinars
  - Knowing what works
  - What to do when the research is sparse
  - More collaboration within the TA&D Network, and with other centers
  - RTI in content areas in high school
  - PD/increasing capacity and teacher quality

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Guidelines for product development

- Constrained by time: extensive review process
  - Internal
  - External
  - DOE
- Constrained by budget: resources/capacity
  - Follow up
  - Number and type of media
- Thus, we have to prioritize in terms of usefulness considering
  - Context: Technical Assistance
  - Impact: depth and breath

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