

## HANDOUT 1: Overview of the System



DYNAMIC INPUTS
<ul style="list-style-type: none"> <li>• Policy</li> <li>• Funding</li> <li>• Standards</li> <li>• Curricula, including assessments</li> </ul>



ROBUST INSTRUCTIONAL SYSTEM
Efficient allocation of resources: <ul style="list-style-type: none"> <li>• Evidence-based practices</li> <li>• Effective instruction</li> <li>• Effective assessment</li> <li>• Data-based instructional decisions</li> </ul>



DESIRED OUTPUTS
ALL students graduate college and career ready: <ul style="list-style-type: none"> <li>• English language learners</li> <li>• Struggling students</li> <li>• Students with disabilities</li> <li>• Gifted and talented students</li> </ul>

## HANDOUT 2: RTI and School Improvement Grants

Response to intervention model <sup>1</sup>	School improvement grants transformation/turnaround model <sup>2</sup>
Aligning the goals and vision for response to intervention (RTI) implementation with other educational initiatives, including developing guidance for districts and schools, defining the relationship between RTI and other statewide educational goals and initiatives, and exploring the potential role of RTI in identifying students with learning disabilities and/or eligibility for special education services	Implementing a schoolwide RTI model
<p>Ensuring all stakeholders on the state-level RTI implementation team comprehensive representation and equal voice in conducting and developing team meetings and procedures</p> <p>Monitoring and/or evaluating implementation successes and challenges, needs assessments, and fidelity of implementation</p>	Conducting periodic reviews to ensure that the curriculum is implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective
Acknowledging and preparing for new roles and responsibilities that come with implementing, building consensus, allocating resources, providing/seeking technical assistance, scaling up from initial to full implementation, running pilot/demonstration/model sites (if any), and conducting professional development at all levels, including state and school personnel and preservice teachers	<p>Providing staff members with ongoing, high-quality, job-embedded professional development that aligns with the school's comprehensive instructional program and that is designed with school staff members to allow them to facilitate effective teaching and learning and successfully implement school reform strategies</p> <p>Providing additional supports and professional development to teachers and principals on implementing effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content</p>
<p>Understanding, identifying, and implementing the instructional components of RTI at the school level (such as core instruction, interventions, screening and progress-monitoring assessments, data-based decision making, data management, and reporting systems)</p> <p>Identifying trainers, coaches, and implementation sites (which are not necessarily the same as model/pilot/demonstration sites, but are any districts and schools that wish to or are already implementing RTI)</p>	<p>Using data to identify and implement an instructional program that is research based, vertically aligns from one grade to the next, and aligns with state academic standards</p> <p>Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students</p> <p>Establishing schedules and implementing strategies that provide increased learning time</p> <p>Using and integrating technology-based supports and interventions as part of the instructional program</p>

<sup>1</sup>All items in column adapted from Center on Instruction. (2008). Implementation considerations. In *Response to intervention classification tool and response locator*. Retrieved from <http://www.rtiectrl.org/considerations.php>

<sup>2</sup>All items in column adapted from U.S. Department of Education, Office of Elementary and Secondary Education. (2010). *Guidance on fiscal year 2010 school improvement grants under section 1003(g) of the Elementary and Secondary Education Act of 1965*. Washington, DC: Author.

## HANDOUT 3: RTI and Common Core State Standards

Elements of RTI	State standards	Common core state standards
<b>Universal screening</b>	Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for which students will develop learning or behavioral problems	Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for which students will develop learning or behavioral problems
<b>Progress monitoring</b>	Repeated measurement of performance to inform the instruction of individual students in general and special education; tools should be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction	Repeated measurement of performance to inform the instruction of individual students in general and special education; tools should be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction
<b>Data-based decision making</b>	The use of screening, progress monitoring, and formative data to examine the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school	The use of screening, progress monitoring, and formative data to examine the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school
<b>Primary prevention (core instruction)</b>	Includes the research-based core curriculum and instructional practices used for ALL students; even students who require supplemental interventions should receive instruction in the core curriculum	Includes the research-based core curriculum and instructional practices used for ALL students; even students who require supplemental interventions should receive instruction in the core curriculum
<b>Secondary prevention</b>	Typically, small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction	Typically, small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction
<b>Tertiary prevention</b>	Most intense of the three levels; individualized instruction to target each student's area(s) of need	Most intense of the three levels; individualized instruction to target each student's area(s) of need

All items adapted from National Center on Response to Intervention. (2010). *Essential components of RTI—A closer look at response to intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.