RTI and Title I

Working Together in Tier II

The Big Picture

RTI Makes Sense

- Professional Learning Communities
- Differentiated Instruction
- Reading First/SBRR
- Supplemental Services
- Data-Based Decision Making
- Formative Assessments to Guide Instruction
- Standards and Curriculum
- NCLB/School Improvement
- Title I- TA and Schoolwide

Getting Started

What do we need to do to start?

- Understand RTI
- Commitment from staff
- Collaboration
- SBRR and interventions
- Grade Level/Content Area Standards
- Differentiated Instruction
- Formative Assessments
- RTI Specific
  - Universal screening
  - Progress Monitoring

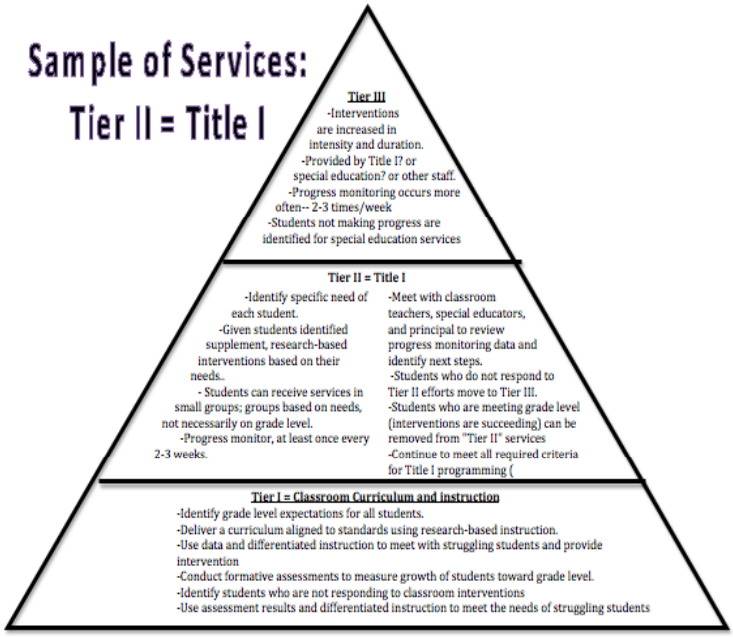
Our school wants to implement an RTI Process. What are my roles/responsibilities?

Principal	Classroom Teacher/Tier I Responsibilities
■ Become informed regarding RTI research and its positive impact on student performance-- you must be an informed advocate. ■ Understand that it involves ALL teachers. ■ Understand that, if implemented as intended, it is not an additional program but a way of changing how current programs operate-- collaboration! ■ Recognize that you must be involved and lead the way. ■ Support special educators by getting informed and involved in the beginning. ■ Attend RTI meetings. ■ Provide professional development for teachers. ○ Classroom teachers-- effective instructional practices, in class interventions. ○ Title I teachers-- research-based interventions, progress monitoring. ■ Meld initiatives together as one model for raising academic achievement. ■ Make sure that parent communication is part of the RTI process.	■ Identify specific standards of proficiency or grade level expectations for students. ■ Provide students with research-based teaching practices that are aimed at helping all students reach proficiency or grade level expectations. ■ Use formative assessment data regularly to measure if students are meeting grade level expectations. ■ Provide small group instruction (interventions) to students who are not meeting proficiency or grade level expectations. ■ Make sure that interventions align to data ■ Document interventions. ■ Meet regularly with Tier II providers and other grade level teachers.
Title I Teachers/Reading Specialists	**Special Education Teachers**
■ Identify specific student needs for students at Tier II. ■ Be knowledgeable and able to provide students with research-based interventions for various reading/math problems. ■ Progress Monitoring 2-3 times a month ■ Meet with classroom teachers bi-weekly to review student performance. ■ If you are a Title I Targeted Assistance Teacher, make sure that you continue to meet Title I requirements for Targeted Assistance Title I programs.	■ Support teachers in implementation of Tier I-- possibly provide in classroom support. ■ Assist with progress monitoring in Tier II. ■ Stay informed regarding research-based interventions and spread the word. ■ Provide Tier III interventions. ■ Meet with classroom teachers and Tier II interventionists to review progress monitoring data and identify next steps for students.

Samples

- Tier I= Classroom Teacher
  Tier II= Title I
  Tier III= Title I, Additional Intervention OR Special Education

Sample of Services: Tier II = Title I



For Title I to be Tier II

- Student Selection= Universal Screening
- Progress Monitoring for students identified for Title I/Tier II
- Delivering Title I
- Exiting Title I
- Identifying Students During School Year
- Parent Communication- ALL must still be followed

Sample Forms

- Tier I- Documentation
- Student Selection
- Tier II Progress Monitoring
- Bi Weekly Meeting
- Student Exit