

North Dakota Department of Public Instruction
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How to Involve Regular Education Teachers in the RTI Process

- Don't portray RTI as a Special Education initiative. RTI is a process that allows all educators – regular education, Title I, Special Education, paraprofessionals – to work together to identify at-risk students early on and then provide evidence-based interventions to meet students' needs.
- The school principal should be the instructional leader who supports RTI, facilitates collaboration among all staff, and ultimately is the point person responsible for RTI implementation. Don't put your Special Education or Title I staff in charge of implementing RTI.
- Send team representatives from both regular education and special services to RTI professional development opportunities. Require personnel to come back and share the information they received at the RTI trainings with all staff.
- Don't just train Title I staff on reading and math interventions for struggling students. Regular education and special education staff also need training on interventions or strategies to help at-risk students, since they all work with at-risk students. Use Title I, Title II, and special education funds to bring in high quality professional development to train all staff on interventions that work with at-risk students.
- Create RTI study groups as high quality professional development to encourage collaboration among all staff. Time needs to be built into the weekly schedules for these staff to meet and develop a shared language and common understanding. When these individuals come together and focus on student learning, the range of knowledge, resources, and experience they bring to the process are blended together for a more powerful impact on all of their students. These study groups need to be inclusive of all staff – regular education, Special Education, and Title I.
- The progress monitoring component of RTI is an opportune way to get all staff working together. Staff can all share the responsibilities of progress monitoring. All staff should meet and collaborate on the assessments that will be used to progress monitor, how often assessments will be administered, the method that will be used to evaluate, and how the results will be shared with staff and parents.