

CESA 7 RtI Guidelines

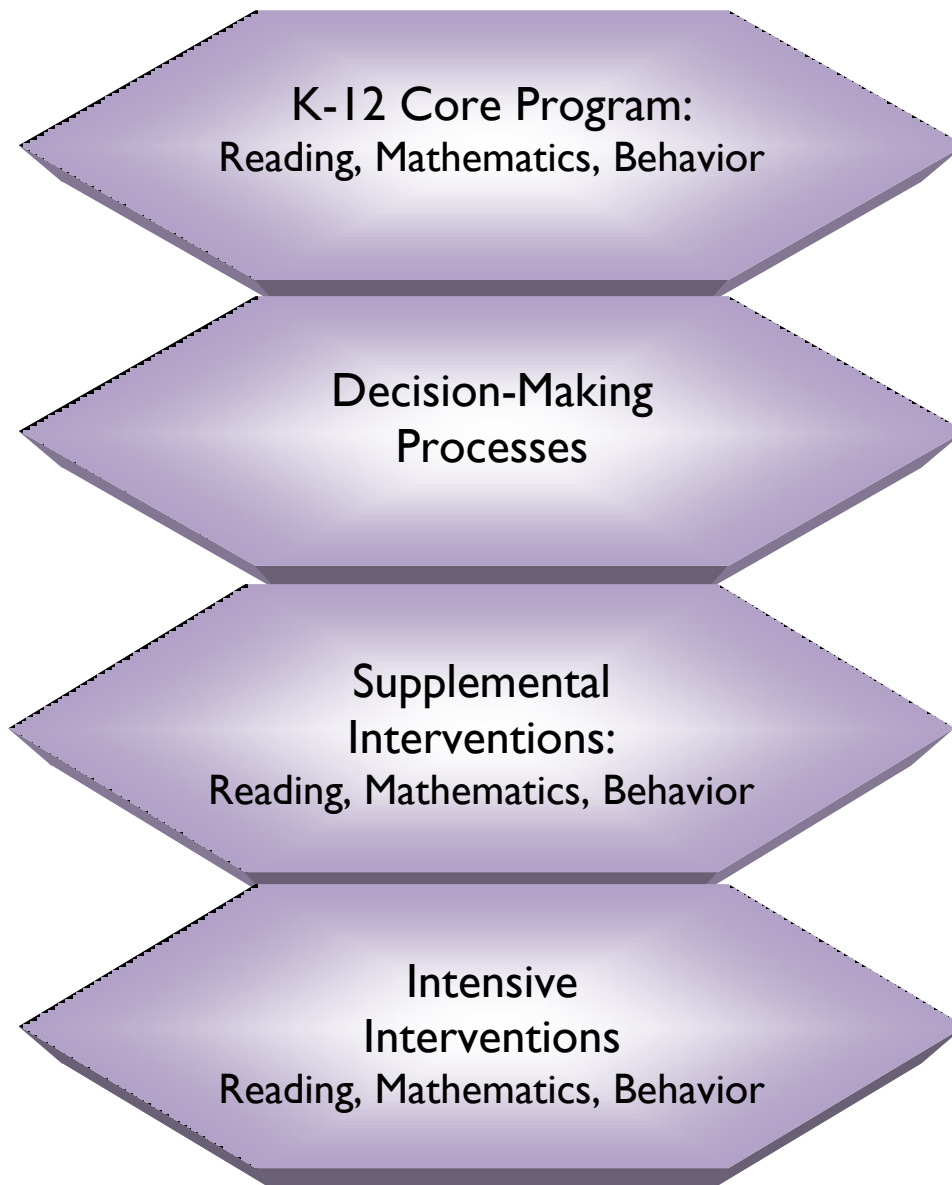
Response **t**o **I**ntervention

in English Language Arts, Mathematics, and Behavior

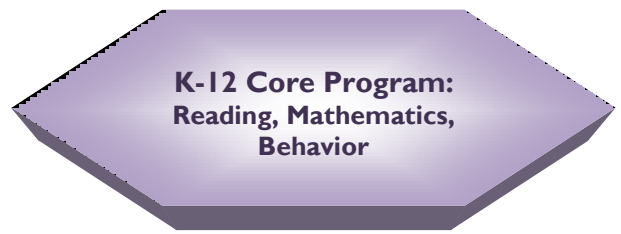
*What do you want students
to know and do?*

*How will you know if
they've learned it?*

*What will you do if they
haven't learned it?*



Standards-Based Core Program for All Students (Tier I) in the Regular Classroom



Based the Common Core State Standards (CCSS) for English Language Arts and Mathematics, and Articulated Standards for Behavior

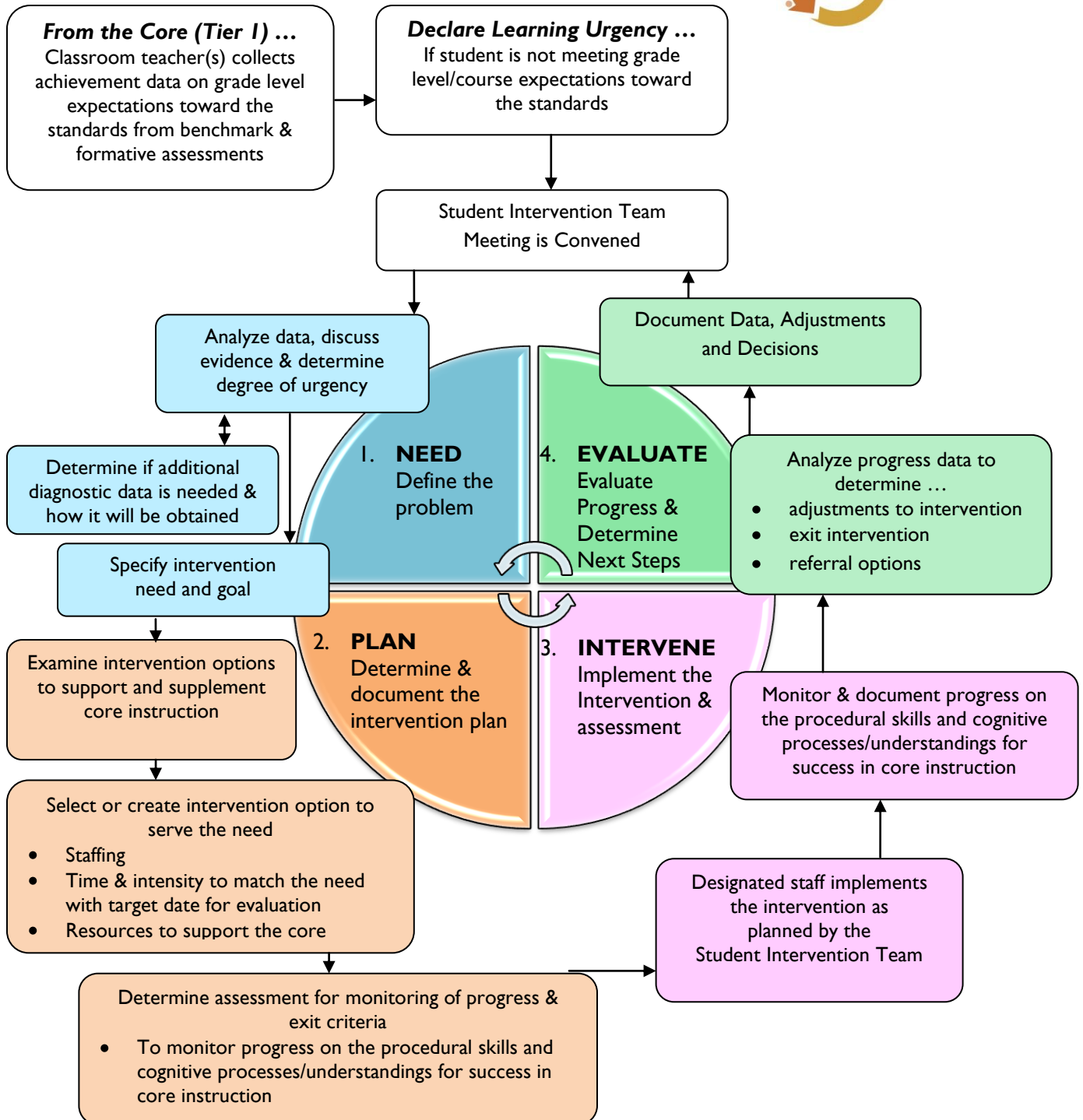
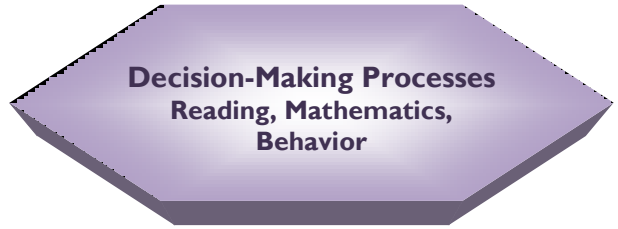
- **Core Literacy Program**
- **Core Mathematics Program**
- **Core Behavior Program**

Elements of Effective Core Programs in an Rtl System

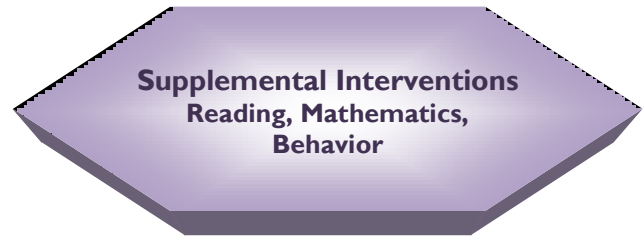
High Quality Classroom Instruction <i>teaching standards in the core classroom</i>	Collaboration Focused on Student Results <i>discussing achievement in the core classroom</i>	Balanced Assessment <i>of achievement in the core classroom</i>
<ol style="list-style-type: none"> 1. STANDARDS-BASED. Grade level/course standards-driven classroom instruction 2. BEHAVIOR INTEGRATION. Common behavior expectations are integrated with classroom instruction 3. TEACHING PRACTICES. Effective classroom instructional practices (evidence-based practice or practice-based evidence) 4. ENGAGING. Lessons that engage all students before, during and after learning 5. DIFFERENTIATION. Proactive, student-centered differentiation in inclusive classrooms 6. DELIVERY STRUCTURES. Varied instructional structures in the classroom that build student collaboration & independence 7. CLIMATE. A classroom climate that encourages risk-taking and builds learner confidence 	<ol style="list-style-type: none"> 1. STANDARDS PERFORMANCE. Collaboration centered on assessed student performance on academic standards and behavior expectations 2. TIMELY COLLABORATION. Proactive collaborative analysis of assessed student performance to make informed instructional decisions 3. COLLABORATION NORMS. Follow ground rules established for effective collaboration 4. CORE TEAM MEETINGS. Planned, intentional collaboration meetings among grade level and/or department teachers about all students' progress and monitoring of results 5. INTERVENTION/CORE MEETINGS. Planned, intentional collaboration meetings among special education, Title I, ELL teachers, and other "interventionists" with general education teachers about specific student progress and monitoring of results 	<ol style="list-style-type: none"> 1. UNIVERSAL. Standards-driven universal assessment of all students 2. SUMMATIVE. Summative assessments measure the effectiveness of the core curriculum and behavior system 3. MULTIPLE SOURCES. Multiple assessments and data sources for decision making 4. BENCHMARK. Periodic benchmark assessments of all students' progress on the core "elements" of the standards 5. USING DATA. Benchmark assessment results used to inform instruction and respond to student needs 6. FORMATIVE. Ongoing formative assessments in the core classroom to evaluate student progress on the standards 7. DIAGNOSTIC. Teachers diagnose strengths and weaknesses in literacy, mathematics, and behavior 8. DATA MANAGEMENT. Efficient collection, storage and access to local data

Rtl Decision Process for Interventions

Collaborative and timely decision processes with criteria to determine 1) student needs for intervention, 2) plans for intervention and assessments to monitor and evaluate progress, 3) a system to deliver urgent and responsive interventions for students, and 4) methods to evaluate progress and next steps.



Supplemental (Tier 2) Interventions to Support Core Learning for Struggling Students

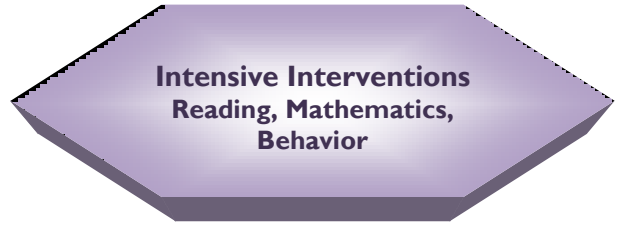


Supporting Learning the Common Core State Standards (CCSS) for English Language Arts and Mathematics, and Articulated Standards for Behavior with Supplemental Interventions

- Supplemental Literacy Interventions
- Supplemental Mathematics Interventions
- Supplemental Behavior Interventions

High Quality Classroom Instruction <i>teaching identified students with effective practices to support core classroom learning</i>	Collaboration Focused on Student Results <i>discussing the student's achievement progress in the intervention</i>	Balanced Assessment of the student's achievement progress in the intervention
<ol style="list-style-type: none"> 1. SUPPORT CORE LEARNING. Grade level/course standards-driven supplemental intervention to support core (Tier 1) instruction 2. EVIDENCE-BASED PRACTICES. Effective instructional practices proven to close deficits in knowledge, skills and understandings of the standards. 3. NEEDS-BASED. Based on assessed and diagnosed student needs in standards achievement 4. FOCUSED. Every session of intervention is sharply focused on the assessed and diagnosed needs of the student 5. EXPERTISE. Taught by an expert in the standards and in remediating deficits in knowledge, skills, and understandings. 6. GROUP STRUCTURES. Intervention provided in small groups of students with the same assessed skill needs. 7. TIMELY. Intervention is provided in a timely manner to remediate skill deficits 	<ol style="list-style-type: none"> 1. INTERVENTION/CORE MEETINGS. Planned, intentional collaboration meetings among special education, Title I, ELL teachers, and other “interventionists” with general education teachers about specific student progress and monitoring of results 2. COLLABORATIVE DECISION-MAKING. Communicate with the “Student Intervention Team” according to the school’s decision-making process regarding assessed student progress in intervention and recommendations. 3. COLLABORATION NORMS. Follow ground rules established for effective collaboration 	<ol style="list-style-type: none"> 1. DIAGNOSTIC. Results from valid assessments that diagnose standards-based skills, knowledge and understandings are used to plan the supplemental intervention. 2. MONITORING PROGRESS. Valid assessment methods are selected and used to monitor the student’s progress in the skills, knowledge and/or understandings identified 3. TIMELY ASSESSMENT. Students receiving supplemental interventions are assessed with ample frequency to determine if progress is adequate and whether the intervention should continue, be altered, or terminated. 4. RECORD KEEPING. Data from progress assessments are kept and monitored for analysis.

Intensive (Tier 3) Interventions to Support Core Learning for Seriously Struggling Students



Supporting Learning the Common Core State Standards (CCSS) for English Language Arts and Mathematics, and Articulated Standards for Behavior with Intensive Interventions

- Intensive Literacy Interventions
- Intensive Mathematics Interventions
- Intensive Behavior Interventions

High Quality Classroom Instruction <i>teaching identified students with effective practices urgently to support core classroom learning</i>	Collaboration Focused on Student Results <i>discussing the student's achievement progress in the intervention and subsequent decisions</i>	Balanced Assessment <i>of the student's achievement progress in the intervention</i>
<ol style="list-style-type: none"> 1. SUPPORT CORE LEARNING. Grade level/course standards-driven intensive intervention to support core (Tier 1) instruction 2. EVIDENCE-BASED PRACTICES. Effective instructional practices proven to close serious deficits in knowledge, skills and understandings needed to master the standards 3. NEEDS-BASED. Based on assessed and diagnosed student needs in standards achievement 4. INTENSLY FOCUSED. Every session of intervention is sharply focused on the assessed and diagnosed needs of the student 5. EXPERTISE. Taught by an expert in literacy, mathematics or behavior who knows how to remediate serious deficits needed for mastery. 6. INDIVIDUALIZED. Intervention provided on a one-to-one basis to seriously struggling students 7. URGENT. Intervention is provided in with urgency to remediate skill deficits 	<ol style="list-style-type: none"> 1. INTERVENTION/CORE MEETINGS. Planned, intentional collaboration meetings among special education, Title I, ELL teachers, and other “interventionists” with general education teachers about specific student progress and monitoring of results 2. COLLABORATIVE DECISION-MAKING. Communicate with the “Student Intervention Team” according to the school’s decision-making process regarding assessed student progress in intervention and recommendations 3. COLLABORATION NORMS. Follow ground rules established for effective collaboration 4. REFERRAL COLLABORATION. Based on the student’s progress, discuss, make collaborative decisions and follow established criteria for referral for eligibility for special education 	<ol style="list-style-type: none"> 1. DIAGNOSTIC. Results from valid assessments that diagnose standards-based skills, knowledge and understandings are used to plan the intensive intervention 2. MONITORING PROGRESS. Valid assessment methods are selected and used to monitor the student’s progress in the skills, knowledge and/or understandings identified 3. FREQUENT ASSESSMENT. Students receiving intensive interventions are assessed frequently to determine if progress is adequate and whether the intervention should continue, be altered, terminated, or if referral for special education eligibility should be considered 4. RECORD KEEPING. Data from progress assessments are kept and monitored for analysis.

Referral for Special Education Eligibility

Following evaluation of evidence of student achievement in Tier III interventions and core instruction, according to specified criteria based on state guidelines, referral for special education eligibility may be considered.