

RTI

Response to Intervention

What are RTI systems? Definition (NCRTI, 2010)

- RTI programs integrate assessment systems and student interventions
- Are multi-tiered prevention systems
- Are utilized to maximize student achievement for students at all levels
- RTI programs contain progress monitoring for all students
- RTI programs provide evidence-based intervention(s) as well as acceleration
- Continuously adjust the intensity and nature of interventions depending on a student's responsiveness
- RTI is NOT a pathway to special education and is NOT specially designed instruction for special education students.

Tier 3 RTI:

Out of classroom support (with groups no larger than 5) that occurs IN ADDITION TO classroom instruction.

Increased time for students

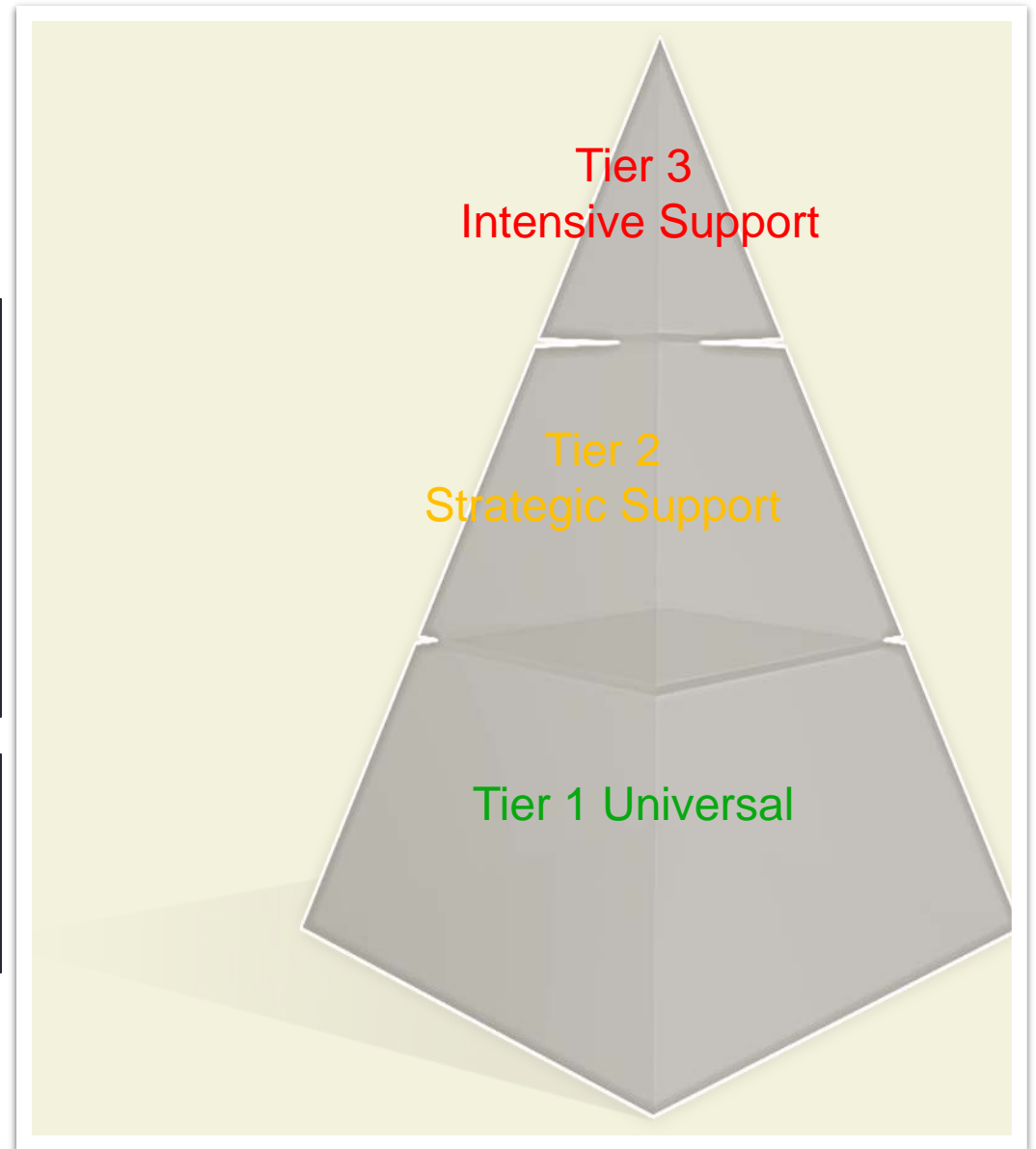
Tier 2 RTI:

In-classroom support that occurs IN ADDITION to classroom instruction.

- Differentiated materials
- Differentiated product
- Differentiated process (instruction)

Tier 1 RTI:

Is for all students and is research-based core curriculum aligned to the NYSCCSS



Tier I...

- Our Core Instructional Program
- Aligned to the NYS Common Core State Standards
- Research-based differentiated instruction
- Meets the instructional needs of at least 80% of all learners

Tier I...

- Contains positive universal behavioral support systems for all students (classroom management)
- Differentiated, and utilizes flexible grouping determined by universal screening and progress monitoring data
- Daily instructional time devoted to each of the four core content areas

Tier I...

- Done within the time frame for instruction:
 - ELA best practice model is approximately 110 minutes per day
 - Math best practice model is approximately 90 minutes per day
- Contains universal screenings administered at least 3 times a year **by the classroom teacher**
- Contains progress monitoring in ELA and Math at regular intervals conducted **by the classroom teacher**

Tier I...

- Uses progress monitoring data (check and reflect) on a daily basis to inform instruction
- Uses summative assessment data to determine mastery and grades
- Provides for consistent communication with parents regarding student progress and needs
- Provides for parent notification of school-wide screening results

Tier I...

- Being a culturally responsive educator who is aware, sensitive to ALL students and actively integrates culture into daily lessons and interactions for 100% of the student population
- Assures that students with disabilities ALWAYS have access to the general education curriculum and is consistent with their IEP's.

Tier II...

- Contains content that is in alignment with the Tier 1 core curriculum with added time for supplemental supports
- *Occurs in the regular classroom with classroom teachers*
- Uses research-based instructional materials selected by the classroom teacher to match student need based.
- Is conducted with direct, scaffold instruction

Tier II...

- Provides frequent opportunities for students to apply their thinking
- Contains strategies that are revisited on a student by student basis (at least weekly) and is based on student need
- Done in small, homogenous groups based on student need
- Is conducted for a minimum of three days per week

Tier II...

- Is done in approximately 20-30 minute sessions **by the classroom teacher**
- Should be planned in 4 week intervals for up to 20 weeks (depending on individual student need)
- Is conducted with groups of up to 9 students with the size of group dependent on program and strategies.
- Contains deliberate consistent progress monitoring at a minimum of every two weeks

Tier II...

- Contains periodic fidelity checks on the part of the classroom teacher to ensure that the delivery of instruction is being provided in the way it was intended
- Is intended for approximately 15 percent of students
- Provides for consistent communication with parents regarding student progress and needs
- Provides for parent notification of individualized progress monitoring results

Tier III...

- An intensive intervention pull out program that is in addition to the regular core instructional program and that is aligned with Tier 1 core curriculum
- Is conducted using research-based instructional strategies and materials that meet individual student(s) needs
- Is done with small homogeneous groups of students (no more than 5 students per group)
- Is skills based intervention

Tier III...

- Contains strategies that are monitored on a daily basis and that may change based on student need
- Interventions are conducted five days per week IN ADDITION TO THE core instructional program
- Is done in 30-60 minute sessions that are typically conducted outside of regular classroom instruction by an interventionist or classroom teacher

Tier III...

- Are done in approximately 6 week intervals for up to 20 weeks
- Contain weekly standards based progress monitoring
- Contains periodic fidelity checks that ensure that the delivery of instruction is provided in the way it is intended.