

Infrastructure Development

Objectives for Schools:

- Schools identify and appoint a building leadership team
 - Leadership teams receive appropriate training and skill development to lead the RtI Initiative
 - The building works systematically through the guiding questions and build the RtI infrastructure along the way
- NASDSE

Infrastructure Development Activities:

- Activity 1: Building Leadership Team
- Activity 2: Framework Questions
- Activity 3: Professional Development
- Activity 4: Nuts and Bolts

*** All are KEY to successful implementation of RtI. A team may skip to the most applicable activity OR follow them in order.

For MORE free resources visit: www.aea11.k12.ia.us/idm

For clarification, in Iowa, RtI = IDM (Instructional Decision Making)

Our department of education went with a different "title" so that we would emphasize IDM as a school improvement model. At the time of that decision, the press was framing RtI as a "special education entitlement process." Fortunately now, more people across the country are better understanding that RtI was intended to support ALL kids.



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NASDSE

Activity 1: Establish RtI Building Leadership Team Roles and Responsibilities

Step 1: Determine “Who” should be on the team.

- Consider that all grade levels/spans are represented
- Building Administrator
- All departments are represented
 - Content
 - Specialty- Title, Special Education, Etc.
- Keep the size of the group “manageable/functional”

Step 2: Determine the “constituents” that each person will be responsible for communicating with.

(Example: Mrs. Smith, Special Ed., All special education teachers/para-professionals.)

Name	Position	Constituents

Step 3: Roles within the team should be assigned (Fill in Name/Names)

NASDSE Blueprint p.15, Suggests:

- Data Mentor- _____
- Content Specialist- _____
- Facilitator- _____
- Staff Liaison- _____
- Instructional Leader/Resource Allocation- _____
- Others as Determined by the team-

Step 3: Set monthly RtI Leadership Team meeting dates

Month/Date/Time/Location	Agenda:
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	

Step 4: Determine what professional development needs exist for all “roles” and overall as a leadership team.

- **FACT: Sometimes you do not know, what you do not know! ☺**
Professional development needs, will become clearer as this work continues. Be “mindful” of the fact that this will occur and make sure to “respond” to those needs as they develop.

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Activity 2: The leadership team will work through the framework/guiding questions.

Step 1: Determine which questions:

- There are different sets of “Framework” or “Guiding” Questions available to school teams.
 - Option 1: The NASDSE Building Level Blueprint Document (Page 18+) will provide guidance to teams.
 - Option 2: Enclosed in this document one will find very similar questions to the NASDSE Blueprint, from Heartland AEA11, Johnston Iowa.
 - Option 3: **Interactive Guide to RtI in New Hampshire (Getting Started Section- 4 Basic Questions)**
 - Option 3 BEST for initial conversations
 - Pick options 1 or 2 if you are more advanced in your planning or already implementing RtI.
 - One may wish to glance ahead to Step 3 for an overview of the different sets of questions.

Step 2: Assessment Analysis

To answer ANY of these questions, one needs to have DATA as stated in the Seven Guiding Principles of RtI within the ***Interactive Guide to RtI in New Hampshire***

- Guiding Principle # 3: Instructionally relevant, valid and reliable assessments serve different purposes.
 - Screening assessments collect data to identify low and high performing students at risk of not having their needs met.
 - Diagnostic assessments gather information from multiple sources to determine why students are not benefiting from instruction.
 - Formative assessments guide instruction through the frequent, ongoing collection of both formal and informal data.
 - Determine what data do you have, and which assessments would be labeled Screening, Diagnostic, or Formative.
 - Some assessments can serve more than one purpose.
 - Fill out the chart below. (Suggest working in grade level teams.)

Assessment	Grade level(s)	Purpose Screening, Diagnostic, or Formative	Guide Points How good is good enough? Proficient cut score, etc.

Step 3: Based on your assessment data, begin answering the questions from one of the following options.

- Option 1: The NASDSE Building Level Blueprint Document (Page 18) will provide guidance to teams.
- Option 2: Enclosed in this document one will find very similar questions, from Heartland AEA11, Johnston Iowa.
- Option 3: **Interactive Guide to RtI in New Hampshire (Getting Started Section) **** Best option for initial conversations...**

- Option 3 BEST for initial conversations
- Pick options 1 or 2 if you are more advanced in your planning or already implementing RtI.

IF you chose Option 3: Discuss as a leadership team the following questions. Document your responses, and determine next steps on an action plan.

Interactive Guide to RtI in New Hampshire (GREAT STARTING POINT)

Dufour and others in *Revisiting Professional Learning Communities at Work* (2008)

1. Exactly what is it we want all students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, grade level, or unit of instruction?
 - *Are all of our teachers clear on what skills/concepts/understandings we want all children to know and be able to do?-for each course, each grade level, etc.*
2. How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?
 - *What assessments do we currently give, and do they give us the necessary data to answer the question?*
3. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?
 - *How does a student “qualify” to receive additional support?*
 - *How much of the “full continuum of support” do we have in place?*
4. How will we enrich and extend the learning for students who are already proficient?
 - *How does a student “qualify” to receive additional support?*
 - *How much of the “full continuum of support” do we have in place?*

If you chose options 1 or 2: As a building leadership team, discuss the following:

- Do you have screening data that can answer question #1: Is our Core (TIER 1) sufficient?
 - Typically we want the core TIER 1 (alone) to meet the needs of 80% of our students, without any ADDITIONAL intervention support needed.
 - As a team, determine which assessment(s) measure the sufficiency or “Health” of your core (TIER 1).
 - TIER 1- High quality general instruction and positive behavioral support is provided to ALL students in the general education classroom or setting. Features of Tier 1 include a core curriculum aligned to GLEs and GSEs, research-based instruction, differentiated instruction, and systematic screening.

Interactive Guide to RtI in New Hampshire

CONTINUING OPTION 1 or 2:

- Look at your screening data and answer question 1: Is our Core (TIER 1) sufficient?
(If data is not adequate/available make action steps to gather the necessary data.)

- Typically we want the core TIER 1 (alone) to meet the needs of 80% of our students, without any ADDITIONAL intervention support needed.
- Do 80% of your students meet the screening assessment(s) proficiency cut score?
 - If so, do any of those students receive additional intervention to meet that proficiency?
 - If no, then core is sufficient.
 - If yes, then discuss whether or not you can “truly” answer, is your Core (Tier 1) sufficient
- Question 2 - If the Core (TIER 1) is not sufficient, determine why?
 - Look for patterns within your students’ gaps between what is expected and how they are performing.
 - Turn to experts in the field (NASDSE Blueprint Example, see page 22 for more) The Planning and Evaluation Tool-Revised (PET-R) and the Elements of a Healthy Grade-Level System Checklist can be used to evaluate the system. Available at http://oregonreadingfirst.uoregon.edu/inst_tols.html
 - Review Curriculum, Instruction, and Assessments
 - Alignment
 - Technical Adequacy
 - Implementation integrity
 - Etc.

It is VITAL that we spend the time reviewing/analyzing our Core (TIER 1). A common mistake made in the field, is to jump directly to TIER 2 and TIER 3 interventions...That practice breaks Dave Tilly’s 11th Commandment: Thou shall not address core (TIER1) issues through supplemental (TIER 2) and intensive (TIER 3) supports alone. ☺

It should also be noted, that one cannot evaluate/diagnose weaknesses with the Core (TIER 1) without adequate content knowledge and understanding. Content experts are key to this process, and teams often find themselves needing professional development in determining;

- 1) *What is it that we want all kids to know and be able to do at each grade level exactly?*
- And 2) *How will we assess those skills?*

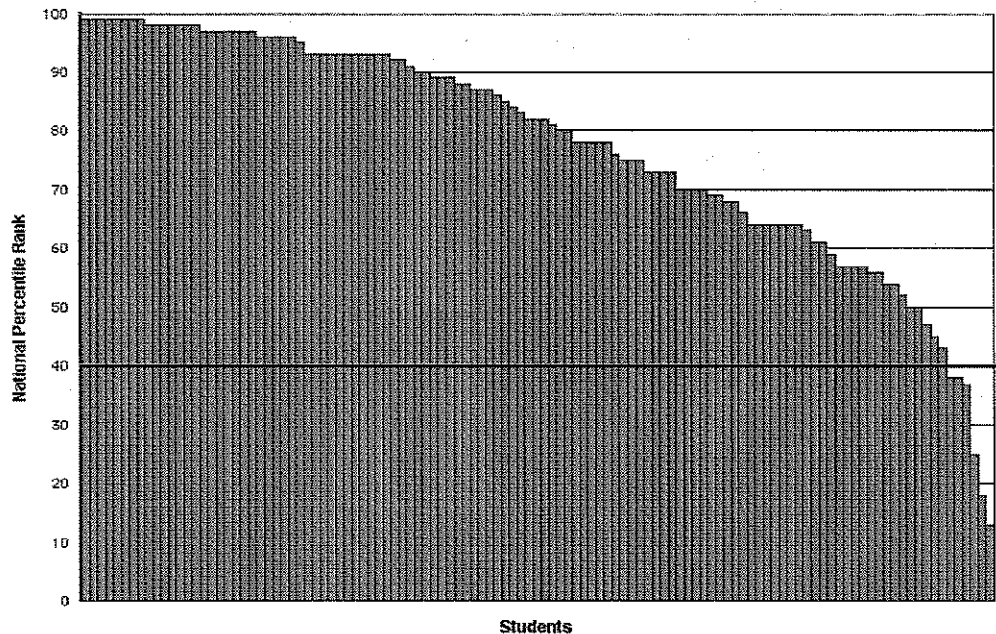
- Question 3- How will the needs identified in Core (TIER 1) be addressed?
 - Again, content knowledge and understanding is a pre-requisite in order to answer this question.
 - Seek assistance, and professional development for materials and instructional routines to fill in any gaps found in Core (TIER 1). ADD TO YOUR ACTION PLAN
- Question 4: How will the sufficiency and effectiveness of the Core (TIER 1) be monitored over time? MAKE YOUR EVALUATION PLAN
 - Determine key indicators of “success” and gather the “baseline” on how your kids are currently performing toward those indicators.

- Then, determine a “desired” goal, and your data collection procedures on those key indicators.
- Watch the data and make decisions based on the response of the kids.
 - EXAMPLE: DIBELS as the Key Indicator
 - Current Baseline Performance: 75% of the Students receiving Core Instruction Alone are at Benchmark.
 - Goal is to have 80-85% of the students receiving Core instruction alone at benchmark at each benchmarking period.
- Question 5: Have your improvements been effective? CHECK YOUR RESULTS
 - Leadership team should make this one of their activities as well as the teachers within the classrooms.
 - Leadership team would take responsibility to develop an action plan especially if the results were not desirable.

BEFORE leaving questions 1-5, it is important to remind teams that these questions should be reviewed on an on-going basis, NOT a one time through, and we are done format. © WE MUST KEEP OUR EYES ON THE SUFFICIENCY OF CORE (TIER 1)!

- Question 6: For which students is the Core NOT sufficient, and why?
 - Most screening data can be organized in such a way that one can easily find out a list of names of students that did not meet minimum proficiency. Visuals can be helpful to teachers.
 - As a team, determine how data will be presented to teachers.

**Proficiency Distribution
North Overshoe - North Overshoe Elementary School
04-05 ITBS Math Total/ITED Concepts and Problems
Grade 04 - All Students**



- Question 6: For which students is the Core NOT sufficient, and why?
 - The key to this question is not just stopping with the “who” is not proficient, but to move on to the “why are they not proficient?” OR “who” is not having their needs met, due to being so far above grade level performance.
 - This question requires “DIAGNOSTICS” or a “DIAGNOSTIC PROCESS”

- Determine as a team, what diagnostic assessment(s) do you have in order to determine “WHY” a student is not having his/her needs met?
 - REVIEW PREVIOUS ASSESSMENT LIST
- Question 7: What specific supplemental (TIER 2) or Intensive (TIER 3) instruction is needed?
 - Based on the diagnostics, an instructional match is determined.
 - As a leadership team, what will be the process to get diagnostic assessments in place?
 - Determine if there are professional development needs in this area.
- Question 8: How will supplemental (TIER 2) and/or Intensive (TIER 3) be delivered?
 - Group students with similar needs whenever possible for efficiency.
 - Determine the instructional materials/strategies and the amount of time it will take to teach those materials/strategies with integrity.
 - Determine WHO will teach
 - Develop a schedule to enable additional instructional opportunities to occur
 - Find locations

It is important to “think outside of the box” during this preparation phase. There is more than one way to deliver Tier 2 and Tier 3 supports. Classroom teachers should be considered as part of the “teacher resource list”... as well as anyone else that can receive adequate professional development to support a group or individual.

As a team, discuss all of the options you could consider for your building.

- Question 9: How will the effectiveness of the supplemental and/or intensive supports be measured over time? (MAKE YOUR EVALUATION PLAN)
 - Determine what progress monitoring data will be kept on these students
 - Make a progress monitoring plan (who, what, when) including baseline and goal line data
 - Determine who will evaluate and use that data to make instructional changes if needed. (set decision making rules)
 - Determine what formal “documentation” you will require in your building for these students.
- Question 10: How will you determine which students need to move to a different Tier of instruction? (USE YOUR DATA)
 - As a team, develop an implementation plan for WHO is to evaluate the data and WHEN. Then, ensure that these plans are done with integrity.
 - Having “Exiting” criteria/goal for each group allows the teacher and students to know what is expected and when a student needs to move groups.
 - Keep in mind, the decision making rules are vital, so that students do NOT stay in interventions that are NOT successful for them.
 - Student movement through the different groups/Tiers should be based on data and can be frequent.

RTI Questions and Steps

Heartland Area Education Agency, Johnston Iowa

CORE

<input type="checkbox"/>	1. Is our core sufficient?
	Step 1: Identify screening tools.
	Step 2: Identify scoring guide points on screening tools for highly proficient, proficient, and not proficient
	Step 3: Collect universal screening data.
	Step 4: Enter, organize, and summarize data.
	Step 5: Establish desired percentage of students scoring in the highly proficient and proficient ranges.
	Step 6: Determine actual percentage of students scoring in the highly proficient, proficient and not proficient ranges.
	Step 7: Make comparison.
	Step 8: What work, if any, do we need to do within our core?
<input type="checkbox"/>	2. If the core is not sufficient, why not?
	Step 1: Review Assessment
	Step 2: Review Instruction
	Step 3: Review Curriculum/Standards
	Step 4: Review CIA Alignment
	Step 5: Review Environment
	Step 6: Consider other distal factors
<input type="checkbox"/>	3. How will needs identified in core be addressed?
	Step 1: Determine needs.
	Step 2: Identify resources/training needed to address identified needs.
	Step 3: Develop an action plan.
	Step 4: Implement the plan
	Step 5: Evaluate the impact of the plan on the core.
<input type="checkbox"/>	4. How will the sufficiency and effectiveness of core be monitored over time?
	Step 1: What are the key indicators of success?
	Step 2: What is the baseline performance?
	Step 3: What is the desired goal?
	Step 4: Determine your data collection plan.
	Step 5: Make decisions about the sufficiency and effectiveness of core.
<input type="checkbox"/>	5. Have improvements to the core been effective?
	Step 1: Consider student achievement data (Screening).
	Step 2: Compare current performance with baseline data.
	Step 3: Consider implementation data.
	Step 4: Make decision about effectiveness.
	Step 5: Begin needs assessment again.

SUPPLEMENTAL and INTENSIVE

<input type="checkbox"/>	6. For which students is the core sufficient and not sufficient, and why?
	Step 1: List students for whom the core is not sufficient (significantly exceeding or less than proficient).
	Step 2: Determine diagnostic assessment tool(s)/process to identify instructional/curricular needs.
	Step 3: Determine expectations of performance for the diagnostic tool(s)/process.
	Step 4: Plan logistics and collect diagnostic data
	Step 5: Organize, summarize, and display results.
<input type="checkbox"/>	7. What specific supplemental and intensive instruction/curriculum is needed?
	Step 1: Identify resources district currently has to match students' needs.
	Step 2: Identify additional resources needed to match students' needs.
<input type="checkbox"/>	8. How will specific supplemental and intensive tiers be implemented? (Steps in no particular order)
	Step 1: Review materials/strategies/processes selected for instructional groups.
	Step 2: Determine who will provide instruction/curriculum.
	Step 3: Establish when, where, and how often instruction will occur.
	Step 4: Determine how you will monitor fidelity of implementation.
	Step 5: Document in written form (intervention form, personalized education plan-TAG, individualized education plan-IEP)
<input type="checkbox"/>	9. How will the effectiveness of supplemental and intensive tiers be monitored?
	Step 1: Select progress monitoring/formative assessments.
	Step 2: Set goals for student performance using baseline data.
	Step 3: Organize materials for on-going data collection.
	Step 4: Determine who will collect the data and how often.
	Step 5: Determine decision-making rule.
	Step 6: Provide instruction/curriculum as designed and monitor implementation integrity and student performance .
<input type="checkbox"/>	10. Which students need to move to a different tier?
	Step 1: Review progress monitoring/formative assessment data.
	Step 2: Plan for and document instructional/curricular changes if needed.

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Activity 3: The leadership team will take lead on determining professional development needs.

Remember to gather “needs assessment” data, in some format to assist with decision-making in this area. Teacher interviews, surveys, and observations can provide teams with valuable information. Keep in mind that once the leadership team has developed the “what we want RtI to look like in our school,” then the next step MUST be to determine: What knowledge and skills do our teachers need to do this work? Gather baseline data, and determine if there are any gaps. Below you will find a list of COMMON need areas from schools that have embarked on this journey in the past.

Step 1: Professional Development Considerations: CORE (TIER 1) RELATED

Within your leadership team, break into partners. Fill out the prioritizing table below. Then come back together as a full team, and reach consensus.

1. Administration and Scoring of Screening Assessments
 2. Interpretation of Screening Data
 3. Building content expertise for all teachers
 - a. Example: 5 Essential Components of Reading: What they are, How to teach them at the different grade levels (instructional routines), etc.
 4. Ensure adequate time has been allocated for Core (Tier 1) Instruction
 - a. Seek research and advise from experts in the field.
 - b. For Example: Min. of 90 Minutes that should include:
 - i. Whole Group Instruction
 - ii. Small Group Instruction
 - iii. Differentiation throughout
 5. Provide PD opportunities for how to best provide instruction: whole group, small group, and differentiation if needed.
 6. Provide time for teachers to share/learn/discuss from/with each other what is going on in their classrooms
 - a. Create a “safe environment” where teachers are highly encouraged to ask for support/help from each other and from outside resources.
 7. Others:
-
-

YEAR 1 Professional Development Topics	YEAR 2 Professional Development Topics	YEAR 3 Professional Development Topics

Step 2: Professional Development Considerations: SUPPLEMENTAL/INTENSIVE (TIERS 2 and 3) RELATED

Within your leadership team, break into partners. Fill out the prioritizing table below. Then come back together as a full team, and reach consensus.

1. Administration and scoring of Diagnostic Assessments
 - a. Who, what, when
2. Interpretation of screening and diagnostic assessment data
 - a. Grouping of students with similar instructional needs
 - b. Determine instructional match
 - c. Scheduling of Supplemental and Intensive Groups
 - d. Intervention Plans
 - e. Progress monitoring training
3. On-going interpretation/instructional response to progress monitoring data support and PD
 - a. Flexible Groupings
 - b. Decision Making Rules
 - c. Time to discuss and make changes
4. As groups continue to adjust/change, PD needs for interventionists may arise. Provide as needed.

YEAR 1 Professional Development Topics	YEAR 2 Professional Development Topics	YEAR 3 Professional Development Topics

Step 3: REMINDER Professional Development Needs: CONSENSUS BUILDING RELATED

1. Staff members should know and understand RtI
 - a. Guiding Principles
 - b. 3 Phases of RtI: Consensus Building, Infrastructure Development, Implementation
 - c. Continuum of Instructional Support (For ALL kids)
 - i. Core (TIER 1)
 - ii. Supplemental (TIER 2)
 - iii. Intensive (TIER 3)

- d. RtI At A Glance (Interaction between assessment data and instruction)
 - e. Your RtI Vision
 - f. Connection to previous professional development and future professional development
2. 80% of your staff should be committed to implementing RtI with integrity
 3. On-going check-ins with staff, both formal and informal. Plan to respond to the new “needs” of staff as they arise.

TOOLS:

Managing Complex Change

Formula for Success

Fist to Five

Shared Vision

Foundational Piece of RtI: Decisions can only be based on data, if it exists! ☺

Ensure that an annually-updated assessment plan, identifying all screening, diagnostic, and formative measures for each grade and how often administered, exists.

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Activity 4: The leadership team will take lead on the “nuts and bolts” of planning for the implementation of RtI.

The major “nuts and bolts”, beyond the professional development mentioned in Activity 3, are:

- 1) Scheduling
- 2) Instructors
- 3) Materials/Strategies (Matched to student needs)
- 4) Documentation
- 5) Progress Monitoring
- 6) RtI as part of Child Find (Special Education entitlement decisions)

The team should include the whole staff as much as possible, to increase the likelihood of “ownership” of this process.

Step 1: Scheduling

- As a leadership team, brainstorm possible ways that providing supplemental/intensive support (TIER 2 and 3) could happen in your building. (Brainstorm = “Think outside of the box!” Have a recorder document suggestions.
- Pick 3-5 of the “most desirable” options.
 - Remember that we may need to think differently than the past. Just because 4th grade has always had specials at 9:30am, doesn’t mean that has to stay that way!
☺
- Determine how each of those options would fit, and pick the best one.
 - Consider: During the past 2 years in Iowa, Shannon has found that once everyone is “on-board” that RtI is something that should be done and that we need to provide a “continuum of instructional levels of support, the following scheduling activity worked well at the ELEMENTARY LEVEL.
 - Have all grade level teams (or representative sit together) and Put up an empty schedule.
 - Give sticky notes to all grade levels, and the “must have list”: Must have PE 2 Times a Week, 90 minutes of Reading (TIER 1), etc.
 - Have the teachers then “build” the schedule together.

- One will hear some interesting “bartering” for time slots/Title Teachers, etc.
- At the Middle Schools/High Schools the schedule is different
 - One needs to determine if support will come in the way of: 1) “Courses”, with/without credit, and often times needs approval from higher administration or school boards. 2) “Structured Study Halls”-students are pulled from part/whole study halls to receive TIER 2 or TIER 3 supports.
 - In one MS, the screening and diagnostic data determined a large number of students that were not “fluent” readers. Due to the large number, the principal decided to have his teachers implement some instructional routines, during every period, that would build oral reading fluency. (For example: repeated reading, paired partner reading, etc.) He taught his entire staff 4 different instructional routines, and mandated that each teacher implement the strategy within the first 15 of each period. The reading HAD to be related to the instructional focus of that days lesson. They had wonderful results.
 - For more examples of how to schedule interventions:
www.aea11.k12.ia.us/idm Go to the Day 6 Elem. Folder ☺ FREE!!!
- Lessons learned from the Trenches in Iowa
 - More than one way to do this
 - Each option will have positives/negatives
 - Find comfort that we are in a NO FAIL model. – You can always try it, and then evaluate it at a later date. Make changes if necessary. There is no known rule that the schedule ABSOLUTELY cannot change once the start of the year begins...(Sorry principals! ☺)

Step 2: Instructors

As a leadership team decide on who will be in your instructional pool. Make a list of those names.

- Consider developing a Staff Resource Inventory
 - Hang a schedule in a central location
 - Have each identified “potential interventionist” place his/her name and schedule on the chart.
 - Refer to the chart when looking for individuals to provide support.

Remember that not all groups will need the same level of intensity of instruction. The intensity of the instruction should impact which instructor is to be chosen. For example: if we determine that we have some early readers that really need to work on sight words within phrases. Typical instructional routines for students with this need, do not require a “specialist”. Older peers, volunteers, music teachers, etc. (individuals that may not have an extensive reading teacher background), can be provided some professional development and meet the needs of that group. HOWEVER, if we find students that are missing reading skills, vital to their ability to read, we would want an “expert” or qualified individual to work with these children. Whoever the interventionist are, we want people with GREAT ATTITUDES, and who are prepared to “DO THE WORK”. They are key to the success of RtI.

Step 3: Materials/Strategies -What will be taught needs to be determined.

As a building leadership team, discuss the knowledge and skills of the individuals within your district around matching diagnostic data to instructional routines/materials. These KEY individuals must be part of the conversations, and have the support of the entire leadership team in getting this need met. MANY buildings find that this is one area where they need to build internal capacity. Professional development is often required.

Web resources can be extremely helpful if on a tight budget!

-www.freereading.net

-www.fcrr.org

-reading.uoregon.edu

-www.readingrockets.org

-www.centeroninstruction.org

AND MANY MORE!!!

Step 4: Documentation- When or How are we going to document what is taking place in our building.

As a leadership team, decide which Tiers or groups you want to document what is going on, and what that may look like. EXAMPLE BELOW:

Page 1 of ____

Group Intervention Form

Group Name: _____ Teacher Names: _____

Target Behavior: _____

Start Date:	Instructional Procedures:	Times Per Week:
Concurrent Evaluation: Yes No		Length of Session:
School District/Building:	Materials:	Progress Monitoring Plan:
Data Indicating Need:		
Person(s) Responsible for Analysis:	Person(s) Responsible for Intervention:	Decision Making Rule

Step 5: Progress Monitoring- How do we know if what is being done is working? – Progress Monitoring

As a leadership team, determine who in your building may be able to assist with progress monitoring training. If done correctly, this professional development should include the HOW TO USE THE DATA to guide instruction, not just the fundamentals of charting!

Step 6- RtI and Learning Disabilities- *Interactive Guide to RtI in New Hampshire*
“ it may be used in special education determinations..”

“ IDEA now requires states to adopt criteria for determining, whether a child has a specific learning disability. These criteria must permit local districts to use RtI and research-based procedures as part of an evaluation for special education to assist in identifying and determining eligibility for students suspected of having a specific learning disability.:

“Learn more, http://www.nrld.org/resource_kit

