



# **Response to Intervention Manual**

*Addressing the Needs of All Students*

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## **Overview**

**Response to Intervention (RTI):** is a multi-tier approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high-quality instruction in the general education classroom. Students move through tiers, which vary in level of support.

### **Tier 1**

- Intervention plan created by teacher
- Teacher documents and informs parents/guardians of concerns and plan
- Teacher employs intervention plan (2-6 weeks) and documents on district-approved RTI forms
- Teacher compares baseline data to data collected after 2-6 weeks
- Teacher informs parents/guardians of progress and next steps via call or email

### **Tier 2**

- Teacher seeks advice of coach/specialist and intervention plan created in collaboration
- Teacher and coach/specialist documents interventions and teacher communicates the plan to parents/guardians
- Teacher employs intervention plan (2-6 weeks) and confers with coach/specialist
- documents on district-approved RTI forms
- Teacher monitors progress (2-6 weeks) and documents on district-approved RTI forms
- Teacher informs parents/guardians of progress and next steps via call or email

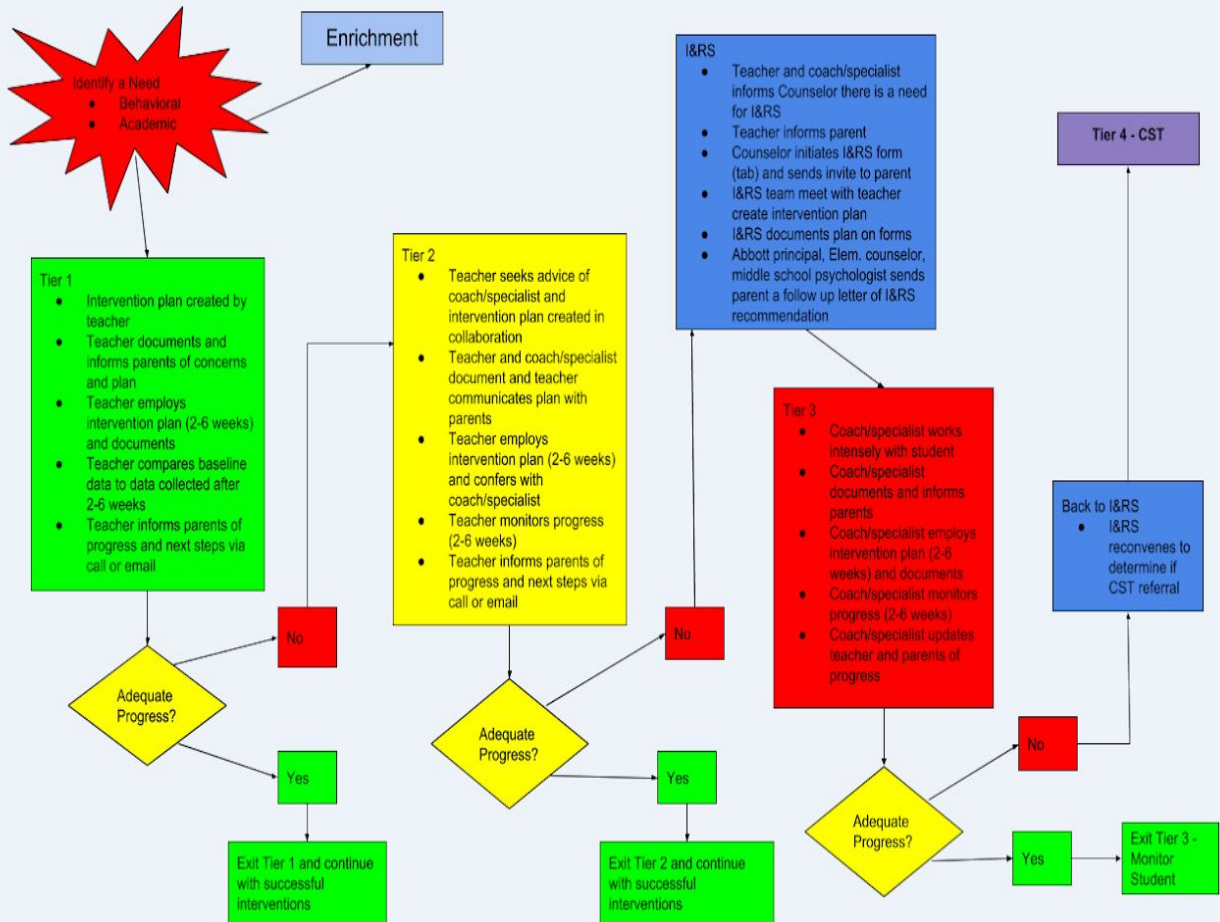
### **Tier 3 (Elementary School Level)**

- I&RS Notification -teacher/coach communicates with counselor a need for I&RS
- Teacher informs parent
- Counselor initiates the I&RS form (tab) and sends an invite to the parents
- I&RS and coaches create intervention plan
- I&RS team documents and informs parents of plan via follow up letter
- Teacher continues with successful classroom interventions
- Coach/specialist employs intervention plan (2-6 weeks) and documents on district-approved RTI forms
- Coach/specialist monitors progress (2-6 weeks)
- Coach/specialist updates teacher and parents/guardians of progress

### **Tier 3 (Middle School Level)**

- I&RS Notification
- I&RS and coaches/innovations teachers create intervention plan
- Student enrolled into innovations class (related arts rotation) and innovations teacher works intensely with student
- Teacher continues with classroom interventions
- Teacher and innovations teacher communicate progress
- Innovations teacher documents and notifies parents/guardians
- Innovations teacher employs intervention plan (2-6 weeks) and documents on district-approved RTI forms
- Innovations teacher/coach monitors progress (2-6 weeks)
- Innovations teacher/coach notifies parents/guardians of progress

# RTI Flowchart



## RTI Tiers

|                            | <b>Tier 1</b>  | <b>Tier 2</b>   | <b>Tier 3</b>   |
|----------------------------|--|---|---|
| <b>Program</b>             | -Differentiated core curriculum<br>-Utilizes flexible grouping<br>-Target area of specific weakness with specific intervention           | -Increased time and intensity of exposure to core curriculum<br>-Target area of specific weakness with a specific intervention in consultation with a coach | -Intensive individualized intervention with coach   |
| <b>Focus and Intensity</b> | -Low intensity<br>-Strategies , flexible grouping as determined by data<br>-Frequency and duration of strategies vary depending on need. | -Moderate intensity<br>-Small groups with shared needs<br>-Frequency and duration varies depending on the intervention                                      | -High intensity<br>-In addition to core curriculum<br>-1 to 1 or small groups (1 to3)<br>-Frequency and duration varies depending on the intervention |
| <b>Assessment</b>          | -Common Assessment<br>-Reading Level<br>-Reports from online programs  | -Common Assessment<br>-Reading Level<br>-Reports from online programs<br>-Teacher-designed skills/standards/behaviors aligned with specific student goal(s) | -Coach/innovations teacher-designed skills/standards/behaviors aligned with specific student goal(s)  |
| <b>Setting</b>             | -General education classroom   | -General education classroom  | -Individualized/small group   |
| <b>Interventionist</b>     | -Classroom teacher   | -Classroom teacher in consultation with coach and/or other specialist(s) (e.g. counselor, OT/PT/speech therapist)   | -Instructional Coaches/innovations teacher at middle schools and/or other Interventionists  |

## Roles and Responsibilities

### Principal

#### 1. Communicator

*Purpose: To build understanding of the interconnectedness of the coaching model, district goals, and curriculum initiatives.*

- Articulating the purpose and components of RTI to staff
- Leading and communicating to staff about the district and building initiatives in relation to RTI
- Continue to support the change from the BSI model to RTI model

#### 2. Facilitator

*Purpose: To collaboratively plan and coordinate professional learning.*

- Fostering a safe and trusting environment
- Aligning professional learning with the district goals
- Facilitating access to the RTI process
- Supporting coaches and teachers in PLCs to increase educators' knowledge
- Supporting CST and coaching interface for move from Tier 3 to Tier 4 intervention

#### 3. Instructional Leader

*Purpose: To support coaches and teachers in the coaching model.*

- Implementing the school and district goals
- Meeting with school coaches and leadership team on a regular basis to examine school data and assist in school-wide planning
- Acting as a strong advocate for student learning based on data used to inform instruction
- Equipping teachers to support students in their regular classrooms every day
- Sharing best practices research
- Allowing regular and extraordinary meetings with other coaches and curriculum supervisors to support their roles
- Supporting flexible schedules for coaches to shift focus to district instructional needs and/or grade-specific content area needs rather than individual school or student needs
- Allowing coaches to collaborate and share responsibilities including visitations to schools other than their "home school" as district assets

#### **4. Learner**

*Purpose: To promote and model professional learning.*

- Engaging in professional reading and learning opportunities
- Participating actively in the teaching and learning cycle

#### **5. Evaluator**

*Purpose: To meet state requirements for teacher evaluation and to support best practices*

- Evaluating the coach along with the content area supervisor

### **Content Area Supervisor**

#### **1. Communicator**

*Purpose: To build understanding of the interconnectedness of the coaching model, district goals, and curriculum initiatives.*

- Articulating the purpose and components of RTI to coaches
- Leading and communicating to coaches regarding the district and content area initiatives in relation to RTI

#### **2. Facilitator**

*Purpose: To collaboratively plan and coordinate professional learning.*

- Fostering a safe and trusting environment between individual groups in the model
- Aligning professional learning with the district goals
- Facilitating access to the coaching model process
- Supporting coaches in PLCs to increase educators' knowledge
- Facilitating collaboration between coaches and district data specialists

#### **3. Instructional Leader**

*Purpose: To support coaches and teachers in the coaching model.*

- Implementing content area and district goals
- Meeting with coaches on a regular basis to examine school data and assist in school-wide planning
- Acting as a strong advocate for student learning based on data used to inform instruction
- Sharing best practices research
- Conducting weekly and extraordinary meetings with coaches and curriculum supporting collaboration with out-of-district coaches and coaching networks/consortia



#### **4. Learner**

*Purpose: To promote and model professional learning.*

- Engaging in professional reading and learning opportunities
- Participating actively in the teaching and learning cycle

#### **5. Evaluator**

*Purpose: To meet state requirements for teacher evaluation and to support best practices*

- Evaluating the coach along with the Principal

### **Instructional Coaches**

#### **1. Classroom Supporter**

*Purpose: To increase the quality and effectiveness of classroom instruction based on using the gradual release of responsibility model.*

- Collaborating
- Co-planning
- Modeling
- Co-teaching
- Providing descriptive feedback based on teacher goals
- Tier II intervention - Consultation with classroom teachers to deepen teachers' toolbox

#### **2. Instructional Supporter**

*Purpose: To support the implementation of effective instructional strategies.*

- Differentiating instruction for personalized needs
- Ensuring alignment of instruction with standards
- Helping to design formative assessments for learning

#### **3. Curriculum and Content Facilitator**

*Purpose: To promote implementation of the New Jersey Student Learning Standards through adopted curricula.*

- Increasing teacher content knowledge
- Facilitating a better understanding of the structure of the written, taught, and tested curriculum
- Dissecting standards to guide identification of essential knowledge and skills
- Creating and/or collecting resources
- Reviewing common assessments created by curriculum committees

#### **4. Data Analyst**

*Purpose: To facilitate conversations using data to drive instructional decisions.*

- Collaborating with teachers and district data specialists to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning
- Analyzing data for classes, grade levels, and schools

#### **5. Facilitator for Change**

*Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically.*

- Fostering a safe, trusting environment for peers
- Introducing alternatives and refinements for teacher instructional practices
- Assisting teachers with differentiating in small groups to meet the needs of all learners

#### **6. Learner**

*Purpose: To engage in continuous learning in order to keep current.*

- Engaging in professional development opportunities in and out of district
- Participating in and facilitating professional reading
- Practicing and piloting new concepts and materials
- Reflecting about what is learned

#### **7. Professional Learning Facilitator**

*Purpose: To design and facilitate effective professional learning opportunities.*

- Providing professional development for colleagues
- Creating and facilitating PLCs to increase educators' knowledge
- Facilitating other forms of professional development (e.g. bringing in consultants)

#### **8. Resource**

*Purpose: To identify a variety of resources to enhance classroom instruction and student achievement.*

- Identifying instructional and assessment resources requested by teachers
- Sharing research and instructional best practices
- Suggesting PD opportunities and professional literature

## **9. School Leader**

*Purpose: To support and communicate school and district initiatives with the school community.*

- Involving stakeholders in the implementation of district goals
- Connecting with community stakeholders by sharing instructional practices that impact students
- Acting as a strong advocate for student learning

## **10. Tier III Intervention**

*Purpose: To provide specific, targeted instruction to individual students and/or small groups of students for limited, designated amounts of time for students who do not show progress in spite of Tier I & Tier II supports and with recommendations of I&RS Committee.*

- Requires proper district-approved RTI documentation as well as the formal I&RS process
- Tier 3 targeted, research-based interventions
  - Coaches (Elementary Schools)
  - Innovations Teacher/Coach (Middle Schools)
  - 2-6 weeks time frame (with flexibility as needed)

## RTI Forms

**Design:** The RTI Form is designed to follow a student as he/she moves through the tiers of support and through the I&RS process. For a given student, the later stages of the form may not be needed, but are included for each student should the need arise.

### **Tabs:**

- **Communication Log:** The communication log should be used to document all communication regarding the RTI process with the parents/guardians.
- **Tier 1:** This tab should be used by the **teacher** to document Tier 1 interventions. Documentation includes defining the problem, recording baseline data, selecting an intervention, recording qualitative and quantitative results, and delivering a post assessment. If subsequent goals are needed, this section of the form may be copied and pasted below.
- **Data:** Before moving to Tier 2, a review of data is necessary for the teacher and coach to have a thorough overall picture of the student. Teachers should use the appropriate grade level template.
- **Tier 2:** This tab should be used by the **teacher and the coach/innovations teacher**. Consultations should be documented. Additionally, the main difference between the Tier 1 and 2 tabs is an area for both teachers and coaches to document information regarding the intervention. Documentation includes defining the problem, setting a goal, recording baseline data, selecting an intervention, recording qualitative and quantitative results, and a posting assessment data. If subsequent goals are needed, this section of the form can be copied and pasted below.
- **I&RS:** This tab is used by the I&RS team. Teachers and coaches may be asked to document fill in certain parts of the tab. This replaces the previous I&RS forms.
- **Tier 3:** This tab is used by the coach to document Tier 3 interventions. Documentation includes defining the problem, setting a goal, recording baseline data, selecting an intervention, recording qualitative and quantitative results, and a posting assessment data. If subsequent goals are needed, this section of the form can be copied and pasted below.

**Adaptable:** The form, a Google Sheet, is designed to be adaptable. New tabs can be added when the need arises. For example, a particular student may have identified needs in both math and ELA, and therefore need two Tier 1 goals. Two Tier 1 tabs can be created, one for Math and one for ELA.

**Users:** The RTI Form originated with the classroom teacher. In fourth through eighth grade (where students have multiple teachers), the form can be shared with any teacher providing an intervention. When moving to Tier 2, the form should be shared with the school's counselor and appropriate coach. Before moving to Tier 3, the form will be shared with the I&RS team.

## **Parent/Guardian Information**

### **What is RTI?**

RTI stands for Response to Intervention. In this system, a child's teacher(s) and other school personnel identify an area of need based on data, develop a plan to remedy that area of need, and track progress and growth. If the teacher's / other school personnel actions prove not to be sufficient, then the teacher / other school personnel will consult with a specialist. The specialist will offer specific advice and the teacher will implement an intervention and track progress. If the interventions employed by the teacher / other school personnel are not sufficient, then an interventionist (e.g. instructional coach, counselor, and the like) will implement interventions directly.

### **What is I&RS? How does it work with RTI?**

The Intervention & Referral Services (I&RS) regulations establish minimum standards for the implementation of a coordinated system in each school building in which general education students are served for the planning and delivery of interventions and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs.

### **How will the RTI process help my child?**

RTI will address any needs your child is demonstrating either academically or behaviorally. As your child moves through the tiers, he/she will be met with increasingly intensive interventions (tier I - least intensive; tier III - most intensive). Ultimately, specific goals will be created collaboratively with the members of the RTI team. Progress towards these goals will be monitored regularly and communicated among the team and to the child's parent(s)/guardian(s).

### **Whom do I contact if my child is struggling?**

The first communication of any student concern should be addressed to the child's classroom teacher. The classroom teacher will be able to provide a plan (tier 1; tier 2) to address the concern(s) and communicate the child's progress with the parent(s)/guardian(s). Should there be a need for further intervention, the parent will be contacted by the school counselor. The teacher and the school counselor/coach(es)/interventionist(s) will collaborate on a plan for individual students.

## Helpful Resources and Suggested Interventions

[Compendium of ELA Interventions Tier II](#)

[ELA Tier 2 Consultation Checklist: Common Areas of Difficulty](#)

[Compendium of Mathematics Interventions Tier II](#)

[Targeting Areas of Concern \(K-5\) Tool](#)

[Behavior Checklist](#)

[Classroom Behavior Descriptors](#)