

HEARTLAND AEA - 13 GUIDING QUESTIONS FOR RTI
IMPLEMENTATION

2006

CORE

- 1. For which students is the core program sufficient and not sufficient?**
- 2. Is our core program sufficient?**
- 3. How will we monitor the sufficiency of our core program over time?**

SUPPLEMENTAL

- 4. Why isn't core sufficient for these students?**
- 5. What specific supplemental instruction is needed?**
- 6. How will we deliver that specific supplemental instruction?**
- 7. How will we know if it is working?**
- 8. How will we know if students need to move to a different level of instruction?**

INTENSIVE

- 9. Why isn't core and supplemental instruction sufficient for meeting these students' instructional needs?**
- 10. What specific intensive instruction is needed?**
- 11. How will we deliver that specific intensive instruction?**
- 12. How will we know if it is working?**
- 13. How will we know if students need to move to a different level of instruction?**

Heartland AEA 13 RTI GUIDING QUESTIONS WITH SUBSTEPS

Core

•Question 1: For which students is the core program sufficient and not sufficient?

- Step 1: Identify screening tool(s)
- Step 2: Identify proficiency cut-offs (all levels)
- Step 3: Collect universal screening data
- Step 4: Enter, organize, summarize data

•Question 2: Is our core program sufficient?

- Step 1: What percentage of proficiency is acceptable?
- Step 2: What percentage of our students are Advanced/Proficient/Not Proficient?
- Step 3: Make Comparison
- Step 4: Identify what work needs to be done on the core curriculum and instruction program

•Question 3: How will we monitor the sufficiency of our core program over time?

- Universal Screening Data (How often? How summarized? How used?)
- Accountability Assessments (How often? How summarized? How used?)
- Classroom Assessments (How often? How summarized? How used?)

Supplemental

•**Question 4: Why isn't core sufficient for these students?**

- Step 1: List students who are less than proficient and their scores
- Step 2: Identify list of additional assessments aligned with essential components in the content area
- Step 3: Identify CAP for additional assessments
- Step 4: Logistics for administering additional assessments
- Step 5: Organize/Summarize/Display Results

•**Question 5: What specific supplemental instruction is needed?**

- Step 1: Determine instructional need of students.
- Step 2: Form initial supplemental instructional groups based upon instructional needs/skill levels of students
- Step 3: Best-case scenario, what do we need to provide for each instructional group?
 - Curriculum
 - Instruction
 - Research
 - Amount of Time

•**Question 5: What specific supplemental instruction is needed?**

- Step 1: Identify specific resources currently available to match to specific group needs
- Step 2: Identify what additional resources are needed to meet students' needs

•Question 6: How will we deliver that specific supplemental instruction?

- Step 1: Complete Action Plan
- Step 2: Considerations:
 - Professional Development
 - Materials
 - Where/When instruction will occur
 - Who will deliver instruction?
 - Logistics and Scheduling
 - Etc.

•Question 7: How will we know if it is working?

- Step 1: Consider possible systematic methods for collecting ongoing data
- Step 2: Pick the most appropriate method
- Step 3: Put the logistics in place, I.e. frequency, materials, who, how will data be analyzed, etc.
- Step 4: Look at integrity of implementation

•Question 8: How will we know if students need to move to a different level of instruction?

- Step 1: Determine which students need to move to Core only
- Step 2: Determine which students need to move to Intensive Instruction

Intensive

•**Question 9: Why isn't core and supplemental instruction sufficient for meeting these students' instructional needs?**

- Step 1: Identify students in need of intensive instruction and their scores
- Step 2: Identify specific assessments to be used with individual students (could be CBE)
- Step 3: Identify CAP assessments
- Step 4: Logistics for individual diagnostic assessment
- Step 5: Organize/Summarize/Display Results

•**Question 10: What specific intensive instruction is needed?**

- Step 1: Determine instructional needs of individuals
- Step 2: Form individual or small instructional groups based upon instructional needs/skill levels
- Step 3: Best-case scenario, what do we need to provide for each individual or small instructional group.
 - Curriculum
 - Instruction
 - Research
 - Amount of Time
- Step 4: Identify specific resources currently available to match to specific group needs
- Step 5: Find gaps
- Step 6: Identify what additional resources are needed to meet students' needs

•**Question 10: How will we deliver that specific intensive instruction?**

- Step 1: Complete individual or small group intervention plans
- Step 2: Considerations:
 - Ongoing support team involvement
 - Professional Development

- Materials
- When/Where instruction will occur
- Who will deliver instruction?
- Logistics and scheduling
- etc.

•Question 11: How will we know if it is working?

- Step 1: Consider possible systematic methods for collecting ongoing data
- Step 2: Pick the most appropriate method
- Step 3: Put the logistics in place, I.e. frequency, materials, who, how will data be analyzed, etc.
- Step 4: Look at integrity of implementation

•Question 12: How will we know if students need to move to a different level of instruction?

- Step 1: Determine which students need to move to Core, or Core plus Supplemental
- Step 2: Determine which students need to continue in Intensive programming
- Step 3: Determine which students may be in need of additional resources