



# Response to Intervention Implementation Guide: The South Dakota Model



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The development of these materials was supported in part by IDEA Part B Grant # H027A110091 from the U.S. Department of Education, Office of Special Education Programs through the South Dakota Department of Education, Special Education Programs.

Special Education Programs receives funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education. This information is copyright free. Readers are encouraged to copy and share it, but please credit the Special Education Programs, South Dakota Department of Education.

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## Introduction

A Response to Intervention (RTI) approach is not new. RTI refines earlier initiatives in general education such as teacher assistant teams, pre-referral interventions, and problem-solving teams. With the reauthorization of IDEA in 2004, however, RTI is brought to the forefront of educational practice and service delivery as an alternative to the traditional approach to identifying students with learning disabilities. The Individuals with Disabilities Education Improvement Act of 2004 states, “a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures.” RTI represents a progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a Specific Learning Disability (SLD), and provides early intervention with the goal of improving the achievement of all students. To that end, RTI also aligns itself with the No Child Left Behind Act (NCLB) of 2001.

## Definition of Response to Intervention (RTI)

The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RTI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may evaluate in eligibility for special education and related services.

RTI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RTI are as follows:

- Multi-tiered intervention service delivery
- Integrated data collection/assessment system
- Data-based decisions based on a problem-solving model

Prior to implementation, strategic planning and staff development will be needed to address the above components. It is also important to recognize that the successful implementation of RTI hinges upon such prerequisite elements as building capacity and parent involvement.

### Core Principles According to NASDSE

According to NASDSE (2005), a large-scale implementation of any professional practice requires an understanding of the core principles that guide the practice as well as the components that define the practice. The core principles of RTI include:

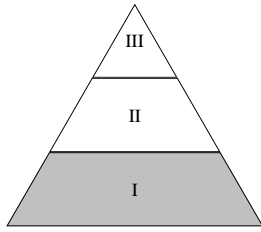
- We can effectively teach all children.
- Intervene early.
- Use a multi-tiered model of service delivery.
- Use a problem-solving method to make decisions within a multi-tier model.
- Use research-based interventions.
- Monitor student progress to inform instruction.
- Use data to make decisions.
- Use assessment for three different purposes. (screening, diagnostics and progress monitoring).

## Integral components of a three-tiered system

- Problem-solving team
- Parent involvement
- Data-driven instruction
- Progress monitoring
- Fidelity of implementation
- Universal screenings
- Use of scientific, research-based instruction and intervention

## Building Capacity

To fully incorporate RTI, school districts must assess their readiness and capacity to adopt and implement RTI practices for all academic areas and classroom management. School districts then develop a plan for implementing RTI that should include building capacity. An RTI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place.



## Tier I

The purpose of Tier 1 is to provide instruction within the core curriculum and to identify students who are not making satisfactory progress and need additional academic support.

Tier I instruction consists of daily reading instruction that is scientifically research-based and focuses on the “Big Ideas” found in research and outlined by the National Reading Panel: phonemic awareness, alphabetic principle, fluency, comprehension, and vocabulary. Appropriate scientific, research-based instructional materials at all levels of intensity provide a systematic scope and sequence that includes clear guidelines about which skills are taught and the order in which content are introduced.

Tier I is the least intensive level of the RTI prevention framework and includes the core curriculum and the instructional practices used for all students. The core curriculum needs to be scientifically research-based and incorporate the use of culturally and linguistically responsive instructional practices and differentiated learning activities to ensure that individual students’ needs have been addressed.

### **ASSESSMENT**

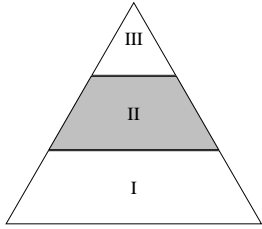
The screening process should be an efficient, effective, systematic method of acquiring and maintaining data on the performance of all students. The screening procedure should include:

- Selection of a screening tool with a progress monitoring tool feature that is reliable and valid, to include DIBELS or AIMSweb;
- Sensitivity to cultural and linguistic differences;
- Analysis of student data by instructional staff
- Communication of screening results to parents;
- Screening of students a minimum of three (3) times per year – first two weeks of the school year, two weeks prior to winter holiday break, and last two weeks of school;
- Comparing screening results to established benchmarks;
- An analysis of effectiveness of core curriculum;
- Identification of students for Tier II and Tier III interventions based on benchmark goals.

### **INSTRUCTIONAL FOCUS**

Based on the screening information, the highly qualified general education teacher implements scientific, research-based instructional strategies within the core curriculum and continues to track progress of all students. If a student fails to make satisfactory progress during any benchmarking period, the concern is communicated to the school-based Problem Solving Team. Communication to the team should be based upon a review of student performance data.

## Tier II: Strategic Interventions



Students performing below benchmark receive Tier II instruction. Scientific, research-based **strategic interventions** are provided to those students who are not achieving the desired standards through the core curriculum alone. Tier II typically consists of 10-15% of the student body. Strategic interventions supplement the instruction in the Tier I core curriculum and should be targeted **at identified student needs** and stated in an intervention plan. Decisions about selecting the appropriate strategic

interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

### **ASSESSMENT**

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using DIBELS or AIMSweb. Informal diagnostic data will also be used to determine whether targeted remedial efforts are producing the desired improvements in rate of learning.

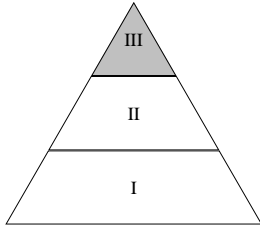
- Progress monitoring and graphing of the data is conducted more frequently than at Tier I, occurs at least two times per month;
- Data gathered through progress monitoring is used by teams to make instructional decisions;
- Instructional decisions are made based on a minimum of three consecutive periods of data collection, collected over a minimum of six weeks;
- The problem-solving team will meet when the data shows that the interventions are not effective.

### **INSTRUCTIONAL FOCUS**

In Tier II the time and intensity of instruction increases. Strategic interventions are intended to be short-term in duration (e.g., 9-12 week blocks) and are in place for immediate implementation.

- In addition to instruction in the core curriculum, interventions are generally provided in small groups of three to six students and may occur in the main classroom or in other settings;
- It is recommended that interventions at Tier II consist of daily sessions at 30 minutes per session;
- Instruction must be provided by highly qualified teachers;
- Interventions must be delivered with fidelity;
- Intervention fidelity will be monitored and discussed with the leadership team; (documentation will include, what did you do, how did the student respond, how long was the intervention, was the intervention implemented as intended)
- Instruction involves addition of time and supplemental material obtained from the scientifically research-based core or alternative curriculum;
- For students who are successful at Tier II, interventions may be discontinued.
- However, for a small percentage of students, Tier II interventions will not be enough, and some students may benefit from more than one Tier II intervention cycle. If a student is not demonstrating progress toward the benchmark after it is determined that Tier II strategic interventions have been implemented with fidelity, the student will require intensive interventions at Tier III.





## Tier III: Intensive Interventions

Students who are performing significantly below benchmark receive Tier III instruction. Scientific, research-based **intensive interventions** at Tier III are designed to accelerate a student's rate of learning by increasing the frequency and duration of interventions based on targeted assessments that document the lack of responsiveness to previous research based instruction.

### ASSESSMENT:

- Progress monitoring using DIBELS or AIMSweb at Tier III is completed and graphed on a weekly basis;
- Prior to selecting intensive interventions, an error analysis will be conducted or a diagnostic assessment given. The results from these assessments will provide in-depth information about a student's instructional needs and will be used to identify the student's skill deficits;
- Students who are successful at Tier III may be returned to Tier II supports.

### INSTRUCTIONAL FOCUS:

- Tier III generally serves fewer than 5% of the student body.
- It is recommended that interventions at Tier III consist of daily sessions to total 60 minutes;
- Intensive interventions are delivered by highly qualified teachers individually or in small groups and may occur over an extended period of time.
  - An example of an intervention plan at Tier III may include two 30-minute sessions daily, in addition to the instruction occurring in the student's core curriculum:
    - Interventions must be scientifically research-based;
    - Interventions must be delivered with fidelity;
    - Intervention fidelity must be monitored and documented;
- For individual students with intensive learning needs, individualized interventions are designed directly from the individual **diagnostic** information collected.

# Professional Development

Successful implementation of RTI depends on the ability of general and special educators to use RTI reliably and validly. The reliability and validity with which RTI is implemented will be determined to a great extent by the quality of both the pre-service and in-service professional development models used to translate research to practice.

## Leadership

- Professional development delivery model that best supports implementation.
- Staff and budget requirements to integrate general and special education services for the implementation of RtI.
- Relationship between implementation and expectations for improved student performance.
- Barriers that will occur and that must be addressed during implementation.
- Use of, and support for, technology necessary to ensure efficient and effective implementation of RtI.
- Essential stages and variables necessary for a smooth transition to RtI.

## Administrative

- Skills in data-based decision-making and the need to share outcome data frequently with staff in the process.
- Recognize the relationship between staff efforts and student outcomes.
- Coordination and alignment of district efforts to attain greater impact.
- Involve and inform parents in the essential elements of RtI that impact their child and his/her teacher.
- Need for universal, supplemental and intensive instructional strategies and interventions.
- Components of a successful professional development plan, with particular emphasis on building capacity and sustaining changes in practice.

## Who's involved?

### Leadership

- Policy Makers
- Superintendents

### Administrative Structure

- District
- Building Level

### Direct Services

- Teachers
- Other Instructional Staff

### Related Services

- School Psychologists
- Social Workers
- Counselors
- Behavior Specialists
- Speech Therapists

## Direct Services

- Increase the range of empirically validated instructional practices in the general education classroom.
- Using problem-solving methods.
- Technology and supports necessary to implement RtI.
- Demonstration and guided practice opportunities.

## Related Services

- Different models for looking at student performance differences and their impact on the development of instructional and assessment practices.
- Evaluation strategies to assess instructional quality in general and special education classrooms and programs.
- Curriculum Based Measures and related continuous progress monitoring technologies to evaluate individual student performance and instructional quality.
- Models of social support and role of related services staff in the provision of that support.
- Specific training in coaching, mentoring and data management strategies.

## Data Collection and Assessment Systems

An integrated data collection and assessment system is essential for informed decision-making for individual students and school systems. The LEA must develop a systematic assessment plan within the RTI framework, which specifies data collection, monitoring, and management. Assessment is used for three purposes: screening, diagnostics, and progress monitoring. Data collection on each student is consistent (using the same selected assessment tool throughout the three tiers) with adequate frequency. This tabulated and graphed data will be used by teachers and problem-solving teams to make informed educational decisions.

Assessment methods must:

- Be reliable and valid for making educational decisions;
- Directly assess the specific skills embodied in state and local academic standards;
- Assess marker variables that have been demonstrated to lead to the ultimate instructional target (e.g. reading comprehension);
- Be sensitive to small improvements over time (DIBELS or AIMSWeb);
- Be administered efficiently over short periods;
- Be administered repeatedly, using multiple probes;
- Be readily summarized in teacher and parent-friendly data displays;
- Be used to make comparisons across students;
- Be used to monitor an individual student's progress over time;
- Have direct relevance to the development of instructional strategies that address the area of need. (NASDSE, 2005)

**Progress Monitoring:** Depending on the intensity of student difficulties and the services provided, progress monitoring will occur at varying intervals, with more frequent monitoring occurring as instruction intensifies. The universal screening of all students in **Tier One** takes place three times a year. Students receiving **Tier Two** strategic interventions will be monitored a minimum of two times per month. **Tier Three** intensive interventions will be monitored at least once a week for the duration of the intervention.

**Intervention Fidelity:** In addition to assessing student performance, the assessment plan will also address systematic assessment and documentation that the interventions used were implemented with fidelity. Thus, evaluation teams need to carefully articulate the essential components of the interventions (e.g., checklists) and determine through direct observation the extent to which the interventions were implemented according to established guidelines. Without sufficient intervention fidelity, determination of a student's RTI cannot be validly assessed.

## Parent Involvement

Involving parents at all phases is a key aspect of a successful RtI program. As members of the problem solving team, parents can provide a critical perspective on students, thus increasing the likelihood that RtI interventions will be effective. For this reason, schools must make a concerted effort to involve parents as early as possible, beginning with the monitoring of individual student performance within the core curriculum.

| Tier   | Events  | How to Involve Parents  |
|--------|---|---|
|        | Prior to school   | <ul style="list-style-type: none"> <li>• Develop a campaign to inform the public regarding RTI processes.</li> <li>• Include clear description of RTI process in school handbook (parent and/or student).</li> </ul>  |
|        | Start of school year for all students   | <ul style="list-style-type: none"> <li>• Send parent-friendly notice home to all parents reviewing processes initiated within the RTI model to address needs of all students.</li> <li>• May include conferences, websites, newsletters, and/or open houses to facilitate parents' understanding of the process and its benefit to their students(s).</li> </ul>            |
| Tier 1 | Universal screenings  | <ul style="list-style-type: none"> <li>• Data reflecting student progress within the core curriculum will be available for all parents at their request.</li> <li>• This data will be shared with parents at conferences.</li> </ul>  |
|        | When individual student issues are identified   | <ul style="list-style-type: none"> <li>• Conduct parent/teacher conference, at which time student data (graphic representations) will be shared; strategies and materials for home instruction will be offered.</li> </ul>  |
| Tier 2 | Problem-Solving Team meets to address problems of identified students, progress monitoring        | <ul style="list-style-type: none"> <li>• Obtaining parent input is critical. Invite parents to attend these meetings.</li> </ul>  |
|        | Documentation of progress   | <ul style="list-style-type: none"> <li>• Continue to send home reports and continuous progress monitoring data reviewed by team;</li> <li>• Involve parent in the intervention process (Note: If we are teaching a targeted skill, the parent should know about this and be guided in helping the student at home to the extent the parent is willing and able.)</li> </ul> |
| Tier 3 | Team meetings to review progress and make instructional decisions                                 | <ul style="list-style-type: none"> <li>• Invite parents to participate in meetings and/or ensure that they receive any of the data that is used by the team. Include a written summary of the meeting and follow up with a telephone call and/or parent/teacher conference.</li> </ul>  |
|        | Decisions that result in a student spending more time in intensive instruction than typical peers | <ul style="list-style-type: none"> <li>• Send written notification to parents.</li> <li>• Conduct follow-up call to address parent questions and obtain input.</li> <li>• If individual evaluation is determined necessary, obtain consent from parents.</li> </ul>   |

# The Multi-Tiered System for South Dakota

The Multi-Tiered Academic System:  
*includes all students*

## Tier III

- Progress monitor weekly
- Scientifically-research based intensive, skill-specific interventions in addition to Tier I instruction and Tier II interventions

Tier III  
Intensive

## Tier II

- Progress monitor biweekly
- Scientifically-research based strategic, skill-specific interventions in addition to Tier I instruction

Tier II  
Strategic

## Tier I

- Scientifically-research based Core Curriculum
- Universal screenings of all students three times per year
- Additional instructional strategies
- Successful for 80-85% of students

Tier I  
Universal

## Summary

Educators have always recognized the importance of using data to improve achievement. In the past, educators have used the data from nationally normed tests or IQ/achievement discrepancies to identify students who are academically or behaviorally at risk. RTI provides a system for identifying students who need scientifically research-based, skill-specific targeted interventions to have success in the classroom. The components of RTI are supported by studies that have been extensively researched in the last 20 years. RTI emphasizes a multi-tiered approach to assessment and instruction for students who are experiencing academic or behavioral difficulties. This approach allows educators, parents and administrators to work together in a problem-solving model to increase achievement for all students.

## South Dakota Response to Intervention DIBELS Next Fidelity Report 2011-2012

**District Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

In order to ensure the fidelity of instructional decisions based on data, it is imperative that the data be analyzed and discussed by the **leadership/problem solving teams**. Please have your **leadership/problem solving team** complete this document by supplying the requested information. Once the percentages have been supplied, please discuss the information **as a team** and construct a narrative that answers the question posed. Be sure to include a comparison to the benchmarking results obtained prior to the current benchmarking period. This fidelity document will be completed by **the leadership/problem solving team** following each benchmarking period, discussed with state RtI coordinators during semi-annual visits, and filed with the Department of Education, Special Education Programs.

Using the **Composite Score** from the *DIBELS Class List Report*, complete the following table. “Need for Support” is needed when selecting a **Report Scoring Metric**. Compare individual class results for *each* classroom to grade level results for each school. The table will expand to accommodate all classrooms and all grade levels.

|   |   |   |
|---|---|---|
| <b>Report:</b> Web <input type="text"/><br><b>District:</b> <input type="text"/><br><b>School:</b> <input type="text"/> | <b>Grade:</b> Second Grade <input type="text"/><br><b>Year:</b> 2011-2012 <input type="text"/><br><b>Period:</b> Beginning <input type="text"/> | <b>Assessment:</b> DIBELS Next <input type="text"/><br><b>Color:</b> Color <input type="text"/> |
|---|---|---|

Select report scoring metric to continue:

|                               |  |
|-------------------------------|--|
| <b>Report Scoring Metric:</b> | <input type="text" value="Need for Support"/><br>-- Select Metric --<br>Need for Support<br>District Percentile<br>National DDS Percentile |
|-------------------------------|--|

| Elements of Fidelity   | Results  |   | Benchmarking Period   |
|--|--|---|---|
| <b>Screening Results</b>   | Grade:<br>Classroom:<br>% At or Above Benchmark =<br>% Below Benchmark = | Grade:<br>School wide Results<br>% At or Above Benchmark =<br>% Below Benchmark = | <input type="checkbox"/> Fall<br><input type="checkbox"/> Winter<br><input type="checkbox"/> Spring |
| Comparing classroom level results with school level results at each grade level for each benchmark period. |  |   |   |

**Narrative:** After analyzing these results, what conclusions can be drawn concerning student achievement at each grade level? Please include a comparison to the benchmarking results that were obtained immediately prior to the current benchmarking period.



## South Dakota Response to Intervention AIMSweb Fidelity Report 2011-2012

**District Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

In order to ensure the fidelity of instructional decisions based on data, it is imperative that the data be analyzed and discussed by the **leadership/problem solving teams**. Please have your **leadership/problem solving team** complete this document by supplying the requested information. Once the percentages have been supplied, please discuss the information **as a team** and construct a narrative that answers the question posed. Be sure to include a comparison to the benchmarking results obtained prior to the current benchmarking period. This fidelity document will be completed by **the leadership/problem solving team** following each benchmarking period, discussed with state RTI coordinators during semi-annual visits, and filed with the Department of Education, Special Education Programs.

Using the *AIMSweb Scores and Percentiles: Grade and Classroom Reports*, and the *AIMSweb Benchmark Goals and Indicators of Risk* document, complete the following table. Compare individual class results, for **each** classroom, to grade level results for each school, in **all** outcome measures assessed (e.g. Letter Naming Fluency, Nonsense Word Fluency). The table will expand to accommodate all classrooms, grade levels, and outcome measures.

The screenshot displays the AIMSweb reporting interface. On the left, the 'Grade Reports' section is highlighted with a yellow oval and contains a dropdown menu to 'Select the Outcome Measure to the right and the report you wish to view below.' Below this are three main report categories: 'Tier Transition' (represented by three colored cones), 'Scores and Percentiles' (represented by a horizontal bar chart), and 'R-CBM' (represented by a grid with colored cells). On the right, the 'Classroom Reports' section is also highlighted with a yellow oval and shows a collection of various data visualizations including bar charts, line graphs, and grid-based data displays.

| Elements of Fidelity   | Results   |   | Benchmarking Period  |
|--|---|---|--|
| <p><b>Screening Results</b></p> <p>Comparing classroom level results with school level results at each grade level for each benchmark period.</p>  | <p>Grade:<br/>Classroom:<br/>Measure:<br/>% At or Above Benchmark =<br/>% Below Benchmark =</p> | <p>Grade:<br/>School wide Results:<br/>Measure:<br/>% At or Above Benchmark =<br/>% Below Benchmark =</p> | <p><input type="checkbox"/> Fall<br/><input type="checkbox"/> Winter<br/><input type="checkbox"/> Spring</p> |
| <p><b>Narrative:</b> After analyzing these results, what conclusions can be drawn concerning student achievement at each grade level? Please include a comparison to the benchmarking results that were obtained immediately prior to the current benchmarking period.</p> |   |   |  |

**South Dakota Response to Intervention Action Plan**

**DISTRICT NAME** \_\_\_\_\_

**SCHOOL NAME** \_\_\_\_\_

**CONSENSUS AND COMMITMENT:** When Rtl is implemented in a school, the success of the project is dependent on staff commitment to the process. Schools must be willing to restructure how they look at scheduling, staffing, financing, and time. A good rule of thumb is to ensure that at least 80% of school staff is committed to implementation of the Rtl process with fidelity.

**QUESTION 1:** What consensus building tools and/or procedures has your school adopted to manage change in your building?

**NARRATIVE:**

**QUESTION 2:** What procedures is your staff willing to change in order to ensure the fidelity of implementation?

**NARRATIVE:**

**UNIVERSAL SCREENING:** The South Dakota model for Rtl requires that all children be universally screened. Schools are required to use an approved screener.

**QUESTION 1:** What does your school use as a universal screener?

**NARRATIVE:**

**QUESTION 2:** Who administers the screener to students?

**NARRATIVE:**

**QUESTION 3:** How often and when are students benchmarked?

**NARRATIVE:**

**QUESTION 4:** How was staff trained to administer the assessment with fidelity, when were they trained, and who facilitated the training?

**NARRATIVE:**

**QUESTION 5:** What plan does your school have in place to train new staff?

**NARRATIVE:**

|   |
|---|
| <b>QUESTION 6:</b> How do you monitor the fidelity of administration for your screener?   |
| <b>NARRATIVE:</b>   |
| <b>DATA-DRIVEN DECISION MAKING:</b> In order for screening results to aid in increased student achievement, the data must be evaluated and used to drive instruction.   |
| <b>QUESTION 1:</b> How soon after benchmark screenings do you analyze the assessment results?   |
| <b>NARRATIVE:</b>   |
| <b>QUESTION 2:</b> Outline the process that is followed during data analysis.   |
| <b>NARRATIVE:</b>   |
| <b>QUESTION 3:</b> Who facilitates the data interpretation in your school?  |
| <b>NARRATIVE:</b>   |
| <b>QUESTION 4:</b> Which teachers are involved in the data interpretation?  |
| <b>NARRATIVE:</b>   |
| <b>QUESTION 5:</b> If all teachers are not involved in the data interpretation, how is the data shared with staff?  |
| <b>NARRATIVE:</b>   |
| <b>PROGRESS MONITORING:</b> Students who do not achieve benchmark during the universal screening periods should be placed in tiered interventions and progress monitored to determine the effectiveness of the interventions. |
| <b>QUESTION 1:</b> How often are strategic students progresses monitored?   |
| <b>NARRATIVE:</b>   |
| <b>QUESTION 2:</b> Who administers the progress monitoring to students receiving strategic instruction?   |
| <b>NARRATIVE:</b>   |

**QUESTION 3:** How often are intensive students progresses monitored?

**NARRATIVE:**

**QUESTION 4:** Who administers the progress monitoring to students receiving intensive instruction?

**NARRATIVE:**

**QUESTION 5:** What is the process used to determine placement in an intervention group?

**NARRATIVE:**

**INSTRUCTION:** In order for intervention strategies to be efficient and effective, they must be scientifically based and used with fidelity.

**QUESTION 1:** What are the SBRR (Scientifically Based Reading Research) instructional tools used by your instructional staff?

**NARRATIVE:**

**QUESTION 2:** How many minutes of uninterrupted reading instruction are delivered to students each day?

**NARRATIVE:**

**QUESTION 3:** How often and for how many minutes do strategic students receive interventions?

**NARRATIVE:**

**QUESTION 4:** How often and for how many minutes do intensive students receive interventions?

**NARRATIVE:**

**QUESTION 5:** When and how do teachers analyze progress monitoring data?

**NARRATIVE:**

**QUESTION 6:** Are instructional decisions concerning interventions being made by teachers independently or are they being made by the problem solving team?

**NARRATIVE:**

**PROFESSIONAL DEVELOPMENT:** Successful implementation of RtI depends on the ability of general and special educators to use RtI reliably and validly. The reliability and validity with which RtI is implemented will be determined to a great extent by the quality of both the pre-service and in-service professional development models used to translate research to practice.

**QUESTION 1:** Identify the training or professional development that staff have attended in which the RtI process was promoted.

**NARRATIVE:**

**QUESTION 2:** How will professional development be determined based on concerns within the process?

**NARRATIVE:**

**QUESTION 3:** What is your process for ongoing professional development for new staff?

**NARRATIVE:**

**COGNITIVE COACHING:** Cognitive Coaching is a powerful approach to enhancing performance and building learning organizations. Through the use of this approach coaches develop skills in order to help mediate thinking. These skills should be utilized during formal sessions with classroom teachers, and building/leadership team meetings with the intentions of effectively focusing on the tools necessary to help teachers generate new possibilities, increase instructional flexibility, and focus on outcomes, not problems. (Costa and Garmston). Based on the work of Joyce and Showers (Third Edition, Association for Supervision and Curriculum Development, 2002), the percent of participants who demonstrate knowledge and new skills in a training setting, and who use new skills in the classroom increases from 5% use in the classroom with only "Practice and Feedback," to 95% using "Coaching."

**QUESTION 1:** Have you developed a formal schedule to utilize your trained cognitive coach?

**NARRATIVE:**

**QUESTION 2:** How many staff have been through the eight days of training in Cognitive Coaching?

**NARRATIVE:**

**QUESTION 3:** List your trained Cognitive Coaches. (Name, position, date of training, trainer)

**NARRATIVE:**

**QUESTION 4:** How many *formal* sessions has your trained CC conducted?

**NARRATIVE:**

**LEADERSHIP:** The purpose of a leadership team is to promote Rtl and oversee the Rtl process. The team should be no larger than 8 members, and should include a building administrator, cognitive coach, grade-level representatives, and specialists. The team should formally meet at least monthly. The agenda for a problem solving team meeting may be centered on individual student data or general process issues of Rtl. Both types of meetings need to be conducted efficiently using the problem-solving model: identify the problem, recognize the cause, develop a solution, and monitor for success.

**QUESTION 1:** What material/PD did you provide for your staff to be effective members of the leadership team?

**NARRATIVE:**

**QUESTION 2:** List your leadership team members (Name, position)

**NARRATIVE:**

**QUESTION 3:** What are the dates established for your formal team meetings for this school year (2010-2011)?

**NARRATIVE:**

**QUESTION 4:** What format do you use for reporting back meeting items to your constituents?

**NARRATIVE:**

**Assurance Statement: Rtl Leadership Team Member**

Each identified team member must print off and sign this page, and submit to Alicia Schoenhard, 800 Governors Drive, Pierre, SD 57501

*As an **Rtl Leadership Team Member** for \_\_\_\_\_ **School**, I assure the following:*

- The information in this document was presented and discussed with the school Rtl Leadership Team on \_\_\_\_\_(date); and
- To my knowledge, the data shared within this document is known to be accurate and true.

\_\_\_\_\_  
Team Member Name - Printed

\_\_\_\_\_  
Team Member Signature

\_\_\_\_\_  
Date

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Team Member Signature

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Date



## Service Delivery Matrix

| Duties and Tasks    | General Education Teachers | General Education Para-professionals | Teachers (Title I Schoolwide) | Para-professionals (Title I Schoolwide) | Title I Teachers Targeted Assisted | Title I Para-professionals Targeted Assisted | Special Education Teacher | Special Education Para-professionals |
|---------------------|----------------------------|--------------------------------------|-------------------------------|---|------------------------------------|--|---------------------------|--------------------------------------|
| Universal Screening | Yes                        | Yes                                  | Yes                           | No                                      | No                                 | No   | No                        | No                                   |
| Progress Monitoring | Yes                        | Yes                                  | Yes                           | No                                      | Yes,<br>only Title I students      | No   | No                        | No                                   |
| Data Entry          | Yes                        | Yes                                  | Yes                           | Yes                                     | Yes,<br>only Title I students      | Yes,<br>only Title I students                | Yes                       | Yes                                  |
| Data Analysis       | Yes                        | Yes                                  | Yes                           | Yes                                     | Yes                                | Yes  | Yes                       | Yes                                  |

[Section 1119\(g\)\(3\)\(A\)](#) - a paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119.

34 CFR Part 200.59

(2) A paraprofessional works under the direct supervision of a teacher if –

- (i) The teacher plans the instructional activities that the paraprofessional carries out;
- (ii) The teacher evaluates the achievement of the students with whom the paraprofessional is working; and
- (iii) The paraprofessional works in close and frequent physical proximity to the teacher.

34 CFR 300.208

(a)Uses. Notwithstanding § 300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

- (1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

Except when functioning in a schoolwide program, special education teachers paid with IDEA Part B (CEIS and non-CEIS) funds, cannot perform duties, such as universal screening, that are conducted on a regular basis in Tier I as a means of identifying students who are struggling and may need instructional supports and interventions through Tier II and III.

| Intervention Levels                 | General Education Teachers | General Education Para-professionals | Teachers (Title I Schoolwide)           | Para-professionals (Title I Schoolwide) | Title I Teachers Targeted Assisted | Title I Para-professionals Targeted Assisted | Special Education Teacher                                  | Special Education Para-professionals                       |
|-------------------------------------|----------------------------|--------------------------------------|---|---|------------------------------------|--|--|--|
| Tier I (Universal Core Instruction) | Yes                        | No                                   | Yes,<br>All teachers are Title teachers | No                                      | No                                 | No   | No   | No   |
| Tier II (Strategic Interventions)   | Yes                        | Yes                                  | Yes                                     | Yes                                     | Yes,<br>only Title I students      | Yes,<br>only Title I students                | Yes,<br>only if students on IEPs are included in the group | Yes,<br>only if students on IEPs are included in the group |
| Tier III (Intensive Interventions)  | Yes                        | Yes                                  | Yes                                     | Yes                                     | Yes,<br>only Title I students      | Yes,<br>only Title I students                | Yes,<br>only if students on IEPs are included in the group | Yes,<br>only if students on IEPs are included in the group |

[Section 1119\(g\)\(3\)\(A\)](#) - a paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119.

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(1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

Except when functioning in a schoolwide program, special education teachers paid with IDEA Part B (CEIS and non-CEIS) funds, cannot perform duties, such as universal screening, that are conducted on a regular basis in Tier I as a means of identifying students who are struggling and may need instructional supports and interventions through Tier II and III.

## Problem Solving Team Process

### District Team

- Provide technical assistance and develop a professional development plan for schools that are implementing RTI, as well as develop a district wide RTI plan
- Draft proposed policies and procedures
- Determine the logistics of carrying out RTI implementation in the district
- Identify assessments for universal screening and progress monitoring
- Identify funding to support the implementation
- Evaluate the implementation of RTI, curriculum, instruction, and student progress

### Building Team

- Improve the quality of teaching and learning at the school building level
- Ensure that fidelity of implementation occurs at the school building level
- Oversee the implementation of universal screening
- Identify students who need interventions
- Analyze and interpret data
- Identify potential reasons for nonresponsiveness to interventions
- Identify students that should be referred for special education eligibility
- Maintain content parallels among tiers and core curriculum

### Grade level Team

- Collect and review data on students who are receiving scientifically-research based, skill-specific interventions
- Evaluate student performance by grade level
- Consult with other grade level teachers, as well as parents, on changes to interventions and instruction

## A Comparison Between The TAT/SAT Process and the RTI Process

|                             | <b>Teacher Assistance Team/<br/>Student Assistance Team</b>              | <b>RTI/<br/>Problem Solving Team</b>   |
|-----------------------------|--|--|
| <b>Goals</b>                | Teacher Support  | Teacher collaboration resulting in improved outcomes for all students<br>Early Intervention  |
| <b>Membership</b>           | Primarily general educators  | General and Special Education teachers<br>Title I teachers<br>School psychologist<br>Speech Language Pathologist<br>Other Specialists and Personnel<br>Building Leader |
| <b>Experts</b>              | Teachers   | Teachers and specialists   |
| <b>Timing of Assistance</b> | Proactive and reactive   | Proactive, preventive and responsive   |
| <b>Parent Involvement</b>   | Parent notification is not required (unless student on IEP)              | Parent communication from the beginning  |
| <b>Student Involvement</b>  | All students   | All students, particularly those who do not achieve benchmark  |
| <b>Tasks</b>                | Identifying problem<br>Brainstorming solutions<br>Follow-up with teacher | Identifying problem<br>Designing Intervention<br>Evaluating Implementation Fidelity<br>Evaluating Response to Intervention   |
| <b>Evidence</b>             | Student work samples<br>Teacher reports                                  | Benchmark Data<br>Progress monitoring data<br>Student work samples<br>Teacher reports  |

## Administrative Considerations in Implementing the RTI Model

Consider possible funding sources: General funds, Special Education, and Title I Part A, Title II A, Title II B, Title III.

**Special Education** – Districts may spend up to 15% of their Part B funds for implementing coordinated early intervening services (CEIS) in their elementary and secondary schools.

**Title I Part A** – Title I services can be considered one of the tiers within the RTI model. There are two kinds of Title I Part A programs: **Schoolwide** and **Targeted Assistance**. Both programs can support the RTI model, but there are slight differences in the way each might contribute. Both programs are eligible to be provided in elementary and secondary schools. The district identifies the schools within the district that are Title I eligible and which ones receive those funds.

**Schoolwide** – In schools operating a school wide program, the entire school operates as a Title I program and bases the operations of the school on its school - wide plan. All students are considered Title I students and all teachers are considered Title I teachers. RTI would have to be part of the school's school - wide plan. The school would not be required to specifically identify a student, as Title I. Students must be taught to the same challenging content standards required for all children. Paraprofessionals must work under the direct supervision of a highly qualified teacher.

**Targeted Assistance** – In a school operating a targeted assistance Title I Part A program, Title I funds may only be used to provide assistance to well-identified Title I students. Staff paid with Title I funds can only work with well-identified students. Paraprofessionals must work under the direct supervision of a highly qualified Title I teacher. Title I services could be considered as one of the tiers in the RTI model. Students would have to be identified as a Title I student and all program requirements met. Students must be taught to the same challenging content standards required for all children.

**General considerations** – Title I funds must supplement, not supplant, local and state funds. Comparability must be maintained across schools within the district.

**Title II A** – These funds are for professional development and can be used for all teachers and paraprofessionals in the district. Professional development for SBR instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff.

**Title III** – Funds could be used to support interventions for LEP students and for professional development for those interventions.

**REAP** – The REAP funding source is currently only available in Title II A; however, all extra program activities are still available under REAP. Districts that meet the eligibility requirements can use Title II Part A funds to support allowable activities under Title I A, IIA, IID, III, IVA, and V. All but about 40 districts in the state use the flexibility provisions provided through REAP.

## Coordinated Early Intervening Services (CEIS)

### What is it?

There is nothing in the federal regulations (IDEA) that prohibits children with disabilities who are receiving special education and related services under IDEA from receiving instruction using RTI strategies unless the use of such strategies is inconsistent with their individualized education programs (IEPs).

However, children with disabilities who are currently identified as needing services may not receive RTI services that are funded with IDEA funds used for CEIS, because CEIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

### How may the money be used?

In implementing coordinated early intervening services under this section, an LEA may carry out activities that include:

- **Professional Development** for teachers and other school staff to enable personnel to deliver scientifically research-based academic and behavioral interventions.
- **Providing** educational and behavioral evaluations, services, and support.

### Is the use of funds for CEIS required or permitted?

Generally, the use of funds an LEA receives under Part B of the Act for CEIS is discretionary on the part of the LEA, except when an LEA has significant disproportionality based on race and ethnicity. Under 34 CFR §300.226, an LEA may not use more than 15% of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to 34 CFR §300.205, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement CEIS. If a State identifies an LEA as having significant disproportionality based on race and ethnicity with respect to the identification of children with disabilities, the placement of children with disabilities in particular

CEIS activities may include professional development to enable district staff to deliver scientific, research-based academic instruction and behavioral interventions, including scientifically research-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software. CEIS activities may also provide educational and behavioral evaluations, services and supports. School districts that use CEIS funds must report to SD DOE the number of students served through these funds and the number of these students that become eligible for special education services

educational settings, or the incidence, duration, and type of disciplinary actions taken against children with disabilities, including suspensions and expulsions, the SEA must require the LEA to reserve the maximum amount of funds available to the LEA to provide CEIS to children in the LEA, particularly, but not exclusively, to children in those groups that were significantly overidentified.

## Administrative Rules

**24:05:19:05.06. Early intervening services -- General.** A district may not use more than 15 percent of the amount the district receives under Part B of the IDEA for any fiscal year, less any amount reduced by the district pursuant to § 24:05:19:05.05, if any, in combination with other amounts, which may include amounts other than education funds, to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12, with a particular emphasis on students in kindergarten through grade three, who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Nothing in this section either limits or creates a right to FAPE under Part B of the IDEA or delays appropriate evaluation of a child suspected of having a disability.

Funds made available to carry out this section may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under, the ESEA if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.

**24:05:19:05.07. Early intervening services -- Activities.** In implementing coordinated, early intervening services, a school district may carry out activities that include:

- (1) Professional development, which may be provided by entities other than school districts, for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and, if appropriate, instruction on the use of adaptive and instructional software; and
- (2) Providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

**24:05:19:05.08. Early intervening services -- Reporting.** Each school district that develops and maintains coordinated, early intervening services must annually report to the department on:

- (1) The number of children served who received early intervening services; and
- (2) The number of children served who received early intervening services and subsequently receive special education and related services under Part B of the IDEA during the preceding two-year period.

**24:05:19:05.03. Permissive use of funds.** Notwithstanding federal requirements governing excess cost, use of Part B funds to supplement state, local and other federal funds and not supplant those funds, maintenance of effort, and commingling

requirements, IDEA Part B funds provided to a school district may be used for the following activities:

- (1) For the costs of special education and related services and supplementary aids and services provided in a regular class or other education related setting to a student with a disability in accordance with the individual education program of the student, even if one or more nondisabled students benefit from these services;
- (2) To develop and implement coordinated, early intervening educational services in accordance with this chapter; and
- (3) To establish and implement cost or risk sharing funds, consortia, or cooperatives for the school district itself, or for school districts working in a consortium of which the district is a part, to pay for high cost special education and related services.

A school district may use funds received under Part B of the IDEA to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

**24:05:17:10. Overidentification and disproportionality.** The department shall provide for the collection and examination of data to determine whether any inappropriate Overidentification or significant disproportionality based on race and ethnicity is occurring in the state and in districts of the state with respect to:

- (1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in chapter 24:05:24.01;
- (2) The placement in particular educational settings of these children; and
- (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In the case of a determination of inappropriate overidentification or significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular settings of these children, the department shall provide for the review of and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure compliance with the requirements of Part B of the Individuals with Disabilities Education Act; require any district identified under this section to reserve the maximum amount of funds allowable to provide comprehensive coordinated early intervening services to serve children in the district, particularly, but not exclusively, children in those groups that were significantly overidentified under this section; and require the district to publicly report on the revision of policies, practices, and procedures described under this section.

**24:05:24:01. Referral.** Referral includes any written request which brings a student to the attention of a school district administrator (building principal, superintendent, or special education director) as a student who may be in need of special education. A



referral made by a parent may be submitted verbally, but it must be documented by a district administrator. Other sources of referrals include the following:

- (1) Referral through screening;
- (2) Referral by classroom teacher;
- (3) Referral by other district personnel;
- (4) Referral by other public or private agencies; and
- (5) Referral by private schools, including religious schools.

**24:05:24:02. Duties of a district after referral.** Upon receiving a referral the school district shall conduct an informal review or may proceed with the evaluation process. An informal review includes a conference, if appropriate and necessary, either in person or by telephone, with the person making the referral and a review of the student's school record.

**24:05:24:03. Duties of a district after informal review.** If, after an informal review arising from a parental referral, the district determines that no evaluation is necessary, the district shall inform the parents of its decision and the reasons for the decision. It shall also inform the parents of their due process rights.

If after informal review, the district determines that further evaluation is necessary, the district shall conduct a full and individual evaluation with the consent of the parents.

**24:05:24:04. Documentation of referrals not evaluated.** All referrals of students that do no results in evaluation must be documented by the district.

**24:05:24.01:18. Specific learning disability defined.** Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to students who have learning problems that are primarily the result of visual, hearing, or motor disabilities; cognitive disability; emotional disturbance; or environmental, cultural, or economic disadvantage.

**24:05:24.01:19. Criteria for specific learning disability.** A group of qualified professionals and the parent of the child may determine that a child has a specific learning disability if:

- (1) The child does not achieve adequately for the child's age or does not meet state approved grade-level standards in one or more of the following areas, if provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
  - (a) Oral expression;
  - (b) Listening comprehension;

- (c) Written expression;
- (d) Basic reading skill;
- (e) Reading fluency skills;
- (f) Reading comprehension;
- (g) Mathematics calculation; and
- (h) Mathematics problem solving;

(2)(a) The child does not make sufficient progress to meet age or state-approved grade level standards in one or more of the areas identified in this section when using a process based on the child's response to scientific, research-based intervention; or (b) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with this article; and

(3) The group determines that its findings under this section are not primarily the result of:

- (a) A visual, hearing, or motor disability;
- (b) A cognitive disability;
- (c) Emotional disturbance;
- (d) Cultural factors;
- (e) Environmental or economic disadvantage; or
- (f) Limited English proficiency.

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in this article, data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents. The school district must promptly request parental consent to evaluate the child to determine whether the child needs special education and related services, and must adhere to the timeframes described in this article unless extended by mutual written agreement of the child's parents and a group of qualified professionals. The district must request such consent if, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in this section, and whenever a child is referred for an evaluation.

**24:05:25:03.04. Evaluation procedures – Notice.** The school district shall provide notice to the parents of a child with a disability, in accordance with this article, that describes any evaluation procedures the district proposes to conduct.

**24:05:25:04. Evaluation procedures – General.** School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials:
  - (a) Are used for the purposes for which the assessments or measures are valid and reliable; and
  - (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;
- (2) Assessments and other evaluation materials include those tailored to assess specific areas of education need and not merely those which are designed to provide a single general intelligence quotient;
- (3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment accurately reflects the child's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than the child's impaired sensory, manual, or speaking skills except where those skills are factors which the assessment purports to measure;
- (4) No single measure or assessment is used as the sole criterion for determining eligibility or an appropriate educational program for a child;
- (5) A variety of assessment tools and strategies are used to gather relevant functional development, and academic information about the child, including information provided by the parents, that may assist in determining:
  - (a) Whether the child is a child with a disability; and
  - (b) The content of the child's IEP, including information related to enabling the child:
    - (i) To be involved and progress in the general education curriculum; or
    - (ii) For a preschool child, to participate in appropriate activities;
- (6) Technically sound instruments, assessment tools, and strategies are used that:
  - (a) May assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
  - (b) Provide relevant information that directly assist persons in determining the educational needs of the child;
- (7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and

(8) The evaluation is sufficiently comprehensive to identify all the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as completion of full evaluations.

**24:05:25:07. Additional procedures for evaluating specific learning disabilities.** In order for a school district to certify a child as learning disabled for purposes of the federal child count, requirements in §§ 24:05:24.01:19 and 24:05:25:08 to 24:05:25:13, inclusive, must be met and documented in a child's record.

**24:05:25:08. Additional group members for specific learning disabilities.** The determination of whether a child suspected of having a specific learning disability is a child with a disability shall be made by the child's parents and a team of qualified professionals, which shall include:

- (1) The child's regular teacher;
- (2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of that age;
- (3) If the child is less than school age, an individual certified by the department to teach a child of that age; and
- (4) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, remedial reading teacher, or special education teacher.

**24:05:25:11. Observation for specific learning disabilities.** The school district shall ensure that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The group described in this section, in determining whether a child has a specific learning disability, shall:

- (1) Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation, as in a response to intervention model; or
- (2) Have at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with this chapter, is obtained, as in a discrepancy model.

If a child is less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

**24:05:25:12. Documentation of eligibility for specific learning disabilities.** For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall contain a statement of:

- (1) Whether the child has a specific learning disability;

- (2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section;
- (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;
- (4) The educationally relevant medical findings, if any;
- (5) Whether:
  - (a) The child does not achieve adequately for the child's age or does not meet state-approved grade-level standards; and
  - (b) he child does not make sufficient progress to meet age or state-approved grade-level standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development;
- (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level;
- (7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention:
  - (a) The instructional strategies used and the student-centered data collected; and
  - (b) The documentation that the child's parents were notified about:
    - (i) The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
    - (ii) Strategies for increasing the child's rate of learning; and
    - (iii) The parent's right to request an evaluation;
- (8) If using the discrepancy model, the group finds that the child has a severe discrepancy of 1.5 standard deviations between achievement and intellectual ability in one or more of the eligibility areas, the group shall consider regression to the mean in determining the discrepancy; and
- (9) If using the response to intervention model for eligibility determination, the group shall demonstrate that the child's performance is below the mean relative to age or state approved grade level standards.

**24:05:25:13. Group members to certify report in writing.** Each group member shall certify in writing whether the report reflects the group member's conclusion. If it does not reflect the group member's conclusion, the group member must submit the conclusion in a separate statement.

**24:05:25:13.01. Response to intervention model.** School districts that elect to use a response to intervention model as part of the evaluation process for specific learning disabilities shall submit to the state for approval a formal proposal that at a minimum addresses the provisions in § 24:05:25:12.

## Glossary

**Accommodations:** Supports or services provided to help an individual access the general education curriculum and help facilitate learning. Accommodations are any tools and procedures that provide equal access to instruction and assessment for students with disabilities. Accommodations are grouped into the following categories:

**Presentation:** repeat directions, read aloud, large print, etc.

**Response:** mark answers in a book, use reference aids, point, use of computers, etc.

**Timing/Scheduling:** extended time, frequent breaks, etc.

**Setting:** study carrel, special lighting, separate room, etc.

**Americans with Disabilities Act (ADA):** Federal Law that protects persons with disabilities from discrimination in the operations of public businesses and governments.

**Aim Line:** A graphic representation depicting the desired rate of progress a student needs to reach the goal from the current baseline.

**AIMSweb<sup>®</sup>:** A benchmark screening/progress monitoring tool. As a data management system, AIMSweb<sup>®</sup> facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data. In addition, AIMSweb automatically graphs data against student, classroom, school, district or national norms or targets.

**Area of Concern:** Educationally relevant domain in which an individual's performance is inappropriate, unacceptable or negatively influences educational performance.

**Baseline:** A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

**Behavior Intervention Plan (BIP):** a plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, and supports; program modifications; and supplementary aids and services that may be required to address the problem behavior.

**Benchmark:** checkpoints that are tied to designated grade/skill levels at which students' progress toward mastery of a standard is measured.

**Child with a disability:** A child who has a disability as defined in one of the disability categories in IDEA and who needs special education and related services because of the disability; or a child aged 3 through 5 who is experiencing developmental delay.

**Child Find:** Ongoing activities undertaken by states and local school districts to locate, identify, and evaluate all children residing in the state who are suspected of having disabilities so that a free appropriate education (FAPE) can be made available to all eligible children, including all children in public and private schools, including religious schools.

**Collaboration:** A systematic process of cooperation among two or more people with shared goals and perceived outcomes occurring in a climate of trust.

**Collaborative team:** A group of two or more people (as described above) who meet on a scheduled or as-needed basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school levels. School-based teams are developed and sustained as determined by need and are accessible to any administrator or teacher concerned with the educational needs of students.

**Convergent Sources of Data:** Data from multiple sources that combine to support a conclusion.

**Coordinated Early Intervening Services (CEIS)** CEIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

**Core Curriculum:** A uniform body of knowledge that all students should know.

**Data Points:** Usually a dot or small circle that represents a single data point. With one mark (point) for every data point a visual distribution of the data can be seen. Depending on how tightly the points cluster together, data trends may be recognized clearly and visually.

**Diagnostic Assessment:** The process of data collection for the purpose of specifying and verifying problems or areas of concern and identifying what an individual needs to enhance performance. (Salvia and Ysseldyke, 1991, p. 3)

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. (DIBELS Manual)

**Differentiated instruction:** The matching of instruction with the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

**Direct Instruction:** Direct Instruction is the systematic, explicit approach that lends itself to designing instruction that is developmentally appropriate.

**Disability:** A disability is a skills deficit, a health or physical condition, a functional limitation, or a pattern of behavior that adversely affects educational performance. A disability 1) results in educational performance that is significantly and consistently different, diminished, or inappropriate when compared to the expectations for peers and 2) significantly interferes with:

- a) access to general education settings and opportunities;
- b) developmental progress;
- c) involvement and progress in the general curriculum; or
- d) Interpersonal relationships or personal adjustment.

**Discrepant/Discrepancy:** The comparison of an individual's performance at a point in time to the performance of peers or other established standards at that same point in time.

**Eligibility:** Means an individual, who by nature of his or her disability and need, requires special education and related services in order to receive an appropriate education.

**English Language Learners (ELL):** ELL are students whose first language is not English and who are in the process of learning English.

**Evaluation:** Summarizing assessment results, then making decisions based on these results.

**Explicit instruction:** Instruction that is clear, overt, and visible.

**Full and Individual Evaluation:** The purpose of the evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern or suspected disability, including whether the educational interventions are special education. The identification process, at a minimum, includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for, or knowledge of, the individual and the implementation of general education interventions.

**Fidelity:** Accuracy and exactness of the implementation (assessment, instruction, and process).

**Functional Assessment:** Functional assessments help to identify specific skills the student can and cannot perform, and provide diagnostic information about what the student can actually do in the areas of concern.

**Individual Education Plan (IEP):** A written statement for a specific child with a disability, in accordance with chapter 24:05:27, based on a full and individual evaluation of the child and developed by an IEP team.

**Interventions:** The directing of instruction in the area(s) of concern. Interventions are designed to meet the identified needs of an individual and are monitored on a regular and frequent basis. Changes in instruction, for the student in the area of learning difficulty, are designed to improve learning and to achieve adequate progress.

**Intensive Interventions:** Designed to accelerate a student's rate of learning by increasing the length, frequency and duration of instruction and of individualized assessments that analyze the responsiveness to the instruction.

**LEA (Local Education Agency):** A local education agency is a governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries.

**Modification:** Changes made to the content and performance expectations for an individual.

**Multi-sensory:** Simultaneously engaging the visual, auditory, and kinesthetic modalities.

**Multiple Decision Points:** Intended for the [Problem Solving Team](#); using visual representations of data to relate information and thus aid in discussions and decisions about interventions

**Positive Behavior Intervention and Supports (PBIS):** Identify and enhance knowledge about, and practical demonstration of, school-wide PBIS practices, systems and outcomes along the three-tiered continuum (primary, secondary, tertiary); and develop, conduct and evaluate



technical assistance and dissemination efforts that allow evidence-based practices to be implemented on a large scale with high durability and effectiveness.

**Peers:** For school-age individuals, this refers to individuals in the same grade as the targeted individual. For early childhood individuals this refers to individuals of the same age group.

**Pre-referral interventions:** Interventions delivered in the student's regular classroom that attempt to improve learning prior to a referral for formal special education evaluation.

**Problem-Solving Team:** A team charged with representing the district (District Level Team), building (Building Level Team), and classroom (Grade Level Team). These teams can help provide leadership and ensure consistency and fidelity of implementation, whether district-wide or down to individual classrooms. These teams should reflect trans-disciplinary or cross-departmental personnel who can help plan, provide input and support the implementation of RTI.

- The district level team is also responsible for providing technical assistance and developing a professional development plan for schools that are implementing RTI, as well as developing a district wide RTI plan, drafting proposed policies and procedures, determining the logistics of rolling out RTI implementation, identifying assessments for universal screening and progress monitoring, identifying funding to supports, and an overall evaluation of RTI implementation, curriculum, instruction, and student progress.
- The primary purpose of a building level team is to improve the quality of teaching and learning at the school. Additional responsibilities may include ensuring that fidelity of implementation occurs at the school level, overseeing the implementation of universal screening, identifying students who need intervention, analyzing and interpreting data, identifying potential reasons for nonresponsiveness to interventions (i.e., instruction, behavior, motivation, possible learning disabilities), recommending interventions, monitoring intervention effectiveness and student progress, and identifying students that should be referred for special education eligibility.
- Grade level teams collect and review data on students who are receiving skill specific interventions, and evaluate student performance by grade level. They may also consult with other grade level teachers, as well as parents, on changes to interventions and instruction.

**Professional Judgment:** The reasoned application of clear guidelines to the specific data and circumstances related to each unique individual. Professional judgment adheres to high standards based on research and informed practice that are established by professional organizations or agencies. (Adapted from Katz, 1994).

**Progress Monitoring:** Assessments that are completed to determine if students are making adequate progress or need more intervention to achieve grade level outcomes.

**RTI (Response to Intervention):** The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

**Rate of Progress:** Objective evidence of performance across time, e.g., rate of skills acquisition and/or slope of improvement. Measuring the rate of progress requires multiple data points that reflect assessment across time. A minimum of nine data points are typically required.

**Reliability:** Refers to the accuracy, dependability, consistency, or repeatability of test results.

**SBR (Scientifically Based Research):** Systematic methods, utilizing observations and analysis of reliable data, to determine student performance and design educational plans.

**Scaffolding:** Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

**Scientifically Based:** Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain Reading Research (SBRR) valid knowledge. This research:

- Employs systematic, empirical methods that draw on observation or experiment.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.
- Can be generalized.

**SEA (State Education Agency):** The agency of the state charged with primary responsibility for coordinating and supervising public elementary and secondary instruction, including the setting of standards for instructional programs. The SEA is the state agency that administers federal grant programs under the *ESEA*.

**Skill:** The ability to use one's knowledge effectively and readily in execution or performance.

**Strategy:** The conscious use of a specific method.

**Strategic Interventions:** Interventions provided to students who are not achieving the desired standards through the core curriculum alone.

**Standardized Assessments:** Tests administered and scored in the same way to ensure validity. These assessments depend upon the same questions, conditions and scoring in order to gauge student progress against a norm group.

**Trend Line:** As a part of a progress monitoring graph, a trend line is a line used to represent the approximate rate of student progress. The trend line can be compared to a student's goal line to assess the effectiveness of instruction.

**Validity:** The extent to which interpretations are useful, relevant, and valuable in making decisions relevant to a given purpose. For example, a valid test does a good job of measuring what it is designed to measure.

## Response to Intervention Question & Answer

1. Is RTI mandated?

No. However, IDEA 2004 urges states and school districts toward adopting an RTI approach.

2. Can RTI work in a Title I schoolwide program?

Yes. In a Title I **schoolwide program** school funds can be used for almost any program believed to raise the achievement of low performing, at-risk students. RTI interventions are designed to raise the achievement of low performing, at-risk students and can be supported through these funds.

3. Can RTI work in a Title I targeted assistance program?

Yes. In a Title I **targeted assistance program**, school funds can be used for Tier II or Tier III strategies in an RTI model when used to supplement the core curriculum. Staff in a **targeted assistance program** are encouraged to collaborate whenever possible in the RTI process; however, certain regulations must be adhered to. The following outlines effective ways for Title I staff in a **targeted assistance program** to collaborate and participate in the RTI process:

- All staff can work together to collaboratively screen students, and by means of assessment, to pinpoint those who are struggling and are in need of additional services;
- Classroom, Title I, and special education resources can be shared to maximize the amount of materials, supplies, books, etc. available to assist students.
- An effective RTI model is dependent on a strong instructional leader (i.e., building principal) who will facilitate and stress the importance in ongoing communication and joint planning opportunities.

Funds in a Title I **targeted assistance program** cannot be used to provide the core instructional program of the RTI model, Tier I. All services for Tier I would be the responsibility of the classroom instructor or other staff provided with general or other funds. Title I cannot pay for universal screening or for progress monitoring that is part of Tier I. Once a student is identified for Title I, Title teachers may conduct additional progress monitoring relative to the Title I services being provided.

4. Would School Improvement Funds be appropriate for use in an RTI model?

Yes. School improvement funds are to be used to address the root causes of students performing below grade level. The use of these funds should be supported by the analysis of data, which points to the need for specific strategies to address the cause. Funds may be used for professional development to build a school's capacity to provide appropriate instruction and interventions for students based on their achievement level. When this is done within an RTI framework, then the use of School Improvement Funds is appropriate and acceptable.

5. Can Title I funds pay for RTI professional development?

Yes. There are several funding sources that could be utilized by a school district to help fund needed professional development and other components necessary for implementing an effective RTI model. Title I funds can be utilized under certain conditions. For example the cost of professional development expenses can be cost-shared among several federal programs including Title I. Since Title I paid staff can assist with students who are participating in the RTI process the cost of Title I materials could be shared among programs.

6. Which staff should be involved in implementing RTI?

According to NCLB and IDEA 2004, both laws address the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the progress of all students. Response to Intervention is the process that allows all educators to work together to identify at-risk students early on and provide evidence-based interventions to meet student needs. Having support and buy in from all staff (Title I, Special Education, and General Education) is critical to success in an RTI model. Opportunities for professional development, in the areas of reading and math instruction and interventions, must be available for both general and special education staff. Staff may also be required to come back and share the information they received at the RTI trainings.

Time must be built into the schedule to accommodate time for collaboration among all staff to develop shared language and common understanding since they all work with at-risk students. This time will also allow all staff to come together and focus on individual student needs. As part of the shared responsibilities of all staff, data-based decision making will be used following benchmarking and progress monitoring.

7. When is it appropriate for Title I staff to be involved in universal screening?

It is permissible for Title I staff in a **schoolwide program** to administer universal screening and progress monitoring.

Please see the [Service Delivery Matrix](#) for more guidance with this question.

8. Is it allowable for a Title I teacher in a **targeted assistance** school to work with students other than those that have been identified as Title I students?

No. According to Title I **targeted assistance** regulations, Title I teachers may only provide instruction and interventions (at Tier II and Tier III) to students identified for Title I assistance.

9. What is a problem solving team, and why do we need one?

Regardless of the RTI approach within a district, a problem solving team will provide guidance and ensure consistency of implementation and fidelity. A leadership team should be established at each level of the process: district, building, and grade level. The leadership team will have many responsibilities. For a list of responsibilities per level team, please refer to the [Problem Solving Team Process chart](#) within this document. The team may consist of principals, grade level general education and special education teachers, specialists, school psychologist, speech language pathologist, and Title I personnel. Parents also play an integral part in the RTI process. But, because members of the building and grade-level leadership teams are often responsible for analyzing individual student data, it is important to keep this information confidential. It would not be necessary to include parents at this stage of the process. However, the team and teacher should always communicate information and decisions made about an individual child's education with the parent.

10. How long do you continue to provide skill-specific interventions if a student is not making progress?

As a reminder, a referral for special education can be initiated at any time throughout the process of RTI. A continual analysis of data for students that have been identified at-risk should indicate progress or the lack of progress. Through this data analysis, the time in which the student is referred for special education eligibility should occur when it is determined that the student has not made sufficient progress during the implementation of high quality instruction and skill-specific interventions. Each student should be examined on an individual basis.

11. What is fidelity and why is it important in an RTI model?

An RTI model implemented with fidelity involves using the curriculum and instructional practices consistently and accurately, as they were intended to be used. A lack of student progress may be due to student characteristics, but it is important to realize that it may also be due to how the instruction was implemented. Without implementation fidelity, the effectiveness of instruction will be diminished. If a student is not responding, before adjusting the frequency or duration of the intervention, one must first consider if the instruction was implemented with fidelity.

Fidelity is a part of each of the essential components of RTI, not a separate component. Consistency and accuracy of screening, progress monitoring, instruction, and data-based decision making is a must.

12. When should a school take a closer look at fidelity?

Fidelity should always be on the radar in a school implementing an RTI model, more specifically when students are not doing well with what is considered high quality instruction that is scientifically based. Another tip for considering an issue with fidelity is when there are consistently low success rates with universal screening and progress monitoring, whether for a classroom, grade level, or school wide. Remember that the verification of fidelity is what links student results with instruction.

Some questions that could be asked when there are concerns with fidelity of instruction may include:

- How well do you adhere to the curriculum, instruction, and/or intervention?
- How often does a student receive an intervention, and for how long each time?
- Was the instructor engaged during the delivery of the content? Were the students engaged?
- Was the instruction explicit? Systematic?
- How have the students responded?

13. Can the special education teacher work with students without an IEP in an RTI approach?

Yes. Special education staff may work with students in Tiers II and III, as long as they are also serving students receiving special education at the same skill/instruction level. Federal and state rules address permissive use of funds, such as that IDEA Part B funds may be used for the costs of special education and supplementary aids and services provided in a regular class or other education related setting to a student with a disability in accordance with the individual

education program of the student, even if one or more students without disabilities benefit from these services.

14. Is it possible that some learners may always be in and out of Tier II and Tier III?

Yes. Any placement for at-risk students is based on data collected through universal screening, diagnostic assessments, and progress monitoring. When the team considers all results, decisions are made to provide high quality instruction and skill-specific interventions according to the individual student's needs.

15. Do students who qualify for special education services in a state other than South Dakota have to be reevaluated when they move to South Dakota?

Students, who transfer in from another state must meet South Dakota's eligibility criteria in order to be placed on South Dakota's child count. If a student with a disability, who had an IEP that was in effect in a previous school district in another state, transfers to a school district in South Dakota, and enrolls in a new school within the same school year, the new school district, in consultation with the parents, shall provide the child with FAPE, including services comparable to those described in the student's IEP from the previous school district, until the new school district:

- (1) Conducts an evaluation pursuant to chapter 24:05:25, if determined to be necessary by the new school district; and
- (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in this chapter.

Districts need to review the evaluation data received by other districts due to student transfers and ensure the evaluation data supports South Dakota eligibility criteria. This applies to the state's RTI or discrepancy criteria.

16. If a district chooses to use RTI for special education eligibility does the district need an approved RTI plan?

Yes. School districts that elect to use a response to intervention model as part of the evaluation process for specific learning disabilities shall submit to the state for approval a formal proposal that at a minimum addresses the required documentation for eligibility for specific learning disabilities.

17. In the role as a coach, I've been in a conversation with a teacher, where she has asked me, "Well, what do you think (about how I did)?" How do I respond?

The process of Cognitive Coaching<sup>SM</sup> is meant to support individuals in becoming self-directed individuals with the cognitive capacity for excellence both independently and as members of a community. Self-directed people are self-managing, self-monitoring, and self-modifying. Therefore, a coach's response should be one that would guide the individual to monitor and evaluate her own behaviors.

18. Do I need to know anything about RTI to be a coach?

Yes. Because the process of Cognitive Coaching<sup>SM</sup> is meant to support teachers, the coach should have the capacity to mediate them in their instructional decision making. A coach within an RTI model should have the knowledge base of how RTI is being implemented within the school.

19. Can I, as an administrator, be a cognitive coach?

Because the position of an administrator is that as an evaluator within a school building, it is not recommended that an administrator adopt the role of an RTI coach in addition to this function. In this case, the learner/thinker/coachee would be responsible for evaluating him or herself, rather than the administrator. At times it is difficult for an individual to put aside the fact that this person is coming in to support rather than evaluate.

20. Is it my responsibility as a coach or teacher to sell RTI to the other staff in my school or building?

Because this is a systematic process that will have an impact districtwide, administration should be involved in making decisions regarding the implementation of RTI. This involves the reallocation of resources, the adoption of districtwide policies and procedures, and the funding infrastructure. Administration should set a positive tone and reassure staff that RTI, when done with fidelity, will improve the quality of teaching and learning in their district. Consensus building with all staff is important for the success of the process, so administration should confront misconceptions and review "hurdles," in order to create an environment where everyone is on board to ensure the success for all students.



## Resources

South Dakota Department of Education

<http://doe.sd.gov>

South Dakota Response to Intervention

[http://doe.sd.gov/oess/sped\\_Rtl.asp](http://doe.sd.gov/oess/sped_Rtl.asp)

Intervention Central

<http://www.interventioncentral.com/>

National Dissemination Center for Children with Disabilities

<http://nichcy.org/>

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

National Center on Response to Intervention

<http://rti4success.org>

Center for Cognitive Coaching

<http://www.cognitivecoaching.com>

RTI Action Network

<http://www.rtinetwork.org>

Florida Center on Reading Research

<http://www.fcrr.org>

Fernley, S., LaRue, D., and Norlin, J.W. Esq. (2007). What do I do when – the answer book on RTI. Pennsylvania: LRP Publications.

Batsche, G., Elliott J., Graden, J.L., Grimes, J., Kovaleski. J.F., Prasse, D., Reschly, D.J., Schrag, J., & Tilly, W.D. (2005). Response to Intervention: Policy Considerations and Implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

\*If interested, a complete bibliography may be acquired from the South Dakota Department of Education, Special Education Programs Office, 800 Governors Drive, Pierre, SD 57501 or found at the [SDDOE RTI webpage](#).