HEARTLAND AEA - 13 GUIDING QUESTIONS FOR RTI IMPLEMENTATION

2006

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

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

INTENSIVE
9. Why isn’t core and supplemental instruction sufficient for meeting these students’ instructional needs?
10. What specific intensive instruction is needed?
11. How will we deliver that specific intensive instruction?
12. How will we know if it is working?
13. How will we know if students need to move to a different level of instruction?
Heartland AEA 13 RtI Guiding Questions with Substeps

Core

• **Question 1: For which students is the core program sufficient and not sufficient?**
  • Step 1: Identify screening tool(s)
  • Step 2: Identify proficiency cut-offs (all levels)
  • Step 3: Collect universal screening data
  • Step 4: Enter, organize, summarize data

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

• **Question 3: How will we monitor the sufficiency of our core program over time?**
  • Universal Screening Data (How often? How summarized? How used?)
  • Accountability Assessments (How often? How summarized? How used?)
  • Classroom Assessments (How often? How summarized? How used?)
Supplemental

• **Question 4: Why isn’t core sufficient for these students?**
  • Step 1: List students who are less than proficient and their scores
  • Step 2: Identify list of additional assessments aligned with essential components in the content area
  • Step 3: Identify CAP for additional assessments
  • Step 4: Logistics for administrating additional assessments
  • Step 5: Organize/Summarize/Display Results

• **Question 5: What specific supplemental instruction is needed?**
  • Step 1: Identify specific resources currently available to match to specific group needs
  • Step 2: Identify what additional resources are needed to meet students’ needs
• **Question 6:** How will we deliver that specific supplemental instruction?
  • Step 1: Complete Action Plan
  • Step 2: Considerations:
    • Professional Development
    • Materials
    • Where/When instruction will occur
    • Who will deliver instruction?
    • Logistics and Scheduling
    • Etc.

• **Question 7:** How will we know if it is working?
  • Step 1: Consider possible systematic methods for collecting ongoing data
  • Step 2: Pick the most appropriate method
  • Step 3: Put the logistics in place, I.e. frequency, materials, who, how will data be analyzed, etc.
  • Step 4: Look at integrity of implementation

• **Question 8:** How will be know if students need to move to a different level of instruction?
  • Step 1: Determine which students need to move to Core only
  • Step 2: Determine which students need to move to Intensive Instruction
**Question 9: Why isn’t core and supplemental instruction sufficient for meeting these students’ instructional needs?**

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

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

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

**Question 11: How will we deliver that specific intensive instruction?**

- Step 1: Complete individual or small group intervention plans
- Step 2: Considerations:
  - Ongoing support team involvement
  - Professional Development
• Materials
• When/Where instruction will occur
• Who will deliver instruction?
• Logistics and scheduling
• etc.

• **Question 12: How will we know if it is working?**
  • Step 1: Consider possible systematic methods for collecting ongoing data
  • Step 2: Pick the most appropriate method
  • Step 3: Put the logistics in place, i.e. frequency, materials, who, how will data be analyzed, etc.
  • Step 4: Look at integrity of implementation

• **Question 13: How will we know if students need to move to a different level of instruction?**
  • Step 1: Determine which students need to move to Core, or Core plus Supplemental
  • Step 2: Determine which students need to continue in Intensive programming
  • Step 3: Determine which students may be in need of additional resources