

RtI Leadership Workshop • November 11, 2008

Questions from Discussion Groups

How do you implement or structure a problem-solving team while still operating under a discrepancy model?

Can RtI start with just one area - or is it “all or nothing?”

When can RtI replace the discrepancy model?

Do you still see a role for the traditional referral process and tools for special education in an RtI system?

What constitutes Tier 1 intervention versus tier 2 or 3 interventions?

What is the role of special education?

What does Tier 3 look like if it is outside of special education? What resource?

How do we get the wrong staff off of the bus?

The blame game seems to have shifted from special education to general education teachers. How do you create buy-in to RtI without creating a culture of resentment? What specifically can be taken off of the teacher’s plate?

Scientifically based decision-making doesn’t hold much value (as much as one might think ...) in the eyes of practitioners. Practitioners VALUE action-based research. Whose job is it in the school district to determine what is valid; where do you go?

What are the pieces of staff development that are needed?

What are some of the strategies or methods that you have seen implemented to reorganize resources to enable you to implement Tier 2 and Tier 3 interventions?

Secondary issues - teachers are trained in content areas. How do you move toward teaching skills (reading) when you don’t have staff available who are trained, or who are available in the schedule to provide the instructions?

Is there a framework that could be presented the effective RtI schools have followed for a period of 4 to 5 years? Elementary ones? Secondary ones?

How do you best get started with RtI in a small school/district scenario (2 section school)?

Where do we start with so many necessary pieces? A model program?
Reallocation of staff?

What are some implementation models? How do you start? What do you drop?

How do we start? What are the first steps?

When and how should we be implementing RtI in our middle and high schools?

Concept of “planned abandonment” ... what do you drop at elementary, middle, and high school to begin this program?

Is there a model “self study” we can use?

How do we recognize and formalize some of our current practices?

How do you find time in the day to implement this model?

How do you implement a multi-tiered system with limited resources?
How do you effectively use resources to cover the needs of RtI during a zero funding growth and maintain current programming?

How do we meet the needs of ELL students in the RtI model?

What does the behavior component of RtI look like?

What are some effective progress monitoring trainings available?

How can we make data accessible and functional in our districts?

What kind of data should be kept and how should it be stored? How to access? How do we make it useful?

How can we use the RtI model with a school population that is highly mobile?

How can we become an RtI school?

What formative assessment would be recommended for teachers who are ready to make the RtI “leap?”

Recommended universal screening tools?

What do we do about students who are making progress but are not predicted to pass their state testing?

How do we select scientifically based interventions for each tier?

How does RtI influence core curriculum?

At what level is core curriculum dropped to give only instruction with intervention curriculum?

What are some SPECIFIC scientifically research-based interventions? Where do you find information to help teams determine this?

How to identify SRBI for the classroom? How to train and implement systematically?

What does a Tier 2 intervention look like? Tier 3? Are there good model schools in Minnesota to see these in action?

What happens if a student requires Tier 3 intervention FOREVER to maintain performance? (but doesn't fall below the 5th percentile) and ultimately won't pass the grad requirement (surfaces when they get to HS)

What does the intervention system look like at the secondary level?

How are interventions implemented when a student has SEVEN instructors during the day?