Response to Intervention Resources

To provide guidance to New Mexico educators and community members involved with the Response to Intervention process, the following resources have been identified as effective strategies and interventions. The 10 Key RTI Components are organized to efficiently explore areas of interest and need. In addition, a color-coded dot indicates which of the Tiers the resource is appropriate for (● = Tier 1, ○ = Tier 2, and ● = Tier 3). All web-based resources are free, unless a fee is indicated. Website links are provided for easy access. For more information on the Response to Intervention model in New Mexico visit: https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/response-to-intervention-rti/

Ten Key RTI Components

1. High-Quality Classroom Instruction
2. High Expectations
3. Assessments and Data Collection
4. Problem-Solving Systems Approach
5. Research-Based Interventions
6. Positive Behavioral Support
7. Fidelity of Program Implementation
8. Staff Development and Collaboration
9. Parent and Family Involvement
10. Disability Determination

Core 1: High-Quality Classroom Instruction

The following provides highly recommended resources to boost Tier 1, 2, and 3 student engagement at both elementary and secondary levels through instructional practices aligned with the Common Core State Standards and Universal Design for Learning, along with guidance in selecting research-based practices.

Quick Resources

2. ● ○ Best Evidence Encyclopedia: Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) (http://www.bestevidence.org) Presents reliable, on-going unbiased reviews of research-proven educational programs. Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.
3. ● CAST Universal Design for Learning (UDL) Lesson Builder (http://lessonbuilder.cast.org) Provides educators with definitions, models, and tools to create and adapt lessons that increase access and participation in the general education curriculum for all students. Office of Special Education Programs (OSEP).
4. edWeb.net (http://home.edweb.net) Provides a professional social network for the education community to deliver support through online discussions, recorded webinars, and resources on education technology and 21st Century skills.


6. Teaching Channel Videos of Exemplary Teaching (https://www.teachingchannel.org) Provides lessons on a variety of relevant topics, such as Common Core State Standards, English Language Arts, and Math instruction. The Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation.

7. Multi-level Prevention System (http://www.rti4success.org/essential-components-rti/multi-level-prevention-system) Highlights online resources that can be used to plan and implement Response to Intervention (RTI) at the elementary and secondary level. Center on Response to Intervention.

8. The Center for Applied Linguistics (CAL) (http://www.cal.org/) Dedicated to providing a comprehensive range of research-based information, tools, and resources related to language and cultural issues. CAL has earned national and international recognition for its contributions to the fields of bilingual education, English as a Second Language, literacy and foreign language education, dialect studies, language policy, refugee orientation and the education of linguistically and culturally diverse adults and children.


- Adolescent Literacy (http://www.reading.org/Resources/ResourcesByTopic/Adolescent/Overview.aspx)
- Inside Mathematics (http://www.insidemathematics.org)
- Response to Intervention in Primary Grade Reading (http://ies.ed.gov/ncee/www/PracticeGuide.aspx?sid=3)

Other Resources (Books)

1. Biography-Driven Culturally Responsive Teaching. Socorro Herrera (2010). This book provides tools for tapping into the strengths students bring from their sociocultural, linguistic, cognitive, and academic histories. The author shows how to both draw on these assets as a teacher and guide students to better access their own strengths and existing funds of knowledge and prior knowledge to accelerate academic...

2. **Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement.** Marzano, R. J., Pickering D. J., & Pollock, J. E. (2001). What works in education? How do we know? How can teachers find out? How can educational research find its way into the classroom? How can we apply it to help our individual students? Questions like these arise in most schools, and busy educators often don’t have time to find the answers. In this book, Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock detail the research findings and detail the nine broad teaching strategies that have positive effects on student learning. ASCD. ISBN – 13: 978-0871205049.


4. **Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction.** Jim Knight (2011). A staggering amount of evidence shows that our schools are not as effective as they should be, and they are working toward improvement. This book simplifies the process for becoming an Impact School through targeted, consistent professional learning that is done with teachers, not to teachers. Corwin Press. ISBN-13: 978-1412994309.


8. **Teaching Reading and Comprehension to English Learners, K-5.** Margarita Calderon (2011). As more English learners enroll in school each year, teachers and administrators are concerned with the large gap in reading and academic standing between ELs and students performing at grade level. This book addresses the language, literacy, and content instructional needs of ELs and frames quality instruction within effective schooling structures and the implementation of RTI.

9. **Breaking Through: Effective Instruction and Assessment for ELs.** Margarita Calderon (2012). Utilizing new research and field studies, this book provides a whole-school approach to helping English learners (ELs) achieve academically while they learn English. Discover why ELs learn better when language, literacy, and subject matter are integrated, and learn how to prepare all teachers in a school to meet the needs of this growing student population. ISBN: 1936765365.

10. **Teaching Students to Read Like Detectives.** Douglas Fisher, Nancy Frey, Diane Lapp (2012). In this comprehensive guide, the authors explore the relationship between text, learner, and learning through discussion and rhetorical writing at the elementary, middle, and high school levels. Clearly defined strategies will drive discussion-based learning. Examine the hidden dangers of controlling classroom discourse, foster critical literacy through questioning and instructional routines, and encourage students to find meaning and cultivate thinking from expository texts--even the most challenging ones. ISBN-13: 978-1935543527.

11. **Vocabulary for the Common Core.** Robert Marzano and Julia Simms (2013). The Common Core State Standards present unique demands on students ability to learn vocabulary and teachers ability to teach it. The authors address these challenges in this resource. Work toward the creation of a successful vocabulary program, guided by both academic and content-area terms taken directly from the mathematics and English language arts standards. ISBN-13: 978-0985890223.

12. **You’ve Got to Reach Them to Teach Them, Hard Facts about the Soft Skills of Student Engagement.** Mary Kim Schreck (2010). Engagement is a hot topic these days among educators at all levels and in all disciplines. Standards, curricula, and assessment tools have been built and rebuilt to provide excellence and achievement, but now we are faced with the one variable that can turn all this effort into ash: the students. You’ve Got to Reach Them to Teach Them shows the reader how to engage students and bring out their best, and how to create an environment in which students feel confident and safe enough to take risks, make mistakes, and immerse themselves in stimulating learning experiences. ISBN-13: 978-1935542056.

13. **How to Teach Thinking Skills within the Common Core.** Packed with examples and tools, this practical guide prepares teachers across all grade levels and content areas to teach the most critical cognitive skills from the Common Core State Standards. Discover a doable three-phase model of explicit teaching, guided practice in content-based lessons, and authentic application in standards-based performance tasks that will strengthen students’ ability to learn across the curriculum. James A. Bellanca, Robin J. Fogarty, and Brian M. Pete (2012).
Core 2: High Expectations

The following provides educators with highly recommended approaches for maximizing all students' engagement and achievement through increasing teachers’ awareness and attention to struggling students’ possible barriers and strengths.

New Mexico Resources

1. Tools for School (NMPED: Priority Schools Bureau) ([http://ped.state.nm.us/ped/PrioritySchoolsIndexToolsForSchools.html](http://ped.state.nm.us/ped/PrioritySchoolsIndexToolsForSchools.html))
   This website provides a wealth of information and resources to support improving academic outcome for students and including math, literacy, and school systems reflective summaries, professional development training and handouts, suggested readings, and other resources.

Quick Resources

1. Culturally Responsive Response to Intervention by the National Center for Culturally Responsive Educational Systems (NCCREST) ([http://www.nccrest.org/professional/culturally_responsive_response_to_intervention.html](http://www.nccrest.org/professional/culturally_responsive_response_to_intervention.html)) Includes Facilitator Manuals, PowerPoints, and handouts for three academies, or topics, the second one specifically focused on RtI (professional development fee). Office of Special Education Programs (OSEP), U.S. Department of Education's (ED).


3. Guided Language Acquisition Design (GLAD) ([http://www.projectglad.com](http://www.projectglad.com)) Promotes English language acquisition, academic achievement, and cross-cultural skills through positive, research-based techniques and interactions among students and between teachers and students (professional development fee).


Other Resources (Books)

### Core 3: Assessments and Data Collection

The following provides educators the spectrum of highly recommended resources needed to implement RtI assessments, including introductory definitions, guidance for selecting tools from comprehensive lists, and lists of roles and tasks for continued implementation.

#### Quick Resources

1. **Culturally Responsive Response to Intervention: Academy**
   

2. **Introduction to Responsiveness Progress Monitoring to Intervention**
   

3. **Progress Monitoring Within a Response-to-Intervention Model**
   

4. **RTI for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes**
   

5. **RTI and Universal Screening Establishing District Benchmarks**
   

6. **Screening Tools**
   

7. **Chart Dog**
   
Other Resources (Books)


2. ★ Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data. Terri Chiara Johnston (2010). *Data Without Tears* is a helpful tool designed for teachers who are faced with the daunting task of collecting educational data to fulfill a variety of legal and administrative requirements involved in IEPs, BIPs, and RTI. This new resource provides an easy-to-use model for writing goals and objectives efficiently, effectively, and in a straightforward manner. Educators will learn how to collect data, when and where to collect it, and how to interpret it so that instruction and interventions can be adjusted to increase each student's success. Research Press. ISBN-13: 978-0878226276.


4. ★ Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Kim Bailey and Chris Jakicic (2012). Monitor and enhance your students' learning with Common Formative Assessment. Learn how to design, use, and respond to common formative assessments in order to become more knowledgeable about your own standards, more assessment literate, and more informed on how to develop strategies to help all students learn. And, with accessible tools and templates for teams to adjust to their own needs, this is a process that will be easy to facilitate and easy to maintain. ISBN-13: 978-1936765140

Core 4: Problem-Solving Systems Approach

The following resources and websites help guide site-based RtI team members through the problem-solving process as they discuss data, students’ progress, materials, and interventions. These are highly recommended resources.

Quick Resources

1. ★ ★ ★ Creating Shared Language for Collaboration in RtI

(https://www.rtinetwork.org/getstarted/buildsupport/creating-shared-language-for-
collaboration-in-rti) Creates shared language for communication, so participants can successfully participate in the RtI process. By Barbara J. Ehren, Barbara Laster, and Susan Watts-Taffe. International Reading Association’s Commission on RtI.

2. Create Your Implementation Blueprint Stage 4: Full Implementation (http://www.rtinetwork.org/getstarted/implement/create-your-implementation-blueprint-stage-4-full-implementation) Describes the problem solving process and other activities, after teachers have administered the assessments and begin to learn how to provide targeted and effective intervention instruction. By Susan L. Hall. RTI Action Network.


5. Response to Intervention: The Future for Secondary Schools (http://www.nasponline.org/resources/principals/RTI%20Part%20NASSP%20February%2008.pdf) This article describes response to intervention’s (RTI) tiered process for implementing evidence-based instructional strategies in the regular education setting while frequently measuring student progress to determine whether these practices are effective. It specifies some common components of strong collaborative teams and elements of effective RTI programs.

Other Resources (Books)


2. Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don’t Learn. Austin Buffum, Mike Mattos, Chris Weber (2008). The model presented in Pyramid Response to Intervention (PRTI) shows how Response to Intervention is most effective when implemented on the foundation of a professional learning community (PLC). It gives educators the information, tools, and processes they need to do that work, including over 2 dozen reproducibles. Detailed examples of each tier of response to intervention make it clear to readers what kinds of programs and policies are best for each level and show what RTI looks like in real schools. Solution Tree. ISBN-13: 978-1934009338.

3. Simplifying Response to Intervention: Four Essential Guiding Principles. Austin Buffum, Mike Mattos, and Chris Weber (2012). The book advocates that RTI is not a series of implementation steps to cross off on a list, but a way of thinking about how educators can ensure each child receives the time and support needed to achieve success. The authors show how to create an RTI model that works. They address both
academics and behavior in each chapter, and provide considerations for district leadership, as well. Solution Tree. ISBN-13: 978-1935543657

Core 5: Research-Based Interventions

The following resources and websites provides highly recommended resources for compiling research-based interventions and tools, as well as support on using research-based materials and relevant resources from a robust intervention website are provided.

New Mexico Resources
1. New Mexico – Early Warning System (http://www.every1graduates.org/nm-ews/)

Quick Resources
Research-based Collections
1. ⚫⚫⚫ Best Evidence Encyclopedia (http://www.bestevidence.org/index.cfm) Provides reviews of research-proven educational programs by Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
2. ⚫⚫⚫ The Center on Instruction (http://centeroninstruction.org) Develops and identifies free resources that Regional Comprehensive Centers use in their pursuit of high quality instruction, particularly students with difficulties learning mathematics, students needing intensive instruction, or special needs/diverse learners, including English language learners. Office of Elementary and Secondary Education, U. S. Department of Education (ED).
3. ⚫⚫ Focus on Effectiveness: Research-based Strategies (http://www.netc.org/focus/strategies) Provides reviewed, research-based instructional strategies covering topics such as graphic organizers, cooperative learning, student goal-setting, simulations and games, and higher-order thinking skills. Multimedia presentations, technology-infused lessons, instruction, and classroom examples are included. Northwest Regional Education Laboratory.
4. ⚫⚫⚫ Institute of Education Sciences (http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Review%20Types,3;#pubsearch) Provides educators with the information they need to make evidence-based decisions including practice guides that provide recommendations for educators on teaching specific skills, as well as research-based practices.
5. ⚫⚫⚫ Instructional Intervention Tools (http://www.intensiveintervention.org/chart/instructional-intervention-tools) Includes a chart with reviews for math, reading, and language arts intervention programs. It is intended to be used as a consumer report. National Center on Response to Intervention (NCRTI).
6. ⚫ LD OnLine.org (http://www.ldonline.org/educators) Provides strategies and interventions for students with learning disabilities and/or ADHD. Sponsored by WETA-TV, PBS station in Washington, D.C., with twelve member organizations.

8. ● ● ● What Works Clearinghouse (http://ies.ed.gov/ncee/wwc) Delivers information from reviews about the effectiveness of a large variety of programs; relevant products and practices can be located through the “Find What Works” tool. Institute of Education Sciences, ED.

9. ● ● ● Response to Intervention in Reading for English Language Learners (http://www.rtinetwork.org/learn/diversity/englishlanguagelearners) This article briefly highlights the knowledge base on reading and RTI for ELLs, and provides preliminary support for the use of practices related to RTI with this population.

10. ● Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=6) The target audience for this guide is a broad spectrum of school practitioners such as administrators, curriculum specialists, coaches, staff development specialists and teachers who face the challenge of providing effective literacy instruction for English language learners in the elementary grades.


12. ● ● ● Intervention Central (www.interventioncentral.org) Offers free tools and resources to help school staff and parents promote positive classroom behaviors and foster effective learning for all children and youth, including interventions and progress monitoring.

Support Using RtI Research-based Resources


Other Resources (Books)


Core 6: Positive Behavior Support

The following provides highly recommended resources for Positive Behavioral Support (PBS).

New Mexico Resources


Quick Resources

1. The RTI Action Network (http://www.rtinetwork.org)
   Dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. The RTI Action Network is a program of the National Center for Learning Disabilities.
   - Integrating Academic and Behavior Supports Within an RtI Framework Provides a three-part framework for the integration of academic and behavior supports for each Tier of intervention in a RTI model so that teams can work smarter, not harder. By Hank Bohanon, Steve Goodman, and Kent McIntosh (2010) RTI Action Network.
     - Part 1: General Overview (http://www.rtinetwork.org/learn/behavior-supports/integrating-behavior-
and-academic-supports-general-overview)
Includes a rationale for combined academic and behavior supports.

  Describes the universal academic and behavioral reform needed to arrive at an integrated model.

  Provides a description of supports for groups of students who are not responding to the core curriculum based on the nature of their needs.

  Includes an overview of how to identify strategies for intervention and how to establish progress monitoring for students with the most intensive needs.


Provides capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices; funded by US Department of Education Office (ED) of Special Education Programs (OSEP).

  - **School-Based Mental Health** ([http://rtckids.fmhi.usf.edu/rtcpubs/study04/default.cfm](http://rtckids.fmhi.usf.edu/rtcpubs/study04/default.cfm))
    Includes social emotional learning, school-wide prevention systems and treatment options for youth with more intensive mental health challenges.

    Provides guidance and specific suggestions for selecting evaluation measures and creating schedules. Also provides samples of brief formative and summative reports, outlines for end-of-year documents, and illustrations of content for small- and large-group presentations intended for sharing outcomes with decision-makers. B. Algozzine, R. Horner, G. Sugai, S. Barrett, S. Dickey, and L. Eber, (2010, 53 pp.).

  - **High School PBIS** ([http://www.pbis.org/school/high_school_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx))
    Includes lessons learned from research and case studies at high school implementation sites for Tier 1 and more intensive tiers, across all core components, and with extensive examples.

    Includes case Studies, and Guides to Evaluate Status and Impact of school-wide

  Includes topics such as School Ethnicity, Discipline Referrals, and Discipline Referrals across Grade Levels.

  Provides a framework for selecting evaluation measures and using evaluation information for active decision-making at the school, district, region, and state levels.

- **School-wide Positive Behavior Support (SWPBS) for Beginners** ([http://www.pbis.org/school/swpbs_for_beginners/default.aspx](http://www.pbis.org/school/swpbs_for_beginners/default.aspx))
  Provides information, checklists, examples for teaching behavioral expectations in the same manner as any core curriculum subject.

- **Primary Prevention – TIER I** ([http://www.pbis.org/school/primary_level/default.aspx](http://www.pbis.org/school/primary_level/default.aspx))
  Includes letters to parents, scoring guide for evaluating quality SWPBS, bully prevention document, videos, and presentations, for example, Building a Realistic Pyramid of Instructional and Behavioral Supports for Prevention and Intervention. Based on the philosophy that all children can exhibit appropriate behavior.

  Includes tools, many PowerPoint presentations, publications and training sources, including a review of the “Check in/Check out” program. Focuses on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children.

  Includes lists of proven anger management programs for students, FAQs, case examples, wraparound services, information for coaches and paraprofessionals, tools, presentations, publications, and training sources. Focuses on individual systems of support for PBS.

**Other Resources (Books)**

1. **Best Behavior: Building Positive Behavior Support in Schools.** Jeffrey R. Sprague and Annemieke Golly (2009). Best Behavior responds to the urgent need for proven strategies that can assist schools in implementing and maintaining Positive Behavior

Core 7: Fidelity of Program Implementation

The following provides highly recommended resources to support site teams’ efforts to implement intervention techniques and programs in the manner they were intended to be, and were found to be effective in research studies. These sites provide support in setting up aspects of infrastructure such as feedback loops, end-of-year surveys, embedded assessments, and stakeholder feedback.

Quick Resources

   Provides guidelines and examples for implementation based on lessons learned so that more consistent implementation and intervention can be achieved. By Susan L. Hall. RTI Action Network.

   Provides an overview, definitions, tools, methods, sample roles and responsibilities, and rubric for judging high-quality fidelity of implementation at all three tier levels. National Center on Response to Intervention.

   Provides explanations and examples of how the tools help implement and maintain fidelity and why they are important (Webinar 27:21) transcript, slides, rubric, worksheet, chat log. National Center on Response to Intervention.

   Provides forms for monitoring the school-level fidelity of RtI implementation for self-appraisal, not compliance. National Center on Response to Intervention.

Core 8: Staff Development and Collaboration

The following provides an abundance of highly recommended resources for stake holders to start and continue the process of implementing RtI in their learning environments.

Quick Resources

Comprehensive Professional Development Web Sites

The following Web sites provide an abundance of resources for stake holders to start and continue the process of implementing RtI in their learning environments.

Provides a comprehensive collection of materials and resources on RtI approach and processes; includes a glossary, collections on beginning, intermediate, advanced, emerging, and practice, and Dialogue Guides for discussions. The Partnership is a collaboration of 51 organizations united to improving outcomes for students and youth with disabilities.


Provides extensive professional learning modules on several RtI topics, resources for special education inclusion, scientifically validated and evidence-based instructional strategies. Modules can be accessed individually or with facilitated groups; funded by the Office of Special Education Programs (OSEP), U.S. Department of Education (ED).

3. **National Center on Intensive Intervention** ([http://www.intensiveintervention.org](http://www.intensiveintervention.org))

Supporting educators in using data-based individualization to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K–12 (2011) Includes: webinars, reviewed tool charts, videos of experts, and implementation support. Funded by OSEP, ED.


Provides technical assistance to states and districts to build the capacity in implementing proven RtI models; funded by OSEP, ED.

**RTI Action Network**

Dedicated to the effective implementation of Response to Intervention (RtI) in school districts nationwide. Program of the National Center for Learning Disabilities, funded by the Cisco Foundation in partnership with national education associations and RtI experts. The following quick links are examples of their varied and relevant resources:


**RTI Action Network’s Create Your Implementation Blueprint:**

1. **Introduction, Stage 1, Stage 2 and Avoiding Pitfalls** ([http://www.rtinetwork.org/getstarted/develop](http://www.rtinetwork.org/getstarted/develop))

Provides steps for initial exploration, such as team development, gathering information about what is already in place, evaluating technical needs, and advice on how to avoid common missteps.)
2. 🌟🌟🌟 Stages 3 and 4: Implement Your Plan  
(https://www.rtinetwork.org/getstarted/implement)  
Offers information about the stages schools go through as they begin to change their processes and tips to help implementers anticipate and resolve issues that will arise.

3. 🌟🌟🌟 Stages 5 and 6 Evaluate and Refine Implementation  
(https://www.rtinetwork.org/getstarted/evaluate)  
Provides ways to gather evidence of how well the model is being implemented and how to use this information to improve the professional development process.

Secondary Schools Focus  
Historically, RtI started in elementary schools. Because of its effectiveness, it is fast spreading to middle and high school settings. Below are shared resources and wisdom from these experiences.

1. 🌟🌟🌟 Building a Master Schedule to Facilitate RTI  
(https://www.rtinetwork.org/professional/rti-talks/transcript/talk/22)  
Provides answers to common questions about building workable master schedules with the flexibility to respond to student needs at both elementary and secondary school levels. Facilitated by Leslie Van Kleek and Steven Vandemark (Podcast, transcript 2010) National Center for Learning Disabilities.

2. 🌟🌟🌟 Implementing Response to Intervention—Russell Middle School in Colorado Springs  
(https://www.youtube.com/watch?v=VIRM6kf7EZ0&feature=player_embedded)  
Discussing the successes, challenges, and critical RTI issues like scheduling, team problem solving, and student involvement. Featuring Colorado Principal Jeanice Swift and her staff. (YouTube; 10 min.).

3. 🌟🌟🌟 Resources for RTI at the Secondary Level (http://www.rtinetwork.org/learn/rti-in-secondary-schools) Highlights online resources that can be used to plan and implement RTI at the secondary level Webinar (22 min.) transcript, PowerPoint, handout. National Center on Response to Intervention (NCRTI).

4. 🌟🌟🌟 RTI at the Secondary Level  

5. 🌟🌟🌟 RTI Implementation Processes for Middle School  
(https://www.rtinetwork.org/middle-school) Provides guidance to practitioners at the school, district, and state levels based on the implementation activities of middle school practitioners across the country (PDF 20 pp.) National Center on Response to Intervention.

6. 🌟🌟🌟 RTI Scheduling Processes for Middle School  

7. 🌟🌟 Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention

Page 16 of 21
This article details important implications of RTI for high schools.

8. Implementation in Secondary Schools
   In this chapter, Mark Shinn answers common questions about implementation of RtI at the middle and high school level.

Other Resources (Books)
1. Leverage Leadership: A Practical Guide to Building Exceptional Schools. Paul Bambrick-Santoyo (2012). This book shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or "levers," allow for consistent, transformational, and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. ISBN-13: 978-1118138601.
2. The Adaptive School: A Sourcebook for Developing Collaborative Groups Robert J. Garmston and Bruce M. Wellman (2013). The Adaptive School gives readers the tools they need to bring about genuine school improvement and to learn to use and incorporate them into practice. The book also includes a useful problem locator that helps define problems and identify strategies to deal with them. New to this edition: the ancillary materials, the strategies, the problem locator, the expanded material on facilitation, and expanded self teaching tools. Rowman & Littlefield Publishers. ISBN-13: 978-1442223998.
3. Collaborating for Success with the Common Core. Kim Bailey, Chris Jakicic, Jeanne Spiller (2014). Leverage teamwork to integrate the CCSS into your curriculum, and build on a foundational knowledge of PLCs. You'll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices. Identify the essential standards, determine learning targets, define proficiency, learn how to design rigorous assessments, and more. Solution Tree. ISBN-13: 978-1936764723
4. Common Core Mathematics in a PLC at Work, K - 2. Matthew R. Larson et. al. (2012). This teacher guide illustrates how to sustain successful implementation of the CCSS for mathematics for grades K 2. Discover what students should learn and how they should learn it at each grade level, including insight into prekindergarten early childhood readiness expectations for the K 2 standards, as well as the unique Counting and Cardinality standards for kindergarten. ISBN-13: 978-1936765973
5. Common Core Mathematics in a PLC at Work, 3 - 5. Matthew R. Larson et. al. (2012). This teacher guide illustrates how to sustain successful implementation of the CCSS for mathematics for grades 3-5. Discover what students should learn and how they should learn it at each grade level, including deep support for the unique work for Number & Operations--Fractions in grades 3-5 and learning progression models that capstone expectations for middle school mathematics readiness. 978-1936764006
6. Common Core Mathematics in a PLC at Work, Leaders Guide. Matthew R. Larson and Timothy D. Kanold (2012). This leader companion to the grade-level teacher guides
illustrates how to sustain successful implementation of the CCSS for mathematics. School leaders will discover how to support and focus the work of their collaborative mathematics teams for significant student achievement and improvement. Readers will receive explicit guidance and resources on how to lead and exceed the assessment expectations of the common core. ISBN-13: 978-1936765478.

7. **School Leader's Guide to the Common Core.** James A. Bellanca, Robin J. Fogarty, Brian M. Pete, Rebecca L. Stinson (2013). Implement the Common Core State Standards with downloadable reproducibles, lists of resources to support the many topics affected, discussion questions, and relevant information to share with your colleagues. Explore the background of the standards and the changes that must take place to meet them. The authors offer five principles for school leaders on effective coaching and feedback. ISBN-13: 978-1936764457.

**Core 9: Parent and Family Involvement**

The following provides information for parents and other community members in a variety of media, including research studies, flyers, case studies, newsletter articles, Webinars, and guides.

**Quick Resources**

1. 🌟🌟🌟 Engaging Families in RtI  

2. 🌟🌟🌟 A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement  
   Includes studies that show a convincing link between student achievement and various approaches to parent and community involvement. By Anne T. Henderson and Karen L. Mapp, Published by Southwest Educational Development Laboratory (SEDL) 2002, funded by U.S. Office of Education.

   Includes real-world examples, a glossary of important terms, concise explanations of interventions at three tiers, sample intervention plans, sample checklists and worksheets, and other documents to help guide parents. By Candace Cortiella, Director, The Advocacy Institute. Webinar: RTI Parent's Guide (52 min., 2010).

4. 🌟🌟🌟 A Parent Leader's Perspective on Response to Intervention  
   Provides parent perspectives of RTI, for example, author Debra Jennings' surprise that providing individual interventions to struggling students has a name and is considered something special. By Debra Jennings, Statewide Parent Advocacy Network, Inc.(4 pp.).
5. **RTI & Family Engagement: A Construct for Intentionality**
   Provides a general overview of research related to family engagement and a construct for developing strategies for intentional family engagement when implementing RTI. By Darren Woodruff, co-director of the National Center on Response to Intervention and Debra Jennings, co-director of the Region 1 Parent Technical Assistance Center: Webinar (46.51) and PowerPoints (2012).

6. **Response to Intervention: Families and Community**
   Provides a definition and model of RtI; supports collaborative data-guided instruction, communication with parents throughout the process, and inclusion of community resources; PowerPoint (16 slides) and Presenter Guide. IDEA Partnership, a collaboration of 51 organizations united to improving outcomes for students and youth with disabilities.

7. **Schools, Families, and Response to Intervention**
   Provides ideas for families and educators to work together at each of the RtI levels, By Amy L. Reschly, (4 pp.) RTI Action Network.

8. **Using Technology to Enhance RtI Implementation**
   Provides information on technology-enhanced assessment tools that can generate reports with graphs and other figures to make data easier for parents to understand. RTI Action Network.

**Core 10: Disability Eligibility Determination**

The following provides highly recommended information on SLD determination via IDEA 2004 and offers information on some of the key issues, such as the difference between 504 plans and IDEA, and disproportionate identification of sub-groups.

Note: Refer to New Mexico Department of Education Special Education’s Laws, Regulations, Policies, and Guidance for the most recent state level information.

**New Mexico Resources**

1. **New Mexico Technical Evaluation and Assessment Manual (NM TEAM)**
   The NM TEAM provides guidance for standardized evaluation and assessment procedures and eligibility criteria in every IDEA disability category, including how to determine eligibility for Specific Learning Disability.

**Quick Resources**

**Distinguishing Language Difference from Disability**

1. **Difference or Disability?**
A process is delineated to assist educators in determining whether a student has a disability or due to the fact that the child is an English language learner.

2. **What Every Administrator Should Know about Separating Differences & Disabilities**
   
   In this PowerPoint presentation, Dr. Catherine Collier discusses basics for decision framing (i.e., current statistics, current laws, & current programs), asking the right questions for decision making, as well as how to build and sustain a foundation for learning, establish and support resiliency, differentiate instruction and intervention, and more.

**Specific Learning Disability**

1. **Guidance for the Identification of Specific Learning Disability**
   
   (http://www.pps.k12.or.us/files/special-education/PSW_Feb_2013_Guide.pdf)
   
   Provides a process for determining eligibility using a pattern of strengths and weaknesses. Portland Public Schools.

2. **Identifying Learning Disabilities in the Context of Response to Intervention: A Hybrid Model**
   
   (http://www.rtinetwork.org/learn/ld/identifyingld)
   
   Reviews the historical definitions of LD and articulates the scientific basis for the changes to provide some insight into how the changes affect the accuracy and utility of diagnostic decision making. By Jack M. Fletcher, University of Houston.

3. **Understanding the Modern Menu of Public Education Services for Struggling Learners-RtI Programs, Section 504, and Special Education**
   
   
   Reviews dividing lines between local RtI policies, Section 504, and special education programs under IDEA and examines the similarities and differences between services provided. By Jose L. Martin, Attorney at Law, Austin, Texas. (2007) RTI Action Network.

4. **Response to Intervention and IDEA - LD Identification in the RtI Instruction Model**
   
   (http://www.rtinetwork.org/professional/rti-talks/transcript)
   

5. **Response to Reynolds and Shaywitz: Let’s Not Go Back to the Good Old Days before RtI**
   
   
   Provides a response to a concern that RTI is a “fad” that lacks sufficient research support or implementation guidance from federal, state, or local agencies. By Louisa Moats, Stevan Sukic, and Robert Pasternak. RTI Action Network.

6. **Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education**
   
   (http://www.rtinetwork.org/learn/diversity/disproportionaterepresentation)
   
   Reviews background on disproportionate representation of culturally and linguistically diverse students in special education programs and discusses how RtI might be able to address it. By John L. Hosp. RTI Action Network.
7. **Response to Intervention and SLD Identification**


Adapted from California Department of Education’s Resources by Ten Core Components.

http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp