



EAGLE MOUNTAIN SAGINAW ISD

Fostering a Culture of Excellence

Teacher & Staff Questions & Answers on RtI

What does RtI really mean?

RtI results from the “coupling” of a long history of evidence-based practices (and the lessons learned there from) with a new and more efficient resource-deployment system (the Three-Tier Approach) that better allows school districts to match instructional resources directly to the nature and intensity of student learning needs. Fancy sounding words that basically mean that RtI lets schools look at kids' needs and use their resources most efficiently to provide effective instruction for all of them.

In short, school districts that are effective with RtI do three things well:

- ▣ They figure out what they want kids to know and be able to do.
- ▣ They align their curriculum and instruction to teach those things.
- ▣ They keep score by tracking student data.

RtI provides the evidence-based tools to help school districts in partnership with campuses to do these things efficiently. So where does RtI come from? It comes from the confluence of a long history of applied research and practice coupled with improved engineering for delivering instruction in the real world, all wrapped up in the perfect storm of political and social policy imperatives demanding better outcomes for all of our children. Put that all together with a big dose of good instructional practice and you get RtI.

RtI itself is not an “intervention.” RtI is a problem solving framework that emphasizes the use of current student data to guide selection of an evidence-based practice that can be implemented with high fidelity or accuracy. This is a “team” approach for the struggling student.

HOW MANY RtI TIERS ARE THERE?

In EMS ISD we have a 3-TIER approach to intervention with our students. The Steps in the Process is summarized on page 15 in your RtI Handbook.

Where do I find the RtI Handbook and Resources?

The District's RtI Handbook and Resources are located in Eduphoria under Formspace. Go to Formspace then select Documents Tab on the left and you will see the RtI Folder.

What will RtI look like in my classroom?

RtI may look a little different campus to campus and it will certainly look different from the Elementary to the Secondary levels. Examples of group size and duration of interventions are on the Recommended Guideline pages toward the back of your RtI Handbook.

My student needs behavioral interventions, does RtI cover that too?

RtI in EMS covers both the academic and behavioral aspects for every child. We believe in educating the “whole child.” Social emotional aspects can create challenges in the classroom for the struggling student as well as their peers. Often behavioral concerns can be more noticeable in class than academic concerns. When behavior is challenging it can impact the student's academic performance over time. When academics are challenging, students may task avoid or act out in an effort to “mask” the academic struggle. Our RtI Handbook addresses both aspects.



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WHAT DOES RTI LOOK LIKE?

The RtI process has three tiers that build upon one other. Each tier provides more intensive levels of support:

- Tier I includes high quality instruction. The district provides an aligned curriculum. The classroom has established routines & structure. Students know when & how to obtain assistance from the teacher (CHAMPS). The Teacher insures that all students have access to high quality curriculum, instruction, and behavior supports in the general education classroom. Teachers re-teach & give timely feedback to students throughout the learning process.
- Tier II includes additional targeted, supplemental instruction/ interventions. The Teacher provides interventions to small groups of students who need more support than they are receiving through Tier I.
- Tier III includes intensive interventions. The CARE Team develops and implements interventions to meet the individual needs of students. This instruction can be implemented by the teacher or provided by an additional staff member.

Each student's progress is monitored and results are used to make decisions about additional instruction and intervention.

In EMS ISD RtI Includes:

1. High quality, Tier 1 research-based instructional and behavior supports in the general education classroom along with classroom routines & structure
2. Universal screening to determine which students need closer monitoring or additional interventions
3. Three-tiers of increasingly intense, research-based interventions matched to the needs of student(s)
4. Use of collaborative problem solving "CARE" to develop, implement, and monitor interventions
5. Continuous monitoring of student progress to determine if instruction/ interventions are effective in meeting the needs of student(s)
6. Follow-up to ensure that the instruction/ interventions are implemented as planned
7. A "team" approach throughout the process of pursuing solutions that lead to increased success
8. Evaluation timeline requirements are followed unless both the parents and the school team agree to an alternate time extension to learn more about what works for the student