

Transylvania County Schools

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Morris Education Center

Responsiveness to Instruction

Definition: Using a problem-solving process, students learning difficulties are specifically defined, possible solutions are determined, and targeted instruction is provided within the general education classroom. The impact of this instruction is carefully monitored and evaluated to determine if the instructional plan selected has made the desired difference for the student.

Tiers of RTI: RTI operates on a tiered format. The severity or intensity of the problem will determine which school support staff will work with parents and teachers to try to solve the problem. The consideration of the level of difficulty a student is experiencing, along with a specific match between area of difficulty and necessary resources will often be referred to as “tiers” within the problem-solving approach. Problem-solving occurs at one of four different tiers:

Tier One: Student concerns are addressed by informal parent and teacher conferences.

Tier Two: There are times when additional building staff is needed to address concerns. These concerns are addressed through informal consultation with additional professionals, to elicit their support, services, and/or recommendations for an instructional plan.

Tier Three: If the problem requires more specialized assessment and input, formal consultation with a “RTI Team” may be needed. The planning, documentation, and data collection is very specific. The “RTI” Team will be primarily responsible for directing activities at the tier.

Tier Four: Through the process of problem-solving, it may become clear that additional resources and services are needed to address the student concern. In this case, special education services may be considered at this level. Parents will be asked to sign for permission to evaluate their child to determine the eligibility and need for special education services.

It is not necessary for all student concerns to go through each tier of the problem solving process. Instead, school staff and parents will look at the individual issues of each child to determine the appropriate services to resolve the problem.

Transylvania County Schools Implementation- Anna Galloway, Alice Wellborn, and Anna Klowsek, (Transylvania County Schools, school psychologists) have all been trained in RTI. Brevard Elementary School agreed to be the pilot school last year. The entire staff at Brevard Elementary School has been trained in the Foundations of Reading professional development. The school began the Science Research Associates (SRA) corrective reading and reading mastery programs from kindergarten to the fifth grade. Each kindergarten to second grade student was assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills).

DIBELS assesses five big ideas in early literacy as defined by the National Reading Panel. Those five areas are: phonemic awareness, alphabetic principle, accuracy and fluency, comprehension and vocabulary. Beginning in January, all BES teachers were trained in the RTI process by the school psychologists. BES will be continuing at Tier One of the RTI process 2009 - 2010. All of the elementary schools purchased a web based program, AIMS Web, this past week which will be the assessment system for all of our elementary schools. BES focused heavily on Reading last year. This year the focus will be on Math. With the new math textbook adoption, in addition to the AIMS Web assessments, there will be many interventions in place for students struggling in math.

TC Henderson will be implementing SRA kindergarten through fifth grade this fall. TC Henderson would like to be trained in RTI in January.