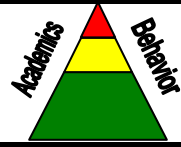


Response to Instruction/Intervention (RTI)

Alaska RTI Leadership Team – May 2008



Statewide RTI Leadership Team

The Department of Education & Early Development (EED) staff hosted the first meeting of the statewide RTI Leadership Team on May 1-2 in Juneau. This statewide team is an outgrowth of the RTI Summit sponsored by the US Department of Education in December, 2007. EED staff attended the Summit along with representatives from the Association of Elementary School Principals, the Alaska Comprehensive Center, and the Parent Training Institute. The goals drafted by the Summit team in December are to build a shared understanding of RTI (Response to Instruction/Intervention) around the state and to create a plan to support professional development and implementation of RTI in the state. As a first step, representatives from the following organizations were asked to join the team from the Summit to create a statewide RTI Leadership Team: the Alaska School Psychologists Association, NEA-Alaska, the Alaska Association of School Administrators, the Association of Secondary School Principals, the Governor's Council on Disabilities, the Parent Information Resource Center and all three branches of the University of Alaska. The department anticipates that this team will help build a base of understanding of RTI and support for pre-service and in-service professional development for teachers and principals that will enhance the implementation of RTI in the state and positively impact student achievement.

What is RTI?

Response to Instruction/Intervention has been described as the practice of providing high-quality instruction to all students, providing interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. It provides a framework to support all students using a tri-tiered triangle model that addresses both academic instruction and behavioral support. The tiers of the triangle represent universal instruction for all students and increasing levels of interventions for those students who need them, including those for special education students. A problem solving approach is used to analyze the data and make decisions about appropriate instruction and interventions.

What's planned?

The RTI Leadership Team has identified the following to advance the goals of building a shared understanding and supporting the implementation of RTI:

- The term “Response to Instruction/Intervention” will be used as it shows inclusion of both general and special education in the framework; the tri-tiered triangle will be the model for RTI.
- Guidance for RTI will be developed for statewide use which will include: state definition, triangle model and language, key components, roles, procedures for moving from tier to tier, and federal regulations and funding.
- A statewide survey of districts will be conducted to identify how RTI is being implemented and what expertise exists.
- Resources will be identified and shared through the Alaska Comprehensive Center website at <http://www.alaskacc.org/home>.

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