

Response to Intervention – Professional Development Continuum				
	Focus of Professional Development	Beginning Level	Intermediate Level	Advanced Level
Leadership	<ol style="list-style-type: none"> 1) Philosophy 2) Leadership Role Expectations 3) Understanding Problem Solving, Progress Monitoring, and Intervention Development 	<ul style="list-style-type: none"> ▪ Philosophy of RtI ▪ Building Responsibilities and Expectations ▪ Components necessary for effective implementation of RtI 	<ul style="list-style-type: none"> ▪ Administrator Roles ▪ Coordinator Roles ▪ Leadership Expectations ▪ Shared Leadership and decision making 	<ul style="list-style-type: none"> ▪ Trainer of Trainers ▪ Understanding the Problem Solving Process, Progress Monitoring & Intervention Development
School Climate & Culture	<ol style="list-style-type: none"> 1) Building Consensus 2) Developing Professional Learning Communities 3) Establishing regular and consistent data dialogues at each Tier 4) Positive Behavior Support 	<ul style="list-style-type: none"> ▪ Developing consensus: <ul style="list-style-type: none"> ○ District ○ Building ▪ Positive Behavior Support 	<ul style="list-style-type: none"> ▪ Professional Learning Communities ▪ Data Dialogues: <ul style="list-style-type: none"> ○ Tier I ○ Behavior Data 	<ul style="list-style-type: none"> ▪ Making instructional decisions based on achievement data ▪ Making system decisions based on behavior data
Problem Solving Process	<ol style="list-style-type: none"> 1) Consultation Overview 2) Collaborative Consultation skills and expectations 3) Utilizing the Problem Solving Process in the RtI Model 	<ul style="list-style-type: none"> ▪ Overview of Consultation <ul style="list-style-type: none"> ○ What are consultants roles ○ What are teachers roles ○ Difference between Consultation and other skills 	<ul style="list-style-type: none"> ▪ Collaborative Consultation Skills and Expectations <ul style="list-style-type: none"> ○ Developing an efficient and effective consultant ○ Importance of Consultation in Problem Solving 	<ul style="list-style-type: none"> ▪ Utilizing the Problem Solving Process in the RtI Model: from referral to results ▪ Identifying a Specific Learning Disability utilizing the Problem Solving Process
Assessment Progress Monitoring	<ol style="list-style-type: none"> 1) Understanding the data collected 2) What is Curriculum Based Measurement? 3) Training on administering, scoring, and using CBM data 4) AIMS Web & Intervention Central 5) Effectively monitoring behavior 	<ul style="list-style-type: none"> ▪ Understanding data ▪ What is CBM? (Definition and Examples) - DIBELS ▪ Important components for monitoring behavior 	<ul style="list-style-type: none"> ▪ Utilizing DIBELS data ▪ Benchmarking /Screening ▪ Administering and scoring CBM ▪ AIMS Web ▪ Intervention Central 	<ul style="list-style-type: none"> ▪ Next steps in utilizing CBM to make instruction decisions based on data ▪ Functional Behavior Assessment
Curriculum & Instruction	<ol style="list-style-type: none"> 1) Understanding accommodations, modifications, and interventions. 2) Practicing Rigor and Relevance 3) Differentiated Instruction 4) Identifying appropriate interventions based on time, intensity, and instruction. 5) Using data to develop individual interventions 	<ul style="list-style-type: none"> ▪ Understanding accommodations, modifications and interventions ▪ Differentiated Instruction ▪ Rigor and Relevance ▪ Core Curriculums ▪ Reading – Five Big Ideas 	<ul style="list-style-type: none"> ▪ Utilizing data-dialogues to make instructional changes system-wide ▪ Identifying appropriate interventions based on time, intensity, and instruction ▪ Resources for identifying research-based interventions 	<ul style="list-style-type: none"> ▪ Using data to develop appropriate individual interventions ▪ Enhancing Tier I instruction through identifying system needs ▪ Incorporating tiered interventions for Gifted/ELL/IEP/Secondary/Preschool
Parent & Community Engagement	<ol style="list-style-type: none"> 1) What is RtI? What does RtI mean for my student? 2) What is a comprehensive evaluation when utilizing the RtI process? 3) How do private entities fit into RtI? 	<ul style="list-style-type: none"> ▪ What is RtI? 	<ul style="list-style-type: none"> • What is a full and individual evaluation when utilizing the RtI process? 	<ul style="list-style-type: none"> • How do private entities fit into RtI?

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