

Response to Instruction  
March 9, 2012

## Timberlane Regional School District

### RTI from Conception to Reality

- Structures to do the work
  - The team
  - Team processes—agendas, minutes, meeting times, norms
- What did we need to know and understand to do this work?
  - Pyramid Response to Intervention
    - Book study by the team
    - Workshops attended by team members
- Gave us common language and structure to begin building
- Used NH Responds self-assessment as a tool to guide what had to be done

- Began with literacy
- District team built the model
  - Model given to schools to implement
  - Implementation checklists for pre, post, and use to set goals
  - Adopted the same model for mathematics
- Using the same process for behavior model
- Feedback loop from district team to school team to teacher plc and back.

## Challenges

- Finish behavior model
- Communication to all
- Implementing in all schools
- Time and scheduling
- Tier 2 for literacy and math
  - Level of services
- Professional development
- Overlap and connection with SPED
- Assessment of the model—how do we know it's working?

## Shifts from more traditional RTI models:

- Expanded the work to a district level and all schools
- Response to *Instruction*
- Every student—intervention, extension, and enrichment
- Flipped the pyramid