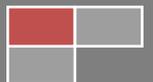


2012

NH RESPONDS' Model: Response to Intervention (RTI) for Behavior and Literacy





NH RESPONDS' Model: Response to Intervention For Behavior & Literacy

Introduction:

In an effort to support school improvement, the NH RESPONDS Leadership Team has developed a blended multi-tiered Response to Intervention (RTI) model framework for literacy, behavior and secondary transition services in high school based on current knowledge and implementation science.

Although there is commonality among the general ideas of what RTI is, the specific practices of RTI vary across the country. The practices in this document reflect insights from a five-year, federally funded State Personnel Development Grant entitled *NH RESPONDS: Professional Development for Excellence in Education (2007- 2012)*, awarded to the New Hampshire Department of Education, Bureau of Special Education.

The NH RESPONDS RTI model framework was designed to help educators and policy makers make strategic decisions regarding the design and sustained implementation of RTI. The framework is comprised of 14 critical components and articulates what each component would look like when being implemented. Our ultimate goal for this document is to succinctly explain what constitutes when the NH RESPONDS RTI model framework is being implemented with fidelity and when it is not.

1. There is a strong initial and ongoing commitment to RTI for school improvement on the part of administration and staff.
2. There is a strong initial and ongoing commitment to creating one proactive educational system for ALL students.
3. There is a strong and ongoing commitment to engaging students in the design, implementation and evaluation of the RTI system.
4. There is a strong and ongoing commitment to engaging families in the design, implementation and evaluation of the RTI system.
5. There is a RTI School LT that oversees the design, implementation, and evaluation of the RTI framework.
6. The school has articulated and implemented a 3 tiered model for school improvement in the areas of academics and behavior that is designed to respond to every student's needs.
7. There is a planned strategy for RTI implementation and sustainability that is reviewed on a continuous basis.
8. There is a systematic, collaborative process for using data for decision making, problem solving, and action planning.
9. Educational decisions are geared to improve student outcomes.
10. Research and evidence-based curriculum, instruction, interventions, and supports are implemented with, and monitored for fidelity.



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11. The school uses valid and reliable assessments for screening, progress monitoring and diagnostics within their RTI system.
12. There is a system for effective two-way communication and engagement with internal and external stakeholders.
13. There is internal and external coaching support and capacity.
14. There is a system for high quality, job embedded, and outcome driven professional development around RTI principles and practices aligned with school improvement.

The NH RESPONDS Project collaborated with early childhood programs, elementary schools, high schools and district/SAU teams. Where the word “school” is used in this document, it refers to “early childhood programs” as well.

As implementation is not an all or none phenomenon, the 14 components are presented in a rubric, providing an Ideal "Gold Standard" description of each component and an Emerging or Acceptable Practice. In some instances the reader will notice that the Gold Standard and the Emerging/Acceptable practice are the same. Also, in an attempt to help schools identify whether they are or are not implementing RTI, an Unacceptable Practice is provided. This rubric of practices may help schools identify where and how their RTI practices are or are not being implemented with fidelity, according to the NH RESPONDS RTI Model.

For more information about the NH RESPONDS RTI framework or demonstration sites implemented under this grant please visit the NH RESPONDS website at <http://www.education.nh.gov/nhresponds/index.htm> or contact Amy Jenks, NH RESPONDS Grant Coordinator at (603) 271-3741.



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Critical Component 1: There is a strong initial and ongoing commitment to RTI for school improvement on the part of administration and staff.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
1.1	80% vote by all staff and periodic check-in (at least annually) with all staff for continued commitment to an RTI system framework using a consensus process.	80% vote by all staff and continued commitment to an RTI system framework using a consensus process.	RTI is being adopted by a small group and/or there has been little or no preparation of faculty and other staff.
1.2	RTI is one of the schools top three (3) priorities for school improvement.	RTI is one of the school's top five (5) priorities for school improvement.	RTI is not part of, or consistent with, the school improvement plan.
1.3	All administrator's actions and decisions actively support RTI implementation such as allocation of resources, system scheduling, and supporting interventions.	Administrators indicate support for RTI and some of their decisions actively support RTI.	Administrators do not attend meetings or communicate with RTI team members. Periodic check-in with staff occurs less than annually or not at all.
Critical Component 2: There is a strong initial and ongoing commitment to creating one proactive educational system for <u>ALL</u> Students.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
2.1	All students participate in Tier 1 curriculum and instruction.	All students participate in Tier 1 curriculum and instruction.	Students are pulled out of Tier 1 instruction for other priorities Students are placed in segregated environments (or given a curriculum inherently different from the Tier 1 curriculum).



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Critical Component 2 (Continued): There is a strong initial and ongoing commitment to creating one proactive educational system for <u>ALL</u> Students.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
2.2	There is a mission or policy statement that publicly acknowledges one proactive educational system for <u>all</u> students.	There is a mission or policy statement that publicly acknowledges one proactive educational system for <u>all</u> students.	There is no mission or policy statement that publicly acknowledges one proactive educational system for <u>all</u> students.
2.3	All resources (including special education, Title 1 and ESOL providers, and materials) are considered for use to address students' needs.	The school is piloting full use of resources for all students and is problem-solving to work towards full access to resources.	The school is piloting full use of resources for all students and is problem-solving to work towards full access to resources.
Critical Component 3: There is a strong initial and ongoing commitment to engaging students in the design, implementation and evaluation of the RTI system.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
3.1	There is a formal structure and documented process for diverse and active student leadership at the elementary, middle and high school to inform the design, implementation and evaluation of the RTI system.	There is a documented process for diverse and active student leadership at the elementary, middle and high school to inform the design, implementation and evaluation of the RTI system.	There is no structure or documented process for student leadership or input regarding the design and implementation of RTI in the school.
3.2	All students are engaged in reviewing and problem solving on their progress in general and on their progress monitoring results.	All students are engaged in reviewing and problem solving on their progress in general and on their progress monitoring results.	Students are not engaged in reviewing and problem solving on their progress in general and on their progress monitoring results.



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Critical Component 4: There is a strong initial and ongoing commitment to engaging families in the design, implementation and evaluation of the RTI system.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
4.1	There is a formal structure and documented process for diverse and active family leadership at the school to inform the design, implementation and evaluation of the RTI system.	There is a documented process for diverse and active family leadership at the school to inform the design, implementation and evaluation of the RTI system.	There is no structure or documented process for family leadership or input regarding the design and implementation of RTI in the school.
4.2	Schools and families collaborate to develop, implement, and document their two-way communication systems about the school's RTI framework.	Schools and families collaborate to develop, implement, and document their two-way communication systems about the school's RTI framework.	Schools do not collaborate with families to develop, implement, and document their two-way communication systems about the school's RTI framework.
4.3	There are 2 or more family members as active participants on the RTI School Leadership team, at least 1 of who is not a school employee.	The school's Leadership team is working to identify and include family members on the team.	The school's Leadership team is not working to identify and include family members on the team.
4.4	The school actively solicits, family input (individually and through PTO or other family organizations) about how to improve academic and behavioral instruction and use it to inform the development and ongoing improvement of the school's RTI Framework on an annual basis.	The school actively solicits, family input about how to improve academic and behavioral instruction and use it to inform the development and ongoing improvement of the school's RTI Framework every 2 years.	The school does not actively solicit, family input about how to improve academic and behavioral instruction and use it to inform the development and ongoing improvement of the school's RTI Framework.



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Critical Component 4 (Continued): There is a strong initial and ongoing commitment to engaging families in the design, implementation and evaluation of the RTI system.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
4.5	Families are consistently engaged in reviewing and problem solving about their child's progress in general and about their child's progress monitoring results.	Families are consistently engaged in reviewing and problem solving about their child's progress in general and about their child's progress monitoring results.	Families receive little or no communication from the school about their child's progress.
4.6	The school consistently individualizes how it engages all families based on each family's needs.	The school consistently individualizes how it engages the majority of families based on each family's needs. An action plan to address gaps has been created.	The school has no systematic process for individualizing engagement with families.
Critical Component 5: There is a RTI School Leadership Team (LT) that oversees the design, implementation, and evaluation of the RTI framework.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
5.1	The RTI School Leadership team has representation from all aspects of the school community including influential staff, administrators and families.	The RTI School Leadership team has wide spread representation of the school community and is working towards full representation, particularly that of families.	Team membership does not represent or consider the concerns of all school staff and families.
5.2	The RTI School Leadership team meets at least monthly with consistent attendance and full participation.	The RTI School Leadership team meets at least quarterly with consistent attendance and full participation.	The RTI School Leadership Team is established but meets so infrequently that it is not able to conduct its business.



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Critical Component 5 (Continued): There is a RTI School Leadership Team (LT) that oversees the design, implementation, and evaluation of the RTI framework.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
5.3	The RTI school Leadership team knows and effectively uses team and data-based decision making processes (e.g., norms, operating procedures, data analysis, etc.).	The RTI school Leadership team knows and uses effective team and data-based decision making processes (e.g., norms, operating procedures, data analysis, etc.).	The team meets, but lacks specificity of mission, doesn't have or use norms, or effective operating procedures and does not include people who are knowledgeable and skilled in data based decision making.
5.4	The RTI School Leadership team addresses the supports (e.g., training, PD, time, staffing, funding) needed by staff to effectively implement RTI.	The RTI School Leadership team addresses most of the supports needed by staff to effectively implement RTI. An action plan to address gaps has been created.	The RTI School Leadership team does not adequately address the support needs of staff to effectively implement RTI.
5.5	The RTI school Leadership team assesses school wide data and action plans from all committees and teams in the school to create alignment with school improvement efforts.	The RTI school Leadership team aligns school wide data and action plans from most of the committees and teams involved in school improvement activities. An action plan to address gaps has been created.	The RTI school Leadership team does not align school wide data and action plans for committees and teams involved in school improvement activities.



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Critical Component 6: The school has articulated and implemented a 3 tiered model for school improvement in the areas of academics and behavior that is designed to respond to every student's needs.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
6.1	The critical features of each of the school's 3 tiers of instruction, interventions, and supports are documented, matched to student's needs, and implemented with fidelity.	The critical features of each of the school's 3 tiers of instruction, interventions, and supports are documented, matched to student's needs, and implemented with fidelity.	The school's 3-tiers of instruction, interventions, and supports are not documented, matched to student's needs, and/or implemented with fidelity.
6.2	The school's decision rules for a 3-tiered model of instruction, interventions and supports are documented and implemented with fidelity.	Most of the decision rules for most of the 3-tiered model of instruction, interventions and supports are documented and implemented with fidelity. There is a plan for addressing the additional rules not yet created.	The school's decision rules for a 3-tiered model of instruction, interventions and supports are not documented or implemented with fidelity.
6.3	The school's screening, progress monitoring and diagnostic assessments (tools and processes) are documented and implemented with fidelity.	Most of the school's screening, progress monitoring and diagnostics assessments (tools and processes) are implemented with fidelity and there is a plan for addressing the gaps.	The school's screening, progress monitoring and diagnostic assessments (tools and processes) are not documented or implemented with fidelity.



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Critical Component 7: There is a planned strategy for RTI implementation and sustainability that is reviewed on a continuous basis.

	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
7.1	Process/Implementation checklists and fidelity instruments are used as prescribed to assess status of implementation and create/refine action plans.	Process/Implementation checklists and fidelity instruments are used as prescribed to assess status of implementation and create/refine action plans.	Process/Implementation checklists and fidelity instruments are not used as prescribed to assess status of implementation. Action plans have not been created or are not updated regularly.
7.2	A strategy for RTI implementation and sustainability is adopted and used by district/school.	A strategy for RTI implementation and sustainability has been created and is in the process of being adopted by district/school.	The district/school does not use a strategy of RTI implementation and sustainability.
7.3	All groups of key stakeholders can describe the school's current implementation status and implications for practice.	Most but not all groups of key stakeholders can describe the school's current implementation status and implications for practice. A plan exists to address the gap.	Key stakeholders cannot describe the school's current implementation status or implications for practice.



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Critical Component 8: There is a systematic, collaborative process for using data for decision making, problem solving, and action planning.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
8.1	The mission of each of the school's teams and the relationships to one another and to the RTI system are documented.	The mission of each of the school's teams and the relationships to one another and to the RTI system are documented.	The mission of each of the school's teams and the relationships to one another and to the RTI system are not documented.
8.2	Each team documents annual, measurable goals to meet RTI implementation.	Most of the teams have documented annual, measurable goals to meet RTI implementation. A plan exists to address the gap.	Most of the teams have not articulated annual, measurable goals to meet RTI implementation.
8.3	Each team identifies the data they will use relative to their goals and reviews it monthly.	Each team identifies the data they will use relative to their goals and reviews it at least quarterly.	The teams have not identified the data they will use relative to their goals or reviewed it at least quarterly.
8.4	Each team identifies and uses a data management system that is efficient and effective.	Each team identifies and uses a data management system that is effective.	The teams have not identified or do not use a data management system that is efficient and effective.
8.5	Each team has documented and uses a systematic, collaborative process and protocols for data based decision making, problem solving, and action planning.	Most of the teams have documented and use a systematic, collaborative process and protocols for data based decision making, problem solving, and action planning. A plan exists to address the gap.	Most of the teams have not documented or used a systematic, collaborative process for data based decision making, problem solving, and action planning.



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Critical Component 8: There is a systematic, collaborative process for using data for decision making, problem solving, and action planning.			
	Ideal “Gold Standard” practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
8.6	Screening, progress monitoring, diagnostic assessment data and accountability assessment data are used to inform educational decisions.	Screening, progress monitoring, diagnostic assessment data and accountability assessment data are used to inform most educational decisions.	Screening, progress monitoring, diagnostic assessment data and accountability assessment data are not used to inform most educational decisions.
8.7	Fidelity and process/ implementation checklists are used to inform educational decisions.	Fidelity and process/ implementation checklists are used to inform most educational decisions.	Fidelity and process/ implementation checklists are not used to inform most educational decisions.
8.8	Data is triangulated from multiple sources and used for decision making (e.g., fidelity, progress monitoring, and teacher observation data inform educational decisions about student response).	Data is from multiple sources and used for most decision making (e.g., fidelity, progress monitoring, and teacher observation data inform educational decisions about student response). A plan exists to address the gap.	Data from multiple sources is not used for most decision making.
8.9	Each RTI Implementation team reviews cumulative systems data to determine efficacy of system components (e.g., how many students responded to each Tier 2 system). Data are shared among teams.	Some RTI Implementation teams review cumulative systems data to determine efficacy of system components (e.g., how many students responded to each Tier 2 system). Data are shared among teams.	RTI Implementation teams have not reviewed cumulative systems data to determine efficacy of system components. Data are not shared among teams.
8.10	Stakeholder satisfaction data are regularly used for improving the RTI system.	Stakeholder satisfaction data are collected but not consistently used for improving the RTI system.	Stakeholder satisfaction data are not consistently collected or used for improving the RTI system.



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Critical Component 9: Educational decisions are geared to improve student outcomes.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
9.1	LT members can articulate how and why educational decisions about scheduling, professional development, curriculum, instruction and resource allocations have been chosen relative to improving student outcomes.	LT members can articulate how and why educational decisions about scheduling, professional development, curriculum, instruction and resource allocations have been chosen relative to improving student outcomes.	LT members cannot articulate how and why educational decisions about scheduling, professional development, curriculum, instruction and resource allocations have been chosen.
9.2	Educational decisions are based on evidence and the probability of addressing student needs and improving student outcomes.	Educational decisions are not consistently based on evidence and the probability of addressing student needs and improving student outcomes.	Educational decisions are not based on evidence or the probability of addressing student needs and improving student outcomes.
Critical Component 10: Research and evidence-based curriculum, instruction, interventions, and supports are implemented with, and monitored for fidelity.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
10.1	The identified curricula have a research and evidence base, are aligned to state academic standards, and are culturally/ linguistically sensitive.	The majority of the identified curricula have research and evidence based, are aligned to state academic standards, and are culturally/ linguistically sensitive.	There is either no research or evidence base identified to support the chosen curricula, the curricula are not aligned to state academic standards, or the curricula are not culturally/linguistically sensitive.



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Critical Component 10 (Continued): Research and evidence-based curriculum, instruction, interventions, and supports are implemented with, and monitored for fidelity.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
10.2	A full complement of instruction, interventions, and supports for each tier are selected and implemented in each content area utilizing available research and local evidence (e.g., student outcome data).	A full complement of instruction, interventions, and supports for each tier are selected and implemented in each content area utilizing available research or implementing locally evidenced practices when research is not available (e.g., student outcome data).	Instruction, interventions, and supports do not address the full range of student needs in each tier or in each content area, or are not implemented with fidelity.
10.3	The design and delivery of instruction, interventions, and supports are matched to student needs.	Student need is considered when designing and delivering instruction, interventions, and supports but may not be the most appropriate match for the student's need.	Design and delivery of instruction, interventions, and supports are not matched to student needs.
10.4	The school's decision rules (i.e., entry and exit between each tier, continue, switch or discontinue an intervention) are identified, documented, implemented with fidelity, and evaluated at least annually.	The school's decision rules (entry and exit between each tier, continue, switch or discontinue an intervention) are identified, documented, and implemented at least every three years.	There are no decision rules for the process of determining the start, stop, and use of an intervention.
10.5	Cycles for Tier 2 and Tier 3 interventions are identified, documented and implemented with fidelity.	Cycles for Tier 2 and Tier 3 interventions are identified, and documented and the school is working towards implementation with fidelity.	Cycles for interventions are not identified or documented.



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Critical Component 10 (Continued): Research and evidence-based curriculum, instruction, interventions, and supports are implemented with, and monitored for fidelity.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
10.6	The amount of time for instruction, interventions, and supports is identified and aligned with research. (e.g., number of weeks, number of times per week and number of minutes per session).	The amount of time for most instruction, interventions, and supports is identified and aligned with research. (e.g., number of weeks, number of times per week and number of minutes per session).	The amount of time for instruction, interventions, and supports has not been identified.
10.7	There is a system for annually assessing the effectiveness of all interventions and making the appropriate adjustments.	There is a system for annually assessing the effectiveness of the most commonly used- interventions and making the appropriate adjustments.	There is no system to for assessing or adjusting the complement of interventions.
Critical Component 11: The school uses valid and reliable assessments for screening, progress monitoring and diagnostics within their RTI system.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
11.1	Assessments are selected utilizing available research.	Assessments are selected utilizing available research.	Assessments are not selected using available research.
11.2	The school's screening, progress monitoring and diagnostic assessments are documented and implemented with fidelity.	Most of the school's screening, progress monitoring and diagnostic assessments are documented and implemented with fidelity.	Only a few or none of the school's screening, progress monitoring and diagnostic assessments are documented and implemented with fidelity.



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Critical Component 11 (Continued): The school uses valid and reliable assessments for screening, progress monitoring and diagnostics within their RTI system.

	Ideal “Gold Standard” practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
11.3	Screening assessments are selected with consideration for their predictive validity and reliability.	Most screening assessments are selected with consideration for their predictive validity and reliability.	None of the screening assessments reflect consideration for predictive validity and reliability.
11.4	Screenings occur 3 times a year for all age groups.	Screenings occur 2 times a year in middle/high schools and 3 times a year in preschool/elementary schools.	Screening does not occur systematically or at all.
11.5	A process for activating Tier 2 and Tier 3 instruction, interventions and supports that includes teacher or family nomination has been developed and implemented with fidelity.	A process for activating Tier 2 and Tier 3 instruction, interventions and supports that includes teacher or family nomination has been developed and implemented with fidelity.	There is no process for activating Tier 2 and Tier 3 instruction, interventions, and supports that includes teacher or family nomination or there is a process but it is not implemented with fidelity.
11.6	Progress monitoring occurs minimally 2 times per month at Tier 2 and weekly at Tier 3 for RTI literacy and behavior. It occurs minimally every 6 weeks for Tier 2 and every 4 weeks for Tier 3 for RTI preschool emergent literacy. using	Progress monitoring occurs minimally 2 times per month at Tier 2 and weekly at Tier 3 for RTI literacy and behavior. It occurs minimally every 6 weeks for tier 2 and every 4 weeks for tier 3 for RTI preschool emergent literacy.	Progress monitoring occurs less than recommended frequency.



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Critical Component 11 (Continued): The school uses valid and reliable assessments for screening, progress monitoring and diagnostics within their RTI system.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
11.7	The frequency of progress monitoring is implemented with fidelity to the research for any given intervention.	The frequency of progress monitoring is implemented with fidelity to the research for any given intervention.	The frequency of progress monitoring is not implemented with fidelity to the research for any given intervention.
11.8	Diagnostic assessments address all components of any given content area (e.g., academics, behavior).	Diagnostic assessments address most components of any given content area (e.g., academics, behavior).	Diagnostic assessments address none or few of the components of any given content area (e.g., academics, behavior).
11.9	Diagnostic assessments are administered by appropriately trained and qualified personnel.	Diagnostic assessments are administered by appropriately trained and qualified personnel.	Diagnostic assessments are not administered by appropriately trained and qualified personnel.
Critical Component 12: There is a system for effective two-way communication and engagement with internal and external stakeholders.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
12.1	The school has implemented their documented process for sharing and receiving information about the RTI system with internal stakeholders, families and other external stakeholders.	The school has implemented their documented process for sharing information about the RTI system with internal stakeholders, families and other external stakeholders.	The school does not have a process for sharing and receiving information with internal stakeholders, families or other external stakeholders.
12.2	The school assesses internal and external stakeholder satisfaction at least annually and uses the information for decision making regarding engagement.	The school assesses internal and external stakeholder satisfaction at least annually and uses the information for decision making regarding engagement.	The school does not regularly assess internal and external stakeholder satisfaction.



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Critical Component 13: There is internal and external coaching support and capacity.			
	Ideal "Gold Standard" practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
13.1	External (non-district employee) and internal (school and district/SAU employee) coaches are identified based on their knowledge, and skills with RTI.	External (non-district employee) and internal (school and district/SAU employee) coaches are identified based on their knowledge, and skills in applicable content area(s).	The school has not identified external or internal coaches or has identified coaches lacking the knowledge, skills, or attitude to be successful.
13.2	Internal coaches are given adequate time and support to effectively facilitate the implementation of RTI.	Internal coaches are given some time and support to effectively facilitate the implementation of RTI.	Internal coaches are identified but not supported to effectively facilitate the implementation of RTI.
13.3	Educators and administrators know how to best utilize the coach and the coaching system and do so effectively.	Educators and administrators utilize the coach and the coaching system effectively.	Educators do not utilize the coach or the coaching system effectively.
13.4	The school or district/SAU documents and communicates the roles and responsibilities of coaches including the relationships among coaching, and broader professional development efforts.	The school or district/SAU documents and communicates the roles and responsibilities of coaches including the relationships among coaching, and broader professional development efforts.	The school or district/SAU documents but does not sufficiently communicate the roles and responsibilities of coaches.



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Critical Component 14: There is a system for high quality, job embedded, and outcome driving professional development (PD) around RTI principles and practices aligned with school improvement.

	Ideal “Gold Standard” practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
14.1	Annual RTI PD (activities, curriculum and schedules) is aligned with the school improvement plan.	Annual PD (activities, curriculum and schedules) is aligned with school improvement.	Annual PD (activities, curriculum and schedules) is loosely aligned with school improvement.
14.2	Annual RTI PD activities, curriculum and schedules are prioritized based on student needs and outcomes. All priorities are addressed each year.	Annual RTI PD activities are prioritized based on student needs and outcomes. Most priorities are addressed each year.	Annual PD activities are selected mostly by individual teacher preference.
14.3	Individual teacher, school and district PD plans are aligned with one another.	Individual teacher and school PD plans are aligned with one another.	Individual teacher, school and district PD plans are not aligned.
14.4	PD is developed using current research on adult learners and learning, including evaluation or documentation of improved teacher performance.	PD incorporates more than one mode of delivery (workshops, self-study, and/or coaching/practice sessions) and includes evaluation or documentation of improved teacher knowledge, skill and practice.	PD occurs but there is no evaluation or documentation of improved teacher performance.
14.5	PD addresses both content knowledge and RTI principles and practices.	PD addresses mostly content knowledge and limited school improvement implementation.	PD addresses only content knowledge and not process knowledge.



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Critical Component 14 (Continued): There is a system for high quality, job embedded, and outcome driving professional development (PD) around RTI principles and practices aligned with school improvement.

	Ideal “Gold Standard” practice	Emerging Practice (<i>Acceptable Variation</i>)	Unacceptable Practice
14.6	Professional development is grounded in research on effective instructional practices and the implementation science that will enable teachers to implement those practices effectively.	Professional development is grounded in research on effective instructional practices.	Professional development is not grounded in research on effective instructional practices.
14.7	Professional development is focused on the needs of students as reflected by student outcome data.	PD is focused on the needs of students as reflected by teacher report.	PD is not focused on the needs of students.
14.8	The school/district provides the necessary time and resources to address school and district improvement goals.	The school/district provides the necessary time and resources to address school and district improvement goals.	The school/district does not provide the necessary time and resources to address improvement goals.
14.9	PD is embedded in the daily work of teaching and learning activities and cultivated by a community that includes mentors, colleagues, coaches and administrators.	PD is accessible and relevant but not always job-embedded.	PD is accessible, but not always relevant and /or job-embedded.
14.10	Assessment of PD effectiveness is rigorous, ongoing, and used to inform future PD.	Assessment of PD effectiveness is ongoing and used to inform future PD.	Assessment of PD effectiveness is neither ongoing nor consistently used to inform future PD.



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