DOINGWHATWORKS

Professional Development Continuum
Colorado Department of Education

Topic: Response to Intervention in Primary Grade Reading

Practice: RtI Implementation

The Colorado Department of Education (CDE) provides support and information for effective RtI implementation. The *Professional Development Continuum* provides an effective way to organize and display professional development plans that address training for RtI components. The chart can be tailored to administrator and staff needs across beginning, intermediate, and advanced levels. A filled-in example and blank chart are provided.

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Response to Intervention – Professional Development Continuum				
	Focus of Professional Development	**Beginning Level**	**Intermediate Level**	**Advanced Level**
Leadership	1) Philosophy 2) Leadership Role Expectations 3) Understanding Problem Solving, Progress Monitoring, and Intervention Development	▪ Philosophy of RtI ▪ Building Responsibilities and Expectations ▪ Components necessary for effective implementation of RtI	▪ Administrator Roles ▪ Coordinator Roles ▪ Leadership Expectations ▪ Shared Leadership and decision making	▪ Trainer of Trainers ▪ Understanding the Problem Solving Process, Progress Monitoring & Intervention Development
School Climate & Culture	1) Building Consensus 2) Developing Professional Learning Communities 3) Establishing regular and consistent data dialogues at each Tier 4) Positive Behavior Support	▪ Developing consensus: o District o Building ▪ Positive Behavior Support	▪ Professional Learning Communities ▪ Data Dialogues: o Tier I o Behavior Data	▪ Making instructional decisions based on achievement data ▪ Making system decisions based on behavior data
Problem Solving Process	1) Consultation Overview 2) Collaborative Consultation skills and expectations 3) Utilizing the Problem Solving Process in the RtI Model	▪ Overview of Consultation o What are consultants roles o What are teachers roles o Difference between Consultation and other skills	▪ Collaborative Consultation Skills and Expectations o Developing an efficient and effective consultant o Importance of Consultation in Problem Solving	▪ 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	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	▪ Understanding data ▪ What is CBM? (Definition and ▪ Examples) - DIBELS ▪ Important components for monitoring behavior	▪ Utilizing DIBELS data ▪ Benchmarking /Screening ▪ Administering and scoring CBM ▪ AIMs Web ▪ Intervention Central	▪ Next steps in utilizing CBM to make instruction decisions based on data ▪ Functional Behavior Assessment
Curriculum & Instruction	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	▪ Understanding accommodations, modifications and interventions ▪ Differentiated Instruction ▪ Rigor and Relevance ▪ Core Curriculums ▪ Reading – Five Big Ideas	▪ Utilizing data-dialogues to make instructional changes system-wide ▪ Identifying appropriate interventions based on time, intensity, and instruction ▪ Resources for identifying research-based interventions	▪ 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	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?	▪ What is RtI?	• What is a full and individual evaluation when utilizing the RtI process?	• How do private entities fit into RtI?

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