


Figure 1.2: RTI Alignment at Tiers 1, 2, and 3



Process	What This Looks Like at Tier 1	What This Looks Like at Tier 2	What This Looks Like at Tier 3
Develop a Common Team Mission and Vision and Values and Goals	District and campus leaders and teachers develop a common vision and team commitments. Teams share collective responsibility to achieve goals that result in high levels of learning for all students.	Teacher teams (including interventionists) work collaboratively to reteach and intervene with students by the student, by the standard, and by the learning target. Teams work with a sense of urgency and collective responsibility.	Interventionists, special education teachers, and departmental or course teachers work together to monitor learning, share best practices, and demonstrate a commitment to each student.
Identify Essential Standards	Departmental or course teacher teams teach essential standards (a common, guaranteed curriculum) to ensure departmental or course mastery for all students. These essential standards receive more time and focus than nonessential standards that may be taught. Teachers use essential standards as the basis for unit maps and common assessments.	Tier 2 supplemental interventions support student success on departmental or course essential standards.	Departmental or course teacher teams use learning progressions to monitor student performance. They develop learning progressions by: (1) identifying the essential skills necessary to master essential standards and (2) vertically aligning the essential skills so they can determine where students' capabilities are now and set goals based on the precise skills students have not yet learned.
Give Common End-of-Unit Assessments	Departmental or course teacher teams give common, end-of-unit assessments so they can monitor student progress and determine support or preventions at Tier 1. Teams should consider giving mid-cycle common formative assessments in order to respond more promptly.	Departmental or course teacher teams give common assessments, which are the critical part of the data used to identify students for Tier 2 intervention as well as monitor student progress.	Departmental or course teacher teams, including interventionists, monitor student progress on individual goals that target specific foundational skills leading to the mastery of departmental or course essential standards. Common assessment results are used to track progress on essential standards.
Ensure Access to Departmental or Course Standards	Departmental or course teacher teams provide students with core instruction in essential standards but do not pull students from instruction during this time.	Departmental or course teacher teams do not pull students from essential standards instruction. Tiers 1 and 2 teachers work collaboratively to ensure interventions are aligned.	Departmental or course teacher teams do not pull students from essential standards instruction. Tier 3 interventionists work collaboratively with Tiers 1 and 2 to monitor students' progress toward mastery.

Process	What This Looks Like at Tier 1	What This Looks Like at Tier 2	What This Looks Like at Tier 3
Identify and Teach Academic and Social Behaviors	The school leadership team ensures that essential academic and social behaviors are identified, and a plan for them to be explicitly taught is in place.	Departmental or course teacher teams provide additional time and support to students who need reteaching or specific strategies to be successful mastering essential behaviors.	An interventionist or assigned staff member provides intensive support to students who need reteaching, or specific strategies to be successful mastering essential behaviors.
Provide the Time for Teachers to Work in Collaborative Teams	<p>Departmental or course teacher teams analyze standards, design instruction, develop unit plans, write common assessments, review data for the purpose of regrouping and reteaching, and study best practices.</p> <p>Teams may be same subject, same grade, vertical, or electronic or virtual.</p>	<p>Departmental or course teacher teams take the lead in Tier 2 interventions. They may provide the intervention or work with interventionists. They use data to ensure they assign students interventions by the student, by the standard, and by the learning target.</p> <p>Teams monitor progress and adjust interventions as necessary.</p>	<p>Departmental or course teacher teams work collaboratively to problem solve, review progress, and share best practices.</p> <p>Collaborative departmental or course teams may include regular classroom teachers and other interventionists, including special education teachers. Special education teachers should have opportunities for meaningful collaboration.</p>
Provide Collaborative Teams and Teachers the Structures and Support Necessary to Be Effective	<p>The school establishes the following structures for collaborative teams:</p> <ul style="list-style-type: none"> • Time • Protocols • Norms <p>Support: Professional development is job embedded, and there is direct training that is specific to the identified needs of individuals, teams, and groups of teachers.</p> <p>All professional development provides teachers with research-based best practice strategies and processes that support high levels of learning for all students.</p> <p>Coaching: Individual and team coaching regarding the implementation of collaborative structures such as common planning and using data to reteach and intervene</p>	<p>Teachers working at Tier 2 receive the structures and support that they need to:</p> <ul style="list-style-type: none"> • Collaborate with core teachers and interventionists • Use data to target interventions to the needs of individual students • Understand and utilize best practice strategies • Meet with content teachers to monitor progress on closing gaps in essential standards 	<p>Teachers working at Tier 3 receive the structures and support that they need to:</p> <ul style="list-style-type: none"> • Monitor the progress of students and brainstorm next steps • Meet with other interventionists to problem solve • Provide support to Tiers 1, 2, and 3 teachers • Meet with content teachers to monitor progress on closing gaps in essential standards

Process	What This Looks Like at Tier 1	What This Looks Like at Tier 2	What This Looks Like at Tier 3
Establish a Process for Schoolwide Intervention Identification	<p>The school establishes a process using screeners, diagnostic assessments, and common formative assessments as well as other measures to determine the targeted needs of individual students.</p> <p>This process allows all students to begin receiving interventions within one to two weeks after school begins. Departmental or course teacher teams can monitor students at least every four weeks thereafter.</p>	<p>Teachers use all assessment data when designing targeted interventions at Tier 2. They measure student progress and use these data to continually adjust interventions as needed.</p> <p>A site intervention team is in place to problem solve and make recommendations for those students not making progress.</p>	<p>The intervention team makes recommendations for students to receive Tier 3 interventions in addition to Tier 1 and perhaps Tier 2, depending on need. The team uses these data to target interventions and monitor progress.</p> <p>This process does not create rigid rules or timelines before providing more intensive intervention or additional assessment.</p>
Create a Dynamic Site Intervention Team	<p>The schoolwide leadership team creates a dynamic team consisting of team members with varied experience and expertise to serve on the site intervention team.</p>	<p>The school establishes a process all staff understand to refer students to the site intervention team if they are not making progress at Tier 2. The intervention team may meet to brainstorm problems and determine additional support or new ideas to implement at Tier 2.</p>	<p>The intervention team identifies and monitors progress for all students at Tier 3.</p>
Extend Student Learning	<p>Teachers use preassessments and formative assessments to determine students who need to have learning extended beyond mastery of the essential standard. Teachers should plan for learning extensions in the same way they plan for reteaching at Tier 1.</p>	<p>Students receive additional time and support to extend learning just like those who receive support to reach mastery.</p>	<p>Students with large gaps in foundational skills should receive Tier 3 interventions. However, teachers should not assume that a student receiving Tier 3 support will not have a skill or an area in which their learning needs extending.</p>