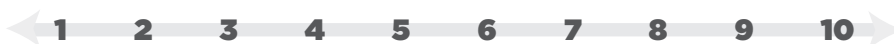


## How Districts Hinder or Promote the Development of RTI

Rate your district's progress on using professional change strategies to promote the development of response to intervention (RTI) practices on a scale of 1 (not at all successful) to 10 (highly successful).

1. Building a shared vision and leaders' capacity to support change:

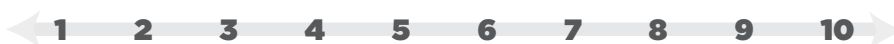
- Top administrators exhibit deep understanding of RTI.
- Top administrators have developed a vision of RTI implementation.
- Top administrators have engaged in a dialogue about RTI with school staff.



Specific examples:

2. Developing capacity to address individual student achievement gaps:

- Top administration has articulated the shift from teaching to learning.
- Top administration has articulated the shift from coverage to mastery.
- Top administration has "given permission" to cover less, learn more.
- Top administration controls outside pressures of accountability.



Specific examples:

3. Developing a web of knowledge resources for RTI:

- Top administration has attempted to build shared knowledge, rather than relied on regulations.

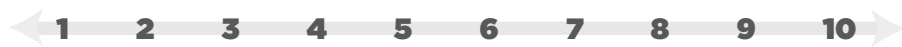
- Top administration has gone beyond mere identification of RTI specialists through common training.



Specific examples:

4. Establishing mutual accountability among professionals:

- Teachers feel accountable to district or state.
- Teachers feel accountable to each other.
- Teachers feel more accountable for results on their formative assessments than state tests.



Specific examples:

## ***Additional Notes***

*Adapted from J. E. Talbert (2010), "Professional Learning Communities at the Crossroads: How Systems Hinder or Engender Change," in M. Fullan, A. Hargreaves, & A. Lieberman (Eds.), Second International Handbook of Educational Change. Dordrecht, Netherlands: Springer Press.*