



# CORE RtI Principles

*Developed by Colorado RtI Task Force and Implementation Team composed of parents and educators*

## We believe that...

- All students can learn and achieve high standards as a result of effective teaching.
- All students must have access to a rigorous, standards-based curriculum and research-based instruction.
- Intervening at the earliest indication of need is necessary for student success (Pre K-12).
- A comprehensive system of tiered intervention is essential for addressing the full range of needs.
- Student results improve when ongoing academic and behavioral performance data are used to inform instructional decisions.
- Collaboration among educators, families, and community members is the foundation to effective problem-solving and instructional decision-making.
- Ongoing and meaningful involvement of families increases student success.
- All members of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of RtI.

The type of student performance data collected and intervention services provided will be determined collaboratively with parents and the school's problem-solving team in consideration of student need. The type and intensity of the interventions provided will depend on several factors, including the age/grade of the student, the specific skill being addressed, and the significance of the achievement gap. The type and frequency of student performance data collected will also vary. As the intensity of the intervention increases, the frequency of progress monitoring will typically need to increase (e.g., from every other week to every week when a student is provided intervention at an intensive versus a targeted level). Individual diagnostic/prescriptive assessment may be necessary to assist in the determination of a student's specific instructional and intervention needs.

If a student is provided services through *Response-to-Intervention/Problem-Solving*, the student's school will inform parents of:

- the specific targeted or intensive interventions (instructional strategies used to increase the child's rate of learning) to be provided for your child, and
- the performance data to be collected

*Response to Intervention (RtI): A Practitioner's Guide to Implementation (Colorado Department of Education, 2008)*

## Essential RtI Vocabulary

**Family-School Partnerships:** Families and staff partnering in the RtI process, including designing interventions for school and home.

**Problem-Solving Team:** A collaborative team (which includes parents, general and special educators) that meets to evaluate student data, and plan and monitor prescribed interventions.

**Multi-Tiered Intervention Model:** Providing different levels of instruction (universal, targeted, intensive) based upon student response to intervention.

**Data-Driven Decision Making:** The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

**Focused Assessment:** Formal and informal assessment targeted to specifically plan program service delivery and/or appropriate interventions for student success.

**Problem-Solving Process:** A collaborative team process based on the multi-tiered model which includes prescribing, monitoring, and evaluating interventions based on data.

**Progress Monitoring:** Collecting and analyzing data about student progress to make instructional decisions.