

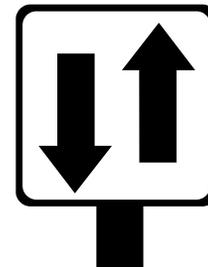
Building a Bridge from Best Practice to Response to Intervention

RTI IS NOT	RTI IS
one size fits all	one size fits few
teacher focused	school focused
special education initiative	regular education initiative
single support (walls)	multiple support (tiers)
directive approach	problem-solving approach
labeling learners	understanding learners
emphasis on problems	emphasis on solutions
<i>wait-to-fail</i> model	early intervention model
one-shot assessment view	multiple assessment view
hit-and-miss instruction	high quality instruction
program isolation	program coordination
remediation	acceleration
data driven	data informed
reactive	proactive
program	framework

Books by Mary Howard
(www.heinemann.com)

RTI from All Sides: What Every Teacher Needs to Know (2009)

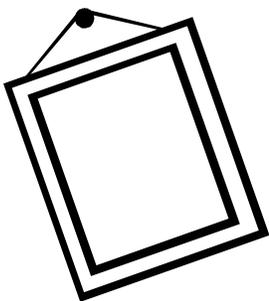
Moving Forward with RT: Reading and Writing Activities for Every Instructional Setting and Tier (2010)



We are at a crossroads.

We can either use response to intervention as an opportunity to rebuild a positive climate or allow it to devolve into something that takes us even farther from the reason most of us became teachers.

RTI from All Sides: What Every Teacher Needs to Know, Howard (2009, Heinemann)



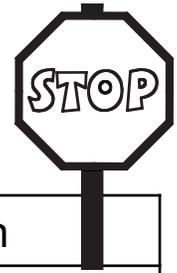
The Instructional Frame for an RTI Model

The International Reading Association offers a voice of reason leading to the RTI our schools deserve. A brief overview of their brochure titled *IRA Response to Intervention: Guiding Principles for Educators* is provided below (see www.reading.org).

- Place a strong focus on preventing problems by optimizing the quality of instruction.
- offer differentiated instruction and interventions at increasingly intensive levels.
- Initiate varied assessments to inform and support instruction in varied, meaningful ways.
- Engage professionals in respectful collaborations that include parents and students.
- Emphasize systemic, comprehensive approaches to support literacy learning for *all*.
- Promote growing expertise for well-prepared and knowledgeable professionals.

Twelve Essential Guidelines

Building a Bridge from Best Practice to an RTI Model



#	Bridge Guideline	Description
1		
2		
3		
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12		

Ensuring RTI Success

The intent of RTI is to ensure that students receive rich literacy experiences every year in every setting with every teacher, not merely on some years in some settings with some teachers. (Howard, 2010, p.15)

...RTI is meant to be flexible and fluid based on individual student/community needs. The approach does not call for significant change or prohibit traditional practices. Rather it encourages the adoption of new strategies that promise better student outcomes. (p. 8, Implications for Reading Teachers in Response to Intervention (www.reading.org))

The RTI Framework

