**PRIMARY ROLES AND RESPONSIBILITIES IN Ho`okena RtI SYSTEM**

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| ***What is the  role of…*** | ***In…***  **Assessment (screening & progress monitoring)** | **Instruction** | **Intervention** | **Data  Analysis** | **Collaboration** | **Evaluation of Program/ Services** | **Evaluation Student Performance (Secondary or Tertiary Supports)** |
| ***RtI Team***  **Principal**  **Literacy Coach**  **Math Coach**  **Student Service Coordinator**  **Counselor**  **RtI Coordinator** | Set assessment schedule. Review, organize, and analyze screener results;  Adjust cut scores; Share results with teachers. Take into account previous scores and interventions. | Support general education teachers to deliver core curriculum to all students.  Recommend allocations for materials and professional learning. | Work with general education teachers to match interventions to student needs.  Set intervention schedule.  Work with small tertiary groups. | Review screening and progress monitoring data, schoolwide and with individual teachers. | Collaborate to plan for instruction and intervention, using data. Seek assistance from district when needed. Provide support in area(s) of expertise. | Evaluate program and process data for appropriateness to student. Utilize this data in analyses for improvement. | Analyze data collected on students in secondary and/or tertiary interventions to determine student growth, satisfactory progress, and next steps. |
| ***Principal*** | Allocate resources: funds, staff, professional development, schedule, materials, fidelity checks, evaluation, and teacher feedback. | Allocate resources: funds, staff, professional development, schedule, materials. Ensure instructional coherence.  Provide teacher evaluation, and teacher feedback/ supervision. | Allocate resources: funds, staff, materials, tools, scheduling, professional development, evaluation and feedback. | Allocate resources: funds, staff, training, and tools.  Use data analysis procedures and tools. Participate in analysis with staff. | Allocate resources: staff, development, schedule, contribute as collaborator in planning interventions. | Evaluate staff. Evaluate program and process data. Utilize this data in analysis for improvement. | Allocate resources: professional development; supervision of support staff.  Analyze data collected on students in secondary and/or tertiary interventions to determine student growth, satisfactory progress, and next steps. |
| ***Student Services Coordinator*** | Work with the RtI Team to review screening and progress monitoring data, schoolwide, and with individual teachers.  Maintain and update confidential files and master schedule.  Adhere to all SPED time lines and provide meeting reminders to all involved personnel | Monitor special education evaluation and referral processes.  Provide professional learning for teachers concerning RtI and referral process.  Seek assistance from district support personnel as needed. | Ensure preventions, interventions and data collection are done before referral, and that referrals are done in a timely fashion.  Collaborate with SPED team to address needs and concerns as they arise. | Use data analysis procedures and tools.  Participate in data analysis with RtI Team. | Collaborate to plan for instruction and intervention, using data.  Collaborate to create schedule for interventions with teachers.  Seek assistance from district when needed.  Disseminate DOE information and updates to SPED team  First point of contact for referrals from any or all stakeholders (parents, teachers, administrators & outside agencies.) | Evaluate program and process data to determine if appropriate to student.  Utilize this data for program improvement | Participate in the analysis of data collected on students in secondary and/or tertiary interventions to determine student growth, satisfactory progress, and next steps. |
| ***General Education Teachers*** | Administer and interpret results. | Deliver core curriculum. Differentiate instruction. Ensure instructional coherence. Provide accommodations. | Help identify student needs.  Deliver secondary sessions dependent on expertise. | Collect data. Use data tools. Participate in analysis as a member of a Data Team. Work with RtI Team to match results with interventions. | Collaborate to plan for instruction and intervention, using data. Seek assistance when needed. Provide support in area(s) of expertise. | Assist in gathering process and program effectiveness data for analysis and improvement. Contribute additional intervention ideas. | Team member for determining satisfactory progress and next steps. |
| ***Special Education Teachers*** | Administer and interpret results. | Support general educators via consultation, push in, direct instruction, and/or provide specially designed instruction per IEP.  Maintain timelines for identified students.  Collaborate with general education teachers to deliver core curriculum. | Delivery of secondary and/or tertiary sessions. | Collect data. Use data tools. Participate in analysis as a member of a Data Team. Work with RtI Team to match results with interventions. | Collaborate to plan for instruction and intervention, using data.  Seek assistance when needed.  Provide support in area(s) of expertise. | Assist in gathering process and program effectiveness data for analysis and improvement.  Contribute additional intervention ideas. | Collect data on students when delivering secondary or tertiary interventions. Team member for determining satisfactory progress and next steps. |
| ***Complex Area Resource Personnel (Title, ELL, Instructional Support, etc.)*** | Provide consultation, training, and recommendations for different assessments. | Provide consultation, training, and recommendations for curricula and materials. | Provide consultation, training, and recommendations for intervention curricula and materials. | Provide support for collecting, analyzing, organizing, and using data. Work with RtI Team. | Set up collaborative meetings across school RtI Teams. | Might assist in analyzing process and program effectiveness data for analysis and improvement. Contribute additional intervention ideas. | Might assist in determining satisfactory progress and next steps. |
| ***RtI Coordinator/ Data*** | Work with the RtI Team to review screening and progress monitoring data, school wide, and with individual teachers. | Support general educators via consultation, push in, direct instruction, and/or provide specially designed instruction. | Delivery of tertiary sessions.  Coordinate computer-assisted interventions.  Supervise Tier 2 implementation and personnel | Collect and organize data. Use data tools. Participate in analysis as a member of a Data Team. Work with RtI Team to match results with interventions. | Collaborate to plan for instruction and intervention, using data. Provide support in area(s) of expertise.  Schedule Peer Reviews. | Assist in gathering process and program effectiveness data for analysis and improvement. Contribute additional intervention ideas. | Collect data on students when delivering tertiary interventions. Team member for determining satisfactory progress and next steps. |
| ***RTI Resource Teacher*** | Work with the RtI Team to review screening and progress monitoring data, schoolwide, and with individual teachers.  Assist with all computerized testing administration (STAR, SBAC, HSA Science) | Support general educators via delivery of secondary interventions during core time.  Work with RTI coordinator to match Tier 2 and Tier 3 interventions to targeted students | Delivery of secondary interventions to identified students using recommended programs on pull out or push in basis, as determined by RTI team.  Conduct, monitor and take data on scheduled computer lab RTI sessions | Collect and organize intervention data. Use data tools. Participate in analysis as a member of a Data Team. Work with RtI Team to match results with interventions. | Collaborate to plan for instruction and intervention, using data. | Assist in gathering process and program effectiveness data for analysis and improvement. Contribute additional intervention ideas. | Collect data on students when delivering interventions. Team member for determining satisfactory progress and next steps. |
| ***Counselor*** | As a member, work with the RtI Team to review screening and progress monitoring data, school wide, and with individual teachers. | Support general education teachers in implementation of primary prevention. Assist with designing accommodations. | Delivery of secondary and tertiary behavioral interventions (guidance groups, banana splits, behavioral referrals.)  Coordinate primary prevention program implementation, including documentation.  Provide PSAP services to identified students | Collect behavioral and attendance data. Assist with and participate in matching data results with interventions  Communi-  cate attendance concerns with parents, attendance clerk and administrator. | Consult and provide assistance during PLCs, Peer Review and other teacher meetings.. | Assist in gathering process and program effectiveness data for analysis and improvement. Contribute additional intervention ideas. | Collect data on students when delivering tertiary interventions. Team member for determining satisfactory progress and next steps. |
| ***Academic Coaches*** | Assist teachers in the organization or administration of progress monitoring data.  Math coach to act as testing coordinator as needed. | Visit classrooms during instruction.  Model lessons in classrooms.  Monitor fidelity/pacing of core programs.  Provide PD for EA', PPTs and PTT's | Assist in implementing progress monitoring in classroom as well as critical elements of instruction that are shared at professional learning sessions and team meetings. | Provide support and assistance with formative & summative assessments and data analysis. | Meet with teachers regularly to address questions, share information, etc.  Collaborate with teachers to set goals for improving instruction during PLC/data team meetings. | Participate in evaluation of core, supplemental and intervention materials/ programs. | Team member for determining satisfactory progress and next steps for students. |
| ***Lead Team --Academic Review Team (ART)*** | Set testing windows for school wide assessments  Regularly examine classroom and school wide assessment data in order to provide needed school wide supports | Monitor delivery of core curricula for fidelity via classroom walkthroughs  Monitor classroom instruction for alignment to AcFin | Active members of Peer Review team -- match services to individual student needs  Collaborate with RTI coordinator to determine RTI programs and roll out. | Participate/ facilitate in the data team process during PLC.  Participate in the analysis of school wide data. | Work with district staff on monitoring the implementation of the AcFin  Participate in PLC meetings. | Monitor the implementation of the AcFin. Revise as needed. | Review evaluation with homeroom teachers, content area teachers, and intervention teachers to determine student growth and satisfactory progress, and next steps. |
| ***Data Teams*** | Continue to use the 5 step Reeves process to regularly analyze classroom data and set SMART goals. | Plan and collaborate to deliver core curriculum, consistently, and on grade level, to all students.  Review curriculum map and monitor pacing, per school wide agreements.  Try new strategies and return with new results.  Discuss what worked and what did not work.   |  | | --- | |  | | Provide primary level interventions to identified students/groups in the classroom.  Adjust instruction based on data team review and discussion. | Continue to use the 5 step Reeves process to regularly analyze classroom data.  Bring appropriate curriculum based assessment data and student work to the meeting.  Review results for instructional improvements. | Participate in data team groups; K-2 and 3-5, according to ILT cycle.  Conduct classroom assessments and complete steps 1 and 2 of data team form prior to data team meeting.  Collaborate to plan instructional improvement and interventions.  Participate and share best practices. | Conduct monitoring meetings to determine progress towards SMART-e goals.  Participate in program evaluation.  Analyze for improvements.  Look for fidelity of implementation. | Share information from data teams with Peer Review team to match interventions to student needs.  Assess/monitor student response to new instructional strategies  Participate in determining satisfactory progress and next steps. |
| ***Educational Assistants and Support Staff*** | Assist teachers in administering screening, formative and summative assessments | Assist teachers with small group instruction and center rotations during core time. | Monitor classroom based computer RTI.  Provide Tier II and Tier III (with teacher guidance) interventions to students under teacher direction | Assist teachers with data collection and formation of guided groups. | Collaborate with classroom teacher to provide small group instruction to students.  Continuously collaborate with classroom teacher to ensure quality core instruction.  Work with other support staff and teachers to provide enrichment activities to students during Friday, 3rd block | Provide feedback or observations on implementation as directed by the supervising teacher. | Collect data on students when delivering interventions.  Team member for determining satisfactory progress and next steps. |
| ***Students*** | Work with classroom teacher to set personal goals for achievement. | Take ownership and be engaged in learning to achieve personal goals.  Reflect on progress and determine how to improve. | Work hard to achieve personal goals and attend school every day. | Reflect on progress and determine specific steps on how to improve. | Collaborate with classroom teachers and peers to achieve personal goals. | Respond honestly to questionnaires, interviews and/or focus groups about your instruction and improvements. | Respond honestly to questionnaires, interviews and/or focus groups about your instruction and improvements. |
| ***Parents*** | Consult with the classroom teacher to review screening and progress monitoring data on their child. | Work with teacher to support their child’s learning. | Work with teacher to support their child’s learning. | Collect and or share data requested by teacher for specialist; ie. social, emotional, physical, medical, and behavioral data. | Collaborate with professional educators to support your child’s progress in the general education classroom. | Assist in gathering process and program effectiveness data for analysis and improvement.  Contribute additional intervention ideas. | Team member for determining satisfactory progress and next steps. |
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