Empowering Practitioners in Response to Intervention

John J. Hoover, Ph.D.
University of Colorado, Boulder
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Site-Based Research Project

**Empowerment Project**
RTI Teacher leaders and school teams identify and resolve RTI classroom and school issues


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School-Based RTI Empowerment Project

**Purpose:** Empower school RTI teacher leader to assist school team to identify issues that arise as team works to implement RTI school-wide

**Method:** Provide periodic support (monthly meetings, regular emails, periodic school visits) to school RTI teacher leader who in turn works with the school team sharing ideas and guidance to resolve issues

**Site-Based Approach:** Method for empowering individual schools to implement RTI through support provided to the RTI teacher leader (i.e., school staff identifies and resolves issues as a team under guidance from school RTI leader (with initial outside RTI support)

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RTI Empowerment Project Stages

RTI: Examining School-Based Issues

**Issue:** Transitioning to response to intervention model from the prereferral intervention model

**Issue:** Clarifying basis for making decisions about the most appropriate tier of instruction (i.e., Decision Rules)

**Issue:** Connecting RTI procedures and results with a special education comprehensive evaluation

**Issue:** Fidelity to obtain accurate results

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RTI: Examining School-Based Issues

**Issue:** Discerning learning difference from disability for culturally and linguistically diverse learners

**Issue:** Defining educator roles in process including the data collection, interpretation and instructional decision making

**Issue:** Assessment Competencies necessary to implement screening, monitoring, diagnostic procedures

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Practitioner Strategies for Addressing RTI Issues

**Strategy 1**
Utilize assessment data for designed purposes:
- Screening - Screens
- Monitoring - Monitors
- Diagnostic – Pinpoints

**Strategy 2**
Integrate Tiers 1 and Tier 2 instruction/assessment (supplement not replace)

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Practitioner Strategies for Addressing RTI Issues

**Strategy 3**
Employ creative classroom/instructional management to facilitate progress monitoring and adjustments

**Strategy 4**
Acquire a working knowledge of school team’s “decision rules”

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Practitioner Strategies for Addressing RTI Issues

**Strategy 5**
Collaborate with colleagues early in the process to meet struggling learner needs

**Strategy 6**
Become RTI Competent (e.g., Professional Development; Conferences, etc.)

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Pilot Project Initial Results

Key RTI issues were identified and quickly dealt with in a timely manner
- School educators focused on their own school’s unique RTI needs and solutions
- Outside support was kept to a minimum and withdrawn as quickly as possible
- Team leader is empowered and supported
- School team is empowered to solve own RTI issues
- School systematically builds its own personalized RTI structures to meet unique needs (e.g., ELLs, Behavior, Data decision making, roles of interventionist, linking Tiers 1/2 instruction, etc.)

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Contact Information

John J. Hoover, Ph.D.
University of Colorado, Boulder
303-735-2015
john.hoover@colorado.edu

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