

# Response to Intervention (RtI)

Many parents/guardians are hearing about a new initiative in American schools, called RtI. Our district is currently systematically reviewing our process of servicing our students through a Response to Intervention (RtI) model. Please take a few moments to review this brief overview and feel free to follow-up with questions you may have.

**Response to Intervention (RtI)** is an data-driven approach to understanding and addressing student needs. Schools and districts develop a system of servicing students that ensures students receive the support they need that works with their unique resources, personnel, and student population.

RtI in Wisconsin has been defined as having:

- High quality instructional practice
- Continuous review of student progress (multiple measures)
- Collaboration

It is considered a pre-kindergarten-grade12 initiative that applies to general education, special education, gifted and talented and English language learners.



Wisconsin's RtI model

For more information see [www.wisconsinrticenter.org](http://www.wisconsinrticenter.org)

## What is Unique about RtI in Wisconsin?

Wisconsin's vision for RtI addresses both academics and behavior, embeds culturally responsible practices within all instruction and focuses on high quality classroom instruction as being the foundation of student success. RtI is viewed as a way to transform how we educate, not just a way of "tweaking" our current system.

## RtI in a Nutshell



1. We screen (assess) our students for the need for additional instruction or extension of instruction
2. We have high quality classroom instruction
3. We deliver additional instruction or additional challenge to those who need it
4. We set realistic, yet challenging goals for our students and monitor their growth regularly
5. We collaboratively develop individual instructional plans for students who have an intensive need for support or academic extension

## Questions parents can ask their district or school:

### *High quality instruction*

- Are the instructional programs linked to the Wisconsin state standards?
- Is there anything in the curriculum that is connected to my child's culture or interests?
- What are the expectations, which may be called learning targets or benchmarks, for my child's grade level? Are they the same for all students?
- What is your school process for addressing the needs of students who are struggling or excelling?

### *Behavior*

- What are the school-wide behavioral expectations?
- How are the school-wide expectations taught?

### *Classroom Assessment*

- When will I be given the results of my student's assessments?
- Do my instructors pre-assess for concepts being taught?

