What is RTI?

Response to Intervention (RTI) is a process of determining appropriate support, academic or behavioral interventions to supplement the curriculum and meet the needs of all learners.

Research on RTI has its roots in Deno's data-based program modification model (1985) and Bergan's behavioral consultation model (Bergan 1977). The RTI approach is primarily implemented at the K-12 level and is a component of No Child Left Behind (NCLB) statute and Individuals with Disabilities Act (IDEA 2004). RSC’s Teacher Education Program has chosen to utilize and adjust this framework to assist students with the successful
Students must exhibit professional behavior before being admitted and throughout the entire program process. This process applies to your communication and actions with Rio Salado staff, adjunct instructors, and any other person(s) supporting you in this endeavor. Students engaging in such behavior and academic performance will be immediately placed within a tier of the RTI process. This also directly correlates to InTASC standard #9 “Professional Learning and Ethical Practices”.

Rio Salado College reserves the right to discontinue student enrollment in the Teacher Prep program if any form of inappropriate conduct occurs with children, program personnel, or external partners.

RTI Process: A Problem-solving Philosophy

Through the RTI process, important educational decisions about students can be made using a problem-solving philosophy that involves strategic decision making. These decisions are based on data regarding student achievement both academically and behaviorally. It provides an overview of students past coursework, behavior and overall performance in any Rio Salado’s state approved teacher education programs.

The RTI process includes three tiers of intervention which increase with intensity of support. RTI is designed to effectively support students through completion of their teacher preparation program or identify alternative career paths, outside of education, more suited for the student. A student can be placed in any tier at any point while enrolled in the program. This process includes gathering, interpreting, validating and utilizing data for identifying the need for increasingly intensive and appropriate support. Rio Salado College personnel are notified through the initiation of an Occurrence Report.

An occurrence report is documentation of either a behavior or academic concern relating to lack of progress. The need to document the repeated occurrences of these types of behavior will help Rio Salado College provide a more proactive approach and management of student success. Student will be notified via email stating when an occurrence report has been submitted to their file.

Student interventions and support may:
- Be applied at any time throughout the program***
• Include universal (tier I), targeted to the individual (tier II), and/or increasingly individualized (tier III) interventions.
• Escalate to any leveled tier based on the severity of the situation.
• Be identified by a Rio Salado Employee or external educational representative.
• ***Response to intervention begins at the time of initial application to the Teacher Preparation Program. During the formal application process a student could be placed in a Tier 1 level of RTI due to concerns relating to any component of the application.

TIER I (UNIVERSAL SUPPORT)

Tier I can be related to both academic and professional concerns and may be initiated by any Rio Salado employee or external educational representative.

Providing support through interventions is a comprehensive consultation model whereby individuals collaborate in various ways as part of a problem solving process. This model ensures that students' needs are identified early, and appropriate instruction/interventions are implemented. Universal student progress is monitored for program efficacy. Instructors are expected to assist with interventions and remediation. The Rio Salado team provides support and typical accommodations are made to assist students in being successful.

The expectation of Tier I is to provide assistance with academic and behavioral success and to reduce the likelihood for reoccurrence of these concerns.

Tier I interventions may be initiated for:

• Lack of academic progress
• Lack of professional behavior
• Course Failure Notification
• Scoring in the 3rd and 4th quartile of The Haberman screening
• Concerns associated with Field Experience and/or Student Teaching

Interventions on this level include but are not limited to:

• Short term course extensions
• Resubmission of assignments.
• Additional communication with Rio Salado College personnel

NOTE: The frequency and/or duration of the concern at any time can place a student directly into Tier II or Tier III.

TIER II (TARGETED)
Tier II can be related to both academic and professional concerns and may be initiated by any Rio Salado employee or external educational representative.

Intervention in Tier II support students who continue to struggle academically and/or professionally in courses, field experience or in communications with Rio Salado College personnel or educational partners. The interventions are designed to target reoccurring behaviors which may be preventing students from being successful with their program. Students will be notified through email if they are placed in Tier II.

The expectation of Tier II is to provide additional and more individualized assistance/support to further reduce the likelihood for reoccurrence.

Tier II interventions may be initiated for reoccurrence of:

- Lack of academic progress
- Lack of professional behavior
- Concerns associated with Field Experience and/or Student Teaching

Tier II Interventions on this level include but are not limited to:

- Review of Tier I interventions, if applicable
- Progress monitoring by assigned Rio Salado College personnel
- Development of goals and specific deadlines
- Interview with EDU personnel

NOTE: The frequency and/or duration of the concern at any time can place a student directly into Tier III.

TIER III (INTENSIVE)

Tier III can be related to both academic and professional concerns and may be initiated by any Rio Salado employee or external educational representative.

Tiers I and II are designed to provide levels of support that are intended to assist students with either academic and/or behavioral interventions. Tier III interventions are limited to a small portion of the teacher education population, less than 5%, initiated for insufficient progress or the severity of an identified concern. Tier III support will intensify on an individualized basis.

Tier III interventions may be initiated due to escalation in frequency or intensity of identified behavior(s) professionally and/or academically including, but not limited to:

- lack of growth in the identified area(s) of need
• lack of academic progress
• lack of professional behavior
• concerns associated with Field Experience and/or Student Teaching

Interventions at Tier III will include an interview with EDU staff member(s) to determine continuation in the program and may include but is not limited to:

• Program Removal
• Development of an Individualized Action Plan (IAP)

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