

## Chapter 10 – Roles and Responsibilities

For districts working to fully implement Response to Intervention, it is important to recognize the roles of various stakeholders. Below are recommendations from the Department designed to support district development:

### State Level Leadership

- Provide up to date guidance to support system implementation
- Support a statewide common understanding of the elements of RTI
- Identify exemplary school based models and best practices

### System Level Leadership

- Create a district wide plan for RTI implementation including the plan for monitoring implementation of the interventions and addressing issues of fidelity
- Determine reading, mathematics, and behavior expectations
- Establish and support a common set of characteristics of Tier 1 and Tier 2 instruction in all classrooms
- Support the implementation of the non negotiable at each Tier of the RTI pyramid

### Building Level Leadership

- Implement the plan for RTI implementation including the plan for monitoring implementation of the interventions and addressing issues of fidelity
- Create a school wide focus on assessment driving instruction
- Develop staff understanding of the RTI process
- Establish schedules to provide various times for interventions
- Ensure Tier 1 standards based instruction occurs in all classrooms
- Establish standard protocols of support for students needing Tier 2 support

### Classroom Teachers

- Implement the GPS
- Implement the Tier interventions (as planned, as appropriate)
- Consistent use Formative and Summative assessments to guide classroom instruction
- Differentiated Instruction is the heart of teaching and learning
- Consistent communication with the intervention and instructional specialists

### Intervention and Instructional Specialists (SST chair, REP/EIP, Special Education, etc.)

- Implement the GPS
- Implement the Tier interventions (as planned, as appropriate)
- Consistent communication with general classroom teachers
- Coaching and modeling of differentiated instruction, progress monitoring, and research based interventions
- Adherence to fidelity of implementation of the intervention

### School Psychologists

- Participate in informal and formal consultations with teaching teams (rather than an evaluative role) at all Tiers with a focus on standards-based instruction
- Providing training, direction, and support for progress monitoring and intervention selection
- Support foundational understanding of school wide RTI

### Parents and Families

- Participate in the parent and school partnership process
- Be familiar with the Georgia Performance Standards for a given grade and/or content area
- Expect consistent school communication regarding student achievement
- Communicate with school administrators concerning questions about school programs and student support