

Dissemination

Massachusetts Charter Conference through the Department of Education's Summer Institute and through other education forums.

During the fall of 2008, the Principal and Reading Director presented the LFDCS Response To Intervention model to the Massachusetts Charter School Association Conference. This RTI model presentation, also a semi-finalist for the 2008 National Charter Conference, disseminates understanding of the steps required to use data, data analysis and one-on-one teacher conferencing to implement immediate intervention strategies that address gaps in reading proficiency. The RTI model, seen as individualized professional development, prepares classroom teachers with extensive skills and knowledge to improve reading in their classrooms.

Current plans for future dissemination of the RTI model include classroom visits from area special education teachers to observe implementations (2009-2010) and inclusion of RTI training by the LFDCS Reading Director and teaching staff to graduate interns who participate in the Urban Internship at LFDCS (2010-2015) in partnership with TEACHERS²¹.

The following is taken from LFDCS's RTI presentation and training:

Definition: RTI – the practice of providing high-quality instruction and research-based interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to making educational decisions (2008 National Association of Special Education State Directors CASE).

RTI takes its creation from a medical team practice—gathering data on a patient, bringing a team of professionals in to discuss data and needs and developing an action plan. Everyone has an assigned responsibility then regroups and re-evaluates if interventions are appropriate and successful.

LFDCS's Definition of RTI

Using a Tier III model, LFDCS' Response to Intervention (RTI) unfolds as a Professional Development System. This system requires administration and teachers to work in concert using diagnostic tools and research-based interventions which prevent students from being identified as learning disabled due to ineffective reading instruction.

RTI at LFDCS

Monthly meetings between the Principal, Reading Director and Classroom Teacher utilize progress-monitoring data to develop teacher skills in using this data to inform daily reading instruction. Additionally, this system allows for a laser focus on individual students—identifying learning gaps, appropriate interventions to promote catch-up growth as well as effectiveness of interventions and core instruction.