
Establish Committee Roles

RTI, or Response-to-Intervention, is a process that involves a systematic approach and includes the use of research-based instruction and interventions for struggling learners. This approach depends on a team or committee to monitor student progress, as well as support the ongoing instruction of the students. The purpose of having an RTI committee or team on a campus is to implement the RTI approach by following the model adopted by the district. The team should follow the district's general expectations and must be ready to actually do the work of the written material the district has chosen to be used. Making data-driven decisions for students who are having difficulties academically and/or behaviorally is the main reason for the team. The team should develop plans, interventions, and progress monitors to help the student improve academically and/or behaviorally and also provide support to the teacher. Regular meetings should be scheduled with specified dates and times, as well as specified roles of team members.

There is no right or wrong way to order the steps to setting up an RTI system. However, you need to establish team members. Once this is established, you will be able to brainstorm and effectively plan for your campus. Key people are important to building and maintaining the foundation of the RTI system (Wright, 2007). If there are established roles, the other staff members will see the importance of the committee.

One of the questions many may ask is, "What does each person do?" There are many different roles. But really it depends on your campus, what your needs are, and available staff. My first year on a committee had no established roles. It was difficult, and no one really knew who was responsible for what. Fortunately, we were able to keep the same members the second year and realized there was a need to assign responsibilities. I have given an example of types of roles you may see on a committee (see Figure 1.1). There is also a blank form

to use for your own committee on page 5. Be realistic in terms of to whom you assign responsibilities. Many of the responsibilities, including data gathering and case management, should be given to those who have availability to actually do these things outside the meeting. Some of the roles are time-consuming, and you need a person who may not have a constant class of students all day. So, consider what you assign to whom. The following paragraphs give a description of the roles on this committee.

Figure 1.1 Example of a Committee

Committee Roles

Name/Position	Role on Committee
RTI Leader/Coordinator	Case manager for reviewing students on Tier 1/data collector for Tier 1/e-mail information to appropriate staff and update progress monitoring and campus tools/conference with teachers/update RTI information and RTI folders/create agendas and lead meetings/review universal assessments, rank students, and lead meeting for reviewing data/communicate campus plan of action and goals
Title I Teacher	Case manager for reviewing ___ grade Title I students/data collector for Tiers 2 and 3/update 1st enter and exit charts/dyslexia
Interventionist	Case manager for reviewing students/data collector for Tiers 2 and 3
Special Education Teacher	Fill out parent notification letters
Interventionist	Update page with campus tier-level changes/assist with Tiers 2 and 3/data collector
Diagnostician	Timekeeper/student observer
Instructional Paraprofessional	Update Tier 1 plans/help with intervention chart/assist with Tiers 1 and 3 and gather information
Regular Education Teacher	Update intervention chart notes/PBIS
Regular Education Teacher	Record keeper/type meeting minutes/PBIS
Counselor	Update K enter and exit charts/case manager for behavior/other issues and student observer
Assistant Principal	Fidelity checks/PBIS
Principal	Fidelity checks
Instructional Paraprofessional	Assist with Tiers 2 and 3 and gather information/cover classes during RTI
Instructional Paraprofessional	Assist with Tiers 1 and 3 and gather information/cover classes during RTI
Speech Therapist	Assist with speech, students, and classroom strategies
ESL Coordinator	Assist with progress monitor and strategies for students in ESL

For a blank reproducible of this form, see page 5.

Case managers are important to the individualization of the student. This person keeps and organizes each student’s instruction, data, and education information. For example, a Title I teacher may be the case manager for those

students he or she services. The Title I teacher would keep a folder containing all student plans, scores, attendance records, progress monitors, conference notes, and so on. The counselor may be the case manager for students on Tier 1 and support the regular teacher(s) in helping each student succeed. Other case managers may include regular education teachers, dyslexia teachers, special education teachers, interventionists, and any other staff members who can service or manage the student's progress. The case manager is the person who should verbally review the student's information during the RTI meetings, as well as have the input from the student's regular teacher. During the meeting, the case manager should go over all data and create and update the student's plan. This plan is what guides the individual instruction for the student.

A person who completes parent notification letters should be assigned. This person should fill out letters based on the committee's decisions. The letters should be copied and the original sent home, while the copy should be placed in the student's folder for documentation. The person assigned to this role is responsible for filling out the letters, copying them, making sure the letters are given to appropriate personnel to send home with students, and filing the copies in the students' folders.

Another responsibility for the committee is updating school tier-level changes and tracking information. This person will have a very important job. As the team makes decisions and students are added, changed, exited, or adjusted in some way, the information must be updated. One suggestion is a tracking chart that has each RTI student listed with his or her school ID number and birth date, the name(s) of his or her teacher(s) and subject(s), the skill(s) of concern, the tier level, meeting dates, the intervention provided, and where the intervention should be provided. As the students are reviewed, this information should be continually updated with meeting dates and tier level. This tracking chart will be the culmination of each RTI meeting and the resource for constant changes.

Data collectors are important to the committee in making sure the data needed for the committee are collected and prepared for RTI meetings. These individuals can also support the case managers in collecting data that may be used in reviewing student progress. Data may include grades, progress monitor reports, test scores, attendance, class work, behavior reports, conference notes, fidelity checks, observation reports, vision/hearing results, language surveys, economic status, parent information, and any other reports or results available. These people collect what is needed and file it in the students' RTI folder for review.

A timekeeper is important to the consistency of "sticking to the point" and managing time between student reviews. This can ensure the decisions made are based on factual data that support the success of the student and are not based on opinions. The timekeeper manages the team's time and keeps the meeting flowing.

Student observers are those who observe students in action within a classroom setting. This person should have a form for documenting the actions of the student and the response to the lesson strategies. This information will give the RTI team a good indication of how successful the student is in class and if any adjustments need to be made. Observers may be counselors, diagnosticians,

specialized teachers, principals, fellow teachers, and other staff familiar with student behavior.

Fidelity checks are usually completed by principals or other administrators because the fidelity check is based on the teacher's instruction. These reports are important to determining if the classroom instruction is meeting the student's needs. Consequently, this will help eliminate the idea that the student's issue is not due to the lack of grade-level instruction. This does make the teacher accountable for instructing students in the most appropriate way, while also giving constructive feedback for adjusting instruction for student needs. Remember, this should be used not as a teacher's evaluation but rather as a tool for giving positive suggestions in helping students.

Behavior responsibilities or positive behavioral interventions and supports (PBIS) include gathering behavior information from teachers and giving student observation reports to the committee. This person contributes ideas and suggestions in helping the student in class, as well as keeps information on students in PBIS with academic issues.

A record keeper is very important in keeping the minutes from each meeting. This person should record all minutes and share the minutes with the team in confidence. The minutes are confidential and should be used only with team members, administration, or those directly involved with students' progress. Minutes should include date, time, location, team members present, and reviews or decisions made. The minutes should be kept in a file for future reference.

Many times paraprofessionals can really help with the organization, documentation, and collecting of data for RTI students. One of the responsibilities a paraprofessional may have on the RTI team is to follow the review schedule and rotate throughout the day to cover teachers' classes so the teachers are able to attend the RTI meeting, if the meeting is during the school day. This helps the team to stay on track with time constraints and provides support to the teachers.

The responsibilities an RTI coordinator may have during a meeting include scheduling RTI meeting times to review student progress with teachers. The schedule and agenda are then shared with all staff involved in the meetings. Communication is a main responsibility of the coordinator. Basically, this person keeps all RTI information and decisions together. The coordinator may communicate decisions through confidential e-mail or in writing. Any decisions made during meetings should be sent to all appropriate personnel. Other job duties on the committee may include organizing data, managing computer data for consistent updates, researching, and providing strategies, RTI forms, and materials. This position will be discussed in a later section.

Other roles can also be created or added to the committee, depending on the school needs. Each role is important to the committee's successful function. Some of the committee members have responsibilities before a meeting, during a meeting, and after a meeting. The committee, teachers, and students are dependent on these members' dedication to the tasks. Therefore, expectations and rules should be established with all committee members for a complete and reliable RTI system (Wright, 2007).

