

# PAUSE AND REFLECT.....

QUESTIONS	YOUR CORE TEAM RESPONSE	WASHINGTON SCHOOL DISTRICT RESPONSE
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<p>What is the most important message that a building administrator can give to district administration or school board to garner support for this model?</p>		
<p>What barriers will principals face in preparing and training staff to work towards implementation of RtI?</p>		
<p>How can those barriers be overcome?</p>		
<p>Which components for Tier I are in place in your building?</p>		

<p>For which components will staff need professional development and resources to implement Tier 1?</p>		
<p>Which component do you need to understand more deeply?</p>		
<p>What is the principal's role in universal screening and which screening tools do you currently use?</p>		
<p>How has your building culture changed since initiating screenings?</p>		
<p>Where are there "gaps" in screening and the use of data?</p>		
<p>How do you organize meetings to share data in your building?</p>		

How do you use data to drive instructional decisions?		
What have you implemented to create a culture of collaboration in your building?		
Thinking about Tier 2, what kinds of interventions for struggling students are in place in your building?		
How is progress monitored?		
Are there gaps in interventions?		
Do all staff "own" students at-risk for academic or behavioral problems?		
Thinking about Tier 3, do you have interventions for this tier in your building?		

<p>How is progress monitored for students who need intensive interventions?</p>		
<p>How do you ensure access to the core curriculum for students in Tier 3?</p>		
<p>Thinking about Special Education Eligibility, what is your current level of involvement?</p>		
<p>How do you envision your role changing?</p>		
<p>How might you support staff in your building or district that resist change to the current process for determination of eligibility?</p>		
<p>How might parents be informed of the RtI process in your Building/district?</p>		

What concerns might parents express?		
How will parent trust be established?		
How might time and scheduling be used more flexible in your building?		
How will changing roles of personnel impact your building culture?		
What changes to technology would support your movement towards RtI?		
What available PDE supports are you already using?		

<p>How might movement towards RtI implementation broaden the concept of professional development, as it is typically perceived?</p>		
<p>How might individual or group needs for professional development be assessed and monitored?</p>		