



# The View From the Field

## State's Perspective on RTI-EC

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# Views from the State



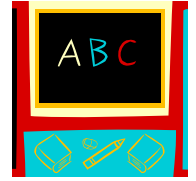
- Funding
- Instructional Practice
- Professional Development
- System – Capacity and Management and Structural Support
- Concluding Thoughts

# Funding



- IDEA 619 Funds cannot be used for RTI
  - Or could it?
- Title 1 Funds could be used in a creative way to support a preschool program – integrating Tier levels of instructional support
- State funds may be able to be used – depending on state policy
- Head Start likely has some leeway
- Potential for Early Learning Challenge Grant

# Instructional Practices



- Measurement and Assurance of Fidelity
  - All Tier Levels
  - Assurance of Quality
  - What are measures of fidelity?
  - Do we need to measure fidelity at all levels?
- Time and Classroom Management
  - How does the practitioner organize it all?
  - Who implements?
- How much is enough? - How often is enough?
- Children that are Dual Language Learners
- Progress monitoring and instructional integration
  - What are the progress measures?
  - It does not occur naturally – tremendous PD
- Involving Families
- Coordination with School Districts

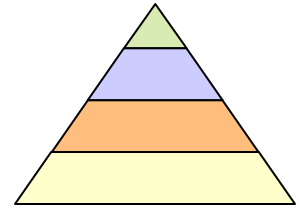
# Professional Development



- Preservice preparation
  - Where/How do IHEs fit it in?
- Inservice support
  - Who, When, Where, How, By Whom
- Coaching – is this a necessary component
  - Sustainability and Who
- What intensity of PD is needed to strengthen the skills of different levels of practitioners?



# System Issues



## Management and Structural Support

- Technical Assistance, Coaching and Consultation
- Program supports needed for each Tier level to ensure effectiveness
- Funding and personnel structures for Tier 2 & 3 to happen

## Capacity

- Credentials – what is minimum?
- Capability of practitioners -
- What levels of TA are needed for different Tiers
- Complete progress monitoring
- Personnel available to implement Tier 2 & 3

# Thoughts



- Where are we realistically expecting RTI in EC to occur?
- Are we “RTIing” all developmental content areas or only specific areas?
- Is the line between intervention and evaluation the same as might be considered for K-12?
  - RTI became the vogue around LD and MMR – are we considering the same or is this different?
- How do we fund RTI in EC?
- We have made an assumption RTI for K-12 fits for EC – does it have to look the same?
  - Much appreciation to my colleague Verna Thompson in the DDOE for her work and contributions to the thoughts in this presentation that have evolved from our work on RTI in EC