

Developing an RTI Professional Development Plan: Things to Consider

National Center on Response
to Intervention



National Center on
Response to Intervention



Section Objectives

- Increase understanding of the necessary considerations when developing a professional development plan.
- Increase awareness of available professional development tools.
- Draft a professional development plan.



General Considerations

- Planning and delivering professional development (PD) on Response to Intervention (RTI) is essential at all levels: state education agency (SEA), local education agency (LEA), and schools.
- PD should be based on data.
- PD must be engaging for the learner and respond to state, district, and school needs.



What Is Professional Development?

Professional development refers to skills and knowledge attained for both personal and career development. Professional development encompasses all types of facilitated learning opportunities. It has been described as intensive and collaborative, and generally includes an evaluative stage.

(Speck & Knipe, 2005)



What Is Professional Development?

- Training
- Consultation
- Coaching
- Communities of practice
- Lesson study
- Technical assistance
- Reflective supervision
- Other support for educator learning



Why Professional Development?

A considerable amount of professional development needs to be provided in the beginning stages of establishing RTI systems to build capacity. It is important to offer continuing, job-embedded professional development that addresses areas essential to effective implementation of RTI and improved student outcomes.

(National Research Center on Learning Disabilities [NRCLD], 2007)



Professional Development and Implementation

- **Implementation:** A specified set of activities designed to put into practice an activity or program of known dimensions (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).
- Successful implementation requires effective and ongoing professional development.



Research on PD Implementation

- For effective implementation, research indicates that dissemination of information and training alone rarely lead to effective and sustainable implementation.
- There is a need for PD that is dynamic, interactive, and responsive to the state, district, or school's needs.



Multiple Supports for Implementation

- Dissemination
- Training/professional development
- Laws and policies
- Special funding

Most Common
Approaches Used
to Support
Implementation!

(see Ager & O'May, 2001; National Implementation Research Network, 2008; Nutt, 2002; Rogers, Wellins, & Conner, 2002)



Evidence: What Works?

- Combination of several implementation measures leads to better results. For example:
 - Distributing guidelines for innovations
 - Offering courses and training
 - Providing practical training, coaching, and other forms of job-embedded PD
 - Giving timely feedback, and offering consultation.
- Quality of support is more important than quantity.

(see Guldbrandsson, 2008)



Think-Pair-Share

- Think of a school program or procedure that you have seen “implemented.”
- With your neighbor, share the following:
 - What professional development was provided?
 - Is the program or procedure still being implemented? In other words, was the professional development effective in scaling up the program or procedure?
 - What worked and what didn’t work?



Professional Development Plan: Things to Consider

- Needs assessment
- Participants
- Goals and objectives
- Cost
- Time frame
- Approach
- Professional development materials



Needs Assessment: Things to Consider

- Conduct an analysis of the professional development needs of the population.
 - What is the current level of implementation?
 - What is needed to get to the next level of implementation?
- Involve the population in determining their own needs.
- Distinguish between what the population *needs* and what the population *wants*.



Needs Assessment: Things to Consider

- The current knowledge level of RTI, its purpose, and its components at specific sites or populations (e.g., administrators, teachers, specialists)
- The current skill level of the population to effectively implement an RTI model and its individual components
- Professional development approaches that have demonstrated effectiveness



Needs Assessment: RTI Integrity Rubric

RTI Essential Components Integrity Rubric

The RTI Essential Components Integrity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. The rubric is aligned with *Essential Components of RTI: A Closer Look at Response to Intervention* (National Center on Response to Intervention, 2010).

Item	1	3	5
<i>Screening—The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</i>			
Screening Tools	Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable and that correlations between the instruments and valued outcomes are strong. However, there is insufficient evidence that predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.
Universal Screening	Neither condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).	Only one condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).	Both conditions are met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).

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Team Activity

- Complete Step 1 of the Activity Handout.
- At a minimum:
 - Identify the greatest professional development need. Prioritize 2 – 3 needs.
 - Identify the primary target population.



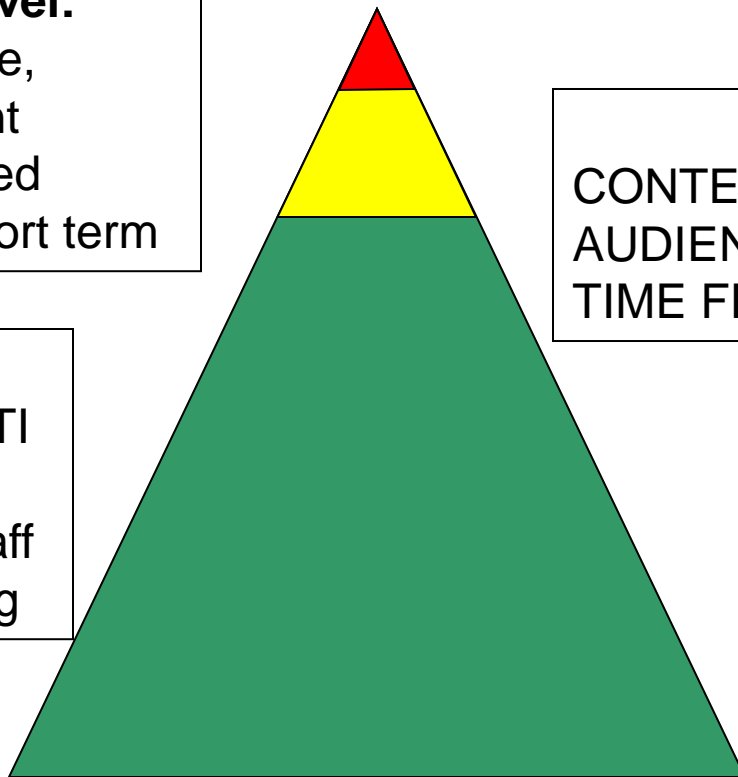
Target Audience: Things to Consider

Intensive Level:

CONTENT: Intense,
specialized content
AUDIENCE: Limited
TIME FRAME: Short term

Universal Level:

CONTENT: General RTI
knowledge and skills
AUDIENCE: All RTI staff
TIME FRAME: Ongoing



Targeted Level:

CONTENT: Targeted content
AUDIENCE: Targeted audience
TIME FRAME: Short term



Target Audience: Things to Consider

- Are there universal professional development needs?
- Which populations will we target? Which populations have targeted or intensive needs?
 - Select roles (e.g., administration, site RTI coaches, trainers)?
 - RTI or implementation teams?
- Targeting which audience will lead to the greatest impact? In other words, where can we get the biggest bang for the buck?



Differentiating Professional Development Using a Multitiered Approach

- Consider for each level the:
 - Number of trainers and level of expertise
 - Amount of time and resources
 - Extent of on-site work
 - Ongoing coaching and modeling needed
 - Other



Goals and Outcomes: Things to Consider

**Benefits to
Consumers**



**Making It
Happen**

**Helping It
Happen**

**Letting It
Happen**



**Effective
Implementation**

(Greenhalgh, Robert, Bate, Macfarlane, & Kyriakidou, 2005)



Goals and Outcomes: Things to Consider

- Establish a specific outcome that the PD will support
- Decide when to “make it happen” and state it clearly to the audience
- Determine types of PD that will be effective even if you “help it happen” or “let it happen”



Goals and Outcomes: Things to Consider

- Increase knowledge about RTI and its essential components.
- Increase knowledge and skills on implementation of RTI.
- Build the capacity of sites to independently implement RTI components.
- Provide skills to implement a specific RTI model.
- Develop skills to implement specific RTI components.



**Letting
It
Happen**



**Making
It
Happen**



Goals and Outcomes: Things to Consider

- What is the primary goal(s) of the professional development?
- Are there different goals and outcomes for different audiences?
- If the RTI professional development is effective, what behavior change will you expect to see?
- How will you evaluate that change?



Team Activity

- Complete Step 2 of the Activity Handout.
- At a minimum:
 - Develop a goal or outcome for a single target population based on the identified need.



Funding for Professional Development

- Another step in developing an action plan is to identify the amount of funding needed and the possible sources.
- The time frame is also essential to consider in the planning.
- We will go through each of these areas in a step-by-step approach to develop a plan.



Funding: Things to Consider

- What funding streams are available? Are there any restrictions with these funds?
- What are the initial and ongoing costs? How will these be funded?
- What will be the district versus building costs?
- What opportunities are available to share costs between or among funding sources, buildings, other agencies, or organizations?



Time Frame: Things to Consider

- When will the professional development begin and end?
- How frequently will the professional development be provided, particularly for ongoing or universal professional development?
- What is the time frame for the evaluation of professional development services?



Staff:

Things to Consider

- Do we have internal staff to provide professional development? If not, how will they get trained or what external resources are available?
- What is the role of the professional development staff (e.g., facilitator, trainer, coach, technical assistance provider)?
- What level of experience and knowledge are the RTI professional development staff expected to possess?



Approach: Things to Consider

- Training
- Consultation
- Coaching
- Communities of practice
- Lesson study
- Reflective supervision
- Technical assistance



Approach: Things to Consider

- Train the trainer versus train whole staff
- Online versus in person
- Live versus recorded (e.g., webinars)
- Onsite versus travel
- Required versus recommended



Approach: Things to Consider

- What professional development approaches are likely to lead to the desired outcomes? What are the pros and cons of each?
- Will participants have access to multiple professional development approaches (e.g., onsite training, webinars, coaching)?
- How will the content be delivered?



Professional Development Materials: Things to Consider

- What resources or materials are available for professional development?
- If needed, how will we develop new or modify existing professional development resources?
- How can we ensure created material aligns with the outlined RTI framework or model?



Professional Development Evaluation: Things to Consider

- How will we know if the professional development achieves the identified goals and objectives (effectiveness)?
- What behavior or outcomes will change?
- What resources are available to conduct an evaluation of the RTI-provided professional development?
- Who will analyze the data, including the needs assessment, and make decisions?



Team Activity

- Return to Step 3 of the Activity Handout.
- Complete a draft professional development plan.
- At a minimum:
 - Focus on a professional development plan for a single staff target population and specific need.
 - Leave areas blank if you need help or have questions, and continue planning those areas with your colleagues.



Directions for Team Activity Step 3

- As a team, continue drafting your initial professional development plan based on the needs of your target staff and the goals and objectives you identified earlier.
- The activity handout provides a table of things to consider to help guide your team discussions. Your team may not have all of the information you need to complete the evaluation plan.
- In cases where information is missing, develop a plan of action for finding and incorporating the missing information. You will have 20–30 minutes to work on your professional development plan.



Reflection and Closure

- How will the information shared help you to better develop a professional development plan for RTI implementation?
- What immediate and long-term steps will you take to apply any of this information?



Questions?

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