NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

Response to Intervention Innovation Configuration

Authors

This innovation configuration was developed by:

Daniel J. Reschly, Ph.D., Vanderbilt University
Stephanie Wood-Garnett, Ph.D., Learning Point Associates

Original Source

This innovation configuration originally appeared in the following resource, which fully describes the innovation configuration, clarifies its purpose, and provides examples of what each component may look like in the classroom.

Reschly, D. J., & Wood-Garnett, S. (2009). *Teacher preparation for response to intervention in middle and high schools* (TQ Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from http://www.tqsource.org/publications/September2009Brief.pdf

Instructions for Using Innovation Configurations

The following resource describes the content and purpose of innovation configurations, outlines their intended use as syllabus evaluation tools, and provides scoring guidelines and examples for clarification.

National Comprehensive Center for Teacher Quality. (2011). *Innovation configurations: Guidelines for use in institutions of higher education and professional development evaluation.* Washington, DC: Author. Retrieved May 12, 2011, from http://www.tqsource.org/publications/IC_Guidelines.pdf

Introduction

Application of response to intervention (RTI) principles significantly enhances the likelihood of resolving common academic and behavioral problems and improving system outcomes. Preparing educators to implement the principles of RTI is critical to its success. This innovation configuration emphasizes and illustrates the RTI concepts and principles at the secondary level that are key teacher competencies. Domains of preparation that hold promise for successful application of RTI are described.

Response to Intervention Innovation Configuration

Essential Components	Variations					Rating
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	**Rating**
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are bulleted below each of the components.	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component.**	Syllabus mentions the component and requires **readings and tests or quizzes.**	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** • Observations • Lesson plans • Classroom demonstration • Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** • Fieldwork (practicum) • Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Attitudes and Beliefs • Sense of efficacy • Willingness to differentiate instruction to meet learner differences • Commitment to improving achievement with all students • Knowledge of multiple sources (online and print) for classroom interventions • Collaboration with other educators to improve school outcomes						
Instructional Competencies • Deep subject knowledge • Mastery of a range of instructional techniques • Capabilities with multiple ways of presenting content • Capabilities to match explicitness of instruction to learner prior knowledge • Application of learning strategies to enhance content mastery (Schumaker, 2008)*						

* Schumaker, J. (2008). *Teacher preparation and professional development in effective learning strategy instruction* (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from http://www.tqsource.org/publications/EffLearnStrtInstructionIssuePaper.pdf

Essential Components	Variations					
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are bulleted below each of the components.	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** • Observations • Lesson plans • Classroom demonstration • Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** • Fieldwork (practicum) • Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Classroom Organization and Behavior Management • Implementation of effective classroom organization and behavior management (Oliver & Reschly, 2007)* • Implementation of proactive methods to foster student cooperation and engagement with learning • Use of positive approaches to teach and reward appropriate student behavior and correct behavior infractions						

* Oliver, R. M., & Reschly, D. J. (2007). *Effective classroom management: Teacher preparation and professional development* (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from http://www.tqsource.org/topics/effectiveClassroomManagement.pdf

Essential Components	Variations					Rating
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are bulleted below each of the components.	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** • Observations • Lesson plans • Classroom demonstration • Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** • Fieldwork (practicum) • Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Problem-Solving Competencies • Definition of concerns in observable language • Definition of positive goals as well as goals involving reduction of behaviors • Development and implementation of data-collection measures that reflect behavioral goals • Examination of current status data and identification of gaps between current and desired performance • Development of challenging, achievable goals • Analysis of problem behaviors as skill problems or performance problems • Analysis of problem behaviors in terms of alterable conditions in the setting • Development of intervention plans that use evidence-based principles • Implementation of interventions with good fidelity • Implementation of progress monitoring with graphs and revisions of interventions as needed • Evaluation of results using graphs comparing results with goals • Decisions about whether to continue, discontinue, fade, or revise intervention(s)						

About the National Comprehensive Center for Teacher Quality

NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877.322.8700 | 202.223.6690

www.tqsource.org

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.

LEARNING POINT Associates®
An Affiliate of American Institutes for Research®

ETS®

V VANDERBILT®