ISA/RtI Professional Development

Pilot Project for the 2010-2011 and 2011-2012 School Years:

The Role of Teacher Leaders

The Child Research and Study Center will be partnering with a small number of schools/districts to participate in the development of RtI models based on the ISA. Extensive and job-embedded professional development for teacher leaders and primary level teachers (classroom, reading, special education, etc.) will be offered. The Center plans to work closely with individual schools to develop procedures and processes for RtI implementation that might serve as models for other schools in the future. The Center will provide sustained professional development and consultation related to the ISA and RtI for both teacher leaders and teachers for a period of up to two years. Each participating building will be asked to identify one or two individuals who will serve as teacher leaders for their school. The teacher leaders will serve a critical role, as they will work with building-level personnel to implement the ISA instructional approaches and a model for Response to Intervention. They will also serve as their building’s main contact with the Study Center to facilitate extended discussion about the implementation of the ISA in an RTI context.

Specifically, teacher leaders will be expected to:

- Participate in face-to-face professional development related to RtI and the ISA.
  - 8 full days, tentatively scheduled for mid-January through mid-March of 2011.
- Support teachers in their schools as they engage in similar professional development that is offered in an on-line environment
  - Total time of 30 hours. Full day, half day and after school options will be available. (Tentatively scheduled for mid-March through mid-June 2011.)
- Support teachers as they begin to implement ISA-based instruction in their classrooms
  - Time commitment will vary depending on the role of the Teacher Leader. For example, Literacy Coaches might spend time observing and providing modeling and feedback for classroom teachers while a reading teacher who is serving in the role of teacher leader might participate in/ lead grade level or team meetings focused on early literacy instruction and intervention (March-June of 2011).
- Attend a one-day planning session over the summer (2011) to consolidate plans for RtI implementation.
- Support teachers in their implementation of ISA-based instruction and support the implementation of RtI procedures in their building September 2011 – June 2012.
  - Attend a combination of face-to-face and online follow-up sessions with Center staff to hone their expertise, to provide feedback on the effectiveness of the online delivery of the ISA and RtI content, to explore questions regarding teachers’ implementation, and to think through issues related to the implementation of RtI in their buildings.
  - Time commitment will, again, vary by the Teacher Leader’s role in the district.
  - Anticipated: Two hours per month with Center Staff, scheduled in collaboration with teacher leaders. September 2011 – June 2012