Building Response to Intervention: A Conceptual Framework

DRAFT

For Public Comment

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Overview

Definition: Response to intervention (RtI), according to W. David Tilly III, Phd., “has three general components: (1) it is a logical structure for allocating precious instructional resources efficiently and targeting them specifically to student needs— all student needs; (2) it is a commitment to use the best findings from our current and emerging knowledge base (scientific research) as we go about our instruction; and (3) it is a commitment to use a logical, decision-making framework to guide our instruction (this has been variously referred to as data-based decision making or the problem-solving method).” (The Special EDge: Response to Intervention, Winter/Spring 2006).

RtI is a systematic commitment to meet all individual student needs in school settings, with efficient use of resources, in a manner that is consistent with what scientific research is showing to be effective. RtI is the process that all student assistance teams (SATs) in New Mexico should be following to meet student needs. If the model is developed and supported in a robust manner, the data generated from progress monitoring mechanisms may also be used to determine eligibility for special education and related services under the specific learning disability category.

Purpose: The original goal that was set for the RtI Workgroup, convened by the New Mexico Public Education Department (NMPED), was to develop a technical assistance manual that would establish the scientific, research-based expectations for implementation of RtI in order to use the model for the determination of eligibility under the category of SLD (called the dual discrepancy model). This expectation applied to all children served in public schools in New Mexico in the seven areas of Specific Learning Disability.

The RtI Workgroup has come to the conclusion that there is no question regarding the validity of RtI as a systematic educational improvement model. RtI is also a promising model for the identification of specific learning disabilities; however, it is not yet feasible to publish a manual that provides districts with comprehensive technical assistance that will ensure that eligibility determinations under the SLD category are reliable and valid, using the dual discrepancy criterion established by the New Mexico Technical Evaluation and Assessment Manual (NM TEAM). It is our determination that the research has not yet caught up to the policy in this respect.

This is not to say that we do not have a great deal of knowledge and information about RtI or that there are no best practices in the field. We do have a great deal of knowledge in reading in the early grades and studies are being published that look at later grades and additional content areas such as mathematics and writing. We have used the most current scientific, research-based information available at this time to create this Conceptual Framework.
We would like to heartfully thank the Tigard/Tualatin School Districts, particularly Petrea Hagen-Gilden, Carol Sadler, Joyce Woods, and Carol Kinch, for their work related to RtI. We have respectfully borrowed much of the excellent information they make available to the public from the Oregon State Department of Education website at:

http://www.ode.state.or.us/initiatives/idea/rti.aspx.

This manual provides guidance and tools for districts to utilize in order to build the requisite systems that will make this model technically sound. This is a particularly important expectation for districts that will use the data gathered from the RtI process as part of a complete evaluation in the determination of eligibility under the category of SLD. As mentioned above, response to intervention is the process that all SATs follow before consideration of referral to another program is warranted or justified.

If a student is referred for a full special education evaluation and the district is implementing the dual discrepancy model of eligibility determination, the evaluation must meet the eligibility criteria established within the NM TEAM.

**Relevant Statutes and Regulations:** IDEA 2004 requires careful attention to how special education evaluations are conducted. The statute places emphasis on linking student assessment to student instruction through the use of RtI. It is important to remember that RtI is allowed as a component of evaluations for SLD, but only one component. The RtI model established in the NM TEAM requires a comprehensive evaluation that includes the following components:

The components above, when implemented appropriately, meet the basic Federal requirements established by the IDEA 2004 (see below). Additional components should be included on a case-by-case basis.

A “full and individual initial evaluation” shall be conducted. . . “to determine whether the child is a child with a disability. . . and to determine the educational needs of the child (20 U.S.C. 1414 (a)(1)(A) and (C) (i) (I) and (II).)” These requirements and those discussed below obligate teams to consider all aspects of a child’s functioning.

An initial evaluation must be conducted “within 60 days of receiving parental consent for the evaluation.” (20 U.S.C. 1414 (a)(1)(C)) “The agency proposing to conduct an initial evaluation. . . shall obtain informed consent from the parent of such child before conducting the evaluation.” (20 U.S.C. 1414 (a)(1)(D).) These requirements mean that the process for RtI must be carefully tracked. It must be clear to teams that there is a specific point at which the response to intervention process becomes a part of a special education evaluation. Parental consent must be obtained at that point, and the parent must understand that the procedure being implemented will contribute to a decision about whether the student has a learning disability and is eligible for special education.
The NMPED continues to maintain that parent rights are in effect upon referral for special education evaluation. This is consistent with existing policy and supports our understanding that the presence of a disability is the least likely and therefore least common explanation for student failure throughout the RtI process. Student assistance teams make no assumptions about a student’s disability status until the point that they collectively consider referral for a comprehensive special education evaluation.

*Evaluation procedures must: ...“use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information from the parent” and may “not use any single measure or assessment as the sole criterion.” The procedures must include the use of “technically sound instruments that assess the relative contribution of cognitive and behavioral factors.” (20 U.S.C. 1414 (b)(2)(A)(B) and (C). Further, (3)(A)(i-v) continue the requirements that nonbiased assessment procedures are used and that procedures are administered by qualified, trained, and knowledgeable personnel. (3)(B) reiterates that the child must be “assessed in all areas of suspected disability.” These requirements make it clear that a single form of assessment may not be used to either find children eligible or define all of their educational needs. Teams must continue to consider whether a student is most appropriately identified as a child with SLD as opposed to another disability, such as emotional disturbance. They must also design individual evaluations that are tailored to student’s presenting area(s) of concern.*

Sections (3)(A)(i) and (ii) and (5)(C) require that assessments conducted “are selected and administered so as not to be discriminatory on a racial or cultural basis” and are “provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally”. . .and that a child may not determine a child is eligible for special education if the “determinant factor for such determination is. . .limited English proficiency.” The effects of second language acquisition and cultural variations must be considered for English language learners (ELLs) and interventions that are designed for those students must be appropriate. The procedures used in RtI should be aligned with recommended best practices for students who are ELL; it is recommended that trained Bilingual/ TESOL endorsed staff be involved in the design of interventions and interpretation of ELL students’ responses to those interventions.

The three-tiered response to intervention model is the process that Student Assistance Teams (SATs) in New Mexico must adhere to in order to successfully meet the needs of all students. This three-tiered model of student intervention is required in current state regulations at NMAC 6.31.2.10 (C)(1)-(3):

C. **The three-tiered model of student intervention**

   1. If general screening, a referral from a parent, a school staff member or other information available to a public agency suggests that a particular student may be a child with a disability, a properly constituted student assistance team (SAT) in the agency shall:
(a) ensure that adequate screening in the areas of general health and well-being, language proficiency status, and academic levels of proficiency has been completed, in addition to addressing culture and acculturation, socioeconomic status, possible lack of instruction, and teaching and learning styles in order to rule out other possible causes of the child’s educational difficulties; and

(b) conduct the SAT child study process and consider, implement and document the effectiveness of appropriate interventions through curriculum-based measures;

(c) if, however, a student has an obvious disability or a serious and urgent problem, the SAT shall address the student’s needs promptly on an individualized basis.

(2) If curriculum-based progress monitoring demonstrates that the student’s response to intervention has not been positive and significant after no more than 18 weeks, the SAT may refer the child for a full special education evaluation, or it may resume the child study process to implement additional tier two interventions.

(3) If curriculum-based progress monitoring demonstrates that the student’s response to intervention has been positive and significant after no more than 18 weeks, the SAT may continue to require the implementation of those interventions until the student no longer requires the interventions.

In addition, districts that have the foundational concepts of RtI embedded in a systematic manner may choose to use the data gathered from the response to intervention process to determine eligibility under the category of specific learning disability (SLD) using the dual discrepancy criterion established in the NM TEAM. This eligibility determination model is explicitly supported by Federal statute contained in 20 U.S.C 1414 (B)(6)(A) of the Individuals with Disabilities Education Act (IDEA) of 2004, “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).”

Although various definitions for SLD have been promoted since the 1970’s, the codified definition of SLD has remained essentially unchanged since 1977, when P.L. 94-142 was implemented.

The term “specific learning disability” means a disorder in one or more of the psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning disabilities which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage. (USOE, 1977, p. 65083)

This definition has persisted, with minor organization and wording changes, through subsequent authorizations of IDEA. It is in the implementation of the
definition through establishing eligibility criteria in federal regulations that the construct of discrepancy has been used:

(a) A team may determine that a child has a specific learning disability if:
   (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a) (2) of this section, when provided with learning experiences appropriate for the child’s age and ability levels; and
   (2) The team finds that the child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
      (i) Oral expression;
      (ii) Listening comprehension;
      (iii) Written expression;
      (iv) Basic reading skill;
      (v) Reading comprehension;
      (vi) Mathematics calculation; or
      (vii) Mathematics reasoning

(USOE, 1977, p 65083)

Neither the Federal definition nor the criteria provide guidance on implementing the important exclusionary factors. Further, it is left to states to determine how to measure the severe discrepancy. The methods utilized by states include variations of simple discrepancy formulas in which Predicted Achievement based upon IQ and actual achievement standard scores are compared, regression formulas which remedy measurement problems that exist due to correlations between IQ and achievement, differences in standard scores on academic achievement measures, percentage discrepancy, and professional judgment.

New Mexico’s eligibility criteria for the implementation of SLD identification is located in the NM TEAM. The criteria are listed again below:

1. The student demonstrates significant underachievement, based upon ability. Dual discrepancy is denoted by having a difference of 1.5 standard deviations between both the student’s mean standards-based assessment scores and slope of improvement (growth) measured against those of grade-level students in the LEA in the area(s) of concern.

2. Standards-based achievement results are both below the average range and support the dual discrepancy in the area(s) of concern.
3. The student was provided with high-quality, scientific research-based instruction and intervention by qualified personnel in regular education settings.

4. Learning difficulties are not the result of lack of appropriate instruction in reading, lack of appropriate instruction in math, limited English proficiency, visual, hearing, or motor disability, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.

5. Student demonstrates a need for special education services

Summary: New Mexico’s RtI process, in conjunction with the dual discrepancy model, has the capacity to improve outcomes for and provide support to students who are both low achieving and have a SLD. They do, however, require substantial cooperation between general and special education. They also require that procedures be used within general education to impact the general education curriculum and teacher practices. Widespread progress monitoring of all students, systematic intervening within general education, and collegial problem solving are notable hallmarks of RtI.

IDEA 2004 anticipates the resource requirements of such an approach, allowing for use of up to 15% of Part B funds for “early intervening” services for students who are not yet identified as having a disability. Districts should both adopt a new diagnostic approach and benefit children before their low performance becomes an intractable achievement deficit that may be accompanied by low motivation and behavioral problems.

NOTE: If there are any conflicts between the guidance contained in this Conceptual Framework and those provided by the pending Federal Regulations for the IDEA 2004, it is the NMPED’s expectation that the Federal Regulations will be adhered to in the areas impacted.
Student participates in the general classroom (receiving evidence-based instruction/curriculum). 80% Expectation

Parent or School Concern

Student is not performing well.

Parents notified

Interventions are implemented with fidelity by teacher (increased level of intensity) 15% Expectation

Student still doesn’t respond to Intervention

SAT decides to change intervention or increase intensity 5% Expectation

Student remains resistant to sustained, intense intervention

Parents notified

Parents Consent

Referral is initiated

Eligible for supplemental program

Not eligible for supplemental program

Student responds to intervention

Intervention is intense, requiring referral to supplemental program

Referral is initiated

Parents notified

Parents notified

Student Responds to intervention
Implementing RtI: A Systems Perspective

**Rationale for Change:** Through decades of educational practice, it has become generally accepted that a “severe discrepancy” is in fact a learning disability, or at least a proxy for a learning disability and its underlying processing disorders. It is now widely acknowledged that there is not a scientific basis for the use of a measured IQ achievement discrepancy as either a defining characteristic of or a marker for SLD.

Though numerous authorities (Fletcher et al., 1998; Lyon et al., 2001; Stanovich, 2005) have identified problems with severe discrepancy models, it has persisted as the most widely used diagnostic concept. In the 1997 reauthorization process, the concern with discrepancy approaches reached a head and the U.S. Office of Special Education Programs (OSEP) committed to a vigorous program of examining and summarizing evidence around SLD identification. That effort resulted in the Learning Disabilities Summit, as well as subsequent roundtable meetings involving representatives of major professional organizations. While preparing for the 2004 IDEA reauthorization, OSEP conducted the 2002 Learning Disabilities Roundtable to generate a series of consensus statements about the field of learning disabilities. With respect to the use of discrepancy formulas, the members stated:

> Roundtable participants agree there is no evidence that ability-achievement discrepancy formulas can be applied in a consistent and educationally meaningful (i.e., reliable and valid) manner. They believe SLD eligibility should not be operationalized using ability-achievement discrepancy formulas (pg. 8).

Other points of consensus from the Roundtable include:

> Identification should include a student-centered, comprehensive evaluation and problem-solving approach that ensures students who have a specific learning disability are efficiently identified (pg. 6).

> Decisions on eligibility must be made through an interdisciplinary team, using informed clinical judgment, directed by relevant data, and based on student needs and strengths (pg. 29).

Response to intervention assessment requires changes in the ways resources are used and a very close relationship between general and special education. General educators need to understand the approach and why all of their students need to be closely monitored—especially in the development of early academic skills. Special educators must understand the limitations of traditional assessment systems and adopt highly prescriptive and systematic interventions. Most importantly, general and special educators need to work together to implement and maintain the system.

**Issues with the Severe Discrepancy Model:**
Issue #1: Discrepancy models fail to differentiate between children who have SLD and those who have academic achievement problems related to poor instruction,
lack of experience, or other problems. It is generally agreed that the model of achievement-ability discrepancy that has been employed was influenced by research conducted by Rutter and Yule (1975) (Reschly, 2003). This research found two groups of low achieving readers, one with discrepancies and one without. It was this finding that formed the basis for the idea that a discrepancy was meaningful for both classification and treatment purposes. Later analyses of this research, and attempts to replicate it, have failed to produce support for the “two group” model for either purpose. In fact, it is now accepted that reading occurs in a normal distribution and that students with dyslexia or severe reading problems represent the lower end of that distribution (Fletcher et al., 2002). For a thorough discussion of this important issue, see Fletcher et al., 1998.

Issue #2: Discrepancy models discriminate against certain groups of students: students outside of “mainstream” culture and students who are in the upper and lower ranges of IQ. Due to psychometric problems, discrepancy approaches tend to under-identify children at the lower end of the IQ range, and over-identify children at the upper end. This problem has been addressed by various formulas that correct for the regression to the mean that occurs when two correlated measures are used. However, using regression formulas does not address issues such as language and cultural bias in IQ tests, nor does it improve the classification function of a discrepancy model (Stuebing et al., 2002).

Issue #3: Discrepancy models do not effectively predict which students will benefit from or respond differentially to instruction. The research around this issue has examined both progress and absolute outcomes for children with and without discrepancy, and has not supported the notion the two groups will respond differentially to instruction. (Stanovich, 2005) Poor readers with discrepancies and poor readers without discrepancies perform similarly on skills considered to be important to the development of reading skills (Gresham, 2002).

Issue #4: The use of discrepancy models requires children to fail for a substantial period of time—usually years—before they are far enough behind to exhibit a discrepancy. In order for children to exhibit a discrepancy, two tests need to be administered—an IQ test, such as the Wechsler Intelligence Scale for Children, and an achievement test, such as a Woodcock Johnson Tests of Achievement. Because of limitations of achievement and IQ testing, discrepancies often do not “appear” until late second, third, or even fourth grade. Educators and parents have experienced the frustration of knowing a child’s skills are not adequate and not typical of the child’s overall functioning, and being told to “wait a year” to re-refer the child. While waiting for a discrepancy to appear, other persistent problems associated with school failure develop such as poor self concept, compromised motivation, vocabulary deficits, and deficits associated with limited access to written content.

Considering all of the methodological problems associated with discrepancy formulas, this feature is the one that is most problematic for parents and practitioners—so problematic, that by the late 1990’s the discrepancy approach was referred to as the “wait and fail” approach by federal officials. (Lyon, 2002)
Are there better ways to determine SLD eligibility? Generally, attempts to relyably define and measure psychological processing difficulties have yielded limited results. However, related to this research, certain skills have been identified as robust predictors of academic performance. These skills may be characterized as “critical indicators” or “marker variables.” When embracing this approach, one accepts that the indicator may represent both constitutional and learned skills, and that the variable represents an important capability. Using this approach, researchers have identified measures of phonological awareness and early literacy knowledge such as letter sound relationships as powerful early predictors of later reading performance. (Good and Kaminski, 2002) Similarly, fluent reading of connected text continues to be highly correlated with growth in both word reading and comprehension, and represents meaningful ways to screen and progress monitor in reading. (Fuchs and Fuchs, 1998) Using this approach provides a method of screening to identify students with potentially persistent academic problems, and assessing them further.

Fortunately, these variables have been identified for the most prevalent of school identified specific learning disabilities, those in the area of reading. Similar measures for domains such as math reasoning, calculation, and written language have not been as thoroughly investigated.

Use of these indicators is a key practice that underlies the response to intervention (RtI) approach. Since they are valid measures of current performance and good predictors of later performance, they can be used to prevent the most serious of problems with severe discrepancy models—the problem of waiting for students to fail before they receive help.

Leadership: This framework has emphasized that RtI is an educational improvement system that affects both general and special education. Districts that have successfully implemented these approaches experience substantial system-wide benefits for all children. Model programs have shown that overall student achievement will improve if an RtI-based system is implemented. However, obtaining “buy-in” and cooperation for use of resources is essential. Administrative support from the top down and teacher support from the bottom up are vital to success and sustainability.

Initially, RtI will require extra resources for training and time for teams to work together. Support services such as ELL and Title I may need to be reorganized. Funds may need to be set aside to provide interventions. Commitment and planning need to be in place before RtI is implemented. To assist districts to meet this end, the RtI Workgroup has developed a five year strategic plan. This plan elaborates the role that we expect the NMPED to take in this process, as well as the resources that must be gathered at the state level to support this work.

IDEA 2004 offers districts the opportunity to support the RtI process by using IDEA funds for “early intervening services.” These are coordinated services that are preventative in nature and function within the general education context.
Moving from a discrepancy approach to RtI requires on-going support to teams and individuals. A leadership team at the district level will help schools move forward and sustain new practices. This team needs to be able to:

- Provide expertise when problems are encountered or practices are questioned.
- Provide training related to SLD identification including traditional practices and the rationale for RtI.
- Identify the need for and provide support to teams with respect to research based interventions and progress monitoring methods.
- Help obtain and commit resources for screening, assessment and interventions.
- Interpret new information in the field regarding SLD.
- Judge the fidelity of implementation of components of RtI and troubleshoot.
- Plan to sustain the system.

Horner and Sugai (2000) have worked extensively with school wide systems that address behavior supports through team processes, and they emphasize the importance of the school principal having a primary role on any such team. The philosophical and instructional leadership provided by the principal is essential to a team’s ability to establish its mission, overcome difficulties and sustain its work over time.

**Teaming:** Teaming is an essential component of an RtI system. As described throughout this framework, RtI requires cooperation among special education, general education, and compensatory programs such as Title I or Title III (English language learners/ELL). Considerations to take into account include *team membership, team structures, and teamwork.*

Experience in implementing Effective Behavior and Instructional Supports (Sadler, personal communication) dictates that decisions about team membership be considered carefully. Generally, the team must have one or more members who:

- Have the authority to allocate school resources and assign work (administrative support)
- Can provide leadership for the team, organize and implement agendas, monitor role clarity and fidelity
- Are able to effect changes in the general education instructional program for groups of students (such as skill grouping)
- Can organize and present universal screening data
- Are able to plan for and provide research based individualized interventions (such as a small group working on decoding multi-syllabic words)
• Can set goals for students, plan for progress monitoring, plot data, and interpret data to determine the effectiveness of interventions
• Are able to train classroom teachers and paraprofessionals to progress monitor and provide interventions
• Represent the involvement of special education, ELL, Title, and other support programs

Schools may find that more than one team best serves their needs. For example, initial data analysis and planning may be accomplished through a grade level team. At that level, a group of teachers might find that fewer than 80% of their students are meeting expectations and decide to investigate ways to strengthen their instructional program. If the core program is meeting the needs of at least 80% of the students, the teachers may decide to strengthen instruction for students who are marginally below expectations through skill grouping and differentiating instruction across classes. This team must have measurement, progress monitoring, and administrative resources available.

Another level of the team might meet to plan interventions for students who are not making expected progress in the programs designed by the grade level teams. This team must maintain strong ties to the general education classroom and all of the capacities listed above.

**Figure 2: Two General Education Teams Manage RtI Prior to Referral**

- **Screening Team** evaluates effectiveness of core program and plans initial group interventions. Tier 1
- **SAT** plans targeted small group and individual interventions. Tier 2
- **Evaluation Team** plans and conducts evaluation related to eligibility determination. Tier 3

Teams move students through interventions that increase in intensity based on individual student outcomes.

On-going data gathering and analysis at group and individual level. Decision rules drive decisions about including students in interventions and referral decisions. Standard formats are used for data presentation and analysis.
Most schools in New Mexico will use a Student Assistance Team (SAT) to perform all functions of data analysis and intervention planning, at the classroom, small group, and individual level. Using a single level team requires a substantial commitment of time and resources to both conducting the work of the team and maintaining the “health” of team functioning.

As the SAT reconvenes every year, a year long plan of work should be established. There will be a cycle of reviewing school wide data, group intervention data, and individual intervention data that requires projecting agendas for meetings and planning to organize information to be considered. A typical calendar used by the Oregon EBIS (Sadler, 2002) model, which can be adapted for use in New Mexico, follows:

**Figure 3: Example of a Yearly RtI Team Plan of Work**

<table>
<thead>
<tr>
<th>Beginning of year</th>
<th>Define group membership, establish group norms, plot work for the year. Review current school wide data on academic achievement, behavior, attendance, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly</td>
<td>Gather and review data (based on screening or in class assessments). Review membership in groups considered at benchmark or at risk.</td>
</tr>
<tr>
<td>Weekly</td>
<td>Review data on students who are in intensive interventions. Change membership of intervention groups or change individual interventions.</td>
</tr>
<tr>
<td>End of year</td>
<td>Review data on all students based on final quarterly and statewide assessment. Identify students for extended year opportunities. Identify students for immediate intervention or evaluations to be implemented in September.</td>
</tr>
</tbody>
</table>
Scientific, Research-Based Instruction and Intervention

The following components may be adapted to meet local concerns at the district, school, and classroom level. This list denotes specific changes that can be addressed to make appropriate changes.

Alterable Components

Opportunities to Learn
- Increase attendance
- Provide instruction daily
- Increase opportunities to respond
- Vary schedule of easy/hard tasks/skills
- Add another instructional period

Program Efficacy
- Pre-teach components of core program
- Use extensions of the core program
- Supplement core with appropriate materials
- Replace current core program
- Implement specially designed program

Program Implementation
- Model lesson delivery
- Monitor implementation frequently
- Provide coaching and ongoing support
- Provide additional staff development
- Vary Program/lesson schedule

Grouping for Instruction
- Check group placement
- Reduce group size
- Increase teacher-led instruction
- Provide individual instruction
- Change instructor

Coordination of Instruction
- Clarify instructional priorities
- Establish concurrent reading periods
- Provide complementary reading instruction across periods
- Establish communication across instructors
- Meet frequently to examine progress
The Levels of Intensity Matrix can be used to describe the level of intensity of instruction, as well as guide discussions regarding how to address the intensity of instruction and intervention in the classroom.

**Figure 4: Levels of Intensity Matrix**

<table>
<thead>
<tr>
<th>Alterable Components</th>
<th>Levels of Intensity</th>
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<td><strong>TIER ONE</strong></td>
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<tr>
<td></td>
<td><strong>HIGH+</strong></td>
</tr>
<tr>
<td><strong>Program Emphasis</strong></td>
<td>Use core program and explicitly teach priority skills</td>
</tr>
<tr>
<td></td>
<td>Use extensions of the core program</td>
</tr>
<tr>
<td></td>
<td>Supplement core with reteaching or intervention components of core</td>
</tr>
<tr>
<td></td>
<td>Replace current core program with intervention program</td>
</tr>
<tr>
<td></td>
<td>Implement specially designed program (IEP)</td>
</tr>
<tr>
<td><strong>Time (Opportunity to Learn)</strong></td>
<td>Schedule and deliver 60-90 minutes of daily instruction (minimum of 30 minutes in small group)</td>
</tr>
<tr>
<td></td>
<td>Increase opportunities to respond during core instruction</td>
</tr>
<tr>
<td></td>
<td>Schedule core + supplemental period (90+30 or 60+30)</td>
</tr>
<tr>
<td></td>
<td>Schedule two intervention sessions daily (no less than 90 minutes total)</td>
</tr>
<tr>
<td></td>
<td>Implement specially designed program (IEP)</td>
</tr>
<tr>
<td><strong>Grouping for Instruction</strong></td>
<td>Check group placement and provide combination of whole and small group instruction</td>
</tr>
<tr>
<td></td>
<td>Schedule small group opportunity for specific practice</td>
</tr>
<tr>
<td></td>
<td>Reduce group size down to three students or less</td>
</tr>
<tr>
<td></td>
<td>Provide individual instruction</td>
</tr>
<tr>
<td></td>
<td>Implement specially designed program (IEP)</td>
</tr>
</tbody>
</table>
# TIER 1, 2, and 3 Instructional Map

**District:** ___________________  
**School:** ___________________

**Grade:** __________  
**Date of Completion:** __________

**Area:**  
- [ ] Reading  
- [ ] Math  
- [ ] Written Lang.  
- [ ] Oral Exp.  
- [ ] Listen. Comp.  
- [ ] Behav.  
- [ ] Other: ___________________________________________________________

<table>
<thead>
<tr>
<th>Tier</th>
<th>Specific Skills</th>
<th>Curriculum / Program</th>
<th>Minutes/Day</th>
<th>Instructor</th>
<th>Grouping</th>
<th>Assessment (Include frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Core Meeting</td>
<td>Grade-level Expectations</td>
<td></td>
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<tr>
<td><strong>Tier II:</strong></td>
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<tr>
<td>Strategic Some Risk</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier III:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive Most At-risk</td>
<td></td>
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</tr>
</tbody>
</table>

Use of a Research-Based Core Curriculum: IDEA 2004 requires teams to determine students not eligible for special education if their difficulties are attributed to lack of instruction in the essential components of reading instruction as identified in the No Child Left Behind Act (phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension). Also, when implementing RtI, teams must have confidence that the general core curriculum provides students with an appropriate opportunity to learn. Effective core curricula are expected to provide sufficient instruction so that at least 80% of students meet expectations without additional support.

Additional information on research-based core curricula may be found at Oregon’s Reading First Project website: http://oregonreadingfirst.uoregon.edu/instruction.

How do we determine if our instruction and intervention are scientific and research-based? Districts can use the following Scientific, Research-based Instruction and Intervention Checklist to evaluate research evidence. This evidence might be the information that is provided by a publisher or program developer. Or, it might be an article about an educational practice. The more questions that can be answered with “yes” the more likely it is that the evidence is scientifically based. There are six components in this evaluation: relevance, rigor, systematic approach, objectivity, replicability, and data analyses/interpretation.

- Relevance

  □ Does the evidence provided by the researchers or developers address a question that is important to your needs? For example, if you have disaggregated your student achievement data and it is clear that many fifth-grade students in Title I schools are performing poorly in algebraic concepts, does the evidence provided demonstrate that the product or program under consideration can improve the performance of such students?

  □ Do the developers provide evidence that the research they claim supports their product or program links to and flows from relevant theory and theory-based research? While you may not have the time or inclination to validate this kind of “linkage,” developers should provide evidence that they have documented such linkage. One way they may do this is by conducting a review of existing scientific research related to their produce/program. They may also provide a “white paper” that shows the relationship between the literature review and their product/program.

  □ Do the research procedures, analyses, and findings support the researchers/“developers’ claims? This can be determined by reviewing the research evidence provided by the developers, checking the US Department of Education’s What Works Clearinghouse Web site (www.w-w-c.org), and/or seeking the assistance of research professionals. In some cases, school districts may employ a research staff; in other cases, they may need to draw on a research firm or university experts.
• **Rigor**

- *If the researchers or developers claim a causal relationship between the intervention (product, service, program) and an outcome measure such as student achievement, did they include a control or comparison group in the study, in addition to the experimental group?*

- *Were the study participants (usually students or teachers or schools) randomly selected and/or randomly assigned to experimental versus control/comparison groups?*

- *Is sufficient information provided to determine whether the research design, instruments, and procedures are appropriate for answering the research questions posed by the researchers/developers? For example, if the researchers/developers claim that a particular program improves students’ engagement in learning, did they adequately define engagement? Did they provide information about the reliability and validity of the instruments or processed used to measure student engagement? If the researchers/developers claim that a program is effective, did they conduct an experiment or quasi-experiment? Or, did they conduct a survey only? Surveys by themselves do not prove anything. They provide information about what the respondents think or perceive or report.*

- *Were the research instruments and procedures applied with consistency, accuracy, and for the purpose intended by the developers of the instruments and procedures? Researchers should provide enough information for the reader/reviewer to make this judgment. If they do not, then evidence is lacking. Just as research designs should match the purpose of the research study, the instruments used in a research study should be used as they were intended. For example, norm-referenced achievement tests were not originally designed to show how well students measure up against state achievement standards. So, if developers/researchers want to claim that a particular program improves students’ performance on the state’s standards, then an instrument that was specifically designed to measure achievement of those standards should be used.*

• **Systematic Approach**

- *Was the research conducted using carefully planned, logical steps? Were the steps such that following them logically could lead to answering the research question(s)?*

• **Objectivity**

- *Did someone other than the publisher or developer conduct the research attesting to the products or programs effectiveness? If not, was the research conducted by the publisher/developer submitted to review by an independent, expert panel?*
• **Replicability**

□ *With the information provided, could the same researchers likely repeat the study and obtain the same or highly similar results?*

□ *With the information provided, could other researchers likely replicate the study’s methodology and obtain the same or highly similar results?*

• **Data Analyses and Interpretation**

□ *Does the research evidence provided include data or data summaries?*

□ *Are significance levels and effect sizes reported?* In education, statistically significant findings are generally .05 or less. A significance level indicates the probability that a particular finding is due to chance rather than to the experimental intervention, for example: If the difference between test scores for the experimental group and the control group is statistically significant at the .05 level, it means there is a five percent probability or “chance” that the findings are erroneous. More important than statistical significance alone, however, are effect sizes. Effect sizes are reported in terms of standard deviation units and tell us something about the practical significance of research findings, i.e. effect sizes are indicators of the size or magnitude of the statistically significant difference between the experimental treatment and control groups. Effect sizes of 1.0 or greater are generally considered large. Effect sizes of .50 are considered “medium”, and effect sizes of .25 are considered small, i.e. of little practical significance.

□ *Are the conclusions drawn by the researchers/developers clearly supported by the data?* If no data or data summaries, significance levels, or effect sizes are provided, it will be difficult, if not impossible, to answer this question.

Districts may also wish to revisit the language contained in the No Child Left Behind Act (NCLB) with regard to a definition of the phrase scientific, research-based. This definition can be found in the *Glossary*.

**Steps to Conducting Scientifically Based Research:** In some cases, school districts may be interested in developing an educational program of their own. If the program is dependent on a funding source that requires scientifically based research (SBR), then districts will need to follow certain steps. The following list describes the steps to conducting SBR aimed at demonstrating cause-and-effect relationships. The emphasis is on causation because it is the primary and immediate concern of the schools, districts, and states striving to comply with NCLB requirements.

1 *Formulate a hypothesis* about the effect of the independence or “causal” variable (such as a particular instructional strategy) on the dependent or outcome variable (such as student achievement). This hypothesis should be
based on the best available information (e.g., sound theory, prior rigorous research, and/or empirical observation). A sample hypothesis might be:

When third-grade students are exposed to 100 hours of XYZ software for increasing reading comprehension, their scores on a test of reading comprehension will increase.

2 Randomly select a sample of participants for the study, if possible. In other words, select participants by using a table of random numbers or by drawing their names “out of a hat,” instead of allowing them to volunteer. Also, if possible, randomly assign individual members from the sample to either the experimental or the control/comparison group(s). NCLB places particular emphasis on random assignment. If random selection and/or assignment are possible, you will have the makings of an experimental study. If not, then you will be conducting a quasi-experiment. Either way, you must have both an experimental group and a control or comparison group.

3 Administer a pretest to both the experimental and control/comparison groups if you are interested in measuring change over time. This is especially important if you are unable to randomly assign participants to groups. Be sure the pretest is reliable and validity of commercially available instruments or in reference books such as *Buros Mental Measurements Yearbook* (Plake & Impara, 2001) or *Tests in Print* (Murphy et al., 2002). If you are developing your own instruments, someone with expertise and experience in instrument development will need to conduct studies to establish the reliability and validity of these instruments.

4 Apply the treatment intervention to the experimental group, being careful to plan and document the nature, specific elements, length, intensity, and context of the treatment. This will allow for replication.

5 Re-measure (i.e., “posttest”) both the experimental and control/comparison groups, using the pretest measure or a measure that has been demonstrated statistically to be equivalent to the pretest measure. It is important to know or document the reliability of the measures. If the same measure is used for pre- and posttesting, then “test-retest reliability” is important. If different measures are used, then “parallel” or “alternate forms” reliability is important. In either case, if the appropriate type of reliability is not reported by the test publisher and you do not have a research staff, researchers experienced in instrument development can help you establish the appropriate reliabilities.

6 Analyze the results of the measurements of the experimental and control/comparison groups on the pre- and posttest measures. A statistics specialist can help you determine the most appropriate types of statistical analyses and tests to conduct. Ultimately, significance levels and effect sizes should be calculated. Effect sizes indicate the practical significance of statistical findings. Large effect sizes tend to be 1.0 or greater. Effect sizes
of .50 or so are considered medium, and effect sizes of .25 or less are generally considered small.

7 Write a report of the findings that includes a description of (1) the rationale for the study; (2) findings from prior research that contributed to the study’s underlying hypothesis; (3) the research procedures and instruments that were used, including information about their reliability and validity; (4) demographic information about the participants in the study, as well as information about how they were selected and how they were assigned to groups; (5) how the results were analyzed; (6) the results of the analyses, including effect sizes, and (7) conclusions that can be supported by the data yielded by the study.

(Source: Appalachia Educational Laboratory, Scientifically Based Research: A Planning Tool for Educators)

The Importance of Reading in RtI: Reading is set apart as especially important because the majority of students with specific learning disabilities are identified with problems learning to read. Other academic areas are substantiated with less research, but curricula and instruction may be validated using the guidelines established by the Scientific, Research-based Instruction Checklist above.

1. The curriculum and instructional strategies that are being used have been analyzed with the Scientific, Research-based Instruction and Intervention Checklist and is aligned with benchmarks.

2. Instruction meets need in terms of the levels of intensity matrix. Instruction must be intense, regular, and differentiated to meet the skill needs of individual students.

3. At least 80% of students should be meeting expectations, such as grade level benchmarks, before referral to any other program can be justified. If classes do not meet this expectation, appropriate curricular and instructional changes should be accomplished.

It is particularly important to examine the 80% criterion. This expectation is a classroom and district level decision rule for teams to use in the analysis of their core curricula, instructional practices, and/or professional development needs. Districts should adjust that expectation to a higher level if the general achievement in the school is typically higher than 80%. In some schools, the expectation is more appropriately 85% or even 90%. Performance in each classroom is expected to be close to the school average.

While the criteria may be adjusted upward, it should not be adjusted downward. It should be assumed that, if 80% of students in a district, school, or classroom are not meeting expected benchmarks, the problem is with either the content of the core curriculum, or the intensity and frequency of instruction.
Tier 1, 2 & 3 Components and Decision Rules: We must use clearly defined components and decision rules in order to standardize this process. The following decision rules apply to the successful application of RtI as an evaluation model in New Mexico:

### Tier I Components

**Component 1:** Implement scientific, research-based general education instructional materials according to the publisher’s teacher guide. Building administrator verifies that materials are evidence based. (Use *Scientific, Research-based Instruction and Intervention Checklist* to document and provide rationale).

**Component 2:** The building administrator verifies that instruction is delivered with fidelity (Use *Classroom Fidelity Self Assessment Checklist* to document and provide rationale).

**Component 3:** Building administrator verifies that specific instructional adjustments have been consistently implemented to meet students’ needs. (Refer to *Levels of Intensity Matrix - Levels 1 and 2*).

**Component 4:** Short-cycle assessment data for all students’ performance in academic content areas is being collected at least three times during the school year. Data regarding behavior may also be systematically collected and analyzed. (Use *School and District Fidelity Self-Assessment Checklist* to document and provide rationale)

**Component 5:** Instructional Summary Report - Tier I can be been completed to provide documentation of student-specific information.
**Decision Rule: Tier I to Tier II?**

*Universal Screening team or SAT systematically analyzes data to identify those students who score in the lowest 25 percent of their grade level peer group based on district short-cycle assessments. SATs should consider referring these students to Tier II for additional support. Students may also be referred to Tier II by parent and/or teacher concern, particularly if the area of concern is behavior.*

**Tier II Components**

**Component 1:** Provide evidence based small-group instruction to identified students for at least 4 weeks, unless it becomes evident after analysis of at least three curriculum based measures that the student is not making adequate progress. This is intensity level three and four on the *Levels of Intensity Matrix.* Building administrator will verify that level of intensity has been implemented according to the student's needs, as identified by the SAT.

**Component 2:** The building administrator will verify that instruction is delivered with fidelity (according to the publisher’s guide).

**Component 3:** Monitor student progress toward goal(s) weekly, using curriculum based measures, for at least 4 weeks. Graph data to provide for ease of comparison to grade level peers in the district.

**Component 4:** Review, revise, and/or discontinue small-group instruction based on student performance and progress after at 4 weeks intervals.

**Component 5:** For students not yet demonstrating evidence of progress towards instructional benchmark(s), a decision is made to either change intervention or increase the intensity, duration, and/or frequency of instruction of current intervention and continue to monitor progress. This is intensity levels two or three on the *Levels of Intensity Checklist.*

**Component 6:** Repeat Tier II steps 1-5, with varied small-group interventions, as needed, based on student progress monitoring.

**Component 7:** Complete *Instructional Summary Report Tier II*

**Decision Rule: Tier II to Tier III?**

*SAT will systematically analyze student, classroom, and district wide progress monitoring data to determine which students are not yet demonstrating evidence of meeting benchmark(s). SAT may consider initiating a comprehensive diagnostic evaluation to determine whether a student may have a disability and whether they are eligible for special education services. SAT may recommend a comprehensive diagnostic evaluation for those students who demonstrate a dual discrepancy as*
recommended by the Specific Learning Disability section of the NM TEAM manual.

**TIER III Components**

**Component 1:** Complete a comprehensive diagnostic evaluation. Complete assessments in all areas of suspected delays or deficits.

**Component 2:** Complete a Learning Disabilities Eligibility Report using the Learning Disabilities Eligibility Report Checklist.

**Component 3:** The IEP team determines whether a student has a disability and meets the criteria for special education services: if the student is eligible for special education, an IEP is developed and becomes the student’s new instructional program. If a student is not found to have a disability, a referral back to SAT should be initiated to determine further intervention planning.

**Decision Rule: Discontinuation of Special Education Services?**

The IEP team must consider the expectations established in the NM TEAM regarding the discontinuation of special education services:

Students with specific learning disabilities can be considered for discontinuation of services when they demonstrate the ability to function independently, access and perform adequately in the general curriculum, and no longer demonstrate a need for special education services. Any student whose special education services are discontinued should be referred to the SAT at his or her school to ensure that the student is supported in this important transition period.
Fidelity Measures

Fidelity refers to the intensity and accuracy with which instruction and intervention is implemented. Implementing instruction with high fidelity means that the teacher is following the implementation protocol established by the relevant research design. Publishers will provide teacher’s guides that establish this protocol and provide professional development with regard to appropriate implementation of the protocol. It is then the responsibility of the teacher and administrator to ensure that the curriculum is implemented with a high degree of fidelity in the classroom in a sustained manner. Otherwise, the program may not have the desired effect or may have an effect that is less than optimal.

Districts must be careful to address fidelity as they look at instructional programs in order to make effective decisions. Oftentimes an instructional program is discontinued simply because it has not been implemented appropriately. We must ensure more efficient and fiscally responsible practices by making efforts to evolve with existing programs, provided that they are scientific and research-based, instead of conducting revolutionary changes by replacing programs that “don’t work” because they are not used correctly.

District Fidelity Self-Assessment

(Pursuant to administrative competencies in NMAC 6.62.2.10)

<table>
<thead>
<tr>
<th>A. Scientific, Research-based Instruction and Intervention</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet 0</td>
</tr>
<tr>
<td>District leadership has selected and provided scientific, research-based core curriculum in core content areas</td>
<td></td>
</tr>
<tr>
<td>District leadership has provided professional development for instructional leaders and support staff regarding scientific, research-based instructional strategies</td>
<td></td>
</tr>
<tr>
<td>District leadership has provided training for instructional leaders and support staff in</td>
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</table>
the areas of differentiated and explicit instructional strategies.

District leadership has provided training for instructional leaders and support staff in the areas of scientific, research-based interventions.

<table>
<thead>
<tr>
<th>B. Fidelity</th>
<th>Rating &amp; Comments</th>
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<tbody>
<tr>
<td></td>
<td>Not Yet 0</td>
</tr>
<tr>
<td>District leadership advocates for response to intervention and the three-tiered model of student intervention as a comprehensive school improvement model.</td>
<td></td>
</tr>
<tr>
<td>District leadership has incorporated response to intervention procedures that are aligned with the district EPSS.</td>
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<tr>
<td>District has developed an RtI Task Force to address issues of alignment to district goals, re-thinking resources, sharing, collaboration, etc.</td>
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<table>
<thead>
<tr>
<th>C. Progress Monitoring</th>
<th>Rating/Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet 0</td>
</tr>
<tr>
<td>District leadership has ensured that district-wide short cycle assessment program is</td>
<td></td>
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<tr>
<td>Implemented in language arts and math at least three times per year in Tier 1</td>
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<tr>
<td>District leadership has provided resources, including materials, training, and technology, to ensure that Curriculum Based Measures (CBM) are incorporated into classroom progress monitoring procedures at Tier 2</td>
<td></td>
</tr>
<tr>
<td>District leadership has provided professional development, based upon the NMPED’s <em>Student Assistance Team and the Three-Tiered Model of Student Intervention</em>, for all school student assistance teams district-wide.</td>
<td></td>
</tr>
<tr>
<td>District leadership has ensured that school leaders have the tools they need to effectively collect, analyze, and publish progress monitoring data from short-cycle assessments and CBMs.</td>
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<tr>
<td>District leadership has provided professional development opportunities and resources regarding remediation and intervention strategies for instructional leaders and support staff.</td>
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</table>
### School Fidelity Self-Assessment

(Pursuant to administrative competencies in *NMAC 6.62.2.10*)

<table>
<thead>
<tr>
<th>A. Scientific, Research-based Instruction and Intervention</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet 0</td>
</tr>
<tr>
<td>Administrator has ensured that evidence based core curriculum in content areas is provided</td>
<td></td>
</tr>
<tr>
<td>Administrator has provided resources and professional development necessary for teachers to implement evidence based instructional strategies</td>
<td></td>
</tr>
<tr>
<td>Administrator has ensured that implementation fidelity is addressed</td>
<td></td>
</tr>
<tr>
<td>Administrator has provided teachers with resources and professional development to ensure that all students are instructed at their respective levels</td>
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<table>
<thead>
<tr>
<th>B. Fidelity</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet 0</td>
</tr>
<tr>
<td>Administrator has attended professional development trainings regarding the appropriate implementation of the core curriculum/curricula</td>
<td></td>
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</tbody>
</table>
Administrator ensures that critical components of core curriculum are implemented, as defined by the publisher’s implementation design

Administrator ensures that evidence based instruction and interventions are implemented in Tier 1 and Tier 2

Administrator has attended professional development trainings regarding evidence based interventions

Administrator ensures that a functional SAT process is in place.

Administrator uses a variety of classroom observation methods and tools on a frequent basis (e.g., 5 Minute Walk-Through)

<table>
<thead>
<tr>
<th>C. Progress Monitoring</th>
<th>Rating &amp; Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet 0</td>
</tr>
<tr>
<td>School participates in district-wide short cycle assessment program at least three times per year in Tier 1</td>
<td></td>
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<tr>
<td>Administrator has provided training for staff related to the use of Curriculum Based Measures (CBM) as classroom progress monitoring procedures at Tier 2 to determine</td>
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<tr>
<td>Efficacy of Student Intervention</td>
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<td>---------------------------------</td>
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<tr>
<td>Administrator uses school-wide progress monitoring information gathered from short cycle and CBM assessments to make appropriate resource allocation decisions</td>
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<tr>
<td>Administrator continuously monitors and analyzes school-wide student achievement and behavior data</td>
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<tr>
<td>Administrator uses the SAT as a vehicle to provide support for teachers and students at Tier 2.</td>
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</tr>
<tr>
<td>Administrator ensures that parents are informed, in an understandable manner, regarding their child’s performance on measures of academic achievement and behavior.</td>
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<tr>
<td>Administrator disseminates school-wide progress monitoring data and charts/graphs to all stakeholders</td>
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</tr>
<tr>
<td>Administrator participates in professional development opportunities and collaborates with staff regarding school improvement.</td>
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</table>
Classroom Fidelity Self Assessment

(Pursuant to teacher competencies located in NMAC 6.61.2.10, 6.61.3.10, and 6.61.4.10)

<table>
<thead>
<tr>
<th>A. Scientific, Research-based Instruction and Intervention</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher implements scientific, research-based core curriculum in core content areas taught</td>
<td>Not Yet 0 In Progress 1 Embedded 2</td>
</tr>
<tr>
<td>Teacher implements scientific, research-based instructional strategies</td>
<td></td>
</tr>
<tr>
<td>Teacher implements scientific, research-based intervention strategies</td>
<td></td>
</tr>
<tr>
<td>Teacher guides self-assessment by students, based upon progress monitoring data, and assists them in devising personal plans for reaching desired performance level(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher ensures that all students are instructed at their respective instructional levels using a variety of instructional methods.</td>
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</table>

<table>
<thead>
<tr>
<th>B. Fidelity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher implements core curriculum, as defined by the publisher’s</td>
<td>Not Yet 0 In Progress 1 Embedded 2</td>
</tr>
<tr>
<td>Implementation Design</td>
<td>Rating &amp; Comments</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Teacher has attended professional development trainings regarding the appropriate implementation of the core curriculum/curricula</td>
<td>Not Yet 0</td>
</tr>
<tr>
<td>Teacher has attended professional development trainings regarding scientific, research-based interventions</td>
<td></td>
</tr>
<tr>
<td>Teacher implements evidence based interventions in Tier 1 and Tier 2</td>
<td></td>
</tr>
<tr>
<td>Teacher works collaboratively with the school’s SAT at Tier 2 to implement student intervention plans, when necessary.</td>
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</table>

### C. Progress Monitoring

<table>
<thead>
<tr>
<th>Rating &amp; Comments</th>
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<tbody>
<tr>
<td>Not Yet 0</td>
</tr>
</tbody>
</table>

<p>| Teacher participates in district-wide short cycle assessment program at least three times per year in Tier 1 | |
| Teacher has incorporated Curriculum Based Measures (CBM) into classroom progress monitoring procedures at Tier 2 to determine efficacy of student intervention | | | |</p>
<table>
<thead>
<tr>
<th>Teacher uses progress monitoring information gathered from short cycle and CBM assessments to make appropriate instructional adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher continuously monitors student achievement and behavior with appropriate nonstandard measures (everyday assignments, assessments, and observations)</td>
</tr>
<tr>
<td>Teacher understands the role of the SAT in his/her school and uses the SAT appropriately to provide support at Tier 2.</td>
</tr>
<tr>
<td>Teacher informs parents in an understandable manner regarding student performance regarding both informal and formal measures of academic achievement and behavior, including classroom assessment data, short-cycle assessment data, and NMSBA and CBM data (if appropriate).</td>
</tr>
<tr>
<td>Teacher disseminates progress monitoring data and charts/graphs to the building administrator</td>
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<tr>
<td>Teacher disseminates progress monitoring data and charts/graphs to the building administrator</td>
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<tr>
<td>data, including charts/graphs with classroom performance, to the SAT or IEP team.</td>
</tr>
<tr>
<td>Teacher participates in professional development opportunities regarding progress monitoring and CBM.</td>
</tr>
</tbody>
</table>
## General Leadership Principles Related to RtI
### Self-Assessment

<table>
<thead>
<tr>
<th>A. Scientifically Research Based Curriculum, Instruction, and Interventions</th>
<th>Rating &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Yet 0</td>
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<tr>
<td>Consciously challenges the status quo</td>
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<tr>
<td>Promotes a shared vision, cohesion, and sense of well being among teachers and staff</td>
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<tr>
<td>Establishes concrete goals for research based curriculum and instruction practices within the school</td>
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<tr>
<td>Ensures that faculty and staff are aware of the most current theories and practices</td>
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<tr>
<td>Directly involved in assisting teachers in designing and implementing curriculum and instruction practices</td>
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</table>
### B. Fidelity

<table>
<thead>
<tr>
<th>Rating &amp; Comments</th>
<th>Not Yet 0</th>
<th>In Progress 1</th>
<th>Embedded 2</th>
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<tbody>
<tr>
<td>Systematically and fairly recognizes the accomplishments of teachers, staff, students and school as a whole</td>
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<tr>
<td>Develops and maintains effective means for teachers and staff to openly communicate with stakeholders</td>
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<tr>
<td>Promotes the success of all students by addressing the needs of multicultural and multilingual diverse populations</td>
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<tr>
<td>Protects teachers and staff from issues and influences that may detract from teaching time or focus</td>
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<tr>
<td>Involves teachers in the design and implementation of important decisions</td>
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<tr>
<td>Possesses extensive knowledge about effective curricular, instructional, and assessment practices</td>
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<tr>
<td>Provides and reinforces clear structures, rules and procedures for students, teachers and staffs</td>
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<tr>
<td>Ensures the school complies with all district and state mandates</td>
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<tr>
<td>Is aware of the personal and professional needs of teachers and staff</td>
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<tr>
<td>Provides teachers with materials and professional development necessary to directly enhance their teaching</td>
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<tr>
<td>Makes systematic and frequent visits to the classrooms</td>
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<tr>
<td>Has frequent contact with students</td>
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<tr>
<td>C. Progress Monitoring</td>
<td>Rating &amp; Comments</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td>Systematically considers new and better ways of doing things</td>
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<tr>
<td>Adapts his/her leadership behavior and decision making to the needs of the current situation</td>
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<tr>
<td>Establishes well defined goals and high expectations for all students</td>
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<tr>
<td>Establishes concrete goals for research based assessment practices within the school</td>
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<tr>
<td>Directly involved in assisting teachers in designing assessment practices</td>
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<tr>
<td>Continually monitors the effectiveness of the school’s curricular, instructional and assessment practices</td>
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<tr>
<td>Remains aware of the impact of school’s practices on student achievement</td>
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Progress Monitoring and Documentation

Progress monitoring: is assessment of students’ academic performance on a regular basis in order to determine whether children are benefiting from instruction and to build more effective programs for those who are not. Standard methods of progress monitoring prevent inconsistency in decision making and eligibility decisions. Progress monitoring for these purposes must include clear benchmarks for performance and reliable, easy to administer measures such as short-cycle assessments. Short-cycle assessments are Tier 1 progress monitoring mechanisms in New Mexico. Decision rules have been established for Universal Screening teams and SATs with regard to data analysis. At Tier 2, curriculum-based measures provide data with regard to how well a student is responding to intervention. Tier 3 includes all of the progress monitoring mechanisms in use at Tiers 1 and 2, in addition to monitoring determined to be relevant to meet individual education program goals and objectives.

Progress monitoring involves the following steps:

1. Establish consistent benchmarks for grade level student performance and plot them on a chart (e.g., “read orally at grade level 40 words per minute by June”). It must be plotted at the projected end of the instructional period, such as the end of the school year.

2. Establish the student’s current level of performance (e.g., “20 words per minute”).

3. Draw an aim line from the student’s current level to the performance benchmark. This is a picture of the slope of progress required to meet the benchmark.

4. Monitor the student’s progress using short-cycle assessments at Tier One. Monitor the student’s progress using CBMs at Tier Two at least weekly. Plot the data.

5. Analyze the data on a regular basis, applying the NMPED’s Tier 1, 2, & 3 decision rules.

6. Draw a trend line to validate that the student’s progress is adequate to meet the goal over time.
Determining Trends

It is very important that data be analyzed sufficiently to determine whether changes in instruction are required for the student to meet the performance benchmark. This analysis is enhanced when data are graphed. Trend lines, graphic indications of a student’s overall slope of progress, are necessary to determine whether progress is sufficient to meet the goal. There are several technical approaches to determining trend lines, among which is the Tukey Method (illustrated in Figure 7).

Robust progress monitoring procedures such as graphing results and using trend lines are required in order to apply consistent decision rules.

An excellent resource for learning about progress monitoring and establishing goals may be found at the website for the National Center on Student Progress Monitoring, found at www.studentprogress.org.
Progress monitoring data gathered from CBMs provides data to support the application of the dual discrepancy criterion, which is based upon analysis of short-cycle assessment data. The CBM data should demonstrate convergence with short-cycle assessment data and support a disability in the area of concern.
Written Reports: IDEA 2004 requires that teams produce a written report to document the eligibility process under an RtI approach. There are three types of data reports highly recommended by the NMPED for documenting eligibility for special education services utilizing the Response to Intervention approach. Standard Tier I Instructional Summary Report, Tier II Instructional Summary Report, and Diagnostic Report formats are available in Appendix A and may serve as template for all SLD eligibility reports under the RtI model. The Diagnostic Report should provide information beyond merely reporting scores on tests; it serves to document the rationale that leads to the eligibility decision.

The Tier I Instructional Summary Report is recommended to communicate the status of a student’s school progress at different points during the school year. Information regarding a student’s levels of performance, relative to peers, on short-cycle assessments conducted at least three times a school year. This brief report provides an indicator of a student’s relative progress and standing in the general curriculum. This same format can be repeated during the school year and includes a brief teacher summary narrative. The reports will be analyzed by the school’s SAT team as well as provided to parents. Some parents, and other readers, may need help in understanding this report the first time it is distributed.

The Tier II Instructional Summary Report is a longitudinal data summary detailing a student’s progress once a specific intervention has been implemented and monitored through curriculum based assessment probes. These data summary sheets are designed for teachers to use in determining the effectiveness of specific interventions for specific students and serve as a starting point for discussions, meetings, and decisions regarding student progress.

The Diagnostic Report will be completed following a full comprehensive diagnostic assessment by school ancillary evaluation personnel. Key elements in sections of a solution focused report include: problem identification, problem definition, and exploring solutions. RtI data and Summary Reports should be used in each of these sections.
Instructional Summary Report
Tier I
(Must be reported to Parent/Guardian)

Student Information

<table>
<thead>
<tr>
<th>Student:</th>
<th>School:</th>
</tr>
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<tbody>
<tr>
<td>Teacher:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Short Cycle Assessment Date(s):</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>Instructional Materials:</td>
<td>Length of Instruction:</td>
</tr>
<tr>
<td>Intervention:</td>
<td>Duration of Intervention:</td>
</tr>
</tbody>
</table>

Outcome of Intervention:

Short Cycle Assessment Data

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Student Score(s)</th>
<th>Classroom Averages</th>
<th>District Averages</th>
<th>State Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area</td>
<td>Read</td>
<td>Math</td>
<td>Writ</td>
<td>Read</td>
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<tr>
<td>Fall</td>
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<td>Winter</td>
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<td>Spring</td>
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Teacher Notes:

Teacher: Attach graphs/ charts of student progress in comparison to grade level peers in the district.

To Parent/Guardian: If you have questions regarding this report, please contact your child’s teacher or school administrator at __________________________.
# Instructional Summary Report

**Tier II Interventions**

*(Must be reported to Parent/Guardian)*

<table>
<thead>
<tr>
<th>Student:</th>
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<tbody>
<tr>
<td>School:</td>
</tr>
<tr>
<td>Grade:</td>
</tr>
<tr>
<td>General Education Teacher:</td>
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</tbody>
</table>

Describe the student’s current instructional need(s), including level of intensity (Program, Time, and Grouping):

Describe how the student’s instructional need was initially identified:

Name of Tier II instructional program/methods used to improve the student’s knowledge/skills:

Name of teacher(s) providing Tier II instruction:

Number of students (total) in the instructional group:

Number of students in intervention group:

Frequency and duration of Tier II instructional sessions:

Attendance at Tier II instructional sessions:

Tier II instruction start date: Progress review dates:

Progress-monitoring measure: Progress review results:

Additional instruction /support provided to this student:

**Decision Rule:** If the student has 4 or more data points showing improvement, maintain the program

* Based on the progress-monitoring data, how many data points indicate that the student’s skills are improving?

**Decision Rule:** If the student has 4 or more data points showing NO or minimal improvement, change the intensity of the program (notify the parent of the intervention change)

* Based on the progress-monitoring data, how many data points indicate that the student’s skills are not improving?

Based on the obtained data, will adaptations to the current instructional program be made?

If adaptations to the instructional program are made, when will they go into effect?

When will the student’s progress be reviewed again?

**Attach all progress monitoring data and graphs**

Person completing this form: Date:
Diagnostic Report Template
Tier 3

The basic components of a full learning disability eligibility report using Response to Intervention data should be addressed using a consistent report template. The following report template is highly recommended by the NMPED RtI Task Force. If all elements of the SLD Report are appropriately addressed, the report format will utilize a solution-focused approach (Brown-Chidsey & Steege, 2005), or problem-solving model, and relate the 8 foundational principles of RtI in NM for each individual student assessed.

Report Outline/Components

Section I: Identification of the problem/Reason for Referral

Note: this section of the full evaluation report should be fairly brief, while including:

1. demographic information on the student including name, age, grade, classroom, address, parent information, phone, and other contact information for the student;

2. dates when referral concern was noted and names of reporting staff with a brief statement of their concern with the student’s academic progress; and

3. RtI data information regarding the student’s obtained performance on routine short-cycle assessments/school-wide screening.

Possible information sources for Section I include:
- Cumulative file
- Report Card
- Parent Interview
- Tier I Summary Report

Section II: Definition of the Instructional Problem

Note: this section of the report will generally be lengthy and contain essential information concerning five elements:

1. background information for the student should contain detailed information regarding a child’s experiences including family history, home environment, cultural and linguistic information, medical and developmental information, social and educational history (pre-school history, documentation of appropriate instructional methods and programming for this student and instructional stability including information regarding student mobility, attendance, and cumulative effect of absences). Screening data such as vision/hearing, rating scales, etc. should be reported here. The
background/educational history section should document the special education and specific learning disability exclusionary factors. In NM it is particularly important that cultural and linguistic factors be carefully considered.

2. current educational placement should describe the student’s instructional environment and key characteristics (research-based?, duration/intensity?, size of instructional group?, instructor training?, diversity of interventions?) of the instruction received, particularly in the area(s) of concern.

3. a) present levels of performance provides a description of how the student is performing in the current educational setting including information regarding student performance in Tier I and Tier II interventions. RtI data regarding short-cycle assessments and weekly probes should be included along with visual graphs whenever possible.

b) Following information concerning RtI and classroom data, information regarding more traditional, standardized, norm-referenced, assessment procedures should be reported. Included in this area would be information obtained from the administration of instruments such as the WISC-IV, WJ-III, or CTOPP. In addition to Standard Scores and Percentiles, the report author should include the confidence interval representing the true range of scores. Report authors are encouraged to omit the use of age and grade-equivalent scores in their reports. Reports should expand beyond the reporting of scores and provide an interpretation of strengths and weaknesses noted in the standardized assessment.

4. magnitude of difference refers to the report section that addresses the student’s performance relative to that of other students or from expected scores. Include scenario about achievement level (at level or below level).

5. It is the size of difference between the student’s obtained scores and expected or defined scores that helps to define the academic problem.

6. summary includes a brief summary of the other report information describing the problem definition. In this area the report author should tie together all the other report areas to clearly state the nature of the student’s academic difficulties and response to instruction and more intensive instructional interventions.

Possible sources of information for Section II include:
- Cumulative File
- SAT File including language dominance information
- Screening data
- Report cards
- Parent Interview
- Student Interview
- Teacher Interview
- Work Samples
- Tier I Summary Report
Section III: Suggestions/Solutions

Note: This section of the report involves possible solutions to the student’s situation and may be divided into two subsections related to the type(s) of interventions suggested.

1. general education interventions
2. special education interventions (student demonstrates a disability)
Licensure Competencies for Teachers (K-8)

6.61.2.10 REFERENCED MATERIAL: Competencies for entry level elementary teachers

A. Professionalism
   (1) The teacher reflects on, analyzes, and evaluates the effect of his or her choices and actions on others, including students, parents, and other professionals in the learning community, and will be able to use this knowledge to improve the learning process.
   (2) The teacher is aware of the need to actively seek out opportunities to grow professionally, including participation in professional organizations and professional development such as conferences, workshops, classes and research, and use this information to improve professional practices and to become a life-long learner.
   (3) The teacher participates in an on-going process of researching current educational issues and practices, applying them in the classroom, and monitoring their effects.
   (4) The teacher understands his or her role in the educational decision-making process as an advocate for children, school, district, community, and self.
   (5) The teacher is aware of and adheres to the educator code of ethics and professional standards.
   (6) The teacher demonstrates an awareness of relevant legal requirements of teachers and schools.
   (7) The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.
   (8) The teacher critically reviews, selects, and adapts materials, resources, and technologies and analyzes them for:
      (a) age appropriateness;
      (b) developmental level;
      (c) cultural and linguistic background;
      (d) exceptionality;
      (e) biases and stereotypes;
      (f) content appropriateness in regard to curriculum;
      (g) reading level;
      (h) relevance to students.

B. Instructional planning and implementation:
   (1) The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.
   (2) The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.
   (3) The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.
   (4) The teacher creates short- and long-term plans that are linked to student needs, performance, and learning styles.
   (5) The teacher becomes familiar with students’ families, cultures and communities, and plans related learning activities.
   (6) The teacher plans lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges.
   (7) The teacher integrates a variety of technologies into planned activities including software, applications, and other learning tools.
   (8) The teacher plans activities to promote higher order thinking skills, creativity, and independent thinking.
   (9) The teacher plans and uses assessment strategies and instruments
appropriate to the learning outcomes being evaluated.

(10) The teacher evaluates lesson plans by observing classroom interactions, questioning, and analyzing student work.

(11) The teacher develops sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals.

C. Classroom management:

(1) The teacher knows effective models of classroom management and has the opportunity to observe these in classroom situations.

(2) The teacher develops and implements a classroom management plan.

(3) The teacher responds to children as individuals.

(4) The teacher provides a safe classroom environment where individual differences are respected.

(5) The teacher arranges the classroom environment for optimal learning and students’ success.

(6) The teacher seeks student understanding and input for classroom procedures, rules, and consequences.

(7) The teacher models and encourages positive social interaction.

(8) The teacher collaborates with specialists, support personnel, parents, and administrators in an interdisciplinary manner for the success of the individual student.

(9) The teacher uses data collection techniques to document classroom management.

(10) The teacher manages time and materials effectively to minimize distractions and disruptions.

(11) The teacher develops activities and transitions that guide students to be focused.

D. Assessment:

(1) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and aesthetic development of the learner.

(2) The teacher develops valid evaluation tools to measure student outcomes.

(3) The teacher selects materials and means for measuring progress.

(4) The teacher assesses students’ current knowledge in order to plan instruction.

(5) The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.

(6) The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.

(7) The teacher uses observation skills for informal assessment.

(8) The teacher is able to use effective questioning techniques to better assess the student’s knowledge.

(9) The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.

(10) The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

(11) The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing.

(12) The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors (error analysis).

(13) The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.
The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.

E. Technology:

1. Basic computer and technology operations and concepts - the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.
   a. operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages;
   b. uses terminology related to technology appropriate to the teaching field in written and oral communication;
   c. describes and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices;
   d. uses imaging devices;
   e. demonstrates knowledge of uses of computers and technology in business, industry, and society;
   f. operates a variety of audio-visual devices.

2. Personal and professional use of technology - the teacher will apply tools for enhancing his/her own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.
   a. uses productivity tools for word processing, database management, and spreadsheet applications when developmentally appropriate;
   b. applies productivity tools for creating a multimedia presentation;
   c. uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity;
   d. uses computers to support problem solving, data collection, information management, communications, presentations, and decision making;
   e. demonstrates awareness of resources for adaptive assistive devices and software for students with special needs;
   f. demonstrates awareness of resources for culturally and linguistically diverse students;
   g. demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;
   h. demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator;
   i. demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.

3. Application of technology to support teaching and learning - the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications, and learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.
   a. explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation;
   b. describes best practice and appropriate assessment as related to the use of technology resources in the curriculum;
   c. designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations;
   d. designs learning activities that foster equitable, ethical, and legal use of technology by students;
(e) practices responsible, ethical, and legal use of technology, information, and software resources.

F. Diversity:
   (1) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
   (2) The teacher organizes and manages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson.
   (3) The teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender.
   (4) The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.
   (5) The teacher helps students develop critical perspectives on biased materials.
   (6) The teacher identifies and develops appropriate responses to differences among language learners.
   (7) The teacher demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity.

G. Family and community:
   (1) The teacher is aware of the culture, history, and values of the community in which he or she teaches.
   (2) The teacher understands, respects, and values the central role that community and family play in the learning process of a child and will be able to utilize these experiences to enhance learning.
   (3) The teacher understands that there must be a reciprocal relationship between the school and the community.
   (4) The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.
   (5) The teacher recognizes that families and community can be used as teaching resources to enhance learning and children’s self value.
   (6) The teacher communicates to parents and community members student progress, important events, and school activities.
   (7) The teacher understands the importance of inviting parents and community members to participate in classroom and school curriculum development and the decision making process.
   (8) The teacher conveys and demonstrates to students the importance of being an active part of the community.

H. Inclusion:
   (1) The teacher understands special education regulations.
   (2) The teacher understands the differing levels of disabilities.
   (3) The teacher understands the development and use of individualized education plans (IEPs).
   (4) The teacher understands his/her responsibilities in implementing objectives set in an IEP.
   (5) The teacher develops lessons according to IEPs.
   (6) The teacher monitors achievement and growth as set by an IEP and recommends changes when necessary.
   (7) The teacher collaborates with special education teachers for individualized program implementation.
   (8) The teacher adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.
(9) The teacher understands the social, emotional, physical, and academic needs of students with exceptionalities.

(10) The teacher assists students to understand social responsibilities.

(11) The teacher assists students with exceptionalities to have positive experiences in the regular classroom.

I. Development of student:

(1) The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development.

(2) The teacher understands how children learn and develop, and provides learning opportunities that support their cognitive, social, aesthetic, emotional, and physical development.

(3) The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each child, leading to continuous progress.

J. Knowledge of content:

(1) Mathematics

(a) The teacher understands mathematical concepts including but not limited to:

(i) the arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers;
(ii) three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three dimensional objects;
(iii) elements of algebra including elementary functions;
(iv) measurement of length, angles, time, weights, and temperature; and
(v) handling money problems such as cost and unit price.

(b) The teacher demonstrates skill including but not limited to:

(i) mental computations and proper use of four operation and non-programmable scientific calculators in the context of problem-solving;
(ii) constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction;
(iii) defining relevant variables and writing formulas describing their relationships in problem-solving activities; and
(iv) using measurement tools and appropriate techniques for recording data and displaying results.

(c) The teacher demonstrates adequate communication skills to be able to discuss mathematical ideas verbally and in writing.

(d) The teacher knows a variety of teaching techniques and chooses ones appropriate to the topic of study and the level and needs of students.

(e) The teacher constructs situations in which students learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic.

(f) The teacher provides opportunities for students to learn how to use tools, technology, and manipulatives in problem solving.

(g) The teacher uses measurements and other data gathered by students as a basis for classroom activities.

(h) The teacher provides a classroom environment in which students develop skills in communicating, discussing, and displaying mathematical ideas.

(i) The teacher provides enough open-ended problems and activities to allow students to expand creatively on the material learned in classrooms.

(2) Reading and language arts:

(a) Foundations: the teacher understands the foundations of
reading and language arts development, including but not limited to:
   (i) research on reading;
   (ii) how children learn to speak, read, write, and listen;
   (iii) cultural, linguistic, environmental, and physiological factors in reading and language arts development;
   (iv) children’s developmental processes;
   (v) characteristics of proficient and non-proficient readers;
   (vi) relationship between oral and written language;
   (vii) language structure including graphophonics, semantics, syntax, and pragmatics systems.

(b) Assessment:
   (i) The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
   (ii) The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

(c) Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
   (i) oral language development;
   (ii) phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;
   (iii) phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
   (iv) vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;
   (v) comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;
   (vi) writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

(d) Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:
   (i) the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom;
   (ii) evaluation of text for quality, cultural, and linguistic appropriateness;
   (iii) connecting identified needs of students based on data with appropriate research-based resources and materials;
   (iv) creation of opportunities for students to consider, respond to and discuss spoken and written materials;
   (v) the use of a variety of reading materials, including children’s literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas;

(3) Science:
   (a) The teacher knows, understands, and uses the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the
inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry.
(b) The teacher is familiar with the scientific method and uses it to develop students’ abilities to identify and communicate a problem, and to design, implement, and evaluate a solution.
(c) The teacher integrates a variety of technologies into planned science activities.
(d) The teacher helps children build understanding about science and technology.
(e) The teacher recognizes and responds to student diversity and encourages all students to participate fully in science learning.

4) Social studies:
(a) The teacher understands the principles of teaching and learning processes that underlie social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration.
(b) The teacher understands that the social studies encompass history, geography, anthropology, archaeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of the social studies.
(c) The teacher understands that the definition of social studies requires that students are socially aware of and are active participants in local, state, national, and global issues.
(d) The teacher helps students understand the relationship between social studies and other disciplines.
(e) The teacher helps students to recognize and respect diverse local and global perspectives concerning cultures other than their own.
(f) The teacher implements a variety of strategies for helping students use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g. books, newspapers, internet) as part of the inquiry/research process.
(g) The teacher constructs experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures.
(h) The teacher engages students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions.
(i) The teacher constructs activities that encourage students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.

5) Arts:
(a) The teacher understands and implements arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students developmental levels.
(b) The teacher uses the arts as interdisciplinary units and themes.
(c) The teacher understands distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation that leads to skill development and appreciation.
(d) The teacher enables students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline.
(e) The teacher enables students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives.
(f) The teacher exposes students to exemplary works of art from a
variety of cultures and historical periods and provides opportunities for students to discuss and respond to them.

(g) The teacher relates basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines.

K. Communication:

(1) The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community.

(2) The teacher effectively communicates orally and in writing using appropriate standard written and spoken English with a variety of audiences (e.g., peers, school, community) and encourage this in students.

(3) The teacher understands communications theories, language development, and the role of language in student learning.

(4) The teacher understands how to use a variety of strategies to facilitate language acquisition and development.

(5) The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.

(6) The teacher recognizes that writing is critical to other areas of language acquisition, cognitive growth, and expression.

(7) The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.

(8) The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.

(9) The teacher recognizes that social interaction enhances thinking and learning.

(10) The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.

(11) The teacher encourages culturally sensitive communication by and among all students.

(12) The teacher is a thoughtful and responsive listener and encourages this quality in students.

(13) The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.

(14) The teacher recognizes the importance of technology as a tool for learning and communication.

[11-14-98; 6.61.2.10 NMAC - Rn, 6 NMAC 4.2.3.2.10 & A, 10-31-00; A, 05-28-04]
Licensure Competencies for Teachers (5-9)

6.61.3.10 REFERENCED MATERIAL: The New Mexico middle level teacher competencies follow:

A. Teacher as guide - Middle level teachers understand the developmental nature of young adolescents.
   (1) Knowledge of the physical, intellectual, emotional, and psychological changes that occur developmentally during early adolescence including the special needs of exceptional students.
   (2) Knowledge and understanding of the influence of linguistic, cultural, and sociological factors on the development of young adolescents.
   (3) Knowledge of specialized professional techniques used at the middle level including advisory programs, interdisciplinary team organizations, interdisciplinary planning, and cooperative learning.

B. Teacher as instructional leader - rationale: Middle level teachers work in ways which correspond to what they know about early adolescence.
   (1) Ability to develop middle level students' appreciation, enthusiasm, and skills as listeners, readers, speakers, writers, thinkers, problem-solvers, decision-makers, and researchers;
   (2) Ability to design and present instruction commensurate with the developmental needs and readiness of young adolescents;
   (3) Ability to plan, organize, manage, and evaluate student learning and classroom activities, including lesson planning, student discipline and classroom management, and the connectedness of knowledge by means of interdisciplinary and integrated instruction;
   (4) Knowledge of at least one content area appropriate to middle level curriculum; the middle level teacher must meet the content area knowledge base requirements of a highly qualified beginning middle level teacher; and
   (5) Ability to interest and actively involve students in the study of issues related to their lives and the environment in which they live, drawing on the disciplined knowledge of mathematics, science, language arts, health, physical education, social studies, including history, the arts, and computer science.

C. Teacher as person - rationale: Middle level teachers have a strong sense of self and foster the same in their students.
   (1) Ability to encourage students to express themselves creatively in a number of ways, including visual and performing arts.
   (2) Ability to provide an environment which encourages each student to become aware of himself or herself, to develop the ability to express, understand and control his or her feelings, and to develop a sense of trust and independence.

D. Teacher as advisor - rationale: Middle level teachers exhibit strong interpersonal skills.
   (1) An understanding of each student in his or her family, school and community context, and cognizant of the variety of economic and cultural influences which affect each student's life;
   (2) Ability to provide an environment which encourages positive peer relations.

E. Teacher as colleague - rationale: Middle level teachers establish and maintain collegial and collaborative relationships. Ability to establish and maintain positive and productive relationships with professional colleagues, students, families, and the community.
[09-30-96; 6.61.3.10 NMAC - Rn, 6 NMAC 4.2.3.3.10, 10-31-01; A, 05-13-05]
Licensure Competencies for Teachers (7-12)

6.61.4.10 REFERENCED MATERIAL: Competencies for Entry Level Secondary Teachers

A. Professionalism
   (1) The teacher is knowledgeable of and understands the expectations for educators as positive community members.
   (2) The teacher reflects on, analyzes, and evaluates the effect of choices and actions on others, including students, parents, and other professionals in the learning community, and uses this knowledge to improve the learning process.
   (3) The teacher seeks opportunities to grow professionally, including participation in professional organizations and development opportunities such as conferences, workshops, classes and research, and uses this information to improve professional practices.
   (4) The teacher researches current educational issues then practices and applies them in the classroom.
   (5) The teacher understands his/her role in the educational decision-making process as an advocate for children, school, district, community, and self.
   (6) The teacher is aware of and adheres to the New Mexico Code of Ethics for Educators.
   (7) The teacher demonstrates awareness of relevant legal requirements of teachers and schools.
   (8) The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.
   (9) The teacher utilizes professional organizations as a learning tool to increase professional knowledge.
   (10) The teacher interacts as a member of a school- and/or district-wide instructional team.

B. Instructional Planning and Implementation
   (1) The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.
   (2) The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.
   (3) The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.
   (4) The teacher creates short- and long-term plans that are linked to student needs, performance, and learning styles.
   (5) The teacher integrates into all curriculum planning, delivery, assessment strategies, and materials that recognize and build upon the strengths of diverse cultures, languages, traditions, environment, and background.
   (6) The teacher understands areas of exceptionality in learning.
   (7) The teacher integrates a variety of technologies into planned activities.
   (8) The teacher plans activities to promote creativity and independent thinking.
   (9) The teacher prepares and uses assessment strategies and instruments appropriate to the learning outcomes being evaluated.
   (10) The teacher evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.
   (11) The teacher utilizes diagnostic data to help develop instructional programs as part of an instructional team.
   (12) The teacher integrates and applies content area concepts across all areas of the curriculum.
(13) The teacher understands that federal statutes, state statutes, state board regulations, and local curriculum guidelines are the basis for instruction for all content areas.

(14) The teacher demonstrates the ability to use academic content in planning, implementation, instruction, and assessment.

C. Classroom Management
(1) The teacher arranges the physical environment for optimal learning and safety.

(2) The teacher provides a safe classroom environment where individual differences are respected.

(3) The teacher develops and implements effective classroom management techniques.

(4) The teacher demonstrates an awareness of classroom interactions.

(5) The teacher demonstrates effective use of preventive management techniques.

(6) The teacher uses various signals and cues to assist in effective classroom management.

(7) The teacher effectively manages transition times.

(8) The teacher models and expects positive social interaction with students that encourages a productive learning environment.

(9) The teacher uses techniques that develop positive self-esteem, social and emotional skills, and character traits necessary for healthy, productive individuals and positive social interactions.

(10) The teacher manages time and materials effectively to minimize distraction and disruptions for optimal student involvement.

(11) The teacher collaborates with specialists, support personnel, parents, and administrators in an interdisciplinary manner for the success of the individual student.

(12) The teacher uses data collection techniques to document student behavior.

D. Assessment
(1) The teacher understands and uses formal and informal aptitude and interest assessment strategies to evaluate and ensure the continuous development of the learner.

(2) The teacher develops valid evaluation tools to measure student outcomes.

(3) The teacher selects materials and means for measuring progress.

(4) The teacher determines the entry level of students in a learning continuum.

(5) The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.

(6) The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.

(7) The teacher is aware of transition processes including different diploma choices in New Mexico as it relates to students with special needs.

(8) The teacher uses formal and informal observation skills for information gathering.

(9) The teacher is able to use effective questioning techniques to better assess the student’s knowledge.

(10) The teacher designs assessment strategies which are specific to the developmental levels of student knowledge and skills including typical and atypical patterns.

(11) The teacher employs only ethical, legal, and otherwise appropriate assessment methods and uses of assessment information.
(12) The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolio, performance-based assessment, and student writing.

(13) The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors.

(14) The teacher is aware of and accepts that there may be a variety of methods or procedures that will give a correct answer.

(15) The teacher maintains useful and meaningful records of student work and communicates results to students, parents, and other educators.

(16) The teacher uses effective questioning techniques to better assess the student’s knowledge.

E. Technology

(1) Basic Computer and Technology Operations and Concepts - the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.
   (a) Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.
   (b) Uses terminology related to technology appropriate to the teaching field in written and oral communication.
   (c) Describes and [implements] basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
   (d) Uses imaging devices.
   (e) Demonstrates knowledge of uses of computers and technology in business, industry, and society.
   (f) Operates a variety of audio-visual devices.

(2) Personal and Professional Use of Technology – the teacher will apply tools for enhancing his/her own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.
   (a) Uses productivity tools for word processing, database management, and spreadsheet applications.
   (b) Applies productivity tools for creating a multimedia presentation.
   (c) Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
   (d) Uses computers to support problem solving, data collection, information management, communications, presentations, and decision making.
   (e) Demonstrates awareness of resources for adaptive assistive devices and software for students with special needs.
   (f) Demonstrates awareness of resources for culturally and linguistically diverse students.
   (g) Demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.
   (h) Demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.
   (i) Demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.

(3) Application of Technology to Support Teaching and Learning – the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications,
and learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

(a) Explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation.
(b) Describes best practice and appropriate assessment as related to the use of technology resources in the curriculum.
(c) Designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations.
(d) Designs learning activities that foster equitable, ethical, and legal use of technology by students.
(e) Practices responsible, ethical, and legal use of technology, information, and software resources.

F. Diversity

(1) The teacher responds to students as individuals.
(2) The teacher identifies and develops appropriate responses that build upon the strengths of diverse students and addresses diverse needs and differences.
(3) The teacher applies current research findings about social and cultural environments, individual differences, linguistically diverse populations, students of different ages, students with exceptionalities, and gender differences.
(4) The teacher understands how students differ in their approaches to learning and creates instructional approaches that are adaptive to diverse learners.
(5) The teacher organizes and manages varied group learning strategies, as appropriate, to diverse strengths, needs, and/or interests of students and to the goals of the lesson.
(6) The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.
(7) The teacher helps students develop critical perspectives on biased materials.
(8) The teacher demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity.

G. Family and Community

(1) The teacher demonstrates an awareness of the diverse cultures, histories, and values of the community.
(2) The teacher demonstrates understanding, respects, and values for the central role that community and family play in the learning process of a child and is able to utilize these experiences to enhance learning.
(3) The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.
(4) The teacher recognizes that families and community can be used as teaching resources to enhance learning and children’s self value.
(5) The teacher effectively communicates to student’s parents progress involving academic, behavioral, and social issues that influence learning.
(6) The teacher communicates to community members about important events and school activities.
(7) The teacher understands the importance of including parents and community members in classroom and school curriculum development and the decision making process.
(8) The teacher conveys good citizenship and demonstrates to students the importance of being an active part of the community.
(9) The teacher participates and attends various after school functions.

H. Inclusion

(1) The teacher understands special education regulations.
(2) The teacher understands the different levels of disabilities.
(3) The teacher understands the development and use of individualized education plans (IEPs) and individualizes transition plans/504 plans.
(4) The teacher understands the responsibilities in implementing objectives set in an IEP, an individualized transition plan/504 plan and utilizes modifications.
(5) The teacher develops lessons according to IEPs, an individualized transition plan/504 plan and utilizes modifications.
(6) The teacher monitors achievement and growth as set by an IEP, an individualized transition plan/504 plan and uses appropriate procedures to recommend changes when necessary.
(7) The teacher partners with special education teachers and others as necessary for implementation of the IEP.
(8) The teacher adjusts lessons and strategies as specified by the modifications for students with exceptionalities with regard to academic levels, physical environment, emotional, and transition needs.
(9) The teacher understands the social, emotional, physical, academic, and transition needs of students with exceptionalities.
(10) The teacher assists students with exceptionalities to understand social responsibilities to the environments in which they are engaged such as the school, community, and workplace.
(11) The teacher assists students with exceptionalities to have positive experiences in the regular classroom.

I. Development of Student
(1) The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development as it relates to the student’s needs and strengths.
(2) The teacher understands how the student learns and develops, and provides learning opportunities to support their cognitive, social, aesthetic, emotional, and physical development as it relates to the student’s needs and strengths.
(3) The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each student, leading to effective management of transitional time.
(4) The teacher creates learning experiences in his/her discipline that demonstrates knowledge of student learning styles, diversity, and cognitive development.

J. Communication
(1) The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community.
(2) The teacher effectively communicates orally and in writing using appropriate standard written and spoken English and encourages this in students.
(3) The teacher understands communications theory, language development, and the role of language appropriate to student learning styles.
(4) The teacher understands how to use a variety of strategies to facilitate language acquisition and development.
(5) The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.
(6) The teacher recognizes that writing is critical to other areas of language acquisition, cognitive growth, and expression and is an empowering personal internalization process.
(7) The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.
(8) The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.
(9) The teacher recognizes that all modes of communication are enhanced by social interaction and that speaking and writing help process and refine thinking and learning.

(10) The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.

(11) The teacher encourages culturally sensitive communication by and among all students in the class.

(12) The teacher is a thoughtful and responsive listener and encourages this quality in students.

(13) The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.

(14) The teacher recognizes the importance of technology as a tool for learning and communication.

(15) The teacher uses appropriate public relations skills, particularly in relation to parent and community members.

K. Motivation

(1) The teacher uses verbal, nonverbal, and other communication techniques that enhance the motivation of students.

(2) The teacher varies teaching strategies and modifies learning activities to facilitate student motivation.

(3) The teacher establishes a classroom environment and utilizes feedback in a manner that encourages motivation.

(4) The teacher demonstrates an enthusiasm for teaching.

(5) The teacher maintains high expectations for the success of all students while establishing a classroom environment where students believe they can be successful.

(6) The teacher projects a positive attitude toward the subject and students.

(7) The teacher uses a variety of student assessment techniques to encourage student learning.

(8) The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

[11-14-98; 6.61.4.10 NMAC – Rn, 6 NMAC 4.2.3.4.10 & A, 10-31-00]
Licensure Competencies for Administrators (K-12)

6.62.2.10 REFERENCED MATERIAL: Administrator licensure competencies and indicators

A. Ethical leadership - The ethical school leader demonstrates the knowledge and ability to promote the success of educational community by acting with integrity, fairness, and in an ethical manner. The administrator:

1. Models a respect for the rights of others with regard to confidentiality and dignity.
2. Engages in honest interactions with all groups and individuals.
3. Demonstrates the ability to combine objectivity, sensitivity, fairness and ethical considerations in decisions as well as interactions with others.
4. Makes and explains decisions based upon ethical and legal principles.
5. Understands the New Mexico Code of Ethics of the Education Profession.
6. Demonstrates an understanding of major historical, philosophical, social and economic influences affecting education in a democratic society.

B. Visionary leadership - The visionary leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by facilitating the development, articulation, implementation and stewardship of learning that is shared and supported by the learning community. The administrator:

1. Develops and demonstrates the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse.
2. Bases development of the vision on relevant knowledge and theories applicable to school- level leaders applied to a school district context.
3. Uses data-based research strategies to create a vision that takes into account the diversity of learners in a district.
4. Demonstrates knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.
5. Demonstrates the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
6. Demonstrates the ability to use data- based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
7. Demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
8. Demonstrates the ability to plan programs to motivate staff, students, and families to achieve a school district’s vision.
9. Designs research- based processes to effectively implement a district vision throughout an entire school district and community.
10. Demonstrates the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
11. Understands the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.
(12) Demonstrates the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

C. Instructional leadership - The instructional leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by maintaining a positive school culture, ensuring a successful instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. The administrator:

(1) Develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students including students with disabilities and students who are culturally and linguistically diverse.

(2) Demonstrates an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.

(3) Uses qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.

(4) Demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.

(5) Demonstrates the ability to allocate and justify resources to sustain the instructional program.

(6) Demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.

(7) Demonstrates an ability to assist school and district personnel in understanding and applying best practices for student learning.

(8) Understands and applies human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

(9) Understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

(10) Demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

(11) Demonstrates the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.

(12) Develops personal professional growth plans that reflect commitment to life-long learning and best practices.

D. Multicultural leadership - The multicultural leader promotes the success of all students by addressing the needs of multicultural, multilingual diverse populations. The administrator:

(1) Ensures that programs for linguistically and culturally diverse students are implemented and fully integrated into all district curricula and programs.

(2) Disaggregates and analyzes student achievement data by home languages, race/ethnicity, gender and disability in order to ensure all students are learning.

(3) Understands and facilitates that the cultural and community needs and concerns are adequately identified and integrated into the educational process.

(4) Reviews the assessment process through collaborative efforts between school and community to ensure sensitivity to local cultural values and norms.

(5) Facilitates the development of curriculum that values and uses the experiences that students from diverse backgrounds bring to the classroom.
(6) Understands the need for administrators, teachers and all support staff to become familiar with the cultural and socio-linguistic background as well as the learning and behavior needs of their students.

(7) Continually researches assessment and curricula that promotes a culturally diverse model for recognizing differences as strengths that are valuable and enriching for schools and school districts.

(8) Facilitates staff development for school personnel to recognize, appreciate and value diversity in language, culture, and social class.

(9) Understands the importance of addressing in all aspects of the education system the unique cultural and linguistically diverse (CLD) needs of students.

(10) Ensures through policy development that students with language/cultural differences who may have a disability be identified early and as comprehensively as possible, within their appropriate cultural/language context.

(11) Establishes or participates in a forum for parents, administrators and teachers to discuss school policies that fail to value or address cultural, linguistic and/or community needs.

(12) Understands the need for schools to work with families to alter structural elements that maintain unjust practices within the schools.

E. Disability leadership - The disability leader promotes the success of all students by addressing the needs of students with disabilities. The administrator:

(1) Ensures that programs for students with disabilities are implemented and fully integrated into all district curricula and programs.

(2) Disaggregates and analyzes student achievement data by home languages, race/ethnicity, gender and disability in order to ensure all students are learning.

(3) Understands and facilitates that the needs and concerns of students with disabilities are adequately identified and integrated into the educational process.

(4) Reviews the assessment process through collaborative efforts between school and community to ensure the appropriate assessment of students with disabilities.

(5) Facilitates the development of curriculum that values and uses the experiences that students with disabilities bring to the classroom.

(6) Understands the need for administrators, teachers and all support staff to become familiar with the learning and behavior needs of their students with disabilities.

(7) Continually researches assessment and curricula that promotes a variety of models that recognize differences as strengths that are valuable and enriching for schools and school districts.

(8) Facilitates staff development for school personnel to recognize, appreciate and value students with disabilities.

(9) Understands the importance of addressing in all aspects of the education system the unique needs of students with disabilities.

(10) Ensures through policy development that students with language/cultural differences who may have a disability be identified early and as comprehensively as possible, within their appropriate cultural/language context.

F. Leadership in community relations - The leader in community relations has the knowledge and ability to promote the success of all students including students with disabilities and students who are culturally and linguistically diverse by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. The administrator:

(1) Demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

(2) Demonstrates an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.
(3) Applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

(4) Demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

(5) Demonstrates the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.

(6) Demonstrates the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

(7) Demonstrates the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

(8) Facilitates and engages in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.

(9) Demonstrates the ability to promote maximum involvement with, and visibility within the community.

(10) Demonstrates the ability to interact effectively with individuals and groups that reflect conflicting perspectives.

(11) Demonstrates the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

(12) Demonstrates the ability to advocate for students with special and exceptional needs.

(13) Demonstrates an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.

(14) Demonstrates how to use district resources to the community to solve issues of joint concern.

(15) Demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

(16) Understands the need for schools to work with families to alter structural elements that maintain unjust practices within the schools.

(17) Facilitates for families to receive all information regarding school, district and state educational initiatives and decisions.

(18) Ensures that parents are provided an accurate account of the history of educational reform so that they can become active participants in supporting or rejecting new policies.

G. Political leadership - The political leader has the knowledge and ability to promote the success of all students including students with disabilities and students who are culturally and linguistically diverse through their understanding of the political, economic, legal, and social climate that exists in school settings. The administrator:

(1) Demonstrates the ability to use appropriate research methods, theories, and concepts to improve district operations.

(2) Demonstrates an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
(3) Demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.

(4) Explains the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.

(5) Demonstrates the ability to work with political leaders at the local, state, and national level.

(6) Applies an understanding of how specific laws at the local, state, and federal level affect school districts and residents.

(7) Espouses positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

(8) Demonstrates the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.

(9) Applies understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.

(10) Demonstrates the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.

(11) Demonstrates the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students including students with disabilities and students who are culturally and linguistically diverse regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

H. Legal and fiscal leadership - The legal and fiscal leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by managing the organization, operations, and resources within a legally sound framework to promote a safe, efficient, and effective learning environment.

The administrator:

(1) Understands the state laws governing the relationship of school boards and superintendents.

(2) Applies knowledge of the laws related to service providers.

(3) Analyzes and applies knowledge of the major U.S. legal landmark decisions and their effect on school contexts.

(4) Demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students including students with disabilities and students who are culturally and linguistically diverse.

(5) Demonstrates effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

(6) Demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

(7) Demonstrates the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

(8) Uses appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.

(9) Develops staff communication plans for integrating district’s schools and divisions.

(10) Develops a plan to promote and support community collaboration among district personnel.

(11) Uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and
equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.

(12) Seeks new resources to facilitate learning.
(13) Applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
(14) Applies and assess current technologies for management, business procedures, and scheduling.

I. Personal and professional leadership - The personal and professional leader promotes the success of all students including students with disabilities and students who are culturally and linguistically diverse by maintaining a process of continuous personal and professional development. The administrator:
(1) Keeps current with school district guidelines, policies, and professional literature that enhance the educational opportunities for all learners.
(2) Nurtures and mentors the development of other educators.
(3) Participates in local, state, and other professional learning opportunities.
(4) Promotes leadership through active involvement in professional organizations.
Glossary

**Intervention** - any change to increase the intensity of instruction using the levels of intensity matrix. Changes can be made in the areas of Program, Time, or Grouping.

**Accommodation** - any change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured respectively. Accommodations provide access to buildings, curriculum, and assessments.

**Scientific, Research-based** - the term defined by NCLB is “scientifically based research.” You may also see some literature refer to this notion as “evidence based.” We will use the NCLB definition for all of these terms:

**Section 9101(37)** The term ‘scientifically based research’ -
(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
(B) includes research that-
(i) employs systematic, empirical methods that draw on observation or experiment;
(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings; and
(vi) has been approved by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
(NCLB Section 9101(37), 20 USC 7707 (b)(37))

**Fidelity** - refers to the intensity and accuracy with which instruction and intervention is implemented. Research studies follow an implementation protocol to ensure standardization. Teachers must follow this research design, as elaborated in the teacher’s guide available from publishers, in order to attend to fidelity.
**Curriculum Based Measures (CBMs)**- curriculum based measures are direct assessments of student skills administered in standardized manner that are aligned to state content standards and benchmarks. They are typically discrete probes, which are brief, timed samples. CBMs can measure both fluency and accuracy of student responses. They can be teacher-developed, purchased, or found online, though reliability and validity of the CBMs must be attended to if developing CBMs independently. They can be administered quickly and frequently. Student level results are typically graphed and compared to classroom peers to determine the student’s level of progress.

**Core Curriculum**- is a course of study, which is deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

**Content Area**- Academic areas of study for which the New Mexico Public Education Department has developed content standards and benchmarks.

**Formative Assessment**- is a form of assessment intended to give students immediate feedback on their learning progress and to provide teachers with data regarding both what skills students have mastered and what skills are their areas of difficulty. Formative assessment is not used to assign marks or grades toward determining whether the student gains credit. It is used to drive appropriate instructional changes to meet individual student needs.

**Core academic subjects**- means English, language arts, reading, mathematics, science, the arts, including music and visual arts, social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except the modern and classical Native American languages and cultures of New Mexico tribes or pueblos. [NMAC]
**Recommended Edits to the NMPED’s SAT Manual**

Acknowledgements Page—Update.

Table of Contents—review and align page numbers listed with actual manual

Foreword—revise language to indicate that instruction and interventions must be “high-quality, scientific, research-based.”

SAT Purpose and Mission—the team did not offer changes/edits to this section.

Definition of Terms—add the following terms to glossary:
1. short-cycle assessment
2. standards-based assessment
3. fidelity
4. probe
5. multidisciplinary evaluation at Tier III
6. RtI—revisit this definition and determine whether we want to tweak.

Definition of Terms—add definitions for the following terms:
- Short-cycle assessment
- Standards-based assessment
- High-quality, scientific, research-based instruction and intervention
- Curriculum-based measures

Federal Mandates—update this section to reflect requirements of IDEIA 2004. Include statement re: the option to use the severe discrepancy model or an RTI model for determining eligibility under SLD. Specifically, include language from the Commentary section of the reauthorized IDEA that discusses the issues surrounding the use of a severe discrepancy model versus an RTI model.

State Mandates—update to reflect new language in this section of the state rules. (6.31.2.10 C Identification, Evaluations, and Eligibility Determinations). Consider further revisions to 6.31.2.10 C to emphasize the following:
1. The multidisciplinary evaluation process starts at Tier III. Procedural safeguards are in effect and parent consent are obtained at this point. Recommendation that state rules and district guidelines be established so that it is clear that IEEs start at the same point that district evaluation begins—at the point consent is obtained and child is entering Tier III. Also address RtI and what Tier III evaluation should look like for kids in private school. [CONSULT W/ NMPED LEGAL COUNSEL RE: POSSIBILITY OF DISTRICTS BEING LEGALLY VULNERABLE UNDER THE RTI MODEL AS IT PERTAINS TO IEEs].

Verify whether there were any changes to Promotion/Retention statute by legislature.

Q & A about State/Federal Mandates, “Best Practices,” RtI—
- Verify whether there is now a definition for AYP at the student level.
- Page 10, fourth line down—delete statement, “If any testing is to be done outside the scope of general screening or tests given to all students, prior
parental consent is needed.” Add a statement indicating screening for the purposes of driving instruction and intervention does not require parental consent.

- Page 10, 2nd paragraph—Edit to reflect what, if any, changes are made to promotion retention statute.
- Include a paragraph on the variety of resources available for consultation (psychs, psychiatrists, OT, PT, SLP, diagnostician, doctors, state-supported schools outreach programs, community agencies, audiologists, ALB Journal Community Resources List; contact is Karen Kellar kkellar@abqjournal.com Add QAB representative’s title/position as a resource at the NMPED level.
- Add the following questions in either the SAT manual or the Conceptual Framework:
  - What is the difference between RTI and Special education?
  - What is an IEE under the RTI?

Procedural Guidelines for SATs
- Page 13, fifth bullet point. Cite new state rules re: implementation of interventions. Re: 6.3.2.10 C (2) (a), emphasize that interventions should be implemented for a period of 9-18 weeks, unless the child is clearly spiraling. However, monitor formally at 4 week increments in order to determine student’s response to intervention.

Tier I: General Screening
- Page 14, first paragraph—use “state standards-based assessments” instead of statewide achievement tests. Also, indicate that data/information can be collected from parents via parent surveys at time of registration. Add short-cycle assessments to the possible source of data that can be reviewed.
- Page 15 Flowchart—again, clarify why general screening is done in English (to determine level of English language proficiency). Recommend that general screening be conducted in English to establish level of English language proficiency. However, other skills assessed in general screening can be assessed in child’s native language in order to ensure that the skills are being assessed and results are not biased or skewed due to possible limited English proficiency.
- Consult with Title I Bureau to verify that statement with asterisk is still valid.

Tier II: SAT Child Study Process
- Include specific discussion on response to intervention at the Tier II level. Tier II-a (interventions are working) versus Tier II-b (interventions are not working and have therefore been revised). Incorporate synopsis of Dual Discrepancy for SATs DRAFT document (pages 26-28). All actions under this level of RtI are instructionally related and screenings are for the purposes of driving instructions.
- How and what short-cycle assessments are used at this level.
- Have to prove that what you used is research-based, high-quality. Emphasize this requirement.
• Emphasize that Tier II is potentially sufficient intervention and kids may stay at Tier II with success for an extended period of time.

• Recommend establishment of screening committee at each district (with SPED involvement on a consultation basis only) to review SAT referrals to Tier III for their completion and to determine fidelity of delivery of interventions. This needs to be a general education function. This committee would be a general education function in order to police itself.

• Tier II Flowchart—Step 8 outlines the process of developing and implementing interventions. Edit the flowchart to emphasize the difference between Tier II-a and Tier-II b.

Tier III: The Multidisciplinary Evaluation Process

• Page 32, last paragraph—remove statement in parenthesis “(NOTE: Assessments given outside the scope of general screening require prior notice and consent.) Emphasize that procedural rights are in effect at this point. Upon receipt of parental consent, the evaluations, data collection and analysis conducted from this point forward constitute the initial multidisciplinary evaluation process. [still may need some word smithing because of the whole IEE issue—ask Carolyn Lindau].

• Page 33, first bullet point—edit the first sentence to read as, “The student does not meet eligibility criteria for one of the 13 disability categories, but shows a need.

• Page 33, second bullet point—edit the first sentence to read as, “The student does meet eligibility criteria for one of the 13 disability categories, but does not show a need.”

• Page 33, third bullet point—edit the third sentence to read as, “The student does meet eligibility criteria under one of the 13 disability categories and shows a need for special education and related services.”

• Tier III Flowchart—remove statement within second text box, “NOTE: Assessments that are not given as a part of a general screening require prior consent of parents.”

SAT Interventions

• Expand list of possible resources.
  o Albuquerque Journal’s list of resources
  o Florida Center for Reading Research

Other SAT Responsibilities

• Any changes to promotion/retention procedures in NM Statute would need to be incorporated into this section.

Additional Recommendations:

• Create an Appendix section for other documents that would be pertinent
  o Acculturation Quick Screen (AQS)
  o Intellectual Characteristics rating scale
  o Add Gifted Factors information from NMPED website.
  
References and Written Resources


Individuals with Disabilities Education Improvement Act of 2004, Pub. L. No. 108-446.


Online Resources

Dynamic Indicators of Basic Early Literacy Skills - DIBELS
http://DIBELS.uoregon.edu

Florida Center for Reading Research: http://www.fcrr.org

New Mexico Reading First: K-5 Instructional Materials For Reading Adoption Rubric Teacher’s Guide, Assessments, Student Texts & Supplementary Materials http://www.nmlites.org/downloads/reading/k-5_instruc_read_rubric.doc

Institute for the Development of Educational Achievement: Big Ideas in beginning Reading https://reading.uoregon.edu

Intervention Central www.interventioncentral.org

National Center on Student Progress Monitoring www.studentprogress.org

Oregon Reading First Center http://oregonreadingfirst.uoregon.edu

Oregon’s Response to Intervention Initiative http://www.ode.state.or.us/initiatives/idea/rti.aspx

Reading Rockets http://www.readingrockets.org

What Works Clearinghouse Web site www.w-w-c.org

PLEASE SUBMIT YOUR RESOURCES IF YOU KNOW ANY MORE THAT PROVIDE GREAT, FREE ADVICE!!