

WORRIES

The following statements were “worries” submitted
by each Advisory Group Member 1/7/2015

- The problem is so large- are we really going to be able to come up with a solution?
- What is our criteria for “research-based” RtI programs?
How do we address disproportionality across race/socioeconomic/nationality/ELL/gender lines?
What kind of PD/support will be in place for Gen-Ed?
What department oversees implementation?
How can we ensure that all children in all schools have access to same research-based programs with qualified teachers (one schoolhouse)?
What screening tools/assessment will be used at what grade? 10%, 20%- what is the cutoff for entry to RtI?
How will we educate parents about the process?
How can we encourage parent-teacher collaboration?
- Recommendations would not be implemented.
- We will make this complicated.
- Does our system have the capacity to take on an initiative of this size?
Is there buy-in from all stakeholders or will it be an option?
What is the history around RtI in our district?
- Students don’t have a wide variety of interventions available to meet their needs.
We don’t have a strong, system-wide support for teachers to implement their PD learnings or receive job embedded PD.
- My worry is that we have a lot of people to bring on board who already feel overwhelmed (classroom teachers) and we need to make sure we provide a lot of support and collaboration between specialists and classroom teachers.
- Students are missing out on quality core curriculum with under trained “interventions”
- Not all district stakeholders are represented here: board member and rep from Superintendents Office.
- Can we create buy-in with all critical groups?
How do we change the culture?
This is a huge task. Do we have realistic outcomes defined?
- One of my biggest worries is in regards to tracking data as it applies to interventions. Unless a child’s previous teacher/RtI specialist fills you in about a child’s history, it can be hard to get the interventions/data needed to make the best choices for intervention or look at patterns of student growth. Also, as part of the SST (Student Support/Success Team) it would be nice to be able to pull up a student’s Tier 3 intervention history (if any) when meeting about a student. I think it would give everyone much better insight into how that particular child learns.
- More of a wonder....I know that teacher’s understanding of RtI and the implementation of RtI across the district varies greatly so I wonder how we’ll implement a highly effective, consistent RtI system across elementary-and then beyond.
- Might not be enough time.
- I feel hopeful. (And those that know my handwriting know that that is a big deal for me ☺)
- Concerned about how to educate staff/school about RtI in a meaningful way as the district begins to refine this work.
I desire to encourage the school leadership team to devote time to exploring RtI and its need/systems at our school, but don’t want to put the “cart before the horse” if the district wants to provide more guidance in this area.

STRENGTHS

The following statements were “strengths” submitted
by each Advisory Group Member following Meeting #1: 1/7/2015

- Very diverse, passionate group.
Very knowledgeable and open minded.
- I am so excited about the team we have gathered to do this important work! I’m excited!!!
- Diversity in the room!! Powerful.
- Willingness to work.
- Great variety of representation on the committee.
- Lots of experience in this room!
- We have a team of people coming together who are passionate about making a system-wide change.
There is administrative support.
We have a common curriculum to access
- Smarty’s in the room. Right people in the right time!
- Love, love, love the individual voices!
- That a number of supports are in the works
- Powerful team of professionals to wrestle with this task.
- We have implemented many helpful tools throughout the district to meet all student need. We certainly aren’t failing we just need to improve and have a better shared vision.
- Our task force is incredibly knowledgeable and passionate about this work!!
- Great group of people!
- This work is huge-
-Strength of narrowing it to P-5 Literacy, to result in a framework that can be built on for other grade levels and areas.
This team-
-Dawn’s leadership and knowledge
Mike’s wisdom
Stephanie’s organization and system’s thinking
The membership-Right people and right time
- Leadership for this advisory group. THANK YOU.
- The right people are in the room!
Good positive energy and I think work will be accomplished
- Passionate, dedicated, compassionate, experienced leaders