

Leadership of Response to
Intervention
Perceptions and Reflections

Roger Samples

Action Research

- Trust
- Explanation and Consent forms
- Interviews of 14 principals
- Focus group
- Continual sharing information
- Change in practices

The learning 1

- **Vision/mission** *“I don’t think at the district level that it was well thought out and the game kept changing. The rules kept changing along the way.”*
- **Timeline with stages** *“The district, instead of coming in and saying, okay, everybody’s doing this on this timeline, and here’s the curriculum you are going to use, instead, it was like the district evolved with it.”*
- **Professional development** *“I’ve kind of felt that RTI is like an option. We got into it maybe a little later than other schools. I kind of felt that way because the RTI Task Force, that’s a voluntary thing. It would be nice if we had the common experience with information that wasn’t voluntary to get.”*
- **PLCs** *“It is a lot of work, but eventually teaming starts to take the stress away.”*

The learning 2

- **Instructional coaches and teacher leaders** *“I want my teachers, my teacher leaders to take charge of areas and it’s happening, and it’s working, and the more they do it, the more confident they become, the more skilled they become and they actually become like you, the principal.”*
- **RTI** *“I really believe that the system is one of the best things I’ve ever seen come across my experience in education. PLCs and RTI”. “If you believe that RTI is simple and you develop simple systems and don’t treat it as a massive undertaking, I think you are setting yourself up for failure”.*
- **Data** *“We did not know how to use data in this district. We still struggle with data.”*
- **SPED and Title I communication** *“The first grade situation was difficult because they had several Benchmark students falling off. That means the instruction is the problem. There was a little finger pointing at Title. They didn’t talk to each other much”.*

Results

- Evolution of the research
- Leadership development
- Professional development from for principals, to with principals
- Development of effective PLCs
- Initiative implementation
 - a clear mission and vision
 - identified sequential steps with accountability measures
 - a way to assess the progress
 - professional development aligned with each step
 - a process to ensure that principals are an integral part of the initiative.
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