



Ken Slentz, Deputy Commissioner
Office of P-12 Education
Room 2M EB (518) 474-3862

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To: District Superintendents
Superintendents of Public Schools
Presidents of Boards of Education
Principals of Public, Nonpublic, and Charter Schools
New York City Department of Education

From: Ken Slentz

Subject: Response to Intervention Personnel Development Project

The Office of P-12 Education of the New York State Education Department (NYSED) is pleased to announce the expansion of technical assistance resources to assist schools across the State to implement high quality programs of Response to Intervention (Rtl) and to seek “Applications of Interest” from school districts for technical assistance on Rtl implementation from newly established regional professional development technical assistance teams. I strongly encourage NYS school districts to avail themselves of the resources available through the State’s Rtl Personnel Development Project.

Rtl is a research-based systemic and systematic framework of assessment, instruction and interventions that should be adopted by every school to support the teaching and learning necessary for all students to succeed. As schools across the State work to implement the Common Core Learning Standards (CCLS), it is even more essential than ever that educators utilize data-driven systems of instruction and intervention, delivered with integrity, to provide supports for struggling learners.

NYSED has facilitated Rtl implementation through passage of regulatory requirements, development of guidance documents for school districts and parents, funding of the NYS Rtl Technical Assistance Center (TAC), and support for 14 grant-funded Rtl school implementation sites. The NYS Rtl TAC, housed at Buffalo State College is hosting a number of statewide webinars on Rtl and will be coordinating the professional development content to be delivered across the State by the Rtl regional professional development teams. For more information on the NYS Rtl TAC and information on the webinars, see www.nysrti.org.

Through the resources of a federal State Personnel Development Grant, the State is now offering expanded supports to schools for technical assistance and professional development. Four regionally-based professional development teams

have been established to provide technical assistance to school personnel on the implementation of Rtl, including:

- professional development sessions and on-site technical assistance to selected schools across the State to implement Rtl programs at the elementary, upper elementary and middle school levels;
- regional professional development sessions for preschool providers to implement early recognition and response at the preschool level; and
- information sessions for parents to increase their understanding of and support for Rtl.

Participation in the Rtl Personnel Development Project

School districts are invited to submit an application (Attachment 1) for support from the Rtl professional development teams. In the event the number of applications exceeds the project's capacity, school districts will be selected, by region, based on the criteria described in Attachment 2.

Each district may designate up to three schools for participation, with the exception of New York City (NYC), which may select up to 60 schools. Selected schools will receive technical assistance and support for up to two and one-half years as follows:

- One two-day forum and three one-day professional development sessions on topics related to Rtl implementation for PreK through grade 8;
- Two regional parent information sessions developed for parents of students in the participating districts to increase their understanding of and support for Rtl implementation;
- A minimum of three days of on-site technical assistance in Rtl implementation; and
- Ongoing off-site technical assistance through email and phone calls based on the specific needs of the district and participating buildings.

In regions outside of NYC, each school district must establish a Rtl Design Team to participate in the professional development, minimally consisting of one district administrator, one building administrator from each of the participating schools, and one teacher or literacy coach from each participating school. For NYC, the Rtl Design Team must minimally include one network representative and one building administrator and one literacy/reading coach or teacher from each of the participating schools.

School districts chosen for the project must sign a Memorandum of Understanding reflecting a commitment to:

- support an Rtl Design Team in each participating building; and
- ensure the participation of each building Rtl Design Team in the professional development and on-site technical assistance visits provided by the regional teams.

If your school district is interested in receiving the support provided through this project, please complete and submit the attached forms, via email, **by February 21, 2014** to rtpdschools@mail.nysed.gov. NYC schools should submit their requests to Efriedm@schools.nyc.gov. All districts will be notified by March of selection to participate in the project.

We sincerely hope you will utilize this opportunity to improve understanding and implementation of Rtl in order to improve outcomes for all students. Please contact Noel Granger or Jason O'Connell at (518) 486-7462 if you have any questions regarding the information in this memorandum.

Attachments



Response to Intervention Personnel Development Project School District Application of Interest

Please complete all sections and email to the attention of:
Jason O'Connell, Associate: rtipdschools@mail.nysed.gov

NYC Schools should submit their requests to
Dr. Esther Klein Friedman
Senior Director, Literacy and AIS
Efriedm@schools.nyc.gov

School District:	SED Code:
Superintendent:	Email:
Address: _____ _____ _____	
County: _____	
Phone Number:	Fax Number:

Select up to three (3) schools within your district to participate in the first cohort group.

SCHOOL #1	SCHOOL #2	SCHOOL #3
School:	School:	School:
Address: _____ _____ _____	Address: _____ _____ _____	Address: _____ _____ _____
Principal:	Principal:	Principal:
Email:	Email:	Email:
Phone Number:	Phone Number:	Phone Number:

Response to Intervention Personnel Development Project – Narrative Form

Briefly describe why your district is seeking participation in this project. Include information on the status of current Rtl programs, if any, in the district.

Indicate the grade level(s) the district is proposing for Rtl implementation and why.

Criteria for Selection of School Districts for Participation in the Response to Intervention Personnel Development Project

All school districts are encouraged to submit an application of interest. In each of the three regions of the State outside of New York City (NYC) (see map Attachment 3), the project can serve up to 20 school districts to receive support beginning in 2014. Each district may select up to three schools within their district to participate in the project. For the NYC region, the project may serve up to 60 schools to receive support beginning in 2014.

Selection Criteria:

LEAs proposing to implement middle school Rtl programs will be considered if they are currently implementing an Rtl framework at Grades K-4.

In the event that a region has more interested school districts than it has capacity to involve in the project, the State will apply the following priority selection criteria.

For each region: (see map Attachment C)

First priority will be given to NYS' largest city school districts in NYC, Yonkers, Syracuse, Rochester, and Buffalo as well as other small cities.

Second priority will be provided to rural districts to ensure that a representative number of rural districts are included in the project regions outside of the NYC metropolitan areas.

Third priority consideration will be given to school districts with the highest rates of classification of students with disabilities of the districts seeking participation in the project.

Fourth priority consideration will be based on whether the district has been identified by the State as having disproportionate rates by race/ethnicity in the identification, classification and/or placement of students with disabilities.

Fifth priority consideration will be provided to school districts with the highest percentages of English Language Learners enrolled in the school districts seeking participation in the project.

Sixth priority consideration will be given to those districts seeking participation in the project that have the highest percentage of students achieving below proficiency on the State English Language Arts Assessments.

District Commitment:

Districts that are selected to participate in the project will be required to sign a letter of commitment demonstrating willingness to develop a district design team, attend regional professional development sessions and facilitate the regional professional development provider's on-site technical assistance visits three times per year.

Response to Intervention Professional Development Regions

