Interventionist, Consultant, Data Analyst: Descriptions of Shared RTI Roles

Most schools must rely on the capacity of their existing staff as they implement Response to Intervention. Certainly, each group of educators in a school system— teachers, support staff, administrators, paraprofessionals –possess unique abilities that enrich the RTI initiative. However, RTI also requires that staff move away from compartmentalized job descriptions to begin to adopt a shared set of more general RTI skills.

Educators holding a variety of positions should be prepared to serve as needed as RTI interventionists, consultants, and data analysts. Below are specific 'look-fors' that define each of the roles. School leaders may find this listing of skills useful as they plan RTI professional development for staff and clarify RTI job performance expectations.

Interventionist

The **interventionist** is a teacher or other educator who is directly responsible for implementing an intervention for an individual student or small group. The role requires clear definition of the student problem(s), selection of evidence-based intervention strategies or programs, use of data to determine if the intervention is effective, and measurement of how the intervention is carried out to ensure that it is implemented with integrity.

Interventionist 'Look Fors': The interventionist…	*Present?*	*NOTES*
1. Defines the student academic or behavioral concern in clear, specific, measurable terms.	__Y __N	
2. Selects interventions that are 'evidence-based' (i.e., intervention practices or programs that have been demonstrated to be effective in one or more high-quality studies in reputable peer reviewed journals).	__Y __N	
3. Selects interventions that logically match the presenting student problem(s) (e.g., distinguishing between acquisition, fluency, and generalization problems and selecting appropriate interventions for each).	__Y __N	
4. Delivers the intervention with a high level of integrity (i.e., ensuring that the intervention is implemented with the appropriate frequency, session length, steps of the intervention, student-teacher group size, etc.).	__Y __N	
5. Ensures that any accommodations included as part of a general-education student's RTI intervention plan (e.g., preferential seating, breaking a longer assignment into smaller chunks) do not substantially lower the academic standards against which the student is to be evaluated and are not likely to reduce	__Y __N	

the student's rate of learning.		
6. Knows which elements of the intervention are 'critical' (must be implemented precisely as designed) and those that are 'negotiable' (the interventionist has some degree of flexibility in how those elements are implemented).	__Y __N	
7. Completes required documentation of the intervention (e.g., writing down all necessary details of the intervention plan before implementing, maintaining a contact log to record each intervention session, etc.).	__Y __N	
8. Collects baseline data on student performance prior to the intervention, sets a predicted goal for student improvement to be attained by the intervention checkup date, and allots an adequate minimum period for the intervention (e.g., 4-8 instructional weeks) to adequately judge its impact.	__Y __N	
9. Collects regular progress-monitoring data during the intervention to determine if the student is making adequate progress (Tier 1 monitoring frequency is at discretion of the interventionist; Tier 2 monitoring occurs at least 1-2 times per month; Tier 3 monitoring occurs at least weekly).	__Y __N	
10. Applies decision rules at the checkup date to evaluate whether the intervention is successful and to determine the appropriate 'next intervention steps'.	__Y __N	

Consultant

The **consultant** provides support to teachers (or other interventionists), helping them to structure and implement an intervention to maximize its chances for success. The consultant establishes a collegial relationship with teachers, uses a structured problem-solving model to match students to those intervention ideas most likely to be effective, and focuses on student factors that are alterable as the focus of interventions.

Consultant 'Look Fors': The consultant…	*Present?*	*NOTES*
1. Has knowledge within his or her area(s) of expertise of a range of intervention ideas that are 'evidence-based'.	__Y __N	
2. Fosters collegial relationships to promote teachers' willingness to access consultation services. For example, the consultant uses 'safe' language in consultation that avoids the appearance of 'judging' teachers' skills or job performance—concentrating instead on objective data and actual student performance.	__Y __N	
3. Focuses during the consultation meeting on those	__Y __N	

factors that are alterable in a school setting (e.g., instructional materials, instructional strategies, motivating strategies).		
4. Ensures that a range of possible factors are considered to increase the probability of finding the correct explanation of a student's academic, behavioral, or other problems. A helpful acronym to promote investigation of multiple possible explanations of student problems in schools is ICEL: **i**nstruction (factors related to instructional delivery); **c**urriculum (degree of student master of curriculum goals); environment (non-instructional factors in the learning environment such as presence of peers that can help or impede learning); **l**earner (factors residing primarily within the learner—such as high levels of inattention across all classes or a low sense of self-efficacy regarding a specific subject-- that can significantly influence learning).		
5. Follows a structured problem-solving process during consultation meetings. The initial consultation meeting includes these steps: (a) problem identification, (b) problem analysis, and(c) development of an intervention plan. The follow-up consultation meeting includes (d) an evaluation of the effectiveness of the intervention plan.	__Y __N	
6. Helps teachers to define student academic and behavioral problems in clear, specific, measureable terms.	__Y __N	
7. Ensures that interventions developed in consultation meetings are scripted in step-by-step format with sufficient detail to promote teachers' high-quality implementation.	__Y __N	
8. Assists teachers in measuring student baseline performance and in computing goals for student progress.	__Y __N	
9. Develops a plan with teacher input to measure the integrity with which the intervention is implemented using a mix of direct and indirect means (e.g., sampling of student work products produced during the intervention; teacher self-ratings of intervention integrity; direct observation of intervention implementation). NOTE: The teacher is also strongly encouraged to notify the consultant immediately if any part of the intervention cannot be carried out as designed.	__Y __N	

10. Schedules a follow-up meeting with the teacher (e.g., 4-8 instructional weeks after the initial consultation meeting) to determine whether the intervention plan is successful and to decide on the next step(s) to be taken.	__Y __N	

Data Analyst

The **data analyst** assists the teacher or school to collect information from a variety of sources to better understand a student problem, creates time-series graphs as visual displays to show student progress, finds the best methods for estimating peer performance and setting goals for rate of student progress, and can apply methods of data analysis to progress-monitoring data to determine if the student has made adequate growth with the intervention.

Data Analyst 'Look Fors': The data analyst…	*Present?*	*NOTES*
1. Ensures that background information is drawn from varied data sources to more fully understand a presenting student academic or behavioral problem. A helpful acronym to promote collection of multiple kinds of data in schools is RIOT: **r**eview of student records; **i**nterviews; **o**bservations of the student, **t**esting.	__Y __N	
2. Can judge when sufficient data have been collected from multiple sources to allow the teacher or school to analyze the student problem ('data saturation' point).	__Y __N	
3. Uses time-series (progress-monitoring) graphs to convert baseline and progress-monitoring numeric data for a single student into visual displays of data points that are easy to interpret.	__Y __N	
4. Selects the most appropriate method to estimate typical or expected *peer performance* in a particular academic or other targeted skill. The data analyst selects from among these possible options: research norms/performance benchmarks/product norms, schoolwide norms, classroom or small group norms, expert opinion.		
5. Calculates predicted rate of student progress during the intervention using the most appropriate method. The data analyst selects from among these possible choices: research growth norms, product growth norms, average rates of student progress calculated from schoolwide screenings repeated several times during the school year, expert opinion.	__Y __N	
6. Helps teachers to sift through multiple types of available classroom data and determine the relative value for each in providing clear, objective, 'low-	__Y __N	

inference' information about the presenting student problem(s).		
7. Assists in developing plans for teachers to measure student progress during interventions—using classroom data that is feasible to collect (e.g., direct observation; student work products; teacher ratings; student self-ratings; grades and other archival information).	__Y __N	
8. Observes the general principle that methods of student assessment and progress-monitoring should have technical adequacy (validity and reliability) sufficient for the task. The data analyst understands that interventions at earlier tiers such as Tier 1 with lower stakes can use less-rigorous, classroom-friendly data, while high-stakes interventions at higher tiers such as Tier 3 will require data sources with more rigorous technical adequacy.	__Y __N	
9. Uses a range of methods to analyze student baseline and progress-monitoring data formatively to determine whether the intervention is successful. Some examples of data-analysis tools are visual analysis of charted data across intervention phases, trend lines, and percentage of non-overlapping data points.	__Y __N	
10. Applies standard data-based decision rules adopted by the school or district to determine whether a student is making adequate progress with the existing intervention, requires an intervention change, or should be referred to a higher Tier for additional intervention support.	__Y __N	