

Connecticut State Department of Education (CSDE)

Guidance Document 1: Certification Guidance for Selection of Individuals to Serve as a Scientific-Research Based Interventions (SRBI) Coordinator or Interventionist

As school districts begin to reorganize instruction and programmatic delivery of instruction based on the SRBI Framework, the CSDE provides the following guidelines for assignment of certified staff SRBI roles.

Role or Area of Instruction	Certification Endorsement Required
<p>Districtwide or Schoolwide Coordinator of SRBI</p> <p>The coordinator may:</p> <ul style="list-style-type: none"> • schedule team meetings; • assist in the design of district/school SRBI process; • develop and implement procedures/protocols; • collect/analyze data; • facilitate meetings; • record meeting minutes; • identify members for SRBI teams; and • communicate with parents. <p>If the coordinator has any of the additional responsibilities listed below, an administrator certification (092) will be required:</p> <ul style="list-style-type: none"> • manage staff and resources; • manage a budget and resources; or • make programmatic decisions. 	<p>Districtwide or Schoolwide Coordinator of SRBI may hold one of the following certificates:</p> <ul style="list-style-type: none"> • general educator (appropriate grade span certification); • remedial reading certificate; • reading/language arts consultant certificate; • school psychologist certificate; • school counselor certificate; • school social worker certificate; • speech and language pathologist certificate; • special education certificate; or • intermediate administrator/supervisor. <p>Further guidance regarding positions funded by the Individuals with Disabilities Education Improvement Act (IDEA) grant monies will be forthcoming from the Bureau of Special Education.</p>
<p>Tier I Instructional Roles</p> <p>The general education teacher is responsible for differentiated standards-based instruction in collaboration with school specialists when appropriate and serves as the primary interventionist.</p> <p>Tier I instruction includes:</p> <ul style="list-style-type: none"> • Core Content • Social Emotional Learning/Climate <p>Tier II Instructional Roles</p> <p>General education teachers, specialists or other interventionists trained in Tier II interventions may provide this instruction within the general education classroom or other general education areas within the school. Tier II instruction may include either or both:</p> <ul style="list-style-type: none"> • Core Content • Social Emotional Learning/Climate <p>Tier III Instructional Roles</p> <p>Specialists or other interventionists trained for Tier III interventions, including general educators with appropriate training, may provide this instruction within the general education classroom or other general education areas within the school. Tier III instruction may include either or both:</p> <ul style="list-style-type: none"> • Core Content • Social Emotional Learning/Climate 	<p>Interventionists</p> <p>All the certified staff members listed below have a role in providing the three tiers of general education instruction. Through collaboration and identification of staff expertise, the responsibilities of each certified staff member will depend on the particular needs of the student; the training necessary to provide the intervention; and the continued study of the relationship between the intervention and student progress in academic or behavioral domain.</p> <ul style="list-style-type: none"> • A general education teacher certified in an appropriate grade level or subject area, which is relevant to the grade level or subject of the students receiving instruction. • A certified teacher with expertise or a specialist in the area of intervention needed (e.g., speech and language pathologists, special education teachers, English as a Second Language (ESL) support staff, reading specialists, mathematics specialists or behavioral support staff) may collaborate with staff, co-teach or provide the intervention. • Administrators, social workers, psychologists, special education teachers and counselors may also provide support in social/emotional learning domain within the core curriculum areas.

Paraprofessionals, tutors (e.g., retired teachers) or interns with ongoing *specialized training* may provide interventions under the *direct supervision* of a certified teacher.