The purpose of this qualitative case study was to improve staff development on RTI by the district. The information collected could lead to a better understanding of RTI by reading specialists and RTI. The implementation of the RTI framework in one large suburban school district had created challenges for reading specialists. There were inconsistencies in the level of knowledge among reading specialists and how RTI was implemented in schools.

Due to this vagueness, the roles and responsibilities of reading specialists differed from campus-to-campus throughout the study site. As a consequence, students were not receiving consistent interventions based on their needs, which caused the RTI process to be ineffective for struggling students based on lower benchmark scores and informal reading assessments. This research studied the reading specialist’s perceptions, experiences, and roles in implementing RTI. The information collected could lead to a better understanding of RTI by reading specialists and improved staff development on RTI by the district.

The roles of reading specialists differ from campus to campus throughout the study site due to varied implementations of Response to Intervention (RTI). To ensure that students were receiving consistent interventions based on their needs, the site needed to examine how and when instructional services were delivered to struggling students, as well as the role of the reading specialist in the process.