

MODULE 2 Leadership in Response to Intervention

Participant Workbook

ARKANSAS RESPONSE TO INTERVENTION MODULE SERIES

Module 2: Leadership in Response to Intervention

Resource: Fidelity of RTI Implementation Rubric

Assessments: Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.			
Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
Screening: The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate..	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence..
Guiding Questions: What tools do you use for universal screening (probe across content areas)? Does your district have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate tools? Does staff understand how the tools are intended to be used?			
Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
Guiding Questions: Describe the process for conducting screening in your school. To what extent is this process consistently followed? Are all students screened? How many times during the school year are students screened?			
Data Points to Verify Risks	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments,	Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term

		diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.	progress monitoring) to verify decisions about whether a student is or is not at risk.
<p>Guiding Questions: Do you use a well-defined cut score or decision point to identify students at risk? Do you review other information to help verify that the results of the initial screening are accurate before placing a student in secondary-level or intensive interventions? If so, what other types of assessment data do you use?</p>			
<p>Progress Monitoring: <i>Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized literacy and behavior programs. Measures are appropriate for the student's grade and/or skill level.</i></p>			
<p>Progress-Monitoring Tools</p>	<p>Selected progress-monitoring tools meet no more than one of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.</p>	<p>Selected progress-monitoring tools meet two or three of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.</p>	<p>Selected progress-monitoring tools meet all of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available and staff is able to articulate the supporting evidence.</p>
<p>Guiding Questions: What tools does your district use for progress monitoring (probe across content areas)?</p>			
<p>Progress-Monitoring Process</p>	<p>Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).</p>	<p>Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).</p>	<p>Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).</p>
<p>Guiding Questions: Describe the process used for monitoring progress. How often is the progress of students in Tier 2 interventions monitored? How often is the progress of students in Tier 3 monitored? To what extent is this process consistently followed?</p>			

Data-Based Decision Making: Data-based decision-making processes are used to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).			
Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
Decision Making Process	The mechanism for making decisions about the participation of students in the instruction/ intervention levels meets no more than one of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/ intervention levels meets two of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).
Guiding Questions: To what extent are the screening, progress monitoring, and other assessment data used to inform instruction at all tiers? Who is involved in decision making? What criteria and guidelines are used for making decisions?			
Data System	A data system is in place that meets two or fewer of the following conditions: (1) the system allows users to document and access individual student- level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.
Guiding Questions: Is there a system for collecting and organizing student academic data, behavior data, screening data, progress monitoring data, and other forms of data? If so, please describe.			
Responsiveness to Secondary (Tier II) and Intensive (Tier III) Levels of Intervention	Neither of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the	Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the	Both of the following conditions are met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the

	attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.
Guiding Questions: Describe how decisions about responsiveness to secondary interventions or intensive intervention are made. Are progress monitoring data used? How is baseline performance established? What goal setting method is used? (e.g., end-of-year benchmarks, rate of improvement, intra-individual framework? Are rates or norms provided by the vendor/developer? What decision rules are used?			

Multilevel Instruction: The RTI framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support (MTSS).

Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
Primary-Level Instruction/Core Curriculum (Tier I)			
Research-Based Curriculum Materials	Few core curriculum materials are research based for the target population of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	All core curriculum materials are research based for the target population of learners (including subgroups).
Guiding Questions: Describe Tier I (core curriculum) materials.			
Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.
Guiding Questions: Describe the process that supports the articulation of teaching and learning from one grade to another and in the same grade. How consistent is the learning experience among students in the same grade and subject with different teachers?			
Differentiated Instruction	Neither of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data	Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use data to

	to identify and address the needs of students.	to identify and address the needs of students.	identify and address the needs of students.
Guiding Questions: To what extent do teachers in this school use student assessment data and knowledge of student readiness, language, and culture to offer students in the same class different teaching and learning strategies to address student needs? How consistent is this effort among the teaching staff?			
Standards-Based	The core curriculum is not aligned with the state standards.	The core curriculum is partially aligned with the state standards.	The core curriculum is aligned with the state standards.
Guiding Questions: To what extent is the core curriculum aligned to state standards? Are model or sample lessons and activities that demonstrate effective teaching of the standards available to teachers? Have teachers been trained in the content of the standards and in how to use that content within their lessons?			
Exceeding Benchmark	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.
Guiding Questions: Are programs and activities provided to enrich or augment the curriculum for students exceeding benchmarks? If so, please describe. Are any of these programs and activities available above and beyond the core instruction?			
Secondary-Level Intervention (Tier II)			
Evidence-Based Intervention	Secondary-level interventions are not evidence based in content areas and grade levels where they are available.	Some secondary-level interventions are evidence based in content areas and grade levels where they are available.	All secondary-level interventions are evidence based in content areas and grade levels where they are available.
Guiding Questions: What academic and behavior program(s) and practices does your school use for secondary intervention? How were these programs selected?			
Complements Core Instruction	Secondary-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Secondary-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.
Guiding Questions: How do instructors of secondary level interventions ensure that the content they address is well aligned and complements the core instruction for each student?			
Instructional Characteristics	One or none of the following conditions is met: (1) interventions are standardized; (2)	Two of the following conditions are met: (1) interventions are standardized; (2)	All three of the following conditions are met: (1) interventions are standardized; (2)

	secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
Guiding Questions: Are the secondary level interventions always led by staff adequately trained to implement the interventions with fidelity? Are supplemental interventions targeted to address students' specific need(s)? Are the supplemental interventions always conducted with small groups of students? If not, what is the maximum group size?			
Addition to Primary	Secondary-level interventions replace core instruction. Tier 2 supplants core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction
Guiding Questions: Are supplemental interventions (i.e., Tier 2) always implemented as supplements to the core curriculum? If not, please explain.			
Intensive Intervention - <i>Individualized to address the academic and behavior needs of students significantly below grade level (Tier III)</i>			
Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.
Guiding Questions: How are evidence-based interventions intensified or individualized at the intensive level? What literacy and behavior program(s) does your school use for Tier 3 intervention?			
Instructional Characteristics	None of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.

Guiding Questions: Who provides intensive intervention? Can you describe their background and level of training in providing data-based individualized instruction? Does the group size allow for the interventionist to adjust and individualize instruction to address the needs of each student?

Relationship to Primary	Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.
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Guiding Questions: Are intensive interventions always implemented as supplements to the core curriculum? If not, please explain. How do you ensure meaningful connections between intensive intervention and the general education curriculum (e.g., the Common Core)?

Infrastructure and Support Mechanisms: *Knowledge, resources, and organizational structures necessary to operationalize all components of RTI in a unified system to meet the established goals.*

Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
Prevention Focus	Staff generally perceives RTI as a program that solely supports the prereferral process for special education.	Some staff understand that RTI is a framework to prevent all students, including students with disabilities, from having academic problems.	All staff understand that RTI is a framework to prevent all students, including students with disabilities, from having academic problems.

Guiding Questions: Do all staff understand the purpose of RTI as primarily to prevent students from having academic and/or behavioral problems? What portion of the teaching staff view RTI as primarily a means for special education identification?

Leadership Personnel	Decisions and actions by school and district leaders undermine the effectiveness of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the RTI framework at the school; support for RTI implementation is not very evident.	Decisions and actions by school and district leaders proactively support the essential components of the RTI framework at the school, and help make the RTI framework more effective; support for RTI implementation is a high priority.
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Guiding Questions: To what extent are the school and district administrators aware of the RTI framework at your school? Does your school have a designated person who oversees and manages RTI implementation? If yes, what percentage of that person's time is devoted to overseeing and managing RTI?

School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions.	Some forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.
Guiding Questions: Has the staff been trained on the RTI framework and essential components? What ongoing professional development is made available for teachers, including those who provide supplemental-level or intensive interventions?			
Schedules	School wide schedules are not aligned to support multiple levels of intervention based on student need; inadequate time is available for interventions.	School wide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for interventions.	School wide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions.
Guiding Questions: Does the schedule reflect additional time beyond the core for supplemental-level or intensive interventions? Is there time scheduled for teacher collaboration on instruction and interventions? Does the school calendar identify dates for assessments, data collection, RTI team meetings, grade level meetings and schoolwide PD?			
Resources	Resources (e.g., funds, programs) are not allocated to support RTI implementation.	Resources (e.g., funds, programs) are partially allocated to support RTI implementation.	Resources (e.g., funds, programs) are adequately allocated to support RTI implementation.
Guiding Questions: Are there adequate materials, programs, and resources allocated to support interventions, assessments, professional development, staffing? Do the programs and materials match the needs of the students at each tier?			
Cultural and Linguistic Responsiveness	One or none of the following conditions is met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	Two of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	All three of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.
Guiding Questions: What efforts have been made to ensure that core instruction, secondary-level or intensive interventions, and assessments take into account cultural and linguistic factors?			

<p>Communications With and Involvement of Parents</p>	<p>One or none of the following conditions is met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.</p>	<p>Two of the following conditions are met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.</p>	<p>All of the following conditions are met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are informed about decision making regarding the progress of students receiving intensive intervention.</p>
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Guiding Questions: Are parents knowledgeable about the RTI framework in your school? How are parents involved in decision making regarding the participation of their child in secondary-level or intensive intervention? How are parents of students in secondary-level or intensive intervention informed of the progress of their children?

<p>Communication With and Involvement of All Staff</p>	<p>One or none of the following conditions is met: (1) a description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.</p>	<p>At least two of the following conditions are met: (1) a description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.</p>	<p>All of the following conditions are met: (1) a description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.</p>
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Guiding Questions: Describe how you communicate with teachers about the school's RTI plan. How are classroom teachers informed of the progress of their students in supplemental-level or intensive intervention in the intervention?

<p>RTI Teams</p>	<p>Only one of the following conditions is met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.</p>	<p>At least two of the following conditions are met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.</p>	<p>All of the following conditions are met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.</p>
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Guiding Questions: Does your school have an RTI team? If so, (1) Who composes that team?, (2) How often does the team meet?, and (3) Are there established processes and protocols that help the team work effectively? What are they? How does the team communicate and collaborate with other staff?

Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
Fidelity	Neither of the following conditions is met: (1)	One of the following conditions is met: (1)	Both of the following conditions are met: (1)

	<p>procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.</p>	<p>procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.</p>	<p>procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.</p>
<p>Guiding Questions: Are procedures in place to monitor the fidelity of implementation of the Tier I/core curriculum? Of secondary level and intensive interventions? Of screening, progress monitoring, and the decision-making process?</p>			
<p>Evaluation</p>	<p>None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walkthroughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.</p>	<p>At least one of the following conditions is met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walkthroughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.</p>	<p>All of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walkthroughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.</p>
<p>Guiding Questions: How is RTI evaluated at your school? Is a process in place to evaluate implementation fidelity? Are teachers and interventionists involved in giving and receiving feedback on the effectiveness of the programs and materials?</p>			

Activity 1: Fidelity of RTI Implementation

Directions: Read the descriptions to determine a self-rating for each measure. As you reflect, use the guiding questions to support your decision.

Infrastructure and Support Mechanisms: <i>Knowledge, resources, and organizational structures necessary to operationalize all components of RTI in a unified system to meet the established goals.</i>			
Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
Prevention Focus	Staff generally perceives RTI as a program that solely supports the prereferral process for special education.	Some staff understand that RTI is a framework to prevent all students, including students with disabilities, from having academic problems.	All staff understand that RTI is a framework to prevent all students, including students with disabilities, from having academic problems.
Guiding Questions: Do all staff understand the purpose of RTI as primarily to prevent students from having academic and/or behavioral problems? What portion of the teaching staff view RTI as primarily a means for special education identification?			
Leadership Personnel	Decisions and actions by school and district leaders undermine the effectiveness of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the RTI framework at the school; support for RTI implementation is not very evident.	Decisions and actions by school and district leaders proactively support the essential components of the RTI framework at the school, and help make the RTI framework more effective; support for RTI implementation is a high priority.
Guiding Questions: To what extent are the school and district administrators aware of the RTI framework at your school? Does your school have a designated person who oversees and manages RTI implementation? If yes, what percentage of that person's time is devoted to overseeing and managing RTI?			
School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions.	Some forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.
Guiding Questions: Has the staff been trained on the RTI framework and essential components? What ongoing professional development is made available for teachers, including those who provide supplemental-level or intensive interventions?			
Schedules	School wide schedules are not aligned to support	School wide schedules are partially aligned to support	School wide schedules are aligned to support multiple

	multiple levels of intervention based on student need; inadequate time is available for interventions.	multiple levels of intervention based on student need; some additional time is built in for interventions.	levels of intervention based on student need; adequate additional time is built in for interventions.
<p>Guiding Questions: Does the schedule reflect additional time beyond the core for supplemental-level or intensive interventions? Is there time scheduled for teacher collaboration on instruction and interventions? Does the school calendar identify dates for assessments, data collection, RTI team meetings, grade level meetings and schoolwide PD?</p>			
Resources	Resources (e.g., funds, programs) are not allocated to support RTI implementation.	Resources (e.g., funds, programs) are partially allocated to support RTI implementation.	Resources (e.g., funds, programs) are adequately allocated to support RTI implementation.
<p>Guiding Questions: Are there adequate materials, programs, and resources allocated to support interventions, assessments, professional development, staffing? Do the programs and materials match the needs of the students at each tier?</p>			
Cultural and Linguistic Responsiveness	One or none of the following conditions is met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	Two of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	All three of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.
<p>Guiding Questions: What efforts have been made to ensure that core instruction, secondary-level or intensive interventions, and assessments take into account cultural and linguistic factors?</p>			
Communications With and Involvement of Parents	One or none of the following conditions is met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	All of the following conditions are met: (1) a description of the school's essential components of RTI is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; and (3) parents are informed about decision making regarding the progress of students receiving intensive intervention.
<p>Guiding Questions: Are parents knowledgeable about the RTI framework in your school? How are parents involved in decision making regarding the participation of their child in secondary-level or intensive intervention? How are parents of students in secondary-level or intensive intervention informed of the progress of their children?</p>			
Communication With and	One or none of the following conditions is met: (1) a	At least two of the following conditions are met: (1) a	All of the following conditions are met: (1) a description of

Involvement of All Staff	description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	description of the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	the school's essential components of RTI and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.
Guiding Questions: Describe how you communicate with teachers about the school's RTI plan. How are classroom teachers informed of the progress of their students in supplemental-level or intensive intervention in the intervention?			
RTI Teams	Only one of the following conditions is met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	At least two of the following conditions are met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	All of the following conditions are met: (1) the RTI team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.
Guiding Questions: Does your school have an RTI team? If so, (1) Who composes that team?, (2) How often does the team meet?, and (3) Are there established processes and protocols that help the team work effectively? What are they? How does the team communicate and collaborate with other staff?			

Fidelity and Evaluation: <i>System for collecting and analyzing data to measure fidelity and effectiveness of the RTI model.</i>			
Measures	0 (Not in Place)	1 (Partially in Place)	2 (Fully in Place)
Fidelity	Neither of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	One of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	Both of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.
Guiding Questions: Are procedures in place to monitor the fidelity of implementation of the Tier I/core curriculum? Of secondary level and intensive interventions? Of screening, progress monitoring, and the decision-making process?			
Evaluation	None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across	At least one of the following conditions is met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across	All of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across

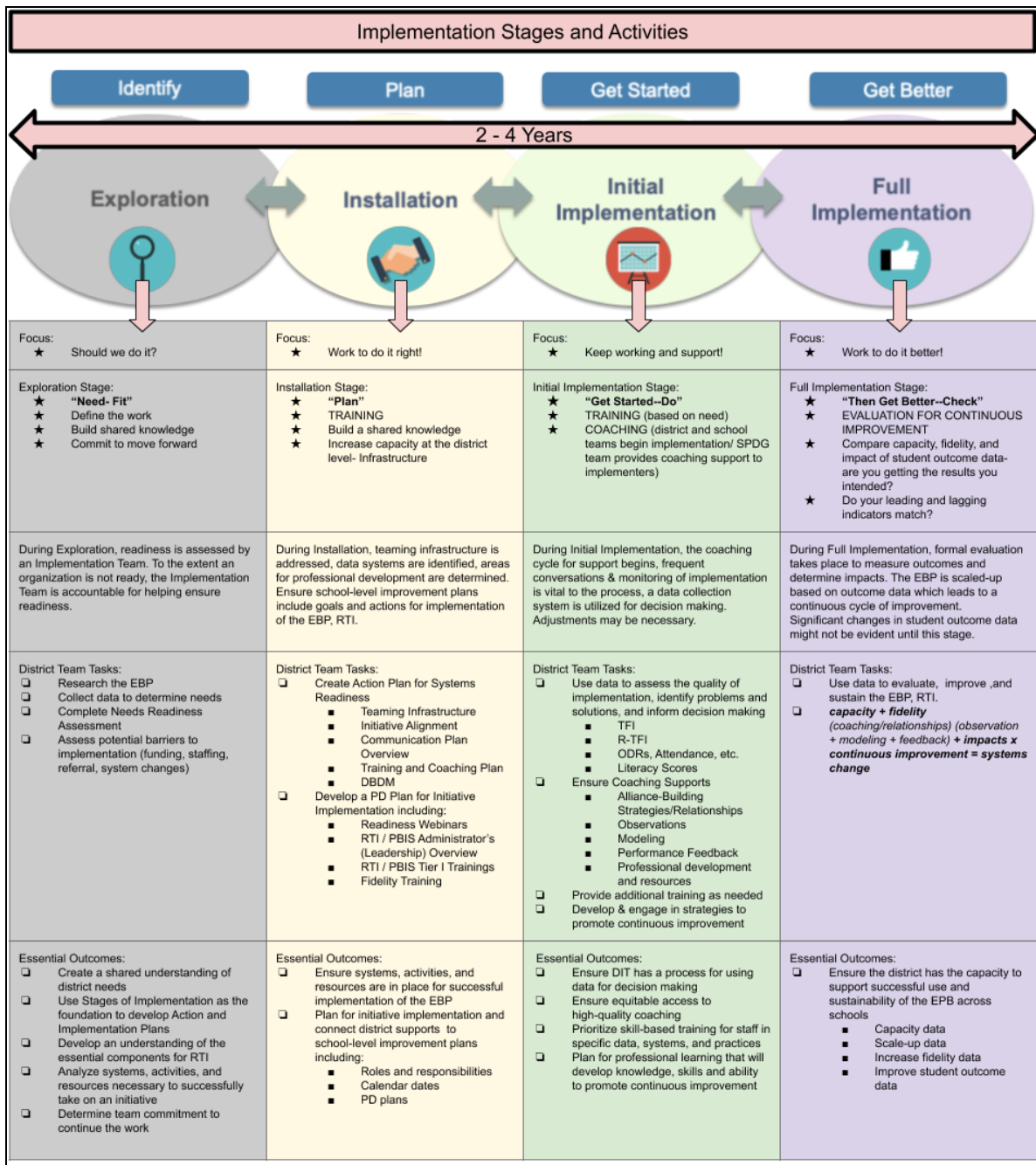
	<p>the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walkthroughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.</p>	<p>the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walkthroughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.</p>	<p>the essential components to evaluate effectiveness of the RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walkthroughs) are reviewed to monitor fidelity and efficiency across all components of the RTI framework.</p>
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Guiding Questions: How is RTI evaluated at your school? Is a process in place to evaluate implementation fidelity? Are teachers and interventionists involved in giving and receiving feedback on the effectiveness of the programs and materials?

Activity 2: Implementation Stages and Activities

Directions: Read the description of each stage and related activities. With your team, discuss the following:

- What are key functions of each stage?
- Compare the Implementation Stages and Activities to your district's and/or school's current implementation process. What are commonalities and differences? Where do you feel additional alignment is needed? What might be missing from your current process?
- How can the stages of Implementation Science increase the likelihood of sustained implementation of an Effective Innovation?



Activity 3: Developing Teams

Directions: Write down names of staff that you should consider asking to be a member of the team. Spend some time assigning possible roles to the list of team members you have, and give reasons for these choices (expertise, qualities, leadership, etc.). Consider other staff that might be willing to act in an auxiliary role with your team and explain what expertise or quality they would add.

Developing a District Level Team

List the names of the current members who you might consider to be part of your district level team. If no such group currently exists, list the potential members who come to mind.

Consider the following personal characteristics that will impact your team’s success. Write the name of each team member under any characteristic that applies (a person may be listed under more than one). Note that it is recommended that a member of each building leadership team be on the district level team. Does your team have the necessary balance?

<u>Position Power</u>	<u>Expertise</u>
Ask: Are enough key players on board so that those left out cannot easily block progress?	Ask: Are the various points of view—in terms of discipline, work experience, and so on—relevant to the task at hand adequately represented so that informed, intelligent decisions will be made?
<u>Credibility</u>	<u>Leadership</u>
Ask: Does the group have enough people with good reputations that its recommendations and decisions will be taken seriously?	Ask: Does the group include enough proven leaders to be able to drive the change process?

Developing a Building Leadership Team

List the names of the current members who you might consider to be your guiding coalition. If no such group currently exists, list the potential members who come to mind.

Consider the following personal characteristics that will impact your team’s success. Write the name of each team member under any characteristic that applies (a person may be listed under more than one). Note that it is recommended that a member of each teacher team be on the leadership team.

Does your team have the necessary balance?

<u>Position Power</u>	<u>Expertise</u>
Ask: Are enough key players on board so that those left out cannot easily block progress?	Ask: Are the various points of view—in terms of discipline, work experience, and so on—relevant to the task at hand adequately represented so that informed, intelligent decisions will be made?
<u>Credibility</u>	<u>Leadership</u>
Ask: Does the group have enough people with good reputations that its recommendations and decisions will be taken seriously?	Ask: Does the group include enough proven leaders to be able to drive the change process?

Source: Buffum, A., Mattos, M., & Weber, C. (2012). Simplifying response to intervention: Four essential guiding principles. Bloomington, IN: Solution Tree Press.

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School Intervention Team

The following individuals will serve on the School Intervention Team: (one person may serve multiple roles)

Essential Role	Title/Position	Staff Members Best Trained to Meet This Need
Administration	Principal <i>example</i>	
English Language Arts	Reading Specialist <i>example</i>	
Mathematics		
English Language		
Special Education		
Teacher Differentiation		
Behavior		
Social-Family		
Instructional Resources		
Community Resources		

Action Plan

Action Steps/Tasks	Person(s) Responsible	Resources and/or Internal/External Partners	Communication	Projected Completion Date