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# RTI Fidelity of Implementation Worksheet

District: Content Areas: RTI for Literacy and Behavior Date:\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose:**

The purpose of this worksheet is to provide a tool for collecting relevant information and for recording a district’s rating on various items related to response to intervention (RTI) implementation. Descriptions of ratings for each item are provided on the RTI Fidelity of Implementation Rubric.

Information about district-level implementation may be collected through interviews with school personnel and through observations and document review. After all of the information has been collected, use your notes and the Rubric to rate the school on each item. The Rubric provides a three-point rating scale and descriptions of practices that would score a 0 (not in place), 1 (practically in place), or 2 (fully in place).

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| 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. | | | |
| Item | Sample Interview Questions | Comments/Remarks | Self Ratings |
| Prevention Focus | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Leadership Personnel | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| School-Based Professional Development | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Schedules | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Resources | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Cultural and Linguistic Responsiveness | What efforts have been made to ensure that core instruction, secondary-level or intensive interventions, and assessments take into account cultural and linguistic factors? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Communications With and Involvement of Parents | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Communication With and Involvement of All Staff | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| RTI Teams | Does your school have an RTI team? If so:   * Who composes that team? * How often does the team meet? * 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |

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| Assessments: Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making. | | | |
| Item | Sample Interview Questions | Comments/Remarks | Self Ratings |
| Screening—The RTI system accurately identifies students at risk of poor literacy outcomes or challenging behaviors. | | | |
| 1. Screening Tools | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification for rating |
| 1. Universal Screening | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| 1. Data Points to Verify Risk | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |

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| ***Progress Monitoring****—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.* | | | |
| Item | Sample Interview Questions | Comments/Remarks | Self Ratings |
| Progress Monitoring Tools | What tools does your district use for progress monitoring (probe across content areas)? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Progress Monitoring Process | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| 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). | | | |
| Item | Sample Interview Questions | Comments/Remarks | Self Ratings |
| Decision-Making Process | Describe how decisions are made to move students between tiers:   * 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Data System | 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. | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Responsiveness to Tier 2 Supplemental Intervention and Tier 3 Intensive Levels of Intervention | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |

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| 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). | | | |
| Item | Sample Interview Questions | Comments/Remarks | Self Ratings |
| ***Universal Level Instruction/Core Curriculum***  (Tier I) | | | |
| Research-Based Curriculum Materials | Describe Tier I (core curriculum) materials. | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Articulation of Teaching and Learning (in and across grade levels) | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Differentiated Instruction | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Standards-Based | To what extent is the core curriculum in reading 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Exceeding Benchmark | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| ***Supplemental Intervention***  **(Tier 2)** | | | |
| Evidence-Based Intervention | What literacy and behavior program(s) and practices does your school use for secondary intervention?  How were these programs selected? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Complements Core Instruction | How do instructors of secondary level interventions ensure that the content they address is well aligned and complements the core instruction for each student? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Instructional Characteristics | 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?  Are the supplemental interventions always conducted with small groups of students? If not, what is the maximum group size? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Addition to Core | Are supplemental interventions (i.e., Tier 2) always implemented as supplements to the core curriculum?  If not, please explain. | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| ***Intensive Intervention*—***Individualized to address the academic and behavior needs of students significantly below grade level*  **(Tier 3)** | | | |
| Data-Based Interventions Adapted Based on Student Need | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Instructional Characteristics | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Relationship to universal level | 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)? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |

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| ***Fidelity and Evaluation****—System for collecting and analyzing data to measure fidelity and effectiveness of the RTI model.* | | | |
| Item | Sample Interview Questions | Comments/Remarks | Self Ratings |
| Fidelity | 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? If so please describe. | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |
| Evaluation | 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? | Notes  Evidence Sources  Recommendations | Rating: 0 1 2  Justification of Rating |