

Implementation of RtI in Colorado: Self-Assessment Tool

This self-assessment tool is intended to assist schools/districts wanting to determine “next steps” toward implementation of a multi-tiered **Response to Intervention** approach for meeting the learning needs of ALL students. The tool addresses 5 broad indicators along with specific indicators/sub-topics for each.

The tool could be completed by each staff member in order to formulate a school profile and/or be used to stimulate group conversations. To determine “next steps,” it is important not only to gauge the current implementation status of each item, but to also determine its relative priority. A basic planning format has been provided at the end of the checklist on which specific actions around the top priority items can be documented.

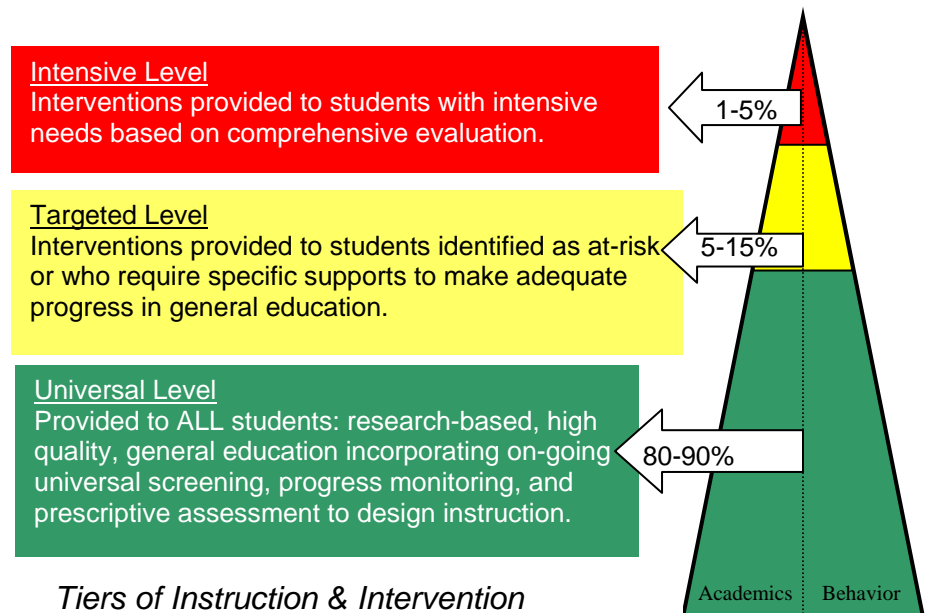
Some basic underpinnings of this systemic approach:

- It relies on the premise that all students receive research-based and standards-driven instruction in general education.
- The learning of all students is assessed early and often (ongoing progress monitoring). Assessment is focused on direct measurements of achievement and behavior.
- If there are concerns about student progress, increasingly intense tiers of intervention are available to groups or individuals.
- Individual student data gathered through the process may be used to determine appropriateness of a special education referral (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain growth) and as part of a comprehensive evaluation for determination of eligibility.

Response to Intervention is...

Response to Intervention is an approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction/intervention that is matched to students’ academic, social-emotional, and behavioral needs. A continuum of intervention tiers with increasing levels of intensity and duration is central to RtI. Collaborative educational decisions are based on data derived from frequent monitoring of student performance and rate of learning.

The overarching purpose of RtI implementation is to improve educational outcomes for all students,



Priority Rating:

Level of Implementation:

Low	Medium	High	Indicators of RtI Implementation:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			I. EFFECTIVE STUDENT INTERVENTION/PROBLEM SOLVING TEAM IN PLACE				
			Use of problem-solving and data driven decision making processes at the school, classroom and individual student levels				
			Function as a problem-solving team to address the needs of groups or individuals				
			Shared responsibility among general educators and specific program area specialists (e.g. special education, ELA, G/T, Title)				
			Focus on student outcomes vs. eligibility (team's main purpose is not special education referral)				
			Use of universal screening and prescriptive assessment for instruction				
			Use of progress monitoring techniques				
			Coaching and peer collaboration				
			Collaboration between educators and parents				

			II. HIGH QUALITY, STANDARDS-BASED CURRICULUM AND RESEARCH-BASED INSTRUCTION (80% SUCCESS RATE) IN GENERAL EDUCATION, ESPECIALLY IN THE AREAS OF:				
			Reading: Addresses 5 components (phonemic awareness; decoding/phonics/word recognition; fluency; vocabulary; comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration				
			Writing/Spelling				
			Math: Addresses 4 essential domains (problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability)				
			Behavior				
			Other:				
			Other:				
			Other:				
			Other:				

Priority Rating:

Level of Implementation:

Priority Rating:			Level of Implementation:			
Low	Medium	High	Indicators of RtI Implementation:			
			(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			III. PRESCRIPTIVE/ONGOING ASSESSMENT PRACTICES IN PLACE			

			IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED			

Level of Implementation:

Priority Rating:

Low	Medium	High	Indicators of RtI Implementation:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RtI AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. coaching, professional dialogue, peer feedback etc.)				
			<i>Professional development addresses relevant areas such as:</i>	No development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area
			Collaborative decision-making (e.g. professional learning communities)				
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions				
			Collaborative delivery of instruction/interventions				
			Research-based instructional practices, including supporting materials and tools				
			What constitutes "interventions" versus "accommodations and modifications"				
			Prescriptive and varied assessment techniques				
			Progress monitoring techniques				
			Parent engagement strategies				
			Other:				
			Other:				
			Other:				
			Other:				
			Other:				

ACTION PLAN

Date _____

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Who Responsible	Evidence of Change

Planning Team: _____