RESPONSE TO
Intervention

BLUEPRINTS FOR IMPLEMENTATION

School Building Level

Response to Intervention Blueprints:
School Building Level Edition

National Association of State Directors of Special Education
Council of Administrators of Special Education

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FOREWORD

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) believe that Response to Intervention (RtI), sometimes referred to as Response to Instruction, holds great promise as an instructional process to benefit all children and youth. NASDSE's RtI publications, *Response to Intervention: Policy Considerations and Implementation* and *Response to Intervention: Research For Practice* have been disseminated throughout the country to thousands of people interested in learning about RtI.

NASDSE and CASE believe there is a need for additional publications to help policymakers and implementers focus on the components of a framework or blueprint to guide the implementation of RtI. Professionals from around the country with experience and expertise in RtI implementation at the state, local district and school building levels agreed to contribute by writing and/or editing blueprints. This publication, *Response to Intervention Blueprints: School Building Level Edition* is one of three publications. The other publications in this series are the district level and state level editions.

The documents can be downloaded free-of-charge from NASDSE's website at www.nasdse.org and CASE's website at www.casecec.org. Print copies will be made available for the cost of printing and handling from NASDSE.

Appreciation is extended to the lead authors, contributors, reviewers and others who made the blueprints a reality. These individuals are listed in the front of each blueprint. Special appreciation is also extended to NASDSE staff members Nancy Reder and Christine Cashman for their tireless work in editing the final documents. We hope the *Blueprints* will be helpful in your work so that the educational performance of our nation's children and youth will be improved.

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Response to Intervention Blueprints:
School Building Level Edition

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EXECUTIVE SUMMARY

Response to Intervention (RtI) is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

Student outcome data are crucial to:
- make accurate decisions about the effectiveness of general and remedial education instruction/interventions;
- undertake early identification/intervention with academic and behavioral problems;
- prevent unnecessary and excessive identification of students with disabilities;
- make decisions about eligibility for special programs, including special education; and
- determine individual education programs and deliver and evaluate special education services.

The purpose of the *Blueprint documents* is to provide a framework around which implementation of RtI can be built. The *Blueprints* build on a previous definitional and policy document published by NASDSE, *Response to Intervention: Policy Considerations and Implementation* (Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al., 2005). There will be three *Blueprints* in this series: one each at the state, district and building level to guide implementation. These documents were created to provide concrete guidance to implementation sites. The documents are not rigid in their construction. That is, one of the key lessons of large-scale system change is that change must be driven by both principles and practices. The *Blueprints* in many cases specify functions that must be accomplished rather than specific practices that must be adopted. This structure allows implementation sites to tailor their applications by selecting practices consistent with the principles, maintaining the integrity of the model and building buy-in and ownership as they implement.

The *Blueprints* address the following key points:
- There are critical components of RtI implementation that if not attended to can render otherwise acceptable implementations ineffective.
- The school building is the unit of change in RtI. Multiple buildings within a district can implement RtI, but their implementations will likely be somewhat different.
- District-level supports must be systematically built in to support building-level implementation.
- State-level supports must be systematically built to support district- and building-level implementation.
- Building change should be guided by the answers to key questions. By answering a specific set of interrelated questions, using the scientific research and site-based data, buildings can be assured that they are implementing the major components of RtI. Specific mandated answers to these questions should not be imposed uniformly across all buildings.

- Implementation of RtI in practice typically proceeds through three stages:
  1. Consensus building – where RtI concepts are communicated broadly to implementers and the foundational "whys" are taught, discussed and embraced.
  2. Infrastructure building – where sites examine their implementations against the critical components of RtI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.
  3. Implementation – where the structures and supports are put in place to support, stabilize and institutionalize RtI practices into a new "business as usual."

This *School Building Level Blueprint* outlines the components of a school building level strategy to implement RtI district-wide and provide ongoing support to individual sites. Schools will need to assess these components in the context of their own structures and relationships with both their district and state education agencies.

RESPONSE TO INTERVENTION: A WORKING DEFINITION [1]

The *Blueprints* are designed to provide practical guidance to state education agencies (SEAs), local education agencies (LEAs) and implementing school buildings regarding the development, implementation and evaluation of Response to Intervention (RtI) as a means to improve educational outcomes and decision-making.

RtI is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. These components of RtI are essential to the development of a successful RtI implementation strategy.

1. HIGH QUALITY INSTRUCTION/ INTERVENTION is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, *individual* response is assessed in RtI and modifications to instruction/intervention or goals are made depending on results with *individual* students.

2. LEARNING RATE AND LEVEL OF PERFORMANCE are the primary sources of information used in ongoing decision making. Learning rate refers to a student's individual growth in achievement or behavior competencies over time. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Learning rates and levels of performance vary significantly across students. Most students with achievement or behavioral challenges respond positively to explicit and intense instruction/interventions. Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.

3. IMPORTANT EDUCATIONAL DECISIONS about intensity and the likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education and/or exit from special education or other services, are informed by data on learning rate and level.

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[1] Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovaleski, J., Prasse, D., et al. (2005). *Response to Intervention: Policy Considerations and Implementation.* Alexandria, VA: National Association of State Directors of Special Education.

HOW TO USE THIS DOCUMENT

This document has been created using the analogy of a blueprint in architecture or construction. A blueprint has a number of characteristics. First, it is a document that is intended to take conceptual material and make it concrete. So, while the architect has to do many calculations and prepare diagrams to make sure the final product is sound, so too, this document draws on both experience and science as implementation guides. Second, blueprint diagrams are intended to provide critical information about construction. They tell you, for example, where to put walls so that the structure is sound. They do not tell you, however, how to build walls, what color to paint the walls or what specific materials to build the wall out of. It is assumed that there is reasonable variation allowable in these things. However, the blueprint is clear, if you neglect to put walls where the plan tells you to, you can be assured that the final product will not be sound. So it is with RtI. There are clear parameters that must be attended to in building your "RtI house." They are all critical in that if any of them are neglected or ignored, the integrity of the final product could be compromised.

This *Blueprint* is written in a three-column outline format. In the first column, critical implementation components are identified and described. These are the components that must be attended to in each RtI implementation. In the second column, resources are identified that might be used by implementers as they go about building their RtI models. The resources listed should not be considered comprehensive, but illustrative. We erred on the side of identifying Web-based resources to the extent available, since these are the ones most readily accessible. In addition, an online search on Response to Intervention will provide an increasing number of excellent resources on RtI. The third column contains "wisdom from the field." The wisdom in this section was provided by experts from many RtI implementations throughout the country. These individuals have been implementing RtI concepts for many years in practice and have experienced all of the predictable challenges associated with its implementation. Content in the third column is meant to be practical and directly relevant to persons implementing RtI.

Whether your school is considering implementation of RtI practices for the first time or has been implementing for years, there are two ways that this *Blueprint* may be of use. First, reading through each *Blueprint* in its entirety will provide a holistic overview of the steps needed to implement RtI in practice. Schools and districts may use the *Blueprint* as one of the foundational documents for both their "consensus building" and "infrastructure development" phases. Second, each *Blueprint* contains a simple self-assessment keyed to the overall document. This self-assessment can be used by RtI leaders to review with implementers the current state of practices in their building, district or state and to help identify gaps in implementation. These gaps in turn can be used to target additional infrastructure development in implementation sites. Over time you will be able to add your own resources and wisdom to these documents to pass along to your state, district and building level implementers.

Response to Intervention Blueprints: School Building Level Edition

Component 1: Consensus Building

Objectives for School Level Consensus Building
- Schools have time and support available to build consensus.
- Schools need access to consensus building tools.
- Schools understand the process and importance of building consensus before moving forward with infrastructure building and implementation.

Step	Resources Available	Wisdom from the Field
	Action 1: Provide information and coordinate with district administration.	
Step 1: Establish rationale for building adoption of RtI practices.	<u>Academics</u> • NASDSE/CASE white paper, available at http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdf • NASDSE *Myths about RtI* available for downloading at: http://www.nasdse.org/documents/Myths%20about%20RtI.pdf • A brief RtI PowerPoint presentation designed for administrators is available for download at http://www.nasdse.org/documents/NASDSE_RtI.ppt • The NASDSE guide, *Response to Intervention: Policy Considerations and Implementation*, can be ordered from http://www.nasdse.org/documents/ • The California Department of Education produced five, 90-minute introductory RtI videos featuring leading national RtI experts that cover the topics *Why RtI?*, *What is RtI?*, *Administrative Issues in RtI*, *Instruction in RtI System* and *How to Get Started*. The videos, best viewed on a Windows-based machine, can be accessed for free at http://www4.scoe.net/rti/programs.cfm?menuChoice=3 • *Whatever it Takes* is an excellent resource that lays out the philosophy undergirding RtI, while not mentioning RtI specifically. This book is commercially available.	• The rationale for adopting RtI practices is based on student outcome data. • The rationale for adopting RtI practices should also be built on the principle that all students can learn, which should be shared with all key stakeholders by the building leadership. • Presentations and discussions should include the school board and other stakeholders, with a focus on student outcomes. • Discussions and presentations should highlight connections between RtI and current legal requirements and initiatives. Potential connections may include the following: o the Adequate Yearly Progress (AYP) requirement in the Elementary and Secondary Education Act (ESEA) (also

Step	Resources Available	Wisdom from the Field
	• The Pennsylvania Training & Technical Assistance Network (PaTTAN) website includes overview information and presentations on RtI at http://www.pattan.k12.pa.us/teachlead/ResponsetoIntervention(RtI).aspx • Information on IDEA can be found at the U.S. Department of Education's website, http://idea.ed.gov/ • Information on the Elementary and Secondary Education Act (ESEA), also referred to as the No Child Left Behind Act or NCLB), can be found on the U.S. Department of Education's website at: http://www.ed.gov/nclb/ • The National Council on Learning Disabilities (NCLD) RtI Action Network, www.rtinetwork.org Behavior • The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports website http://www.pbis.org/main.htm provides many resources (information, presentations, references, questionnaires, forms, etc.) illustrating implementation of positive behavior support (PBS), which is a tiered intervention model used in the area of social, emotional and behavioral learning. • Florida's Positive Behavior Support Project has developed presentations and other resources that can be used in building awareness of PBS. These resources can be found at http://flpbs.fmhi.usf.edu/resources_overview.asp	known as the No Child Left Behind Act (NCLB); ○ the Individuals with Disabilities Education Act's (IDEA) accountability requirements; ○ general school improvement efforts; ○ leadership, professional development and change initiative; and ○ existing state, district and building initiatives.
Step 2: Determine who will share rationale and how it will be shared.		• When considering who will share the message and how it will be shared, the message should be clearly and strongly articulated. • Thorough consideration of who can strongly convey this message is critical to enhance the clarity and reception of the rationale for implementing RtI practices.

Step	Resources Available	Wisdom from the Field

Step 3: Identify district- and building-level leadership responsibilities for implementation of RtI.		• Important practices to engage in for leaders to fulfill their responsibilities often include:
		   ○ planning for and allocating time for data analysis and planning; and
		   ○ creating a support system for building principals, including time to meet with each other.
		• A useful method for identifying leadership responsibilities is to ask key building and district leaders (e.g., superintendent, curriculum coordinator, student services director, principal) to discuss previous experiences with RtI.

Step 4: Identify the resources necessary to build consensus.	General
	• The *Positives, Concerns and Insights* (PCI) document is a data-gathering grid that captures how staff feels about the RtI process, including positives, concerns and interesting insights. Available at http://www.aea11.k12.ia.us/idm/idmresource.html
	• The Ball Foundation has created a process and set of tools that can be used to determine the degree of consensus that exists, as well as how to increase the degree of consensus. Information can be obtained from http://www.ballfoundation.org
	
	Behavior
	• The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports website provides a brief example for achieving consensus for adopting PBS. Available at http://www.pbis.org/primaryprevention.htm
	• Colvin, G., Wilbanks, D., Borg, J., Dickey, C., Duncan, M., Gilmore, M., Henery, J., & Shaw, S. (1996). Establishing an effective school-wide plan: Getting all staff on board. *The*
		• Building principals have a central role in establishing and maintaining consensus in a building.
		• Strategies and practices helpful to establishing and maintaining consensus in a building often include:
		   ○ focusing on data as the way the success of the initiative will be judged;
		   ○ using data to align supports as opposed to evaluating teachers;
		   ○ setting, defining and holding teachers to high expectations for professional practice in the school, including defining what teachers need to do, descriptions and criteria for evaluating performance and the celebrations that will occur when those

Step	Resources Available	Wisdom from the Field
	Oregon Conference Monograph, 8, 81-93.	- expectations are met; and o explaining to teachers how support will be provided and follow-through with that support.
Action 2: Provide information to school staff and others about RtI.		

Step 1: Establish rationale for building adoption of RtI practices.	• See Action 1, Step 1 above.	• It is important to share specific information about the key features of RtI, as well as the reasons for implementing RtI.
		• Important questions to address to explain the rationale for implementing RtI include:
		   o What are the belief statements that drive the actions of the school?
		   o What is RtI?
		   o Why would a building choose to implement RtI?
		   o What are the benefits of RtI?
		• It is important to explain that one of the key features and foundational principles of RtI is the use of student outcome data to determine instructional needs.

Step 2: Determine who will share rationale and how it will be shared.		• It is important to consider how the rationale will be received by staff. To achieve consensus, a clear and appealing message is necessary. • A number of strategies can be used to share the rationale with staff. For example: o Have a professional-looking brochure that concisely summarizes the key elements of RtI. Use stories from local area

Step	Resources Available	Wisdom from the Field
		schools so staff can make personal connections to the information. ○ Additional sharing methods include presentations, study groups and discussions, electronic discussions, webcasts and discussions with staff from visiting schools that are currently implementing RtI. • When deciding who will share the rationale for implementing RtI, there are multiple considerations: ○ Share the message with persons representing many different educational components (e.g., general education; curriculum; administration; Title 1; gifted and talented; English language learners and special education). This will convey the message that RtI is not a special education initiative; it is an ALL education initiative. ○ Perhaps the most powerful person to share information is someone who has used RtI for at least a year.
Step 3: Discuss the resources and commitments necessary to build consensus.	<u>Behavior</u> • See Action 1, Step 4 above.	• It is important to have a long-term outlook on building consensus as it can take several years. That means it takes continual efforts to build consensus. • There are a number of issues to discuss when addressing the building

Step	Resources Available	Wisdom from the Field

		of consensus, including:
		  ○ the willingness of staff to take time out of classroom instruction to attend professional development activities;
		  ○ the willingness of staff to change schedules; and
		  ○ asking staff what other commitments they believe would be necessary to successfully build consensus and implement RtI.

Action 3: Identify consensus level among staff necessary for implementing RtI.		
Step 1: Identify the level of agreement needed to proceed with RtI.	<u>Behavior</u> • See Action 1, Step 4 above.	• The determination of this level should include discussions among building leaders and building staff. • It should be informed by the level of consensus necessary to successfully implement previous initiatives in the building, as well as the level of consensus achieved by other buildings that have successfully implemented RtI.
Step 2: Survey staff to determine the percent of staff who are supportive of RtI.	<u>Behavior</u> • See Action 1, Step 4 above	• Surveys or processes can be developed locally or borrowed from others who have engaged in the process of consensus building. Either way, the degree of consensus should be monitored over time.
Action 4: Determine next steps.		
Step 1: Compare current consensus level to that needed to proceed. ○ If desired		• Use the data collected in Action 3, Step 2 and compare it to the criteria set in Action 3, Step 1. • It is important to attend to these data. If the desired level of consensus is not in place, it can reduce the likelihood of

Step	Resources Available	Wisdom from the Field
consensus is achieved, go to Action 5. ○ If desired consensus not achieved, go to Step 2.		successfully implementing RtI. If consensus has not been reached, it may be necessary to keep working on building consensus rather than to move forward with less-than-needed support for an RtI initiative.
Step 2: Design and implement ongoing consensus-building activities until desired consensus is achieved.		• The focus should always be on student outcome data. There should be more willingness to change even among resistors when the data indicate a compelling need for change. • A variety of strategies may be effective to build consensus in a school that does not initially have the desired level of consensus. Strategies may include: ○ developing methods to provide information and develop support among resisters and late adopters; ○ starting smaller with a pilot program (e.g., a grade level, or a small group of teachers); ○ building the base of effectiveness of RtI from evaluation studies and the experiences of other schools, particularly those that are in close proximity to the school; ○ supporting staff that are already implementing RtI practices in the building and spotlight the successes; ○ planning for opportunities for interaction among those who do not yet fully support the

Step	Resources Available	Wisdom from the Field
		implementation of RtI; and o structuring these interactions with a purpose in mind so that the "leaders and early adopters" have a chance to influence others, but are not attacked or otherwise disheartened.
Action 5: Plan to support change initiative.		
Step 1: Integrate RtI principles and beliefs with school values, mission and vision.	• The Learning First Alliance has published a paper, *Beyond Islands of Excellence,* which describes characteristics of schools that consistently raised student achievement. This document is available at http://www.learningfirst.org/publications/districts/ • Schmoker, M. *Results Now: How we can achieve unprecedented improvements in teaching and learning*, is available through online retailers.	• Involve representatives of all key stakeholder groups in the development and integration of RtI principles into the school values, mission and vision. • Communicate to all stakeholders the newly developed and articulated values, mission and vision of the building that include the principles of RtI.
Step 2: Identify supports necessary to facilitate the change process.	• See Action 5, Step 1 above.	• A variety of assessment tools and processes can be helpful in determining what type of actions should take place to facilitate the change process, including: o tools that will help determine the extent to which building staff understand the different aspects of the change process; o tools that will help determine where in the change process different staff are in relation to the implementation of RtI; and o tools that will help determine whether different aspects of the change process would be considered first order or second

Step	Resources Available	Wisdom from the Field
		order changes. • Once change data are collected, the necessary differentiated supports for staff can be identified and matched to their needs.
Step 3: Develop a systematic, ongoing communication plan with all stakeholders.	Academics • The Florida Center for Reading Research publishes a quarterly online newsletter on a variety of RtI-related topics and activities. Access to these newsletters can be found under the "Interventions for Struggling Readers" section of its website at http://www.fcrr.org/Interventions/index.htm. • The National Center for Learning Disabilities (NCLD) has published a parent brochure on RtI, which can be downloaded from http://www.ncld.org/images/stories/downloads/parent_center/rti_final.pdf. • Klotz, M.B. and Canter, A. *Response to Intervention: A Primer for Parents*, available at http://bsnpta.org/geeklog/public_html//article.php?story=RTI_Primer • A "how to" guide for developing a communication plan can be found at http://www.oit.state.co.us/pmo/Templates/CommunicationPlan.doc Behavior • Examples of letters sent to parents about PBS can be found on the website of the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) at http://www.pbis.org/main.htm. • Examples of newsletters sent out to participating schools are available at Florida's Positive Behavior Support Project website at http://flpbs.fmhi.usf.edu/resources_newsletter.asp. • Examples of brochures and newsletter to send to parents and students can be found on the San Bernardino City Unified	• This plan should include not only the key elements of what changes are targeted, but also the data-based progress that is made over time.

Step	Resources Available	Wisdom from the Field
	School District's website, Managing On-Site Discipline for Effective Learning (MODEL) at http://www.modelprogram.com/?pageid=38835	

Component 2: Infrastructure Building

School Level Infrastructure Objectives
- Schools identify and appoint a building leadership team.
- Leadership teams receive appropriate training and skill development to lead the RtI initiative.
- The building works systematically through the RtI guiding questions and builds its RtI infrastructure along the way.

Note: Although all role functions are necessary on the building leadership team, one person may serve multiple functions.

Step	Resources Available	Wisdom from the field
Action 1: Form a leadership team.		
Step 1: Establish a leadership team.	• Information on team-based processes can be found on the Michigan Department of Education's Integrated Behavior and Learning Support Initiative website at http://collaborate.oaisd.org/index.php?PHPSESSID=82a9861113af3e7d40ffd4edc8c744c7&site=oa_sgoodman&section=2227&action=site	• One assumption of RtI infrastructure development is that RtI is implemented by the entire building. Components can be modified and generalized to smaller units, such as grade-level teams or departments. • The leadership team should include people who are seen as leaders in the building and who others will follow. • Membership on the team should be voluntary or elected, not mandatory. • If RtI is implemented in a variety of curricular areas, consider representation from across grades and subject areas. If one area is selected for implementation, have strong representation of teachers who teach that subject. • To provide order and structure to RtI, there are a series of role functions that are necessary on every

Step	Resources Available	Wisdom from the field
		leadership team, including facilitator, coach, content specialist, data mentor and staff liaison. One person may serve more than one function. These individuals will require deep and broad knowledge and skills. • Ultimately, it is most effective to have standards and benchmarks for these roles, aligned with high quality professional development for the individuals who will serve in these capabilities. As the leadership team members are selected, match pre-existing skills and dispositions with those expected to be learned and developed for the specific functions.
Function 1: Data Mentor	• The North Central Regional Educational Lab has established a website with a series of resources designed to help educators become comfortable with using data. These resources can be accessed at http://www.ncrel.org/datause/ • The National Dissemination Center for Children with Disabilities (NICHCY) has several resources on evaluating research and making sense of statistics at http://research.nichcy.org/research101.asp • Edward R. Tufte has several books on displaying data that are available commercially. • *Getting Excited About Data* by Edie Holcomb outlines a process for showing how well a school or district meets its primary goal: sustained student learning. The book is available commercially.	• The data mentor is the person with expertise in collecting, organizing, displaying, analyzing and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data. • The data mentor should have the necessary skills to present data in easily understandable visual displays. Teachers and leadership teams need to understand data-based decision making and the set of rules on which it is based, and be able to apply those rules in the interpretation of the data. Structures within the system need to be established to allow for time and resources needed to carry out this role.
Function 2: Content Specialist	Academics • To gain knowledge of early literacy skills and when they should be addressed, visit Big Ideas in Beginning Reading at http://reading.uoregon.edu/	• This person will be the team member who ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials. • This person will also check fidelity of use of curricular

Step	Resources Available	Wisdom from the field
	• *Language Essentials for Teachers of Reading and Spelling* (LETRS) provides foundational knowledge to understand how students learn to read, write and spell—and why some students struggle. Available for purchase from http://www.sopriswest.com/ • Tools for evaluating core and supplemental reading materials as well as reviews of many published materials can be found at http://reading.uoregon.edu/curricula/ and http://www.fcrr.org/FCRRReports/index.aspx • For instructional ideas in K-3 reading, go to http://www.fcrr.org/Curriculum/curriculum.htm and http://www.texasreading.org/utcrla/materials/ • The National Council on Teachers of Mathematics (NCTM) has standards available at http://standards.nctm.org/ • Many websites have added materials on RtI. These include www.nasdse.org; www.case.org, www.ideapartnership.org, www.ncld.org; and http://www.reading.org/resources/issues/focus_rti.html • Intervention Central is a treasure trove of free tools for implementing RtI. Go to: http://www.interventioncentral.org/	materials and strategies. • Decisions cannot be made in the absence of knowledge and understanding of the content. The person in this role needs to make his/her thinking overt, not only to help others understand what they are thinking, but also why they are making certain decisions. • Key decisions include: What does our assessment data tell us about students' instructional needs? What elements need to be included in an effective core instructional program? Which instructional strategies are most effective to address the area of concern? These decisions cannot be made without someone on the team with expertise in the content being addressed.
Function 3: Facilitator	• The Concerns-Based Adoption Model (CBAM) is a research-based change model that helps change facilitators support implementers as they go through the change process. A number of conceptual and implementation resources are available on CBAM from http://www.sedl.org/pubs/catalog/items/cha2	• The role of facilitator changes as the framework is developed. In the early stages of development, this person is attending to the elements of change and identifying strategies for supporting staff through the transition of change, designing specific procedures for ongoing communication and focusing efforts that need to be in place to support other members of the leadership team and the staff through the change

Step	Resources Available	Wisdom from the field
2.html		process. • Later, the role becomes more about team functioning. RtI is a process requiring groups to work together. It cannot be done in isolation. The facilitator helps the group to function more effectively by setting meeting times, developing agendas, determining effective processes to involve all team members and facilitating communication within the leadership team and staff.
Function 4: Staff Liaison		• The size of the leadership team will vary, but it is necessary to have representation from a range of grade levels. The members should bring a perspective necessary for team decision making. They should also be key communicators with staff who are not members of the leadership team. Specific procedures should be established to gain input and communicate with each staff member. • Besides grade-level representation, consider representation from a variety of programs (e.g. English language learners, Title I, Gifted and Talented; Special Education).

Function 5: Instructional Leader/ Resource Allocation	• A sample of resources on instructional leadership include:
	  ○ Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.
	  ○ Bridges, W. (1991). *Managing transitions.* Reading, MA: Perseus Books.
	  ○ Sergiovanni, T.J. (1994). *Building community in schools.* San Francisco: Jossey-Bass.
	  ○ Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works.* Alexandria, VA: ASCD.
		• For RtI implementation to be effective, the principal must be the instructional leader. Other building administrators can also play a leadership role by supporting RtI efforts.
		• Principals must attend to the change process, supporting staff by emphasizing communication, building culture, gathering input and creating order by providing specific routines and procedures.
		• The instructional leader should share his/her leadership responsibilities with the leadership team. The instructional leader cannot do it alone.
		• Encourage and support the development of leadership skills within the leadership team.

Step	Resources Available	Wisdom from the field
Action 2: Leadership team receives appropriate training and skill development to lead the RtI initiative.		
Step 1: Leadership team receives specific training on RtI.	Academics • The Rhode Island Department of Education has several presentations related to RTI on general, assessment, literacy and timing on its website at http://www.ritap.org/rti/resources/presentations.php • Heartland AEA (IA) has many training resources available on its website at: www.aea11.k12.ia.us/idm • See also Action 1, Step 1. Behavior • PBS framework and staff presentations are available from the San Bernardino City Unified School District's website, Managing On-Site Discipline for Effective Learning at: http://www.modelprogram.com • See also Action 1, Step 1.	• Teams will need assistance organizing their thinking and planning to build the infrastructure. Providing networking and opportunity for contact with other leadership teams is essential. • The leadership team and the principal attend professional development activities designed to teach, demonstrate and provide guided practice on creating the infrastructure for RtI. • Part of the training should be function-specific, i.e., training specific facilitation and coaching skills, data organization, summarization, display and analysis skills and content-specific information. • This training should also consider the skills the leadership team needs in order to train others in the building on the RtI process.
Step 2: Ongoing coaching is provided to leadership teams.		• Leadership teams will need ongoing support and assistance. They will benefit from someone who can assist with follow-up by troubleshooting problems and providing appropriate resources as necessary.
Action 3: The leadership team will work through ten basic questions to develop action plans.		
Question 1: Is our core program sufficient?		• This question is vital to the efficiency and effectiveness of RtI. Do not skip this question. • To answer this question, the leadership team needs to use a data-based method to determine the percentage of students whose needs are being met in the core program. They also need to know what students are expected to know and be able to do as a result of the core program.

Step	Resources Available	Wisdom from the field
		• Understanding this will allow the school to determine not only where to focus efforts, but also to what extent changes to the core program may be necessary. • The needs of the school and the efforts taken to address the core program will vary based on student performance data and alignment of the core program.

Step 1: Identify screening tool(s).	<u>Academics</u>
	• A list of technically adequate assessment tools for screening purposes can be found on the website of the National Center on Student Progress Monitoring (NCSPM), http://www.studentprogress.org/chart/chart.asp
	• Some of the screening tools reviewed by the NCSPM can be found on the following websites:
	   ○ AIMSweb at http://aimsweb.com/
	   ○ DIBELS data system at http://dibels.uoregon.edu/
	   ○ M Class at http://www.wirelessgeneration.com/products.php?prod=mClass:DIBELS
	   ○ Yearly Progress Pro (McGraw Hill) at http://www.mhdigitallearning.com/
	• Additional information on curriculum-based measurement (CBM) can be found at: http://www.interventioncentral.org/htmdocs/interventions/cbmwarehouse.php
	• An analysis of K-3 reading assessments can be viewed at the Big Ideas in Beginning Reading website: http://reading.uoregon.edu/assessment/index.php
	• Statewide assessments (e.g., Iowa Test of Basic Skills) can also be used as a screener.
		• The purpose of collecting and analyzing screening data is to identify students who may need additional assessment or intervention, not to identify students who may need specific labels or to identify students for placement into specific programs. Screening measures must be directly linked to important outcomes represented in district and state standards and benchmarks.
		• Screening tools have specific characteristics. They should be standardized, reliable, valid and brief. They need to be low cost, simple to administer, score and interpret. If a building already has a screening tool, go through the process of determining whether or not it meets the criteria for screening.

Step	Resources Available	Wisdom from the field
Step 2: Identify proficiency cut points for identified tools**.**	• A good resource is Cizek, G. and Steinbey, R.J. (ed.) (2001). Setting performance standards: Concepts, methods and perspectives. Mahwah, NJ: Lawrence Erlbaum Associates. Available commercially.	• The purpose in setting proficiency cut points is to identify students with differing levels of risk or need. Research-based proficiency levels should be used whenever possible. Ensure there is a meaningful link to the building's broader outcomes, e.g. the accountability assessments. • The proficiency cut points need to be established in such a way that they overidentify a pool of students who may need additional assessment and/or assistance. Overidentifying the possible pool will ensure no students are missed.
Step 3: Collect universal screening data.	Academics • The DIBELS website has a document and presentation that provides ideas for establishing a schoolwide data collection system available at http://dibels.uoregon.edu/logistics.php	• Consider all available resources to help collect universal screening data, including art, music and physical education teachers, high school students, community members and school board members. Make sure that these individuals are well trained so they collect data with high reliability. • One way to ensure administration is standardized is to frequently conduct integrity checks. • Administer the screening tool to each student.
Step 4: Enter, organize, summarize and display data.	Academics • Schools that use DIBELS can enter data into the DIBELS data system and access several useful reports at http://dibels.uoregon.edu • AIMSweb Progress Monitoring and Response to Intervention System can be used to enter CBM and DIBELS measures. Available at http://aimsweb.com/ • The palm software for DIBELS also produces useful reports. Available from Wireless Generation at http://www.wirelessgeneration.com/products.html • Excel spreadsheets can be a useful tool for organizing, summarizing and displaying	• It is important to have a plan to enter, organize, summarize and display data so that it can be returned quickly to teachers and leadership teams. Select simple displays that communicate in a way that viewers will immediately know how to interpret the data. • The important finding to report here is the percent of the students at a grade level who are deemed proficient and the percent of students not proficient in a skill area. • Use efficient technology to assist with the data.

Step	Resources Available	Wisdom from the field
	data. Behavior • The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office-referral data to design school-wide and individual student interventions. Available at http://www.swis.org/	
Step 5: Determine the acceptable percentage of proficiency.	Academics • A good resource is *Introduction to the 3-Tier Reading Model: Reducing reading difficulties for kindergarten through third grade students (4th ed.)* from the Vaughn Gross Center for Reading and Language Arts at the University of Texas (Austin). Available for purchase at: http://www.texasreading.org/3tier/materials.asp Behavior • The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports website, http://www.pbis.org/schoolwide.htm includes many resources on school-wide implementation of positive behavior supports (PBS).	• A school must have the resources to provide supplemental and intensive instruction to all students who are not proficient. Proficiency of 80 percent is recommended as a general guideline by many authorities in the field. Each building needs to ask, "How good is good enough?" Each building needs to determine how many resources it has available for supplemental and intensive instruction for both academics and behavior. • Think about acceptability in terms of what resources will be needed to address the needs of students through supplemental and intensive instruction. It would not be efficient to try to fix the core program through providing supplemental and intensive instruction. This means that if the core program is not meeting the needs of significant numbers of students, it will be impractical to serve large numbers of students in supplemental and intensive instruction. Instead, the core instruction needs to be addressed.
Step 6: Identify the percentage of students who are proficient and not proficient.	• See Action 3, Step 5.	• The percentage of students proficient is determined to allow a comparison of current reality to expectations. • If the needs of all students are going to be addressed, advanced or gifted students also need to be included in the data analysis.

Step	Resources Available	Wisdom from the field
Step 7: Make a comparison.		• This step answers the question, "Is our core program sufficient?" This is answered at the school-wide or grade level, not at the individual student level. • To apply data-based decision making at a school or system level, compare the percentage proficient to the percentage expected to be proficient. If a gap or problem exists, it will then be defined.
Step 8: Fork in the Road – Determine what worked and if anything needs to be done with the core programming.		• The fork in the road refers to priority of effort. All schools will continue to improve the core program, but priority may be given to core improvements over a focus on supplemental and intensive instruction. In reality, all three are needed, effective core program and sufficient supplemental and intensive instruction.
Question 2: If the core program is not sufficient, what led to this?	Academics • *The Consumer's Guide to Evaluating a Core Reading Program* as well as reviews of several core reading programs can be found on the Big Ideas in Beginning Reading website at: http://reading.uoregon.edu/curricula/index.php • Reviews of several core reading programs can be found on the website of the Florida Center on Reading Research at http://www.fcrr.org/FCRRReports/reportslist.htm • The Planning and Evaluation Tool-Revised (PET-R) and the Elements of a Healthy Grade-Level System Checklist can be used to evaluate the system. Available at http://oregonreadingfirst.uoregon.edu/inst_tools.html • General resources for several core reading programs can be found at http://www.ttsd.k12.or.us/district/student-	• Complete a diagnostic evaluation of the core instructional program. • Take time to analyze the core program before embarking on efforts for improvement. There are many reasons why the core program needs to improve. Determine priorities: improvements affecting closest to teaching and learning should be considered first.

Step	Resources Available	Wisdom from the field
	services/oregons-response-to-intervention/handouts/ • K - 3 curriculum maps for phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension are available at http://reading.uoregon.edu/appendices/index.php • Heartland AEA (IA) has created an instrument called the *Reading Screening Tool* that can be found at http://www.aea11.k12.ia.us/idm	
Step 1: Review assessment.	• The technical adequacy of several assessments has been reviewed by the National Center on Student Progress Monitoring at http://www.studentprogress.org/chart/chart.asp • Integrity checklists for administration of several curriculum-based measures are available in the AIMSweb manuals available at http://homepage.mac.com/WebObjects/FileSharing.woa/36/wo/u4Bets4cm8FiCrmp.1/0.2.1.2.26.27.97.1.35.0.1.1.1?user=markshinn&fpath=AIMSweb%20Things&templatefn=FileSharing.html • An integrity checklist for administration of the DIBELS assessments can be found in the 6th edition of the DIBELS Administration and Scoring Guide available at: http://oregonreadingfirst.uoregon.edu/assess_tools.html	• This is where knowledge of the content becomes critical. Consider the following: Are the important elements for success in the content area being assessed? Are the assessments technically adequate? Are the assessments being administered frequently enough? How are data being used? Are unnecessary assessments being used? This is a time to eliminate some assessments if they are not needed and are not required.

Step	Resources Available	Wisdom from the field
Step 2: Review curriculum and standards.	Academics • *The Consumer's Guide to Evaluating a Core Reading Program* along with several core reading programs can be found on the Big Ideas in Beginning Reading website at http://reading.uoregon.edu/appendices/resources.php • Reviews of several core reading programs can be found on the website of the Florida Center on Reading Research at: http://www.fcrr.org/FCRRReports/reportslist.htm • The Consortium on Reading Excellence (CORE) offers some technical assistance on literacy at: http://www.corelearn.com/	• Consider the following: What is being taught? Are teachers implementing the written standards and benchmarks? Are teachers implementing the curriculum as designed? Are priority skills in the content areas addressed at the correct time of the year with the needed amount of emphasis?
Step 3: Review instruction.	Academics • The Principal Walkthrough checklists provide principals of K-3 grades with a tool to effectively structure classroom visits in order to observe effective reading instruction. Available at http://www.fcrr.org/Curriculum/curriculum.htm • The Oregon Reading First website has several downloadable forms for observing instruction. Available at http://oregonreadingfirst.uoregon.edu/inst_obs.html Behavior • Implementation assessment tools for positive behavior supports are available at http://www.pbis.org/tools.htm	• Consider the following: How is implementation of instruction monitored? Are all teachers implementing effective instructional strategies? Are instructional supports such as coaching and mentoring in place? Is core instruction sufficiently differentiated to meet the needs of all students?

Step	Resources Available	Wisdom from the field
Step 4: Review alignment of curriculum, instruction and assessment.	• Survey of Enacted Curriculum has several downloadable documents, alignment tools and services at: http://www.seconline.org • Norman Webb's alignment tools and documents can be found at: http://facstaff.wcer.wisc.edu/normw/ • Information on curriculum mapping can be found at: http://www.curriculumdesigners.com/ • Additional information and resources in the area of alignment can be found at: http://www.ccsso.org	• Alignment of curriculum, instruction and assessment is critical. • Considering curriculum, instruction and assessment separately will not be enough.
Step 5: Consider other distal factors.	• The Mid-Continent Research for Education and Learning group created *Asking the Right Questions: A Leader's Guide to Systems Thinking about School Improvement* that can be used to help examine both proximal and distal factors. This resource can be downloaded from http://www.mcrel.org/topics/SchoolImprovement/products/82/	• Improvements to curriculum, instruction and assessment are needed to improve student achievement, but there are factors that must be considered to determine how those improvements are made. The factors include professional development, leadership and supervision, resource allocation, climate and culture, accountability requirements, media and technology supports, communication, external environment, community and stakeholders.
Question 3: How will the needs identified in the core program be addressed?		• Make a plan to implement improvements. It is important to spend the time strengthening the core program. Identify the supports that will be needed to implement improvements. Professional development will be part of any improvement effort.
Step 1: Determine needs.		• Use the results of your analysis to develop a plan to improve core instruction. There will probably be a need to prioritize. Everything cannot be done at once.
Step 2: Identify resources/training needed to address identified needs.		• If the core program is not a research-based program, it may be necessary to add an action to adopt new core curriculum materials. Professional development may need to be provided for teachers. Additional materials or practices may need to be added to support a weak area within the core program rather

Step	Resources Available	Wisdom from the field
		than an entire new core program.
Step 3: Develop an action plan.	Academics • Heartland AEA (IA) has examples of several action plans available at: http://www.aea11.k12.ia.us/idm • Action plans are also available on the Oregon Reading First website at: http://oregonreadingfirst.uoregon.edu/goals_tools.html	• A written plan is most helpful. Make the plan specific by including timelines, persons responsible and resources needed. Also, include an evaluation methodology as a component of the plan as it is being developed.
Step 4: Implement the plan.		• Make sure to have adequate resources to implement the plan. • Teachers will need support and ongoing coaching. Do not provide one-shot professional development and expect that improvements will be implemented.
Step 5: Evaluate the impact of the plan on the core program.		• Monitor implementation on an ongoing basis. Use the results to make adjustments.
Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?		• Plan for the evaluation of efforts from the beginning. Use existing or naturally occurring sources of data to the greatest extent possible to evaluate efforts. Use assessments that are selected to identify needs of students as data to evaluate core.
Step 1: Determine key indicators of success.		• Identify those key indicators that will be used to measure success of improvements to the core. Select outcome indicators, including student achievement data and process indicators and levels of implementation. Do not choose too many! Make sure those indicators that are the most highly prioritized are used. • Universal screening data may be used as an indicator. • Determine how often screening data will be collected,

Step	Resources Available	Wisdom from the field
		how the data will be summarized and how it will be used. Screening practices need to become embedded and automatic so that they are routinely implemented. Many leading researchers in the field suggest three times per year. • Accountability assessments may be used as an indicator. Determine how often accountability assessments will be given, how they will be summarized and how they will be used. Accountability measures must be part of the decision making about improvements to the core. Improvements on screening measures will be evident sooner than on the accountability measures. If, over time, there is not improvement on accountability assessments there still is a problem that needs to be solved. If there appears to be a discrepancy between screening and accountability assessments, seek to understand or reconcile. • Classroom assessments may be used as an indicator. Determine how often classroom assessments will be given, how they will be summarized and how they will be used. It is helpful to have common classroom assessments to allow collaboration between teachers. • Current assessments should not be eliminated if the data are being used. It is also important to weigh the value of the assessment against the loss of instructional time. Assess enough, but not too much.
Step 2: Determine baseline performance.		• Collect baseline data on all indicators before implementation begins. This is critical for future evaluation of efforts.
Step 3: Establish desired goals.		• Set goals for success or criteria expected for each of the indicators. A school (or every grade level) should set a goal to determine how much progress is intended to be made over a year's time. Public

Step	Resources Available	Wisdom from the field
		reporting will be possible if goals are established.
Step 4: Develop the data collection plan.	Academics • The DIBELS website documents provide ideas for establishing a school-wide data collection system. These can be downloaded from http://dibels.uoregon.edu/logistics.php	• Determine who will collect data, how often and where data collection will occur. Determine all responsibilities. • Consider what electronic resources will be used to manage student data. It is important to have appropriate technology to manage the data. In the absence of technology, the data burden becomes unmanageable. • Identify specific questions that will need to be answered, along with the types of displays and summaries that will be necessary for screening, diagnostic, progress monitoring and program evaluation. • Consider possible technology systems. If the district or state has mandated a technology system, that system will need to be used. However, it may be beneficial to supplement the current system if it does not do everything. If the building or district has multiple systems, be sure there are ways to integrate data across them. • Consider the building's budget to determine whether one of the commercially available systems can be used. • Select the most appropriate method for summarizing data for the project. Be sure to find someone who knows about technology and can provide advice on this topic. • Train staff to use the technology. Again, find someone with technology experience to assist. Have a point person available in each building. The data mentor would be the logical choice for this.

Step	Resources Available	Wisdom from the field
Step 5: Make decisions about sufficiency and effectiveness of the core program.		• Set a schedule for analyzing the data. Be willing to make adjustments if the desired results are not being achieved. Improvements to the core program will be ongoing.
Question 5: Have improvements to the core program been effective?		• Implement the plan that has been developed to evaluate the effectiveness of the core program.
Step 1: Review student achievement screening data.	Academic • DIBELS is one assessment system that can be used to collect screening data on student achievement outcomes. Information is available at: http://dibels.uoregon.edu/ • AIMSWeb is another system that can be used to collect screening data on student achievement outcomes. Information is available at: http://aimsweb.com/	• The building screening data should be reviewed on a regular basis to determine the health of the core program.
Step 2: Compare current data with baseline data.		• The building's baseline data will be used as the comparison. This is why it is important to collect baseline data before starting efforts.
Step 3: Consider implementation data.		• It will not be sufficient to consider student achievement data without analyzing implementation data. Judgments cannot be made as to whether or not a strategy is working unless it is known whether or not it is being implemented with fidelity.
Step 4: Make decisions about effectiveness.		• Ongoing decision making will occur on a regular basis, but it is important to make summative decisions about improvement efforts using accountability data.
Step 5: Begin needs assessment again.		• Improvements to the core program are continuous. The prioritization process and analysis should be repeated to determine next steps.
Question 6: For which students is the core		• This is where decision making moves to small group and individual decision making. • It is not enough to determine which students need

Step	Resources Available	Wisdom from the field
instruction sufficient or not sufficient? Why or why not?		additional or different instruction; a process to determine why students are struggling must be used. Be sure to take time to look at the data. Plan for, and allocate, sufficient time for data analysis. • This step can be completed with varying levels of rigor. Screening data can be used to address many of these questions. The more serious student problems, the more in-depth the problem analysis should be.

Note on Question 6. There are two accepted methods for determining what supplemental (Tier II) instruction will be provided to students who need it. One approach is to provide all of these students a standard treatment protocol without additional assessment and evaluation. In this case, implementing sites would skip Question 6 for students needing supplemental instruction and implement a standard treatment protocol. This is the approach presented most frequently in the literature. Researched standard treatment protocols frequently have very similar characteristics. Extensive treatment of standard-treatment protocols is beyond the scope of this document, but many researchers and national technical assistance centers have support information and materials that can support selection of appropriate practices to include in such protocols. Examples of research and technical assistance resources that may assist in developing or selecting appropriate tier II practices include:

Denton, C. A., Vaughn, S., & Fletcher, J. M. (2003). Bringing research-based practice in reading intervention to scale. *Learning Disabilities, 18,* 201–211.

Language Essentials For Teachers of Reading And Spelling (LETRS) provides foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle. Available for purchase from http://www.sopriswest.com/

Tools for evaluating core and supplemental reading materials as well as reviews of many published materials can be found at http://reading.uoregon.edu/curricula/ and http://www.fcrr.org/FCRRReports/index.aspx

Torgesen, J., Alexander, A., Wagner, R., Rashotte, C., Voeller, K., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34,* 33–58.

Torgesen, J. K. (2002). The prevention of reading difficulties. *Journal of School Psychology, 40,* 7–26.

Vaughn-Gross Center For reading and Language Arts (2008). Accessed on the web, February 10, 2008 at http://www.texasreading.org/3tier/

Vellutino, F. R., Scanlon, D. M., & Lyon, G. R. (2000). Differentiating between difficult to remediate and readily remediated poor readers: More evidence against the IQ-achievement discrepancy definition of reading disability. *Journal of Learning Disabilities, 33,* 223–238.

Step	Resources Available	Wisdom from the field
The second approach to providing appropriate instruction at Tier II is to collect additional diagnostic data on students who need supplemental instruction and to match supplemental instruction to these students' instructional needs. In this case, Question 6 is implemented with the less than proficient small groups and supplemental instruction prescribed based on the assessment findings.		
Step 1: List students for whom the core instruction is not sufficient (significantly exceeding or less than proficient).		• The cut points or proficiency levels established earlier are used to identify students who are not proficient and to identify students who may need instruction beyond the current level of the core program, (e.g., advanced placement classes, curriculum compacting). • Use technology to produce lists of students and their needs.
Step 2: Determine diagnostic assessment tool(s)/process to identify instructional need.	• *Curriculum Based Evaluation: Teaching and Decision Making* by Ken Howell and Victor Nolet, describes a process for choosing diagnostic tools and processes. This book is available commercially. • Howell, K., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making*. Belmont, CA: Wadsworth.	• Diagnostic assessment is a process, not a test. Based on the content, determine the most likely causes of student problems and develop methods to assess. Only assess those areas where there is a question about student skills. It will be vital to have individuals with both assessment and curricular content knowledge develop this process.
Step 3: Determine expectations for the performance of the diagnostic tool(s)/process.	• *Curriculum Based Evaluation: Teaching and Decision Making* by Ken Howell and Victor Nolet also describes a process for choosing performance criteria that accompany specific diagnostic tools and processes. This book is available commercially.	• Evaluators will need to judge student performance on assessment measures compared to standards for acceptable performance. • Use research-based standards when possible.
Step 4: Plan logistics and collect diagnostic data.		• Select methods of assessing that are most efficient in diagnosing needs of groups of students. That is, for Tier II assessment processes, use group administered assessments that are technically adequate and measure the concept you are interested in whenever possible. • When problems are more severe, trained support personnel should conduct an individual diagnostic evaluation (this usually goes along with Tier III interventions). There is a need to prioritize and

Step	Resources Available	Wisdom from the field
		• allocate the time of personnel who evaluate individual students so that they can work with the students with the greatest need. • Once the cause or concern has been identified for either groups of students or individuals, the diagnostic process stops. The rule here is to not do more assessment than is warranted to answer your questions.
Step 5: Organize, summarize and display results.		• Sort students according to specific needs. • Technology can make this process more efficient (e.g., Excel spreadsheets).
Question 7: What specific supplemental and intensive instructions are needed?	• The Intervention Resources website has a document that includes lists of interventions in reading, math, written expression and behavior. This document is available at: http://www.ilispa.org/modules/smartsection/item.php?itemid=60 • The Oregon Reading First website includes curriculum reviews for supplemental materials. These reviews are available for download at http://oregonreadingfirst.uoregon.edu/inst_curr_review.html • The Florida Center for Reading Research has a variety of resources describing the characteristics of effective supplemental and intensive instruction available for download at http://www.fcrr.org	• It may be necessary to collect additional diagnostic data to assist in determining specific needs. • There are many guides in the public domain that present evaluation data on different research-validated programs. Use these resources as guidance to help with decision making.
Step 1: Group students with similar instructional needs.		• Supplemental groups should optimally include no more than five or six students. • Intensive groups should optimally include no more than three or four students.
Step 2: Identify current resources to match		• Select interventions matched to student needs. • In the area of reading, research studies provide guidance on the nature and intensity needed in

Step	Resources Available	Wisdom from the field
instructional needs.		supplemental and intensive instructional programs. • When selecting materials, start by looking for research-validated materials where the practices and materials are backed by research. Examples would include Reading Mastery and REWARDS. Next, look for research-based practices, where the practices have been researched, but the specific materials may not have been, such as Read Naturally. Third, look for materials that are designed based on elements of effective instruction. Examples include teaching specific vocabulary words and creating activities based on Isabel Beck's "Bringing Words to Life."
Step 3: Identify additional resources needed to match instructional needs.	• The Intervention Resources website has a document that includes lists of interventions for reading, math, written expression and behavior. This document is available for download at http://www.ilispa.org/modules/smartsection/item.php?itemid=60	• Financial reality might influence the building's choices. Consider phasing in implementation over time based on budgetary realities. • Be aware that there are many inexpensive and implementation-friendly, research-based materials. • Be sure to tap into school and community organizations that may have funds to support purchasing of materials.
Question 8: How will specific supplemental and intensive instruction be delivered?		• Planning the logistics ahead of time will pay off as implementation begins.
Step 1: Review materials, strategies and processes selected for instructional groups.		• Organize materials, strategies and processes for use. • Determine if professional development is needed for instructors to implement the strategies with fidelity. • Plan for professional development. Do not assume that the staff has the training to deliver the program(s) as designed. • Attend to characteristics of effective professional development including coaching and feedback.

Step	Resources Available	Wisdom from the field
Step 2: Decide who will provide instruction.		• Think about the strengths of the staff when determining who will deliver instruction. Put your most qualified staff with the neediest students. This might mean that the teacher works with a small group and a paraprofessional facilitates the large group. • Allocation of staff is a building-based decision. • Consider starting by doing a personnel resource inventory with general education, Title I and special education teachers, as well as gifted education specialists, ELL specialists, paraprofessionals, trained volunteers and trained peers.
Step 3: Decide when, where and how often instruction will occur.	• The Vaughn Gross Center for Reading and Language Arts website contains information on reading interventions. These resources are available for download at http://www.texasreading.org/utcrla/	• When available, follow guidelines for use of materials, strategies and processes. • Consider "intensity" of the problem. • Core instructional block for initial reading instruction should be 90 minutes per day. • Supplemental instruction should be approximately an additional 30 minutes per day. • Intensive instruction should be about an additional 90 minutes of individualized instruction per day. Some of this intensive instruction may be provided in supplemental instructional groups.
Step 4: Determine how treatment integrity will be monitored.		• A system to monitor implementation of instruction should be developed, but note: in a school-wide system, every intervention cannot be intensively monitored. Monitor those interventions with questionable student progress more frequently and intensively. • Consider using various methods to monitor implementation, including teacher self-reporting through implementation logs, review of permanent products, direct observation and rating scales/rubrics.
Step 5: Document on a written intervention form.	• Mark Shinn has created a document called the Instructional Planning Form (IPF) as a way to document instruction for a group of	• Rigor of the written documentation increases with the severity of the problem and the intensity of the intervention.

Step	Resources Available	Wisdom from the field
	students. It is available for download at http://homepage.mac.com/WebObjects/FileSharing.woa/4/wo/OJgODmAUpPRVSJEq.1/3.2.1.2.26.27.97.4.35.0.1.1.1?user=markshinn&fpath=Instructional%20Interventions:IPF%20Stuff&templatefn=FileSharing.html	• Group intervention plans can be used, but individual student progress should still be monitored and documented.
Question 9: How will the effectiveness of supplemental and intensive instruction be monitored?	• The Flexible Service Delivery System website from Illinois has presentations on progress monitoring, including decision-making rules. These resources are available for download at http://www.ilispa.org/modules/smartsection/item.php?itemid=45	• Student data will indicate if the intervention is working. • Data analysis should be included as part of the written plan. • The data analysis process is only effective if it is done as an ongoing process. Develop structures to support ongoing data analysis.
Step 1: Select progress monitoring/ formative assessments.	Academic • DIBELS is one assessment system that can be used to collect progress monitoring/formative assessment data. Information can be obtained from: http://dibels.uoregon.edu/ • AIMSWeb is another assessment system that can be used to collect progress monitoring/formative assessment data. Information can be obtained from: http://aimsweb.com/ • The Research Institute on Progress Monitoring has products and information on collecting formative assessment data. These resources can be obtained from: http://www.progressmonitoring.net/RIPMProducts2.html • The National Center on Student Progress Monitoring has information related to progress monitoring and formative assessment. These resources can be obtained from:	• Use the best progress monitoring system available to measure student progress in the area of concern. • Progress monitoring assessments have specific characteristics. Progress monitoring assessments are technically adequate, brief, simple to administer and score, able to be administered frequently and measure specific and observable behaviors. Test forms for a minimum of data collection once per month need to be available. • As much as possible, select a progress monitoring system that serves several functions. One example is Curriculum Based Measurement, which could be used for screening, progress monitoring and program evaluation. • Use general outcome measures, which are a valid and reliable measure of overall student growth. Measurement of specific skills may be useful in the instructional process, but they may not always accurately reflect global student skill development. • Use this type of measure sparingly for long-term progress monitoring.

Step	Resources Available	Wisdom from the field
	http://www.studentprogress.org/ • Intervention Central has directions for CBM administration as well as links to probes for early numeracy. These resources can be obtained from: http://www.interventioncentral.org	
Step 2: Set goals for student performance using baseline data.	• DIBELS is one assessment system that can be used to establish performance goals utilizing baseline data. Information can be obtained from http://dibels.uoregon.edu/ • AIMSWeb is another assessment system that can be used to establish performance goals by utilizing baseline data. Information can be obtained from http://aimsweb.com/ • Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review, 22*, 27-48. This article can be downloaded from http://www.studentprogress.org/library/articles.asp	• Whenever possible, use research-based standards for determining desired rates of progress. • Goals should be ambitious since the purpose of intervention is to close the gap between student performance and expectations.
Step 3: Organize materials for on-going data collection.		• Teachers need to have all the materials necessary to monitor student progress. They cannot be expected to collect student progress data if they do not have the materials. • Materials should be organized in a way that makes them accessible and as easy to use as possible.

Step	Resources Available	Wisdom from the field
Step 4: Determine who will collect the data and how often.		• Make decisions up front about the schedule, including who will collect progress monitoring data and when. • The person who is delivering instruction should do most of the progress monitoring or this person can alternate with others supporting the data collection. If data collection is shared, be sure data are being collected using a consistent standardized method. • Put systems in place to share data with parents. Consider website access with passwords.
Step 5: Determine the decision-making rule.	• The Progress Monitoring Leadership Team Content Module has a section on helping teachers determine decision-making criteria for progress monitoring information. This information can be obtained from: http://www.progressmonitoring.net/RIPMProducts2.html	• Decision-making procedures are essential to determine when instructional changes are needed. • A plan must be made to determine how often data will be analyzed. Decision-making rules must explicitly be taught and then applied. • Optimally, decision rules based on slope will lead to more precise decision making. Determining slope can be challenging for teachers to implement on a regular basis. Computer technology can help with this, if it is available. Another easier option for teachers to implement is to analyze data points. A change is needed if three or four data points fall below the goal line. • The decision-making plan must also address movement to more or less intensive intervention.
Question 10: How will you determine which students need to move to a different level of instruction?		• The decision-making plan developed earlier will be the key in making determinations of changes in the level of instruction.
Step 1: Develop a process to review progress monitoring/ formative		• Progress monitoring/formative assessment data needs to be evaluated to determine if the student is making expected progress. The data should be analyzed on an ongoing basis. • If the student is not progressing, determine if

Step	Resources Available	Wisdom from the field
assessment data.		instruction is being provided as designed, if the instruction is a match to the student needs and/or if the instruction is intense enough. • If the student is making progress, determine if the instruction should continue or if another level of instruction is needed.
Step 2: Develop a process to plan to make instructional changes if needed.		• Keep groups flexible and move students to less intensive instruction as appropriate. • For students continuing in supplemental or intensive interventions, it may be necessary to make adjustments to the instructional plan. If the student is not making progress consider if the intervention is being implemented as planned (implementation integrity), if the intervention is the correct match to the student's instructional needs and/or if the intervention needs to be more intensive.

Component 3: Implementation

<u>Objectives for School Level Implementation</u>
- The school builds its master calendar and master schedule around the instructional needs of students.
- The needs of students with core, supplemental and intensive needs are addressed appropriately in this structure.
- Supplemental and intensive instructions are in addition to, rather than instead of, core instruction.
- Implementation supports are systematically built into the system and are carried out as planned.
- Scheduled dates are identified for all assessments (screening, diagnostic and progress monitoring).
- Scheduled dates are identified for decision-making about students' instruction (flexible grouping).
- Sufficient expertise is available to assist the school in making data-based decisions about students' instruction.
- Successes, no matter how small, are celebrated by all involved.
- A project-level evaluation plan is created and put in place. Data are collected over time.

Step	Resources Available	Wisdom from the field
Action 1: Provide professional development and ongoing supports for those administering assessments and providing instruction.		
Step 1: Provide initial professional development to those who will administer, score and interpret assessments.	<u>Academic</u> • The National Staff Development Council (NSDC) has developed a set of standards for professional development that can help ensure teachers gain necessary knowledge and skills. These standards are available at: www.nsdc.org/standards/about/index.cfm • The Center on Instruction has developed a document, *Tips for Designing High Quality Professional Development Programs.* This document focuses specifically on professional development for teachers in grades K-5 in the area of reading. It can be downloaded from www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=	• Providing assessment materials alone typically will not equip teachers with knowledge and skills necessary to administer assessments and make ongoing decisions with the resulting data. • Professional development should include multiple opportunities for modeling, practice of the monitoring and decision making process with feedback and the opportunity to ask questions.

Step	Resources Available	Wisdom from the field
Step 2: Provide initial professional development to those who will provide core, supplemental and intensive instruction.		• Providing instructional materials alone typically will not equip teachers with the knowledge and skills necessary to implement instructional programs and strategies or to make ongoing decisions about the effectiveness of that instruction. • Professional development should include multiple opportunities for modeling, practice of the instructional strategies with feedback and the opportunity to ask questions.
Step 3: Provide supports for implementers, including on-site technical assistance, coaching, mentoring and feedback opportunities.		• Professional development can be significantly enhanced with ongoing support of the implementation of assessment and instructional practices.
Step 4: Provide ongoing professional development for new instructional practices and new staff.		• Professional development needs to be ongoing as implementation is monitored and new teachers join the staff. • Plans should be developed and documented that detail how new information will be trained and how new staff will be trained on existing practices to a level of acceptable competence.
Action 2: Implement logistics of assessments and periodic data analysis.		
Step 1: Organize team structure for ongoing data-based decision making.		• A standing, school-based team will have a central role in structuring and engaging in data-based decision making in an RtI system. • This standing team should consist of staff that can fulfill the following roles and functions: ○ Data mentor: The role of the data mentor is to ensure data are organized and displayed and assist with interpretation.

Step	Resources Available	Wisdom from the field
		o Building administrator: The role of the administrator is to provide support, set expectations and provide instructional leadership. o Content specialists: The role of the content specialist is to provide expertise in the content necessary to engage in the selection of appropriately matched instructional programs and strategies, as well as to engage in and support ongoing instructional coaching. o Grade-level teachers: Each grade level that is participating in RtI efforts should be represented on this team. However, that does not necessarily mean there is a teacher from every grade level on the team. For example, upper and lower elementary could be the organizing structure for representation. o Others (e.g., ELL, Gifted and Talented and Title I): Other groups may be represented on this standing team and depending on the building, may include parents and support staff. • The school-based leadership team will have to fulfill a variety of roles to successfully support the logistics and implementation of assessments and periodic assessments, which are described in the subsequent functions.
Function 1: Data-based decision making about the RtI infrastructure.		• Examples of issues addressed by this team related to Function 1 may be team support structures, professional development and resource allocation.
Function 2: School-wide data-based decision-making.		• Examples of issues addressed by this team related to Function 2 might include broad curricular issues and topical issues of concern to the school (e.g., truancy, dropouts and adequate yearly progress).
Function 3: Small group data-based		• Function 3 for the standing leadership team entails applying problem-solving logic to make decisions for a

Step	Resources Available	Wisdom from the field
decision making.		• variety of groups, including grade level, across grade level and departments. • This problem-solving group comes together to address the needs of a group of students. The purpose of this team is to apply the problem-solving logic to the needs of targeted groups of students.
Function 4: Individual data-based decision making.		• Function 4 for the standing leadership team entails applying problem-solving logic to make data-based decisions for individual students. • Individual student issues might include: (1) students whose areas of concern are not addressed through school-wide approaches (e.g., articulation, school phobia); and (2) students who do not respond to supplemental interventions and require customization of programming.
Step 2: Conduct screening assessments 3-4 times per year.		• Schedule dates to conduct assessments early in the year. • Make sure materials are ordered and ready to use by those scheduled dates. • Develop a schedule of those responsible for administering all screening assessments. • Implement plans for data collection, data display and analysis.
Step 3: Engage in diagnostic assessment activities as needed to match instruction or to make adjustments to individual plans when students are not successful.		• Determine who will engage in diagnostic assessment activities. • It can be helpful to have a list or database of diagnostic assessment activities and materials that is accessible to those responsible for engaging in these practices.

Step	Resources Available	Wisdom from the field
Step 4: Conduct progress monitoring assessment monthly for those receiving supplemental instruction and weekly or biweekly for those receiving intensive instruction.		• Detailed plans should be developed and implemented that document the requirements for engaging in ongoing progress monitoring.
Step 5: Meet in collaborative groups to examine building-wide data after each screening assessment (consider core effectiveness and instructional groups).		• Schedule dates that correspond to, and occur shortly after, screening assessment data has been collected, summarized and displayed for the review of data to make decisions about core, supplemental and intensive student progress and learning needs. • During these days, data on all students are reviewed by literacy teams (including the classroom teachers) and instructional decisions are made for groups and individual students.
Step 6: Meet in teams to examine ongoing progress monitoring data and make adjustments as needed.		• Creating and following a standard agenda can help this team stay organized and on task during meetings. • Strategies should be identified and implemented to create time for teachers to participate in the process. Some schools have done this by hiring a "rolling substitute" who can rotate and fill in for different teachers over the course of a school day (for maybe an hour at a time) to enable teachers to participate in decision making for their students. Others have built collaboration time into the schedule. • Make decisions about students' response to instruction and make appropriate program and grouping modifications as necessary. Be sure to follow both your

Step	Resources Available	Wisdom from the field
		agenda and your progress monitoring decision rules. Data mentors can be helpful with this.
Action 3: Implement logistics of core, supplemental and intensive instruction.		
Step 1: Implement improvements to core.		• This is one of the greatest challenges in implementing RtI systems. Implementing these options is often a cultural change, not just a logistics issue. • Improvements to the core should be based on student outcome data and information gathered about the research base of the core and the degree to which is has been implemented.

Step 2: Develop a specific schedule for supplemental and intensive instruction based on results of data analysis and needs of students.		• Create a schedule to make sure that all supplemental and intensive instruction can be, and is, provided to all students who need it. Consider options that allow additional opportunities for students to receive supplemental and intensive instruction. This will require collaboration of staff. Potential strategies may include:
		  o Scheduling core instruction in a staggered or modified fashion within a grade level (based on levels of need). Have different teachers teach their core blocks at different times. This will allow students who need multiple doses of core instruction to receive it by participating in different teachers' core blocks.
		  o Examining ways of using all staff in the instructional program (e.g., run scripted interventions, listen to students read, help monitor progress, etc.).
		  o Make a grid with all school instructional staff schedules blocked off in 15-minute increments. Highlight only the times when these persons are actively leading direct instruction to students. The remaining times provide a beginning of where time might be found for teachers to provide supplemental and intensive instruction.
		  o Schedule special and elective classes to allow grouping within and across grades.

Step	Resources Available	Wisdom from the field
		o At the secondary level, examine the master schedule to determine ways to make students and teachers available for supplemental and intensive instruction. o Engage in discussions regarding how staff will communicate with parents about changes to schedule necessary in order to make time for interventions.
Step 3: Provide supplemental and intensive instruction as indicated by data.		
Action 4: Monitor Implementation.		
General Considerations	• Education World's website lists options schools can use for teacher recognition. Available at http://www.educationworld.com/a_admin/admin/admin308.shtml	• It is important that administrators make a point to be openly and actively supportive of teachers' efforts in implementing core, supplemental and intensive instruction. Some ways this can happen include: o recognition of practices at staff meetings; o visibility; o coaching; and o ongoing conversations and feedback.
Step 1: Develop an evaluation cycle to monitor implementation of all instructional programs.		• The evaluation cycle will be different for different instructional components. For example, new instructional components will be monitored more often than others. Also, the implementation of supplemental and intensive programs may occur more frequently than the monitoring of core instruction. • Programs where a sufficient percentage of students are meeting expectations may not need to be monitored as frequently as other programs. • Periodic checks should be in place to make sure supplemental and intensive instruction are being implemented as planned. Be sure there are ongoing resources available to answer teachers' questions.

Step	Resources Available	Wisdom from the field

Step 2: Use systematic methods to monitor implementation of instructional programs.	• Alecia Rahn Blakeslee has created a number of implementation integrity checklists. These are available for download at http://www.aea11.k12.ia.us/idm	• Four basic methods for gathering implementation integrity data include:
		  o Self report or rating: The interventionist completes a checklist or keeps track of essential intervention components.
		  o Permanent products: Review products from the intervention to look for essential components of the intervention.
		  o Direct observations: A colleague or building administrator observes the intervention as it is being implemented and records whether or not essential elements of the intervention are being implemented.
		  o Rating scales or rubrics: A colleague or building administrator observes the intervention and completes a rating scale or rubric regarding the implementation of the intervention.

Step 3: Adjust the program based on ongoing analysis of implementation integrity and other data.	• Deb Simmons has created a chart that displays alterable variables in programs. This chart is available at http://oregonreadingfirst.uoregon.edu/inst_swrm.html
	• Mark Shinn has created a document called the Instructional Planning Form (IPF) as a way to document instruction for a group of students. It is available for download at http://homepage.mac.com/WebObjects/FileSharing.woa/4/wo/OJgODmAUpPRVSJEq.1/3.2.1.2.26.27.97.4.35.0.1.1.1?user=markshinn&fpath=Instructional%20Interventions:IPF%20Stuff&templatefn=FileSharing.html
		• A variety of data can be collected and evaluated to determine what changes might be necessary to improve student outcomes. Potential alterable variables include:
		  o opportunities to learn;
		  o program efficacy;
		  o increasing the number of opportunities for a student to respond;
		  o program implementation;
		  o grouping for instruction;
		  o coordination of instruction;
		  o intervention matched to student needs; and
		  o instructional intensity matched to student needs.

Step	Resources Available	Wisdom from the field
Action 5: Collect and summarize program evaluation data.		
General Considerations		• Program evaluation needs to be designed early in the process (e.g., before implementation begins).
Step 1: Examine data on changes in the percent of students considered to need core, supplemental and intensive instruction.	Academic • DIBELS is one assessment system that can be used to establish performance goals by utilizing baseline data. Information can be obtained from: http://dibels.uoregon.edu/ • AIMSWeb is another assessment system that can be used to establish performance goals by utilizing baseline data. Information can be obtained from: http://aimsweb.com/ Behavior • The School-Wide Information System (SWIS) is a software program that can be used to store and analyze office referral data. More information can be obtained from: http://www.swis.org/	• Using electronic technologies to track these changes can significantly increase the efficiency of these analyses. • The quality of decisions can be increased by using low-inference, direct measures of student performance (e.g., CBM, DIBELS, AIMSWeb). • Data collected for benchmarking purposes in Action 2, Step 2 can be used for this purpose.
Step 2: Examine data on changes in accountability data (global student achievement data).		• Accountability data is naturally occurring data in all systems that can help schools not only engage in screening activities, but understand how RtI efforts are impacting required accountability performance indicators.
Step 3: Examine data on the number of initial special education identifications by grade.		• The purpose of RtI is not to reduce the number of students in special education, but when instruction is provided preventively, the numbers should decrease. • Trends can be examined over time to provide information regarding the impact of RtI practices on entitlement patterns.
Action 6: Communicate regularly with school staff.		
Develop ongoing communication regarding logistics	• For example on a newsletter, see Florida Center for Reading Research quarterly online newsletter on a variety of RtI-related topics	• Plan for communication; do not assume it will just happen. • Build communication about RtI activities and practices

Step	Resources Available	Wisdom from the field
and implementation issues.	and activities. Access to these newsletters can be found under the "Interventions for Struggling Readers" section of the website at: http://www.fcrr.org/Interventions/index.htm	into existing systems and opportunities. These may include faculty meetings, newsletters, email and scheduled collaboration times. • Include avenues to communicate problems that occur, as well as opportunities for support.
Action 7: Celebrate your successes.		
Step 1: Celebrate with teachers, educators and central office staff.		• Use data to initiate celebrations. Aggregate data at building level, grade levels and for individual teachers to help create unique celebrations for different groups. • Make sure there are methods for teachers to celebrate their successes. Include central office and community when possible.
Step 2: Celebrate with parents.		• Celebrations should be initiated by student performance data. Include specific reference to student performance when communicating and celebrating with parents. Encourage parents to celebrate with their children at home.
Step 3: Celebrate with students.		• Involve students in goal setting and reviews of data. Students should also be involved in deciding what will be involved in the celebration when they reach their goals. • Student performance must be linked to celebration. Students are not only reinforced by reaching academic goals they help set, but additional opportunities for celebration are related to that same performance.

Response to Intervention: School Building Level Self-Assessment

The purpose of this section is to help building staff determine the extent to which the different components of Response to Intervention are in place at the building level. For each item below, indicate the extent to which that item is in place using the scale in the column labeled "Implementation Rating." Action planning can be documented in the final column.

RATING SCALE		
0 = No evidence available or no work has been done to start implementation.	1 = Some evidence that work has started to implement and is ongoing.	2 = Component fully implemented and in place.

Component 1: Consensus Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Provide information and coordinate with district administration.		
Step 1: Establish rationale for building adoption of RtI practices.		
Step 2: Determine who will share rationale and how it will be shared.		
Step 3: Identify district- and building-level leadership responsibilities for implementation of RtI.		
Step 4: Identify the resources necessary to build consensus.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 2: Provide information to school staff and others about RtI.		
Step 1: Establish rationale for building adoption of RtI practices.		
Step 2: Determine who will share rationale and how it will be shared.		
Step 3: Discuss the resources and commitments necessary to build consensus.		
Action 3: Identify consensus level among staff necessary for implementing RtI.		
Step 1: Identify the level of agreement needed to proceed with RtI.		
Step 2: Survey staff to determine the percent of staff who are supportive of RtI.		
Action 4: Determine next steps.		
Step 1: Compare current consensus level to that needed to proceed. o If desired consensus is		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
achieved, go to Action 5. o If desired consensus not achieved, go to Step 2.		
Step 2: Design and implement ongoing consensus-building activities until desired consensus is achieved.		
Action 5: Plan to support change initiative.		
Step 1: Integrate RtI principles and beliefs with school values, mission and vision.		
Step 2: Identify supports necessary to facilitate the change process.		.
Step 3: Develop a systematic, ongoing communication plan with all stakeholders.		

Component 2: Infrastructure Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Form a leadership team.		
Step 1: Establish a leadership team.		
Function 1: Data Mentor		
Function 2: Content Specialist		
Function 3: Facilitator		
Function 4: Staff Liaison		
Function 5: Instructional Leader/ Resource Allocation		
Action 2: Leadership team receives appropriate training and skill development to lead the RtI initiative.		
Step 1: Leadership team receives specific training on RtI.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 2: Ongoing coaching is provided to leadership teams.		
Action 3: The leadership team will work through ten basic questions to develop action plans.		
Question 1: Is our core program sufficient?		
Step 1: Identify screening tool(s).		
Step 2: Identify proficiency cut points for identified tools**.**		.
Step 3: Collect universal screening data.		
Step 4: Enter, organize, summarize and display data.		
Step 5: Determine the acceptable percentage of proficiency.		
Step 6: Identify the percentage of students who are proficient and not proficient.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 7: Make a comparison.		
Step 8: Fork in the Road – Determine what worked and if anything needs to be done with the core programming.		
Question 2: If the core program is not sufficient, what led to this?		
Step 1: Review assessment.		
Step 2: Review curriculum and standards.		
Step 3: Review instruction.		
Step 4: Review alignment of curriculum, instruction and assessment.		
Step 5: Consider other distal factors.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Question 3: How will the needs identified in the core program be addressed?		
Step 1: Determine needs.		
Step 2: Identify resources/training needed to address identified needs.		
Step 3: Develop an action plan.		
Step 4: Implement the plan.		
Step 5: Evaluate the impact of the plan on the core program.		
Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?		
Step 1: Determine key indicators of success.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 2: Determine baseline performance.		
Step 3: Establish desired goals.		
Step 4: Develop the data collection plan.		
Step 5: Make decisions about sufficiency and effectiveness of the core program.		
Question 5: Have improvements to the core program been effective?		
Step 1: Review student achievement screening data.		
Step 2: Compare current data with baseline data.		
Step 3: Consider implementation data.		
Step 4: Make decisions about effectiveness.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 5: Begin needs assessment again.		
Question 6: For which students is the core instruction sufficient or not sufficient? Why or why not?		
Step 1: List students for whom the core instruction is not sufficient (significantly exceeding or less than proficient).		
Step 2: Determine diagnostic assessment tool(s)/process to identify instructional need.		
Step 3: Determine expectations for the performance of the diagnostic tool(s)/process.		
Step 4: Plan logistics and collect diagnostic data.		.
Step 5: Organize, summarize and display results.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Question 7: What specific supplemental and intensive instructions are needed?		
Step 1: Group students with similar instructional needs.		
Step 2: Identify current resources to match instructional needs.		
Step 3: Identify additional resources needed to match instructional needs.		
Question 8: How will specific supplemental and intensive instruction be delivered?		
Step 1: Review materials, strategies and processes selected for instructional groups.		
Step 2: Decide who will provide instruction.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 3: Decide when, where and how often instruction will occur.		
Step 4: Determine how treatment integrity will be monitored.		
Step 5: Document on a written intervention form.		
Question 9: How will the effectiveness of supplemental and intensive instruction be monitored?		
Step 1: Select progress monitoring/ formative assessments.		
Step 2: Set goals for student performance using baseline data.		
Step 3: Organize materials for on-going data collection.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 4: Determine who will collect the data and how often.		
Step 5: Determine the decision-making rule.		
Question 10: How will you determine which students need to move to a different level of instruction?		
Step 1: Develop a process to review progress monitoring/ formative assessment data.		
Step 2: Develop a process to plan to make instructional changes if needed.		

Component 3: Implementation

| Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Provide professional development and ongoing supports for those administering assessments and providing instruction.		
Step 1: Provide initial professional development to those who will		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
administer, score and interpret assessments.		
Step 2: Provide initial professional development to those who will provide core, supplemental and intensive instruction.		
Step 3: Provide supports for implementers, including on-site technical assistance, coaching, mentoring and feedback opportunities.		
Step 4: Provide ongoing professional development for new instructional practices and new staff.		
Action 2: Implement logistics of assessments and periodic data analysis.		
Step 1: Organize team structure for ongoing data-based decision making.		
Function 1: Data-based decision		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
making about the RtI infrastructure.		
Function 2: School-wide data-based decision-making.		
Function 3: Small group data-based decision making.		
Function 4: Individual data-based decision making.		
Step 2: Conduct screening assessments 3-4 times per year.		
Step 3: Engage in diagnostic assessment activities as needed to match instruction or to make adjustments to individual plans when students are not successful.		
Step 4: Conduct progress monitoring assessment monthly for those receiving supplemental instruction and weekly or biweekly		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
for those receiving intensive instruction.		
Step 5: Meet in collaborative groups to examine building-wide data after each screening assessment (consider core effectiveness and instructional groups).		
Step 6: Meet in teams to examine ongoing progress monitoring data and make adjustments as needed.		
Action 3: Implement logistics of core, supplemental and intensive instruction.		
Step 1: Implement improvements to core.		
Step 2: Develop a specific schedule for supplemental and intensive instruction based on results of data analysis and needs of students.		
Step 3: Provide supplemental and intensive instruction		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
as indicated by data.		
Action 4: Monitor Implementation.		
General Considerations		
Step 1: Develop an evaluation cycle to monitor implementation of all instructional programs.		.
Step 2: Use systematic methods to monitor implementation of instructional programs.		
Step 3: Adjust the program based on ongoing analysis of implementation integrity and other data.		
Action 5: Collect and summarize program evaluation data.		
General Considerations		
Step 1: Examine data on changes in the percent of students considered to need core, supplemental and intensive instruction.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Step 2: Examine data on changes in accountability data (global student achievement data).		
Step 3: Examine data on the number of initial special education identifications by grade.		
Action 6: Communicate regularly with school staff.		
Develop ongoing communication regarding logistics and implementation issues.		
Action 7: Celebrate your successes.		
Step 1: Celebrate with teachers, educators and central office staff.		
Step 2: Celebrate with parents.		
Step 3: Celebrate with students.		
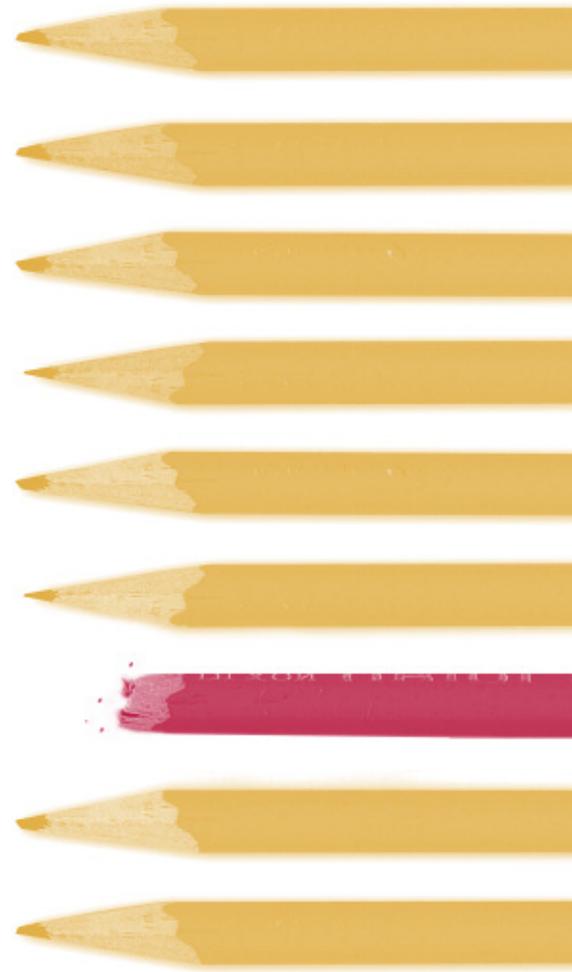
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