



Level of Implementation Scale

| RtI Preparation-Administrative Supports | Not Yet Initiated | In Process | Fully Implemented |
|--|-------------------|------------|-------------------|
| 1. Central administration of the school district strongly endorses the three-tier model as an organizing structure for assessment and intervention. | | | |
| <ul style="list-style-type: none"> • The principal strongly supports the three-tier model as an organizing structure for assessment and intervention. | | | |
| <ul style="list-style-type: none"> • The building administrator is involved in the implementation of the three tier model. | | | |
| 2. School district policies and procedures have been revised, as necessary, to implement the three-tier model. | | | |
| <ul style="list-style-type: none"> • The school district has revised their Special Education and Title 1 plans to accommodate the three-tier model and the use of RtI in eligibility decision making. | | | |
| 3. All programs or resources that are intended to improve students' academics or behaviors are inventoried and organized into three levels or tiers. | | | |

| RtI Preparation-Training | Not Yet Initiated | In Process | Fully Implemented |
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| 1. The entire staff has received an overview of the RtI model, understands its general features, and understands how RTI differs from traditional assessment approaches. | | | |
| 2. A group of key building personnel are identified for enhanced training in the components of the three-tier model. | | | |
| 3. Identified personnel receive training in universal screening, including collecting and organizing data. | | | |
| 4. All school faculty members receive training in data analysis teaming. | | | |
| 5. Identified personnel receive training in standard protocol interventions. | | | |
| 6. All school faculty members receive training in differentiating instruction in the regular classroom. | | | |
| 7. Identified personnel receive training in the administration and interpretation of progress monitoring measures. | | | |
| 8. School psychologists receive training in using RtI data in special education eligibility decision-making. | | | |

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| 9. Staff members understand and participate in relevant procedures and practices for orienting new staff members. | | | |
| 10. Teaching staff receives training in the 10 principles of effective instruction. | | | |

| RtI Preparation-Collaboration within the RtI Process | Not Yet Initiated | In Process | Fully Implemented |
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| 1. The principal convenes a team of critical staff members to an organizing meeting at least once a month to review individual and group data, and to coordinate services. | | | |
| 2. Teachers meet in grade level meetings a minimum of three times per year to review the data collected regarding student progress. | | | |
| 3. Implementation of interventions, progress monitoring, and student outcomes are enhanced for general education teachers with effective coaching and in-class support. | | | |
| 4. Teachers are encouraged to refer struggling students to a problem-solving team. | | | |
| 5. The problem-solving team follows a formal problem-solving team model during meetings. | | | |
| 6. The problem-solving team creates an atmosphere in which the referring teacher feels welcomed and supported. | | | |
| 7. The problem-solving team collects background information/baseline data on the student to be used at the initial problem-solving team meeting. | | | |
| 8. The problem-solving team has inventoried school-wide resources that it can use in team interventions. | | | |
| 9. The problem-solving team selects academic and behavioral interventions that are scientifically based. | | | |
| 10. The problem-solving team sets clear, objective, measurable goals for student progress. | | | |
| 11. The problem-solving team selects methods of assessment to track student progress at least weekly during the intervention. | | | |
| 12. The problem-solving team provides support for the intervention in the regular classroom. | | | |
| 13. The problem-solving team documents the quality of the referring teacher's efforts in implementing the intervention. | | | |
| 14. The problem-solving team holds "follow-up" meetings with the referring teacher to review student progress and judge whether the intervention was effective. | | | |
| 15. All participating teachers meet at least annually to share ideas about methods that have helped with the more difficult aspects of RtI. | | | |

| RtI Preparation-Parent Involvement | Not Yet Initiated | In Process | Fully Implemented |
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| 1. School and district print material referencing the RtI process, where necessary. | | | |
| 2. Parents are provided an orientation in the RtI Process. | | | |

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| 3. Parents are actively encouraged to participate at school and at home. | | | |
| 4. A process is in place to notify parents and request their input and support as students enter the intervention process. | | | |
| 5. Parents receive ongoing feedback about their child's progress through the three-tier system. | | | |