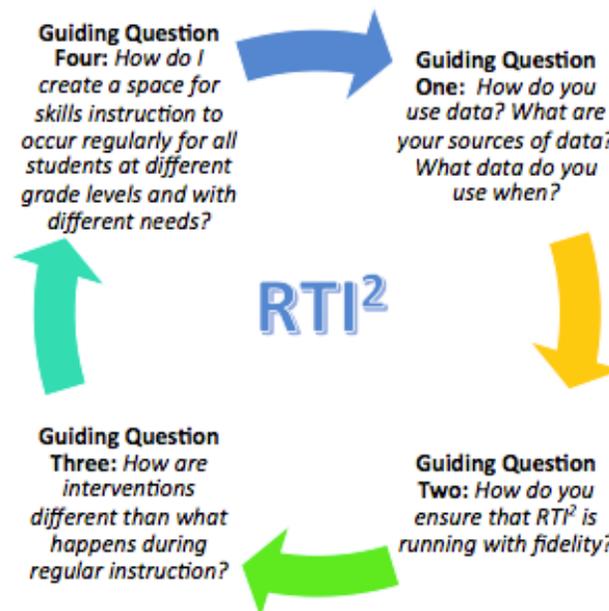


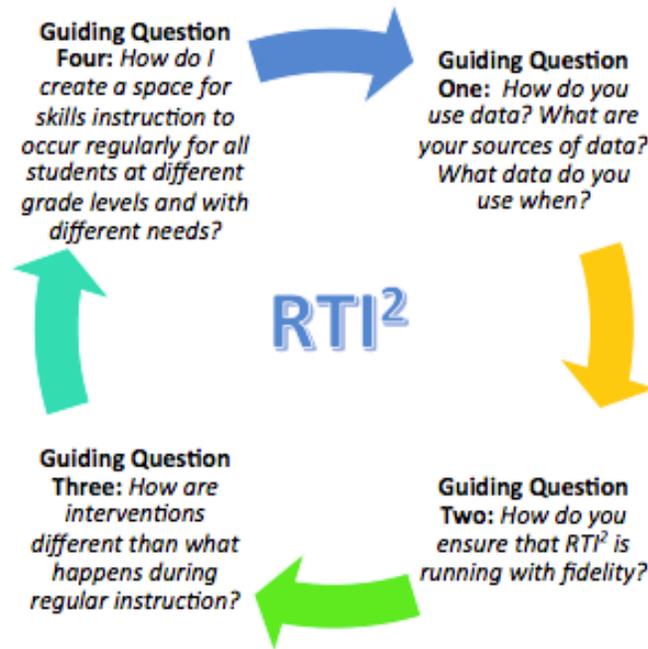
# Tennessee Department of Education District Response to Instruction and Intervention Action Planning Kit

Winter 2014



The contents of this manual were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

**Guiding Question Two:** *How do you ensure that RTI<sup>2</sup> is running with fidelity?*



**Guiding Question Two:** *How do you ensure that RTI<sup>2</sup> is running with fidelity?*

**Scenario Discussion Protocol Two**

**ROLE CARDS** (These will be distributed in index card format on the tables).

<b>Roles</b>	<b>Role Description</b>
Instructional Coach	Samantha Energy is excited about being promoted into the instructional coach role this year to support RTI <sup>2</sup> . She has spent seven years in the classroom as a fifth grade ELA teacher. She has been a teacher lead for her grade level, taken every course in the new standards and is excited to understand how interventions and reading work in RTI <sup>2</sup> .
School Psychologist	Leslie Lingo has been to all available trainings on RTI <sup>2</sup> . She has also read and researched national RTI <sup>2</sup> articles and websites. She is well respected as an exceptional school psychologist and consults with the team on how to link assessment data to effective intervention practices. She is concerned that the district RTI <sup>2</sup> implementation will not provide the data needed to intervene appropriately for students or to identify those in need of special education services.
Assistant Principal	Shawn Hesitant has been a middle school principal for twelve years. Over the past two years, he has been tweaking his schedule and staff to create strong grade level teams. He is extremely concerned that the structural changes that RTI <sup>2</sup> will require will hurt his tweaks and hurt his focus on academic excellence.
Teacher	Molly Childs has been teaching English Language Arts in sixth grade for eighteen years. She has seen things come and go and is wary of the RTI <sup>2</sup> initiative. She is not excited about being on this team, but wants to protect her fellow teachers from “yet another initiative”.
General Education Supervisor	Justin Potential has been an educational supervisor in this district for five years. He is well respected for developing programs that are responsive to student needs and support building and teacher capacity. He has a deep understanding of RTI <sup>2</sup> and hopes to help the data team develop an implementation plan that will work for Happy Green Elementary School.

**SCENARIO:**

Justin Potential has called a planning meeting for the team in early July. Happy Green Elementary School has had declining RLA scores in third and fourth grade over the past three years. The team is concerned about this decrease, but not overly concerned about math scores that have held steady for three years. Samantha has been asked to bring multiple data sheets including the state test scores, the reading and math benchmarking results, the early literacy benchmark results and the fluency benchmark information from the preceding year. Shawn Hesitant has been asked to bring his schedule, his time inventory protocol results and staffing analysis. Molly Childs has been asked to bring the results of the teacher readiness survey to the meeting. Leslie Lingo has planned to bring her list of requirements that her special education supervisor gave her, and she has prepared her hardline decisions for the meeting. Justin calls the meeting together and asks everyone to share their information.

Here is Justin's planned agenda for the initial meeting:

1. Sharing of schedule and discussion of how to deliver interventions
2. Sharing of special education requirements
3. Explain the district requirements for fidelity checks
4. Discussion of data results
5. Sharing of Intervention programs and the time requirements
6. Develop an action plan timeline and responsibilities

Please role play what this agenda might look like for five minutes. Stay in character with your group.

**Discussion Questions**

What positive points came out of your conversation?

What were the largest struggles? What caused these struggles?

What might be a different way to organize this agenda? What would you discuss first? Why?

What would be important district protocols to develop to facilitate thoughtful planning at the building level?

How would you create these protocols? Who should be involved? What planning/revision/data meeting elements should be directed at the district level? What planning/revision/data meeting elements can be flexible for school-level data teams to determine?

**Guiding Question Two:** *How do you ensure that RTI<sup>2</sup> is running with fidelity?*

## **RTI<sup>2</sup> with Fidelity Notes**

## Data Team and Fidelity Discussion Tool

Each area (district, elementary, middle and high school) might have different levels of implementation. Discuss and record the components that currently exist for your district. Include planned and discussed elements for levels.

<b>Guiding Question Two:</b> <i>How do you ensure that RTI<sup>2</sup> is running with fidelity?</i>
<b>District</b>
<b>Data Team Structure:</b>
<b>Data Team current responsibilities:</b>
<b>Current Fidelity Check Routines</b>
<b>Intervention Delivery:</b>
<b>Student Performance:</b>
<b>Frequency of Checks/Data Review:</b>

<b>Elementary Level</b>
<b>Data Team Structure:</b>
<b>Data Team current responsibilities:</b>
<b>Current Fidelity Checks Routines</b>
<b>Intervention Delivery:</b>
<b>Student Performance:</b>
<b>Frequency of Checks/Data Review:</b>

**Middle School Level**

**Data Team Structure:**

**Data Team current responsibilities:**

**Current Fidelity Check Routines**

**Intervention Delivery:**

**Student Performance:**

**Frequency of Checks/Data Review:**

**High School Level**

**Data Team Structure:**

**Data Team current responsibilities:**

**Current Fidelity Check Routines**

**Intervention Delivery:**

**Student Performance:**

**Frequency of Checks/Data Review:**

**Guiding Question Two:** *How do you ensure that RTI<sup>2</sup> is running with fidelity?*

**SWOT Analysis for Data Teams and Ensuring Fidelity**

**Strengths:** What are the district strengths in utilizing data teams? How do the data teams monitor progress regularly? How do they ensure fidelity to the goal?

**Weaknesses:** Where are the gaps in data team staff? Data team monitoring processes? Fidelity assurances?

**Opportunities:** Where can you use your strengths to overcome your weaknesses and help you district move forward? Select one or two prioritized and manageable steps.

**Threats:** What internal and external hurdles will the team have to address to ensure success of the next steps?

Strengths

Weaknesses

Opportunities

Threats

**Guiding Question Two: *How do you ensure that RTI<sup>2</sup> is running with fidelity?***

<b>Data Teams and Fidelity Planning</b>		
<b>Goal:</b> (What result will these next steps have?)		
<b>Next Steps</b> (What are next actionable steps around data teams, progress monitoring and fidelity?) 1. 2. 3.		
<b>Timeline:</b> (When should these steps be completed?)	<b>Lead Person:</b> (Which team member will take the lead on implementing next steps?)	<b>Resources to use:</b> (What resources will the district use to ensure that these next steps happen?)
<b>Statement of Success:</b> (What will determine our success and how will we share our success with the district?)		
<b>General Rules of Practice:</b> (To create consistency in decision making around data team protocols, progress monitoring and ensuring fidelity, what general rules of practice does the district team agree upon?)		
<b>Key District Messages:</b> (How will your team communicate the general rules of practice in regards to data teams and fidelity? Who will communicate these general guidance rules be communicated and when will they be communicated?)		
<b>Who will communicate these messages?</b>	<b>How will they be communicated?</b>	

**Guiding Question Two:** *How do you ensure that RTI is running with fidelity?*

**Data Teams and Fidelity Monitoring Resource Menu**

<b>District RTI<sup>2</sup> Data Team</b>	<b>School RTI<sup>2</sup> Data Team</b>	<b>Tier I Fidelity Check</b>	<b>Tier II Fidelity Check</b>	<b>Tier III Fidelity Check</b>
<a href="#">Team Composition</a>	<a href="#">Team Composition</a>	TEAM rubric (http://team-tn.org/)	<a href="#">Sample Tier II Walk Through</a>	<a href="#">Sample Tier III Walk Through</a>
<a href="#">Sample District Meeting Agenda</a>	<a href="#">Sample School Meeting Agenda</a>	<a href="#">Sample Lesson Planning Checklist</a>	<a href="#">Sample Tier II Walk Through Checklist</a>	<a href="#">Sample Tier III Checklist</a>
<a href="#">District Data Assessment Option</a> (school option)	<a href="#">Sample Student At-Risk List</a>	<a href="#">Sample Teacher Fidelity Checklist</a>	<a href="#">Sample Tier II Direct Observation</a>	<a href="#">Sample Tier III Direct Observation</a>
	<a href="#">Student Tier II Decision Tree</a>		<a href="#">Sample individual attendance tracker</a>	
	<a href="#">Student level Plan (developed by team)</a>		<a href="#">Exclusionary Factors</a>	
	<a href="#">Student Tier III Decision Tree</a>			

**User's Guide**

This resource menu provides tools that are differentiated samples of data team resources and fidelity monitoring resources for districts to use. It is divided into five organizing columns that start with general resources and progressively become more specific to meet the varying needs of your district. Districts should feel free to tailor the documents to fit the purposes of their district and their schools. These sample templates also serve as springboards for decision-making around data teams and fidelity monitoring. These template resources are samples and are not intended to dictate district guidelines and district rules of practice. Instead, the district rules of practice should guide the tailoring of these documents to fit the needs of districts.

Fidelity check options are listed from general targeted resources to more intensive resources. As your district team determines how to approach fidelity checks at each level, remember the level of intensity of support. Tier I core instruction is already monitored through the TEAM evaluation process, and these observations can be utilized as fidelity checks of Tier I instruction. Often, districts and schools require lesson planning checks as well as common scopes of work. All of these components can facilitate team discussions around Tier I fidelity. Similarly, Tier II interventions should have lesson planning or pacing guides that can be used as a component of fidelity checks. Walk through observations can also be targeted ways to ensure fidelity of Tier II interventions. As Tier III becomes a more intensive intervention for students, it also becomes more important to ensure fidelity of Tier III interventions. The fidelity checks should occur more frequently and may need a closer observation than targeted walk through observation or checklist. Your district rules of practice should govern decision-making around intensity of fidelity monitoring to ensure that interventions have effectively met each individual student's needs.

<b>Sample District RTI<sup>2</sup> Leadership Team Assignment of Roles and Responsibilities</b>		
<b>Name(s)</b>	<b>Roles</b>	<b>Responsibility</b>
	Chair/Facilitator	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Administrators/Supervisors or Designee <ul style="list-style-type: none"> <li>• Curriculum and Instruction</li> <li>• Title I</li> <li>• Special Education</li> </ul>	Assist in identifying, evaluating, selecting, and adopting materials and resources to establish and maintain procedures for high quality instruction and intervention; developing assessment protocols and fidelity monitoring; and determining guidelines for assessing, planning, and delivering appropriate professional development.
	Administrators <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Secondary</li> </ul>	Assist in establishing and maintaining procedures for instruction and intervention practices; assessment protocols; scheduling; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Educational Staff <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> <li>• Classroom <ul style="list-style-type: none"> <li>○ Elementary</li> <li>○ English/language arts</li> <li>○ Mathematics</li> <li>○ Other</li> </ul> </li> </ul>	Critique established procedures for delivering high quality instruction and intervention; implementation of administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success of all students.
	Specialists <ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Special Education</li> <li>• Speech/Language</li> <li>• Others: School Counselors</li> </ul>	The specialist serves the district to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.
	Parents (optional)	Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI <sup>2</sup> process. To establish effective reporting of progress to parents.

## Sample District Data Team Meeting Agenda Template

<b>Location</b>		
<b>Meeting Date:</b>		
<b>Time:</b>		

Agenda Items		
Time Allocated	Subject	Person Responsible

Resources	
Resources to Bring	Resources to Distribute (Person Responsible)

District Team Norms

## District Data Assessment Option

This assessment is designed to guide district data meetings in analyzing benchmarking/progress monitoring results. It can also be modified for school data teams.

### Student Intervention Analysis

	Fall	Winter	Spring	Improvement from previous results	Comments
% at Tier I only				Significant*/Adequate*/No	
% at Tier I and II				Significant/Adequate/No	
% at Tier I and III				Significant/Adequate/No	

A district should determine what is significant and adequate improvement.

### Student Transition Between Tiered Intervention

Number of Students at Tier Level in Previous Progress Monitoring Period	Past Period Movement	Current Period Movement	Difference +/-	Comments
# of students at Tier I only				
# of students at Tier I and II				
# of students at Tier I and III				

Summary Data	
% stayed at Tier I only	
% added an intervention	
% moved out of an intervention	
% moved to Tier III intervention	
% moved to Tier II intervention	

**Average ROI (rate of improvement) for all students in each grade level**

(Measure between the previous and current benchmark/progress monitoring period)

	<b>Rate of Improvement</b> (current score-previous score/ # of weeks in period)	<b>Expected Growth Norm</b>	Difference +/-	Comments
Grade___				

**Summary ROI Data**

	<b>Average Target ROI</b>	<b>Actual ROI</b>	<b>Comments</b>
Tier II students			
Tier III students			

### Sample School Level RTI<sup>2</sup> Team Assignment of Roles and Responsibilities

Name(s)	Roles	Responsibilities
	Principal/Designee	Establish and maintain school-level procedures and timelines for instruction and intervention; assessment protocols; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. He/she appoints or selects a school-level RTI <sup>2</sup> chair/facilitator and a team of representatives from the school level.
	Chair/Facilitator	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Instructional Coach	Critiques established procedures for successful delivery of instruction and intervention for reading, English/language arts, writing, and mathematics; provides ongoing professional development and coaching for the successful achievement of all students.
	Classroom Teachers <ul style="list-style-type: none"> <li>• Elementary</li> <li>• English/language arts</li> <li>• Mathematics</li> <li>• Other</li> </ul>	Interpret established school-level procedures to deliver high quality instruction and intervention; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success for all students.
	Specialists <ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Special Education</li> <li>• Speech/Language</li> <li>• Others</li> </ul>	The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.
	School Counselor	Instructional planning according to academic ability using analysis of appropriate assessments; consults with teacher/students to ensure delivery of high quality instruction/intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Teacher of English Learners (ELL) (where appropriate)	Serves students whose native language is not English; delivers an appropriate program to teach English; delivers high quality instruction and intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Parents (optional)	Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI <sup>2</sup> process. To establish effective reporting of progress to parents.

## Sample School Data Team Meeting Agenda Template

<b>Location</b>		
<b>Meeting Date:</b>		
<b>Time:</b>		

<b>Agenda Items: Program</b>		
<b>Time Allocated</b>	<b>Subject</b>	<b>Person Responsible</b>

<b>Agenda Items: Student</b>		
<b>Time Allocated</b>	<b>Subject</b>	<b>Person Responsible</b>

<b>Resources</b>	
<b>Resources to Bring</b>	<b>Resources to Distribute (Person Responsible)</b>

<b>School Team Norms</b>

## Sample School RTI<sup>2</sup> Team– List of Students “At Risk”

On-going progress monitoring checks (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention. Grade level and/or subject specific teams meet every 4.5-5 weeks to make appropriate adjustments in the delivery of interventions for each student.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

PM Goal		PM Assessment		PM Assessment	
Percent below		25 <sup>th</sup> percentile		10 <sup>th</sup> percentile	
Year		Select one: X	Fall	Winter	Spring

Student	Teacher	Intervention	Progress Monitoring Assessment	Progress Monitoring Assessment	Intervention Change Yes/No	Tier II Tier III	Request Parent Meeting

**Signatures of team members attending:**

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**Sample School Team Tier II Decision Tree**  
*(To be completed by student's teacher or RTI<sup>2</sup> Team prior to movement into Tier II)*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

<b>Core literacy instruction has been implemented with fidelity</b> <input type="checkbox"/> ≥80% of student needs are met by core instruction	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Differentiated instruction has been provided in a small group within core literacy instruction</b> <input type="checkbox"/> Documentation is attached	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Student has been present for the majority of instructional days</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Student has passed vision and hearing screening</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Data indicates performance below the 25<sup>th</sup>% on universal screening of student achievement compared to national norms</b> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Written Expression	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Additional Assessment data supports universal screening data</b> Informal Phonics Inventory _____ Advanced Decoding Skills Survey _____ Phonological Awareness Test 2(PAT) _____ Developmental Reading Assessment (DRA) _____ Developmental Spelling Assessment (DSA) _____ Intervention Placement information _____ Other _____	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

\*\* If the Intervention team answered “Yes” to all of the above questions, the student should be placed in Tier II intervention. If the Intervention team answered “No” to any of the questions, that area should be addressed prior to the movement into Tier II.

**Team members involved in approving this plan with name and relationship to the student**

\_\_\_\_\_  
 \_\_\_\_\_

**RTI<sup>2</sup> Team Notes**  
**Student Intervention Plan**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Meeting Date:** \_\_\_\_\_

- Initial Meeting/Intervention Plan Intervention Plan       Follow-Up Meeting/Revised Intervention Plan

**Specific Area of Concern**

- Phonological Awareness    Phonics       Math Calculation       Math Reasoning
- High Achievement
- Reading Fluency    Reading Comprehension    Vocabulary    Attention/Behavior
- Speech/Language
- Written Expression

**Data-Based Decision**

- Tier 1 with ongoing assessment in \_\_\_\_\_       Tier 2 with required Progress Monitoring in \_\_\_\_\_
- Tier 3 with required Progress Monitoring in \_\_\_\_\_    Referral to next level of support with parent/guardian present
- Continue SPED intervention with Progress Monitoring in \_\_\_\_\_

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

\*Intervention must be linked to skill deficit area

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Team members involved in approving this plan with name and relationship to the student**

\_\_\_\_\_  
\_\_\_\_\_

### Sample School Team Tier III Decision Tree

(To be completed at follow-up RTI<sup>2</sup> Team meeting prior to movement into Tier III)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

<b>Tier II intervention(s) have occurred daily for 30 minutes in addition to core instruction</b> <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (3) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Implementation integrity has occurred with at least 80% fidelity</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Student has been present for the majority of intervention sessions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Tier II intervention(s) adequately addressed the student’s area of need</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Tier II intervention was appropriate and research-based</b> <b>Research based interventions are:</b> <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Progress monitoring has occurred with at least 10-15 weekly data points – OR- 8-10 bi-monthly data points</b> <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters are attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

\*\* If the Intervention team answered “Yes” to all of the above questions, the student should be moved to Tier III. If the Intervention team answered “No” to any of the questions, that area should be addressed prior to the movement into Tier III.

**Team members involved in approving this plan with name and relationship to the student:**

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### Sample Tier I Lesson Plan Checklist

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Course/Unit: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

Lesson Plan Area	YES or NO	Description (if needed)
Summary of the task, challenge, investigation, career-related scenario, problem, or community link		
Reference to Common Core State Standard, state standard, ACT College Readiness Standards and/or State Competencies		
Clear, specific, and measurable objective (not activities)		
Objective in student-friendly terms		
Students show evidence of proficiency through a variety of assessments (formative, summative, performance-based, rubric, formal, informal)		
Assessments are aligned with lesson objective		
Materials are aligned with the lesson objective		
Materials are rigorous and relevant		
Use of activating strategy (motivator/hook)		
Use of an essential question		
Step-by-step procedures/sequence in instruction		
Use of various instructional strategies (discover/explain, direct instruction, modeling expectations "I DO", questioning/encouraging higher order thinking, grouping strategies, differentiated instructional strategies)		
Use of guided and independent practice ("WE DO/YOU DO")		
Closure/Reflection/Wrap-up in lesson (Summarizing, reminding, reflecting, restating, connecting)		
Use of cross-curricular connections		

### Sample Tier I Teacher Behavior Checklist

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Course/Unit: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

Teacher Behavior	Most of the time	Some of the time	Rarely/ None of the time	Not observed or applicable
Uses on-going assessment data to make instructional decisions				
Monitors ongoing student performance and adjusts pacing and support				
States objective so students understand what is expected				
Uses modeling to demonstrate what students need to do				
Checks to make sure students are understanding throughout the lesson				
Checks student work to ensure correctness				
Gives students immediate feedback on work				
Redirects off-task behavior				
Communicates expectations for work and/or assessment				
Practice items are appropriate to task/objective				
Creates a positive and supportive learning environment				

### Sample Tier II Five-Minute Walk Through

Instructor: \_\_\_\_\_ Date/Time \_\_\_\_\_

Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_

Program/Skill: \_\_\_\_\_ Number of students in group: \_\_\_\_\_

WHAT TO LOOK FOR	NOTES
Active engagement of all students	
Modeling of instructional tasks	
Multiple chance to practice tasks	
Explicit instruction	
Corrective feedback	
Materials organized and readily available	
Engagement of students in independent activities	
Encouragement/direct praise	
Needed intervention provided	
Intervention began and ended on time	

Positive #1	
Positive #2	
Suggested Changes	
Next Steps	

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

\_\_\_\_\_ signature

### Sample Tier II Walk Through Checklist

Observer: \_\_\_\_\_ Interventionist: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
 Program: \_\_\_\_\_ Skill(s): \_\_\_\_\_

The Tier II Intervention is:

Description	Yes	No
Provided by or supervised by a highly qualified teacher with training in area of intervention		
Targeting one specific area of need/deficit/skill		
Targeting as a skill that was identified as an area of need by an assessment		
Occurring in addition to Tier I instruction		
Delivered in a small-group format		
Delivered with fidelity		
Delivered with evidence based materials		
Provided the appropriate amount of time daily		
Provided the appropriate amount of time weekly		
Progress monitored at least every other week		

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

\_\_\_\_\_ signature

### Sample Tier II Direct Observation Rubric

Observer: \_\_\_\_\_ Interventionist: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Program: \_\_\_\_\_ Skill(s): \_\_\_\_\_

Focus	Criteria			
	3	2	1	0
Structure and Delivery of Tier II Intervention  SCORE: _____	Adherence to precision to fully implement procedures as prescribed. All components are used to deliver a high intensity intervention. Correct time schedule is followed to provide optimal intervention during the time allocated. Intervention is delivered as designed.	Interventionist and students are engaged. Pace is effective and students are actively involved. Correct materials are used. Intervention time is focused and uninterrupted. Lesson is delivered as designed.	Interventionist and students are in correct places but materials are not at hand. Interventionist appears unprepared. Time delay to effectively begin intervention time. Some interruptions noted. No clear plan for the lesson.	Intervention not occurring at scheduled time and no manual or lesson plans used
Management  SCORE: _____	Enthusiastic delivery by interventionist. Correct and effective management in place. Interventionist and students effectively making use of time. Structure of intervention provides effective pacing and optimal use materials.	Good delivery by interventionist. Management is effective. A few difficulties noted during implementation. Most students engaged in learning. Structure guides intervention time with occasional lapses in time.	Poor delivery by interventionist. The interventionist does not follow set procedures for effective implementation. Several students off task. Structure lacks coherence.	Ineffective delivery by interventionist. Students are not engaged. Interventionist does not guide structure for intervention.

**Sample Tier II Direct Observation Rubric (page 2)**

Progress Monitoring, Documentation, and Communication  <b>SCORE: _____</b>	Progress monitoring is completed once every other week and clearly documented on all forms. Communication of assessment results with teachers and parents exceeds the minimum requirements. Documentation of interventions and progress is very clear to understand and well organized and systematically communicated.	Progress monitoring is generally accurate. Communication with teacher and parents happens at least twice each nine weeks. Documentation of interventions and student progress is adequately communicated.	Progress monitoring is sporadic. There is not a clear system for communicating results with the teacher or parents. Limited documentation of interventions or progress is noted. Progress is rarely communicated.	Progress monitoring is not occurring. No communication with teachers or parents. No documentation of interventions or progress.

**Observations:**

<b>Strengths:</b>
<b>Concerns:</b>

<b>Results Checklist</b>	<b>YES</b>	<b>NO</b>
Post observation review of fidelity check		
Review of areas of concern addressed, if any were indicated		
Plans for improvement established in areas identified		

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

\_\_\_\_\_ signature

## Sample Tier II Intervention Attendance Documentation

Student \_\_\_\_\_ Grade Level \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

School \_\_\_\_\_ Program \_\_\_\_\_ Skill \_\_\_\_\_

Person Providing Intervention \_\_\_\_\_

Time	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	
Date																			
Lesson Number																			
Student Attendance																			
Time	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	
Date																			
Lesson Number																			
Student Attendance																			

Use the Following Key:  
 A= Student Absent  
 P= Student Present  
 TA=Teacher Absent  
 T= Testing  
 R= Reteach  
 O=Other (Please explain under comments)  
 FM=Fidelity Monitored

Skills in Question:  
 L = Language  
 PA=Phonemic Awareness  
 P = Phonics  
 F = Fluency  
 V = Vocabulary  
 C = Comprehension  
 W=Written Expression  
 MC=Math Calculation  
 MP=Math Problem Solving

**Month to Date Lesson Gains**

Number of school days this month \_\_\_\_\_  
 Number of lessons taught \_\_\_\_\_  
 Out of \_\_\_\_\_ days

**Comments:**


I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

\_\_\_\_\_  
(signature)

## Sample Tier III Intervention Walkthrough

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Intervention being provided \_\_\_\_\_

Person Completing this Walkthrough/Observation \_\_\_\_\_

Rating Scale: 1 = minimal evidence noted; 2=evidence noted; 3 = outstanding implementation

### Classroom Setting

\_\_\_\_\_ Space is appropriate for intervention implementation.

### Materials

\_\_\_\_\_ Evidence exists of program materials being used as designed.

\_\_\_\_\_ Teacher uses the Teacher's Guide/manual/instructions during intervention.

### Teacher Instruction

\_\_\_\_\_ Teacher follows the selected program's instructional routines as designed.

\_\_\_\_\_ Evidence exists that activities are student goal directed.

\_\_\_\_\_ Teacher fosters active student engagement and motivation to learn.

\_\_\_\_\_ Classroom behavior management system is effective in providing an environment conducive to learning.

\_\_\_\_\_ Transitions are smooth and quick.

### Student Actions

\_\_\_\_\_ Evidence of active versus passive learning

\_\_\_\_\_ Evidence of student engagement

### Classroom Environment

\_\_\_\_\_ Teacher and student interactions are mutually respectful and positive in tone.

\_\_\_\_\_ Evidence exists that the teacher provides all students with an opportunity to learn.

\_\_\_\_\_ Evidence indicates that the teacher implements activities that support student diversity.

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

\_\_\_\_\_  
Observer's signature

\_\_\_\_\_  
Teacher's signature

### Sample Tier III Fidelity Checklist

Instructor: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observed by: \_\_\_\_\_ Area of Intervention: \_\_\_\_\_

Lesson Number: \_\_\_\_\_ Number of students in group: \_\_\_\_\_

Start and Stop Time: \_\_\_\_\_ Total Time of Observation: \_\_\_\_\_

High level of implementation=2                      Inconsistent level of implementation=1                      Low level of implementation=0

AREA	Level of Implementation			Comments
<b>Materials and Time</b>				
Teacher and student materials ready	2	1	0	
Teacher organized and familiar with lesson	2	1	0	
<b>Instruction/Presentation</b>				
Follows steps and wording in lessons	2	1	0	
Uses clear signals	2	1	0	
Provides students many opportunities to respond	2	1	0	
Models skills/strategies appropriately and with ease	2	1	0	
Corrects all errors using correct technique	2	1	0	
Provides students with adequate think time	2	1	0	
Presents individual turns	2	1	0	
Moves quickly from one exercise to the next	2	1	0	
Maintains good pacing	2	1	0	
Ensures students are firm on content prior to moving forward	2	1	0	
Completes all parts of teacher-directed lesson	2	1	0	
<b>General Observation of the Group</b>				
Student engagement in lesson	2	1	0	
Student success at completing activities	2	1	0	
Teacher familiarity with lesson formats and progression through activities	2	1	0	
Teacher encouragement of student effort	2	1	0	
Transitions between activities were smooth	2	1	0	

Notes: \_\_\_\_\_

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### Sample Tier III Direct Observation Rubric

Observer: \_\_\_\_\_ Interventionist: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
 Program: \_\_\_\_\_ Skill(s): \_\_\_\_\_

Focus	Criteria			
	3	2	1	0
Structure and Delivery of Tier III Intervention  <b>SCORE: _____</b> _____	Adherence to precision to fully implement procedures as prescribed. All components are used to deliver a high intensity intervention. Correct time schedule is followed to provide optimal intervention during the time allocated. Intervention is delivered as designed.	Interventionist and students are engaged. Pace is effective and students are actively involved. Correct materials are used. Intervention time is focused and uninterrupted. Lesson is delivered as designed.	Interventionist and students are in correct places but materials are not at hand. Interventionist appears unprepared. Time delay to effectively begin intervention time. Some interruptions noted. No clear plan for the lesson.	Intervention not occurring at scheduled time and no manual or lesson plans used
Management  <b>SCORE: _____</b> _____	Enthusiastic delivery by interventionist. Correct and effective management in place. Interventionist and students effectively making use of time. Structure of intervention provides effective pacing and optimal use materials.	Good delivery by interventionist. Management is effective. A few difficulties noted during implementation. Most students engaged in learning. Structure guides intervention time with occasional lapses in time.	Poor delivery by interventionist. The interventionist does not follow set procedures for effective implementation. Several students off task. Structure lacks coherence.	Ineffective delivery by interventionist. Students are not engaged. Interventionist does not guide structure for intervention.

**Sample Tier III Direct Observation Rubric (page 2)**

Progress Monitoring, Documentation, and Communication  <b>SCORE: _____</b>	Progress monitoring is completed once every other week and clearly documented on all forms. Communication of assessment results with teachers and parents exceeds the minimum requirements. Documentation of interventions and progress is very clear to understand and well organized and systematically communicated.	Progress monitoring is generally accurate. Communication with teacher and parents happens at least twice each nine weeks. Documentation of interventions and student progress is adequately communicated.	Progress monitoring is sporadic. There is not a clear system for communicating results with the teacher or parents. Limited documentation of interventions or progress is noted. Progress is rarely communicated.	Progress monitoring is not occurring. No communication with teachers or parents. No documentation of interventions or progress.
--	---	---	---	---

**Observations:**

<b>Strengths:</b>
<b>Concerns:</b>

<b>Results Checklist</b>	<b>YES</b>	<b>NO</b>
Post observation review of fidelity check		
Review of areas of concern addressed, if any were indicated		
Plans for improvement established in areas identified		

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time. \_\_\_\_\_ signature

## Sample Tier II/III Intervention Student Attendance Documentation

Student \_\_\_\_\_ Grade Level \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

School \_\_\_\_\_ Program \_\_\_\_\_ Skill \_\_\_\_\_

Person Providing Intervention \_\_\_\_\_

Time	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	
Date																			
Lesson Number																			
Student Attendance																			
Time	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	M	T	W	T	F	Weekly Totals	
Date																			
Lesson Number																			
Student Attendance																			

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 C = Comprehension  
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 MC=Math Calculation  
 MP=Math Problem Solving

**Month to Date Lesson Gains**

Number of school days this month \_\_\_\_\_  
 Number of lessons taught \_\_\_\_\_  
 Out of \_\_\_\_\_ days

**Comments:**


I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time. \_\_\_\_\_ (signature)

### Exclusionary Factors Worksheet

This worksheet is provided as a tool to determine whether each factor can be ruled out as the primary cause of a student's lack of progress within general education instruction and/or tiered intervention.

<b>1. Lack of Instruction in Reading, Writing, and Math</b>		
	Student has attended school regularly (absent less than 23% of the time)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Student has received tiered instruction and intervention in specific area of deficit	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>2. Limited English Proficiency</b>		
	Is there a language other than English spoken by this student?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Is there a language other than English spoken in the student's home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are there specific dialectical or cultural influences that would affect the student's ability to speak or understand English?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>3. Intellectual Disability</b>		
	Student's performance is equally depressed in all academic areas	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Student's adaptive/self-help skills appear age appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>4. Emotional Disturbance</b>		
	Does the student exhibit behavioral/emotional difficulties that interfere with learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Does the student have a medical history and/or school history of emotional difficulties?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	If the answer to either question above is "yes", has an ecologically valid Functional Behavior Assessment (FBA) been conducted? Results of FBA: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>5. Visual Impairment, Hearing Impairment/Deafness or Orthopedic Impairment</b>		
	Vision has been screened and found to be within normal limits <b>Results:</b> Right eye (near) _____ Right eye (far) _____ Left eye (near) _____ Left eye (far) _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Hearing has been screened and found to be within normal limits <b>Results:</b> Right ear ___pass ___fail   Left ear ___pass ___fail	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Does the student have a history of significantly delayed motor development?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Is there a medical diagnosis for a motor impairment that would affect the student's ability to learn or access general classroom instruction/intervention?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Have any physical or motor impairments been observed or assessed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>6. Environmental or Cultural Factors</b>		
	Limited experiential background in majority based culture	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Transiency in elementary school years (at least two moves in a single school year)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Home responsibilities interfering with learning activities	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Residence in a depressed economic area	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Low family income at subsistence level	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Limited involvement in organizations and activities of any culture	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Geographic isolation	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>7. Motivational Factors</b>		
	Does the student attempt classroom assignments and/or homework?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are group and/or standardized achievement scores consistent with student's grades?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. Situational Trauma</b>		
	Has the student's academic performance fallen dramatically within the last 6-12 mths?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance (e.g., death of family member, divorce of parent, etc)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Please explain how any indicated factors have been ruled out as the determinant factors for this student's lack of progress within general education instruction and/or tiered intervention: \_\_\_\_\_

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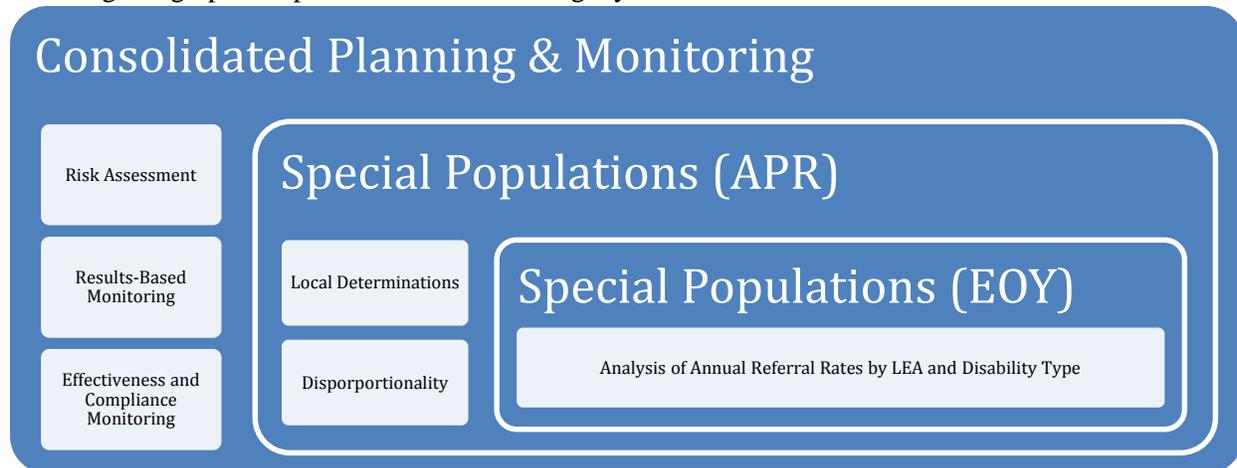
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## RTI<sup>2</sup> Accountability Plan

Response to Instruction and Intervention (RTI<sup>2</sup>) is a framework designed to provide opportunities for early intervention and improved student outcomes. It should be viewed as a path to providing instructional opportunity to any student struggling to succeed and should not be viewed as a path to special education eligibility. Fidelity of implementation is crucial to the success of RTI<sup>2</sup>; therefore, the Division of Consolidated Planning and Monitoring in collaboration with the Division of Special Populations will begin monitoring district level implementation of Response to Instruction and Intervention (RTI<sup>2</sup>) during the 2014-15 school year. The focus of this collaborative effort will be to improve the fidelity of implementation for the purpose of improved outcomes for all students. The following is a graphic depiction of the monitoring layers:



### The Division of Consolidated Planning and Monitoring will:

- Conduct file reviews for a proportionate amount of students with various disabilities in every LEA. For K-5 students referred for a Specific Learning Disability (SLD) after July 1, 2014, adherence to the new RTI/SLD eligibility criteria will be monitored.
- Conduct a Risk Assessment each year for all districts around several key performance Indicators.
  - Districts with the highest risk will have Results-Based Monitoring which includes RTI<sup>2</sup>.
  - Districts with specific areas of concern may have an Effectiveness and Compliance Monitoring which could include RTI<sup>2</sup>.

### The Division of Special Populations will:

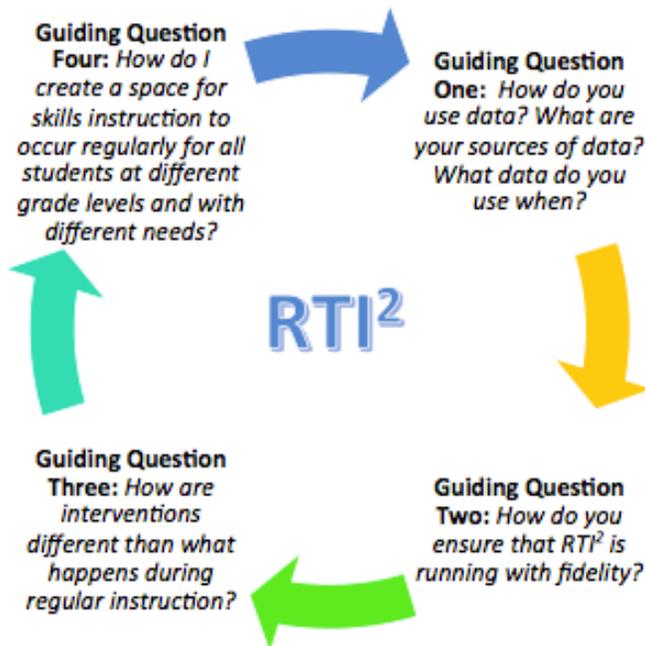
- Send each district a Local Determination around several key performance Indicators as part of the IDEA Annual Performance Report process. Districts who receive a finding based on achievement results will require analysis of their RTI<sup>2</sup> process.
  - Districts who receive a finding based on disproportionate overrepresentation of students with a Specific Learning Disability (SLD) will also require analysis of their RTI<sup>2</sup> process.
- Analyze special education referrals rates for each district as part of the annual End of Year Report process. Districts who appear to be circumventing the RTI<sup>2</sup> process as indicated by elevated referral rates in other disability categories other than SLD will require an analysis of their referral procedures. The division will use baseline data collected during the 2013-14 school year as a reference.

**Both divisions will engage in monthly meetings to share the results of their monitoring efforts in order to collaborate with regard to the provision of technical assistance and support.**





## Next Steps Action Planning



**Points to Consider before Next Steps Action Planning**

1. How will your team ensure all children receive on-grade level, high quality, and differentiated instruction in the general education classroom (Tier I)?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
--	--	---

2. How will your team ensure that a nationally normed, skills-based universal screener is administered to all students K-8 to determine whether students demonstrate the skills necessary to achieve grade-level standards? (This assessment must assess six key skill areas: basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression).

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
--	--	---

3. How will school teams identify students in need of targeted intervention (Tier II or Tier III) in addition to the high quality instruction they are receiving in Tier I?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
--	--	---

4. How will school teams monitor the progress of Tier II and Tier III interventions in the students' areas of deficit?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
--	--	---

5. How will fidelity monitoring occur at all tiers, focusing not only on the programs but also the students?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
--	--	---

## Action Plan Document

1. Transfer sections from each guiding question action planning document.
2. Analyze the holistic plan. Is there too many next steps to be actionable?
3. Is one person responsible for too many steps? Is a shifting needed to balance the plan and ensure a collaborative initiative?
4. Have you captured the consistent rules of practice and key messages that will serve as guard rails for your district?

### Communication Planning

<b>District Rules of Practice</b>	GQ1:	Person Responsible:
	GQ2:	
	GQ3:	
	GQ4:	Format for Communication:
	Overarching:	
<b>District Key Messages</b>	GQ1:	Person Responsible:
	GQ2:	
	GQ3:	
	GQ4:	Format for Communication
	Overarching:	

<b>District Focal Strengths</b>	<b>GQ1:</b>	
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	
<b>District Next Steps/ Action Steps</b>	<b>GQ1:</b>	<b>Lead:</b>    <b>Timeline:</b>    <b>Evidence:</b>
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	

<b>Elementary Focal Strengths</b>	<b>GQ1:</b>	
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	
<b>Elementary Next Steps/ Action Steps</b>	<b>GQ1:</b>	<b>Lead:</b>    <b>Timeline:</b>    <b>Evidence:</b>
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	

<b>Middle Focal Strengths</b>	<b>GQ1:</b>	
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	
<b>Middle Next Steps/ Action Steps</b>	<b>GQ1:</b>	<b>Lead:</b>  <b>Timeline:</b>  <b>Evidence:</b>
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	

<b>High Focal Strengths</b>	<b>GQ1:</b>	
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	
<b>High Next Steps/ Action Steps</b>	<b>GQ1:</b>	<b>Lead:</b>    <b>Timeline:</b>    <b>Evidence:</b>
	<b>GQ2:</b>	
	<b>GQ3:</b>	
	<b>GQ4:</b>	
	<b>Overarching:</b>	