

# Seven RtI Foundations: Indicators of Full Implementation

## 1. Ensure leadership, structure, coordination, and continuous improvement.

Classroom Level	School Level	District Level
<p>1. I understand my responsibility for applying Response to Intervention in my classroom.</p>	<p>1. The school’s leadership:</p> <ul style="list-style-type: none"> <li>a. Establishes and maintains purpose and direction for RtI.</li> <li>b. Provides follow-up support to ensure RtI implementation.</li> <li>c. Integrates RtI with existing programs and practices.</li> <li>d. Assesses how well student achievement goals and objectives are being addressed.</li> <li>e. Ensures RtI goals, objectives, and activities are effective in improving teaching and learning.</li> <li>f. Acts on information about the effectiveness of RtI implementation.</li> </ul>	<p>1. The district’s leadership:</p> <ul style="list-style-type: none"> <li>a. Establishes and maintains purpose and direction for RtI.</li> <li>b. Monitors the implementation of the RtI plan across the district.</li> <li>c. Assesses how well student achievement goals and objectives are being addressed.</li> <li>d. Evaluates the value RtI goals, objectives, and activities add to teaching and learning for all students in the district.</li> <li>e. Intentionally and systematically acts on information about the effectiveness of RtI to improve quality and deepen implementation.</li> </ul> <p>2. All staff receive high quality professional development to support the implementation and ongoing improvement of the RtI system.</p> <p>3. Professional development includes RtI’s:</p> <ul style="list-style-type: none"> <li>a. Purpose, tiered structure and essential components.</li> <li>b. Use of assessments and assessment data.</li> <li>c. Implications for classroom practice.</li> <li>d. Use of research-based strategies.</li> </ul> <p>4. Key RtI staff members are identified and receive enhanced training in core aspects of RtI.</p>
<p>2. I know how RtI works in this school.</p> <p>3. I know when to consult with a problem solving team regarding an individual student’s progress.</p>	<p>2. The school has a yearly RtI plan to ensure continuous improvement.</p> <p>3. Written RtI policies include decision rules governing student movement up and down tiers.</p> <p>4. RtI decision rules are clearly articulated and uniformly used.</p>	<p>5. The district has a yearly RtI plan which ensures continuous improvement.</p> <p>6. Written RtI policies include:</p> <ul style="list-style-type: none"> <li>a. RtI design, implementation, and continuous improvement.</li> <li>b. The RtI framework or model to be used at the RSU and building levels.</li> <li>c. Leadership and teacher roles and responsibilities at each tier.</li> <li>d. Parent involvement, notification, and participation at each tier.</li> <li>e. Data management procedures.</li> <li>f. How students will experience a “seamless” transition into grade spans and across schools.</li> </ul>

**2. Know what all students need to know and be able to do and how well.**

Classroom Level	School Level	District Level
<ol style="list-style-type: none"> <li>1. I use district-identified written curriculum to guide literacy instruction in my classroom.</li> <li>2. I use district-identified written curriculum to guide mathematics instruction in my classroom.</li> <li>3. I use district-identified specific learner outcomes and grade level expectations/benchmarks to guide my instruction.</li> <li>4. I use identified learner outcomes and sub-skills to target specific learning interventions for small groups of students in my classroom.</li> <li>5. I use identified learner outcomes and sub-skills to target specific learning interventions for individual students in my classroom.</li> </ol>	<p>Tier II and III interventions address specific student learning outcomes and identified benchmarks.</p>	<ol style="list-style-type: none"> <li>1. Curriculum clearly aligns with current state and/or national content standards.</li> <li>2. Specific, measurable learner outcomes and grade level benchmarks in the behaviors and performances identified for intervention are clearly articulated.</li> </ol>

### 3. Use universal screening data.

Classroom Level	School Level	District Level
<ol style="list-style-type: none"> <li>1. I use student data to:               <ol style="list-style-type: none"> <li>a. Evaluate student progress toward grade level benchmarks/expectations.</li> <li>b. Adjust instruction for all students.</li> <li>c. Identify effective instructional strategies to meet student learning needs.</li> <li>d. Identify students needing interventions.</li> <li>e. Identify interventions that target exactly what individuals and groups of students need to learn.</li> <li>f. Evaluate the effectiveness of the interventions I select for individuals and small groups.</li> </ol> </li> <li>2. Develop individual learning plans for students who are not meeting specific learner outcomes and grade level expectations/benchmarks.</li> <li>3. I have timely access to the student data I need.</li> </ol>	<p>The school's data management system has the capacity to track individual student progress across tiers of intervention.</p>	<ol style="list-style-type: none"> <li>1. The district's data management system has the capacity to track individual student learning and behavioral progress. The system:               <ol style="list-style-type: none"> <li>a. Records individual student data from universal and progress monitoring assessments.</li> <li>b. Provides skill level information to guide intervention strategies.</li> <li>c. Allows for correlation of academic and behavioral data.</li> <li>d. Can be used to monitor and evaluate RtI system effectiveness.</li> <li>e. Is accessible to all instructional staff.</li> </ol> </li> </ol>
<ol style="list-style-type: none"> <li>4. I know what universal screening assessments are used to identify students who need instructional intervention.</li> <li>5. I know how to use the data from universal screening assessments to identify students needing instructional intervention.</li> <li>6. I know how to use the data from universal screening assessments to identify targeted interventions for individuals and small groups of students.</li> </ol>		<ol style="list-style-type: none"> <li>2. The same universal screening assessments are used at prescribed intervals throughout the system.</li> <li>3. Universal screening assessments are valid measures. They are:               <ol style="list-style-type: none"> <li>a. Aligned with outcomes and benchmarks in the written curriculum.</li> <li>b. Uniformly administered.</li> <li>c. Informative about specific learning needs for which interventions are needed.</li> </ol> </li> </ol>

**4. Target interventions (research-based strategies and programs).**

Classroom Level	School Level	District Level
<ol style="list-style-type: none"> <li>1. I use research/evidence based practices to meet the instructional needs of my students.</li> <li>2. I know what intervention strategies are available to me to meet the learning needs of individuals and small groups in my classroom.</li> <li>3. I have had sufficient professional development to use intervention strategies effectively in my classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students receive increasingly intense interventions targeted at assessed skill deficits in addition to core classroom instruction.</li> <li>2. Tier II students receive at least 30 additional minutes of targeted, intensive instruction per day.</li> <li>3. Tier III students receive 30-60 additional minutes (added to Tier II increased time) of targeted, intensive instruction per day.</li> <li>4. Problem-solving teams use student learning data to identify increasingly intensive Tier II and III interventions for individual students.</li> <li>5. School leaders:               <ol style="list-style-type: none"> <li>a. Monitor Tier II and III implementation.</li> <li>b. Revise school policies and procedures to support RtI's three-tiered system.</li> <li>c. Ensure the school's schedule provides time for Tier II and III interventions.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The district provides appropriate research-based materials to support instruction.</li> <li>2. The curriculum includes research-based strategies aligned with the outcomes and benchmarks.</li> </ol>

**5. Track response to the intervention (progress monitoring).**

Classroom Level	School Level	District Level
<ol style="list-style-type: none"> <li>1. I document the impact of my classroom interventions with records showing the number of trials and the frequency of correct responses.</li> <li>2. I guide students in tracking their own learning progress and setting their own learning goals.</li> <li>3. I know what progress monitoring assessments to use and how to use them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress monitoring data determine student movement through the tiers.</li> <li>2. Problem-solving teams have the capacity to document individual student progress over time with a sufficient number of data points to determine progress toward identified benchmarks.</li> </ol>	<ol style="list-style-type: none"> <li>1. The assessments in use are aligned with the content and performance standards.</li> </ol>

## 6. Strengthen the core program.

Classroom Level	School Level	District Level
<p>1. It is important for at least 80% of students to meet grade level expectations/benchmarks in their regular classrooms.</p>	<p>1. School leaders:</p> <ul style="list-style-type: none"> <li>a. Continually reinforce RtI as the organizing structure for student learning in the building.</li> <li>b. Support and/or intervene with classroom teachers as appropriate to ensure effective instruction.</li> </ul> <p>2. Professional development to support the core curriculum, instruction, and assessment all students receive (Tier 1) is driven by student learning needs.</p>	<p>1. The district regularly analyzes district, school, grade-level and classroom data to:</p> <ul style="list-style-type: none"> <li>a. Set district and school improvement goals.</li> <li>b. Set curricular priorities.</li> <li>c. Evaluate the effectiveness of programs over time.</li> <li>d. Set professional development priorities.</li> </ul> <p>2. Professional development regarding implementing curriculum effectively and efficiently is accessible and available for all staff.</p>
<p>3. I use district-identified written curriculum to guide literacy instruction in my classroom.</p> <p>4. I use district-identified written curriculum to guide mathematics instruction in my classroom.</p> <p>5. I use district-identified specific learner outcomes and grade level expectations/benchmarks to guide my instruction.</p>	<p>3. Professional development to support the core program is designed to impact classroom practice through:</p> <ul style="list-style-type: none"> <li>a. Workshops and training with classroom follow-up.</li> <li>b. Time for teachers to improve practice through peer observation, coaching, and/or action research.</li> </ul>	<p>3. Curriculum clearly aligns with current state and/or national content standards.</p> <p>4. Curriculum is aligned and continuous within and across grade levels in these areas.</p> <p>5. Curriculum includes research-based strategies aligned with the outcomes and benchmarks.</p> <p>6. Curriculum leadership roles and responsibilities are clearly identified and provided for.</p>
<p>6. I use assessments that are aligned with the identified learner outcomes and grade level expectations/benchmarks.</p>	<ul style="list-style-type: none"> <li>a. The active support of existing staff with expertise in core RtI components and content-area expertise.</li> </ul>	<p>7. A system of formative and summative assessments includes multiple, aligned assessments (classroom, grade level, school, and external).</p> <p>8. The assessments in use are aligned with the content and performance standards.</p>

**7. Build shared responsibility.**

Classroom Level	School Level	District Level
<ol style="list-style-type: none"> <li>1. Teachers in the school work together to identify students who are not reaching grade level expectations/benchmarks.</li> <li>2. Teachers in the school work together to use effective interventions.</li> <li>3. All teachers in this school accept responsibility for helping all students reach outcomes and grade level expectations/benchmarks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Building-based teams share leadership and responsibility for monitoring the effectiveness of the Tier I core program.</li> <li>2. Grade level teams have consistent time to work collaboratively to identify and address student learning needs.</li> <li>3. Grade level teams:               <ol style="list-style-type: none"> <li>a. Set measurable grade-wide goals based on student achievement data.</li> <li>b. Develop or identify classroom strategies to meet identified goals.</li> <li>c. Monitor student progress toward goals.</li> <li>d. Adjust core instruction.</li> </ol> </li> <li>4. Problem-solving teams include regular education, Title I, special education, and other school staff.</li> <li>5. School leaders continually reinforce RtI as the organizing structure for student learning in the building.</li> <li>6. The school provides consistent opportunities for parents to learn how to support their child's learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. The district's leadership:               <ol style="list-style-type: none"> <li>a. Integrates RTI with existing programs and practices.</li> <li>b. Acts on information about the effectiveness of RtI implementation.</li> </ol> </li> </ol>