

Colorado Department of Education Response to Intervention: Regional Self-Assessment

The purpose of this document is to help regional teams determine the extent to which the actions and steps are in place. For each item below, indicate the extent to which that item is in place using the rating scale below.

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 = Action/Step fully implemented and in place

Continue to keep the six components of Response to Intervention in mind as you consider each action:

Leadership: Leadership at the state, district, and building level is crucial to the fidelity of Rtl implementation. Rtl is a significant change that affects the entire educational system. These changes must be championed and monitored by leaders at all levels.

Curriculum & Instruction: The Rtl Model is a three-tiered system designed to meet the needs of ALL students. Curriculum, based on the state standards, and quality instruction are essential for student success. **Tier I** instruction includes high quality, research-based curricula and instructional strategies that support the district's curriculum guidelines. **Tier II** offers supplemental instruction in addition to the standards-based curriculum received in Tier I. **Tier III** instruction includes more explicit instruction that is focused on a specific skill need, whether that be an accelerated need or a remedial need.

Problem-Solving Process: The purpose of the problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance. Furthermore, it provides a structure for addressing the academic and/or behavioral concerns identified by teachers or parents. A problem-solving process requires full collaboration among a team of professionals along with parents to identify a specific, measurable outcome and to design research-based interventions to address the concerns.

Assessment and Progress Monitoring: A major feature of the Rtl Model is its use of data to drive the decision-making process—at the individual student, classroom, and school levels. To support Rtl's fluid approach, reliable and ongoing information must be available to: identify academic and behavioral needs of individual students; inform the problem-solving process; design and modify instruction to meet student needs; evaluate the effectiveness of instruction at different levels, of the system (e.g., classroom, school, district).

School Climate and Culture: The core principles of a multi-tiered Rtl model support and embrace positive school climate within all school settings. Positive school climate depends on four essential elements: (1) creating a caring school community; (2) teaching appropriate behavior and social problem-solving skills; (3) implementing positive behavior support components; (4) providing rigorous academic instruction

Parent and Community Engagement: When families, schools, and communities work together, students are more successful in school and schools improve. Effective partnerships include parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes.

Adapted From:

Response to Intervention: Blueprints for Implementation (DISTRICT)
National Association of State Directors of Special Education, Inc.

Component 1: Consensus Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Develop an action plan to facilitate sharing information and building regional consensus to support Rtl.		
Step 1: Develop an action plan to identify stakeholders in the region, share information and gain consensus to support Rtl.		
Action 2: Provide information to stakeholders about Rtl.		
Step 1: Provide information about Rtl practices. These include educational activities containing information on the following: <ul style="list-style-type: none"> •the definition of Rtl; •components of Rtl; •research on Rtl; •benefits of implementing Rtl; •barriers to implementing Rtl; •changes to be expected when implementing Rtl; required commitments and resources needed to implement Rtl; and examples of exemplars of Rtl implementation. 		
Step 2: Establish the rationale for regional adoption of Rtl practices <ul style="list-style-type: none"> •Demonstrate how Rtl systematically connects to the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), etc.. •Analyze and demonstrate how Rtl systematically connects and is interdependent with existing regional goals, mission, priorities and initiatives. •Make connections to the potential impact on regional values and beliefs. 		
Step 3: Identify partners who have a vested interest in Rtl.		
Step 4: Develop a communication plan: <ul style="list-style-type: none"> •identify who will provide the information; •how the information will be shared; and •when the information will be communicated. 		

Adapted From:

Component 1: Consensus Building Continued

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 3: Examine and define regional structures to support your Rtl initiative.		
Step 1: Identify roles and responsibilities of each district.		
Step 2: Define the leadership structures, roles and responsibilities of regional resources needed to implement Rtl; modify the current system as needed.		
Step 5: Identify funding sources that may be used to support Rtl.		
Step 6: Define the decisions to be made at the regional level versus the district level (e.g., training needs, curriculum resources.)		
Action 3: Build consensus and support from regional and district stakeholders.		
Step 1: Discuss the resources and commitments necessary to build consensus.		
Step 2: Identify the level of agreement or consensus needed to proceed with Rtl.		

Component 2: Regional Infrastructure Building

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Form a Regional Leadership Team.		
Step 1: Form a regional leadership team that is representative of all districts.		
Step 2: Identify how the team will function (e.g., meeting dates and times, meeting processes, roles/functions within the team).		
Action 2: Identify the roles that the regional team will play in assisting districts implementing Rtl.		
Step 1: Define the role(s) of the regional leadership team in assisting districts implementing Rtl.		
Action 3: Develop an action plan to guide the implementation of Rtl.		
Step 1: Integrate Rtl with regional training plans and other regional initiatives.		
Step 2: Develop and deploy an integrated professional development plan across personnel (e.g., administrators, staff, parents) and across content domains.		
Step 3: Develop a plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan.		
Step 4: Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and whom to call with concerns).		
Step 5: Develop a systemic and thoughtful communication plan and schedule to follow as Rtl is implemented; identify the nature, amount and frequency of information needed by various stakeholders.		

Component 3: Regional Implementation

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Develop a multi-year (at least 3-5 year) action plan to address implementation.		
Step 1: Specify, in writing, procedures for robust implementation of Rtl.		
Step 2: Define, develop and provide professional development tailored to regional needs and experiences.		
Step 3: Develop a plan to build capacity at the regional and district levels.		
Step 4: Identify meeting times and structures for Rtl support meetings.		
Step 5: Include a plan to address the on-going dissemination and sharing of implementation progress and outcome data.		
Step 6: Develop a plan to address attrition or succession of training personnel.		
Action 2: Implement the Rtl professional development plan.		
Step 1: Identify a regional training model.		
Step 2: Train district level teams.		
Action 3: Maintain the implementation of Rtl.		
Step 1: Schedule regular meetings for the regional leadership team to: •review progress of sites; •review evaluation data; •manage project resources; •troubleshoot any issues that arise; and •adjust implementation plans as needed based upon the evaluation information.		
Step 2: Implement the communication plan as designed.		